

# Table of Contents

President's Message .....	inside front cover	Military Science (ROTC).....	124
Academic Calendar .....	2	Modern and Classical Languages .....	125
The University and its Mission .....	3	Multicultural Studies .....	134
Facilities and Environment .....	5	Natural Science Minor .....	135
Student Affairs.....	8	Nursing .....	136
Academic Services, Division of .....	17	Philosophy .....	140
Career Services .....	17	Political Science .....	143
Admissions .....	20	Psychology .....	147
Major Academic Programs .....	24	Public History Minor .....	151
Tuition and Fees .....	25	Religious Studies.....	152
Financing an Education .....	29	Social Sciences .....	156
General Academic Information .....	46	Social Work .....	157
Curriculum .....	56	Sociology .....	162
Majors.....	58	Theatre Studies and Fine Arts .....	165
Minors .....	59	Vincentian Poverty Studies Minor .....	177
Academic Exploration Program .....	62	Web Design Minor .....	178
<b>College of Arts and Sciences .....</b>	<b>63</b>	Women's Studies Minor .....	179
Africana Studies Minor .....	64	Writing Studies .....	180
American Sign Language and Deaf Studies Minor .....	128	Writing Studies Minor .....	181
Applied Fine Arts .....	65	<b>College of Business Administration.....</b>	<b>182</b>
Art History .....	66	Accounting .....	184
Art History with Museum Studies .....	67	Associate Degree in Business .....	188
Biochemistry, Chemistry and Physics .....	69	Commerce .....	188
Biology .....	76	Technical (B2B) Marketing Minor .....	199
Black Families Minor .....	82	Leadership Minor .....	200
Communication Studies .....	83	<b>College of Education .....</b>	<b>201</b>
Computer and Information Sciences .....	87	Early Childhood and Childhood Education.....	204
Computer Crime Minor .....	91	Middle Childhood and Adolescence Education.....	207
Criminology and Criminal Justice .....	91	<b>College of Hospitality and Tourism Management .....</b>	<b>215</b>
English .....	94	University and Departmental Honors Program.....	227
Environmental Studies.....	100	Learn and Serve Niagara .....	228
Digital Forensics Minor.....	102	Niagara University Opportunity Program .....	229
Forensic Science Minor .....	102	Office of Academic Support .....	229
General Studies .....	103	Preprofessional Tracks .....	230
Gerontology.....	103	Continuing Education .....	233
Gerontology Minor .....	104	Study Abroad.....	234
History .....	105	Directory .....	239
International Studies .....	111	Trustees and Officers .....	239
Italian Studies Minor .....	113	Board of Advisors .....	239
Justice and Peace Studies Minor .....	113	University Sectors .....	240
Latin American Studies Minor .....	114	University Committees .....	241
Law and Jurisprudence Minor .....	116	External Advisory Committees .....	242
Liberal Arts .....	117	Full-Time Faculty .....	243
Mathematics .....	118	Index.....	249
Middle Eastern Islamic Studies Minor .....	123	Campus Map .....	inside back cover



## Seal

The official seal of the university presents in symbol its history and purpose. The first title of Niagara University, Our Lady of Angels, is signified in the lower half of the coat of arms by the crown, the wings and the crescent moon inscribed in a diamond. The upper half of the coat of arms depicts wavy vertical lines symbolizing the grandeur and power of Niagara Falls. At the top of the shield, on a wreath in purple and white (the university colors), is a golden eagle, indicating the location of the university atop Monteaale Ridge, overlooking the Niagara gorge. The eagle bears a purple diamond displaying a silver heart, symbol of Vincent de Paul. The motto at the base of the shield, "Ut Omnes Te Cognoscant" (Jn 17, 3) expresses the purpose of a NU education: "That All May Know You."

The board of trustees and administration reserve the right to change the programs, schedules, or other provisions described herein as they deem necessary.

# Academic Calendar

## Fall 2013

Aug. 29	Thursday	Advisement and late registration for new students from 12:30 to 3 p.m.
Sept. 3	Tuesday	Classes begin
Oct. 14	Monday	Columbus Day — Holiday
Oct. 18	Friday	Mid-term ends
Nov. 8	Friday	Last day for course withdrawal without permission
Nov. 26	Tuesday	Thanksgiving recess begins after the last class
Dec. 2	Monday	Classes resume
Dec. 12	Thursday	Examination week begins
Dec. 18	Wednesday	Fall semester ends

## Spring 2014

Jan. 10	Friday	Advisement and late registration for new students from 1 to 4 p.m.
Jan. 13	Monday	Classes begin
Feb. 28	Friday	Mid-term ends
March 1	Saturday	Spring break begins after the last class
March 10	Monday	Classes resume
March 28	Wednesday	Last day for course withdrawal without permission
April 16	Wednesday	Easter recess begins after the last class
April 22	Tuesday	Classes resume
April 29	Tuesday	Study day
April 30	Wednesday	Examination week begins
May 6	Tuesday	Spring semester ends
May 8	Thursday	Graduate graduation
May 10	Saturday	Undergraduate graduation

## Fall 2014

Aug. 29	Thursday	Advisement and late registration for new students from 12:30 to 3 p.m.
Sept. 2	Tuesday	Classes begin
Oct. 13	Monday	Columbus Day — Holiday
Oct. 17	Friday	Mid-term ends
Nov. 7	Friday	Last day for course withdrawal without permission
Nov. 25	Tuesday	Thanksgiving recess begins after the last class
Dec. 1	Monday	Classes resume
Dec. 11	Thursday	Examination week begins
Dec. 17	Wednesday	Fall semester ends

## Spring 2015

Jan. 16	Friday	Advisement and late registration for new students from 1 to 4 p.m.
Jan. 19	Monday	Classes begin
March 6	Friday	Mid-term ends
March 7	Saturday	Spring break begins after the last class
March 16	Monday	Classes resume
April 1	Wednesday	Last day for course withdrawal without permission
April 1	Wednesday	Easter recess begins after the last class
April 7	Tuesday	Classes resume
May 5	Tuesday	Examination week begins
May 11	Monday	Spring semester ends
May 14	Thursday	Graduate graduation
May 16	Saturday	Undergraduate graduation

The board of trustees and administration reserve the right to change this calendar as may be deemed necessary. Students whose religious affiliation demands that they recognize certain days of religious observance may be absent from class, reschedule an exam or register without penalty. These days are not university holidays. Students who expect to be absent from class on these days should inform their professors in advance.

# The University and its Mission

Niagara University educates its students and enriches their lives through programs in the liberal arts and through career preparation, informed by the Catholic and Vincentian traditions.

## Enabling Goals

As a university, Niagara prepares its students for positions of responsibility in the professions and in the broader society. Through teaching, research and service in programs of study at the baccalaureate and graduate levels, Niagara seeks to develop within its students a passion for learning.

The university's commitment to the Catholic faith provides perspective in the search for truth and meaning. Catholic doctrine and its moral code inspire respect for the God-given dignity of every person and all faith traditions. Students experience the vision and reality of a gospel-based, value-centered education.

As a Vincentian university, Niagara draws inspiration from St. Vincent de Paul, who organized his contemporaries to respond compassionately to people's basic needs. Continuing this tradition, Niagara seeks to inspire its students to serve all members of society, especially the poor and oppressed, in local communities and in the larger world.

Overall, through its curricular and extracurricular programs, Niagara University seeks to develop the whole person, mind, body, heart and soul, for the benefit of one's personal and professional life.

## Accreditation and Memberships



Niagara University is accredited by the Middle States Association of Colleges and Schools. Its business programs are accredited by the AACSB International: the Association to Advance Collegiate Schools of Business. Its program in social work is accredited by the Council on Social Work Education. Its nursing program is accredited by the

Commission on Collegiate Nursing Education. Its program in education is accredited by the National Council for Accreditation of Teacher Education, Postsecondary Education Quality Assessment Board (PEQAB), and Ontario College of Teachers (OCT). The department of chemistry has the approval of the American Chemical Society. The College of Hospitality and Tourism Management is accredited by the Accreditation Commission for Programs in Hospitality Administration (ACPHA). The university holds membership in the American Council on Education, the Association of University Evening Colleges, the College Entrance Examination Board, the Commission on Independent Colleges and Universities, the Council of Graduate Studies in the United States, the Middle Atlantic Association of Colleges of Business Administration, the American Library Association, and other organizations.

## Affirmative Action Policy

Consistent with our Catholic mission, it is the policy of Niagara University that there shall be no discrimination against any individual in educational or employment opportunities because of sex, sexual orientation, race, color, creed, national origin, age, marital status, Vietnam Era or disabled veteran status, disability, predisposing genetic characteristic, or other categories protected by law. Also, there shall be no discrimination based on age, although the university shall abide by state and federal laws, regulations, and guidelines with regard to retirement plans and bona fide occupational qualifications. Furthermore, the university maintains an affirmative action program in order to promote equal employment opportunities and to ensure nondiscrimination in all educational programs and activities. All programs that implement this policy are reviewed on an annual basis. For purposes of this affirmative action policy, the term "employment opportunities" applies to all regular full and part-time positions. Temporary student positions (i.e., those temporary positions awarded to students because of their status as students on a school-year basis or less) are not considered "employment opportunities" for purposes of this policy.

Niagara University accepts the important distinction between affirmative action and equal opportunity. Equal opportunity assumes that the concept of merit, which is based solely upon a person's ability to perform, will govern all personnel and education decisions.

Niagara University is committed to attaining equal opportunity via affirmative action which requires specific efforts to recruit, admit, employ and promote members of groups previously excluded such as women, African-Americans, Hispanics, Asians and Pacific Islanders, Native Americans, disabled individuals, and disabled veterans or veterans of the Vietnam era.

The responsibility of overseeing the university's compliance with affirmative action requirements has been delegated by the president of the university to the director of human resources who will act as the affirmative action officer. Every member of the university community, however, is charged with the responsibility for its realization.

## Educational Vision

The Niagara University undergraduate curriculum is based on the premise that a general education is a necessary balance to career training and that both are essential to a liberal education worthy of the name. NU believes the education of the whole person is possible if we understand that "wholeness" means searching for and working from a human center rather than encompassing all knowledge. Every degree program at Niagara University combines a general education component with a distribution component and a major component. This triad, explained in detail elsewhere in this catalog, is intended to overcome the fragmentation of disciplines which professionalization generally entails, and to encourage in the student a process of integration and consolidation as well as expansion of the mind and spirit.

## History

Founded in 1856 by the Congregation of the Mission (Vincentians) Niagara University was first chartered in 1861 as a seminary. In 1883, Niagara was rechartered as a university for “the instruction of youth in the learned languages and in the liberal and useful arts and sciences.” In the years since its founding, NU has retained this tradition of emphasis on both the liberal and useful arts and sciences while it has grown into a mid-sized university of approximately 3,300 undergraduates, 965 graduate students, and continuing and community education.

## Geography

Niagara University is located on Route 104 on the northern limits of the city of Niagara Falls. The 160-acre campus runs along the top of picturesque Monteaule Ridge overlooking the Niagara River Gorge just four miles north of the world-famous waterfall. The location of the campus, adjacent to the international border between the United States and Canada and relatively near the American and Canadian cities of Buffalo and Toronto, creates an international milieu.

## Travel to Canada — Passport Requirements

### *Includes U.S. and Canadian Citizens*

As of June 1, 2009, federal regulations require citizens of the United States, Canada, Mexico and Bermuda to have a valid passport, or another government-approved travel document, to enter the United States by land and sea. Previously, federal regulations were implemented requiring these same citizens to have a valid passport to enter the United States by air.

Due to Niagara University’s proximity to Canada, all students should be aware of federal regulations prior to travel to Canada. Niagara University students are NOT required to have a passport to attend Niagara University unless they are international students; the decision whether to obtain a passport is up to the individual student. However, students who wish to participate in events that are sometimes held in Canada will be required to have the appropriate travel documentation.

For more information on the regulations, known as the Western Hemisphere Travel Initiative(WHTI), refer to the U.S. Department of State website: [www.state.gov/travel](http://www.state.gov/travel).

## Organization

The university is governed by a 30-member board of trustees, of whom not more than one-third may be Vincentian priests.

The president is the chief executive officer of the university. He is aided in administering the various colleges and schools within the university by the executive vice president, the vice president for academic affairs, the vice president for student affairs, the vice president for administration and the vice president for institutional advancement. The deans and directors of each college and school coordinate the educational affairs of the various undergraduate and graduate programs. The goals of each college and school are in harmony with those of the university.

## Students

The undergraduate enrollment is approximately 3,175. An additional 870 students are enrolled in the graduate division.

The most recent Cohort Survival Study shows that 81 percent of the new freshmen entering in the fall of 2011 returned in the fall of 2012. The graduation rate of students who began in 2006 is 67 percent.

## Alumni

Niagara University’s approximately 34,000 alumni have assumed positions in virtually every career area. The many and varied accomplishments of our alumni are a measure of the university’s success in achieving its goal of career preparation.

Significant numbers of graduates are employed in the field of education as teachers, administrators and counselors. Large concentrations of graduates pursue business careers in accounting, sales, finance, logistics, management, marketing and information technology. Many alums find success in the hospitality and tourism industries, criminal justice, human resources, communications, social work, and the performing arts. Alumni are employed in the healthcare field in the practice of medicine and nursing, as well as in research. Alumni also establish careers in law, government and military service, religious life or are self-employed.

An alumni association board exists, comprised of over 30 alumni from all over the United States, insuring that Niagara University and its alumni have programs to stay in touch with NU and each other. A system of regional alumni chapters throughout the United States also exists to foster camaraderie among alumni, as well as to encourage university support. Various social, athletic, educational and cultural events are held throughout the year by the local chapters. These events include golf tournaments, athletic events, cocktail receptions, dinners, theatre events and networking evenings. For information on chapter activities in your area, call the Office of Alumni Engagement at 716.286.8787 or email the office at [alumni@niagara.edu](mailto:alumni@niagara.edu).

Another easy way to find out the latest alumni events and news is at [www.niagara.edu/alumni-engagement](http://www.niagara.edu/alumni-engagement). This site will lead you to all areas of alumni engagement including the Eagles Nest where you can register for events. The Eagle magazine, published three times a year, is another way that graduates stay informed about university activities. The magazine features news and stories, as well as a personal message from the university president. In addition, alumni are updated on the activities of their classmates through the “Alumni Notes” feature.

It’s easy for alumni to stay in touch with Niagara University. Whether it’s on the Web at the Eagle’s Nest, in person at a chapter event, or via mail with an address change or wedding announcement, Niagara alumni are connected!



## Faculty

Niagara University's faculty are characterized by a dedication to excellence in teaching, research and service. They are widely published in first tier journals and have presented their research nationally and internationally. Over 100 universities, including non-American universities, are represented among Niagara's faculty.

All classes are taught by Ph.D.s or professionally qualified faculty, which include Fulbright Scholars, a Carnegie Teaching Fellow and John Templeton Foundation Fellows, as well as several who earned the highly coveted award of Excellence in Teaching. Faculty are committed to experiential learning and many involve students in their research. As a result, students are made aware of current practices and global issues. A strong relationship between students and faculty is also encouraged through advisement which is done by faculty members teaching in a student's concentration or major.

Faculty and staff are dedicated to building a better world community. They serve on national and regional boards of many organizations including Habitat for Humanity. They also meet the rigorous standards for the accreditation in their college. Faculty members draw on their real-world experiences in their lectures and in designing community service projects for students in the Vincentian tradition.



# Facilities and Environment

The 36 buildings on the 160-acre campus provide a pleasant contrast between the stately ivy-covered structures and those of more contemporary design.

There are five residence halls, a group of six two-story houses, and an apartment complex for men and women. These facilities can accommodate over 1,500 students in single, double and triple rooms.

Classrooms are located in St. Vincent's, DePaul, Bisgrove, and Dunleavy halls, and the Academic Complex. NU's laboratories for the behavioral sciences, natural sciences, nursing, communication studies, fine arts, and language are located in the B. Thomas Golisano Center for Integrated Sciences, Castellani Art Museum, and DePaul, Dunleavy, and St. Vincent's halls. The laboratories provide a resource for students to engage in experimentation, practice and research based on the practical application of theoretical concepts learned in the classroom.

The university also maintains a variety of outdoor recreational facilities, including tennis and basketball courts and fields for baseball, soccer, rugby, lacrosse, football, and softball. Niagara also offers an active intramural sports schedule and 14 competitive club sports programs.

## Library and Information Technology Help Desk

The library supports student learning and knowledge creation by providing assistance, access to technology, information resources, and individual and collaborative work and study space.

### Get Help

Librarians and information technology staff are here to help you. Reach us in person or remotely via email, online chat, or phone.

### Do Research 24/7 From Your Dorm, Home or Office

The library provides remote access through the World Wide Web to most of its databases, which means you can access electronic books and journal articles anywhere, anytime.

### Borrowing Materials

The library's collection consists of more than 300,000 books and 30,000 periodical titles in print and electronic formats. We also offer a recreational collection with entertaining novels and DVDs. Your university ID card is your library card, and you may borrow and keep out 25 items at a time. The Information Technology Help desk lends equipment.

### Interlibrary Loan and Document Delivery

If the library does not own an item you need, we can almost always obtain it for you. We'll even deliver copies of articles to your desktop. Or, you can get a special card from us that will allow you to check out books from other college libraries in Western New York.

### Study Rooms

There are four group study rooms in the Library, and each has a TV and DVD player. Three of the four rooms have a projector and a screen. There is also a silent study room on the main floor.

### **Dr. Rita N. Moretti Teachers' Studio**

The Dr. Rita N. Moretti Teachers' Studio, located on the second floor of the library, supports the College of Education by providing a representative collection of Pre-K-12 curriculum materials and professional books that help teacher candidates create lessons and manage classrooms. The Teachers' Studio also has a computer, a Smart Board and an Ellison letter machine.

### **Food and Drink**

You may eat and drink in the library. Vending machines are located on the main and second floors.

### **Fax Service**

The library can send or receive your personal faxes up to 10 pages in length.

### **Computers and Information Technology Help Desk**

More than 120 computers are available in the library for your use. When you need technology assistance, you can ask at the Information Technology Help Desk, which is located on the main floor of the building.

### **Library Hours**

#### **School Year**

Monday-Thursday: 7 a.m. to 1 a.m.

Friday: 7 a.m. to 8 p.m.

Saturday: 10 a.m. to 8 p.m.

Sunday: 11 a.m. to 1 a.m.

#### **Summer**

Monday-Thursday: 8 a.m. to 9 p.m.

Friday: 8 a.m. to 4 p.m.

Saturday: 10 a.m. to 4 p.m.

Sunday: Closed

Part of the main floor of the library is open 24 hours during the school year. You swipe your ID card at the door to enter. For more information, visit our website at [library.niagara.edu](http://library.niagara.edu).

### **Technology**

A broad range of computer facilities are available for student use. Public, 24-hour computing is available in the library and computer lab classrooms are located throughout campus. Both PCs and Macs are available, and all computers include software requested by faculty in addition to Microsoft Office.

The IT help desk is located on the first floor of the library and provides computer support to students. The help desk serves as a central place for account issues, computer issues and general technology questions. A variety of hardware and software products are sold with academic discounts and the university also partners with our preferred vendors to offer discounted laptops and desktops to Niagara University students.

All students are given a personal e-mail account, an account to myNU (a Web-based personalized student portal system), and an account to a system which allows faculty to make course material

available over the Internet. This is used both to support classroom courses and to provide distance-learning courses. Niagara University partners with Google to offer the full Google Apps suite to students, offering such services as calendars, contacts, email (Gmail), Google+, websites, and more. Students can use Google Drive to store their files and collaborate in the cloud for access on campus or off.

All residence halls have computer connections for each student. Using student-provided, properly equipped computers, students can access the internet and use email over a high speed internet connection. Wireless access is also available in the residence halls as well as most areas on campus.

Niagara University classrooms include technology such as HD projectors, visualizers, Bluray/DVD players, computers, Smart boards and more.

Information Technology can be reached via email at [helpdesk@niagara.edu](mailto:helpdesk@niagara.edu); via phone at 716.286.8040; and through their Web page at [www.niagara.edu/it](http://www.niagara.edu/it).

### **Castellani Art Museum**

The Castellani Art Museum (CAM) is one of this region's three major art museums, with seven galleries, and a constantly rotating schedule of exhibitions and events. The CAM collection includes 5900 artworks in all media — painting, drawings, photography and sculpture — by some of the world's most distinguished artists. The CAM is your museum to explore and enjoy. Here are some of the ways NU students are involved.

University faculty teach in the museum's classroom and galleries, using the CAM collection as a teaching tool to make art come alive. Art History with Museum Studies is a new academic program that provides students with a scholarly study of art, culture and museums while focusing on the area of professional museum work. Fine arts courses offer hands-on instruction in drawing, painting, watercolor and hand papermaking.

### **Work Study**

The museum employs up to five work study students each semester. If you are interested in working in the creative environment of a university art museum, please contact the Office of Student Records and Financial Services for more information at 716.286.8686.

### **Internships and Community Service**

The CAM offers a limited number of non-paid internships and community service (volunteer) opportunities to Niagara University students. Internships should be arranged through your professor, who will contact the museum. Student volunteers have assisted with photography at special events, office work and digital archiving. If you are interested in volunteering, contact Susan Clements at 716.286.8201 or drop by the museum.

### **NU Art**

If you are an artist, or interested in learning about art and making your own art, join Niagara University's student art club and become part of a very creative group! For more information, contact campus activities at 716.286.8510.

Admission is free, and students, faculty and staff are always welcome. For more information, visit [www.castellaniartmuseum.org](http://www.castellaniartmuseum.org). The museum is open to the public Tuesday – Saturday, 11 a.m.–5 p.m. and 1–5 p.m. on Sundays. Or contact us by phone at 716.286.8200. Follow us on Facebook and Instagram!

### **Gallagher Center**

The hub of campus activity is the Gallagher Center, where students can gather in a relaxed atmosphere. Many key student affairs and resource offices are found in the facility. Located in the lower level are a food court and coffee bar with adjacent vending machines, game room, lounge and multifunction areas, group study rooms, computer kiosks, an ATM, and student organization offices. The upper level houses the university's main gymnasium.

### **Kiernan Recreation Center**

A 43,000 square-foot fitness and recreational facility, the Kiernan Center offers a six-lane swimming and diving pool, racquetball courts, four basketball courts, multipurpose area, two fitness/cardiovascular areas with a large variety of cardio equipment and fitness apparatus, weight room, saunas and dance/aerobic area. The facilities are scheduled with priority use for NU student recreation.

### **Dwyer Arena**

Niagara University's Dwyer Arena is home to the men's and women's varsity hockey teams, club hockey team, and intramural broomball teams. Consisting of two full-sized (National Hockey League) rinks, the complex can accommodate some 1,800 spectators in the main arena (expandable to 3,600) and 200 in the auxiliary rink. There are 10 locker rooms within the complex.

### **Niagara Frontier**

In addition to the numerous scenic attractions associated with Niagara Falls, other important educational and cultural resources in the area include Artpark, Niagara's premier performing and visual arts center; the Niagara Arts and Cultural Center, which houses more than 75 artists and arts groups; Old Fort Niagara, a registered National Historic Landmark that features the oldest buildings on the Great Lakes; the Albright-Knox Art Gallery, a dynamic modern and contemporary art institution; and the Buffalo Philharmonic Orchestra.

### **Services for Students with Disabilities**

Any student with a documented disability is eligible to receive reasonable accommodations on a case-by-case/course-by-course basis as stipulated under Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, as amended in 2008, and other pertinent state and federal regulations. The purpose of accommodations and modifications is to reduce or eliminate any disadvantages that may exist because of an individual's disability.

Services for students with disabilities may include, but are not limited to:

- Preadmission counseling
- Registration and scheduling assistance

- Monitoring of academic progress
- Test modifications (e.g., extended time, separate location, readers)
- Classroom accommodations
- Liaison with faculty
- Academic counseling
- Personal counseling
- Liaison with local, state and federal agencies
- Assistance in acquiring special equipment
- Advocacy
- Assistive technology, such as screen readers/enlargement, voice input, word prediction, and portable word processors

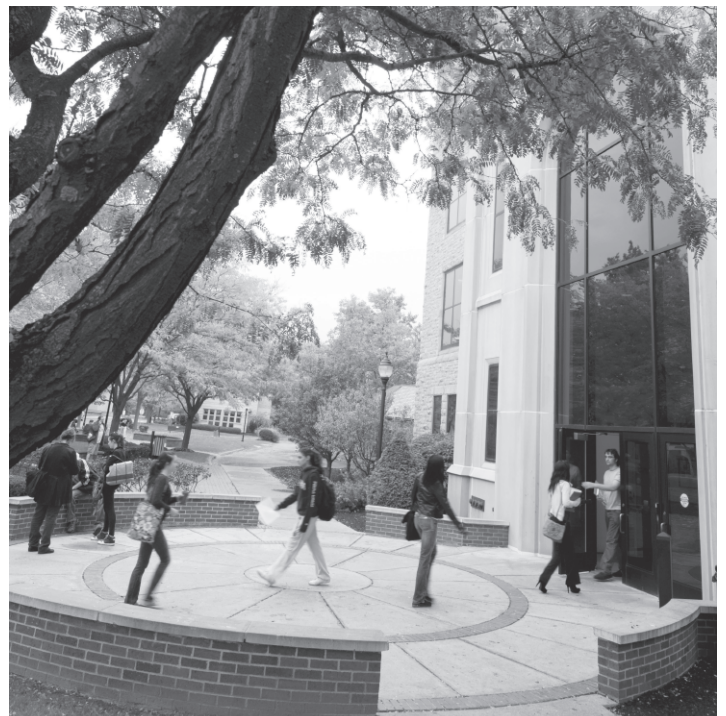
Individuals with disabilities seeking accommodations, adjustments, and/or auxiliary aids and services must contact and provide documentation of disability to:

Kelly Engert  
Coordinator, Disability Services  
Seton Hall  
716.286.8541  
Fax: 716.286.8063  
Email: [kadams@niagara.edu](mailto:kadams@niagara.edu)

A student with a disability is responsible for disclosing and documenting the current substantial limitation(s) they are likely to have in the university setting. Documentation must be submitted from a qualified professional and must support the student's need for accommodation/services.

Eligibility for reasonable and appropriate accommodations will be determined on an individual basis.

Depending on the disability and the type of assistance requested, a student may be referred to additional university service providers as needed.





# Student Affairs

The Division of Student Affairs seeks to enhance the Niagara University student experience by supporting the educational, Catholic and Vincentian mission of the university through diverse programs and services. Guided by the university's core values, Student Affairs administrators partner with students, faculty and staff to create a co-curricular and experiential learning environment that inspires a community of service learners. Informed by the university's mission, the Student Affairs sector places an emphasis on respect and appreciation for others, promoting the rights and God-given dignity of every person.

Learning is a lifelong process. Personnel help students "learn to learn" by promoting co-curricular activities which complement classroom experiences. Staff encourage students to participate in institutional governance, to think critically, to promote academic honesty and personal integrity, and to engage in community service as preparation for good citizenship. This holistic approach helps develop informed, compassionate and capable graduates whose vision and values will enrich their lives and add to the betterment of society.

Student Affairs believes that learning is a lifelong process. Personnel help students "learn to learn" by promoting co-curricular activities which complement classroom experiences. Staff encourage students to participate in institutional governance, to think critically, to promote academic honesty and personal integrity, and to engage in community service as preparation for good citizenship. This holistic approach helps develop informed, compassionate and capable graduates whose vision and values will enrich their lives and add to the betterment of society.

## First-Year Experience Programs

### Summer Orientation

The university offers an overnight orientation program for new first-year students during the summer months, which provides incoming students and families an opportunity to acclimate themselves to the campus, the staff and faculty, and learn about various aspects of the college transition process. New students also register for fall classes and on-campus housing during the summer orientation program. First-year students are led by a team of undergraduate student leaders who serve as mentors for them throughout the program and into the fall semester as students return to campus.

### Fall Orientation (NSO)

The university welcomes all new students, including transfer students, with a three-day orientation program. Beginning with residence hall move-in, the program is designed to provide students with specific skills and information necessary for their academic and personal success. The fall orientation program includes a series of academic and social programs that are created to educate students on academic policy, as well campus life issues such as living on campus, student involvement, and personal safety.

## New Student Convocation

The official welcoming ceremony to the university community by the president, faculty and staff begins the new student's fall orientation experience. It is designed as an opportunity to convey to students the significance of their educational endeavor and the commitment of the university to support them in the achievement of this goal — both inside and outside the classroom. In addition to formally introducing the students to their collegiate career, the convocation will give students a sense of the strength and identity of their class. The students will also experience Niagara University's sense of community derived from the values of St. Vincent De Paul.

## Niagara University Beginnings — NUB 102

All Niagara University students entering as freshmen are required to take the one-credit Niagara University Beginning seminar course. The first class session is on opening day, right after new student convocation.

## Campus Activities

An important component of a liberal education is participation in co-curricular and extracurricular activities. As Niagara University is firmly committed to the education of the whole person, students are encouraged to become actively involved in campus life.

Campus activities personnel create and promote opportunities for involvement. Staff advise student organizations and coordinate on-campus programs. The office also serves as a clearinghouse for information, scheduling and advertisement of campus-wide activities.

The office is responsible for the planning and coordination of social, cultural and educational events, plans summer and fall new student orientation, oversees student government and leadership programs, and works closely with the campus programming board. Personnel also assist residence hall staff in designing a diverse program of activities in the buildings, as well as plan wellness and cultural diversity programs.



Through the campus activities office, approximately 70 student clubs and organizations are made available to the entire student body. These activities engage students professionally as they pursue their major academic interests and personally as they develop their unique talents and interests. Collectively, the various student activities enhance life at NU by offering students an opportunity to experience leadership and to mature as competent men and women.

## Leadership and Student Governance

**Campus Programming Board (CPB)** is comprised of volunteer students who gain valuable leadership experience through the planning and implementation of a variety of social, cultural, recreational, and educational events intended to bring the campus community together.

**Class Government** representation of the four classes is by a slate of officers elected annually. These governing bodies seek to maintain an esprit de corps within each class by sponsorship of a number of activities throughout the academic year.

**EAGLE Leadership, Experience and Growth in Leadership Education (EAGLE)**, is a leader development process open to all students. Through workshops, team activities, and service opportunities, students develop the inner qualities and outer skills to lead. The EAGLE process adheres to the university's commitment to active, integrated learning and addresses the development of the whole person.

**Niagara University Student Government Association (NUSGA)** is a representative group of elected and appointed students who in the spirit of Catholic and Vincentian traditions and the Core Values of the University, serve the student body and the surrounding community through service, educational and cultural programming, awareness, and advocacy.

**Orientation Leaders**, are a group of responsible and dedicated undergraduate student leaders selected to assist with the implementation and facilitation of the Summer Orientation sessions and fall New Student Orientation. They serve as a resource and role models for first year students.

**Resident Hall Council (RHC)** consists of representatives elected from each residence hall. The group focuses on developing a sense of community within the resident population and ensuring the quality of on-campus life.

## Academic Clubs and Organizations

**Accounting Society** is an organization formed to stimulate outside interest in the varied and ever-expanding field of accounting. Activities such as excursions to various accounting installations and lectures, given by professional accountants from both public accounting and industry, provide a better understanding of the field.

**Active Minds** is a student organization dedicated to promoting awareness of mental health issues on campus. Club members hold fund raisers, undertake media campaigns, organize stress reduction activities at critical times, such as exam weeks, and participate in the annual conference sponsored by Active Minds on Campus, a

national organization based in Washington, DC. The club aims to increase awareness of mental health issues, provides information and resources regarding mental health and illness, and encourages students to seek help as soon as possible.

**Alpha Phi Sigma**, the national criminal justice honor society, was chartered to make criminal justice professions and practitioners more effective, to inspire a just pride in their work, and to apply scientific practices and techniques within the criminal justice field. Membership is open to students majoring in criminal justice at the university with a QPA of 3.0.

**American Chemical Society (Tetrahedron)** aims to encourage a feeling of professional pride among chemistry majors and to aid them in educational and industrial fields. The group sponsors movies, lectures and tours of industry and other local colleges.

**American Hotel and Lodging Association (AHLA)** the mission of NU AH&LA is to educate the next generation of hotel and lodging professionals about the current state of the hospitality industry and provide them with opportunities to network with professionals in order to expand their knowledge of the industry and aid them in launching their careers.

**American Sign Language (ASL)** students are given the opportunity to practice sign language, as well as promote a new language and cultural diversity on campus.

**Beta Alpha Psi** is an international honorary organization for financial information students and professionals. Its primary objective is to encourage scholastic and professional excellence in the business information field. This includes: promoting the study and practice of accounting, finance and information systems; providing opportunities for self-development, service and association among members and practicing professionals; and encouraging a sense of ethical, social and public responsibility.

**Beta Beta Beta** is a national biological honor society for undergraduates emphasizing scholarship, dissemination of scientific knowledge, and promotion of biological research. It reserves its regular membership for those with superior academic records (3.0 in the sciences) and special aptitude for and major interest in the life sciences. It strives to cultivate intellectual interest in the natural sciences and promote a better appreciation of the value of biological study, welcoming into associate membership all students interested in biology. Beta Beta Beta also endeavors to extend the boundaries of man's knowledge of nature by encouraging new discoveries through scientific investigation and, to this end, encourages undergraduate students to begin research work and report their findings in the journal of the society, BIOS. Activities are held in conjunction with the biology club.

**Biology Club** is open to all students whose concentration is in the biological sciences. The chapter provides a program intended to promote professionalism among its members by means of guest lecturers, field trips and social events.



**Business Organization Leadership Development (BOLD)** members of the BOLD are given the opportunities to explore interests and participate in leadership roles in business and business oriented service projects on the Niagara University campus. The organization also ensures the development of its members into highly professional leaders. The organization will present its members with the best career opportunities and professional social networking available.

**Club Managers Association of America (CMAA)** advances the profession of club management by fulfilling the educational and related needs of its members and focuses its efforts on education, professional development, networking and placement.

**Collegiate Entrepreneur Organization (CEO)** is a nationally-affiliated club focused on entrepreneurship and free venture, two growing fields of interest for many collegians. Students from any major are eligible to join CEO.

**Criminal Justice Association (CJA)** is geared to educate all students about the criminal justice system with lectures and conferences on and off campus by FBI agents, state troopers and others governmental agencies. Community service activities, like food and clothing drives and volunteering in a soup kitchen, help students gain a better understanding of our community.

**Delta Epsilon Sigma, Alpha Zeta Chapter** is the national scholastic honor society for students of Catholic colleges and universities. Students from all disciplines within the university are eligible for membership.

**Delta Nu Alpha** is a professional transportation organization that promotes a greater knowledge of traffic and transportation among its members. Membership is limited to students enrolled in an accredited traffic and transportation program.

**Eta Sigma Delta** is the international honor society for hospitality and tourism students enrolled in baccalaureate degree programs. Its purpose is to recognize scholarship, service, professionalism and leadership.

**Federal Challenge** is an academic competition designed to expand the community's understanding of the Federal Reserve System's unique role in the economy and the importance of Federal Open Market Committee decisions. The competition is framed to assist in the development of students' research, group dynamics, presentation and critical thinking skills.

**Financial Management Association International (FMA)**, established in 1970, has become the global leader in developing and disseminating knowledge about financial decision making. Niagara's student chapter of FMA provides opportunities for professional interaction between students and finance practitioners. Additionally, students have the opportunity to attend the annual Finance Leader's Conference, and may also be recognized for FMA's National Honor Society.

**Future Teachers Association (NUFTA)** is a social and professional organization for education majors. Club membership is open to all students in the College of Education and provides them with a

variety of opportunities to exchange ideas and enhance their perspectives on professional education.

**Gamma Sigma Epsilon** is a national chemistry honor society whose purpose is to recognize outstanding students that demonstrate a strong ability and interest in the field of chemistry. It also aims to promote professionalism and scholarship in chemistry and the general welfare of its members.

**Honors Program President's Society** comprises junior and senior honors program students invited to work with the university's president to promote teaching/learning, research and service programs and serve at various institutional events. Students selected are recognized for their scholarship, integrity, maturity, and devotion to the Catholic and Vincentian traditions of the campus community.

**Hospitality and Tourism Association** is a membership organization committed to communicating and coordinating professional and social activities particularly relevant to College of Hospitality and Tourism Management students.

**Kappa Mu Epsilon, New York Eta Chapter** is the national mathematics honor society. The membership is composed of those students who have at least a 3.0 average in mathematics, rank in the upper 35 percent of their class, and have completed at least three semesters of calculus or other upper-level mathematics courses. The primary objective of the society is to encourage students to develop an interest in mathematics. Meetings generally consist of the presentation of student papers which cover topics not ordinarily taught in the classroom. Occasional lectures by leading mathematicians also are heard.

**Lambda Pi Eta** is the official communication studies honor society of the National Communication Association. Its goals are to: recognize, foster and reward outstanding scholastic achievement in communication studies; stimulate interest, promote and encourage professional development among communication majors; and explore options for graduate education in communication studies.

**Marketing Association (NUMA)**, in affiliation with the American Marketing Association, was formed to enlighten interested students in the functions and operations of marketing. The association sponsors such outside activities as tours through selected firms and seminars featuring guest speakers. Membership is open to any student pursuing a career in the fields of marketing and management.

**Mathematics Club** is an association which aims to further student understanding of mathematics and its applications and to promote activities which will provide for informal exchanges among the mathematics faculty and students.

**National Society of Scabbard and Blade** was founded in 1904 as an honor society for ROTC cadets. Sponsored by the department of military science, Company K-11 was established at Niagara University in 1954 to recognize academic and military excellence, to promote good citizenship and to prepare cadets to be active, responsible and efficient officers. Members take part in several community and military activities during the school year and may attend the biennial national convention.

**Philosophy Club** consists of a group of students who come together for open philosophical forums focused on the exchange of ideas and the promotion of individual thought. Typical activities include watching movies and discussing associated philosophical themes, sponsoring philosophical debates and social gatherings. Membership is open to any Niagara student.

**Phi Alpha Honor Society, Delta Gamma Chapter** is a national social work honor society for undergraduate social work majors, faculty and local practitioners. The purposes of the society are to provide a closer bond among students of social work and promote humanitarian goals and ideals. Phi Alpha fosters high standards of academic excellence and training for social workers.

**Phi Alpha Delta**, the pre-law association, is the Niagara University Chapter of Phi Alpha Delta Law Fraternity. Dedicated to its motto, "Service to the Student, the Law School, the Profession, and the Community," its purpose is to provide a forum for the discussion, propagation and dissemination of justice and the rule of law in our university community and the larger society. The collective goal is to assist the campus community in providing a scholastic environment where justice prevails.

**Phi Alpha Theta** is the national history honor society. Invitation to membership is open to individuals who meet the stringent criteria for scholastic performance both in history and general academic course work. The society's mission is to promote the study of history through the encouragement of research, good teaching, publication, and the exchange of learning and ideas among historians.

**Phi Beta Delta, Delta Mu Chapter** is an honor society for international scholars and students who demonstrate aptitude in the area of scholarly work of an international scope. Membership is available to qualified students and faculty across all disciplines.

**Phi Sigma Iota, Alpha Upsilon Chapter** is the national foreign language honor society. Its purpose is to recognize outstanding ability and attainments in the study of foreign languages and to promote an interest in cross-cultural enrichment within the university community. Membership is open to juniors and seniors with a major or a concentration in a foreign language who have completed the advanced level by their fifth semester. Members must have an overall QPA of 3.0, as well as a QPA of 3.0 in foreign language.

**Pi Lambda Theta** is an international honor society in education with over 15,000 members in 167 local chapters. Membership in Niagara University's Gamma Lambda chapter is by invitation to undergraduate and graduate students, as well as College of Education alumni. Membership benefits include supplementary experiences and professional contacts, recognition for academic excellence and opportunities for leadership, and subscription to the society's newsletter and award-winning quarterly professional journal, "Educational Horizons."

**Pi Sigma Alpha**, the national political science honor society, is open to all political science majors and minors who have taken five political

courses and maintained a QPA of 3.25 or above. PSA involves itself in public service activities. Membership makes one eligible for grants and fellowships made available by the national organization.

**Political Science Forum** is an organization of political science majors and minors dedicated to public service and advancing students' understanding of politics through the sponsorship of debates on current political issues, encouraging political participation, and learning through experience. In cooperation with the Prelaw Student Association, the PSF sponsors an annual trip to Washington, D.C., aimed at observing political practitioners in action.

**Prelaw Student Association**, which is associated with the National Phi Alpha Delta Honor Society, provides a forum for communication, information and guidance to all members of the NU community interested in pursuing legal studies.

**Psi Chi** is the national honorary organization for students of psychology. Students must have attained a QPA of 3.0 or higher in psychology courses taken. Activities are held in conjunction with those of the psychology club.

**Psychology Club** is an organization that brings together students with a common interest in advancing psychology as a science and profession. Its activities include guest speakers, touring local mental health facilities, discussing recent films, volunteering in local mental health agencies, and holding fundraisers and socials. Membership is open to all students.

**ROTC Drill Team** is a competitive drill and ceremonies team committed to enhancing cadet skills and knowledge in military drills. Skills and confidence gained by involvement in the team assists participants in becoming more well-rounded officers in the United States Army.

**ROTC Ranger Challenge's** purpose is to provide interested students with a view of Army life practiced in specialized light-infantry units and an opportunity to learn leadership skills.

**Sigma Alpha Sigma** is the undergraduate honor society of Niagara University. Its purpose is to recognize and reward scholastic and extracurricular attainments and to promote interest in and give an added incentive to undergraduates in various fields of endeavor. Membership is one of the university's highest achievements.

**Sigma Tau Delta** is the international honor society in English. With over 400 chapters in the United States, Canada and Europe, Sigma Tau Delta aims to foster an interest in the study of the English language and literature and a spirit of fellowship and service among its members. NU's Alpha Alpha Zeta chapter promotes these goals by sponsoring poetry readings, conference trips, community service activities, and social events. To be eligible for membership, students must have completed at least three English courses beyond the introductory level, must have at least a 3.0 average in their English courses, and must rank in the upper 35 percent of their class. Membership benefits include subscriptions to the society's newsletter and literary journal and opportunities to compete for scholarships and internships.

**Social Work Student Association** is open to all students majoring in social work. SWSA's purposes are: to promote interest in social work and related issues through association with others who are committed to a career in social work; to provide supplemental educational experiences for students; to act as an advocate for students in academic and administrative matters; and to enhance social interaction among the students. Each year, members are responsible for selecting students to serve on the various departmental committees.

**Theta Alpha Kappa** is the national honor society for religious studies and theology. The local chapter, Alpha Upsilon, encourages research, good teaching and publication, as well as dialogue between students and teachers of religious studies and theology.

**Who's Who Among Students in American Universities and Colleges** is a nationally-recognized program honoring outstanding campus leaders for scholastic and community achievements. For eligibility, students must have junior or senior status and have earned a QPA of 3.0 or higher. Honored students are presented with a certificate during the spring semester.

### Social and Service Clubs and Organizations

**Alpha Sigma Alpha** is a national sorority open to all female students who meet the organization's requirements. The chapter's purpose promotes sisterhood regardless of race, creed, or religious affiliation. Alpha Sigma Alpha focuses on community service, works closely with the Special Olympics, and encourages all aspects of campus life.

**Bienvenidos** focuses on introducing students to cultural richness and variety of Spanish-speaking countries. Comprising many different ethnic groups, the club engages in activities related to these nations. Membership is open to all students interested in Hispanic cultures.

#### Campus Ministry-sponsored opportunities include:

- **B.A.S.I.C. (Brothers and Sisters in Christ)** — This popular week-long service program takes place during the winter or spring break. It involves students in unique service projects in urban and rural settings within the Vincentian tradition. Students learn firsthand about the poor and the value of serving those in need.
- **Liturgical Ministers** — Students are encouraged to volunteer to be readers, altar servers and Eucharistic ministers for Sunday Mass.
- **Ministry Advisory Board** — Students contribute their ideas, time and talents to help create a warm, welcoming climate at Sunday Mass in Alumni Chapel. Student leadership for liturgy planning greatly enhances our Christian community.
- **Music Ministry** — Students who enjoy singing or playing a musical instrument are invited to share these talents during liturgies in Alumni Chapel. Students need not be Catholic to participate in music ministry at Sunday Masses.
- **NU Pax Christi** — This is the campus chapter of Pax Christi International, the Catholic social justice organization that has been working toward a more peaceful, just and sustainable world since

1945. The NU chapter comprises students, faculty and administration with diverse academic interests, political orientations and religious backgrounds who engage in community service, raising awareness and advocacy for the underprivileged.

- **Retreat Leaders** — Peers ministering to peers is a key element of campus retreat programs. By volunteering to be a retreat leader, students develop great leadership skills that transfer into careers, as well as add to one's faith.
- **St. Vincent de Paul Society** — This is an international organization founded in 1833 by Blessed Frederic Ozanam. With St. Vincent de Paul as the patron, through direct service and in a spirit of justice and charity, the society seeks to serve those who are suffering.
- **Other** — Religious or faith-based clubs, organizations and groups are required to work in concert with the goals and mission of the Office of Campus Ministry.

**Circle K** members are involved in the community, providing compassion and goodwill to all others in need through service and leadership.

**College Democrats** unites students of all majors with a shared interest in the Democratic Party to work for local, state and national Democratic campaigns. Participation also provides students with opportunities to become involved in college democrat organizations in New York state and at the national level.

**College Libertarians** pledge to spread the word of libertarian ideals of personal choice, both socially and economically, as well as the ideals of small government. Members also pledge to help give people more personal liberties, without sacrificing the rights of others, as given by the Constitution of the United States of America.

**College Republicans** unites students of all majors with a shared interest in the Republican Party to work for local, state and national Republican campaigns. Participation also provides students with opportunities to become involved in college republican organizations in New York state and at the national level.

**Delta Chi Epsilon** is a local men's fraternity focusing on academic and societal advancement of each brother. The group's major philanthropies include the Boys and Girls Club of Niagara Falls and the American Red Cross. Delta Chi strives to be friends before brothers, bringing all the members' interests together for a positive impact on the group as a whole.

**Diversity Advocates** seek to promote and celebrate diversity as a strength; educate and promote awareness at Niagara University about diversity issues; explore diversity issues on campus and in surrounding areas; provide a support as a point of contact, for fellow students who feel marginalized, and to have an overall positive impact regarding diversity on our campus.

**Family Weekend Committee** works throughout the year to arrange different activities and social events which make the Niagara community's family visits during the annual fall Family Weekend enjoyable and memorable for all.



**History Forum** provides an environment where history can be freely discussed and enjoyed by all, regardless of one's knowledge level of history. It aims to make history fun and connect people to historical events, by using different history-based activities, lectures, discussions, and films.

**Inter-Greek Council** oversees all social Greek organizations on campus, bringing them together to build not only closer relationships between the groups, but also with the surrounding community. Community service is a major goal of all the member organizations. Participation requires membership in one of the Greek organizations.

**Knot for Me** is a service organization that knits 9 x 9 squares to be made into quilts for the patients at Roswell Park Cancer Institute. Each square is knit by individual students then combined making every quilt unique to its recipient. The care, love and generosity that go into making every quilt create a homey feeling for the patients fighting off chronic illnesses. This program builds awareness and provides comfort in the Vincentian Tradition.

**Model UN** allows students of all majors with an interest in international relations to experience international diplomacy through simulated diplomatic interaction with other Model UN organizations throughout the nation.

**National Panhellenic Council** is composed of the female sororities on campus. As a unifying organization, members work to better both campus and community relationships. Philanthropic activities focus on working with women and children. Participation requires membership in one of the national Greek sororities.

**Niagara University Community Action Program (NUCAP)** provides opportunities for students wishing to contribute their time and talents to help the less fortunate. Interested students are put in contact with area agencies for volunteer work with the poor, disabled, elderly, youth, and the sick, as well as tutoring and counseling. Throughout the course of the school year, NUCAP also sponsors one-day programs on campus for children, the elderly and the developmentally disabled.

**NU Alliance** is a student group established at Niagara University to address the needs and concerns of gay, lesbian, bisexual and transgender students of the university in ways appropriate to our Catholic and Vincentian Mission. NU-Alliance provides a safe and welcoming place for all LGBTQIA individuals and allies. The group meets weekly, and sponsors educational and social programs. The group is led by four student leaders elected annually by members of the NU-Alliance, and is assisted by staff and faculty moderators.

**NU ART** provides a creative space for Niagara artists to explore different styles of art through collective group discussions and group projects, providing a new interpretation of our Catholic and Vincentian mission through galleries and murals, give appreciation to art which can be used to further unify students, faculty and staff, and to educate and encourage students to take art classes at NU and to support our local art communities.

**NU Conference and Event Team** is a team-work-based "hands on" club which gives students valuable field experience, allowing them

to prospect groups and associations, in order to better utilize Niagara University's campus over the summer, thus raising revenue for the University.

**NU Danceline** is a group of students who enjoy synchronized dancing and like to put that skill to the test in front of the fans at our intercollegiate basketball games. The choreographed Danceline holds open tryouts each year for interested students.

**NU Dance Crew** is a group whose goal is to provide quality dance training and performance opportunities for professionally trained dancers.

**NUHOPE Niagara University Helping Our Planet Earth** is an environmental stewardship club that strives towards creating a more environmentally-friendly campus. Through education and action, NUHOPE members are dedicated to the promotion of environmental awareness on the campus, the community, and the world.

**N ZONE** is the official Niagara University student spirit club. Dedicated to promoting school spirit and cheering on the Purple Eagles, undergraduate NU students are invited to join the sea of purple! N ZONE goals include: increase student spirit on campus at athletic events; create a fun environment for members and, in turn, solidify a home court/ice advantage; provide a great social opportunity to meet new people; and serve as student ambassadors of Niagara athletics with enthusiasm, integrity and sportsmanship.

**Outdoors Club** allows Niagara students to experience the joys of outdoor activities with others, such as hiking, camping, backpacking, canoeing, rafting, rowing, biking, climbing, fishing, ice fishing, tubing, snowshoeing, and any other activity determined by the club to further its purpose.

**Phi Sigma Sigma** is a national sorority open to all female students who meet the organization's requirements. The chapter's purpose is to promote friendship and cooperation among collegiate women of all races, creeds and religions. The sorority also works to raise the standard of academic ideals and to provide and promote various philanthropic endeavors, such as the National Kidney Foundation.

**Purple Eagle Battalion Color Guard's** purpose is to foster esprit de corps, a sense of civic duty and service, and a practical understanding of the basics of military drill and ceremonies. Participating students are cadets in the university's Army ROTC program. They present our university and national colors at sporting events, awards ceremonies, memorial ceremonies, and parades throughout Western New York.

**The Purple Eagles Pep Band** adds musical spirit and excitement to Niagara home basketball games. The group is always looking for new members to play woodwind, brass and percussion instruments to add to the enthusiastic atmosphere at Purple Eagle home games for the students and the community.

**Ski and Boarder Club's** main purpose is for the opportunity of recreation and pleasure of students by offering them the chance to get away and enjoy great winter sports.

**Sociology Forum** is an organization established to raise awareness about current social issues affecting campus and society. The forum looks to promote discussion oriented gatherings and encourage philanthropic endeavors.

**Student Veteran's Organization** assists and supports Military Veterans who are attending Niagara University and creates a friendly atmosphere for the diversity of study that Niagara University offers. As the student veteran is processed, he/she will be afforded a student veteran mentor who will guide him/her through the transition from military life into the academic and social life of Niagara University.

**Tau Kappa Epsilon** is the world's largest collegiate social fraternity. Currently in colony status at NU, these gentlemen value scholarship, character, leadership, teamwork, service, and brotherhood. The group's mission is to aid in the mental, moral and social development of its brothers.

**To Write Love on her Arms'** mission is to ensure that people suffering from depression, self-injury, addiction, suicide or any other issues surrounding mental illness realize that they are not alone in their struggles; form a community of people on campus who care for and understand one another, free from judgment and criticism; ensure that all feel loved and cherished; never doubt their significance; and instill a strong sense of hope throughout our community and make people see that their best days are ahead.

**University Players** are affiliated with NU's theater program, which is well-known for the quality and professionalism of the productions it presents each academic year. During the summer season, students often appear in community productions.

**Women Rock** is a club that educates both men and women on the current status of women in America and encourages women to always be empowered. This club is not about race, social class, or political views; it is about celebrating what females have to offer the University community. NU women represent their families, their school, but most importantly all girls with dreams and aspirations.

## Campus Media

**The Aquila Literary Journal** provides students with a creative outlet, wherein they can display both literary and artistic pieces to be recognized and enjoyed by their peers.

**Niagara Index** is a campus newspaper written and edited by students. The publication reports news and sports, as well as forthcoming special events. It is staffed by undergraduate students from all academic years and majors.

**Niagaran**, the university's yearbook, is the pictorial and written representation of the school year. Compiled and produced by a cross section of undergraduate students, this publication makes its annual appearance in early fall.

**The Ridge Report** is a BIWEEKLY student-produced webcast that provides coverage of Niagara University topics and happenings that are of interest to students, including previews and reviews of campus

events, theatre performances and sporting events as well as service learning and fundraising opportunities.

**The NU CLUE** is a WEEKLY student produced video that highlights and promotes upcoming student events. The videos, usually very amusing in nature, are tied with an e-newsletter that describes additional events and happenings on campus for students.

**The Ridge Note** is a DAILY announcement that is currently released through the Student Affairs Facebook page (NuLifeOnTheRidge). Usually no more than 15 seconds in length, it highlights only that day's activities and serves as a final reminder to students.

**WNIA**, the campus radio station, provides students with entertainment, publicity and coverage of university sporting events. In addition to being a service to the students, the radio station provides an excellent opportunity to students interested in radio communications and media.

## Athletics

The intercollegiate athletics program is viewed as an essential component of the university's educational mission and is designed to provide the campus community with opportunities to participate in a wide variety of competitive activities.

### Athletics Mission Statement

As an integral part of the Niagara University community, the athletics program strives to create an environment that challenges student-athletes to reach their full academic and athletics potential.

The conduct of the program reflects the core values of the university's Vincentian mission in its emphasis on the intellectual, personal and spiritual growth of the student-athletes.

Critical character values, including a strong work ethic, leadership, teamwork, sportsmanship, fairness and service are actively promoted among the student-athletes.

The program is intended to provide esprit de corps among the student body and offer a rallying point for the campus, alumni and community.

Consistent with university policy, the athletics program does not discriminate against any individual in educational or employment opportunities because of race, color, religion, national origin, gender, disability, or status as a disabled veteran or veteran of the Vietnam era.

### Intercollegiate Athletics

Approximately 320 student-athletes participate in Niagara University's 18-sport varsity program, which provides an excellent opportunity for the student-athletes to test their athletic abilities in challenging environments. In addition, the athletics program provides a rallying point for the campus, the local community and the alumni.

The university is a National Collegiate Athletic Association (NCAA) Division I member and is a member of the Metro Atlantic Athletic conference (MAAC) in 15 sports. The men's hockey team competes in the Atlantic Hockey Association (AHA).



Varsity sports offered for men include baseball, basketball, cross country, golf, ice hockey, soccer, swimming and diving, and tennis. The women's program consists of basketball, cross country, golf, lacrosse, soccer, softball, swimming and diving, tennis, track and field and volleyball. There is also the opportunity to join the cheerleaders, a group of men and women that perform at men's and women's basketball games, encouraging the crowd to give the Purple Eagles its full support.

All student-athletes live under the department's Student-Athlete Code of Conduct, adhering to university principles and department behaviors and values.

Inquiries regarding scholarships and tryouts should be directed to individual head coaches. General information, including history of student-athlete graduation rates, can be obtained from the Department of Athletics.

### **Recreation, Wellness and Club Sports**

Niagara's intramural and recreation program provides opportunities for students to constructively use their leisure time and improve both physically and emotionally. Approximately 50 intramural, fitness and instructional programs are offered by the Kiernan Recreation Center which is based on student interest.

Intramural activities have included broomball (at the ice arena), flag football, basketball, racquetball, floor hockey, indoor & outdoor soccer, volleyball, dodge ball, bowling and roller hockey. Health/wellness and instructional programs have included: personal trainer service, group exercise classes, weight training, workshops on current issues related to health/wellness and swimming lessons. Outdoor recreation facilities include a lighted turf field, tennis and basketball courts and numerous fields for soccer, football, softball, lacrosse and rugby.

#### **Club Sports**

The university's club sports program offers students an alternative to intercollegiate athletics and intramural sports. All clubs are self-administered by elected student officers and are supported by membership dues, fundraising activities, donor contributions, student government and sponsorships. The following club sports have been available at Niagara: men's and women's ice hockey, men's and women's rugby, men's and women's soccer, men's and women's basketball, men's and women's volleyball, men's baseball, lacrosse, roller hockey, wrestling and field hockey. Students interested in establishing a club sport are encouraged to contact the director of recreation, intramural and club sports in the Kiernan Recreation Center.

### **Multicultural and International Student Affairs**

The MISA office offers educational and social opportunities that promote a positive multicultural learning community, one which fosters campus-wide unity and appreciation for the richness of all cultures. Events highlighting the diversity on campus are presented throughout the year via culturally sensitive workshops, panel discussions, video presentations, and live performances. The office also provides advisement emphasizing the importance of leadership and organizational dynamics to student groups and individual campus leaders.

Students of color and internationals can receive guidance with interpersonal relations and problem-solving strategies throughout their academic careers. Nonimmigrant international students are given assistance in acclimating to life in the United States. International students are encouraged to contact the Office of Residence Life for details concerning on-campus living arrangements. Also, please talk to Health Services to make certain your insurance and immunization records are in compliance with Niagara's requirements.

The MISA office is a major resource for bringing awareness of issues concerning diversity to the students, staff, faculty and administration of Niagara. The University's Diversity Committee is composed of various member of the community and strives to bring the values of equality, respect, acceptance, fellowship, and understanding to all by providing developmental workshops and programs.

### **Residence Life**

All on-campus residences are managed by the office of residence life, which oversees the housing assignment process, residential facilities, educational and programmatic initiatives in each area, student conduct, as well as all matters relating to the business and statistical data of student life.

The office of residence life employs masters level professionals and undergraduate and graduate students who live and work in the halls to promote the educational goals of the university and to ensure the safety and comfort of residential students.

Over 1,500 students are housed in several residence halls, an apartment complex, and a grouping of six small cottages on the campus. Both coeducational and single-gender accommodations are available. Rooms are equipped with beds, desks, chairs, and wardrobes. All personal items including bed linens, pillows and towels must be furnished by the student.



The residence halls are closed to students during the Thanksgiving, Christmas, spring vacation, and Easter break periods. Summer school housing is available on a limited basis.

Six two-story apartment buildings house approximately 200 upperclass students. Each fully furnished unit accommodates four persons in private rooms. Junior, senior, and graduate students are given preference for apartment assignments.

Residence hall rooms are set aside for freshmen and upperclass students. All residence hall assignments are based on space availability. Limited theme housing is available to students in the residence halls and is assigned based on student interest.

NU maintains male and female accommodations in a proportion equal to the number of applicants for respective residency. New students are assigned to halls from a priority list determined by the date the \$200 acceptance fee is paid to the university and when a completed housing preference form is submitted. On-campus residency is considered to be for the duration of the academic year. Permission to reside off the campus is granted only prior to the start of the new academic year.

The university requires that all Niagara students live in the residence halls for their first two years, except as noted below. The need for this regulation is predicated on national data on student retention that show students who live in residence halls tend to perform better academically, are more rapidly to the collegiate environment, become involved in a greater number of learning experiences that complement classroom teachings, and are more satisfied in general with the college experience.

The only exceptions to the residency requirement are:

- Commuters — students commuting from their parent/guardian's permanent home address which is no more than 50 miles from campus.
- Transfers — students who enter Niagara University with junior or senior status as determined at the time of admission.
- Married students — with proof of marriage certificate.
- Veterans — with proof of military service.
- Independents — students who show proof of maintaining financial independence for at least two years prior to submission of request to live off campus.



Requests for exemption of the residency requirement should be made to the office of residence life by Dec. 1 if appealing for the spring semester and by July 1 if appealing for the fall semester.

Office personnel assist graduate and undergraduate students in researching and securing suitable off-campus accommodations. They also educate students on all aspects of independent living and good citizenship, as well as work with members of the external community and local agencies in facilitating positive relationships.

## Campus Ministry

The Office of Campus Ministry fosters spiritual growth, leadership development, social awareness, action, and advocacy faithful to the Catholic and Vincentian heritage for the campus community. Discussion groups, Scripture study, daily Mass, community service, sacramental preparation, retreats, and liturgical ministries of lector, Eucharistic minister, musician, and singer are among many options for students to get involved.

Whether Catholic or non-Catholic, religious, spiritual, or simply questioning one's faith, Campus Ministry has something to offer all of Niagara. Flowing from the Catholic and Vincentian heritage of Niagara, Campus Ministry places a special emphasis on assisting students to develop awareness and outreach to the poor. "Brothers and Sisters in Christ" (BASIC), a unique week-long service-learning program immerses participants in an urban or rural setting during semester breaks. While engaging in service, students attend seminars on the systemic causes of social problems, learn to reflect theologically, and become a cohesive Christian community. For over 25 years, BASIC has helped Niagara students integrate this experience into a lifelong commitment to service of the poor.

Student-led retreats, and a variety of faith-sharing enrich the spiritual needs in their college years. Outreach and social justice groups such as Pax Christi and the St. Vincent de Paul Society, run entirely by students, provide valuable service to the needy of the Niagara Falls area. Campus Ministry also participates in seasonal charitable programs at Thanksgiving and Christmas with area agencies.

The four Campus Ministers, whose offices are located in lower level Gallagher Center, are available to meet formally and informally with students and staff to provide pastoral support, discuss personal issues, and provide spiritual direction. Each campus minister is charged with providing a specific type of outreach to the campus community.

Alumni Chapel, on the second floor of Alumni Hall, has often been called the "heart" of our campus. It is open for private prayer every day and evening. To learn more on how Niagara University Campus Ministry can enhance the collegiate faith experience for students and staff, please visit Campus Ministry at [www.niagara.edu/ministry](http://www.niagara.edu/ministry).

### Mass Times at Alumni Chapel

Monday, Wednesday, Friday at 12:15 p.m.

Sunday at 11 a.m. and 10 p.m.



## The Division of Academic Services

Antonia Knight, Executive Director  
[www.niagara.edu/academic-services](http://www.niagara.edu/academic-services)

The Division of Academic Services includes four outstanding student service departments: the Academic Exploration Program (AEP), Academic Support, Career Services and Learn and Serve Niagara. The Division of Academic Services at Niagara University provides programs, services and resources that support students and promote both academic excellence and personal growth. The division's goal is to assist students in discovering and building their self-awareness and developing the academic, personal and professional skills they need to be successful both at Niagara and in their life after college. The primary mission of each department is:

- Academic Exploration Program provides a learning experience using resources from all areas on campus through individualized guidance. AEP creates an environment that fosters self-discovery. Students participate in the exploration process in order to select a major that supports their career goals.
- The Office of Academic Support contributes to the students' academic achievement and fosters their independence as learners through teaching, tutoring, academic mentoring and supporting students with disabilities.
- Career Services seeks to provide students and alumni with the best possible assistance in developing and achieving their career objectives as they work toward the goal of lifelong career satisfaction.
- Learn and Serve Niagara provides service learning, a type of experiential learning which seeks to promote the mission of the university by enhancing academic skills and lifelong learning. NU students advocate for social change by modeling a way of living that supports and sustains good community relations.

Supporting students' development as competent, confident, responsible and reflective life-long learners is vital to their success not only at Niagara University, but throughout their lives. All of the departments in Niagara University's Division of Academic Services provide a welcoming environment for students, collaborate with faculty, staff and the community and endeavor to bring to life the Vincentian charism of service inspired by St. Vincent DePaul.



## Career Services

Robert Swanson, Director  
[www.niagara.edu/career](http://www.niagara.edu/career)

Niagara University's Office of Career Services is driven by a mission of providing students and alumni with the best possible assistance in developing and achieving their career objectives, as they work toward the goal of obtaining lifelong career satisfaction. Career satisfaction is a process. Students are encouraged to proactively plan for their futures and work with the Career Services staff throughout their time at Niagara. The Office of Career Services prides itself on being able to integrate current technology with personal contact, enabling students and alumni to build the skills and relationships they need to successfully compete in an ever-changing world.

### Internships

An internship experience enables students to explore the world of work firsthand by providing a unique opportunity for them to earn while they learn. Students majoring in liberal arts, business or hospitality are eligible to participate in the internship program in their junior or senior year, enabling them to earn academic credit while working in their field of study. Internships for academic credit can be either paid or unpaid. Internships increase career choices for students and help employers train and hire more qualified personnel.

Students are encouraged to consider internship opportunities early in the planning of their studies. Those unsure of their career goals are particularly encouraged to experience on-the-job training through an internship position. The program has proven to be an effective means of exploring and evaluating career interests, as well as solid preparation for professional life.

### Counseling Services

The Office of Counseling Services provides professional mental health services to Niagara University students. Counseling can assist students in communicating effectively, making personal choices and changes, growing from a crisis, helping others grow, developing a sense of personal identity, creating a sense of purpose, learning how to use counseling resources and developing a wellness lifestyle.

Counseling Services is committed to providing assistance to students who may be experiencing challenges with everyday life stressors or more difficult situations. Our services offered include: personal wellness counseling, individual/group counseling, mental health intervention, psychotropic medication management, consultation, workshops, substance use assessment and referrals. All counseling sessions are confidential.

Located in the lower level of Seton Hall, the office is open Monday-Friday from 9 a.m.-5 p.m. Appointments can be made in person, online through myNU, by email at [counselingservices@niagara.edu](mailto:counselingservices@niagara.edu), or by calling 716.286.8536.

## Health Services

The Sleasman Student Health Services office, located in the Butler Building, provides primary health care and health education services tailored to the unique need of college students. Services are available throughout the academic year to all full-time undergraduate students. Part-time undergraduate and graduate students who seek services may contact Health Services for more information. Care is provided by a family practice nurse practitioner, a nurse director, and registered nurses in collaboration with our medical director who is on site once a week throughout the academic year. A strict code of confidentiality is maintained by all health center personnel.

## Immunizations Requirements

- Measles, Mumps and Rubella: New York State Public Health Law #2165 mandates that students attending universities and colleges submit proof of immunity against Measles, Mumps and Rubella.
- Meningitis: New York State Public Health law #2167 mandates that students attending universities and colleges submit documentation of their decision to receive the meningitis vaccine.

Students will find a letter explaining medical requirements for attendance in their admission packet. Admission requirements are also available online at [www.niagara.edu/healthcenter](http://www.niagara.edu/healthcenter). Deadline for submission of all forms is 30 days prior to the first day of classes. All deadlines are strictly enforced. Per university policy, students who fail to submit required medical forms by the deadline will have a block placed on their student account preventing them from further registration/schedule modifications and be fined \$100 per university policy. Additionally, as mandated by New York state law, students will then be deregistered from classes, removed from campus housing, and not allowed on campus until their records have been processed, which may have implications for financial aid.

## Health Physical Examination

It is mandatory that all undergraduate and transfer students provide proof of a health physical within 12 months prior to entry into the university. The physical must include a screening for tuberculosis and is required to be signed by a physician, physician's assistant or nurse practitioner.

## Health Insurance

All students should have private medical insurance and are required to have a copy on file at health services. Students without coverage may choose to purchase a plan available to Niagara University students through an independent insurance broker. Pamphlets describing the plan are available in Health Services. Insurance information may be submitted to Health Services or submitted directly online when completing their online medical forms. It is recommended student's carry a copy of their insurance card at all times.

## International Students

International students are required to submit proof of adequate health insurance on admission and yearly thereafter. In addition to basic coverage, the student's insurance must provide both repatriation and medical evacuation benefits. An inventory of insurance requirements may be obtained at [www.niagara.edu/](http://www.niagara.edu/)

[healthcenter/health-insurance](http://www.niagara.edu/healthcenter/health-insurance). Supplemental insurance is available through an independent insurance broker if needed. Pamphlets describing the plan are available at Health Services or online at [www.niagara.edu/healthcenter](http://www.niagara.edu/healthcenter). If this information is not on file at Health Services, Niagara University will automatically charge a student's account for this insurance premium on the first day of classes. No international student shall be permitted to check into the residence hall or register for classes until all the specified information is part of the student's permanent record. If there is a lapse in the insurance policy, a student will be subject to suspension from Niagara University until such time that health coverage is renewed.

## Scheduling Appointments

Appointments may be scheduled online through the student MyNu account. Routine appointments may be scheduled up to two weeks in advance. Medical emergencies are always handled as such. Students who are unable to walk over to Health Services due to severe illness may call Campus Safety at 716.286.8111 to request transportation to Health Services. Directions to after hour's medical care may be found at [www.niagara.edu/emergency-and-after-hour-care](http://www.niagara.edu/emergency-and-after-hour-care).

The office is open Monday-Friday from 9 a.m.-5 p.m.

## Campus Safety

The Campus Safety Department operates 24 hours a day, 7 days a week. To report emergencies or suspicious activity, call 716.286.8111, or use the emergency blue light phones on the campus. The department is primarily responsible for enforcement of university policies which ensure good order on the campus, as well as regulating traffic and parking control. The department also provides general information and safety assistance to the campus community. Located in the campus safety building across from Dwyer Arena, the office also may be contacted at [safety@niagara.edu](mailto:safety@niagara.edu).

Campus Safety personnel perform vehicle patrols, building and grounds security rounds, and residence hall patrols to monitor for suspicious activity and safety hazards. Other services offered include: personal safety escorts, fire safety awareness programs, equipment loan, and lost and found.

Individuals are encouraged to report incidents and crimes in a timely manner to the proper authorities. The dean of student affairs or residence hall staff may be consulted prior to filing a report. Anonymous reports may be filed; refer to the *Campus Guide to Safety and Security* for details. Campus authorities reserve the right to summon law enforcement agencies for assistance.

## Campus Crime Statistics

In accordance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, information is distributed annually to all students and employees and offered to any person making an inquiry regarding university admission or employment. Statistics are specified for the three preceding calendar years, with terms defined according to the FBI's National Incident-Based Reporting System. The data reflects all reported incidents occurring on campus, in campus residences, non-campus properties, or public

property adjoining the campus. Additionally, the advisory committee on campus safety will provide upon request all campus crime statistics as reported to the United States Department of Education. To access the data on the U.S. Department of Education website, click: [www.ope.ed.gov/security/Index.aspx](http://www.ope.ed.gov/security/Index.aspx). To obtain a copy of the statistics, contact the director of Campus Safety at 716.286.8111, or visit the website [www.niagara.edu/safety](http://www.niagara.edu/safety).

## Motor Vehicles/Campus Parking

To ensure the efficient use of university parking lots, it is required that all vehicles operated on campus be registered with campus safety. Parking permits must be affixed to vehicles upon issuance and at all times.

Motorists are expected to become familiar with university parking regulations, especially winter emergency and snow removal procedures. A campus map with all parking and traffic policies can be obtained from the campus safety office. Fines for parking and other vehicular violations, as well as towing charges, can be levied and added to the student's account.

All university visitors are requested to obtain a daily parking pass from campus safety. Arrangements for overnight parking must be made in advance by contacting campus safety. To learn more about parking or security issues, visit the [www.niagara.edu/safety](http://www.niagara.edu/safety) website.

## Food Service

**Resident Dining Program** — All resident students must choose one of the following meal plans offered by the university's dining service.

- **Carte Blanche (Unlimited Entrances)** — This plan offers the student unlimited entrances into Clet Dining Commons per week. The student also receives a \$100 Gallagher Gold declining balance account, usable in Clet Dining Commons, Gallagher Center Snack Bar, or Tim Hortons, and eight guest passes per semester.
- **Silver Plan (up to 12 entrances per week)** — This plan offers the student a maximum of 12 entrances into Clet Dining Commons per week. The student also receives a \$175 Gallagher Gold declining balance account, usable in Clet Dining Commons, Gallagher Center Snack Bar, or Tim Hortons, and six guest passes per semester.
- **Bronze Plan (up to 10 entrances per week)** — This plan offers the student a maximum of 10 entrances into Clet Dining Commons per week. The student also receives a \$225 Gallagher Gold declining balance account, usable in Clet Dining Commons, Gallagher Center Snack Bar, or Tim Hortons, and four guest passes per semester.
- **Plus Plans** — Choose any of the three meal plans and purchase an additional \$100 Gallagher Gold declining balance. This may be done at the time of choosing a meal plan. This option must be paid at the time of choice. All students will be allowed to choose their meal plan on-line and participate in the Plus Plans through the Niagara University website.

Participation in the meal plans also entitles the student to box lunch or dinners for missed meals, due to class or work conflict, infirmity meals, and special dietary arrangements.

## Commuter Plans

- **30 Block Plan** — This plan the student to eat any 30 meals throughout the semester in the Clet Dining Commons. The student also receives a \$200 declining balance account, usable in Clet Dining Commons, Gallagher Center Snack Bar, or Tim Hortons. Meals must be used in the semester that they are purchased. Any unused declining balance from the fall semester will be carried forward to the spring semester. All unused balances at the end of the spring semester will be zeroed out, and are nonrefundable.
- **60 Block Plan** — This plan the student to eat any 60 meals throughout the semester in the Clet Dining Commons. The student also receives a \$200 declining balance account, usable in Clet Dining Commons, Gallagher Center Snack Bar, or Tim Hortons. Meals must be used in the semester that they are purchased. Any unused declining balance from the fall semester will be carried forward to the spring semester. All unused balances at the end of the spring semester will be zeroed out, and are nonrefundable.
- **Gallagher Gold Account** — Gallagher Gold account is a declining balance account. The student will receive an eight percent saving in Clet Dining Commons, Gallagher Center Snack Bar, Tim Hortons, and Bisgrove Coffee Nook when using their declining balance account. The student may add to this account at any time. Any unused declining balance from the fall semester will be carried forward to the spring semester. All unused balances at the end of the spring semester will be zeroed out, and are nonrefundable.

## Dining Facilities

- **Clet Dining Commons** — The Clet Dining Commons is an all you can eat dining facility. Clet Dining Commons has stations which offer deli menu, grill menu, vegetarian menu, pizza, salad bar, and classic (traditional) menus.
- **Gallagher Center Snack Bar** — The snack bar is located in the lower level of the Gallagher Center. It offers MidTown Deli, Western NY Classics (pizza, wings, and other WNY favorites), Zen U (International Cuisine) and Grill 468.
- **Gally Market** — The Gally Market also offers a variety of grab and go items, Green Mountain Coffees, and a full line of bottled beverages. It also offers a full line of candy, snacks and cleaning supplies.





# Admissions

- **Tim Hortons** — Also located in the lower level of the Gallagher Center, Tim Hortons offers espresso, cappuccinos, fresh baked donuts, muffins, danish, bagels, and other delicious baked goods.
- **The Coffee Nook** — Located in Bisgrove Hall, the Coffee Nook offers Green Mountain coffees, fresh baked pastries, specialty salads and sandwiches.
- **Auxiliary Packages** — Celebrate your son's, daughters, roommates, or friends special day with a gift package. To order a package, go to our website [www.niagaradining.com](http://www.niagaradining.com) and click on the Gift University Banner, located on our home page.

## Campus Store

Barnes & Noble College Booksellers operates the campus store at NU. The bookstore carries all required and recommended textbooks in a variety of formats. Textbooks are available as new, used, rental, or digital depending on the particular title. Customers save up to 25 percent off the new price when they buy used and up to 50 percent off the new price when they choose to rent. The bookstore also carries National Campus Bestsellers, school supplies, school spirit clothing and gifts, greeting cards, and convenience items. In addition, Barnes & Noble will buy back textbooks for a portion of the original price, depending on the condition of the book and its demand. For more information visit the bookstore website at <http://niagara.bncollege.com>.

### Campus Store Hours

Monday-Friday: 9 a.m. to 5 p.m.

Saturday: 10 a.m.-2 p.m.

For the convenience of students taking evening classes, the bookstore has extended hours at the beginning of each semester.



Discover NU. The Office of Admissions encourages all students to learn more about Niagara University. For additional information about NU and an undergraduate application, contact the admissions office at 716.286.8700 or 800.462.2111 or 716.286.8710 (fax). You can also contact us by writing to: Office of Admissions, Bailo Hall, P.O. Box 2011, Niagara University, N.Y. 14109-2011; or email at [admissions@niagara.edu](mailto:admissions@niagara.edu). You can access our website at [www.niagara.edu](http://www.niagara.edu).

To assist you in discovering the advantages of an NU education, the Office of Admissions holds various formal and informal events. These include, but are not limited to, the following:

## Interviews

In order to become more familiar with NU's programs and services, an admissions interview is strongly encouraged. During this informal session you will have an opportunity to meet with an admissions counselor to learn more about an NU education. Interviews can be arranged between 9 a.m. and 4 p.m. Monday through Friday and on some Saturday mornings. To schedule an appointment, contact the Office of Admissions.

## Guided Campus Tours

These tours, conducted by an NU student, can be coordinated on the same day as an admissions interview or can be arranged separately. Guided campus tours depart from the admissions office Monday through Friday, and on some Saturdays. Contact the Office of Admissions to arrange a convenient time to tour the NU campus.

## Campus Visit and Niagara Nights Program

This program combines the admissions interview and a guided tour with any additional appointments you wish to make. Options include speaking with a financial aid counselor, meeting with a faculty member, sitting in on a class or two, and eating in the cafeteria. Contact the Office of Admissions to become part of the campus visit program. Overnight visits can be arranged through the admissions website. Just follow the links to the Niagara Nights program.

## Open Houses

Another way to experience NU is to attend an open house. During an open house there are numerous opportunities to discover the academic, social, cultural, and athletic opportunities Niagara has to offer. Open houses are usually scheduled in the fall and spring semesters.

## Discovery Days

These mini-open houses provide an opportunity to attend presentations about admissions and financial aid. Students and their families will also meet with a representative from their academic major. Tours of campus and lunch are included. The groups are small, so you get a chance to meet other students and explore the many advantages of an NU education. For information regarding available dates, see our home page or call the admissions office.

## Admissions Policy

Niagara University encourages all men and women whose aptitude and demonstrated academic achievement in high school or college give evidence of their ability to successfully complete the various

university programs to apply for admissions. Consistent with our Catholic and Vincentian mission, Niagara University welcomes all students, regardless of age, race, creed, color, national origin, sexual orientation, military status, sex, disability, predisposing genetic characteristics, or marital status.

All applications are individually reviewed. Acceptance of a student is based on the following factors: intellectual ability, past academic performance, character, permanent records, results of standardized testing, and if submitted, recommendations of counselors, teachers, alumni, and other pertinent individuals.

**Rolling Admissions**

Admissions decisions are usually made within a few weeks from the date that the completed application is received. In some cases, additional information may be required and the applicants will be notified. Decisions are rendered on condition that the applicant successfully completes and graduates from high school.

**Early Action**

Students who are committed to pursuing an NU education should apply under the early action plan. This plan allows students to apply to NU from the summer between their junior and senior years through Dec. 10 of their senior year. Admission decisions will be made within four weeks of receipt of a completed application. For more detailed information, contact the Office of Admissions.

**Early Admissions**

Students who complete high school in less than four years may apply for early admissions provided that they:

- Are recommended by their high school counselor
- Present 16 academic units of high school work
- Have taken the SAT or ACT
- Have successfully completed all requirements for their high school diploma.



**Readmission**

Students seeking readmission to the university must file an application in the Office of Admissions. Additional records of college work, attempted or completed, must be forwarded to the Office of Admissions.

Candidates for readmission must have been in good standing at the time of their separation from Niagara University. Any student seeking readmission to NU who was not in good academic standing at the time of his/her separation from the university must file an appeals form with the appeals committee.

**Candidate’s Reply Date**

In an attempt to minimize anxiety, Niagara University combines a rolling admission policy with adherence to the candidate’s reply date. This means that a candidate is usually informed of the decision within a few weeks from the date that the completed application is received. All accepted applicants have the option of delaying their response to the offer of admission until the first week of May. Exceptions to this would include those programs which have a limited number of openings.

**Required Deposit**

All new students who plan to attend NU in the fall, spring or summer are required to submit a nonrefundable deposit to the Office of Admissions. This deposit indicates the student’s intention to enroll. This deposit will be applied toward the student’s first semester tuition payment. Nonresident students are required to submit a \$100 deposit and resident students a \$200 deposit.

**Entrance Requirements**

The following chart should serve as a guideline for high school units of preparation. A total of 16 academic units is required for each division. Courses which stress physical dexterity, such as typing, shop, chorus, band and driver’s education are not considered academic units. Students with less than the required number of academic units should contact the Office of Admissions.

College of Arts and Sciences		
College of Education		
High School Subjects	B.A.	B.S.+
English	4	4
Latin or Modern Language	2	2
Mathematics (college prep	2*	3
Science	2	3
Social Studies	2**	2
Electives (academic)	4	2
Total 16	16.16	16..16
College of Business Administration		
High School Subjects	B.B.A. and B.S.	
English	4	
Mathematics (college prep)	3	
Science	2	
Social Studies	2	

Electives (academic)	5
<b>Total</b>	<b>16</b>

#### College of Hospitality and Tourism Management

<b>High School Subjects</b>	<b>B.S.</b>
English	4
Latin or Modern Language	2
Mathematics (college prep)	2
Science	2
Social Studies	2
Electives (academic)	4
<b>Total</b>	<b>16</b>

#### Academic Exploration Program (Undeclared program)

<b>High School Subjects</b>	<b>B.S.</b>
English	4
Latin or Modern Language	2
Mathematics (college prep)	2***
Science	3
Social Studies	2
Electives (academic)	3
<b>Total</b>	<b>16.16</b>

+ Social work majors require high school units listed under B.A. programs.

\* Mathematics majors must have three units in mathematics.

\*\*Social studies majors must have three units under the B.A. program.

\*\*\*Students who hope to major in a science or science-related major must have three units of math.

\*\*\*\*Nursing students must have Biology and Chemistry.

## Entrance Examinations

### SAT/ACT

High school students are required to take the Scholastic Assessment Test (SAT) or the American College Test (ACT). Students who wish that their scores be sent directly to NU should indicate our code on the appropriate form. **NU's code for the SAT is 2558; our code for the ACT is 2842.** Test results must be forwarded to NU either by the processing center or from the high school. Test scores that are part of the official high school transcript are considered official. The admissions office will review and use the best subset from each test. This combination will be used for the review process.

### GED

Nontraditional students (students who did not complete high school and receive their high school diploma in the regular sequence) are required to submit the results of the High School Equivalency Examination.

## College Transfer Credit

High school seniors pursuing college-level course work at another institution or at their own high school must forward official documentation from the host college to the Office of Admissions. Upon receipt of an official transcript, all course work will be reviewed and a decision made concerning credit to be awarded.

## Niagara University Opportunity Program

### Arthur O. Eve HEOP

The Arthur O. Eve Higher Educational Opportunity Program, also known as the Niagara University Opportunity Program (NUOP), is a program designed to assist academically underprepared and financially disadvantaged New York state residents. Students interested in this program should ask their counselor to check the box on the undergraduate admissions application form.

## Special Examinations

### Advanced Placement (AP)

In general, advanced placement credit is awarded for scores of 3, 4 and 5 earned on the Advanced Placement Tests administered by the College Board.

The credits earned through this program are subject to the guidelines established by the various university departments. Students planning to take any of these tests should check with the Office of Admissions to make certain that the test is applicable to their degree program. For further information, refer to the chapter on general academic information. Test results must be forwarded to NU from the College Board: [www.collegeboard.org](http://www.collegeboard.org).

### College-Level Examination Programs (CLEP)

Niagara University uses the CLEP so that unaffiliated students, who may have gained education through nontraditional means, including private tutoring, independent study, radio or television courses, and correspondence courses, can take advantage of specific testing to demonstrate their competence in particular areas. Credit is awarded for scores of 50 or above for all CLEP examinations.

To find out more about CLEP, military personnel, adult learners, and others should go online at [www.clep.collegeboard.org](http://www.clep.collegeboard.org).

### Challenge Examinations

Certain academic departments of the university have constructed challenge examinations for qualified students. For additional information, refer to the chapter on general academic information.

### International Baccalaureate Program

Niagara University recognizes the International Baccalaureate (IB) program and will offer credit for specific courses based on the scores from the following higher-level exams.

IB higher-level exam	Score Equivalent	Niagara (sem. hours)	Credits
French Language A1	7+	FRE 205 and 206	6
Language A1	5+	ENG 100	3
Psychology	5+	PSY 101	3
Spanish Language A1	7+	SPA 205 and 206	6

## Application Procedures

NU encourages all men and women whose aptitude and demonstrated achievement in high school or college give evidence of their ability to successfully complete the various university programs to apply for admission.



### When to Apply

Prospective freshmen applying for the fall semester should make application early in their senior year. The deadline for the fall semester is Aug. 1. The application deadline for the spring semester is Jan. 10.

### Application Instructions

Applications can be obtained by writing or calling the Office of Admissions or accessing an online application at [www.niagara.edu/admissions/apply.htm](http://www.niagara.edu/admissions/apply.htm).

#### Freshman Applicants

1. Complete Niagara's online application or the Common Application [www.commonapp.org](http://www.commonapp.org).
2. Request that your high school academic record and principal's or counselor's recommendation be forwarded electronically or via mail to the Office of Admissions, Bailo Hall, Niagara University, N.Y. 14109-2011.
3. If the results of your SAT I and/or ACT are not part of your transcript, make arrangements to have them forwarded to NU.
4. Transmit online or submit under separate cover an essay (250 words minimum) or a graded paper. Refer to part one of the application for essay topics.
5. No fee for online Niagara University applications.

#### Home-Schooled Applicants

Niagara University welcomes applications from home-schooled students. Submission of the SAT or ACT scores, an essay or graded paper, a transcript or portfolio documenting performance in secondary school courses (see entrance requirements for course guidelines) and other pertinent curriculum information are required.

Students must also obtain a letter from their superintendent or local school district official confirming that the student has received an education "substantially equivalent" to instruction given to students graduating from the public high school in that district.

#### Transfer Applicants and Postgraduates

1. Complete Niagara's online application [www.niagara.edu/admissions/apply.htm](http://www.niagara.edu/admissions/apply.htm) or the Common Application [www.commonapp.org](http://www.commonapp.org).
2. Make arrangements to have an official copy of your high school transcript and, if appropriate, an official copy of your high school equivalency test results (GED records) forwarded directly to the Office of Admissions.
3. Request that an official transcript from each college you have attended be forwarded directly to the admissions office.
4. No fee for online Niagara University applications.

#### International Students

This school is authorized under federal law to enroll nonimmigrant students. In order to be considered for admission to NU, you must:

1. Complete Niagara's online application [www.niagara.edu/admissions/apply.htm](http://www.niagara.edu/admissions/apply.htm) or the Common Application [www.commonapp.org](http://www.commonapp.org).

2. Submit a TOEFL or IELTS score if English is not your native language.
3. Contact World Education Services at [www.wes.org](http://www.wes.org) and submit your secondary school certificate and/or results and any college transcripts to the agency for review and subsequent submission to NU. Your credentials will NOT be reviewed without this outside evaluation.
4. For freshman applicants, using your English writing abilities, transmit online or submit under separate cover an essay (250 words minimum). Refer to part one of the application for essay topics.
5. For transfer applicants, using your English writing abilities, transmit online or submit under separate cover a statement that addresses your reasons for transferring to Niagara University and the objectives you hope to achieve. Please be sure your name (applicant's name) is legible.

Student should be prepared to show financial documentation for the first year of college expenses for immigration purposes, approximately \$42,000.

#### English Language Proficiency

Nonnative English speakers seeking admission to Niagara University must verify their proficiency in English by taking the Test of English as a Foreign Language. A TOEFL score of 550 (paper exam) or 79-80 (internet exam) is required for admission.

#### Visa Records

International students entering the United States for the purpose of attending university must secure a passport from their government and a visa from the U.S. Consulate. To apply for a student visa from the U.S. Consulate, you will be required to submit an I-20 document from the school you will be attending. The I-20 application and information will be provided upon acceptance or can be found at [www.niagara.edu/international](http://www.niagara.edu/international).



## Major Academic Programs

All degrees awarded by the university are authorized by the Regents and registered with the New York State Education Department. Enrollment in other than registered or otherwise approved programs may jeopardize a student's eligibility for certain student aid awards.

### Degree Programs

School	Program Title	Hegis Code	Degree(s)	Certification
College of Arts & Sciences	Art History with Museum Studies	1099.00	B.A.	
	Biology	0401	B.S.	
	(Concentration: Bioinformatics)			
	(Concentration: Biotechnology)			
	(Coordinate Major in Environmental Studies)			
	Biochemistry	0414	B.S.	
	(Concentration: Bioinformatics)			
	Chemistry	1905	B.A., B.S.	
	(Concentration: Computational Chemistry)			
	(Coordinate Major in Environmental Studies)			
	Communication Studies	0601	B.A.	
	Computer and Information Sciences	0701	B.S.	
	Computer and Information Sciences	5101	Certificate	
	Criminology and Criminal Justice	2105	B.S.	
	English	1501	B.A.	
	French	1102	B.A.	
	General Studies	5649	A.A.	
	History	2205	B.A.	
	International Studies	2210	B.A.	
	Liberal Arts	4901	B.A.	
	Life Sciences	0499	B.A.	
	Mathematics	1701	B.A., B.S.	
	Nursing	1203	B.S.	
	Nursing — Accelerated	1203	B.S.	
	Philosophy	1509	B.A.	
	Political Science	2207	B.A.	
	(Coordinate Major in Environmental Studies)			
	Psychology	2001	B.A.	
	Religious Studies	1510	B.A.	
	RN Completion	1203.10	B.S.	
	Social Sciences	2201	B.A.	
	Social Work	2104	B.S.	
	Sociology	2208	B.A.	
	Spanish	1105	B.A.	
	Theater Studies	1007	B.F.A.	Theatre Studies/General, Design, Technology, Performance
College of Business Administration	Accounting - Professional Accountancy	0502	B.B.A./M.B.A.	Qualifies student to sit for the Uniform C.P.A. Examination upon graduation.
	Business	5001	A.A.S.	
	Commerce	0501	B.S.	
	Finance	0504	B.S.	
	Marketing	0509	B.S.	
	Economics	2204	B.S.	
	Management	0506	B.S.	
	(Concentrations: International Business; Human Resources; Integrated Management; Logistics/Supply Chain)			
College of Education	Early Child and Child Education, Birth-6	0802.00	B.A./B.S.	Initial
	Childhood Education, 1-6	0802.00	B.A./B.S.	Initial
	Childhood and Special Education, 1-6	0808.00	B.A./B.S.	Initial Childhood 1-6/Special Education 1-6
	Childhood and Middle Childhood Education			
	• English	0804.01	B.A.	Initial Childhood 1-6/English 5-9
	• Spanish	0804.07	B.A.	Initial Childhood 1-6/Spanish 5-9
	• French	0804.05	B.A.	Initial Childhood 1-6/French 5-9
	• Mathematics	0804.03	B.A.	Initial Childhood 1-6/Mathematics 5-9
	• Social Studies	0804.02	B.A.	Initial Childhood 1-6/Social Studies 5-9
	• Biology	0804.04	B.S.	Initial Childhood 1-6/Biology 5-9
	• Chemistry	0804.04	B.S.	Initial Childhood 1-6/Chemistry 5-9
	Middle Childhood and Adolescence Education			
	• Math	1701.01	B.A.	Initial Math 5-9/Math 7-12
	• English	1501.01	B.A.	Initial English 5-9/English 7-12
	• French	1102.01	B.A.	Initial French 5-9/French 7-12
	• Spanish	1105.01	B.A.	Initial Spanish 5-9/Spanish 7-12
	• Social Studies	2201.01	B.A.	Initial Social Studies 5-9/Social Studies 7-12
	• Biology	0401.01	B.S.	Initial Biology 5-9/Biology 7-12
	• Chemistry	1905.01	B.S.	Initial Chemistry 5-9/Chemistry 7-12
	Business and Marketing 5-12	0501.00	B.S.	Initial Business/Marktg
	Adolescence Education			
	• Mathematics	1701.01	B.A.	Initial Math 7-12
	• English	1501.01	B.A.	Initial English 7-12
	• French	1102.01	B.A.	Initial French 7-12
	• Spanish	1105.01	B.A.	Initial Spanish 7-12
	• Social Studies	2201.01	B.A.	Initial Social Studies 7-12
	• Biology	0401.00	B.S.	Initial Biology 7-12
	• Chemistry	1905.01	B.S.	Initial Chemistry 7-12
	Adolescence Education and Special Education			
	• English	0808.00	B.A.	Initial English 7-12/Special Education English 7-12
	• French	0808.00	B.A.	Initial French 7-12/Special Education French 7-12
	• Spanish	0808.00	B.A.	Initial Spanish 7-12/Special Education Spanish 7-12
	• Math	0808.00	B.A.	Initial Math 7-12/Special Education Math 7-12
	• Social Studies	0808.00	B.A.	Initial Social Studies 7-12/Special Education Social Studies 7-12
	• Biology	0808.00	B.S.	Initial Biology 7-12/Special Education Biology 7-12
	• Chemistry	0808.00	B.S.	Initial Chemistry 7-12/Special Education Chemistry 7-12
	Teaching English to Speakers of Other Languages (TESOL)	1508	B.A.	Initial
College of Hospitality and Tourism Management	Hotel/Restaurant Management	0508.00	B.S.	
	(Concentrations: Food and Beverage Management; Planning, Development and Operations; Luxury Hospitality Operations)			
	Tourism and Recreation Management	0510.00	B.S.	
	(Concentrations: Destination Management; Event and Meeting Management)			
	Sport Management	0599.00	B.S.	
	(Concentrations: Sport Operations; Revenue Management)			



# Tuition and Fees

The board of trustees reserves the right to alter the schedule of fees.

## Tuition, Fees, Room and Board

### Tuition for full-time undergraduates \$13,450

Normal full-time semester program equals 15-credit hours. A student must be enrolled in at least 12-credit hours to be considered full-time. Students enrolled in more than 18 credit hours will be assessed an additional tuition charge of \$900 per credit hour.

In calculating the overall cost of a degree program, it is important to remember that some majors require more than the standard 120 credit hours, and some majors require students to take more than 18 credit hours in a semester. Students enrolled in these programs may incur additional charges at the per-credit-hour rate. Students may also incur additional charges for non-credit developmental courses. Likewise, students should know that some majors require additional fees. Please check the hour requirements of your major before determining your costs and fees.

### Tuition per semester hour if registered in 1-11 hours \$900

Tuition per semester hour for part-time undergraduates is charged at a reduced rate for a part-time program of less than 12-credit hours (fall and spring semester only). Refer to continuing education brochure for summer rates.

### Audit tuition per semester hour (nonrefundable) \$75

### Room and board per semester \$5,800

Returning students pay a \$300 pre-registration housing deposit on an annual basis. The deposit will be credited towards the room and board charges on the first fall bill. If a student withdraws from Niagara University and requests a refund, by May 31, the housing deposit will be refunded. Otherwise the deposit will be forfeited.

The room and board fee per semester is for a double or triple occupancy room and includes one of the following board options:

- Unlimited entrances into the dining facilities per week and eight guest tickets per semester with a \$100 declining balance account; which can be used at the Clet dining facility or the Gallagher Center.
- Up to 12 entrances into the dining facilities per week and six guest tickets per semester with a \$175 declining balance account; which can be used at the Clet dining facility or the Gallagher Center.
- Up to 10 entrances into the dining facilities per week and four guest tickets per semester with a \$225 declining balance account; which can be used at the Clet dining facility or the Gallagher Center.

Single room rates per semester include a single room and one of the previous board options.

- Single by design \$6,250
- Single by choice \$6,350

### Moving from residence halls to the apartments during a semester

If a student transfers from a residence hall to an apartment during a semester and they have used more Gallagher Gold dollars or meals than the prorated charges, they may be liable for the difference.

### Student Apartments Academic year — \$9,580

Returning students pay a \$300 deposit annually for an apartment which is credited towards your apartment charges on your first fall bill.

### Damage Deposit \$100

The damage deposit is a one-time fee charged to a student's account once they have room and board or apartment charges. This balance must be maintained as long as a student continues their residency status. Damage charges will be assessed by the Office of Residence Life based on reports made by residence hall staff and facility services and will be posted on a students' account. Damage deposit refunds will be processed after graduation or official withdrawal from Niagara University provided no outstanding debts are due the university or damage reports are received from housing.

## Commuter Dining Options

- Thirty (30) entrances per semester with a \$200 declining balance account \$410
- Sixty (60) entrances per semester with a \$200 declining balance account \$590
- Sixty (60) entrances per semester with a \$400 declining balance account \$790
- One hundred (100) entrances per semester with a \$250 declining balance account \$860

## One-Time Only Fees

### Full-time registration fee — nonrefundable

A one-time fee charged to all new full-time students.

- Fall — \$200
- Spring — \$100

### Residence Hall Network Hardware and Installation Fee Varies

## Semester Fees

### Student service fee per semester \$650

Required of all students registered for 12 semester hours or more includes the use of the library, athletic and intramural facilities and programs, health services, recreation center, student government, programming board, and university publications.

## Other Fees

### Testing and examination fee (all nonrefundable) \$120

Minimum challenge examination fee per course challenged. Additional fee of \$30 for each semester hour of credit beyond three. Audited courses may not be challenged.

### Graduation fee (covers transcript fees) \$75

## Course fees

See individual course descriptions for any additional charges.

### Study-abroad fee \$129

### Internship fee (Disney or Washington) \$129

In lieu of the Student Services fee.

### Lab fee (for some Chemistry and Biology labs) \$150

## Niagara University Life Experience Program (NULIFE)

### Life experience evaluation fee \$60

### Minimum challenge examination fee \$120 per course challenged

Additional fee of \$30 for each semester hour of credit beyond three. Audited courses may not be challenged.

### Life experience credit fee per semester hour \$30

## NUSTEP (Niagara University Senior Term Enrichment Program)

### Credit hour tuition \$65

### Registration Fee Per Semester (Includes transcript requests) \$20

**Additional Late Registration Fee** \$50  
(Imposed after close of standard registration period)

**High School On-Campus Program**  
Credit-hour tuition \$65  
Registration Fee (Includes transcript fees) \$20  
(High school juniors and seniors may register for no more than two courses per semester)

**Nursing Completion Program**  
Credit-hour tuition \$450  
To receive this rate the student must be matriculated into the College of Nursing completion program.

**Accelerated Nursing Program**  
Credit hour tuition \$630  
Cohort fee (per semester) \$400

**Nursing Skills Fee (Four year undergraduate program)** \$125

**Penalty Fees**  
Returned check fee \$25  
Late registration fee — nonrefundable Varies  
A fee imposed on all students who register after the end of the drop/add period. Penalty of \$50 per course up to a maximum of \$200 per semester.

If a student registers for a class, does not attend or drop the course, an automatic administration fee will be charged up to \$500, if the student subsequently requests to have the course backdated.

Registration will not be permitted after Oct. 15, or March 10 unless additional charges are paid in full.

**Parking Permit Fees — nonrefundable**  
Resident students (Fall and Spring) \$80  
Resident students (Fall or Spring) \$50  
Commuter students (Fall and Spring) \$70  
Commuter students (Fall or Spring) \$45  
Summer school students \$30  
Additional vehicle, replacement decal \$10  
For fees applicable to other student categories and parking rules and regulations, see the parking manual available from the director of security.

## Suggestions for Estimating a College Budget

While actual total expenses may vary with fees and the number of semester hours in which a student is enrolled, a typical schedule of basic annual costs is as follows (2013-14 costs):

<b>Tuition</b>	<b>\$26,900</b>
<b>Fees</b>	<b>1,300</b>
<b>Room and Board</b>	<b>11,600</b>
<b>Total</b>	<b>\$40,000</b>

In addition to the charges listed for tuition, fees, room and board, the financial aid office estimates the following expenses per year:

**All Students**  
Books and supplies \$1,050

**Resident**  
Personal, incidental, and recreational expenses, including local transportation \$1,450

**Off-Campus Resident**  
Room and board — average costs for rent utilities, food for two-three students sharing an apartment \$8,300  
Personal, incidental, and recreational expenses, including local transportation \$4,750

**Commuter**  
Transportation and personal expenses \$2,000

## Official Withdrawal/Refund Policies

### Financial liability

When a student registers it is understood that he or she will pay in full all charges assumed at registration. Failure to attend classes does not alter the charges or entitle the student to a tuition refund. Students will not be permitted to receive their final official transcripts or diploma until their student account is paid in full. In the event that Niagara University has to hire a collection company or attorney to collect delinquent accounts, the student must reimburse Niagara University for reasonable collection fees, or attorney fees and court costs.

### Official Withdrawal from the University (Tuition and Fees)

To remain in good standing with the university, all full-time undergraduates seeking to discontinue attendance must officially withdraw in accordance with the following procedure:

- The student reports to the academic advisor's office to begin completion of the required withdrawal form.
- The student completes an exit survey at the Records Office.
- Students residing in on-campus housing, those receiving financial aid to include ESL (Emergency Student Loan) funding, and/or those enrolled through ROTC (Army Reserve Officers' Training Corps.) or NUOP (Niagara University Opportunity Program) must have the respective offices sign off on the withdrawal form.

Part-time undergraduate and all graduate students must report to their Dean's office to officially withdraw. Those students unable to withdraw in person must inform their Dean's office in writing.



Upon completion of the withdrawal process outlined above, the refund of tuition and fees will be based on the number of weeks remaining in the semester at the date of official withdrawal. No refund will be granted after 60 percent of the enrollment has passed (nine weeks). The following table will be used to determine refunds:

If the student officially withdraws during:

Calendar week of	Refund %
The week classes begin	100%
First full week of classes	95%
Second full week of classes	90%
Third full week of classes	80%
Fourth full week of classes	75%
Fifth full week of classes	70%
Sixth full week of classes	60%
Seventh full week of classes	60%
Eighth full week of classes	50%
Ninth full week of classes	40%
After ninth week of classes	0%

#### Official Withdrawal from Residence Life (Room and Board)

Resident students must officially withdraw from Residence Life to receive any refund of room and board charges. A \$200 administrative fee will be charged to resident students withdrawing from housing the week classes begin. Resident students must officially withdraw from Residence Life to receive any refund of room and board charges. To avoid the \$200 administrative fee between the fall and spring semesters students should withdraw from Residence Life by the end of the fall semester. No refund will be granted after 60 percent of the enrollment period has passed (nine weeks). Refunds are calculated based on the official date of withdrawal from housing as determined by the Office of Residence Life and the above table. If a student has used more Gallagher Gold dollars or meals than the prorated charges, they may be liable for the difference.

#### Schedule/Course Revision/Refunds Policies

If a student decides to withdraw from a course after the drop/add period and add another course he/she will be refunded for the dropped course according to the schedule below, and he/she will be reviewed on a case by case basis to determine whether he/she should be charged the full hourly tuition rate for the new course. A full time student who remains within block tuition would not receive any adjustment to tuition. Adjustments are made if a student drops to part-time. Full-time students who are making course changes and remain full time receive no adjustments to tuition. Adjustments are made if the student drops to a part-time status or drops overload classes according to the schedule below. A student dropping all classes is considered a withdrawal. Refer to the withdrawal procedures in the previous section. The refund schedule for the summer semester is contained in the summer catalog.

Schedule/Course	Revision Refund %
During drop/add	100%
First week after drop/add period	90%
Second week after drop/add period	80%
Third week after drop/add period	60%
Fourth week after drop/add period	40%
Fifth week after drop/add period	20%
Sixth week after drop/add period	0%

#### Deposit Refunds

Returning students pay a \$300 housing deposit before May 31 to reserve accommodations for the fall semester. Should extenuating circumstances prevent a student's return to Niagara University, this fee will be refunded provided the Office of Residence Life is notified in writing and complete withdrawal from the university occurs before June 1. Deposits made by first-time students for tuition, room and board are nonrefundable.

#### Committee on Refunds

An appeal for refund of tuition, room and board may be made to the committee on refunds provided that continued attendance and/or residence by the student is made impossible by reasons of serious illness (supported by a doctor's certificate) or by changes in conditions of the student's employment (supported by the employer's certificate) or other emergencies which, in the opinion of the committee, is clearly beyond the control of the student. An application for refund may be filed in person or by mail in the records office and must be made in writing on the form provided for that purpose. If the student is prevented by illness or distance from obtaining the regular form of such application, he/she should address a letter to the Records Office indicating the courses to be dropped and carefully explaining his/her reasons, together with supporting certifications. (See section on withdrawal from university for proper procedures.)

#### Financial Aid Refund Policy

If a refund is due a student under the Niagara University refund policy and the student has received any financial aid other than Federal Work Study, part of the refund must be returned to the sponsoring aid programs. The amount of refund is determined by the Student Accounts Office in accordance with the preceding Niagara University refund policy listed in this catalog. Policies for returning a portion of that refund to sponsoring aid programs are as follows:

#### Niagara University Grants and Scholarships and Private Grants and Scholarships

The student's account will be credited with a prorated grant/scholarship. The percentage used in proration will be the same as the percentage of revised tuition liability; i.e., a student eligible for a refund equivalent to 60 percent of tuition charges has incurred a 40 percent liability. The student's account will be credited with 40 percent of the semester grant/scholarship award.



### **Federal Programs (Title IV )**

Regulations require each educational institution to have a written policy for the refund and repayment of federal aid received by students who officially withdraw during a term for which payment has been received. These policies are effective only if a student completely terminates enrollment or stops attending classes before completing more than 60 percent of the enrollment period.

Federal aid is earned in a prorated manner on a per diem basis based on the academic calendar up to the 60 percent point in the semester. Federal aid and all other aid is viewed as 100 percent earned after that point in time. A copy of the worksheet used for this calculation can be requested from the Office of Student Accounts. After the dollar amount to be refunded to the federal programs has been determined, the refund is applied to the accounts in the following sequence: Unsubsidized Federal Stafford Student Loan, Subsidized Federal Stafford Student Loan, Federal Perkins Loan and Federal Nursing Loan, Federal PLUS Loan, Federal Pell Grant, and Federal Supplemental Education Opportunity Grant (FSEOG).

An official withdrawal is required, and a student's failure to complete the appropriate forms as outlined in the chapter on general academic information may result in a smaller refund.

The official withdrawal date is determined using the following criteria:

- Date student began Niagara's withdrawal process or date student otherwise provided official notice
- Date related to circumstance beyond student's control
- Student's last attendance at a documented, academically related activity

Examples of academically related activities:

- Attending class
- Taking an exam
- Completing a tutorial
- Turning in an assignment

### **Federal Program Repayment Policy**

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

A repayment may be required when cash has been disbursed to a student from financial aid funds in excess of the amount of aid a student earned during the term. The amount of Title IV aid is earned by multiplying the total Title IV aid (excluding Federal Work Study) for which the student qualified by the percentage of time during the term that the student was enrolled.

If less aid was paid than earned, the student may receive a late disbursement for the difference. If more aid was disbursed than was earned, the amount of Title IV aid that must be returned is determined by subtracting the amount earned from the amount actually disbursed.

The responsibility for returning unearned aid is allocated between the university and the student according to the portion of disbursed aid that could have been used to cover university charges and the portion that could have been disbursed directly to the student once university charges were covered. Niagara University will distribute the unearned portion of the disbursed aid that could have been used to cover university charges and the portion that could have been disbursed directly to the student once university charges were covered. Niagara University will distribute the unearned aid back to the Title IV programs as specified by law. The student will be billed for the amount the student owes to the Title IV programs and any amount due to the university resulting from the return of Title IV funds used to cover university charges.

### **State Scholarships**

Refunding proration is done according to specific regulations of the sponsoring state. Copies of common refund examples are available in the financial aid office.

### **Payments**

The board of trustees of Niagara University reserves the right to alter the schedule of fees.

All fees are payable each session in advance or by an authorized payment plan. Information regarding a payment plan is available in the student accounts and financial aid offices. Payments can be made by cash, check, money order, Visa, MasterCard or Discover. All amounts due are payable in U.S. funds. The Level Tuition Plan is offered to incoming freshmen and offers a constant tuition rate for four consecutive years. Details are made available through the Admissions Office. Full payment must be made for any damage to university property. The cost of repairing any damage to students' rooms or common areas will be charged to the students' accounts. These charges will be deducted from the damage deposit after the final semester in residence. When charges for damages exceed the deposit, the students' accounts will be charged and each student billed.

Failure on the part of any student to settle his/her account could prevent him/her from attending classes; residing in campus residence halls; making schedule changes; taking final examinations; or receiving academic credit, professional certificates, transcripts of record, recommendations, or a diploma. Any known financial awards appear as deductions from the amount due. Estimated financial aid will appear as a deferment, but are estimates only. Students are responsible for the payment of variances due to a reduction in actual awards.

# Financing an Education

Niagara University believes it offers an education which provides students with the opportunity to grow intellectually, socially, and morally. While the costs at independent colleges are higher than at state-supported schools, Niagara has attempted to control costs as much as possible while still offering a stimulating academic and social environment.

Niagara has made every effort to assist students to attend by offering many types of financial aid programs. The following pages provide information on the many programs available and the procedure to follow in submitting applications.

Federal legislation requires that institutions make certain financial consumer information available to students. Information on the following topics can be obtained by contacting:

**Director of Financial Aid**  
**Niagara University**  
**Niagara University, NY 14109**  
**Telephone: 716.286.8686**

Topics: How student aid is distributed among students at NU; the criteria used by NU to determine satisfactory academic progress; the rights and responsibilities of students receiving financial aid; the means by which financial aid will be disbursed and the frequency of disbursements; the terms and schedules for repayment of student loans; the terms and conditions of campus employment; the academic programs available at NU and the faculty and facilities available for those programs; data regarding retention of students at NU; number or percentage of students completing each program; documents used for accreditation; information and services for students with disabilities. Additional information is available at [www.niagara.edu/righttoknow](http://www.niagara.edu/righttoknow).

## General Information

To apply for student aid, a student must:

- Apply for admission. An application for admission may be obtained from your guidance counselor or from the director of admissions, Niagara University, N.Y. 14109.
- Be accepted by the committee on admissions as a matriculated (regular) student working toward a degree or certificate in an eligible program. Criteria for acceptance are described in the admissions policy section of this catalog.
- File annually a free application for Federal Student Aid (FAFSA), by February 15 for incoming students, April 15 for returning students. This form is available on the Internet at [www.fafsa.gov](http://www.fafsa.gov) or if you need a paper FAFSA call 800.4.FED.AID (800.433.3243).
- Be a U.S. citizen or eligible U.S. noncitizen (federal definition) with a valid social security number and be enrolled at least half time to receive most financial aid, including NU grants and scholarships.
- Most financial aid is awarded on the basis of financial need. Need is determined through the information provided on the FAFSA. The FAFSA considers the relative financial strength of the family and arrives at an expected family contribution (EFC). This expected family contribution is subtracted from the cost of attending Niagara University. The amount that remains is called "financial need."

- The sum of all financial aid (need and non-need based) may not exceed cost of attendance. Need-based financial aid can not exceed financial need.

*Note: A statement of policy on financial aid eligibility for students interested in studying abroad can be found in the study-abroad section of this catalog.*

The financial aid policy committee will function as an appeals committee should students wish review of their financial aid package beyond the level of the financial aid office.

## Institutional Programs

All Niagara University scholarships and grants are first applied toward payment of tuition and fees. Scholarship levels are determined at time of initial enrollment and are not upgradable.

A student may be awarded only one academic/merit-based scholarship from Niagara University.

Students in the RN Completion Program, Accelerated Nursing Program and the Ontario Teacher Education Bachelor Degree Program are not eligible for NU academic/merit-based scholarships.

Students receiving full tuition remission from any program are not eligible for Niagara University academic/merit-based scholarships.

NU academic/merit-based scholarships cannot be combined with NU employee tuition remission benefits.

Niagara University academic/merit-based scholarship amounts are prorated should you enroll less than full-time, but at least half-time (six credits per semester). No institutional grant/scholarship is available for less than half-time attendance.

Students who enroll in study-abroad or off-campus programs will have the amount of their Niagara University scholarship, grant or tuition remission limited to the difference between Niagara University charges and the direct cash payment by Niagara University to the study-abroad or off-campus program.

Terms and conditions of academic/merit-based scholarships may vary from one entering class to the next. Students should consult scholarship information provided by the financial aid office with initial scholarship award.

Students with room waivers may apply 50 percent of the applicable room waiver (double room rate) toward NU apartment housing. There is no board allowance. Students are responsible to pay the difference.

In determining eligibility for academic/merit-based scholarships, the SAT score used is the critical reading and math score.

## Niagara Trustees Scholarship

### Application Procedures

Application for admission to Niagara University must be on file. The admissions office is responsible for determining these awards.

### **Selection of Recipients and Allocation of Awards**

Applicants must be full-time, incoming freshmen. Eligibility is based on a sliding scale combining high school average and standardized test results (SAT or ACT). Students who qualify for this scholarship have high school records similar to the following: 95 percent average with an 1150 SAT (26 ACT); or 91 percent average, 1210 SAT (27 ACT).

### **Award Schedule**

Awards are \$15,000 per year based on full-time attendance. Awards are renewable up to three years of undergraduate study.

### **Rights and Responsibilities of Recipients**

For renewal, students must maintain continuous enrollment and satisfactory academic progress.

### **Niagara University Presidential Scholarship**

#### **Application Procedures**

Application for admission to Niagara University must be on file. The admissions office is responsible for determining these awards.

### **Selection of Recipients and Allocation of Awards**

Applicants must be incoming freshmen. Eligibility is based on a sliding scale combining high school average and standardized test results (SAT or ACT). Students who qualify for this scholarship have high school records similar to the following: 90 percent average with a 1050 SAT (23 ACT); or 85 percent average, 1120 SAT (24 ACT).

### **Award Schedule**

Awards are \$13,500 per year based on full-time attendance. Awards are renewable up to three years of undergraduate study.

### **Rights and Responsibilities of Recipients**

For renewal, students must maintain continuous enrollment and satisfactory academic progress.

### **Niagara University Achievement Award**

#### **Application Procedures**

Application for admission to Niagara University must be on file. The admissions office is responsible for determining these awards.

### **Selection of Recipients and Allocation of Awards**

Applicants must be entering freshmen. Eligibility is based on a sliding scale combining high school average and standardized test results (SAT or ACT). Typically students' high school averages range in the mid- to upper-80s with SAT totals ranging between 950 and 1050 or ACT composites between 20-22.

### **Award Schedule**

Awards are \$12,000 per year based on full-time attendance. Awards are renewable up to three years of undergraduate study.

### **Rights and Responsibilities of Recipients**

For renewal, students must maintain continuous enrollment and satisfactory academic progress.

### **Niagara University Grant**

#### **Application Procedures**

Application for admission to Niagara University must be on file. The admissions office is responsible for determining these awards.

### **Selection of Recipients and Allocation of Awards**

Applicants must be entering freshmen. Eligibility is based on a sliding scale combining high school average and standardized test results (SAT or ACT). Typically these grants are awarded to students with averages in the mid-80s and SAT totals above 950 or ACT composites above 20.

### **Award Schedule**

Awards are \$8,000 per year based on full-time attendance. Awards are renewable up to three years of undergraduate study.

### **Rights and Responsibilities of Recipients**

For renewal, students must maintain continuous enrollment and satisfactory academic progress.

### **Niagara University Transfer Scholarship**

#### **Application Procedures**

Application is made through the admissions office at Niagara University, which is responsible for determining these awards.

### **Selection of Recipients and Allocation of Awards**

Applicants must be entering transfer students with a minimum quality point average of 3.0 based on full-time study or equivalent (12 credits) from the transfer institution.

### **Award Schedule**

Awards are \$12,000 per year (3.34-4.0 QPA) or \$11,000 per year (3.0-3.33 QPA) based on full-time attendance. Awards are renewable up to three years of undergraduate study or completion of bachelor's degree, whichever comes first.

### **Rights and Responsibilities of Recipients**

For renewal, students must maintain continuous enrollment and satisfactory academic progress.

### **Niagara University Transfer Award**

#### **Application Procedures**

Application is made through the admissions office at Niagara University, which is responsible for determining these awards.

### **Selection of Recipients and Allocation of Awards**

Applicants must be entering transfer students with a minimum quality point average of 2.50-2.99 based on full-time study or equivalent (12 credits) from the transfer institution.

### **Award Schedule**

Awards are \$8,000 per year based on full-time attendance. Awards are renewable up to three years of undergraduate study or completion of bachelor's degree, whichever comes first.

### **Rights and Responsibilities of Recipients**

For renewal, students must maintain continuous enrollment and satisfactory academic progress.

### **Niagara University Athletic Scholarship**

#### **Application Procedure**

Application is made through the athletic office at Niagara University, which is responsible for determining eligibility for these awards.



### **Selection of Recipients and Allocation of Awards**

Scholarships are available in the following sports: basketball, soccer, swimming, tennis, cross country, ice hockey, golf — men and women; baseball — men; volleyball, lacrosse, softball — women. Students must demonstrate strong athletic ability and meet qualifications of the athletic department and the NCAA.

### **Award Schedule**

Partial and full scholarships are available, renewable for each year of academic study.

### **Rights and Responsibilities of Recipients**

Students must maintain compliance with NCAA regulations. Students must obtain approval from athletic director before studying abroad or in an off-campus program. The athletic scholarship cannot be used to pay direct expenses for these programs.

### **Niagara University Economic Grant (NUE)**

#### **Application Procedure**

Application is made through the financial aid office at Niagara University, which is responsible for determining eligibility for these awards.

### **Selection of Recipients and Allocation of Awards**

The applicant must (1) be in financial need; and (2) be enrolled at least half time.

### **Award Schedule**

Awards are made for one year and are based on student's financial need and available funding.

### **Community Advisor Positions**

#### **Application Procedures**

During specified times, applications are available from the dean of student affairs office, which is responsible for determining recipients.

### **Selection of Recipients**

Minimum eligibility requirements include: (1) registered, full-time NU student; (2) at least a 2.5 QPA; (3) presently residing or having lived at least one semester in an NU residence hall; (4) at least a second-semester freshman; (5) able to commit to a full academic year; and (6) have no other job while serving in their first semester in the position.

### **Award Schedule**

Payment is made under the Federal Work Study Program or NU Student Employment Program.

### **Rights and Responsibilities of Recipients**

Students must be available to meet the demands of the position.

### **Say Yes To Education**

Niagara University is a proud partner with the New York State Say Yes To Education Program. Up to three tuition guarantee awards will be offered annually to students from the Buffalo and Syracuse city school districts who meet the residency, high school attendance and income eligibility requirements. Funding will be provided up to the value of tuition through a combination of, if eligible, the New York State Tuition Assistance Program, Federal PELL Grant, Institutional merit award and Say Yes funding.

### **Student Emergency Loan Program**

An emergency student loan fund has been made available by Niagara University which enables students to borrow amounts up to \$100 on a short-term emergency basis at a nominal service charge.

The office is located in the Butler Building with Student Records and Financial Services.

### **Other Institutional Aid Programs**

A number of special purpose institutional programs exist. Most of these programs would be of interest to relatively small numbers of students and prospective students by virtue of need, special interest, or both. Detailed information on these programs may be obtained by directly contacting the financial aid office. The following is a representative listing with a brief description of each program.

### **Professional Service Award**

Awarded to someone who has assisted a student from Niagara University on a contracted basis with an internship.

### **Religious Reduction**

Twenty-five percent tuition discount offered to members of a Roman Catholic religious order (priest, brother, nun).

### **DeVeaux Scholarships**

Awarded to qualified students from the Episcopal Diocese of western New York.

### **Employee Grants**

Available to qualified undergraduate dependents of Niagara University faculty and staff members, as well as the employees themselves.

### **Vincentian Tuition Remission**

Nieces, nephews, sisters, and brothers of members of the Eastern Province of the Vincentian Community are entitled to a 50 percent reduction in undergraduate tuition. Vincentian tuition remission plus NU merit-based aid and NY TAP grant cannot exceed tuition.

### **NU Theatre Scholarship**

Partial tuition scholarships awarded by the NU theatre department.

### **Alpha Beta Gamma National Scholarship**

Awarded to members with 3.00 cumulative QPA, funded through the Niagara University Transfer Scholarship for transfer students. A student may receive funding from Alpha Beta Gamma or Phi Theta Kappa, but not both.

### **Phi Theta Kappa**

Awarded to members with 3.00 cumulative QPA, funded through the Niagara University Transfer Scholarship for transfer students. A student may receive funding from Alpha Beta Gamma or Phi Theta Kappa, but not both.

### **Niagara University Endowed and University-Administered Scholarships and Grants**

#### **Application Procedures**

Application is made through the Niagara University financial aid office and individual campus departments, who are responsible for coordinating eligibility and awards.

### **Selection of Recipients and Allocation of Awards**

The applicant must (1) be enrolled at least half time; (2) demonstrate financial need; and (3) meet specific conditions of the scholarships, if any. Awards vary.

Some endowments are currently not available for award purposes. The scholarships and any restrictions are as follows:

#### **Unrestricted Need Based**

Barnes and Noble	Kolber
Barrett	Lehner
Brennan/Ciciarelli	McKenna
Chauvin	Moran
Congregation of the Mission	Muller
Corbett	NU Ball
Daley	NU Financial
De Laura	Rev. Brian O'Connell
Downes	O'Gorman
Fr. Dunne	Msgr. J. Stanly Ormsby
Franklin	Basil Ormsby
Garvey	Plumeri
Gross	Quinquennial
Gough	Rothschild
Hille	Washuta Family
Kane	Wyoming Valley Club
Kavanagh	

#### **Restricted**

##### **Msgr. Richard S. Amico Scholarship**

Awarded to Roman Catholic graduates of Niagara Catholic High School who have financial need.

##### **Michael J. Argy, HON '62, Scholarship**

Awarded to students in the College of Education who are studying in the Early Childhood Development Program.

##### **Robert and Elizabeth R. Berl Memorial Scholarship**

Awarded to needy student from Rochester, NY area, preference to business major.

##### **Mark and Deborah Bonner Scholarship**

Awarded to a needy, upper class accounting major with at least a 3.0 cumulative GPA.

##### **Henry Borgese Endowment**

Awarded to a sophomore or junior who resides in Niagara County and have been accepted into a semester abroad programs in Italy.

##### **Kathleen L. Branigan Scholarship (co-sponsored by Exxon Corp.)**

Awarded to a needy, humanities major.

##### **Michael and Augusta Brannen Scholarship**

Awarded to needy full-time students who are dependent(s) of full-time employees with five or more years of service at Niacet Corp., Niagara Falls, N.Y.

##### **Julie Burdick Scholarship**

Awarded to a theatre studies major with a commitment to performance.

##### **Burke Family Scholarship**

Awarded to Roman Catholic, needy graduates of a Niagara County high school.

##### **Buttimer**

Awarded to a parishioner of St. Peter's or St. Paul's, Rome, N.Y.

##### **Anthony Buonavita Memorial Scholarship**

Awarded to a disabled student who demonstrates financial need.

##### **James L. and Kathleen B. Byrne Scholarship**

Awarded to a Roman Catholic student from Syracuse or Onondaga County, based on academic excellence and financial need.

##### **Gertrude D. Campbell Memorial Scholarship**

Awarded to a matriculated student from western New York.

##### **Carroll**

Awarded to a student studying for the priesthood from Lockport, N.Y.

##### **Rev. Thomas Casella, C.M., Theatre Scholarship**

Awarded to a needy, theatre studies major.

##### **Armand and Eleanor Castellani Scholarship**

Awarded to a full-time transfer student in the College of Business from western New York with a minimum transfer QPA of 3.00. Renewable.

##### **Colgan**

Awarded to a parishioner from St. Mary's Church, Corning, N.Y.

##### **Jerome P. and Alice C. Corcoran Scholarship**

Awarded to a needy sophomore with priority to student majoring in nursing. Renewable based on satisfactory academic progress and financial need.

##### **Richard and Barbara Coyer Scholarship**

Awarded to students from Oswego County, N.Y. who are in good academic standing.

##### **John T. Crotty Scholarship**

Awarded to a needy, incoming freshman in the College of Education with preference to a student who is disabled, if there is one.

##### **Lt. Col. Terrence K. Crowe, '82, Memorial Scholarship**

Awarded to a Niagara University ROTC student who consistently demonstrates Army ROTC values chosen by chairperson of the Military Science Department.

##### **Lt. Col. Terry Crowe Memorial Scholarship**

Awarded to active member NU Rugby Football Club who displays leadership on and off the pitch (field). Selected by a committee.

##### **Curry Fix**

Awarded to a student studying for the priesthood.

**DeVeaux**

Awarded to a student from the Episcopal Diocese of western New York.

**DiChiara Memorial Scholarship**

Awarded to a senior business major who is a Niagara County resident with leadership qualities and financial need.

**Kathleen A. Doyle, BS, RN, Pre-Med Scholarship**

Awarded to a student residing in Niagara or Erie counties in the pre-med program upon recommendation of pre-med admissions committee.

**Duggan**

Awarded to a student demonstrating athletic interest.

**Dr. Lawrence J. Emrich Memorial Scholarship**

Awarded to a math major from the Rochester, N.Y. area.

**Ruth Feasler Scholarship**

Awarded to a theatre studies major.

**Friends of NU Theatre Scholarship**

Awarded to a theatre studies major.

**Brian Garrett Memorial Scholarship**

Awarded to a student, preferably from the central New York area — Oneida, Herkimer, Lewis, Madison, Otsego counties — with commitment to health care professions.

**Genovese**

Awarded to a senior accounting major from the local area with a good average.

**Thomas and Madeline Gibbons Scholarship**

Awarded to an incoming freshman from a Rochester area high school, chosen by the Rochester alumni group.

**Giusto**

Awarded to a local resident, junior, majoring in social work.

**The Greatbatch Scholarship in Honor of Edward Voboril**

Awarded to needy students majoring in the biological, chemical or physical science.

**Hager**

Awarded to a student studying for the priesthood.

**Hauck Athletic Scholarship**

Awarded to a needy student involved in NU athletic program, preference to athletes in hockey program.

**John J. Hughes, M.D., Scholarship**

Awarded to an incoming freshman or transfer student based on specified academic requirements.

**Peter J. Iannuzzi Scholarship**

Awarded to a needy undergraduate preparing for a career in health care.

**Michael and Amy Kakos Memorial Scholarship**

Awarded to a needy, full-time student with at least 3.00 GPA, studying abroad and selected after an interview with the coordinator of the study-abroad program. A pre/post assessment will be required of all recipients.

**Father Joseph Keefe**

Awarded to student with an athletic interest.

**Betty Kimmel and Sharon and Michael, '67****Maloney Science Scholarship**

Awarded to students in the College of Arts and Sciences who are pursuing a degree in one of the following programs: Nursing, Computer and Information Sciences, Chemistry, Mathematics or Biochemistry.

**Laborers Union Family Scholarship**

Awarded to a needy student from Niagara or Erie Counties, New York, who is the son or daughter of a local labor union member. Applications available through the Union Hall where the parent works.

**Lackey**

Awarded to a Niagara Falls resident, majoring in political science.

**Newman and Dorothy Clancy Ladabouche Scholarship**

Awarded to commuting students from nearby communities who have a part- or full-time job during their college attendance.

**LaFalce Scholarship Fund**

Awarded to theatre majors from Niagara, Erie, Orleans, or Monroe counties, based on need, academic achievement and theatrical ability.

**John J. LaFalce Scholarship**

Awarded to a freshman minority, from 32nd Congressional District, or its successor district, based on need and academic excellence.

**Tara Laurie Memorial Scholarship**

Awarded to a theatre studies major who participates in the Niagara University theatre study abroad program.

**Arthur Lindenbaum and Thomas Morton Scholarship**

Awarded to a junior science major with demonstrated academic achievement. Renewable.

**Peter M. Lindsay Scholarship**

Awarded to the "average" student with financial need selected by the executive vice president. The scholarship is renewable.

**Joseph A. Mariglio Memorial Scholarship**

Awarded to a full-time student in good academic standing, needy, with priority to the child of a worker in the skilled trades or construction industry.

**Mars Scholarship**

Awarded to a nursing student.

**Lt. Col. Walter J. Mazurowski, '73, Scholarship**

Awarded to a needy student enrolled in the College of Arts and Sciences.

**McCandless Scholarship**

Awarded to a nursing student.

**Thomas P. McGourty Sr. and Helen M. McGourty Memorial Scholarship**

Awarded to a needy, full-time freshman with a minimum 85 high school average, record of leadership in service, priority to College of Education major.



**Miceli**

Awarded to a student of Italian descent with a good average.

**Merrill**

Awarded to a student who is of the Roman Catholic faith.

**Milly**

Awarded to a student from Elizabeth Seton High School in Bladensburg, Md. One recipient for four years.

**B. Tierney Mitchell, '73, Memorial Scholarship**

Awarded to a needy senior, top 1/3 of class, major in business or natural sciences who has commitment to community service.

**Dr. Rita N. Moretti Scholarship**

Awarded to upper class student or full-time graduate student in College of Education (Elementary Education). Selected by College of Education Award Committee.

**William J. Moroney, '50, Memorial Scholarship**

Awarded to a needy student who is a Natural Sciences student in the College of Arts and Sciences.

**Morton**

Awarded to a biology major.

**Murphy**

Awarded to a student with athletic interest.

**Timothy and Hannah Reardon Murphy Family**

Awarded to a needy, academically well-qualified student, with preference to students residing in Springfield, Mass., area.

**Niagara Educational Foundation**

Awarded to graduates of Niagara County Community College.

**Niagara Shares**

Awarded to a resident of Niagara or Erie County, upperclass, good average, lifestyle in keeping with Vincentian tradition.

**Niagara University Student Government Scholarship**

Awarded to a needy undergraduate student. The student must be a sophomore, junior or senior with a minimum QPA of 2.5. The application process requires that a 300 word essay be submitted on "Leadership and Vincentian Values." Essay must be submitted to NUSGA for review.

**Rev. J. Nugent, C.M., and Sister. B. Armiger, D.C., Scholarship**

Awarded to a needy student in the Nursing Degree Completion Program as determined by the director of the College of Nursing and dean of the College of Arts and Sciences.

**J. Jerome Nykiel, '74, Memorial Scholarship**

Awarded to needy students enrolled in the College of Business Administration.

**Occidental Women's League Scholarship**

Awarded to a female, upperclass, nontraditional student with a minimum QPA of 2.5, majoring in science or business.

**Helen K. and Everett W. Ockerman Scholarship**

Awarded to student(s) enrolled in the College of Business Administration.

**Richard M. O'Dea Scholarship**

Awarded to a senior in good academic standing with a record of significant voluntary service to the university and the community.

**Alfonso Oddo Endowed Scholarship in Accounting**

Awarded to an accounting major who displays leadership with a minimum GPA of 3.0.

**Oddo Family College of Business Administration Accounting Scholarship Award**

Awarded to an accounting student who displays leadership with a minimum QPA of 3.0.

**O'Donnell Scholarship**

Awarded to a junior education major with a minimum QPA of 3.0.

**O'Malley Family Scholarship**

Awarded to a baptized Roman Catholic.

**Palisano Endowment Educational Fund**

Awarded to a needy student in the College of Arts and Sciences, with preference to a foreign language major.

**Palisades Educational Endowment Fund**

Awarded to a needy student in the College of Arts and Sciences, with preference given to foreign language majors.

**Lloyd Paterson Memorial Scholarship**

Awarded to a freshman, financially in need, political science major from Niagara County.

**Patrick R. Penafeather Memorial Scholarship**

Awarded to a freshman student from the Central New York region, with priority given to graduates of Tyburn Academy, secondly to Auburn High School and finally the Auburn/Syracuse region. Students should demonstrate academic achievement and financial need.

**Mario Perillo Memorial Scholarship**

Awarded to student enrolled in Lake Como Exchange Program based on academic merit and need, selected by the dean of the College of Hospitality and Tourism Management.

**Pino Family Scholarship**

Awarded to a needy junior/senior accounting major with a minimum GPA of 3.0.

**Peter J. and Mary Pinzotti**

Awarded to a Niagara or Erie County resident, upperclass commerce major, with good average.

**Murphy J. and Marjorie Pitaressi Memorial Scholarship**

Awarded to a needy student with preference to a major in the College of Education from Niagara County with record of volunteer service.

**Cynthia Pittman Memorial Scholarship**

Awarded to a needy student enrolled in the Early Childhood Teacher Education program. The recipient must possess extraordinary

academic merit, superior personal qualities and a strong commitment to literacy in teaching with a minimum QPA of 3.0.

**David T. Potter Memorial Scholarship**

Awarded to a needy business major, one recipient for four years.

**Raymond P. Ranft Memorial Scholarship**

Awarded to a student in biology, chemistry, mathematics or physics based on academic merit.

**Chantal Avin Rosen Scholarship**

Preference to a student of Haitian descent making satisfactory academic progress.

**Seep**

Awarded to a student studying for the priesthood from St. Joseph's Academy in Titusville, Pa.

**Saints Cyril and Methodius**

Awarded to a student studying for the priesthood.

**Sahlen Athletic Women's Soccer Scholarship**

Awarded to an incoming freshman on women's soccer team selected by committee. Renewable.

**John P. Salamone Memorial Scholarship**

Awarded to a needy freshman student-athlete in the top 20 percent of high school graduating class, a student leader in high school and potential to be a student leader at NU, resident of N.Y. or N.J. (preference to N.J.), chosen by Athletic Department. Renewable. Must maintain a 3.0 GPA.

**Sanderson/Glasser Scholarship**

Awarded to a resident of western New York, ranking in top 10 percent, SATs over 1200, planning to enter field of medicine or business.

**Serianni Scholarship**

Awarded to a nursing student.

**Sertoma**

Awarded to an upperclassman criminal justice/political science major from Niagara County with good average.

**Oscar F. Steinwachs, '39, Scholarship**

Awarded to students in the College of Business with preference to students who demonstrate financial need.

**John L. Sullivan Memorial Scholarship**

Awarded to students from Chenango County, N.Y.

**Stanley P. Szymanski Scholarship**

Awarded to a needy student of Polish heritage.

**The Thomas, '56, HON '89, and Patsy Taylor and Rev. Francis X. Prior, C.M. Memorial Scholarship**

Awarded to an English major who is in good academic standing.

**Douglas Towey Memorial Scholarship**

Awarded to needy students majoring in theatre, selected by chair of the Department of Theatre and Fine Arts.

**The J.T., '42, Scholarship**

Awarded to a needy, upper class education major.

**Tronolone**

Awarded to freshman student from St. Joseph's Parish, Niagara Falls, N.Y.

**Troy Scholarship**

Awarded to a nursing student from western New York of Polish-American descent.

**Vincentian Scholars Program**

Awarded to selected freshmen who commit to a program that combines enriched academic studies and intensive community engagement directed toward alleviating poverty and social injustice. Application and additional information available at [www.niagara.edu/admissions](http://www.niagara.edu/admissions). Renewable.

**Patricia A. Walos Memorial Scholarship**

Awarded to an incoming freshman or transfer student from Niagara County, NY with need. Renewable.

**Steven A Wandtke Memorial Scholarship**

Awarded to incoming freshman or transfer student based on financial need and record of voluntary community service, with preference to students in the College of Business Administration.

**Mary Ward-Kopinski Memorial Scholarship**

Awarded to needy students from western New York with preference to English majors.

**Richard J. Waterbury Scholarship**

Awarded to a needy student with high academic achievement with priority to a minority student pursuing a degree in chemistry, physics and earth science. Renewable. First preference to eligible graduates of Blessed Sacrament-St. Gabriel High School in New Rochelle, N.Y.

**Joseph C. and Kathryn Q. Weber Memorial Scholarship**

Awarded to a commuter, business major, resident of Niagara Falls area.

**Mary Williams/Kimmins Scholarship**

Awarded to needy students in the theatre studies program selected by chair of the Department of Theatre Studies and the donor.

**Wright and Sheedy Families Memorial Scholarship**

Awarded to a needy student from greater Syracuse area.

**Barbara S. Zimmer, '57, Memorial Research Scholarship**

Awarded to junior/senior pre-med degree students.

**Other University-Administered Private Scholarships or Grants**

There are several grants which are of interest to a relatively small number of students due to the special conditions attached to the funds. These grants and their restrictions are as follows:

**Eugene and Maria, Adrian and Alma Munk/Human Memorial Scholarship**

Awarded to a needy, nontraditional student from Western New York who is pursuing a bachelor's degree.

### **Statler Foundation Scholarship**

Awarded to students enrolled in The College of Hospitality and Tourism Management who meet foundation's criteria.

### **Federal Programs**

In order to receive federal financial aid, students must have a high school diploma or a General Education Development (GED) Certificate, and must not owe any refunds on Federal Pell Grant or other awards paid, or be in default on repayment of any student loan. All federal programs require the recipient to be enrolled as a regular student working toward a degree or certificate in an eligible program at the university, a U.S. citizen or eligible noncitizen, registered with the selective service if applicable, and not be convicted for the sale or possession of drugs. Students must make satisfactory academic progress to maintain eligibility for federal aid. Students on NU's alert, warning and probation status (if reinstated) are eligible for federal and institutional aid. The maximum allowable period of time to receive financial aid is 12 full-time semesters.

Before receiving payment, the students must sign a Statement of Educational Purpose and a Certification Statement on Overpayment and Default (both found on the FAFSA). Students enrolled in a program of study abroad approved for credit by Niagara University may be considered enrolled at Niagara University for purposes of applying for federal student aid. Students must have a valid Social Security number.

All federal programs are contingent upon actual congressional appropriation. Students apply for the federal aid programs by submitting the Free Application for Federal Student Aid annually. It is recommended that you file electronically at [www.fafsa.gov](http://www.fafsa.gov). To electronically sign the FAFSA, parents and students can apply for a PIN at [www.pin.ed.gov](http://www.pin.ed.gov). Information about federal student aid is available at [www.StudentAid.gov](http://www.StudentAid.gov) or by calling 800.433.3243.

#### **Federal Pell Grants**

##### **Application Procedures**

The FAFSA is available on the web at [www.fafsa.gov](http://www.fafsa.gov). Students must apply annually.

A student aid report (SAR) will be sent to the applicant. Based on the expected family contribution (EFC), the applicant's award will be determined using the federal payment schedules. The amount of the award is credited to the student's account.

##### **Method of Selection of Recipients and Allocation of Awards**

The applicant must be enrolled as an undergraduate student who has not earned a bachelor's degree. Eligibility limited to 12 semesters or its equivalent.

Eligibility is determined by a formula applied to all applicants. It is established and reviewed annually by the U.S. Congress. The EFC is calculated by this formula. Your SAR contains this number.

##### **Award Schedule**

Awards may range up to \$5,645 (2013-2014). The amount of the award will be affected by costs of attendance and full- or part-time enrollment

status. NU will recalculate a student's Pell Grant for changes in enrollment status through the fifth week after the drop/add period each semester and through the eighth class of each term of summer enrollment. The Federal Pell Grant is not duplicative of state awards.

A federal Pell Grant eligible student who would be eligible to have a Title IV credit balance (a Title IV credit balance occurs when the total amount of all Title IV federal funds credited exceeds the amount of tuition, fees, room and board) can, by the seventh day of a payment period, obtain a Campus Service Account credit through the Student Accounts Office or obtain a check through the Student Emergency Loan office to purchase books and supplies. The amount to be provided is the lesser of the anticipated credit balance or the amount the school determines the student needs.

#### **Federal Teacher Education Assistance for College and Higher Education (TEACH) Grant**

##### **Application Procedure**

The FAFSA is available on the web at [www.fafsa.gov](http://www.fafsa.gov). Students must apply annually.

##### **Method of Selection of Recipients and Allocation of Awards**

Students enrolled in program of study designated as TEACH Grant eligible. Eligible programs at NU are those that prepare a student to teach in a high need field in a school serving low-income students. Applicants must also meet stringent academic requirements set by federal regulations.

##### **Award Schedule**

Awards may range up to \$4,000. Recipients must sign an Agreement to Serve and Promise to Pay with the U.S. Department of Education.

If teaching service requirements are not fulfilled, a recipient must repay the grant as a Federal Direct Unsubsidized Loan, with interest accrued from date grant funds were first disbursed.

#### **Federal Supplemental Educational Opportunity Grants (FSEOG)**

##### **Application Procedures**

The FAFSA is available on the Web at [www.fafsa.gov](http://www.fafsa.gov). The Niagara University financial aid office is responsible for determining who receives a Federal Supplemental Educational Opportunity Grant (FSEOG) and the amount.

##### **Selection of Recipients and Allocation of Awards**

The applicant must be: (1) in exceptional financial need; and (2) enrolled as an undergraduate student toward a first baccalaureate degree.

Niagara awards FSEOG to students with the lowest expected family contributions, and with priority given to Pell Grant recipients.

##### **Award Schedule**

The awards range from \$100 to \$4,000 per year, depending on level of need and availability of funding Niagara receives from the federal government.

#### **Federal Work-Study Program (FWSP)**

##### **Application Procedures**

The FAFSA is available on the Web at [www.fafsa.gov](http://www.fafsa.gov). Eligibility for



FWSP is determined on the basis of financial need. A separate job application is required for placement purposes only.

#### **Selection of Recipients and Allocation of Awards**

Niagara University makes employment reasonably available to all eligible students in the institution who are in need of financial aid. In the event that more students are eligible for FWSP than there are funds available, preference is given to students who have great financial need and who must earn a part of their education expenses.

#### **Award Schedule**

Niagara University arranges jobs on campus, or off campus, with public or private nonprofit agencies, for 10-12 hours per week. Students may earn \$2,500 to \$3,000 per year and receive a paycheck biweekly. The program encourages community service work and work related to your course of study.

Factors considered by the financial aid office in determining whether, and for how many hours, the recipient may work under this program are: financial need, class schedule and academic progress.

Level of salary must be at least the federal minimum wage; maximum wage is dependent on the nature of the job and applicant qualifications.

#### **Rights and Responsibilities of Recipients**

Satisfactory performance in the job must be maintained.

#### **Federal Perkins Loans**

##### **Application Procedures**

The FAFSA is available on the Web at [www.fafsa.gov](http://www.fafsa.gov). Specialized information on loan cancellation provisions for borrowers who go into certain fields of teaching, specified military duty, volunteer service, law enforcement, or corrections service are available from Niagara's student accounts office.

#### **Selection of Recipients and Allocation of Awards**

Loans are available to students enrolled in approved postsecondary institutions on the basis of exceptional financial need. The amount of the award is based on available funding and the student's need.

#### **Award Schedule**

Amounts which may be borrowed are \$5,500 per year toward a bachelor's degree, up to a maximum of \$27,500 for undergraduate study, if you have completed two years of undergraduate work. Awards are credited to the student's account.

#### **Rights and Responsibilities of Recipients**

The current interest rate, payable during the repayment period, is 5 percent on the unpaid principal. Repayment begins nine months after graduation or leaving school, and may extend over a period of 10 years. Information on cancellation and deferment options can be obtained from NU's student accounts office. All students must attend both entrance and exit counseling sessions for Federal Perkins Loans.

#### **Nursing Student Loan (NSL)**

##### **Application Procedure**

The FAFSA is available on the Web at [www.fafsa.gov](http://www.fafsa.gov).

#### **Selection of Recipients and Allocation of Awards**

Loans are available to students enrolled at least half time in a nursing program at an approved postsecondary institution. The amount of the award is based on available funding and the student's financial need.

#### **Award Schedule**

Students may borrow up to \$3,300 per year for the first two years of undergraduate study, up to \$5,200 per year for the final two years of undergraduate study, for a maximum aggregate of \$17,000. Awards are credited to the student's account.

#### **Rights and Responsibilities of Recipients**

The current interest rate is 5 percent. Repayment begins nine months after graduation or upon leaving a nursing program or study, and may extend over a period of 10 years. Deferments are allowed for continued study in a nursing program. Information on deferments and repayment may be obtained from NU's student accounts office. Students must complete both entrance and exit counseling for this loan.

#### **Federal Direct Stafford Student Loan Program (Subsidized)**

##### **Application Procedures**

Prospective borrowers begin the application process by filing the Free Application for Federal Student Aid (FAFSA) or renewal FAFSA. After your FAFSA is processed, you will be notified by the financial aid office about your general loan eligibility. A separate Federal Direct Stafford Loan master promissory note (MPN) must also be completed at [studentloans.gov](http://studentloans.gov).

#### **Selection of Recipients and Allocation of Awards**

The Federal Direct Stafford Student Loan Program is an entitlement program in which all eligible applicants can obtain a loan. To be eligible for a loan a student must: (1) be a U.S. citizen or eligible noncitizen; (2) be enrolled at least half time as a regular student working toward a degree or certificate in an eligible program; (3) not be in default or owe a refund for any federal Title IV program at any institution; (4) have been determined to be eligible or ineligible for a Federal Pell Grant; (5) if applicable, be registered with the selective service; (6) have a valid Social Security number; and (7) demonstrate financial need.

A federal loan origination fee may be deducted from the amount of the loan.

For the school year beginning in the fall, funds may not be disbursed earlier than 10 days prior to the beginning of the term. First-time borrowers may not receive first payment until 30 days after the semester begins. Two semester loans will be disbursed separately for each semester.

#### **Loan Schedule**

If you're a dependent undergraduate student you can borrow up to:

- \$3,500, if you're a first-year student enrolled in a program of study that is a full academic year.
- \$4,500, if you've completed your first year of study, and the remainder of your program is a full academic year.
- \$5,500 a year, if you've completed two years of study, and the remainder of your program is at least one academic year.

If you're an independent undergraduate, or a dependent student whose parents are unable to get a Federal PLUS loan, you can borrow up to:

- \$7,500, if you're a first-year student enrolled in a program of study that is a full academic year. (At least \$4,000 of this amount must be in unsubsidized Stafford Loans.)
- \$8,500, if you've completed your first year of study, and the remainder of your program is a full academic year. (At least \$4,000 of this amount must be in unsubsidized Stafford Loans.)
- \$10,500 a year, if you've completed two years of study, and the remainder of your program is at least one academic year. (At least \$5,000 of this amount must be in unsubsidized Stafford Loans.)

In addition to the above amounts, students may be eligible for an additional unsubsidized Stafford loan of \$2000 a year.

The aggregate loan limit for a dependent undergraduate student is \$31,000 (no more than \$23,000 can be subsidized).

The aggregate loan limit for an independent undergraduate student is \$23,000 subsidized and \$34,500 unsubsidized.

\* Reminder: You can't borrow more than the cost of education at your school minus any other financial aid you receive. This means you may receive less than the annual maximum amounts listed.

### **Responsibilities of Borrowers**

The interest rate is set by the federal government. Please check with the FAO for current rates. If you have a subsidized Federal Direct Stafford Loan, the federal government pays the interest on the loan while you're in school or in deferment. After you graduate, leave school, or drop below half time, you have six months before you have to begin repayment. This is called a grace period if you have a subsidized Stafford Loan. Within 120 days after you leave school, the organization holding your loan must notify you of the date repayment begins. However, you are responsible for beginning repayment on time, regardless of this notice. The amount of each payment depends on the size of your debt and on the length of your repayment period. Usually, you'll pay at least \$50 a month. You have six repayment options: standard, graduated, income based, income contingent, pay as you earn and extended repayment plans.

There are several deferment options available. Deferments can be granted for half-time study at a postsecondary school, if unable to find full-time employment, for economic hardship, and for service under the Peace Corps Act, Domestic Volunteer Service Act of 1975 or comparable service as a volunteer for a tax-exempt organization of demonstrated effectiveness in the field of community service.

There are also some cancellation conditions for total and permanent disability, death of the borrower, and if funding available, for teaching in designated schools serving students from low income families. For complete information on deferment cancellation provisions, go to [studentloans.gov](http://studentloans.gov).

### **Federal Direct Stafford Loan Program (Unsubsidized)**

#### **Application Procedures**

You must complete the Free Application for Federal Student Aid

(FAFSA), and the Federal Direct Stafford Loan master promissory note (MPN).

### **Selection of Recipients and Allocation of Awards**

Eligibility for this loan is not based on financial need. However, unlike the subsidized Federal Direct Stafford Loan, where the federal government pays the interest on the loan while the student is in school at least half time, with the unsubsidized Federal Direct Stafford Loan, the borrower is responsible for paying the interest that accrues while attending school and during deferment periods.

Interest can be deferred while in school, but it will be capitalized (added to the principal balance of the loan) at the start of repayment, which occurs six months after leaving school.

The unsubsidized Direct Stafford Loan can be made in conjunction with a subsidized Direct Stafford Loan as long as the annual or aggregate loan limits for Direct Stafford Loans have not been exceeded.

### **Rights and Responsibilities of Recipients**

Students must attend entrance and exit counseling for both subsidized and unsubsidized Federal Stafford loans.

\* NB: Students whose parents are denied a Federal PLUS Loan may apply for the unsubsidized Federal Direct Stafford Loan.

### **Federal Parent PLUS Loans for Undergraduate Students**

This loan is available to parents of dependent undergraduate students. Parents may borrow an amount up to the cost of attendance per student less other aid received. Repayment of principal and interest begins in 60 days, with up to 10 years to repay the loan. The interest rate is fixed at 7.9 percent for loans disbursed after July 1, 2006. Deferment options are available. Information is available at [studentloans.gov](http://studentloans.gov).

FPLUS loans are not need based and have no income restrictions. To be eligible, parents shall have no adverse credit history, must meet citizenship requirements and must not be in default or owe a refund to any student financial assistance program.

There is an origination fee (currently 4 percent) which is deducted from the loan amount. Payment is made through Electronic Fund Transfer (EFT).

A FAFSA for the student must be filed. A parent then applies for the Parent PLUS at [studentloans.gov](http://studentloans.gov).

### **Niagara University Student Loan Code of Conduct**

To comply with the 2008 Higher Education Opportunity Act (HEOA), enacted Aug. 14, 2008, Niagara University adopts the following Student Loan Code of Conduct to serve as formal guidance in insuring the integrity of the student aid process and ethical conduct of Niagara employees in regard to student loan practices.

The purpose of this Code of Conduct is to ensure that all employees of the university, particularly those involved in the affairs of the Financial Aid Office, understand their obligations to protect the rights and serve only the interests of students and parents.

### **Revenue-Sharing Arrangements**

Per the 2008 Higher Education Opportunity Act, a “revenue-sharing arrangement,” means any arrangement between an institution and lender (making loans per Title IV), wherein the institution recommends the lender or the loan products of the lender and in exchange, the lender pays a fee or provides other material benefits, including revenue or profit sharing, to the institution, an office or employee of the institution. Niagara University and its employees will not enter into any type of revenue-sharing arrangement with any lender.

### **Gifts**

Employees of the Financial Aid Office, or anyone having authority over the Financial Aid Office, are prohibited from soliciting or accepting any gifts from lenders, guarantors or servicers of educational loans. Per the 2008 HEOA, a gift is any gratuity, favor, discount, entertainment, hospitality, loan, or other item having monetary value of more than a de minimus amount. This includes a gift of services, transportation, lodging or meals, purchase of a ticket, payment in advance, or reimbursement after the expense has incurred.

### **Contracting Arrangements**

Employees of the Financial Aid Office may not accept from a lender, or affiliate of any lender any fee, payment, or other financial benefit as compensation for any type of consulting arrangement or other contract to provide services to a lender or on behalf of a lender relating to education loans.

### **Borrower Choice**

The Office of Financial Aid may not assign a borrower’s student loan to a particular lender. The borrower will be responsible for deciding who to borrow his/her loan through after review of lender benefits and services. Niagara University will not refuse to certify, or delay certification of, any loan based on the borrower’s selection of a particular lender or guaranty agency.

### **Opportunity Pool Loan**

Niagara University will not request or accept from any lender any offers to be used for private education loans, including funds for an opportunity pool loan, in exchange for providing concessions or promises to the lender for a specific number of loans made, insured or guaranteed, a specified loan volume, or a preferred lender arrangement.

### **Staffing Assistance**

Niagara University will not request or accept from any lender any assistance with call center staffing or financial aid office staffing.

### **Advisory Board Compensation**

Employees of the Office of the Financial Aid Office who serve on advisory board, commission, or group established by lender, guarantor, or group of lenders or guarantors, are prohibited from receiving anything of more than de minimus value from the lender, guarantor, or group of lenders, except for reimbursement for reasonable expenses incurred by the employee for serving on the advisory board, commission or group.

In addition to the above, employees are held to the requirements of the Niagara University Conflicts of Interest Policy.

### **Federal Student Aid Ombudsman**

The Federal Student Aid Ombudsman of the United States Department of Education helps borrowers resolve disputes and solve other problems with federal student loans. The Ombudsman office is where borrowers can turn after trying other ways to resolve a student loan dispute. Contact the Ombudsman by:

Telephone: 877.557.2575 (toll free)

202.377.3800 (toll call)

Fax: 202.275.0549

Mail: U.S. Department of Education

FSA Ombudsman

830 First Street, N.E.

Washington, DC 20202-5144

Online: [www.ombudsman.ed.gov](http://www.ombudsman.ed.gov)

Email: [fsaombudsmanoffice@ed.gov](mailto:fsaombudsmanoffice@ed.gov)

### **Army Reserve Officers’ Training Corps (ROTC) Scholarships Application Procedures**

Contact the ROTC office on campus at 716.286.8235/8230 or [rotc@niagara.edu](mailto:rotc@niagara.edu).

### **Selection of Recipients and Allocation of Awards**

Students must meet certain academic, physical, and medical standards, be interviewed by military and university officials and be willing to serve as an Army Officer on active or reserve duty after graduation.

### **Award Schedule**

Four and three year full tuition scholarships are awarded to high school seniors selected from an order of merit list. Freshmen and sophomore students can compete for four, three and two-year on campus ROTC full tuition scholarships. Scholarship recipients receive full payment of tuition and fees, \$1200 annually for text books, plus a monthly stipend of \$350 (freshmen) up to \$500 (seniors) for up to 10 months of the academic year while on scholarship (tax free). Guaranteed Reserve Forces Duty Scholarships (GRFD) are also available to qualified students. These scholarships guarantee that the student will serve in reserve forces and not on active duty. The benefits are the same as the regular ROTC scholarship.

### **Rights and Responsibilities of Recipients**

Must be willing to serve in the Army a total of eight years; with the regular ROTC scholarship, you have the option to serve up to four years on active duty and the remainder in the Inactive Ready Reserve (IRR) or eight years in the U.S. Army Reserve (USAR) or Army National Guard (ARNG). Entry into active duty after graduation maybe deferred to obtain an advanced degree at the student’s or Army’s expense for qualified individuals.

### **Niagara University-Funded Incentives for Recipients of Army ROTC Scholarships**

All students receiving a Niagara University incentive for ROTC must file each year the Free Application for Federal Student Aid (FASFA), and if a New York state resident, the TAP application.



All incentives are funded through NU's academic scholarship programs, depending upon which scholarship the student qualifies for upon enrollment. The incentive then serves as the guaranteed scholarship amount. Room and Board scholarships are considered taxable income to the student.

#### **Four-year Full Tuition ROTC Scholarship**

Niagara University covers on campus room and board charges (double room rate). The incentive is funded through NU's scholarship programs and is less any Federal Pell Grant award. Should a student move off campus or assume a resident assistant position, the NU incentive for room and board charges will be terminated. Fifty percent of the applicable room waiver (no board allowance) can be used toward NU apartment housing.

#### **Three-year Full Tuition Advance Designee**

Same as four-year ROTC scholarship during years two through four. During freshmen year only, students may qualify for NU's regular scholarship programs.

#### **Three-Year and Two-Year On-Campus ROTC Scholarships**

Same as four-year ROTC scholarship during the years the student receives the ROTC scholarship. If a student is already receiving a scholarship from NU at the time of this award, this incentive serves as the scholarship award during the years the student receives the ROTC scholarship.

#### **Veteran's Administration (VA) Educational Benefits Application Procedures**

Application forms are available at all VA offices, active duty stations, and American embassies or on the web at [www.gibill.va.gov](http://www.gibill.va.gov). Completed forms are submitted to the nearest VA office.

#### **Selection of Recipients and Allocation of Awards**

##### **Chapter 33- Post-9/11 Veterans Educational Assistance Act of 2008**

An education benefit program for individuals who served on active duty on or after Sept. 11, 2001. Benefits are payable for training pursued on or after Aug. 1, 2009. No payments can be made under this program for educational training pursued before that date.

You may be eligible if you served at least 90 aggregate days on active duty after September 10, 2001, and if you are still on active duty or were honorably:

- discharged from the active duty : or
- released from active duty and placed on the retired list or temporary disability retired list: or
- released from active duty and transferred to the Fleet Reserve or Fleet Marine Corps Reserve: or
- released from the active duty for further service in a reserve component of the Armed Forces.

You may also be eligible if you were honorably discharged from active duty for a service-connected disability and you served 30 continuous days after September 10, 2001. These benefits must be used within fifteen years of last discharge or separation.

#### **Chapter 31 — Disabled Veterans**

A veteran of World War II or thereafter who has a service-connected disability which entitles him/her to VA disability compensation and who is in need of vocational rehabilitation because his/her disability creates an employment handicap may be eligible for these benefits.

Vocational rehabilitation may be provided for up to 48 months. An eligible veteran has 12 years from discharge or release from active duty in which to use these benefits.

#### **Chapter 35 — Survivors' and Dependents' Educational Assistance**

This program provides educational assistance allowance to qualifying spouses, surviving spouses and children (between 18 and 26 years of age) of certain veterans who died while on active duty or who are totally disabled due to their military service.

#### **Chapter 32 — Veterans and Service Persons — Post-Vietnam-Era Veterans' Educational Assistance Program (VEAP)**

This is a contributory program for those who entered military service after Dec. 31, 1976. The Department of Defense matches two for one contributions made by the veteran while serving on active duty up to a maximum of \$2,700. These benefits must be used within 10 years and one day of date of discharge. A veteran may request a refund of his/her unused individual contributions.

#### **Chapter 30 — Montgomery GI Bill — Active Duty Education Assistance Program (formerly referred to as the New GI Bill)**

Eligibility for this program is focused toward the following two categories of individuals:

1. Those individuals who first become members of the Armed Forces or who first enter on active duty at any time after June 30, 1985. Their military pay will be reduced by \$100 each month for the first 12 months of their active duty service. (The VA will not have a record of these pay reductions.)
2. Those individuals who were eligible to receive Chapter 30 benefits on Dec. 31, 1989, who served without a break in active duty service from Oct. 19, 1984, through June 30, 1985, who have served continuously on active duty after June 3, 1985. If these individuals



had a break in active duty service after Dec. 31, 1976, they must have returned to active duty by Oct. 19, 1984 to be eligible for Chapter 30 benefits. This provision allows these individuals to receive only Chapter 30 benefits on or after Jan. 1, 1990, because Chapter 34 benefits ceased as of Dec. 31, 1989.

#### **Chapter 1606 — Montgomery GI Bill — Selected Reserve**

Eligibility may exist for an individual who, after June 30, 1985, enlists, reenlists, or extends an enlistment in the Selected Reserve; or is appointed as or is serving as a reserve officer.

#### **Chapter 1607 — Reserve Education Assistance Program (REAP)**

A reservist who has been activated for at least 90 days following 9/11/2001.

To apply for the benefit, students that have not applied for benefits should complete a VA Form 22-1990, Application for Education Benefits. Students that have applied for benefits should complete a VA Form 22-1995, Request for Change of Program or Place of Training. Since there isn't a specific question on the above forms requesting Chapter 1607, the student should print (1607 or REAP) in the upper margin of the form. We need this type of declaration, as the law is very specific regarding the necessity of a Chapter 1607 election before benefits can be awarded. The VA Form 22-1990 and VA form 22-1995 must be sent to the Department of Veterans Affairs with the veteran's original signature. Copies of faxes of the forms **cannot** be accepted.

Addition information regarding Chapter 1607 may be found on the website, [www.gibill.va.gov](http://www.gibill.va.gov).

#### **VA Work-Study Program**

Students pursuing at least three-quarter time training under Chapters 30, 31, 32, 33, 35 and 1606 may apply for this program. Applications must be filed each semester, and the student must show financial need. Wages are paid at a rate of not less than minimum wage, for a maximum of 650 hours per semester. Additional information and applications are available from the VA certifying official in the Office of Student Outreach and Support.

#### **Rights and Responsibilities of Recipients**

Educational and vocational counseling will be provided by the VA on request. Recipients must report any changes in enrollment to the VA-certifying official as soon as possible. Institutions are required to report promptly to the VA interrupted attendance or termination of study on the part of students receiving benefits.

Further information regarding veterans benefits is available in the Office of Student Outreach and Support, lower level Gallagher Center.

### **United States Bureau of Indian Affairs Aid to Native Americans**

#### **Application Procedures**

Application forms may be obtained from and submitted to the Bureau of Indian Affairs/Education, South and Eastern States Agency, MS2559-MIB, 1849 C Street NW, Washington, D.C., 20240, or call 202.208.3478. An application is necessary for each year of study.

Each first-time applicant must obtain tribal enrollment certification from the enrollment clerk who records enrollment for the tribe.

#### **Selection of Recipients and Allocation of Awards**

To be eligible, the applicant must: (1) be enrolled member of an American Indian, Eskimo or Aleut tribe, band or group recognized by the Bureau of Indian Affairs; (2) be enrolled full time as an undergraduate in an approved college or university; (3) be pursuing at least a two-year degree; and (4) demonstrate financial need.

#### **Award Schedule**

Awards are contingent upon funds available and are based on financial need.

#### **Responsibility of Recipients**

For grants to be awarded in successive years, the student must make satisfactory progress toward a degree and demonstrate financial need.

### **Other Federal Student Financial Aid Programs**

A large number of special-purpose federal programs exist of a variety of types: direct aid, scholarships, loans, traineeships. Most of these programs would be of interest to relatively small numbers of students and prospective students, by virtue of need, or special interest, or both. Some are available only to graduate or professional students in certain fields. Some carry with them periods of obligated service.

The most authoritative, although certainly not the only, reference for additional information on these, and many other programs, is the Catalog of Federal Domestic Assistance Programs which should be available at most college and public libraries. You may also contact the Federal Student Aid Information Center, P.O. Box 84, Washington, DC 20044-0084, call 1-800-4-FED-AID (800.433.3243) or go to [www.studentaid.ed.gov/pubs](http://www.studentaid.ed.gov/pubs).

### **New York State Programs\***

\* Funding and continuation of New York state programs are contingent upon approval of the state budget. Complete and up-to-date information about New York state programs can also be found at [www.hesc.org](http://www.hesc.org).

#### **Tuition Assistance Program (TAP)**

##### **Application Procedures**

New York state residents who submit a FAFSA indicating at least one New York state college can apply electronically at the end of the FAFSA process or go to [www.hesc.org](http://www.hesc.org).

The Higher Education Services Corporation (HESC) determines the applicant's eligibility and the amount of the grant. Niagara will defer payment on the basis of receipt of the award certificate. Actual payment is received after the school certifies student eligibility.

#### **Selection of Recipients and Allocation of Awards**

Tuition Assistance Program is an entitlement program. There is neither a qualifying examination nor a limited number of awards. The applicant must: (1) be a New York state resident and a U.S. citizen or permanent resident alien; (2) be enrolled full-time (12 credits) and matriculated in an approved program at a New York state postsecondary institution;

(3) meet income eligibility requirements; (4) not be in default on any federal student loan or state award; and (5) have a valid Social Security number. All income data are subject to verification with the New York State Department of Taxation and Finance.

Undergraduate students may receive TAP awards for eight full-time semesters. Students enrolled in the Niagara University Opportunity Program may receive undergraduate awards for 10 full-time semesters. Students must have at least a C average after receipt of two annual payments (four semesters).

#### Award Schedule

The amount of the TAP award is scaled according to New York net taxable income. Undergraduate students who are dependent or who are financially independent and married OR have tax dependents: \$80,000 NET taxable income or less. Single independent with no dependents: \$10,000 NET taxable income or less. Income is adjusted for other family members in full-time college attendance. Based on current schedules, awards for first-time recipients range from \$500-\$5,000 for dependent or independent undergraduates with dependents. Single independent students' (no dependents) awards range from \$500-\$3,025 per year. TAP awards are reduced by \$100 per year for students who have received four or more payments. TAP award amounts are dependent upon action in each year's New York state budget.

#### Rights and Responsibilities of Recipients

Students must maintain normal satisfactory academic progress as well as be monitored for pursuit of program as follows. During the first year that TAP is received, students must complete (all grades except W) six credit hours per semester; the second year, nine credit hours per semester; subsequent years, 12 credit hours per semester. Failure to pursue their program at the above rate will result in a loss of TAP for the following semester.

Students not making satisfactory academic progress, but who have been reinstated through the appeals process, are not eligible to receive TAP payments. Also, students not achieving a C average after four TAP payments lose TAP eligibility.

#### New York Part-Time TAP

##### Application Procedure

Applicants must file the Free Application for Federal Student Aid (FAFSA) and must also complete the TAP application. File both electronically at [www.fafsa.gov](http://www.fafsa.gov).

This program is available beginning in 2007-08 for students who have completed requirements as first-time freshmen in 2006-07 and meet the following criteria.

#### Selection of Recipients and Allocation of Awards

Students taking 6 to 11 credits who in the previous academic year have earned two consecutive semesters of 12 credits each (24 credits total) and have maintained a "C" average (2.00 GPA). Students must be a legal resident of New York State, a US citizen or eligible non-citizen, matriculated in an approved undergraduate degree program, not be in default on a federal student loan and not be in any

repayment of state awards, meet income eligibility limitations, and not have exhausted Tuition Assistance Program (TAP) eligibility.

#### Award Schedule

Awards are based on New York state net taxable income and are prorated based on the current TAP schedule and number of credit hours taken. A Part-Time TAP award cannot exceed tuition charges.

#### Rights and Responsibilities of Recipients

Students must maintain good academic standing.

#### Satisfactory Academic Progress Chart for TAP

This chart is used for New York state student financial aid purposes.

##### Calendar: Semester Program: Baccalaureate Program

Before Being Certified for This Payment	1	2	3	4	5	6	7	8	9	10
A Student must have Accrued at Least This Many Credits	0	6	15	27	39	51	66	81	96	111
With At Least This Grade Point Average	0	1.5	1.8	1.8	2.0	2.0	2.0	2.0	2.0	2.0

#### TAP Waiver

New York state regulations permit students to receive a one-time waiver of the good academic standing requirement as an undergraduate student if there are extenuating circumstances. To receive such a waiver, the student should be able to prove one of the following:

1. Illness or death in the student's family;
2. Serious illness of the student; or
3. Academic hardship.

In addition to the one-time good academic standing waiver, a student may apply for a waiver of the C average requirement for TAP based on the death of a student's relative; the student's personal illness or injury; or other extenuating circumstance. This must be documented and relate to circumstances that have affected the student's ability to achieve a cumulative C average as of the end of a particular semester. The C average waiver is separate from the one-time good academic standing waiver and may be granted more than once if circumstances warrant.

Applications for TAP waivers are available from the chair of the satisfactory academic progress committee in the Office of Academic Support, Seton Hall. The application must contain supporting documentation and the waiver is not automatic. The waiver must be approved by the chair and the director of Financial Aid.

#### New York Scholarships for Academic Excellence

##### Application Procedures

Contact the high school guidance office. If you receive a scholarship, you must complete a FAFSA and a TAP Application. Go to [www.fafsa.gov](http://www.fafsa.gov) and [www.hesc.org](http://www.hesc.org).

#### Selection of Recipients and Allocation of Awards

Recipients must be U.S. citizens or eligible noncitizens and also New York state residents enrolled (matriculated) for 12 credits or more in an approved program. Recipients cannot be in default on any New



York state guaranteed student loan and must attend a New York state college. Awards are based on academic excellence, measured by the weighted average of students' scores on Regents exams taken prior to the senior year. Awards will be based on criteria developed by the commissioner of education for schools not offering the Regents exams in all five subject areas.

#### **Award Schedule**

Awards are \$1,500 to the top graduating senior of each high school in the state; \$500 to other academically gifted students for up to four years, or up to five years in certain programs. Scholarship must be used within seven years.

#### **Aid for Part-Time Study (APTS)**

##### **Application Procedures**

Applicants must annually file an APTS application, available in the financial aid office. A FAFSA must also be filed to determine any eligibility for the Federal Pell Grant program.

##### **Selection of Recipients and Allocation of Awards**

Recipients must be New York state residents; have a high school diploma or GED; have a net taxable income of less than \$50,550 for dependent students, \$34,250 for independent students; enroll for at least three but not more than 11 credit hours; be matriculated in an approved undergraduate degree or certificate program; have not exhausted eligibility under the TAP program; and retain good academic standing including having achieved at least a cumulative C average after having received the equivalent of two full years of state-sponsored financial aid.

#### **Award Schedule**

APTS is awarded on the basis of allocation received by New York state, with priority given to students demonstrating financial need. Awards may be given in amounts of up to \$2,000 per year, or tuition, whichever is less.

#### **Rights and Responsibilities of Recipients**

Applicants must retain good academic standing in order to continue to be eligible for an award, and must not be in default on any government guaranteed student loan. In each term an award is received, recipient must achieve a cumulative passing average.

#### **State Aid to Native Americans**

##### **Application Procedures**

Application forms may be obtained from the Native American Education Unit, New York State Education Department, Education Building Annex, Room 475, Albany, N.Y. 12234 or by calling 518.474.0537. The completed application form should be forwarded by the applicant to the Native American Education Unit along with all documentation requested.

##### **Selection of Recipients and Allocation of Awards**

The applicant must be on an official tribal role of a New York state tribe or the child of an enrolled member of a New York state tribe, and a resident of New York state; maintain good academic standing in accordance with Commissioner's Regulations; and enroll in an approved New York state postsecondary program. State Aid to

Native Americans is an entitlement program. There is neither a qualifying examination nor a limited number of awards.

#### **Award Schedule**

The award is \$1,000 for 12 or more credits per semester. Students registered for less than 12 credits will be funded at a prorated amount.

#### **Responsibilities of Recipients**

Students are responsible for notifying the Native American Education Unit in writing of any change in student status or program or institutional enrollment. Students must also submit semester grades, at the end of each semester, showing satisfactory progress toward completion of degree or certification requirements. Students must re-apply for each semester.

#### **Niagara University Opportunity Program (NUOP) (HEOP)**

The Niagara University Opportunity Program is a comprehensive program designed for students who have the potential for and interest in furthering their education but are not admissible to Niagara University. The ultimate goal of the program is to make higher education possible for students who are both educationally and economically disadvantaged. Thus NUOP offers both support services and financial assistance to eligible students.

The Niagara University Opportunity Program is funded jointly by the university and the New York State Higher Education Opportunity Program (HEOP).

##### **Application Procedures**

Application is made through the admissions office at Niagara University.

##### **Selection of Recipients and Allocation of Awards:**

The applicant must be: (1) a New York state resident; (2) a matriculated undergraduate student at an independent college or university in New York state; (3) academically and economically disadvantaged according to guidelines approved by the New York Board of Regents.

Selection of eligible applicants for participation in HEOP is conducted by the Niagara University Opportunity Program.

#### **Award Schedule**

The amount of financial assistance and other support provided to HEOP participants is dependent on need as determined by Niagara University and the program, within the state guidelines. The university provides institutional money through the Niagara University Opportunity Program (NUOP).

#### **NYS Math and Science Teaching Incentive Scholarship**

##### **Application Procedure**

File FAFSA at [www.fafsa.gov](http://www.fafsa.gov), TAP application (direct link from FAFSA), and Math and Science Teacher Application at [www.hesc.org](http://www.hesc.org).

##### **Eligibility**

Matriculated students enrolled in secondary education math or science degree program.

### **Award Schedule**

An amount equal to NY SUNY tuition.

### **Responsibilities of Recipients**

Maintain 2.5 GPA. Earn at least 27 credits during the academic year. Sign service agreement to teach math or science in a NYS secondary school.

### **Robert C. Byrd Honors Scholarships (contingent on federal funding) Application Procedures**

Information bulletins and application forms are available each fall at every New York state high school.

### **Selection of Recipients and Allocation of Awards**

Scholarships are awarded competitively for full-time postsecondary study at an approved institution of higher education either in or out of New York state. The competitive basis of the award is based on high school grade point average and the test score on either the Scholastic Aptitude Test (SAT) of the College Board or the American College Testing Program (ACT) Assessment. Fee waivers are available from each testing agency for economically disadvantaged applicants. The applicant must be a U.S. citizen and permanent New York state resident.

### **Award Schedule**

The award is \$1,500. Award amount may change contingent upon federal funding. Award is renewable for up to four years, contingent upon federal funding.

### **Responsibilities of Recipients**

Recipients must file an application with the New York State Higher Education Services Corporation each year.

### **Regents Award for Child of Veterans (CV)**

#### **Eligibility**

Children of veterans who are deceased, 40 percent or more disabled, former prisoners of war or missing in action as a result of service during certain specified conflicts.

### **Criteria for Selection**

Recipients must meet eligibility requirements. Students must be a U.S. citizen, a New York state resident, a full-time matriculated student and make satisfactory academic progress.

### **Award Schedule**

\$450 per year, for up to five years, depending on the normal length of the program.

### **Responsibilities of Recipients**

File annually the FAFSA and TAP application and in addition, file the CV Award Supplement available on request from NYSHESC: 888.697.4372.

### **Memorial Scholarships for Families of Deceased Police Officers, Peace Officers, Firefighters, Volunteer Firefighters, and Emergency Medical Service Workers**

#### **Eligibility**

Must be a child or spouse of a deceased police officer, peace officer,

firefighter, volunteer firefighter or emergency medical service worker who died as a result of injuries sustained in the line of duty.

### **Criteria for Selection**

Must meet eligibility requirements and submit documentation supporting eligibility as noted in special supplement.

### **Award Schedule**

Award amounts are based on tuition and nontuition costs of attendance. In combination with certain other state and federal grants, may equal the average cost of attendance at the State University of New York.

### **Responsibilities of Recipients**

File annually the FAFSA and TAP application and in addition, file the appropriate award supplement available on request from NYSHESC: 888.697.4372.

### **Afghanistan Veterans Tuition Award Program (AVTA); Persian Gulf Veterans Tuition Award Program (PGVTA); Vietnam Veterans Tuition Award Program (VVTA)**

#### **Eligibility**

To qualify, undergraduates must meet New York state residency requirements. For VVTA, applicants must have served in the armed forces in Indochina between December 1961 and May 1975 and meet other eligibility requirements. Persian Gulf veterans must have served in hostilities beginning Aug. 2, 1990. Afghanistan veterans must have served on or after Sept. 11, 2001. For all programs, applicants must be discharged under other than dishonorable conditions. In addition, applicants must file the Veterans Award supplement to establish eligibility. Call NYSHESC at 888.697.4372 for information.

### **Criteria for Selection**

Students must complete all eligibility requirements, including filing for TAP and Federal Pell grants, demonstrate good academic standing, and meet pursuit of program requirements.

### **Award Schedule**

Awards are \$5,595 per year for full-time study; pro-rated for part-time study. Awards cannot exceed cost of tuition.

### **Responsibilities of Recipients**

File annually the FAFSA, Express TAP Application, and VVTA or PGVTA Supplement. After initial year eligibility is established, students must refile supplement yearly for part-time study only.

### **World Trade Center Memorial Scholarship**

#### **Eligibility**

Children, spouses and financial dependents of deceased or severely and permanently disabled victims of the Sept. 11, 2001, terrorist attacks on the United States or of the subsequent rescue and recovery operations. Also, survivors of the terrorist attacks who are severely and permanently disabled as a result of injuries sustained in the attacks or rescue and recovery operations. This includes victims at the World Trade Center site, the Pentagon, or on flights 11, 77, 93, or 175.

### **Criteria for Selection**

Recipients must submit the World Trade Center Memorial Scholarship application with the necessary documentation to HESC. Call 888.697.4372. Recipients need not be New York state residents or U.S. citizens.

### **Award Schedule**

An amount equal to NY SUNY four-year college tuition and average mandatory educational fees and allowances for room and board, books, supplies and transportation.

### **Responsibilities of Recipients**

File annually the FAFSA and express TAP applications, and in addition, the World Trade Center Memorial Scholarship application. For more information, contact HESC at [www.hesc.org](http://www.hesc.org) or call 888.697.4372.

### **Flight 587 and Flight 3407 Memorial Scholarship**

#### **Eligibility**

Children, spouses and financial dependents of individuals killed in American Airlines Flight 587 crash in Queens, N.Y. on Nov. 12, 2001 and Continental Flight 3407 crash in Buffalo, N.Y. on Feb. 12, 2009. Must be full-time undergraduate in an approved program in NYS. See World Trade Center Memorial Scholarship. File the appropriate award supplement. Call HESC at 888.697.4372.

### **Military Service Recognition Scholarship**

#### **Eligibility**

Members of the armed forces of the United States or state organized militia who, while New York state residents, at any time on or after Aug. 2, 1990, became severely and permanently disabled as a result of injury or illness suffered or incurred in a combat theatre or combat zone or during military training operations in preparation for duty in a combat theatre or combat zone of operations. Also, children, spouses and financial dependents of member of the above forces who were New York state residents at any time on or after Aug. 2, 1990; died, became severely and permanently disabled as a result of injuries suffered or incurred, or are classified missing in action as a result of military activities as described above.

### **Criteria for Selection**

Must submit documentation supporting eligibility. Must be a full time undergraduate student in an approved New York state post-secondary institution.

### **Award Schedule**

An amount equal to NY SUNY four-year college tuition and average mandatory educational fees and allowances for room and board, books, supplies and transportation.

### **Responsibilities of Recipients**

File annually the FAFSA and express TAP application, and in addition, the award supplement form which is available on request from NYSHESC. For more information, contact HESC at 888.697.4372.

## **Adult Career and Continuing Education Services — Vocational Rehabilitation (ACCES-VR)**

ACCES-VR serves people whose disabilities prevent them from entering or maintaining employment. ACCES-VR sponsors individuals with disabilities in college programs when they need that level of training to reach their vocational goals. ACCESS-VR has provided tuition assistance as well as assistance toward other costs of attendance, such as fees, books, etc. For information on ACCESS-VR eligibility requirements and application procedures, write to the New York State Education Department, Adult Career and Continuing Education Services — Vocational Rehabilitation, One Commerce Plaza, Room 1609, Albany, N.Y. 12234. Interested students may also call their local ACCESS-VR office (listed in the telephone directory under New York state, Education Department), or call 800.222.JOBS.

## **Out-of-State Financial Aid Programs**

A number of states other than New York participate in state grant programs which are of interest to relatively smaller groups of students and prospective students than those described on the preceding pages. For further information and addresses contact the financial aid office, or contact the appropriate state agency which administers state financial aid programs.

## **Ontario Student Assistance Program (OSAP)**

The Ontario Student Assistance Program offers financial assistance to help students from lower income families meet the costs of postsecondary education. OSAP assistance is intended to supplement financial resources of students and their families. (A student must be a Canadian citizen or permanent resident of Canada or a protected person).

Assistance is based on financial need as established by the federal and/or provincial governments and as determined by the Ontario Student Assistance Program. The amount of loan students are eligible to receive is based on the information they provide.


Online application is recommended as there are no application fees; website ([osap.gov.on.ca](http://osap.gov.on.ca)) is available 24 hours a day, and students can get an on-the-spot estimate of the amount of funding they may receive.

For complete details, access the OSAP Web site at [osap.gov.on.ca](http://osap.gov.on.ca).





# General Academic Information

 student classifications;

**Matriculated students** are those who have registered for a degree program at Niagara University.

**Nonmatriculated students** are those who register without reference to a degree from Niagara University.

Both these groups of students are required to satisfy university regulations including those relative to registration, advanced registration, class attendance, scholarship, examinations, and fees in order to receive official certification for the satisfactory completion of courses attended.

Niagara faculty members provide excellent advisement to assist students with course selection; however, students are primarily responsible for the planning that ensures the completion of all graduation requirements.

**Full-time students** are those who register for a minimum of four course units or a minimum of 12 semester hours per semester in the spring or fall. During each summer session, the maximum allowed is two courses.

Exceptions in excess of six course units in fall or spring and two in each summer session must be authorized by the dean. Automatic exception is made for students accepted into the three-year accelerated degree program and for audited course units; all other cases, including tutorial arrangements, must be approved by the dean on an individual basis.

**Part-time students** are those who register for fewer than four course units or fewer than 12 semester hours in a fall or spring semester. Students registered for less than 12 semester hours are not charged the student government or general fees and are not entitled to the benefits of various student activities or services.

**Auditors** are students who attend classes, whose work is not subject to review by the instructor, and who receive no credit at the completion of the course. An audit must be declared at the time of registration.

**Special students** are those who pursue courses at Niagara University with the intention of having grades earned in those courses forwarded to the college or university from which they have been granted a leave of absence or have been granted permission to pursue courses at Niagara University. Special students need not supply transcripts of their high school or college grades. A letter from the dean or registrar of their college or university granting them permission to pursue courses at Niagara University must be filed with the director of admissions at Niagara University at the time of registration.

## Study-Abroad Program

Niagara recognizes the value, both educational and personal, of living in another culture. That's why we offer over 90 programs in 30 different countries during the semester and summer sessions. Faculty

led programs are also available for some majors during the summer. Application for the study-abroad program should be made through the study-abroad coordinator in the lower level Gallagher Center.

## Cross-Registrants

A number of postsecondary schools in western New York have formed the Western New York Consortium. Students at any of these schools may cross-register for courses at other member schools. This program was devised in order to offer students an opportunity to broaden their educational experience and also to provide a wider spectrum of courses without undue expense to the individual member schools.

The principal conditions to be met are:

1. The cross-registrant must be a full-time, matriculated student at the home school.
2. The course offered at the host school must be unavailable at the home school. The tuition rates are those of the home school and are paid to the home school. Any credits earned at the host school are entered on to the home school's transcript as though the course were actually taken at the home school.

Niagara University has determined that students cross-registering from another university into NU courses will be allowed to earn a maximum of six credits at NU. Niagara University students cross-registering into other schools are subject to the particular regulations of the host school.

Niagara University students wishing to participate in this program should consult their adviser and the registrar.

## Accelerated Three-Year Degree Plan

An accelerated three-year degree plan is offered to qualified students. A student accepted into this plan receives a degree within three years instead of the usual four. To do so, the student must complete successfully the degree requirements by combining summer sessions with six-course-unit semesters in fall and spring. Eligibility is restricted to incoming freshmen who meet certain qualifications (high school class ranking and S.A.T. scores) and to sophomores with high academic performance during their freshman year.

## High School Student Program

Students who are juniors or seniors in high school and who have not graduated may be admitted to credit courses given in the day or evening at the university or at cooperating high schools provided there are no college-level prerequisites. Approval of student's dean is required to participate in this program. Generally, high school students who are accepted in this program are limited to one course per semester.

## Niagara University Senior Term Enrichment Program (NUSTEP)

NUSTEP provides academically ready high school juniors and seniors with the opportunity to take college-level courses on their home campus taught by their respective teachers for Niagara University credit. Course registration is coordinated through the university, offering a reduced

tuition to enrolled students. All courses and high school teachers are approved by NU.

Classification of Matriculated Students

	Sem. Hrs.*
Freshman	0-23
Sophomore	24-47
Junior	48-83
Senior	84 or more

\* Semester hours accepted by the university toward a degree.

Registration

All students must make an appointment with their academic adviser prior to registration. All continuing students should advance-register during the fall and spring semesters for the following semester on the days appointed in the course schedule which is distributed prior to advance registration.

It should be understood that only those students having complete health records on file with the university which certify proper proof of measles, mumps, rubella, and meningitis or meningitis waiver immunizations will be permitted to register for courses. For details of New York state guidelines mandating immunization as a condition of class attendance, consult the health services information in the student life section of this catalog.

Advanced Placement and Other External Examinations

Advanced placement (AP) credit may be earned at some high schools through special examinations. Information on Niagara University’s policies regarding AP credit is given in the chapter on admissions.

Niagara University uses the College Level Examination Program (CLEP) so that students not affiliated with a college or university and who seek admission to the university may demonstrate competence in particular areas. For further information, refer to the chapter on admissions.

The university grants credit for satisfactory performance on the New York State College Proficiency Examination Program (CPE). For further information, refer to the chapter on admissions.

The Advanced Placement Credit Evaluation Chart is located on the following page.

Challenge Examinations

To encourage students with outstanding ability and enterprise, Niagara University offers the opportunity for advancement through challenge examinations. Because this policy is subject to specific restrictions, it is important for any student considering a challenge examination to consult his or her adviser. Courses which cannot be challenged are identified in this catalog with a bullet (•). A student completing a challenge examination is assigned either an S or U grade, and a nonrefundable minimum fee is charged for each challenge examination.

Transfer Students and Transfer Credits

Transcripts of transfer students are evaluated by the dean of the division that the student wishes to enter and also by the major department. The total number of semester hours, or their equivalent, accepted for transfer credit is decided by the dean.

A transfer student must successfully complete all the Niagara University degree requirements either through course units completed at the university or those accepted for transfer. At least one-half of the requirements in the major ordinarily must be taken at Niagara University.

Students enrolled at Niagara University who want to take a course at another educational institution must complete a permission form and have the approval of both their academic adviser and their dean. An official transcript of the course grade must be sent to the dean of the student’s college.

Niagara University has transfer agreements with several two-year and four-year colleges and universities. Please contact the admissions office at Niagara or the transfer counselor at your present institution for more information.

The philosophy and religious studies requirements for transfer students are based on the total number of credits accepted by the dean for transfer. The following chart indicates these requirements.

Number of Semester Hours Accepted for Transfer Credits	Philosophy Requirements	Religious Studies Requirements
0-23	PHI 105, 206, 300-level elective	3 courses**
24-47	PHI 105, 206	2 courses**
more than 47	PHI 105	1 course**

\*\*Transfer students are required to take a REL 100-level course unless they have been granted transfer credit in religious studies.

Life Experiences (Portfolio) Program

The Life Experience Program provides a way for adults to translate their experiences to college credit through completion of a life experience portfolio. Credits awarded are not a value judgement of the student’s experiences, but rather reflect an evaluation of the similarity of those learning experiences to learning that typically occurs through study in the university.

Within the first three semesters of academic work at NU, adult students over the age of 25 must make application for this credit option with their dean.

Class Attendance

Students are responsible for attending and participating in scheduled classes, labs and other required course-related activities as specified in the course syllabus. Students are responsible for any missed material, exams and/or assignments and are expected to attend and behave in a civil manner conducive to studies.

## Advanced Placement Credit Evaluation (Fall 2013 and Subsequent Semesters)

This evaluation guide was developed by the College of Arts and Sciences to assist in the awarding and placement of Advanced Placement (AP) credit. Students who have received a grade of 3, 4 or 5 on the tests listed below should be given credit as indicated. (Updated 4/11/13)

A.P. Test	NU Equivalent	Score	Credit	Remarks
Art: Art History	FAA 201-202	3+	6 SH	(H)
Art: Studio Art Drawing	FAA 220	3+	3 SH	
Art: Studio Art 2-D	FAA elective	3+	3 SH	
Art: Studio Art 3-D	FAA elective	3+	3 SH	
Biology	*Non Major Placement: 3 = Free Elective 4 = Science Elective (NS) 5 = Science Electives (NS)	3* 4* 5*	3 SH 3 SH 6 SH	*Biology / Life Sciences Major Placement: 3 = No credit 4 = 3cr science advised elective 5 = 6cr science advised electives
Chemistry	*Non Major Placement: 3+ = Science Elective	3+* 4+*	3 SH 3 SH	*Biochemistry/Chemistry Major Placement: 3 = No credit 4+ = 3cr science advised elective
Chinese Language and Culture	CHI Elective CHI Electives	3-4 5	3 SH 6 SH	(AS, CD)
Computer Science A	CIS 265	3+	3 SH	(AS)
Computer Science AB	CIS 265 and 365	3+	6 SH	(AS)
Economics: Micro	ECO 102	3+	3 SH	(SS)
Economics: Macro	ECO 101	3+	3 SH	(SS)
English: Language and Composition	WRT 100 and Elective	3+	6 SH	
English: Literature and Composition	ENG 100 and Humanities Elective	3+	6 SH	(H)
Environmental Science	BIO 103	3+	3 SH	(NS)
French Language	FRE 101 FRE 103 FRE 103-104	3 4 5	3 SH 3 SH 6 SH	(AS)
French Literature	FRE 101 FRE 103 FRE 103-104	3 4 5	3 SH 3 SH 6 SH	(AS)
German Language	German Elective German Electives	3-4 5	3 SH 6 SH	(AS)
Government/Politics: United States	POL 101	3+	3 SH	(SS)
Government/Politics: Comparative	POL 105	3+	3 SH	(SS)
History: European	HIS Elective HIS 102 HIS 101 and 102	3 4 5	3 SH 3 SH 6 SH	(H)
History: United States	HIS Elective HIS 104 HIS 103-104	3 4 5	3 SH 3 SH 6 SH	(H) Does not take the place of HIS 199
History: World	HIS Elective (H) HIS 108 (H, CD) HIS 108 and 107 (H, CD)	3+ 4 5	3 SH 3 SH 6 SH	Variable (see NU equivalents)
Human Geography	GEO Elective	3+	3 SH	(SS)
Italian Language and Culture	ITA Elective ITA Electives	3-4 5	3 SH 6 SH	(AS)
Japanese Language and Culture	JPN Elective JPN Electives	3-4 5	3 SH 6 SH	(AS, CD)
Latin: Literature	LAT 101 LAT 101-102	3 4+	3 SH 6 SH	(AS)
Latin: Vergil	LAT 101 LAT 101-102	3 4+	3 SH 6 SH	(AS)
Math: Statistics	MAT 102	3+	3 SH	(MAT, AS)
Math: Calculus AB	MAT 107 MAT 111	3 4+	4 SH 4 SH	(MAT, AS)
Math: Calculus BC	MAT 111 MAT 111-112	3 4+	4 SH 8 SH	(MAT, AS)
Music Theory	FAA Elective	3+	6 SH	(H)
Physics: B	PHY 121	3+	3 SH	(NS)
Physics: C, Mechanics	PHY 121	3+	3 SH	(NS)
Physics: C, Electricity/Magnetism	PHY 122	3+	3 SH	(NS)
Psychology	PSY 101	3+	3 SH	(SS)
Spanish Language	SPA 101 SPA 103 SPA 103-104	3 4 5	3 SH 3 SH 6 SH	(AS)
Spanish Literature	SPA 101 SPA 103 SPA 103-104	3 4 5	3 SH 3 SH 6 SH	(AS)



Instructors are responsible for clearly stating their attendance policies in the course syllabus. When their policies state that students' grades are linked to attendance, instructors will maintain a record of student attendance.

Absences for all university courses are reported to the records office at midterm and at the end of the semester.

### Change of Course

The following procedures exist for any course dropped and/or added by any student once semester classes have begun.

1. To drop/add a course a student must first secure the signature of his/her academic adviser on the appropriate form. The adviser should be sure the desired change is consistent with university and departmental policies; additional pertinent comments should be indicated on the form.
2. Students can adjust their schedule online until the start of the semester.
3. Once the semester starts, the student then takes the form signed by his/her adviser to the drop/add site.

Generally, no course may be added to a student's program after the end of the second week of the fall or spring semester.

### Withdrawal From Class

The grade W (withdrawal) is assigned when a student withdraws from a course after the drop/add period but prior to the end of the 10th week and from the 10th week on if the student is passing. If the student wishes to withdraw after the published drop/add period but prior to the end of the 10th week of the semester, the student will complete the appropriate form and a grade of W will be entered on the transcript. At the student's request, faculty will inform the student of his/her standing in class prior to the end of the ninth week of the semester.

Beginning with the 11th week, a student must consult with his/her adviser and the professor. The professor will attest in writing on the withdrawal from course form whether the student is passing or failing. If the student is passing, a grade of W will be entered on the transcript; if the student is failing, the grade of F will be entered on the transcript.

The dean reserves the right to review a withdrawal request and to make the final decision with respect to the assignment of a grade in any exceptional case. Withdrawals will not be approved to avoid failure. Unofficial withdrawals will result in the grade of F being entered on the transcript.

### Change of Major

Students wishing to change their major should consult their academic adviser and then consult the dean. The dean's office will advise them on the procedures for changing a major. Students changing majors should be aware that credits applicable to one degree program do not necessarily apply to another degree program.

### Change of School/College Within the University

Students wishing to change their school/college within the university and hence also change their major should first consult their academic adviser and then the deans of the schools/colleges involved. The office of the dean of the school the student is leaving will advise the student on the procedures for changing schools within the university.

### Curricular Changes

In general, students are required to follow the degree requirements of the current catalog. Efforts are made continually to improve the curriculum in each college and department of the university. It is intended that students currently enrolled benefit as much as possible from these improvements. In fitting curriculum changes into a student's program, adjustments are made to ensure that a student is not required to take more total credits than would be necessary if he/she followed the catalog in force during his/her freshman year.

### Grading System and Quality Points

Effective May 21, 2012

Legend	Grade	Grade Points
Superior	A+	4.00
	A	4.00
	A-	3.67
Very Good	B+	3.33
	B	3.00
	B-	2.67
Average	C+	2.33
	C	2.00
	C-	1.67
Passable	D+	1.33
	D	1.00
	D-	0.67
Failure	F	0.00
Pass	P	
Incomplete	I	
Audit	N	
Withdrawal	W	
Satisfactory	S	
Unsatisfactory	U	

The grade I (incomplete) indicates there is still a possibility of credit, after further work. The student must request the incomplete from the instructor and outline the reasons and terms for completing work. It is used when the instructor is not prepared to give a definite mark for the term in view either of student illness or of some justifiable delay in the completion of certain work. It is not used when failure to meet course requirements is due to delinquency on the part of the student. It must be removed within 30 days after the beginning of the next regular semester or the grade automatically becomes an F. It is the responsibility of the student to initiate removal of the incomplete.

Repeat Course Policy

A student can use this policy to repeat a course taken at Niagara University that he/she has:

- a. Failed and not received credit
- b. Previously passed and earned credit

In either case, under this policy, the student is limited to receiving credit for up to 6 repeated courses in the calculation of his/her cumulative GPA. The grade received for the second attempt of the course — for up to six courses — will be calculated in the student’s cumulative GPA regardless of whether the grade is better or worse than the original grade earned.

If a student wishes to repeat a course for which he/she has already passed and received credit, the student must consult with Financial Aid to discuss possible financial aid implications. In most cases, a course for which a student has already received credit cannot be used to satisfy full time status requirements. In most cases, a student must be enrolled in twelve or more “new” credit attempts in order to receive funding for the repeat of a course for which he/she has already received credit.

A student may repeat any course taken at Niagara University, including courses which the student completed before the new Repeat Course Policy became effective (May 2012) The repeated course must be repeated at Niagara University and must be the same course as the one taken the first time even if it is a Special Topics course. The grade change can only be processed (calculated in the student’s cumulative GPA) after the course has been completed a second time.

Please consult the complete policy on myNU.

Quality Point Average (QPA)

To determine a student’s quality point average, consider each course taken at Niagara University for which the student has received A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D- or F. Convert this letter grade to the corresponding quality points given in the preceding chart. For each course, multiply the number of quality points by the number of semester hours assigned to that course. (Number of

semester hours are indicated at the end of the course descriptions in this catalog.) Compute the quality point average by adding these products and dividing by the total number of semester hours for which a student received grades of A+ to F.

Courses for which a student received I, W, N, S, U or R are not computed in the QPA.

Degree Requirements

To earn a bachelor’s degree, a student must attain an overall QPA of at least 2.0, as well as a 2.0 in the major. Students in Education, Social Work, and Nursing must attain an overall and major QPA of 2.5. He or she must also successfully complete all requirements as prescribed in his or her particular program. At least half of the courses in a student’s major must be taken at Niagara University. Students who transfer more than 60 credit hours to Niagara University from another institution must complete their last 10 courses at Niagara University. Niagara allows study abroad courses to satisfy part of the last 10 courses with the approval of the dean.

Good Standing

Students are considered to be in good academic standing as long as they are permitted by their dean to remain in school matriculated toward a degree.

Satisfactory Academic Progress

Satisfactory Academic Progress is achieved by maintaining an appropriate academic average and a minimum number of successfully completed hours. The purpose of the Satisfactory Academic Progress standard is to make students aware of the minimal rate at which they must progress toward graduation if a degree is to be awarded within a 10 semester period. The standard provides clear feedback to students about their academic standing at the university and assists the university in identifying students who are in need of academic intervention so that the university can provide these students with support and opportunities for improvement if they fall below the stated standards. Niagara

Appeal of Decision

A student may appeal the decision of the Satisfactory Academic Progress Committee to the Associate Vice President for Academic Affairs (AVPAA) for Programs and Policies. The decision of the AVPAA will be final.

Status	Action	Decision	Follow-up
Satisfactory Academic Progress	None		
Academic alert	Student will receive a letter notifying him/her of academic standing	The student will remain matriculated	First-year students will participate in the Academic Success Program Upper-class students will attend an individual meeting to discuss their academic standing
Subject to Dismissal: First occasion	Student will automatically receive a waiver	The student will be on <b>academic warning</b>	First-Year students will participate in the Academic Success Program Upper-class students will attend an individual meeting to discuss their academic standing
Subject to Dismissal: A second or subsequent time	Student may appeal for reinstatement	If the appeal is accepted, the student will be reinstated and will be on <b>academic probation</b>  If the appeal is not accepted, the student will be placed on <b>academic dismissal</b>	At the end of the semester on <b>academic probation</b> , students will be required to meet the requirements for satisfactory academic progress or the requirements of the academic plan that was established as part of the appeal process

University reviews Satisfactory Academic Progress at the end of every payment period (fall, spring and summer semesters). Students on Academic Alert, Academic Warning and Academic Probation (if reinstated) are eligible to receive institutional and federal aid.

### Satisfactory Academic Progress

Occurs when a student earns a quality point average of 2.0 (C) with an average of 12 credit hours completed each full time semester.

When a student fails to achieve a quality point average of 2.0 (C) with an average of 12 credit hours completed each semester, the student is placed on Academic Alert. First-year students on Academic Alert are required to participate in the Academic Success Program. Upper-class students will attend an individual meeting to discuss their academic standing.

When a student's achievement level is no longer acceptable to the university, the student is subject to dismissal from the university. Students who are subject to dismissal are notified of their status by the dean of their college.

The first time a student is subject to dismissal, the student may receive an automatic waiver of the dismissal. The student will be permitted to remain matriculated at Niagara University and will be on Academic Warning for the following semester.

Students who are subject to dismissal for a second or subsequent time may appeal the dismissal if the student has reason to believe there are circumstances that should be considered. The circumstances under which a student can submit an appeal include: death of a relative, injury or illness of the student, or other special circumstances.

To appeal a dismissal, a student must submit a letter of appeal to the Satisfactory Academic Progress (SAP) Committee. The letter must include:

1. A description of why the student failed to make academic progress
2. An explanation of what has changed in the student's situation that would enable him/her to demonstrate Satisfactory Academic Progress at the next evaluation period.
3. A description of how the student will meet SAP during the next evaluation period, or, in the case where it will take more than one semester to regain SAP, an academic plan that, if followed, will enable him/her to make SAP in a specific timeframe.

Students who submit an appeal of dismissal are encouraged to contact their dean's office to discuss their academic status and identify options for regaining satisfactory academic progress. Information about Satisfactory Academic Progress and the appeal process can also be found on myNU.

Certain majors may have a higher grade point average requirement for retention in the major, e.g., education, social work and nursing. Retention in the major is determined by the appropriate department and college.

Semester	Satisfactory Academic Progress	Academic Alert	Subject to Academic Dismissal
At completion of this full-time semester or its equivalent*	A student who earns this cumulative grade point average and this number of credits is making satisfactory academic progress	A student who earns a cumulative grade point average or successfully completes the number of credits in the stated range is on alert	A student who falls below this cumulative grade point average or these completed credit hours is subject to academic dismissal**
	GPA/Credits	GPA/Credits	GPA/Credits
1	2.00/12	1.00-1.99/6-11	1.00/6
2	2.00/24	1.25-1.99/18-23	1.25/18
3	2.00/36	1.50-1.99/30-35	1.5/30
4	2.00/48	1.70-1.99/42-47	1.70/42
5	2.00/60	1.90-1.99/54-59	1.9/54
6	2.00/72	below 2.00/66-71	2.00/66
7	2.00/84	below 2.00/78-83	2.00/78
8	2.00/96	below 2.00/90-95	2.00/90
9	2.00/108	below 2.00/105-107	2.00/105
10	2.00/120	below 2.00/108-119	2.00/108
Action	None required	A student must sign a satisfactory academic progress (SAP) contract and must earn a 2.0 semester grade point average during the semester on alert	A student may appeal the dismissal using the guidelines outlined in the Niagara University catalog

\* Equivalent full-time semester: 15 transfer credits equal the equivalent of one full-time semester and a total of 15 credits accumulated by part-time enrollment equals the equivalent of one full-time semester.

\*\* The first time a student falls into this range, the student will be placed on academic warning. If a student falls into this range another time, s/he may submit an appeal to the Satisfactory Academic Progress (SAP) committee for reinstatement. If the appeal is accepted by the committee, the student will be placed on academic probation.



The SAP committee will review the letter of appeal and will make a decision to accept or deny the appeal. If the committee accepts the appeal, the student will be readmitted to Niagara and will be on Academic Probation for the semester of reinstatement. If the committee denies the appeal, the student will be dismissed. Dismissal requires total separation from the university.

## Readmits

Any student who was on academic dismissal status when s/he left the university and applies for re-admission must be reviewed by the satisfactory academic progress committee before admission can be granted. In order to ensure that all appeals can be processed in a timely manner, we recommend that all paperwork be submitted at least one month before the start of the semester for which the student seeks re-admission. All readmission decisions must be completed at least one week prior to the start of the semester.

## Part-Time Students

Part-time students will be included on the progress chart but they will have their completed hours divided by 15 hours for placement in the appropriate semester. The requirement for the quality point average will be the same as indicated on the chart.

## Transfer Students

Transfer students will be entered on the progress chart after the number of accepted hours is determined by the dean. The hours will be divided by 15 to determine the semester on the chart. The requirement for quality point average begins at that point. Only NU quality point credits will be counted. Grade point averages from previous college work will not be considered.

## Academic Integrity

The Niagara University mission statement expresses the truth of Catholic and Vincentian traditions and is given meaning via teaching and learning activities throughout the university which foster a passion for learning, allow students to experience the vision of gospel-based education, inspire students to serve the poor and oppressed, and develop the whole person. Academic honesty – being honest and truthful in academic settings, especially in the communication and presentation of ideas – is required to experience and fulfill this mission. Academic dishonesty – being untruthful, deceptive, or dishonest in academic settings in any way – subverts the University mission, harms faculty and students, damages the reputation of the University, and diminishes public confidence in higher education.

All members of the university community share the responsibility for creating conditions that support academic integrity. In particular:

1. Students must abstain from any violations of academic integrity and set examples for each other by assuming full responsibility for their academic and personal development, including informing themselves about and following the university's academic policy;

2. Faculty members must foster a climate that is conducive to the development of student responsibility. They should provide guidance as to what constitutes violations of the Academic Integrity Policy and educate students about the ethical and educational implications of their actions. For instance, syllabi must call attention to the Academic Integrity Policy.
3. Faculty members, furthermore, have the authority and the responsibility to make the initial judgment regarding violations of academic integrity in the context of the courses that they teach. They may impose sanctions up to and including failure of a course at their own discretion in cases involving a violation of Academic Integrity policies. In cases such as alleged plagiarism, it is important that faculty members distinguish between an intentional violation of the Academic Integrity Policy and a technical error or careless work.
4. Deans of the various colleges, with the support of the Associate Vice President for Academic Affairs (AVPAA) or his/her designee and the chair of the Academic Integrity Board (AIB), are responsible for ensuring that their faculty, particularly new faculty and part-time faculty, are aware of the university's Academic Integrity Policy and of their responsibilities in this regard, to maintain the integrity of the academic review process.

These efforts are supported by detailed guidelines and procedures that are designed to deal with violations, to maintain the integrity of the institution and to ensure that university standards are upheld.

## Violations of Academic Integrity

Violations of academic integrity include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources, alteration or falsification of academic records; academic misconduct; complicity; and copyright violation. This policy applies to all courses, program requirements, and learning contexts in which academic credit is offered, including experiential and service-learning courses, study abroad programs, internships, student teaching and the like. If an instructor finds that a student has violated the Academic Integrity Policy, the appropriate initial sanction is at the instructor's discretion ( see section D1). Actions taken by the instructor do not preclude the college or the university from taking further action, including dismissal from the university. Conduct that is punishable under the Academic Integrity Policy could also result in criminal or civil prosecution.

### Cheating

Cheating is any action that violates university expectations or instructor's guidelines for the preparation and submission of assignments. This includes but is not limited to unauthorized access to examination materials prior to the examination itself, use or possession of unauthorized materials during the examination or quiz; having someone take an examination in one's place; copying from another student; unauthorized assistance to another student; or acceptance of such assistance.

## Plagiarism

Plagiarism is a major form of academic dishonesty involving the presentation of the work of another as one's own. Plagiarism includes but is not limited to the following:

1. The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or part, without proper acknowledgement that it is someone else's.
2. Copying of any source in whole or part without proper acknowledgement.
3. Submitting as one's own work a report, examination paper, computer file, lab report or other assignment that has been prepared by someone else. This includes research papers purchased from any other person or agency.
4. The paraphrasing of another's work or ideas without proper acknowledgement.

## Fabrication, Falsification or Sabotage of Research Data

Fabrication, falsification or sabotage of research data is any action that misrepresents, willfully distorts or alters the process and results of scholarly investigation. This includes but is not limited to making up or fabricating data as part of a laboratory, fieldwork or other scholarly investigation; knowingly distorting, altering or falsifying the data gained by such an investigation; stealing or using without the consent of the instructor data acquired by another student; representing the research conclusions of another as one's own; and undermining or sabotaging the research investigations of another person.

## Destruction or Misuse of the University's Academic Resources

Destruction or misuse of the university's academic resources includes but is not limited to unauthorized access to or use of university resources including equipment and materials; stealing, destroying or deliberately damaging library materials; preventing, in an unauthorized manner, others' access to university equipment, materials or resources; using university equipment, materials or resources to destroy, damage or steal the work of other students or scholars. Given the importance of computers to the academic functioning of the university, computer usage is of particular concern under this general heading. Violations of this nature may also fall under the Code of Student Conduct and Judicial Proceedings.

## Alteration or Falsification of Academic Records

Alteration or falsification of academic records includes any action that tampers with official university records or documents. This includes but is not limited to: any alteration through any means whatsoever of an academic transcript, a grade or grade change card; unauthorized use of university documents including letterhead; and misrepresentation of one's academic accomplishments, awards or credentials. Violations of this nature may also fall under the Code of Student Conduct and Judicial Proceedings.

## Academic Misconduct

Academic misconduct is any action that deliberately undermines the free exchange of ideas in the learning environment, threatens the impartial evaluation of the students by the instructor or advisor, or violates standards for ethical or professional behavior established

by a course or program. This includes but is not limited to attempts to bribe an instructor or advisor for academic advantage; persistent hostile treatment of, or any act or threat of violence against, an instructor, advisor or other students; and/or actions or behavior that violate standards for ethical or professional behavior established by a course or program in an off-campus setting and could damage the university's relationship with community partners and affiliated institutions. Violations of this nature may also fall under the Code of Student Conduct and Judicial Proceedings.

## Complicity

Complicity is any intentional attempt to facilitate any of the violations described above. This includes but is not limited to allowing another student to copy from a paper or test document; providing any kind of material — including one's research, data, or writing — to another student if one believes it might be misrepresented to a teacher or university official; providing information about or answers to test questions.

## Copyright Infringement

Copyright infringement, which is the unprivileged use of another's original work of authorship, is an offense distinct from plagiarism, although the two can overlap. Copyright infringement can occur when a large amount of a work is copied (with or without credit), if a film or song is duplicated (digitally or otherwise), or a translation or sequel is created. Students who must sample significant quantities of a work protected by Copyright should familiarize themselves with the academic "Fair Use" defense to infringement to ensure they are engaging in privileged activity. Examples of copyright infringement could include: unauthorized downloading of an entire movie from the internet, even for purposes of academic criticism; copying an entire poem into a thesis; use of a photograph without permission; translating a protected work and publishing it online.

Niagara University adopted a new Academic Integrity Policy, effective Fall Semester, 2007. The complete text of the policy, including the university's "Academic Integrity Disciplinary Procedures" are available at [www.niagara.edu/academicintegrity](http://www.niagara.edu/academicintegrity). It is expected that students will familiarize themselves with and abide by this policy.

## Student Rights Under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are:

1. **The right to inspect and review your education records within 45 days from the day the University receives a request for access.**

If you would like to review your records you must submit to the registrar, dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) you wish to inspect. The University official will make arrangements for access and notify you of the time and place where your records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official will advise you of the correct official to whom the request should be addressed.

**2. The right to request the amendment of your education records that you believe are inaccurate or misleading.**

You may ask the University to amend a record that you believe is inaccurate or misleading. You must write the University official responsible for the record, clearly identify the part of the record that you want changed, and specify why it is inaccurate or misleading.

If the university decides not to amend the record as you requested, you will be notified of the decision and advised of your right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to you when notified of the right to a hearing.

**3. The right to consent to disclosures of personally identifiable information contained in your education records, except to the extent that FERPA authorizes disclosure without consent.**

“Directory Information” is limited to: student’s name, student ID number, address, telephone listing, electronic mail address, date and place of birth, photographs, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, grade level, enrollment status (e.g. full-time or part-time; undergraduate or graduate), degrees, honors and awards received, and the most recent previous education agency or institution attended.

“Directory Information” may be released without the student’s consent. Currently enrolled students may withhold disclosure of “Directory Information.” To withhold disclosure, written notification must be received annually in the Records Office prior to October 1. Forms requesting the withholding of “Directory Information” are available in the Records Office. Niagara University assumes that failure on the part of any student to specifically request the withholding of categories of “Directory Information” indicates individual approval.

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the university in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff ); a person or company with whom the university has contracted (such as an attorney, auditor, collection agent or clearinghouse); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the University discloses records without consent to officials of another school in which a student seeks or intends to enroll.

A second exception which permits disclosure without consent is to officials of another school in which the student seeks or intends to enroll, or where the student is already enrolled so long as the disclosure is for the purpose related to the student’s enrollment or transfer.

**4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:**

**Family Policy Compliance Office  
U.S. Department of Education  
600 Independence Avenue, SW  
Washington, DC 20202-4605**

**Transcripts of Record**

Transcripts of academic records are available in the Records Office.

Transcripts bearing the seal of the university are ordinarily forwarded from the records office directly to the authorized agencies. However, if you need an official transcript you can receive it in a sealed envelope.

Only written requests can be accepted.

Transcripts will not be furnished to students who have not settled all accounts.

**Honors at Graduation and Dean’s List**

At the end of the first semester of the freshman year, and each semester thereafter, a student with a semester QPA of 3.25 is placed on the Dean’s List. To be eligible for the Dean’s List a student must be registered for a minimum of 12 semester hours of credit-bearing courses.

**Effective for students who first enrolled at NU prior to Summer 2012:**

To be eligible for graduation with honors, a student must complete half of the degree requirements at Niagara University. A Student who enrolled prior to Fall 2012 with a QPA of 3.25 is graduated cum laude; with a 3.50 magna cum laude; with a 3.80 summa cum laude. Students who transfer more than half of their degree requirements and graduate with a 3.25 or higher, are eligible to graduate with distinction.

**Effective for students who first enrolled at NU in Summer of 2012:**

To be eligible for graduation with honors, a student must complete half of the degree requirements at Niagara University. A student with a QPA of 3.5 – 3.69 is graduated cum laude; with a 3.70 – 3.84 magna cum laude; with a 3.85 or above summa cum laude. Students who transfer more than half of their degree requirements and graduate with a 3.50 or higher, are eligible to graduate with distinction.

**Awards and Prizes**

**The Senior Medal** for general excellence in the senior class.

**The Niagara Medal** selected by students for personality, character and success in studies.

**The Likely Award** for excellence in theology.

**The Pere Blake Award** for general excellence in the senior philosophy college class.

**The Lt. Lynch Memorial Award** for excellence in philosophy — College of Business Administration.



**The Senior Accounting Award** for excellence in accounting.

**The New York State Society of Certified Public Accountants Award** for the highest ranking student in four years of accounting.

**The Dr. George B. Banks Memorial Award** for excellence in mathematics.

**The Father Dana Duggan Award** for scholastic excellence and outstanding leadership to a senior from the Niagara Falls area.

**The Chaplain Duggan Purse** for excellence in military science and athletics.

**The Monsignor Duggan Award** for outstanding scholarship and participation in student life by a senior woman student at the university.

**The Dr. Thomas H. Morton Medal for Excellence in Biology** gold medal to a member of the graduating class for general excellence in biology.

**American Institute of Chemists Award** for high achievement in chemistry and biochemistry.

**The Hospitality, Sport and Tourism Award** for scholastic excellence in the College of Hospitality and Tourism Management.

**The Father James O'Keefe Award** for general excellence in foreign languages.

**The Kevin Mulkern Award** for the outstanding athlete in the senior class.

**The I. Frank Mogavero History Award** awarded by the department of history faculty to the graduating history or social studies major who best exemplifies a love for history and scholastic excellence in the discipline.

**The Award for Excellence in Computer and Information Sciences** for excellence in computer and information sciences.

**The Louis S. Genovese Accounting Scholarship Award** purse for an outstanding senior in accounting.

**The Everett W. Ockerman Awards** for excellence in an academic concentration in honor of Dr. Everett W. Ockerman, professor emeritus, department of economics and commerce.

**The St. Vincent de Paul Community Action Award** for exemplification in an outstanding manner of concern for the human needs of people through diligent work with the Niagara University Community Action Program.

**The Dr. Patricia D. Ebert Memorial Award** to the outstanding graduate in psychology.

**James D. Phillips Award of Excellence** awarded annually by the Niagara Falls Chamber of Commerce to a Niagara University senior business major who has achieved academic excellence and has performed significant service to either the university or the Niagara Falls community.

**The College of Education Senior Award** for excellence in teacher preparation.

**The American Chemical Society Award** awarded to the outstanding senior chemistry major.

**The David A. DiChiara Memorial Award** awarded to a Niagara County business major for outstanding leadership in community and campus service.

**The Sertoma Award** awarded to a Niagara County political science or criminal justice major for academic excellence.

**The Dr. Lawrence J. Kiely Memorial Award** awarded to a member of the graduating class who will pursue graduate studies in medicine, dentistry, or biology.

**The William McGowan Senior Scholar Award** a full-tuition scholarship awarded to a deserving senior in memory of the founder of MCI.

**The College of Business Administration Outstanding Senior Award** for scholastic excellence and leadership to a senior in commerce or accounting.

**The Mark J. and Deborah Bonner Scholarship** awarded to a sophomore, junior or senior student who has demonstrated excellence in accounting.

## **Withdrawal From the University**

To remain in good standing with the university, all full-time undergraduates seeking to discontinue attendance must officially withdraw in accordance with the following procedure:

1. The student reports to the academic adviser's office to begin completion of the required withdrawal form.
2. The student completes an exit survey at the records office.
3. Students residing in on-campus housing, those receiving financial aid to include ESL (Emergency Student Loan) funding, and/or those enrolled through ROTC (Army Reserve Officers' Training Corps.) or NUOP (Niagara University Opportunity Program) must have the respective offices sign off on the withdrawal form.

Part-time undergraduate and all graduate students must report to the records office to officially withdraw.

Students who officially withdraw during the semester may be entitled to a partial refund. There is no refund of tuition, fees or room after 60 percent of the enrollment period has passed. Details of the refund policies are listed in the financial information section of this catalog.

Those students unable to withdraw in person must inform the records office in writing. Students seeking to resume their studies at Niagara should contact the admissions office.

# Curriculum

The curriculum is the major statement a university makes about itself, about what it can contribute to the intellectual and moral development of its students, and about what it thinks is important in its service to society.

Since its foundation, Niagara University has presented a balanced curriculum. In the 1860s the university provided a curriculum in “the learned languages and in the liberal and useful arts”. Today, Niagara offers to every undergraduate student a liberal arts education coupled with career and professional education.

The curriculum considers the courses in each undergraduate degree program under two headings: General education and the major. General education consists of 9 foundation courses common to all Niagara University bachelor degree programs and a 1-credit seminar course for freshmen, and 11 distribution courses which ensure that every student is exposed to the content, tradition, and methods of the principal areas of knowledge; the natural sciences, social sciences, humanities, analytical skills, mathematics, and cultural diversity. Within these requirements, there is also room for a minimum of four free electives reserved to every student.

Such breadth is a counterweight to concentration. It should provide students with a threshold of common knowledge which facilitates communication among themselves and with instructors in different disciplines. It also affords an opportunity for students to explore several subject fields in the selection of a major.

## General Education

Niagara University's mission drives the general education program, which is committed to preparing students for a successful and fulfilling academic, professional, and personal life. Niagara University's general education curriculum was designed specifically to develop the skills—critical thinking, information literacy, communication skills, and the ability to work effectively with diverse groups—as well as the ethics and values that will enable students to succeed and make a difference in the lives of others. Students will develop these skills and values through nine foundation courses, 11 distribution courses, courses in the major, electives, and extracurricular activities. Faculty will assist students with choosing general education courses that link to their major and thus help them to achieve their career goals.

Critical thinking skills will enable students to:

- Weigh evidence, evaluate facts and ideas critically, and think independently.
- Use mathematical or statistical analysis in problem solving.
- Understand core critical thinking skills in different fields of study and their major.
- Understand the roots of key political, economic, diplomatic, social and scientific developments that are shaping the 21st century and explore their potential implications.
- Appreciate the Western/American heritage in literature and art.

Information literacy skills will enable students to:

- Analyze a problem.
- Conduct appropriate research.
- Differentiate between facts and popular misconceptions.
- Synthesize a solution.
- Ethically attribute sources of information.
- Integrate emerging technologies into research and communication.

General education courses that develop communication skills and the ability to work effectively with diverse groups will enable students to:

- Write and speak effectively, communicate across cultural boundaries, and function effectively in group settings.

Students will also strengthen their ethical and values foundation by learning about:

- The religious and philosophical foundations and evolution of Western/American heritage.
- Cultural diversity, the validity of other cultures and the social and political ramifications of cultural integration globally and at home.
- Religions including Catholicism, and of the philosophical and religious basis of Catholic values.
- The philosophical foundations of ethics.
- Current professional ethical norms or expectations.
- St. Vincent de Paul, the Vincentian tradition and corresponding values.
- Social justice and what students can do on behalf of those in need to create positive community change.

Niagara University is committed to academic excellence and service in both the liberal arts and professional education and prepares students to think and act in the world as engaged citizens and responsible leaders. Emphasizing active, integrative learning, the general education curriculum develops in students the intellectual and ethical foundation that will enable them to search for, create, and assess solutions to real-life problems in the local and global community.

## Foundation Courses

(10 Courses)

### • Niagara University Beginnings — NUB 102

Niagara University Beginnings is a seminar course required of all first-year students, introducing them to the academic culture of Niagara University. In this class, students learn about how their academic course of study is integrated with the university's Catholic and Vincentian missions, the General Education Curriculum, and student life.

*one semester hour*

### • Writing and Thinking — Writing 100

Writing 100 is a one-semester seminar taken by all first-year students in their first year of studies. In all sections, writing is taught as a means of acquiring as well as expressing ideas. Students receive instruction and practice in analysis and argument, in revision, and in the use and acknowledgement of sources. The emphasis in class is on developing ideas and refining them through writing.

- **Introduction to Literature — English 100**

Students will be encouraged to become lifelong readers through examining the basic structural, stylistic, and thematic elements that govern various genres and modes in literature. In reading, discussing and then presenting written analysis, in expository and argumentative papers, students will continue to develop their abilities in analysis and presentation of self-interpretive and researched conclusions.

- **Religious Studies**

The religious studies program at Niagara is designed to assist students to understand the religious dimension of human life as it influences persons, cultures and the world. The goals include development of an understanding of the Judeo/Christian tradition in the spirit of the Catholic and Vincentian heritage of the university. This is accomplished through the exploration of unity and diversity in the dialogue between Christianity and the world religions by study of sacred texts, beliefs, symbols, rituals and communities. The program also explores how religion entails an ethical response to the personal, social, cultural and political problems of our time.

REL 101 — Introduction to Religion or

REL 103 — Introduction to Christianity

Two religion electives (200 or 300-level courses)

- **America and the Contemporary World — HIS 199**

Interpretive overview of developments affecting America and Americans during the turbulent years since World War II. Examines the nation's rise as a global superpower, the expanding role of government, and related political, economic, scientific, social and cultural developments. Provides perspective on our future by evaluating the impact of developments on fundamental American values.

- **Philosophy**

Philosophy pursues wisdom. It is concerned with the ultimate causes of the universe and human existence, together with a practical understanding of how we ought to live in that universe. The university considers a unified vision of humanity and the universe as fundamental to a Niagara education. To acquire the basic philosophical knowledge leading to this unified vision, all Niagara students are required to take:

PHI 105 — Introduction to Philosophy

PHI 206 — Ethics

300-level elective course

### **General Education — Distribution Courses**

(11 courses — three credits each)

- **Three analytical/skills courses (AS)**

Taken from courses in CIS, MAT (excluding MAT106), SPK, ASL, foreign languages/languages other than English (excluding those taught in English), and other "skills" designated courses.

One must be a math (MAT) course.

(The above courses may be specified by departments for their majors, excluding courses bearing a student's major designation. No

courses bearing a student's major designation may appear in the general education distribution unless specified by accreditation and/or registration requirements. Each course fulfills only one requirement.)

- **One diversity course (CD)**

Must focus on one of the following areas:

1. African, Asian, Caribbean, Latin American, Middle Eastern, Oceanic peoples, cultures, politics, or societies (or combinations of two or more of those in comparison to a Western culture provided the majority of the course concerns the non-Western culture). Such course shall have its primary focus on the social institutions, history, culture, literature, arts, philosophy, religion, values, politics, or economic development in these regions.
2. A minority American culture such as those identified by race or ethnicity, gender, sexual orientation, or physical disability.
3. The process of racism or discrimination or cross-cultural interaction.

- **One natural science course (NS)**

These shall be graded courses concerned with our knowledge of the physical, chemical and biological aspects of the natural world that have been gained by the scientific approach to human understanding. The scope of the natural sciences ranges from the behavior of the smallest subatomic particles to the origin and fate of the extant universe. Emphasis is placed on the investigative methods (experimental and observational) that natural scientists use to advance our comprehension of these phenomena. The scientific study of humankind is treated from the perspectives of the physical, chemical and biological processes that:

1. Contribute to the form and function of humans and human populations; and
2. Result in practical applications of scientific and technical knowledge that influence the human condition.





- **One social science course (SS)**

Whereas the humanities are concerned with human beings as individuals, the social sciences are concerned with human beings in general and in their relationships to one another. Within the subject field, social science disciplines are differentiated by their concentration on certain contexts of social behavior — economical, political, social, or behavioral. To the extent that their subject matters permit, the social sciences also are characterized by efforts to develop a theoretical foundation for their disciplines and for their use of controlled experimentation or systematically acquired observational and statistical data as a means of acquiring empirical knowledge.

- **One humanities course (H)**

These courses will embrace areas of human knowledge that possess the following elements: central concern for human beings rather than for the processes of nature or the structures of society; primary focus on the individual rather than the group; awareness of how we know what we know; attention to moral values, whether drawn from God, humans, or nature; and insistence that the process of intellectual growth calls for forthright moral judgments as an equal partner with accurate descriptive knowledge.

Study of the humanities yields a liberally educated person who remains an active independent learner; stands on a system of values that demands the application of ethical concerns to action and that accepts the presence of alternate value systems in others; understands the cultural milieu of modern society; possesses skills in analysis and synthesis, critical thinking, reading, writing, and speaking; and welcomes productive work that calls for continually developing capacities for the flexibility in changing the direction of careers over a lifetime of work.

- **Four free electives**

Other requirements:

1. There will be three writing-intensive (WI) courses required of each student. These courses require at least 15 pages of finished writing.  
(WRT 100, ENG 100 and one major course, designated WI course)
2. All students must take at least one course with a “learn and serve” component.

## Policies Governing General Education

Religious studies and philosophy courses may be taken to fulfill distribution requirements provided they are acceptable to the dean.

The history requirement may not be waived by precollege courses or scores on advanced placement tests.

## Credit Requirements

While most degrees require a minimum of 41 course units and 120 semester hours, many require additional hours, which may result in an overload tuition charge during one or more semesters. All Niagara University students entering as freshmen are required to take the one credit Niagara University Beginning seminar course (NUB102).

## Majors

## Credits

B.B.A. Accounting — Business Administration	127
B.B.A./M.B.A. Accounting — Business Administration Professional Accountancy	156
B.B.A./M.B.A. Accounting — Professional Accountancy	150
B.A. Adolescence Education, English 7-12	123
B.A. Adolescence Education, Mathematics 7-12	121
B.A. Adolescence Education, Social Studies 7-12	120
B.A. Adolescence Education, Spanish 7-12	123
B.A. Adolescence Education, French 7-12	123
B.S. Adolescence Education, Biology 7-12	126
B.S. Adolescence Education, Chemistry 7-12	124
B.A. Adolescence and Special Education English 7-12 and Teaching Students with Disabilities 7-12	126
B.A. Adolescence and Special Education Mathematics 7-12 and Teaching Students with Disabilities 7-12	127
B.A. Adolescence and Special Education Social Studies 7-12 and Teaching Students with Disabilities 7-12	123
B.A. Adolescence and Special Education Spanish 7-12 and Teaching Students with Disabilities 7-12	123
B.A. Adolescence and Special Education French 7-12 and Teaching Students with Disabilities 7-12	123
B.S. Adolescence and Special Education Biology 7-12 and Teaching Students with Disabilities 7-12	126
B.S. Adolescence and Special Education Chemistry 7-12 and Teaching Students with Disabilities 7-12	124
B.A. Art History With Museum Studies	121
B.S. Biology – Arts and Sciences — Recommended for preprofessional students	134
B.S. Biology — Arts and Sciences — Concentration in biotechnology	134
B.S. Biochemistry – Arts and Sciences — Recommended for premedical studies	123
B.S. Biochemistry/Bioinformatics — Arts and Sciences	123
B.S. Biology/Bioinformatics — Arts and Sciences	133
B.S. Biology/Environmental Studies — Arts and Sciences	134
A.A.S. Business — Business Administration	63
B.S. Business and Marketing Education, 5-12	123
B.S. Chemistry — Arts and Sciences	127
B.A. Chemistry — Arts and Sciences	125
B.S. Chemistry/Computational Chemistry Arts and Sciences	127

B.S. Chemistry/Environmental Studies Arts and Sciences	127	B.S. Marketing	127
B.A. Chemistry/Environmental Studies Arts and Sciences	125	B.S. Marketing — Business Administration	127
B.A. Childhood Education, 1-6	120-123	B.A. Middle Childhood and Adolescence Education English 5-9 and 7-12	123
B.A. Childhood and Middle Childhood Education Childhood 1-6 and English 5-9	123	B.A. Middle Childhood and Adolescence Education Mathematics 5-9 and 7-12	124
B.A. Childhood and Middle Childhood Education Childhood 1-6 and Mathematics 5-9	123	B.A. Middle Childhood and Adolescence Education Social Studies 5-9 and 7-12	120
B.A. Childhood and Middle Childhood Education Childhood 1-6 and Social Studies 5-9	123	B.A. Middle Childhood and Adolescence Education Spanish 5-9 and 7-12	123
B.A. Childhood and Middle Childhood Education Childhood 1-6 and Spanish 5-9	123	B.A. Middle Childhood and Adolescence Education French 5-9 and 7-12	123
B.A. Childhood and Middle Childhood Education Childhood 1-6 and French 5-9	123	B.S. Middle Childhood and Adolescence Education Biology 5-9 and 7-12	131
B.S. Childhood and Middle Childhood Education Childhood 1-6 and Biology 5-9	126	B.S. Middle Childhood and Adolescence Education Chemistry 5-9 and 7-12	134
B.S. Childhood and Middle Childhood Education Childhood 1-6 and Chemistry 5-9	124	B.S. Nursing — Arts and Sciences	120
B.A. Childhood and Special Education Childhood 1-6 and Teaching Students with Disabilities 1-6	123	B.A. Philosophy — Arts and Sciences	120
B.S. Commerce — Business Administration	127	B.A. Political Science — Arts and Sciences	120
B.A. Communication Studies	121	B.A. Political Science/Environmental Studies Arts and Sciences	120
B.S. Computer and Information Science Arts and Sciences	121	B.P. S. Bachelor of Professional Studies	123
B.S. Criminology and Criminal Justice Arts and Sciences	120	B.A. Psychology — Arts and Sciences	120
B.A. Developmental Disabilities	124	B.A. Religious Studies — Arts and Sciences	120
B.A. Early Childhood and Childhood Education, B-6	123-126	B.A. Social Sciences — Arts and Sciences	120
B.S. Economics	126	B.S. Social Work — Arts and Sciences	120
B.S. Economics — Business Administration	127	B.A. Sociology — Arts and Sciences	120
B.A. English — Arts and Sciences — General English concentration	120	B.A. Spanish — Arts and Sciences	120
B.S. Finance	127	B.S. Sports Management	123
B.S. Finance — Business Administration	127	B.A. Teaching English to Speakers of Other Languages — With teacher certification in TESOL pre-K-12	123-129
B.A. French — Arts and Sciences	120	B.A. TESOL K-12	123
A.A. General Studies — Arts and Sciences	60	B.F.A. Theatre Studies — Arts and Sciences	120
B.A. History — Arts and Sciences	120	B.F.A. Theatre: General — Arts and Sciences	122
B.S. Hotel and Restaurant Management	123	B.F.A. Theatre: Design Tech — Arts and Sciences	122
B.A. International Studies — Arts and Sciences	120	B.F.A. Theatre: Performance — Arts and Sciences	128
B.A. Liberal Arts — Arts and Sciences	120	B.S. Tourism and Recreation Management	123
B.A. Life Sciences — Arts and Sciences	125		
B.A. Mathematics — Arts and Sciences	124	<b>Minors</b>	
B.S. Mathematics — Arts and Sciences	124	<b>College of Arts &amp; Sciences</b>	
B.S. Management	127	Actuarial Science	
B.S. Management — Business Administration	127	Africana Studies	
		American Sign Language and Deaf Studies	
		Art History	
		Biology	
		Black Families Study	
		Catholic Studies	
		Chemistry	
		Communication Studies	

Computer and Statistical Analysis  
 Computer Crime  
 Criminology and Criminal Justice  
 Dance  
 Design Technology  
 Digital Media Production  
 English  
 Environmental Studies  
 Fine Arts  
 Forensic Science  
 Fraud Examination and Economic Crime  
 French  
 Gerontology  
 History  
 Information Security and Digital Forensics  
 Information Systems  
 International Studies  
 Italian Studies  
 Justice and Peace Studies  
 Latin American Studies  
 Law and Jurisprudence  
 Leadership  
 Mathematics  
 Middle Eastern and Islamic Studies  
 Military Science  
 Natural Science  
 Philosophy  
 Political Science  
 Psychology  
 Public History  
 Religious Studies  
 Social Sciences  
 Social Work

Sociology  
 Spanish  
 Statistics  
 Studio Arts  
 Theater Studies  
 Vincentian Poverty Studies Minor  
 Web Design  
 Women's Studies  
 Writing Studies

#### **College of Business Administration**

Accounting  
 Economics  
 Finance  
 Fraud Examination and Economic Crime  
 General Business  
 Human Resources  
 International Business  
 Leadership  
 Logistics and Transportation  
 Management  
 Marketing  
 Supply Chain Management  
 Technical Marketing

#### **College of Education**

Developmental Disabilities  
 Literacy

#### **College of Hospitality and Tourism Management**

Hotel Management  
 Restaurant Management  
 Sport Management  
 Tourism Management





## **Undergraduate Students Not in 4+1 Programs Taking Graduate Coursework**

Students with senior class standing (at least 84 hours completed) who have achieved a cumulative grade point average of 3.00 or better, with recommendation from their advisor, and permission from both the graduate program director and dean of the respective graduate program, may enroll in one graduate course for undergraduate credit per the senior fall and spring semesters. The student must be registered, and remain registered, for a minimum of 12 undergraduate credits and total credits for each semester cannot exceed 18 hours. This will insure compliance of full time undergraduate status for block tuition billing, financial aid disbursement and 1-20 status. The two graduate courses cannot be part of the undergraduate degree requirements.

## **Graduate Divisions**

Niagara University offers advanced courses of study and research through its graduate divisions. These courses are offered primarily for those holding a baccalaureate degree from an approved institution of higher learning and who wish to become candidates for higher degrees.

### **The Graduate Division of Arts and Sciences**

This division offers curricula leading to the master of science (M.S.) degree in criminal justice administration. The program is designed for those who are currently working full time in criminal justice who seek a further education in the field, and those who plan to pursue criminal justice-related careers in operations, research and teaching.

### **The Graduate Division of Business Administration**

Niagara University's mission is to provide quality education in the liberal arts tradition. The liberal arts nature of the institution is supported by an upgrading of the M.B.A. program. The multi-disciplinary pedagogical approach of the M.B.A. program provides leading-edge thinking in the graduate-level business curriculum. This approach is the driver of curriculum change in business programs today, and it characterizes the core of Niagara University as a liberal arts institution. That essence is imbedded in the M.B.A. design and curriculum in half of the courses and drives the overall spirit of the program (in contrast to the functional, "knowledge-silo" approach of the past, often still represented in business programs today). The curriculum change is consistent with past university efforts to meet the needs of both traditional students and of less traditional students: the full-time working student, the part-time working student, the adult learner, the learner who needs a college completion program. The revised M.B.A. curriculum is consistent with Niagara University's commitment to education as a primary instrument for the elimination of poverty through the development of human capital skills. Niagara University's degree programs in business, graduate and undergraduate, are AACSB accredited by the International Association for Management Education.

### **The Graduate Division of Education**

This division offers programs leading to M.S.Ed., M.S., CAS and

Ph.D. degrees in areas of study related to teaching, educational leadership, clinical counseling professions and leadership and policy.

Programs in the field of teaching and teacher education include M.S. Ed. and/or certificates of advanced study in Special Education, Literacy Instruction, Teaching English to Speakers of Other Languages, Foundations of Math, Science and Technology; Early Childhood/Special Education (B-grade 2). The Special Education M.S.Ed. programs in Special Education (1-6 and 7-12) are also offered in a distance education format. These programs fulfill requirements for initial/professional certification in New York state.

The M.S.Ed. degree is also offered in teacher education for students who have a baccalaureate degree in the liberal arts from an accredited institution of higher learning. The M.S.Ed. degree program in middle and adolescence education prepares its graduates for initial/professional certification to teach an academic subject in New York state. The M.S.Ed. degree in early childhood and childhood education prepares its graduates for initial/professional certification in New York state and leads to the Letter of Eligibility to teach in Ontario.

Programs in the clinical and counseling professions include the master of science (M.S.) degree and bridge program in Clinical Mental Health Counseling, the M.S.Ed. and Certificate of Advanced Study in School Counseling and the M.S. and Professional Diploma in School Psychology. The Clinical Mental Health Counseling program is licensure-eligible; School Counseling and School Psychology programs lead to provisional/permanent certification in New York state.

The division also offers M.S.Ed. and CAS programs to prepare educational leaders for building level, district-level and school-business positions within school districts. These programs lead to New York state professional certification for building, district and school business leaders. A certificate of advanced study is also offered in Teacher-Leadership.

The Ontario Ministry of Education has awarded Niagara University ministerial consent to offer its master's degree program in Educational Leadership and Bachelor of Professional Studies program in teacher education in approved sites in Ontario. Niagara University in Ontario also offers courses of Additional Qualifications for OCT members in good standing.

### **Ph.D. Program**

A Ph.D. program in Leadership and Policy is offered through the Graduate Division of Education. The interdisciplinary doctoral program serves experienced professionals who seek to generate research related to core professional issues in keeping with the Vincentian mission of the university and their career fields of study.

Niagara University's degree programs in education, graduate and undergraduate, are accredited by the National Council for Accreditation of Teacher Education (NCATE). Niagara University's teacher education program in Ontario is accredited by the Ontario College of Teachers (OCT).

# Academic Exploration Program

## For students exploring majors

Stephanie Currie, Director  
[www.niagara.edu/aep](http://www.niagara.edu/aep)

The Academic Exploration Program (AEP) helps students identify their interests, abilities, and values to make an educated and confident major selection. AEP was previously recognized by the National Academic Advising Association (NACADA) with an Outstanding Institutional Advising Award. AEP strives to provide the most innovative and best advisement for students and consequently attracts 15-20 percent of the incoming freshman class each fall. Advisers in AEP provide a supportive environment that encourages student academic success and aids in the transition to college life.

### Mission

The mission of the Academic Exploration Program is to provide a learning experience using resources from all areas on campus. Through individualized guidance, AEP creates an environment that fosters self-discovery. Students participate in the exploration process in order to select a major that supports their career goals.

### Goals

The goal of the Academic Exploration Program is to provide students with a systematic approach for discovering their interests, develop a career plan, and select a major. AEP also provides students with information regarding campus programs and resources to enrich their college experience. AEP's ultimate goal is to empower students by providing opportunities to foster independence.

### Program

Students have the opportunity to meet with a professional adviser as often as needed. During these appointments the adviser and the student explore the student's strengths and passions, in addition to their volunteer and work experiences. Together they select courses that allow the student to research areas of interest while fulfilling university requirements.

The exploration process begins with a questionnaire and a computer assessment. Students also have the opportunity to interview university professors and career professionals. In addition, they may participate in campus career fairs, complete online research, or attend a class lecture in a prospective major and discuss what they learned with their adviser. By narrowing down their major interests the adviser can provide students with suggestions for further review.

Students select AEP as their major upon application to the university. Individuals who have selected a major and have the required grade point average may transfer into their desired major at any time during the first two years. Students may also transfer into AEP from another major, college, or university if they have less than thirty credit hours.

AEP helps students make life changing decisions and affirms their individual talents. It is a great way to sample the rich variety of academic life before declaring a major. Students will receive support, resources and guidance from professional advisors throughout their time in the program.



# College of Arts and Sciences

Timothy O. Ireland, Ph.D., Dean

[www.niagara.edu/coas](http://www.niagara.edu/coas)

## Mission

The College of Arts and Sciences seeks to provide a learning environment where students are offered opportunities for intellectual and personal growth through a variety of programs and courses in the liberal arts and sciences. Committed to excellence in teaching and research, dedicated faculty encourage all students to develop their intellectual, moral and spiritual potential.

## Goals

Faculty in the college work closely with all students to:

- Instill a dedication to academic excellence
- Foster a lifelong commitment to learning
- Establish the educational foundation needed for graduate and professional school and for careers in the 21st century
- Encourage the formation of ethical and moral values in the spirit of St. Vincent de Paul

## Learning Outcomes

To achieve these goals, students in all academic programs in the college graduate with the ability to do the following:

1. Engage in critical thinking appropriate to their discipline.
2. Use information literacy skills, including research skills, appropriate to their major.
3. Communicate effectively in their discipline.
4. Work with others in their discipline.
5. Apply ethics appropriate for their major.
6. Use technological skills appropriate for their major.
7. Demonstrate awareness of key concepts, theories and/or knowledge of their discipline.
8. Integrate and apply key principles and concepts of their discipline.

## Degree Programs

### Academic Majors

The College of Arts and Sciences offers 17 majors leading to a bachelor of arts (B.A.) degree: art history with museum studies, chemistry, communication studies, English, French, history, international studies, liberal arts, life sciences, mathematics, philosophy, political science, psychology, religious studies, social sciences, sociology and Spanish. There is one major leading to the bachelor of fine arts (B.F.A.) degree in theater studies.

There are eight majors leading to a bachelor of science (B.S.) degree: biochemistry, biology, chemistry, computer and information sciences, criminology and criminal justice, mathematics, nursing and social work.

The college also offers an associate of arts (A.A.) degree in general studies, a five-year BS/MS program in criminology and criminal justice, and a B.S. degree completion program in nursing for individuals with an R.N. from an accredited nursing program.

The College of Education and the College of Arts and Sciences jointly administer bachelor degree programs leading to provisional

New York state teacher certification in seven general levels:

1. Early Childhood and Childhood (Birth–Grade 6)
2. Childhood (Grades 1-6)
3. Childhood and Middle Adolescence (Grades 1-9)
4. Middle Adolescence and Adolescence (Grades 5-12)
5. Adolescence (Grades 7-12)
6. Special Education and Childhood (Grades 1-6)
7. Special Education and Adolescence (Grades 7-12)

Degree programs leading to provisional certification in middle adolescence or adolescence are offered in biology, chemistry, English, French, mathematics, social studies and Spanish. Students in the early childhood or childhood education programs must pursue an academic concentration of study in biology, chemistry, English, French, Spanish, liberal arts, mathematics, or social studies. Details on the degree programs are described in the catalog in the College of Education section and under the respective departments.

### Academic Minors

Students enrolled in a degree program in the College of Arts and Sciences are encouraged to obtain an academic minor in a field of study outside their major. The minor allows students to supplement their major field with a coherent sequence of courses which will provide substantive knowledge in a field ancillary to their major, extend knowledge in another area of interest, and develop an interdisciplinary outlook. An academic minor is also an important credential in a job market that values creativity and flexibility.

The College of Arts and Sciences offers academic minors in actuarial science, Africana studies, American Sign Language and deaf studies, art history, biology, black families studies, Catholic Studies, chemistry, communication studies, computer and statistical sciences, computer crime, criminology and criminal justice, dance, design technology, digital media production, English, environmental studies, fine arts, forensic science, fraud examination and economic crime, French, gerontology, history, information, security and digital forensics, information systems, international studies, Italian Studies, justice and peace, Latin American studies, law and jurisprudence, mathematics, Middle Eastern and Islamic studies, military science, natural science, philosophy, physics, political science, psychology, public history, religious studies, scientific computing, social sciences, social work, sociology, Spanish, statistics, studio arts, theater studies, Web design, women's studies, and writing studies. Academic minors in the College of Arts and Sciences are open to all students in the university.

The requirements for these academic minors, which consist of five or six courses, are listed in the catalog under the respective departments. Interdisciplinary minors and their requirements are described in the catalog section for each minor. Courses in the distribution and the religious studies and philosophy courses in the foundations core may be applied toward the minor. The other courses in the foundation core may not be applied toward a minor. One-half of the minor course work must be outside the major.

Students who intend to pursue a minor must complete a minor application (available online on MyNU) which must be approved by the dean of the student's college.



# Africana Studies Minor

Robert G. Kane, Ph.D., Coordinator

rkane@niagara.edu

In the College of Arts and Sciences, almost all students will be able to complete their major and a minor within the minimum required 40 course/120 semester hours. In some instances, however, additional courses may be required in order to complete the major/minor sequence. Students seeking to acquire a second major may have to take additional courses beyond the 40 course/120 semester hours.

## Curriculum

To receive an associate's degree, a candidate must satisfy the degree requirements for the program and have a 2.00 QPA overall and in his/her concentration. To receive a bachelor's degree, a candidate must satisfy the curriculum requirements as specified by the major department, maintain a 2.00 or better QPA overall and in his/her major, complete the specified number of course units, and be certified by the major department as competent in the major. Social work majors must earn a C or better in their preprofessional courses and have a 2.5 QPA overall and in their preprofessional sequence. Nursing majors must have a 2.5 QPA overall and a C+ or higher in their nursing courses.

Bachelor of arts, bachelor of science, and bachelor of fine arts degree programs in the College of Arts and Sciences consist of 40 course units; 20 courses are in general education and 20 are in the major. General education courses consist of nine foundation courses common to all Niagara University students and a distribution component which ensures that every student is exposed to the principal areas of knowledge in the liberal arts (see general education). Major requirements are listed under the respective departments.

## Internship/Co-op Programs

Individual departments in the College of Arts and Sciences offer a wide variety of internship and co-op programs. These programs allow students to attain work experience in nonprofit and business organizations and in national, state and local governments. Students who participate in an internship or co-op often find their work experience is helpful in securing a job after graduation. Academic credit is available for most of the internships and co-ops. Students interested in either an internship or co-op must see their advisor for approval.

## Study Abroad

Several opportunities to study in another country are available to students in the College of Arts and Sciences. Students interested in pursuing study abroad should discuss the options available to them with their adviser and the director of study abroad. See the study abroad section of the catalog.

## Associate Degree Programs

Requirements for the associate in arts in general studies are described in the chapter on academic departments. (See general studies)

## Student Research

Individual departments in the College of Arts and Sciences offer many opportunities to conduct research under the guidance of a faculty member. Academic credit is available for many of the research experiences. Students interested in doing research should see their advisor.

## Goals

Africana Studies is the academic analysis of the global diaspora of African-descended people and culture. This includes but is not limited to the African, African American, African Canadian, Afro-Caribbean, Afro-European and Afro-Asian experience. Africana Studies uses a variety of innovative methods and approaches from the social sciences, natural sciences and humanities to examine issues, challenges, and viewpoints of these groups. Africana Studies also examines subjects concerning political, economic and social transitions and mechanisms of social change.

The term "Africana" integrates three areas of focus within the program: African, African American, and the global African diaspora. The African diaspora consists of people of African origin outside the African continent, most often studied using a comparative approach. Overall, our program seeks to provide Niagara University students with a multidisciplinary framework through which they can study the experiences of African peoples and their descendants. The program's offerings range across the traditional fields of history, literature, theater, political science, communication studies and education.

The goal of the Africana Studies minor is to create a unique interdisciplinary experience whereby students can enhance their understanding of the global African experience. Upon successful completion of the Africana Studies minor, students will be able to:

1. Understand major historical, cultural, political, sociological and economic developments affecting peoples of African descent throughout the world
2. Interpret the experience, impact and continuing significance of African peoples in history and in a rapidly-shifting global culture.
3. Integrate course content into career goals and objectives.

In order to achieve these goals the Africana Studies Minor seeks to:

- Create a unique interdisciplinary experience whereby students can greatly enhance their understanding of the African experience throughout the world.
- Prepare students for jobs in a variety of fields including but not limited to business, international service, higher education, NGOs, the non-for-profit sector, etc.
- Provide students from a variety of ethnic and cultural backgrounds with a unique educational experience preparing them to think critically, creatively express themselves, and cultivate an enhanced appreciation of cultural diversity.
- Encourage linkages between faculty and the community and develop a service-oriented atmosphere that promotes special activities, forums, symposia; and enhances the intellectual and cultural development of the community.
- Participate in the university's mission of educating the whole person.

# Applied Fine Arts

## Program

Students completing the minor in Africana Studies are required to take the core introductory course, AFR 100 and four electives (or 12 credit hours) from the list of Africana Studies offerings in conjunction with an approved research portfolio project. Students wishing to pursue the minor in Africana Studies should contact the coordinator.

### AFR 100/HIS 105 Introduction to Africana Studies (SS/CD)

This course introduces the history of Africans in the Diaspora from an interdisciplinary perspective. Topics include the origin of race; enslavement and dispersal in the Americas; African traditional cultures and religion; gender, family, and communities; black nationalism and Pan-Africanism, racism, sexism, and classism; African Americans, Africana policy perspectives, and relevant contemporary issues from the civil rights and post-civil rights era.

### AFR 493/HIS 493 Practicum in Africana Studies (SS/CD)

This course integrates content of the Africana Studies minor with an internship or field project of the student's choice. Students are encouraged to identify an internship or field project that is complementary to their major. Students experience and document the application of Africana history and theory in the real-world, synthesizing course concepts through original research and problem-solving scenarios.

## Electives

CMS 335	Investigating and Reporting for the Media
CMS 354	International Communication
CMS 363	Stereotyping in the Media
FRE 306	Literature and Culture of Francophone Africa
AFR 220/HIS 220	Africa in World History
AFR 273/HIS 273	Rise of Black America
AFR 338/HIS 338	The Atlantic World, 1400-1760
AFR 346/HIS 346	Modern Africa
AFR 374/HIS 374	Civil Rights
POL 362	Political Development
POL 398	African Politics
SOC 231	Contemporary Black Families I
SOC 232	Contemporary Black Families II
SOC 325	Race and Ethnicity
SOC 431	Seminar in the Black Family I
SOC 432	Seminar in the Black Family I

The research portfolio may be completed in conjunction with the department of the student's major in one of four options:

1. Through successful completion of AFR 493/HIS 493 Practicum in Africana Studies
2. Through a co-op, independent study, or internship overseen by the department of the student's major and approved by the Africana Studies program coordinator.
3. Through an approved senior thesis or capstone project approved by the Africana Studies program coordinator.
4. Through participation in a study abroad program approved by the Africana Studies program coordinator.

These and other appropriate courses with a significant Africana component may be applied toward the minor requirements with the consent of the program director and the College of Arts & Sciences.

Timothy O. Ireland, Ph.D., Coordinator

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## Goals

The Liberal Arts Model Major in Applied Fine Arts offers students the opportunity to develop their artistic skills. By taking courses in two or three academic disciplines, students will be able to learn and refine their ability to produce art in several different ways. Students completing Liberal Arts Model Major in Applied Fine Arts will be preparing for a career as an artist or an advanced degree in Fine Arts.

## Program

Students may elect to complete the major with either the two-discipline or three-discipline track. Students electing the two-discipline track will select six courses in Fine Arts from the list below and five in either Theatre Studies or Communication Studies. Students that opt for the three-discipline track will select five courses in Fine Arts from the list below and three courses in two of the following fields: Communications Studies or Theatre Studies. All students will be required to complete the Liberal Arts Seminar (LAM 499 or LAM 403/404). At least two courses beyond the Senior Seminar 499 must be at the 300 or 400 level.

In addition to coursework required by the Applied Fine Arts Model Major, students will also be required to complete all requirements of the Liberal Arts Program. For specific degree requirements unique to the Liberal Arts Program, consult the description of the program in this catalog.

### Fine Arts

FAA 170	Painting Workshop
FAA 171	Advanced Painting Workshop
FAA 190	Hand Papermaking: History and Art Form
FAA 207	Women in Art
FAA 220	Foundations of Drawing
FAA 240	Independent Study in Fine Arts (research project)
FAA 245	Water Media
FAA 310	Latin American Art
FAA 352	Museum Studies

### Communications Studies

CMS 300	Art and History of Film
CMS 340	Photography
CMS 345	Video Production and Laboratory
CMS 353	Film and Culture
CMS 440	Advanced Photography
CMS 445	Advanced Video Production

### Theatre Studies

THR 217	Scene Design
THR 218	Theatrical Scenic Painting
THR 228	Theatre Graphics
THR 241	Costume Design
THR 243	Costume Construction

# Art History

Timothy O. Ireland, Ph.D., Coordinator  
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## Goals

The Liberal Arts Model Major in Art History offers a survey in world art and culture, instilling in students the ability to critically analyze stylistic developments along historic timeframes. Utilizing the rich resources of the Castellani Art Museum, centrally located on campus, students will have multiple opportunities to participate in the various components of museum activity — exhibitions, programs, events. The program is meant to help prepare students for entry-level positions in museums, galleries, or other arts organizations, but also to prepare them for continued academic work at the Masters and Ph.D. levels.

## Program

Students may elect to complete the major with either the two-discipline or three-discipline track. Students electing the two-discipline track will select six courses in Art History and five in History. Students that opt for the three-discipline track will select five Art History courses and three courses in two of the following fields: History, Communications Studies, or English. All students will be required to complete the Liberal Arts Seminar (LAM 499 or LAM 403/404). At least two courses beyond the Senior Seminar 499 must be at the 300 or 400 level.

In addition to coursework required by the Art History Model Major, students will also be required to complete all requirements of the Liberal Arts Program. For specific degree requirements unique to the Liberal Arts Program, consult the description of the program in this catalog.

### Art History

FAA 201	19th Century Art
FAA 202	20th Century Art
FAA 207	Women in Art
FAA 210	Issues in Contemporary Art History
FAA 230	Prehistoric to Gothic Art
FAA 231	14th–19th Century Art
FAA 232	Renaissance Art and Culture
FAA 240	Independent Study in Fine Arts (research project)
FAA 352	Museum Studies
LAS 201/FAA 310	Latin American Art of the 20th Century

### History

HIS 101	Western Civilization I
HIS 102	Western Civilization II
HIS 103	History of the United States I
HIS 104	History of the United States II
HIS 204	Introduction to Public History
HIS 301	Ancient History
HIS 303	The Renaissance

### Communications Studies

CMS 224	Freelance and Feature Writing
CMS 300	Art and History of Film
CMS 310	Advertising
CMS 315	Public Relations
CMS 350	Mass Media and Culture
CMS 353	Film and Culture

### English

ENG 207	Masterpieces of World Literature
ENG 221	Creative Writing
ENG 315	Greek and Roman Literature
ENG 300	Medieval Literature
ENG 301	Seventeenth Century Literature
ENG 302	The Enlightenment
ENG 303	English Renaissance Literature
ENG 305	English Romantic Poetry
ENG 306	Victorian Poetry
ENG 307	The Modern Age Through Contemporary Literature





# Art History with Museum Studies

Marian Granfield, Director  
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## Goals

Art History with Museum Studies is both an academic and professional program that provides students with a scholarly study of art, culture, and museums while focusing on the area of professional museum work such as curatorship, education, collections management, museum administration and development. All students will have some experience in both kinds of study. Art History curriculum will examine stylistic developments along historical time frames and address how art reflects culture, technological innovation, and socio-political issues. It will teach students methods of analysis and interpretation for understanding works of art and enable them to discover the rich and complex relationships of art to other aspects of culture. Museum Studies courses will explore theoretical issues critical to the rise and role of the museum and its relation to history and culture. The program will also provide courses that help prepare students for internships and entry-level positions in museums, galleries, or other arts organizations. The Art History with Museum Studies program will also prepare students for continued academic work at the master's and Ph.D. levels. Our partnership with the Castellani Art Museum of Niagara University, centrally located on campus, is an integral part of the museum studies component, providing opportunities for museum internships and exhibition-based courses.

## Program Objectives

As an academic and professional program within the Department of Theatre Studies and Fine Arts, the mission of Art History with Museum Studies is to satisfy the department's objectives to foster the study of the arts and humanities and the pursuit of academic excellence while at the same time to prepare students for professional entry-level work.

Skills, knowledge, and competencies students will have acquired upon successful completion of all courses required in this program.

1. Demonstrated ability to critically analyze visual culture and the diverse histories of art.
2. Demonstrated ability to write organized papers that show creative thinking and employ the basic research methods appropriate to this major.
3. Demonstrated ability to think critically and conceptually and to express ideas clearly and effectively.
4. Demonstrated ability to work collaboratively on class projects, art exhibitions, or in professional settings.
5. Demonstrated understanding of how art fits into larger cultural histories and provides a context for understanding cultural diversity, as well as social, political, and economic issues
6. Demonstrated knowledge of the core concepts, critical developments, and methodologies in the fields of art history and museology.
7. Demonstrated preparedness for entry-level positions in museums and other non-profit cultural organizations or graduate study in a chosen field of specialization.

## B.A. — Art History with Museum Studies

	Units
General Education Requirement	20
* All Niagara University students entering as freshmen are required to take the one credit Niagara University Beginning seminar course (NUB 102) in addition to the 20 general education requirements.	
See General Education	
Foundation Courses	9
Distribution Courses	11
Major Requirement	20
The following four art history courses are required	4
AHM 230	Prehistoric to Gothic Art
AHM 231	14th to 19th Century Art
AHM 201	19th Century Art
AHM 202	20th Century Art
Plus two from the following required art history electives	2
AHM 203 also LAS 201	Latin American Art of the 20th Century
AHM 207 also FAA 207	Women in Art
AHM 210	Issues in Contemporary Art
AHM 232	Renaissance Art and Culture
AHM 261	Folklore in America
AHM 390	Independent Study in Art History
PHI 318	Philosophy of Art
REL 399	Special Topics: Religion and Art
The following museum studies course is required	1
AHM 252	Introduction to Museum Studies
Plus three from the following required museum studies electives	3
AHM 255	Introduction to Development for Nonprofits
AHM 353	The Educational Role of Museums
AHM 357	Exhibiting Cultures
AHM 359	Museum Internship
The following is required	
AHM 430	Senior Seminar/Capstone
Students must also take nine advised electives	9



**AHM 201 — 19th Century Art (H)**

This course deals with the complex art scene following the French Revolution of 1789. Styles examined are neo-classicism, romanticism, realism at mid-century, and impressionism at the close. Students learn about major painters and sculptors while developing visual literacy. Videos, slides, lecture-discussion and museum visiting are included.

*three semester hours*

**AHM 202 — 20th Century Art (H)**

This course studies the aesthetic and social revolutions of modern art that began in the 19th century but erupted in Fauvism in 1905 Paris. Cubism, Futurism, Dadaism and Surrealism are examined, as well as the art scene in America up to the 1960s. Videos, slides, lecture-discussion and visits to the Castellani Art Museum are included.

*three semester hours*

**AHM 206/LAS 201 — Latin American Art of the 20th Century (H, CD)**

This course surveys the artistic and cultural development of Latin American art prior to Christopher Columbus and into the 20th century. Tours to the Castellani Art Museum and the Albright Knox Art Gallery are included.

*three semester hours*

**AHM 207/FAA 207 — Women in Art (H, CD)**

The lives and works of modern women artists will be studied both critically and in historical context. Gallery visits, lectures by women artists working today and drawing in the manner of those studied will supplement the course.

*three semester hours*

**AHM 210 — Issues in Contemporary Art (H)**

This course examines the changing face of contemporary art, using the achievements of the 20th century as a context for future exploration. Emphasis is placed on how art reflects cultural diversity, technological innovation, and socio-political issues. The course focuses on the collection of 20th century/contemporary art housed at the university's Castellani Art Museum.

*three semester hours*

**AHM 230 — Prehistoric to Gothic Art (H)**

This course provides students with fundamental knowledge of the major developments that shaped architecture, painting, sculpture, and the related arts in Western civilization from prehistoric times through the conclusion of the Gothic era.

*three semester hours*

**AHM 231 — 14th to 19th Century Art (H)**

This course provides students with fundamental knowledge of the major developments that shaped architecture, painting, sculpture and the related arts in Western civilization from the Renaissance to the 19th century.

*three semester hours*

**AHM 232 — Renaissance Art and Culture (H)**

This is a lecture course dealing with the painting, sculpture and architecture of the Renaissance in the fourteenth to the sixteenth century.

*three semester hours*

**AHM 252 — Introduction to Museum Studies (H)**

This course serves as an introduction to the purpose and organization of museums including historical origins, philosophy, and the societal role of museums. Topics will include the acquisition, care, scholarly research, presentation and interpretation of museum objects and an overview of the variety of jobs and responsibilities museum professionals hold.

*three semester hours*

**AHM 255/LAM 255 — Introduction to Development for Nonprofits**

This introductory course will provide an overview of the role that development plays in the financial health of an organization. Topics will include cultivating and soliciting donors; the annual appeal; grant writing; corporate sponsorships; membership; volunteer coordination; special events; planned giving and capital campaigns; and the roles of development staff, including the CEO.

*three semester hours*

**AHM 261 — Folklore in America (H, CD)**

This class introduces students to the study of folklore (traditional expressive behavior) by focusing on creativity in everyday life. Contemporary traditional arts, ideas, and practices of folk groups in the United States, including ethnic, occupational, regional, and religious groups, will be explored. Topics will include urban legends, fairytales, festivals, and folk art.

*three semester hours*

**AHM 353 — The Educational Role of Museums (H)**

The role of museums is changing to provide even more meaningful, educational programming for diverse audiences, creating a greater demand for well-trained professionals with skills to plan and implement successful educational programming. This course will examine the various types of learning that take place in museums from theory to practice.

*three semester hours*



# Department of Biochemistry, Chemistry and Physics

## AHM 357 — Exhibiting Cultures (H, CD)

Serving as an interdisciplinary introduction to museum exhibitions, this course examines the theoretical, ethical, and methodological issues underpinning the practice, especially those concerning the representation of people. Assignments will include analyzing local museums and contributing to a class-generated exhibit featuring local artists. Students will be required to locate and interview an artist, and visit museums on their own. Access to transportation required.

*three semester hours*

## AHM 359 — Museum Internship

Museum internships are challenging, educational experiences designed for degree candidates in the Art History with Museum Studies program. Working alongside staff members of the Castellani Art Museum or other area museums in a tutorial arrangement, interns gain valuable skills and training in museum practice in the areas of curatorship, education, exhibition design, development and/or administration.

*three semester hours*

*Minimum of six hours per week*

*with the exception of NU holidays and recess*

## AHM 390 — Independent Study in Art History (H)

This course is an independent study of a particular theme or topic in the History of Art through readings, research, and analysis. It is designed for students who have completed basic courses and who want to study specific topics that are not currently offered in the curriculum as arranged with a supervising faculty member.

*three semester hours*

## AHM 430 — Senior Seminar/Capstone

Students will conduct research in a specific area of art history or museum studies beyond the scope of material covered in any one course. Designed as an independent research effort, students meet privately with their research adviser and write a senior thesis applying their acquired skills to a central topic, theme or question.

*three semester hours*

## PHI 318 — Philosophy of Art (H)

This course will lead students to respond to the question: What is art? The students will examine many philosophical topics that bear on this question including the nature of beauty (aesthetics), the metaphysical significance of art, the nature of emotional expression, the relationship of art to culture and art as political expression.

*three semester hours*

## REL 399 — Special Topics — Religion and Art (H)

Explores some of the intersections between the worlds of religion and the visual arts. Students will gain an understanding of foundational concepts in the field such as religious vs. sacred art, aniconic vs. iconic art, high art vs. folk art, as well as statuary and the architecture of sacred space. In this course students will take advantage of local resources including the Castellani Art Museum, Niagara University's chapels, as well as the Buffalo Museum of Religious Art in order to conduct independent research using primary sources.

*three semester hours*

Christopher S. Stoj, Ph.D., Chairperson

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[www.niagara.edu/chemistry](http://www.niagara.edu/chemistry)

The department of biochemistry, chemistry and physics fosters the professional development of its students through academic excellence, enabling them to compete in a technological society. The department provides its majors with a thorough understanding of basic and modern concepts of chemistry, biochemistry and physics, the ability to analyze and apply scientific concepts to technical problems, the development of laboratory skills, and the development of a strong sense of professionalism.

The department supports scientific literacy for all majors through its participation in the university core curriculum.

## Programs

The department offers several degree programs, all of which can be used to pursue different career options. A degree in chemistry or biochemistry is very versatile and can be used to pursue a variety of professional choices.

## Career Options

A degree in chemistry is a gateway to many traditional careers as well as to careers in nontraditional and interdisciplinary fields.

The employment outlook for graduates with degrees in chemical sciences is markedly better than it is in other fields. According to figures published by the American Chemical Society, salaries for entry-level chemistry positions are approximately \$52,500. The latest statistics show that of chemists in the domestic workforce, only 3.3 percent were unemployed.

## Medicine/Dental/Pharmacy

Biochemistry and chemistry degrees are both highly desirable for those interested in becoming physicians or dentists. The acceptance rate to professional schools for individuals with these degrees is quite high. Our students continue to be accepted in medical, dental and pharmacy schools all over the country.

## Computational Drug Design

The use of computers in the rational design of new drugs is at the forefront of modern drug discovery. Chemists combine traditional synthetic approaches with sophisticated graphic molecular modeling and computer-driven techniques to develop new lead compounds. All chemical and pharmaceutical companies have needs for individuals trained in this field. According to the journal Drug Design and Discovery, it is one of the fastest growing fields and is very well-compensated.

## Forensic Science

A degree in chemistry can be used to pursue careers working with law enforcement agencies.



Chemists are used in the analysis of crime scene data. Scientific data is increasingly important to the outcome of trials. Chemists play a major role in this work.

#### Law

Chemists can pursue careers in law, and a degree in chemistry is well-suited for legal studies. Chemists that go on to law school are especially well-suited for specialization in patent or environmental law and chemical liability. The increasing importance of scientific evidence in legal cases is increasing the demand for lawyers with technical knowledge.

#### Business/Technical Sales

A chemistry degree is very useful and well-suited for management in scientific industry. Our graduates have pursued M.B.A.s to lead to careers in industries as diverse as environmental waste management and the auto industry. With appropriate selection of electives, the bachelor of arts program would permit a student to complete an MBA with an additional year of study at Niagara University.

#### Pharmaceutical Sales

All pharmaceutical companies require individuals who are trained in science to be able to sell their products to pharmacists and physicians. Chemists and biochemists are especially well-suited to these highly desirable positions.

#### Research

Careers in research have always been a primary career option for chemists and biochemists. Positions in the research industry need people with bachelor's, master's and Ph.D. degrees. People in research seek to solve new problems or improve product design. Our bachelor of science degrees prepare students extremely well for post-baccalaureate education in chemistry, biochemistry and molecular biology.

#### Environmental Science

Chemists are involved in testing, remediation, emission control, chemical safety, waste management, and work in governmental regulatory agencies.

### B.S. — Chemistry — Arts & Sciences

The B.S. in chemistry degree program is fully approved by the American Chemical Society and is the best preparation for students planning to pursue graduate studies, or to pursue any of the career options previously listed.

	Units
General Education Requirement	20
* All Niagara University students entering as freshmen are required to take the one credit Niagara University Beginning seminar course (NUB 102) in addition to the 20 general education requirements.	
See General Education	
Foundation Courses	9
Distribution Courses	11
PHY 121 General Physics I	
MAT 111 Calculus I	
MAT 112 Calculus II	
Major Requirement	20
CHE 111, 113L	General Chemistry I and Laboratory

CHE 112, 114L	General Chemistry II and Laboratory
CHE 221, 223L	Organic Chemistry I and Laboratory
CHE 222, 224L	Organic Chemistry II and Laboratory
CHE 227, 229L	Analytical Chemistry and Laboratory
CHE 331, 333L	Physical Chemistry I and Laboratory
CHE 332, 334L	Physical Chemistry II and Laboratory
CHE 338, 340L	Instrumental Analysis and Laboratory
CHE 345, 346L	Biochemistry I and Laboratory
CHE 442, 444L	Inorganic Chemistry and Laboratory
CHE 443, 445L	Advanced Organic Chemistry
CHE 468	Seminar
CHE 449L, 450L	Senior Research
	Advanced chemistry electives (2)
	Advised elective (1)
	General Physics II

#### Total program 40

Advanced chemistry electives should be chosen from the following list of courses: CHE 350, CHE 435, CHE 441, CHE 446, CHE 494, CHE 495, CHE 496, CHE 497. CHE 403 may be substituted for CHE 449L, 450L. Ordinarily, the laboratory work will be taken at the same time that the student covers the related work in lecture.

### B.S. — Chemistry

#### Concentration in Computational Chemistry

The B.S. in chemistry degree program is fully approved by the American Chemical Society and is the best preparation for students planning to pursue graduate studies, or to pursue any of the career options previously listed.

	Units
General Education Requirement	20
* All Niagara University students entering as freshmen are required to take the one credit Niagara University Beginning seminar course (NUB 102) in addition to the 20 general education requirements.	
See General Education	
Foundation Courses	9
Distribution Courses	11
PHY 121 General Physics I	
MAT 111 Calculus I	
MAT 112 Calculus II	

#### Major Requirement 20

CHE 111, 113L	General Chemistry I and Laboratory
CHE 112, 114L	General Chemistry II and Laboratory
CHE 221, 223L	Organic Chemistry I and Laboratory
CHE 222, 224L	Organic Chemistry II and Laboratory



CHE 227, 229L	Analytical Chemistry and Laboratory
CHE 331, 333L	Physical Chemistry I and Laboratory
CHE 332, 334L	Physical Chemistry II and Laboratory
CHE 338, 340L	Instrumental Analysis and Laboratory
CHE 345, 346L	Biochemistry I and Laboratory
CHE 442, 444L	Inorganic Chemistry and Laboratory
CHE 443, 445L	Advanced Organic Chemistry
CHE 361, 460, 461	Seminar
CHE 449L, 450L	Senior Research
CHE 465	Computational Chemistry
CHE 466	BioChemical Molecular Modeling
BIO 222	BioInformatics I
	Advanced chemistry electives (2)
	Advised elective (1)
PHY 122	General Physics II

**Total program** 40

CHE 403 may be substituted for CHE449L, 450L. Ordinarily, the laboratory work will be taken at the same time that the student covers the related work in lecture.

## B.A. — Chemistry — Arts & Sciences

The B.A. chemistry degree is an excellent choice for students who value preparation in chemistry but prefer the flexibility to explore advised electives in other fields. Many students complete a B.A. chemistry degree when obtaining a double major with biology. This degree is not ACS certified.

General Education Requirement 20

\* All Niagara University students entering as freshmen are required to take the one credit Niagara University Beginning seminar course (NUB 102) in addition to the 20 general education requirements.

See General Education

Foundation Courses	9
Distribution Courses	11
PHY 121 General Physics I	
MAT 111 Calculus I	
MAT 112 Calculus II	

Major Requirement 20

CHE 111, 113L	General Chemistry I and Laboratory
CHE 112, 114L	General Chemistry II and Laboratory
CHE 221, 223L	Organic Chemistry I and Laboratory
CHE 222, 224L	Organic Chemistry II and Laboratory
CHE 227, 229L	Analytical Chemistry and Laboratory
	Chemistry electives (3)
CHE 468	Seminar
CHE 449L, 450L	Senior Research
PHY 122	General Physics II
	Advised electives (7)

**Total program** 40

No 100-level courses may be used as chemistry electives. Candidates for the B.A. chemistry degree must complete at least six credit hours of laboratory. To fulfill the requirement for a laboratory course unit students must complete the following required laboratories: CHE 113L, CHE 114L, CHE 223L and CHE 224L. Ordinarily, the laboratory work will be taken at the same time that the student covers the related work in lecture.

## Education

The future of technological advancement depends critically on the preparation of superior science teachers at the elementary and secondary levels. Through the College of Education, the department sponsors programs resulting in B.S. degrees leading to New York state provisional certification in the following areas:

- Chemistry Education, Birth–Grade 6
- Chemistry Education, Grades 1–6
- Chemistry Education, Grades 1–9
- Chemistry Education, Grades 5–12
- Chemistry Education, Grades 7–12
- Chemistry, Special Education and Childhood, Grades 1–6
- Chemistry, Special Education and Adolescence, Grades 7–12

## B.S. — Biochemistry — Arts & Sciences

The B.S. biochemistry degree provides excellent academic and laboratory preparation for many careers and allows flexibility to incorporate pre-requisite courses in biology, psychology and physics required for admission to medical, pharmacy and dental schools. This degree can be ACS certified with the completion of CHE442, CHE444L.

General Education Requirement 20

\* All Niagara University students entering as freshmen are required to take the one credit Niagara University Beginning seminar course (NUB 102) in addition to the 20 general education requirements.

See General Education

Foundation Courses	9
Distribution Courses	11

Major Requirement 20

CHE 111-113L	General Chemistry I and Laboratory
CHE 112, 114L	General Chemistry II and Laboratory
CHE 221-223L	Organic Chemistry I and Laboratory
CHE 222,224L	Organic Chemistry II and Laboratory
CHE 227, 229L	Analytical Chemistry and Laboratory
CHE 331, 333L	Physical Chemistry I and Laboratory
CHE 345, 347L	Biochemistry I and Laboratory
CHE 346, 348L	Biochemistry II and Laboratory
	Biochemistry elective (1)
CHE 361-460-461	Seminar
CHE 449L, 450L	Senior Research
BIO 121, 123L	General Biology I
BIO 122, 124L	General Biology II
PHY 122	General Physics II
	Science elective (1)
	Advised elective (1)

**Total program** 40

Science electives should be chosen from the following list of courses: CHE 332, CHE 338, CHE 350, CHE 403, CHE 404, CHE 435, CHE 441, CHE 442, CHE 443, CHE 446, CHE 494, CHE 495, CHE 496, CHE 497, BIO 212, BIO 334, BIO 436, BIO 446, BIO 491-492, MAT 102-202. BIO 446 and BIO 334 are considered essential courses for students considering graduate work in biochemistry or employment in biotechnology companies. CHE 403 may be substituted for CHE 449L, 450L. Ordinarily, the laboratory work will be taken at the same time that the student covers the related work in lecture.

Except for extraordinary circumstances, students majoring in chemistry and biochemistry are expected to complete major program requirements in fall and spring semesters.

## B.S. — Biochemistry — Arts & Sciences

### Concentration in bioinformatics

	Units
General Education Requirement	20
* All Niagara University students entering as freshmen are required to take the one credit Niagara University Beginning seminar course (NUB 102) in addition to the 20 general education requirements.	
See General Education	
Foundation Courses	9
Distribution Courses	11
Major Requirement	20
CHE 111-113L	General Chemistry I and Laboratory
CHE 112, 114L	General Chemistry II and Laboratory
CHE 221-223L	Organic Chemistry I and Laboratory
CHE 222, 224L	Organic Chemistry II and Laboratory
CHE 227, 229L	Analytical Chemistry and Laboratory
CHE 331, 333L	Physical Chemistry I and Laboratory
CHE 345, 347L	Biochemistry I and Laboratory
CHE 346, 348L	Biochemistry II and Laboratory
	Biochemistry elective (1)
CHE 468	Seminar
CHE 449L, 450L	Senior Research
BIO 121, 123L	General Biology I
BIO 122, 124L	General Biology II
PHY 122	General Physics II
BIO 222	Bioinformatics I
BIO 422	Bioinformatics II
CHE 465	Computational Chemistry
	Science elective (1)
	Advised elective (1)

**Total program** 40  
CHE 403 may be substituted for CHE 449L, 450L. Ordinarily, the laboratory work will be taken at the same time that the student covers the related work in lecture.

Except for extraordinary circumstances, students majoring in chemistry and biochemistry are expected to complete major program requirements in fall and spring semesters.

## Minor — Chemistry

The minor in chemistry is awarded to a student who has successfully completed a sequence of five courses (with laboratories) in chemistry. No chemistry course numbered lower than CHE 111 may be used to fulfill the requirements for a chemistry minor. The specific sequence of courses is determined by the student during consultation with their chemistry faculty advisor.

## Courses

- Indicates courses which cannot be challenged

## Chemistry

### • CHE 100 — Chemistry and Life (NS)

An examination of chemistry through the substances that impact our lives. This course is intended for anyone seeking to become a better-informed citizen of our technological society. This course is reserved for students who have no prior college-level chemistry experience.

*three credit hours  
offered in fall semesters*

### • CHE 101 — Introductory Chemistry (NS)

A beginning course in chemistry designed to present fundamental principles of chemical theory in the context of inorganic and some organic chemistry. This course is reserved for students who have no prior college-level chemistry experience.

*three credit hours  
offered in fall semesters*

### • CHE 105 — Chemistry and Society I: Public Affairs Chemistry (NS)

A qualitative, nonlaboratory course to relate students to their chemical environment. Classes will include discussions on present problems involving air and water pollution, energy, nuclear material and waste disposal. This course is reserved for students who have no prior college-level chemistry experience.

*three credit hours  
offered in fall semesters*

### CHE 106 — Chemistry and Society II: Chemistry for the Consumer (NS)

A qualitative, nonlaboratory course that will present many popular consumer items in a chemical context. Topics will include polymers, fibers, detergents, agricultural chemicals, food, food additives and over-the-counter medication. This course is reserved for students who have no prior college-level chemistry experience.

*three credit hours  
offered in spring semesters*

### CHE 107 — Food Chemistry for Nonscientists (NS)

This course introduces the nonscience major to chemical and scientific concepts through a study of foods and food-related processes. No previous scientific training is expected. The student should also gain from the course a greater appreciation of why things are done in certain ways, while learning that some practices have absolutely no scientific basis. This course is reserved for students who have no prior college-level chemistry experience.

*three credit hours  
offered in spring semesters*

### CHE 108 — Forensic Science (NS)

A presentation of scientific and chemical principles in the context of forensic science, the application of science to law. This course is reserved for students who have no prior college-level chemistry experience.

*three credit hours  
offered in spring semesters*

### CHE 110 — World of Chemistry (NS)

The world around us, including our own bodies, is really just a bunch of chemicals. We use them everyday without realizing it. This course will look at some of the more common uses of chemistry in our everyday lives, including food, vitamins, weight control, drugs, crime, etc.

*three credit hours  
offered in spring semesters*



**CHE 111 — General Chemistry I (NS)**

An introduction to physical and chemical principles appropriate for declared and potential science majors. Topics include stoichiometry, nuclear and electronic structure, bonding and thermochemistry.

*three credit hours  
offered in fall semesters*

**CHE 112 — General Chemistry II (NS)**

*Prerequisite: CHE 111*

This course continues the exposition of chemical principles necessary for further study in the chemical and biological sciences. Topics include kinetics, equilibrium, acids and bases, and electrochemistry as well as a periodic survey of the physical and chemical properties of the elements.

*three credit hours  
offered in spring semesters*

**CHE 113L — General Chemistry Laboratory I**

A laboratory course to be taken concurrently with CHE 111.

*one credit hour  
offered in fall semesters*

**CHE 114L — General Chemistry Laboratory II**

*Prerequisite: CHE 113L*

A laboratory course intended to be taken concurrently with CHE 112.

*one credit hour  
offered in spring semesters*

**CHE 221 — Organic Chemistry I (NS)**

This first half of the two-semester sequence deals mainly with bonding and structure, stereochemistry, nomenclature and the chemistry of hydrocarbons. A survey of the most important functional groups is presented. Understanding why and how reactions take place is emphasized.

*three credit hours  
offered in fall semesters*

**CHE 222 — Organic Chemistry II (NS)**

*Prerequisite: CHE 221*

The second half of this two-semester sequence covers the extensive chemistry of the major functional groups. Synthesis and spectroscopic structure determination become key areas of interest. A unifying mechanistic approach continues to bring understanding of how reactions occur.

*three credit hours  
offered in spring semesters*

**CHE 223L — Organic Chemistry Laboratory I**

A laboratory course intended to be taken concurrently with CHE 221.

*one credit hour  
offered in fall semesters*

**CHE 224L — Organic Chemistry Laboratory II**

*Prerequisite: CHE 223L*

A laboratory course intended to be taken concurrently with CHE 222.

*one credit hour  
offered in spring semesters*

**CHE 227 — Analytical Chemistry (NS)**

*Prerequisite: CHE 112*

The study of the theory and practice of common analytical methods. Topics to be covered include volumetric and gravimetric methods of analysis, potentiometric methods, and spectrophotometric techniques. The emphasis will be on gaining an appreciation of the total analytical process and its application to actual analyses.

*three credit hours  
offered in spring semesters*

**CHE 229L — Analytical Chemistry Laboratory**

*Prerequisite: CHE 114L*

A laboratory course intended to be taken concurrently with CHE 227.

*one credit hour  
offered in spring semesters*

**CHE 310 — Spectroscopy**

This course is designed for students to learn the techniques of separation (column chromatography, Thin-Layer Chromatography (TLC), High-Pressure Liquid Chromatography (HPLC), Gas-Chromatography (GC)) followed by characterization of molecules using spectroscopic techniques (Mass Spectrometry (MS), Infra-red Spectrometry (IR), Ultra-Violet Visible Spectrometry (UV-Vis), and Nuclear Magnetic Resonance (NMR)). An emphasis is placed on the isolation and structural elucidation of organic molecules.

*three credit hours*

**CHE 325 — Medicinal Chemistry**

This course will focus on the fundamentals of medicinal chemistry, drug design, and application. Topics covered will include structure-activity relationships, pharmacokinetics (what the body does to drugs), pharmacodynamics (what drugs do to the body), and computational approaches to drug analysis. Several classifications of drugs and their impact on human health and society will also be presented.

*three credit hours*

**CHE 331 — Physical Chemistry I (NS)**

*Prerequisites: CHE 227, CHE 229L, MAT 112, PHY 122*

*Co-requisite: CHE 333L*

The first in a three-semester sequence that surveys the physical and mathematical foundations of chemical science. In this course the principles of thermodynamics and dynamics are emphasized.

*three credit hours  
offered in fall semesters*

**CHE 332 — Physical Chemistry II (NS)**

*Prerequisite: CHE 331; corequisite: CHE 334L*

The second in a three-semester sequence that surveys the physical and mathematical foundations of chemical science. In this course the fundamental concepts of statistical thermodynamics and quantum mechanics are emphasized. Connections between the mathematical formalism of physical chemistry and the macroscopic and spectroscopic properties of matter will be drawn.

*three credit hours  
offered in spring semesters*

### CHE 333L — Physical Chemistry Laboratory I

*Corequisite: CHE 331*

This is the laboratory designed to be taken concurrently with CHE 331. The experiments performed in this laboratory course complement material studied in CHE 331. This laboratory requires the use of modern computer platforms and software for data analysis.

*one credit hour  
offered in fall semesters*

### CHE 334L — Physical Chemistry Laboratory II

*Prerequisite: CHE 333L; corequisite: CHE 332*

This is the laboratory designed to be taken concurrently with CHE 332. The experiments performed in this laboratory course complement material studied in CHE 332. This laboratory builds on techniques learned in CHE 333L. There will be a greater emphasis on computer methodologies to explore the theoretical models of physical chemistry.

*one credit hour  
offered in spring semesters*



### CHE 338 — Instrumental Analysis (NS)

*Prerequisite: CHE 227, CHE 331*

One-semester course which rigorously examines the three major areas of modern instrumental methods of chemical analysis – spectroscopy, chromatography, and electrochemistry. Emphasis will be placed on theory, instrumentation, operation, and application of each technique.

*three credit hours  
offered in fall semesters*

### CHE 340L — Instrumental Analysis Laboratory

*Prerequisite: CHE 229L, CHE 333L*

A laboratory course intended to be taken concurrently with CHE 338.

*one credit hour  
offered in fall semesters*

### CHE 345 — Biochemistry I (NS)

*Prerequisite: CHE 222*

An introduction to biochemistry on an advanced level. The first course in the two-semester sequence covers the classes of compounds found in the cell. Enrollment in this course is restricted to students with junior or senior status.

*three credit hours  
offered in fall semesters*

### CHE 346 — Biochemistry II (NS)

*Prerequisite: CHE 345*

The second semester of the biochemistry sequence. This course covers metabolic pathways and those processes essential to the living cell.

*three credit hours  
offered in spring semesters*

### CHE 347L — Biochemistry Laboratory I

A laboratory course intended to be taken concurrently with CHE 345.

*one credit hour  
offered in fall semesters*

### CHE 348L — Biochemistry Laboratory II

*Prerequisite: CHE 347L*

A laboratory course intended to be taken concurrently with CHE 346.

*one credit hour  
offered in spring semesters*

### • CHE 403 and 404 — Honors Thesis I and II (WI)

Individual research of a substantive nature pursued in the student's major field of study. The research will conclude in a written thesis or an original project, and an oral defense.

*six credit hours  
CHE 403 offered in fall semesters  
CHE 404 offered in spring semesters*

**CHE 435 — Biophysical Chemistry (NS)**

*Prerequisite: CHE 331 and CHE 345*

A survey of physical chemistry in biochemistry. Thermodynamics and physical properties of biochemical systems will be studied. Structure function relation of biopolymers, enzyme kinetics, drug-nucleic acid interactions, and models of mutation and chemical carcinogenesis will be explored.

*three credit hours  
offered as requested/needed*

**CHE 441 — Physical Chemistry III:  
Advanced Physical Chemistry (NS)**

*Prerequisites: CHE 333 and CHE 334L*

This course develops the mathematical formalism introduced in CHE 331 and CHE 332. A more rigorous approach to molecular orbital theory is taken. The nature of the chemical bond is explored more fully and the relationship between atomic structure and chemical reactivity is probed more deeply. This course will have a significant computational component.

*three credit hours  
offered as requested/needed*

**CHE 442 — Inorganic Chemistry (NS)**

*Prerequisite: CHE 332*

This course is designed to continue and expand on the inorganic topics initiated in CHE 111-112. Topics discussed include binding and structure, ionic interactions, coordination chemistry, solid state chemistry, organometallic chemistry, boranes, and bioinorganic chemistry.

*three credit hours  
offered in spring semesters*

**CHE 443 — Advanced Organic Chemistry (NS)**

*Prerequisite: CHE 222, CHE 331*

This course deals with advanced topics not covered in CHE 221-222. Certain topics previously covered are treated in greater depth. Examples of areas which are covered include: spectroscopy, heterocycles, polynuclear aromatics, photochemistry, electrocyclic reactions, and polymers.

*three credit hours  
offered in spring semesters*

**CHE 444L — Inorganic Chemistry Laboratory**

This laboratory is designed to be taken concurrently with CHE 442. Laboratory experiences are chosen to illustrate chemical principles discussed in class and to expose the student to some of the techniques and methods of characterization used in the synthesis of main group and transition metal compounds.

*one credit hour  
offered in spring semesters*

**CHE 445L — Advanced Organic Chemistry Laboratory**

This laboratory is designed to be taken concurrently with CHE 443.

*one credit hour  
offered in spring semesters*

**CHE 446 — Physical Organic Chemistry (NS)**

*Prerequisite: CHE 332*

Mechanisms of organic reactions are discussed. Physico-chemical principles are used to discuss effects of structure on modes of reaction.

*three credit hours  
offered as requested/needed*

**• CHE 449L-450L — Senior Research**

The student may elect an original laboratory research program or an independent study program. Both options involve the supervision of a faculty mentor and both require oral presentation and a written report.

*four credit hours  
CHE 449L offered in fall semesters  
CHE 450L offered in spring semesters*

**• CHE 465 — Computational Chemistry**

This course will explore the vast array of computational methods that are available to study chemical and biochemical problems. These methods will include molecular mechanics, molecular dynamics, quantum mechanical methods including ab initio and semi-empirical methods as well as free energy perturbation methods. The potential energy surfaces involved in chemical reactions will also be studied.

*three credit hours  
offered as requested/needed*

**• CHE 466 — Biochemical Molecular Modeling**

Molecular modeling methods and techniques will be studied using state of the art software including SYBYL. The course will involve projects and applications using these computational methods. Basic principles of drug design will also be explored. General chemistry (two semesters), Organic Chemistry (two semesters), Biochemistry (one semester) and Physical Chemistry (one semester) are all prerequisites for this course. Three semesters of calculus and two semesters of computer programming are also recommended.

*three credit hours  
offered as requested/needed*

**CHE 468 — Seminar (NS/WI)**

A three-semester requirement of all chemistry majors. The requirement is fulfilled by regular participation in a weekly meeting which includes presentations by faculty and students.

*three credit hours*

**Physics****PHY 101-102 — Survey of Physics (NS)**

An introduction to the fundamental concepts of physics including historical developments and the basic laws and principles of physics as derived from both macroscopic and microscopic phenomena. For liberal arts students.

*six credit hours  
PHY 101 offered in fall semesters  
PHY 102 offered in spring semesters*



# Department of Biology

## PHY 108 — CSI NU: Physical Forensics (NS)

This course is an introduction to the principles of physics in the context of forensic science, the application of science to law. Application of logic and probability to analyze forensic evidence will also be discussed.

*six credit hours*

*PHY 108 offered in fall semesters*

## PHY 121/123L -122/124L — General Physics

An intensive study of the principles of mechanics, wave motion, sound and heat followed in the second semester by physics; vectors and calculus are used throughout. Must be accompanied by laboratory.

*eight credit hours*

*PHY 121 offered in fall semesters*

*PHY 122 offered in spring semesters*

## PHY 323 — Modern Physics I

In this introduction to quantum mechanics, we review the inadequacy of classical physics and the need for a probabilistic description of nature. Schrodinger's equation will be solved and statistical thermodynamics will be introduced. Time permitting this course will touch on electron spin and Feynman's sum over histories approach.

*three semester hours*

## PHY 399 — Special Topics

This special topics course will be an introduction to various applications of physics. For example, topics may include aspects of modern physics, the concepts of the Hamiltonian and Lagrangian, and the thermodynamics of gases and aerosols.

*variable one to four semester hours*

## Earth Science

### ESC 172 — Earth Science Meteorology (NS)

The constituents and structure of the atmosphere; meteorological elements; weather and climate; air masses; fronts and circulation of the atmosphere; instrumentation and map reading.

*three credit hours*

### ESC 174 — Earth Science: Physical Geology (NS)

A descriptive introduction to the science of solar systems for both science and liberal arts majors. Celestial mechanics. Kepler's laws of planetary motion, artificial satellites, motion of earth and moon and related topics. Description of the other planets, other elements of the solar system.

*three credit hours*

### ESC 175 — Earth Science: Solar System (NS)

A descriptive introduction to the science of solar systems for both science and liberal arts majors. Celestial mechanics, Kepler's laws of planetary motion, artificial satellites, motion of earth and moon, and related topics. Description of the other planets, other elements of the solar system.

*three credit hours*

### ESC 176 — Earth Science: Stellar Astronomy (NS)

A description of stars in the universe for both science and liberal arts majors. Stellar distance, motion, mass, size, magnitude, temperature and classification of stars, binary stars. Stellar evolution and earth, original and evolution of the universe, cosmology.

*three credit hours*

Robert S. Greene, Ph.D., Chairperson

[www.niagara.edu/biology](http://www.niagara.edu/biology)

## Goals

The goals of the biology department are:

1. To provide **preprofessional education** and training for students of **medicine, dentistry, veterinary, pharmacy, optometry** and other health sciences.
2. To provide students with an integrated contemporary knowledge of biology to **prepare for graduate degrees** and careers in **research, industry, education** and **business**.
3. To provide high-quality, laboratory-rich learning environments where students **learn by doing experiments, analyzing data and drawing conclusions**.
4. To provide **opportunities** for interested and qualified students to participate in meaningful and significant **research** under faculty guidance.
5. To provide an opportunity for students to **gain skills** in searching the literature, interpreting data, and organizing and giving scientific presentations in a **supportive environment** of their mentors and peers.

## Three Degree Programs Leading to Exceptional Career Opportunities

- **Bachelor of Science Degree** in biology with highly desirable and competitive opportunities for students interested in medicine, dentistry, veterinary, pharmacy, and optometry pre-professional training, graduate study in biology, and job opportunities in biotechnology.
- **Bachelor of Arts in Life Sciences** with options to develop interdisciplinary degrees with minors in business and marketing, criminal justice, law, and chemistry.
- **Bachelor of Science** in biology with professional teaching certificate for elementary and secondary grades.

Students planning to major in biology must successfully complete for credit a minimum of 11 courses in the department. A biology major begins the program with the introductory block of BIO 121/123 and 122/124 during the freshman year. This sequence must be completed before a biology major will be permitted to register for biology courses numbered 200 or higher. After completion of the freshman year, in consultation with a faculty adviser, a student will construct a program that will include at least nine additional courses as are deemed appropriate to the student's interest and career plans.

The department of biology also offers qualified premedical students the opportunity to apply for the State University of Buffalo Medical School's Early Assurance Program or the Lake Erie College of Osteopathic Medicine "3+4" program. Pre-pharmacy students who are qualified have the opportunity to apply to the Lake Erie College of Pharmacy "2+3" program. In addition the department offers qualified pre-pharmacy and pre-dental students "3+4" programs in conjunction with the State University of Buffalo Dental School and School of Pharmacy.

## B.S. — Biology — Arts & Sciences

Recommended for premedical, predental, and other health preprofessional students.

		Units
General Education Requirement		20
* All Niagara University students entering as freshmen are required to take the one credit Niagara University Beginning seminar course (NUB 102) in addition to the 20 general education requirements.		
See General Education		
Foundation Courses		9
Distribution Courses		11
Major Requirement		20
BIO 121-122	General Biology	2
BIO 123-124	General Biology Laboratory	
	Biology electives with lab	3
BIO 334	Cell Biology	1
	Biology electives with lab	3
	Biology electives	2
CHE 111-112	General Chemistry	2
CHE 113L-114L	General Chemistry Laboratory	
MAT 111	Calculus I	1
BIO 401/402	Biology Seminar	1
PHY 121	General Physics	1
	Advised electives	4

**Total program** 40

Preprofessional students such as premedical, predental and veterinary should take MAT 111-112, CHE 111-112, CHE 221,222 and PHY 121,122 to meet the entrance requirements for most professional schools. MAT 112, CHE 221-222, and PHY 122 should be taken as advised electives or as electives in the distribution courses. Premedical students ordinarily major in biology, chemistry or biochemistry.

## B.S. — Biology — Arts & Sciences

Concentration in biotechnology

		Units
General Education Requirement		20
* All Niagara University students entering as freshmen are required to take the one credit Niagara University Beginning seminar course (NUB 102) in addition to the 20 general education requirements.		
See General Education		
Foundation Courses		9
Distribution Courses		11
Major Requirement		20
BIO 121-122	General Biology	2
BIO 123-124	General Biology Laboratory	
BIO 212	Microbiology	1
BIO 334	Cell Biology	1
	Biology electives II or III	1
BIO 401/402	Biology Seminar	1
BIO 435	Plant Physiology	1
BIO 436	Molecular Genetics	1
BIO 391-392	Bioanalytical Techniques	2
	Biology electives	2
CHE 111-112	General Chemistry	2
CHE 113L-114L	General Chemistry Laboratory	
MAT 111	Calculus I	1
PHY 121	General Physics	1
	Advised electives	4

**Total program** 40

## B.S. — Biology — Arts & Sciences

Concentration in bioinformatics

		Units
General Education Requirement		20
* All Niagara University students entering as freshmen are required to take the one credit Niagara University Beginning seminar course (NUB 102) in addition to the 20 general education requirements.		
See General Education		
Foundation Courses		9
Distribution Courses		11
Major Requirement		20
BIO 121-122	General Biology	2
BIO 123-124	General Biology Laboratory	
BIO 222	Bioinformatics I	1
BIO 334	Cell Biology	1
	Biology electives II or III	3
BIO 401/402	Biology Seminar	1
BIO 422	Bioinformatics II	1
	Biology electives with lab	2
CHE 111-112	General Chemistry	2
CHE 113L-114L	General Chemistry Laboratory	
CHE 486	Biochemical Molecular Modeling	1
MAT 111	Calculus I	1
PHY 121	General Physics	1
	Advised electives	4

**Total program** 40

## B.A. — Life Sciences — Arts & Sciences

Concentration in bioinformatics

		Units
General Education Requirement		20
* All Niagara University students entering as freshmen are required to take the one credit Niagara University Beginning seminar course (NUB 102) in addition to the 20 general education requirements.		
See General Education		
Foundation Courses		9
Distribution Courses		11
Major Requirement		20
BIO 121-122	General Biology	2
BIO 123-124	General Biology Laboratory	
	Biology electives	8
BIO 401/402	Biology Seminar	1
CHE 111-112	General Chemistry	2
CHE 113L-114L	General Chemistry Laboratory	
CIS 132	Introduction to Computer and	
	Information Science with BASIC	1
MAT 102	Introductory Statistics	1
PHY 101-102	Introductory Physics	2
	Advised electives	3

**Total program** 40

## B.S. — Biology — Education

With teacher certification, adolescence 7-12, 5-12

	Units
General Education Requirement	20
* All Niagara University students entering as freshmen are required to take the one credit Niagara University Beginning seminar course (NUB 102) in addition to the 20 general education requirements.	
See General Education	

Foundation Courses		9
Distribution Courses		11
Professional Requirement		9
Major Requirement		11
BIO 121-122	General Biology	2
BIO 123-124	General Biology Laboratory	
BIO 210	General Botany and Laboratory	1
BIO 212, 213L	Microbiology and Laboratory	1
BIO 231-232	Human Anatomy and Physiology	
and 233L, 234L	and Laboratory	2
BIO 312	Ecology*	1
BIO 246	Genetics and Laboratory	1
CHE 111-112	General Chemistry	2
CHE 113-114	General Chemistry Laboratory	
MAT 109 or 111	Precalculus or Calculus I*	1
PHY 121-121L	General Physics* and Laboratory	1
	Earth science elective*	1

Electives to be chosen from the following:

BIO 432	Developmental Biology and Laboratory
BIO 433	Microscopic Anatomy and Laboratory
BIO 334 or	Cell Biology
CHE 345/7	Biochemistry I and Laboratory
CHE 346/8	Biochemistry II and Laboratory

**Total program** 40

\* BIO 312 Ecology and the earth science elective must be taken as free electives in the distribution component along with PHY 101 Introductory Physics or PHY 121 General Physics for the natural science elective, and MAT 109 Precalculus or MAT 111 Calculus I for the mathematics elective.

A college-level (three credit-hour) foreign language other than English is required for New York state certification.

## B.S. — Biology — Education

With teacher certification, B-6, 1-6, 1-9

General Education Requirement		20
* All Niagara University students entering as freshmen are required to take the one credit Niagara University Beginning seminar course (NUB 102) in addition to the 20 general education requirements.		
See General Education		
Foundation Courses		9
Distribution Courses		11
Professional Requirement		9
Major Requirement		10
BIO 121-122	General Biology	2
BIO 123-124	General Biology Laboratory	
BIO 210	General Botany and Laboratory	1
BIO 212, 213L	Microbiology and Laboratory	1
BIO 231-232	Human Anatomy and Physiology	
and 233L, 234L	and Laboratory	2
BIO 312	Ecology	1
MAT 102	Introductory Statistics*	1
CHE 111-112	General Chemistry	2
CHE 113-114	General Chemistry Laboratory	
	Earth science elective	1

**Total program** 40

\* MAT 102 Introductory Statistics must be taken in the distribution component as the mathematics elective.

A college-level course (three credit hours) in English, mathematics, science, social studies and a language other than English is required for New York state certification for elementary grades.

## Minor — Biology

		Units
BIO 121/123	General Biology and laboratory	2
122/124	Four other courses (200 level and above, two with labs) with the advisement of the biology department chairperson	4
<b>Total minor units</b>		<b>6</b>

### Courses

• Indicates courses which cannot be challenged

#### BIO 101 — Human Biology (NS)

A study of the basic functions of the human body in health and disease. This course is designed to increase the student's understanding of elementary human physiology. It will emphasize the functional aspects of the body at the cellular, organ, and organ system levels. It is designed as a terminal nonlaboratory course for nonscience students.

*three semester hours*

#### BIO 102 — Introduction to Biology (NS)

A study of the basic principles of biology dealing with plants and animals. The course includes a laboratory and is designed for students with no prior college biology courses. Two semester hours of lecture and one semester hour of laboratory each week.

*three semester hours*

#### BIO 103 — Environmental Biology (NS)

An introductory course in which the functioning of ecosystems is explored and related to environmental problems. The course stresses current topics of local and global interest with emphasis on how to obtain, understand, and interpret information pertaining to environmental issues. Cross-listed as ENV 103.

*three semester hours*





**BIO 104 — Human Genetics (NS)**

An introductory course for nonscience majors describing the fundamental principles of genetics and how they apply to humans. The nature of the gene, genetic technologies and the implications of genetics for individuals in modern society are prominent aspects of the course. It is intended for students who have had high school courses in biology and chemistry.

*three semester hours*

**BIO 105 — Introduction to Environmental Health**

In this course, students will be introduced to the basic concepts of toxicology, as they apply to understanding how environmental contaminants pose risks to human health and the environment. This course is intended for non-biology majors. Cross-listed as ENV103.

*three semester hours*

**BIO 121-122 — General Biology (NS)**

A treatment of basic principles of life, and of life-related phenomena; offers a broad base for advanced study by biology and natural science majors.

*six semester hours*

**BIO 123-124 — General Biology Laboratory**

This laboratory is designed to be taken concurrently with BIO 121-122 and includes an investigative approach to the study of all living organisms.

*two semester hours*

**BIO 189 — Prehealth Career Studies**

*Permission of the Chair of the Department of Biology*

This is a course designed to introduce students early in their studies to the health care careers. Individual off-campus health sciences experiences sponsored by appropriate organizations, companies and private practitioners provide unpaid internships with a minimum of 60 hours of student service.

*three semester hours*

**BIO 204 — Ecology and Laboratory (NS)**

*Prerequisite: BIO 121/2 with C+ or better or permission of instructor.*

A course relating ecological principles to studies in the laboratory and field. Topics include population dynamics, energy flow in ecosystems, and species interactions. Cross-listed as ENV 204.

*four semester hours*

**BIO 210 — Botany and Laboratory (NS)**

A study of the basic principles of botany, and a survey of the plant kingdom with emphasis on the morphology and physiology of higher plants.

*four semester hours*

**BIO 212 — Microbiology (NS)**

A study of the basic principles of microbiology involving pathogenic and nonpathogenic organisms and their relation to medicine, sanitation, agriculture, and industry. Laboratory study concerned with the morphology and physiology of microorganisms, and with their application in identification. Must be taken concurrently with laboratory.

*three semester hours*

**BIO 213L — Microbiology Lab**

Laboratory study concerned with the morphology and physiology of microorganisms, and with their application in identification. Must be taken concurrently with lecture.

*one semester hour*

**BIO 222 Bioinformatics I (NS/AS)**

Bioinformatics is the study of biological phenomena and the data generated from such studies with the assistance of computers. Bioinformatics relies on computers for the acquisition, storage, analysis, manipulation, management and dissemination of biological information. This is an introductory course to the problems and promise in this field.

*three semester hours*

**BIO 231-232 — Human Anatomy and Physiology I and II (NS)**

A unified study of the structure and function of the human body. The course will survey the anatomy and physiology of the major types of human cells, tissues, organs and organ systems. An understanding of the human body as a self-regulated, dynamic community of interrelated living parts will be emphasized. Designed to be taken sequentially.

*six semester hours*

**BIO 233 and 234 — Human Anatomy and Physiology Lab I and II**

The laboratory involves a series of student-performed exercises designed to illustrate, by observation and experimentation, the major concepts of human anatomy and physiology. Designed to be taken sequentially. Must be taken concurrently with lecture.

*two semester hours*

**BIO 237 — Comparative Anatomy Tutorial**

In the true sense of a tutorial, the instructor provides individual attention to a small group of students in the art of dissecting a cat. The anatomy dissection is accompanied by lecture on the underlying physiology and comparisons to human anatomy and physiology.

*three semester hours*

**BIO 246 — Genetics I (NS)**

*Prerequisite: BIO 121-124*

A study of Mendelian genetics and the molecular biology of the gene. Basic principles of genetics, as they apply in plants and animals.

*three semester hours*

**BIO 247 — Genetics II and Laboratory (NS)**

*Prerequisite: BIO 246 or permission of the instructor*

This course expands on the concepts of heredity learned in Genetics (BIO 246), with emphasis placed on the genetics of both prokaryotic and eukaryotic microorganisms. Classical genetic analysis, non-Mendelian inheritance, molecular mechanism of genetic change, and human genetics will be covered.

*four semester hours*

**BIO 302 — Nature Study (NS)**

This course fosters a personal, hands-on approach to understanding the natural world. It is designed to help the student become a better observer and communicator in the field of nature study. The laboratory

provides opportunities to visit nature sites, conduct field studies, and learn from accomplished naturalists and educators. The course may include a service learning component. Cross-listed as ENV 302.

*four semester hours*

#### **BIO 304 — Field Ecology (NS)**

A course in the ecology of local plants and their habitats, designed for the student with minimal experience in ecology. By learning basic plant structure and terminology, and the interactions between plants and the environment, the student will learn the ecology of plants in a natural setting. Course activities include field trips to areas of interest and laboratory experiments. (Taught summer only) Cross-listed as ENV 304.

*three semester hours*

#### **BIO 310 — Medical Botany (NS)**

A survey of plants with physiologically active properties of medicinal interest. Emphasis is placed on the biology, folk uses, ethnobotany, and natural history of useful angiosperms.

*three semester hours*

#### **BIO 315 — Pharmacology (NS)**

*Prerequisite: BIO 231 - 232, BIO 334, C- or better*

The course is designed to introduce one to the study of the interaction of chemicals with living organisms. Pharmacology encompasses the disciplines of organic chemistry, physiology, pathology, biochemistry, and molecular biology, and as such we will investigate drug action at several levels: whole body, organ, tissue, cell, and molecular. We will discuss the intricacies of the various classes of drugs, and discuss the factors that are used to assess the safety and efficacy of a drug.

*three semester hours*

#### **BIO 316 — Virology/Immunology**

*Prerequisite: BIO 212*

The course material covers two areas of medical importance: virology, some of the predominant disease-causing agents; and immunology, our body's major defense mechanisms against disease. Topics to be covered include the history, biology, molecular structure, and evolutionary significance of the components of these two systems. The recent findings in the fields will be highlighted, as they pertain to our understanding of disease.

*three semester hours*

#### **BIO 334 — Cell Biology (NS)**

*Prerequisite BIO 121-124 and second semester sophomore status.*

A study of the cell with emphasis on the molecular aspects of cell structure and function. Biochemical processes are emphasized.

*four semester hours*

#### **BIO 337 — Introduction to Oncology (NS)**

*Prerequisite: BIO 334 or permission of the instructor*

The course encompasses the basic biology and clinical aspects of cancer. Topics to be covered include the history of oncology, basic cancer biology, and current concepts relative to the cause, prevention, detection, and treatment of benign and malignant neoplasias.

*three semester hours*

#### **BIO 338 — Cell Physiology (NS)**

*Prerequisite: BIO 334*

A contemporary perspective on cell function drawing upon recent findings in physiology, biochemistry, biophysics, and molecular biology. The course will highlight the cellular processes that occur outside the nucleus (in the plasma membrane, organelles and cytosol). Emphasis will be placed on learning quantitative approaches to solving problems in cell physiology.

*three semester hours*

#### **BIO 345 — Biometrics**

Mathematics is a fundamental component of Biology. In this course, experimental design, statistics, and simple modeling are presented from a biological perspective, in preparation for thesis and post-baccalaureate research, and for preparation for employment in Biology.

*four semester hours*

#### **BIO 352 — Microscopic Anatomy and Laboratory (NS)**

A study of the cells and tissues, and their involvement in organ structure. Cytological and histological slides are prepared and studied in the laboratory.

*four semester hours*



**BIO 360 — Pathophysiology and Laboratory (NS)**

*Prerequisite: BIO 231 or 232 with laboratory*

This course is designed to correlate basic knowledge of normal physiology with dysfunction of body mechanisms. The student will gain a basic understanding of the processes of disease through study of causative mechanisms and the signs and symptoms which reflect disease.

*four semester hours*

**BIO 380 — Genomics and Proteomics (NS)**

*Prerequisite: BIO 121-123, 334*

Genomics and Proteomics is the detailed study of technologies and methodologies for evaluation of genomic and protein functions. These methods are used to interpret biological regulation of DNA sequences, the RNA's that are copied from them, and the proteins that are synthesized from these RNA's. The application of these technologies to problems in biology ranging from organism development to human diseases will be discussed.

*three semester hours*

**BIO 385 — Special Topics in Biology**

*Prerequisite: permission of the instructor*

This special topics course provides students with opportunities to study current topics in the biological sciences. Biology is a rapidly changing field and thus many current issues are unable to be fully addressed in traditional course offerings. This includes topics in environmental science, bioinformatics and other evolving fields. Students may repeat the course two additional times as the topic changes.

*variable credit, one to four semester hours*

**BIO 391-392 — Bioanalytical Techniques and Laboratory (NS)**

*Prerequisite: BIO 334*

Lectures and laboratories will emphasize contemporary bioanalytical and biological research at the cell and molecular levels. BIO 491 will stress methods employed in studies of cell physiology. BIO 492 will emphasize DNA methods of gene recombination in prokaryotic and eukaryotic systems. Theoretical and practical competence will be developed in all techniques.

*eight semester hours*

**BIO 401/402 — Biology Seminar (WI)**

Required of all B.S. and B.A. biology majors. The goal is to assure the readiness of students for job placement, and/or entrance into professional or graduate school by assessing the students' knowledge and understanding of the field and their writing and speaking skills.

*three semester hours*

**• BIO 403 and 404 — Honors Thesis I and II (NS/WI)**

Individual research of a substantive nature pursued in the student's major field of study. The research will conclude in a written thesis on an original project, and an oral defense.

*six semester hours*

**BIO 422 — Bioinformatics II**

The field of bioinformatics has developed as a result of the integration of information and approaches from a number of disciplines. This is an advanced course where one will be introduced to the challenges and projected outcomes of the field. It is expected that students entering this course are familiar with biological and computational techniques, as they will be used as the foundation for the laboratory portion of the course.

*three semester hours*

**BIO 432 — Developmental Biology**

*Prerequisite: BIO 334, C+ or better*

To provide a modern view of developmental biology unifying the approaches of cell biology, biochemistry, molecular biology, and genetics. This course is designed for students who have had one year of introductory biology, and one semester of cell biology. The communication of biological concepts, ideas, and experimentation, in verbal and written form, is an integral component of this course. The laboratory emphasizes molecular aspects of development.

*four semester hours*

**BIO 435 — Plant Physiology (NS)**

*Prerequisite: BIO 334, C- or better or permission of the instructor.*

This course deals with plant physiology at an organismal level and with the physiological ecology or interactions of plants with their environment. The unique features of plant photosynthesis, water relations and metabolic processes will be studied in a variety of taxa and settings. Laboratory will include field trips to local areas of interest and experiments in the laboratory.

*four semester hours*

**BIO 436 — Medical Genetics**

This course deals with current topics in medical genetics. Beginning with the basics of gene structure and function, the core of the course deals with genome organization, and its connection to human genetic disease states.

*three semester hours*

**BIO 437 — Medical Genetics Laboratory**

*Pre-requisite or Co-requisite BIO 436*

The bioinformatics component of Medical Genetics (BIO 436). A semester-long research project will be used to teach students how to use DNA sequence analysis to determine evolutionary relationships or explore the genetics of human disease. Research projects will vary depending upon the expertise and interests of the instructor.

*one semester hour*

**BIO 441 — Comparative Animal Physiology and Laboratory (NS)**

An advanced course providing in-depth coverage of the functions of selected cells, tissues, organs and organ systems in different animals. Emphasis will be placed on the physiological mechanisms that permit animals to cope with environmental challenges. Laboratory will feature experiments using appropriate animal model systems.

*four semester hours*



# Black Families Minor

## BIO 445 — Limnology

*Prerequisite: BIO 204, C- or better or permission of the instructor*

This course provides students with an introduction to limnology, emphasizing the physical, chemical and biological function of north temperate lakes and streams. Lecture topics include the physics and chemistry of continental waters, the major biotic communities, interactions among these communities, and interactions between humans and the aquatic environment. Laboratory exercises and field trips provide a practical introduction to the methods of aquatic sciences. Cross-listed as ENV 445.

*four semester hours*

## BIO 488 — Internship in Environmental Science

*Prerequisite: Permission of the chairperson, 3.0 GPA in the major*

Training and professional experience in the environment. Interns do 60 hours of service training, maintain log record and write a personal career evaluation based on the intern experience. Cross-listed as ENV 488.

*three semester hours*

## BIO 489 — Internship in Health Studies

*Prerequisite: Permission of the chairperson, 3.0 GPA in the major*

Off-campus health science work and professional experiences sponsored by an appropriate professional organization, company or private practitioner. Internships are generally unpaid and involve student commitments of 60 hours of service to the sponsoring organization and 10 class hours of didactic instruction.

*three semester hours*

## BIO 493, 494, 495, 496 — Biology Co-op

A junior or senior work-study program providing relevant paid employment experience. Registration will occur at the beginning of the experience. The objective of the program is to integrate classroom theory and practical work experience, thus lending relevancy to learning and providing the student with a realistic exposure to career opportunities. Students interested in taking a co-op should talk to their advisor.

*zero to six semester hours*

## • BIO 497, 498, 499 — Independent Study

*Prerequisites:*

1. Upper class status — junior or senior.
2. A 3.0 GPA in the major.
3. The acceptance of his/her proposed work by a department faculty member.
4. Completed work on the project by the end of one semester — written report.

*three semester hours*

Kenneth Culton, Ph.D., Coordinator

[kculton@niagara.edu](mailto:kculton@niagara.edu)

## Goals

The minor in black families is a sequence of courses focusing on the diverse experiences of contemporary black families and communities, with attention given to the variety of religious, political, economic, educational, and cultural experiences in black communities. In addition, students will learn about periods and themes which structure understanding of black experiences, including: African roots, European colonialism, slavery, emancipation, Reconstruction, migration, civil rights era.

## Program

The minor in black families requires the completion of five courses. Students wishing to pursue the minor in black families should contact the coordinator.

Course Requirements

SOC 231-232

SOC 431-432

Contemporary Black Families in American Society

Black Families Seminar Elective

(one unit- three semester hours) 1

One course selected in consultation with the program coordinator

Units

5



# Department of Communication Studies

Brian Martin Murphy, Ph.D., Chairperson  
www.niagara.edu/communication

## Goals

Communication studies at Niagara University is designed to give students a strong background in professional and liberal arts concerns with respect to the mass communication media. Consistent with the departmental and university mission, our goal is to produce graduates who appreciate:

- the importance of language in conveying the meaning of events
- the primacy of digital forms of communication in the 21st century
- the dedication of careers in media which serve the interests of social justice, environmental renewal and global peaceful existence.

## Mission Statement

Recognizing that communication is an essential part of society, the Communication Studies Department seeks to instill in its students the important contribution that mass media can play in bettering the human condition. The skills learned in this program can be applied in numerous media careers including journalism, television, radio, advertising, public relations, teaching, research, and non-profit organizations. The ethics and values embodied in the curriculum are meant to produce graduates who understand the significance of mass media in making sense of our world.

Integral to all of these is an understanding of the role played by the commercial, public and non-profit sectors of the media and cultural industries. By emphasizing communication for human needs, we fulfill the mission of the University in focusing concern for the marginalized sectors of our society and world.

## B.A. — Communication Studies — Arts & Sciences

	Units
General Education Requirement	20
* All Niagara University students entering as freshmen are required to take the one credit Niagara University Beginning seminar course (NUB 102) in addition to the 20 general education requirements.	
See General Education	
Foundation Courses	9
Distribution Courses	11
Major Requirement	20
CMS 100	Communicating for Social Justice 1
CMS 120	Writing for the Media 1
CMS 230	Media Programming and Management 1
CMS 245	Introduction to Digital Media 1
CMS 330	Research Methods 1
CMS 345	Video Production 1
CMS 395	Mass Communications Law 1
CMS 460	Senior Seminar 1
	Media Writing Electives 2
	Film Studies Elective 1
	Media and Culture Elective 1
	Media and Society Elective 1

CMS Electives	3
Advised Electives	4
Total program	40

## Suggested Concentrations

Students interested in pursuing careers in specific areas of communications should complete the following courses as part of their major requirements or as CMS/advised electives:

### Concentration in Digital Media Production

Media Writing Electives (2)	CMS 220, 221, 222
CMS Electives (3)	CMS 340, 440, 445, 491 (production-related internship)
Advised Electives	ENG 346 Visual Rhetoric CIS 190 Web Design CIS 290 Web Programming ENG 342 Topics in Web Writing

### Concentration in Media and Social Justice

Media Writing Electives (2)	CMS 220, 221, 222, 223, 224, 226, 335
CMS Electives (3)	CMS 350, 352, 354, 361, 362, 363, 491 (non profit-related internship)
Advised Electives	SWK Intro to Social Work SWK 120 Addressing Poverty SWK 210 Diversity and Social Justice SOC 288 Youth/Music Subculture SOC Social Problems

### Concentration in Multimedia Journalism

Media Writing Electives (2)	CMS 222, 223, 224, 226
CMS Electives (3)	CMS 335, 361, 362, 491 (journalism-related internship)
Advised Electives	ENG 342 Topics in Web Writing ENG 348 Travel Writing HIS 295 Media Studies and World Affairs

### Concentration in Public Relations/Advertising

Media Writing Electives (2)	CMS 222, 224, 226
CMS Electives (3)	CMS 310, 315, 361, 491 (PR/Advertising-related internship)
Advised Electives	ENG 231 Business Communication ENG 351 Grant Writing MKG 201 Principles of Marketing MKG 305 Marketing Communication MKG 311 Marketing Research MKG 313 Consumer Behavior MKG 325 International Marketing SPM 360 Sport Communication SPM 455 Sport Marketing TRM 485 Internet Marketing TRM 487 Marketing of Recreation

In addition to the suggested concentrations listed above students may tailor a concentration focused on their own interests using available CMS/advised electives.

## Minor — Communication Studies

		Units
CMS 100	Communicating for Social Justice	1
CMS 120	Writing for the Media	1
CMS 340 or 345	Professional Skills	1
	Three other CMS courses	3
Total minor units		6

### Courses

- Indicates courses which cannot be challenged

#### •CMS 100 — Communicating for Social Justice (SS)

A first-year seminar for majors and minors, this course provides students an introduction to media studies and offers a critical analysis of historical and contemporary issues in democratic communication, in addition to an overview of career possibilities. The course embraces the values that are reflected in the department's mission: Communicating for Social Justice.

*three semester hours*

#### CMS 105 — Media Literacy in the Digital Age (H)

This course is designed to give students skills-based strategies to critically understand, interpret, and deconstruct media messages. It provides a particular focus on the role of technology in the production and consumption of media messages, as well as the way in which media content influences information, entertainment, and cultural values.

*three semester hours*

#### •CMS 120 — Media Writing

A specialized discussion of how to communicate through the mass media, focusing on the planning and writing of effective messages for print, radio, television, and web media. For analysis purposes, the student concentrates on journalism and public relations and their communicative and social role in contemporary society.

*three semester hours*

#### CMS 220 — Informational Video Writing

*Prerequisite: CMS 120 (or permission of instructor)*

The purpose of this course is to introduce students to the many uses of writing for informational video including management, employee, and customer relations; training and instructional tools; and community and social issue awareness documentary. Through the development of client- and/or issue-centered video scripts and critique of existing informational videos, students will learn all phases of the message design and pre-production processes. (Satisfies media writing elective)

*three semester hours*

#### CMS 221 — Writing for Television

*Prerequisite: CMS 120 (or permission of instructor)*

This course will introduce students to the basics of television writing. Students will learn to format and write scripts for various types of television programming, both long and short form, including narrative comedy/drama, documentary/reality and/or on-air promos. The course will also cover how to write preproduction documents such as show treatments and show bibles. (Satisfies media writing elective)

*three semester hours*

#### CMS 222 — Writing for the Web

*Prerequisite: CMS 120 (or permission of instructor)*

This course provides an introduction to writing effectively for digital environments, including web pages, social networking sites, wikis, blogs, and other digital platforms. Special attention is paid to developing stylistic and technical skills needed to plan, create, and edit written media content. Activities occur both in the classroom and in a web-based online lab. (Satisfies media writing elective)

*three semester hours*

#### CMS 223/ENG 223 — Creative Non-Fiction

*Prerequisite: WRT 100*

Students will read and write creative nonfiction from a number of sub-genres, including nature writing, personal essay/memoir, profiles, and reportage, considering possibilities for publication. They will explore the literature of reality — from the power of true stories, to the fascination of odd facts, to the revelation of insight. (Satisfies media writing elective)

*three semester hours*

#### CMS 224 — Freelance and Feature Writing

*Prerequisite: CMS 120 (or permission of instructor)*

This course is designed to help students appreciate the nature of freelance and feature writing and the importance of independent journalism in today's media. Students will complete a variety of writing assignments and attempt to sell their work to an appropriate media outlet. (Satisfies media writing elective)

*three semester hours*

#### CMS 226 — Specialty Journalism

*Prerequisite: CMS 120 (or permission of instructor)*

This course introduces students to the many kinds of special interest journalism while conducting exercises in the shared skills required to practice any of them. Students learn about the industry as well as the research techniques, writing methods, ethics, and editing procedures used to practice specialty journalism. Areas of content may change from semester to semester. They will include sports, business and finance, ethnicity, the environment, science, technology and the arts. (Satisfies media writing elective)

*three semester hours*

#### CMS 230 — Media Programming and Management

This course puts students behind the scenes at the center of media organizations where they make decisions and plan for new programming. The course provides an introduction to the legal, ethical and political environment influencing media institutions as well as the specific practices required of managers. In class based problem solving sessions and through a term-capping special project students execute each of the steps in the procedures of management and programming.

*three semester hours*

#### CMS 245 — Introduction to Digital Media Production

This course is an introduction to the history, basic concepts, and skills of digital media design and production. Through the creation and critique of projects incorporating images, audio, and video, students



will gain knowledge of potential careers, acquire life-long production skills, and produce a portfolio of their digital media work.

*three semester hours*

### **CMS 300 — Art and History of Film (H)**

Traces the development of the motion picture in terms of the interaction between the artist, the inventor and the businessperson. Considers particular examples of film types and genres to demonstrate how cinema documents cultural change. The style and techniques of various directors, from Georges Melies to Ingmar Bergman are illustrated by screenings and discussions at each class meeting.

*three semester hours*

### **CMS 310 — Advertising**

Basic course in the strategy and execution of advertisements for the mass media. Topics include the history of advertising, relationship to economy and society, organization, selection of media, layout, production and use of advertising appeals in radio, television and the press.

*three semester hours*

### **CMS 315 — Public Relations**

An analysis of the principles and practices of public relations in corporate, institutional and public service organizations including the technical and human relations skills utilized in the public relations profession.

*three semester hours*

### **CMS 330 — Research Methods**

This course provides students an overview of the research methodologies most commonly used in the media studies and communications fields. By designing and conducting research projects themselves, students will learn information-gathering and research skills, as well as address topics such as research ethics, online research, data analysis, critical analysis skills, and unconventional applications of research.

*three semester hours*

### **CMS 335 — Investigation and Reporting for the Media (CD)**

This course focuses on the acquisition of investigative skills, techniques and ethics used for research and writing in academic and journalistic work. Students apply their acquired tools in a semester long investigation of issues within an international public affairs sector. In an ongoing lab setting students interact continuously within an Internet environment. (Satisfies media writing elective)

*three semester hours*

### **CMS 340 — Photography**

This is a course in the fundamentals of digital photography designed for students with little or no previous experience. Students will learn basic photographic skills including manual camera operation and digital image manipulation and printing. Photographic history, and visual theory and criticism will be addressed in class discussions and critiques. The course explores the use of photography as a tool of communication and self-expression.

*three semester hours*

### **CMS 345 — Video Production and Laboratory**

After a detailed survey of the vocabulary, tools, techniques, and conventions of video production, the student is led through a series of creative exercises in both studio and remote video production. Students will learn producing and directing techniques in pre-production, production, and post-production, developing both a critical aesthetic and technical proficiency. Course includes lab exercises and projects in non-linear digital video production.

*four semester hours*

### **CMS 350 — Mass Media and Culture (H)**

This course presents a critical analysis of the meaning and function of the mass media and culture in our world. Fictional programming, entertainment and sport media are analyzed for their impact on individuals, society and the media themselves. (Satisfies media and culture elective)

*three semester hours*

### **CMS 352— Media Theory and History (H)**

The course combines a cross cultural history of the communication field with a survey of the main theoretical models advanced to explain the relationship between media and society during the twentieth and early twenty-first centuries. Using a case study approach students formulate positions on the role and effects of theory in daily media practices. (Satisfies media and culture elective)

*three semester hours*

### **CMS 353 — Film and Culture (H)**

This course will examine contemporary cultural perceptions through a variety of cinematic examples taken from feature films. The impact of film on social, historical, and economic cultural traits will be analyzed. Although the primary focus is cultural analysis, thematic discussion will be coupled with an introduction to vocabulary used in cinema and historical discussion of the evolution of the film industry. (Satisfies media and culture elective)

*three semester hours*



**CMS 354 — International Communication (H/CD)**

This course aims to understand the 21st century convergence of cross-cultural forces and digital new media creating a global culture. Three questions are addressed: (1) Where do "New Media" come from? (2) How have new media interacted with cultural forms to influence the formation of civilization? (3) How are new media practices experienced and applied in social, environmental, ideological, political and economic spheres of cross-cultural relations. (Satisfies media and culture elective)

*three semester hours*

**CMS 360 — Special Topics**

This course is designed as a one-time course to be offered whenever departmental resources are sufficient to do so. It will deal with special topics in the mass media, journalism, or broadcasting according to the research agenda and interests of a particular professor. Topics could include, but are not limited to: ethical, legal, theoretical, and societal issues in the mass media; practical applications of video, photographic, print, and/or computer-based media production.

*three semester hours*

**CMS 361 — Politics and Media (SS)**

This course examines the role of communications media in a democratic system of governance. We will look at the media's performance in electoral and other public campaigns, the role of the news media in presenting information on national and global issues and how political themes surface in non-news media genres. (Satisfies media and society elective)

*three semester hours*

**CMS 362 — Information as Power (SS)**

In this, the Information Age, it is important to understand the influence of information and technology on modern life. This course critically evaluates the role of information and technology in shaping political, economic, cultural and environmental conditions. It asks the question of where the Information Age is headed, and what our role is in contributing to a more democratic society. (Satisfies media and society elective)

*three semester hours*

**CMS 363 — Stereotyping in the Media (SS/CD)**

There are many oversimplified categorizations by which societies make distinctions among their members, including race, class, gender, and age. Such distinctions often lead to an inequitable distribution of political power, social well-being, and the resources available to individual members of society. In this course we seek to increase our awareness and understanding of such inequities and the power of the mass media in creating and potentially destroying them. (Satisfies media and society elective)

*three semester hours*

**CMS 395 — Mass Communications Law (SS)**

This course is designed to give a basic understanding of communications and mass media law. Students will examine free speech, press issues and more contemporary topics in a case law format. Students will learn how First Amendment jurisprudence, as well as common and statutory laws, impact media and media producers.

*three semester hours*

**•CMS 403 and 404 — Honors Thesis I and II**

Individual research of a substantive nature pursued in the student's major field of study. The research will conclude in a written thesis or an original project, and an oral defense. Required for university and departmental honors students.

*three semester hours each*

**CMS 440 — Advanced Photography**

*Prerequisite: CMS 340*

This course is a continued exploration of the medium of digital photography, which begins where Basic Photography ends. The course includes creative problem solving through alternative photographic techniques, advanced digital imaging, and an introduction to the practices of photojournalism and social documentary photography.

*three semester hours*

**CMS 445 — Advanced Video Production**

*Prerequisite: CMS 345*

An upper-level course in video production. Student will apply knowledge of production aesthetics and theory in producing short videos. Course covers effective message design, script writing, video production, and non-linear postproduction. Assignments focus on producing videos for non-profit organizations and for submission to various video festivals.

*three semester hours*

**•CMS 460 — Senior Seminar**

A research seminar designed to evaluate areas of media effects, creative media projects, and critical analysis of media content. Majors will complete an individually designed research or media production project. Oral defense and written documentation will be required.

*three semester hours*

**•CMS 491, 492 — Internship**

The media internship is an independent applied experience in the field of mass media. With guidance from the instructor, students are expected to contact an appropriate organization and set up guidelines for working. The course allows students to apply class room knowledge while exploring a professional position in the mass media. Determination of credit hours will be established at pre-registration by the chair of the department in consultation with the dean. Junior or senior ranking.

*variable credit*

**•CMS 493, 494, 495, 496 — Communications Co-Op**

A junior or senior work study program providing relevant paid employment experience. The student must work full-time for one semester. Registration will occur at the beginning of experience. The objective of the program is to integrate classroom theory and practical work experience, thus lending relevancy to learning and providing the student with a realistic exposure to career opportunities.

*zero to six semester hours*

# Department of Computer and Information Sciences

## •CMS 497 — Independent Study

The independent study elective provides an opportunity to do intensive work in an area of particular interest to the student under the supervision of an individual faculty member. Departmental approval necessary.

*three semester hours*

## Graduate Courses

### •CMS 550 — Topics

This course is designed as a one-time graduate-level course to be offered whenever departmental resources are sufficient to do so. It will deal with special topics in the mass media, journalism, or broadcasting according to the research agenda and interests of a particular professor. Topics could include, but are not limited to: ethical, legal, theoretical, and societal issues in the mass media; practical applications of video, photographic, print, and/or computer-based media production.

*three semester hours*

## Speech

### •SPK 101 — Public Speaking (AS)

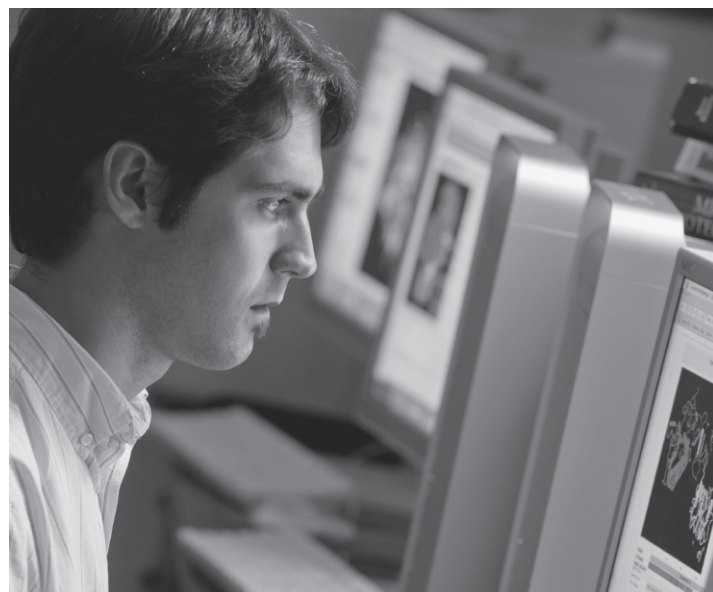
Directed to beginning speech students, with the goal of helping them express themselves clearly, succinctly, and with some degree of persuasiveness. The course is also intended to make them aware of the responsibilities engendered by the art of persuasion. The basic theme of the course is that the message is the message as it is received.

*three semester hours*

### •SPK 201 — Oral Interpretation (AS)

Emphasizes the primacy of literature and the importance of the interpreter's mature reaction to it, and his/her intelligent analysis of it. The technical use of voice and body must be based firmly on a sound analysis of the material, which should be grounded on the interpreter's intuitive grasp of the emotional content of the reading material — all expressed through the interpreter's own imaginative style.

*three semester hours*



Suzanne C. Wagner, Ph.D., Coordinator  
Chair of Computer and Information Sciences  
[www.niagara.edu/cis](http://www.niagara.edu/cis)

## Goals

The computer and information sciences department will provide students with the ability to develop, implement and critically assess vital informational and technological systems within organizational contexts and governmental agencies. Current key technological competences include, but are not limited to, information security and computer forensics, programming, database administration, Web technologies and networking.

## Department Objectives

- To provide students with theoretical foundations in information security specializing in forensics, database structures, networking and communication technologies, web applications and programming.
- To prepare students for graduate school or for careers as certified forensic examiners, database administrators, network administrators, Web developers and programmers.
- To provide expertise and support for the university community including interdisciplinary programs in conjunction with the departments of accounting, criminal justice, communication and English.

Graduates of this program are articulate, logical thinkers who successfully take their places as forensic and security specialists, systems analysts, database managers, network administrators, and web designers. They may also pursue graduate or professional education, typically for the M.B.A. degree or the M.S. degree in computer science.

## Programs

The computer and information sciences department offers a Bachelor of Science degree. Students may emphasize one or more key component areas in the major, specifically, information security and forensics, networking, Web development, business systems programming, database administration. CIS majors have a high percentage of internship/cooperative experiences and high graduate school and job placement rates. Additionally, the undergraduate curriculum is structured in a way that allows students to complete the prerequisite courses for the M.B.A. program at Niagara allowing students to accelerate their completion of an M.B.A.

## B.A. — Communication Studies — Arts & Sciences

	Units
General Education Requirement	20
* All Niagara University students entering as freshmen are required to take the one credit Niagara University Beginning seminar course (NUB 102) in addition to the 20 general education requirements.	
See General Education	
Foundation Courses	9
Distribution Courses	11



Major Requirement		20
CIS Component		12
CIS 190	Web Design	1
CIS 232	Microcomputer Applications for Business I	1
CIS 265	Visual Programming I	1
CIS 270	Computer Hardware	1
CIS 350	Introduction to Systems Analysis	1
CIS 365	Visual Programming II	1
CIS 380	Data Management	1
CIS 390	Visual Systems Integration	1
CIS 480	Management of Computer Information Systems	1
CIS 485	Information Security	1
	CIS Electives at 250 level or above	2
Supportive Courses		8
MAT 102, 201 or	Statistics I	1
MAT 107 or 111	Calculus I	1
ACC 111	Accounting I	1
MGT 390	Management Information Systems	1
The courses in the business column or the math column below: 2		
Business	Math	
ACC 112	MAT 112	
ECO 101 or ECO 102	MAT 202 or MAT 233	
Elective supportive courses		2
Total program		40

## Minor — Computer and Information Sciences

### Information Systems Minor

(recommended for business and social sciences majors):

CIS 232	Microcomputer Applications for Business I
CIS 350	Introduction to Systems Analysis
CIS 380	Data Management
CIS 265	Visual Programming I
CIS 365	Visual Programming II

### Computer and Statistical Analysis Minor

Choose five from the following (recommended for social science majors):

CIS 232	Microcomputer Applications for Business I
CIS 233	Using a Computer as a Research Tool
CIS 255	Introduction to Geographic Information Systems
CIS 332	Microcomputer Applications for Business II
CIS 190	Web Design
CIS 290	Web Programming
CIS 380	Data Management

## Courses

- Indicates courses which cannot be challenged

### CIS 160 — Structured Business Programming I (AS)

This is a first course using a structured business language. Design and style are emphasized. Typical business problems are coded and documented, compiled and tested to acquaint the student with practical use of the language.

*three semester hours*

### CIS 190 — Web Design (AS)

Students in this course will learn how to plan and develop dynamic Web pages utilizing graphics, CSS, multimedia, animation, database applications, sharing and distribution of documents via the Web.

*three semester hours  
offered in fall semesters*

### CIS 198 — Introduction to Computers and Programming for Teachers (Also EDU 198) (AS)

This course presents an introduction to computers and their use in schools as a first course for teachers. Students use business application software and new technology (Smartboards, iPads, iPods and Classroom Response Systems) with an emphasis on technology in the classroom and how can the latest technology enhance teaching. (This course does not satisfy the CIS major requirement.)

*three semester hours  
offered in fall semesters*

### CIS 232 — Microcomputer Applications for Business I (AS)

The course presents business-related software for the microcomputer (PC). The main applications examined are spreadsheets, business graphics, databases, word processing, and presentation graphics. Integration of these applications is also covered. (This course satisfies the CIS major or minor requirements.)

*three semester hours  
offered in fall and spring semesters*

### CIS 233 — Using the Computer as a Research Tool (AS)

*Prerequisite MAT 102*

This course presents computers as a research tool to students in the behavioral, social sciences and human services. Students will utilize SPSS as a research tool for statistical applications and analysis. The student will also become familiar with the use of a word processor for report and proposal writing and spreadsheets for budgeting.

*three semester hours  
offered in fall and spring semesters*

### CIS 255 — Introduction to Geographic Information Systems (also listed as GIS 100)

This course is a broad and intensive introduction to the study of Geographic Information Systems (GIS). Using this extensive computer-based mapping software, students will learn the nature and models of spatial data, organize, manage, and present such data, as well as plan and conduct research. Applications in various social and natural sciences will be introduced and discussed. This learning is to be continued in upper division courses within related fields.

*three semester hours*

### CIS 260 — Structured Business Programming II (AS)

*Prerequisite: CIS 160*

This is a second course in a structured business programming language. It emphasizes structured design, file organization, editing, data input techniques, indexed and keyed files, file updating, merging and sorting, debugging techniques, and program maintenance.

*three semester hours*

**CIS 265 — Visual Programming I (AS)**

This course provides an intensive introduction to structured and object-oriented programming in a modern programming language. Algorithm development is introduced. Designing, coding, debugging, and documenting programs are emphasized. Problems examined include numerical and non-numeric applications.

*three semester hours  
offered in fall semesters*

**CIS 270 — Computer Hardware (AS)**

This course presents the students with the fundamentals of computer hardware, operating systems, and data communications. The students will have the opportunity to assemble, upgrade, troubleshoot and configure computers. Students will be exposed to tools and technologies necessary to take the A+ certification upon completion of this class.

*three semester hours  
offered in fall semesters*

**CIS 285 — Computer Forensics I (AS)**

*Prerequisite: CIS 270*

This course introduces students to the techniques and tools of computer forensic investigations. Students will learn how to utilize computer forensic tools in investigations. The course maps to the objectives of the IACIS certification. Topics include coverage of the latest technology including cell phones, and portable devices.

*three semester hours  
offered in spring semesters*

**CIS 290 — Web Programming (AS)**

*Prerequisite: CIS 190*

Students will develop web sites using PHP and access mysql databases and tables, be able to use PHP variables and operators, make decisions using conditional statements, code arrays, utilize loops to process data, develop basic XML web pages, and apply the concepts of DTD and XSL to create dynamic pages.

*three semester hours  
offered in spring semesters*

**CIS 320 — Networking and Communication Systems (AS)**

*Prerequisite: CIS 270*

This course introduces the broad and constantly changing field of networking and communication technologies. The course emphasizes technology and architecture issues such as transmission medium, network topology, communications protocols, and hardware/software interfaces.

*three semester hours  
offered in spring semesters*

**CIS 332 — Microcomputer Applications for Business II (AS)**

*Prerequisite: CIS 232*

This course prepares students to produce professional-quality business documents and to communicate effectively in academic and business environments. The course involves using advanced features of spreadsheets, databases, word processing, presentation graphics and the Internet as tools for analyzing business problems and communicating business information.

*three semester hours  
offered in spring semesters*

**CIS 340 — Fraud Examination and Economic Crime  
(also listed as ACC 340 and CRJ 340)**

*Prerequisite: ACC 111, ACC 112, ECO 102, CIS 232, and CRJ 201*

This course examines forensic accounting and economic crime interrelating accounting, criminal justice and computer and information systems concepts and issues. The course will include limited accounting theory and concentrate on financial fraud, white-collar crime, how financial fraud is perpetrated, approaches to fraud investigations and documentation, fraud detection and prevention.

*three semester hours*

**CIS 350 — Introduction to Systems Analysis (AS)**

*Prerequisite: CIS 160 or 232 or 265*

This is the first course in the general concepts and techniques of systems development. The study, logical design, physical construction, and implementation phases for development of a system will be examined in detail. Students are presumed to have a general knowledge of information systems hardware and software from prerequisite courses.

*three semester hours  
offered in fall semesters*

**CIS 365 — Visual Programming II (AS)**

*Prerequisite: CIS 265*

This course continues CIS 265. Advanced techniques of object-oriented programming are introduced including data structures and algorithms associated with arrays, integration of databases, web controls and reports.

*three semester hours  
offered in spring semesters*

**CIS 380 — Data Management (AS)**

*Prerequisites: CIS 232, CIS 260 or permission of instructor*

The application, logical structure, and physical implementation of database management systems (DBMS) are considered. The storage, management, and retrieval of information in hierarchical, network, and relational database systems, some specific database languages, and normalization and data dictionaries, file security, integrity, and reliability will be discussed. The student designs, programs, and implements a database system using state-of-the-art relational database packages.

*three semester hours  
offered in fall semesters*

**CIS 385 — Computer Forensics II (AS)**

*Prerequisite: CIS 270 and CIS 285*

This course will give students the ability of investigating advanced forensics and incident response, including cutting-edge network investigation and mobile devices. The course will utilize advanced industry standard tools to investigate data breach intrusions, tech-savvy employee investigation, and complex digital forensic cases.

*three semester hours  
offered in spring semesters*



**CIS 390 — Visual Systems Integration (AS)**

*Prerequisites CIS 260 or permission of instructor*

Students in this course will learn to integrate tools built on multiple software platforms into complex applications with graphical user interfaces.

*three semester hours  
offered in fall semesters*

**•CIS 403 and 404 — Honors Thesis I and II (AS/WI)**

Individual research of a substantive nature pursued in the student's major field of study. The research will conclude in a written thesis or an original project, and an oral defense.

*six semester hours  
offered in fall and spring semesters*

**CIS 468 — Information Technology:**

**Tool for Health Care Communication (AS)**

This online course familiarizes the nurse with terminology, standards and rationale for health system information technology. Computer systems to access, enter and manage information are demonstrated. Students employ search and retrieval of scientific literature to support evidence-based practice. Ethics regarding privacy, information storing, sharing, and security are discussed.

*three semester hours*

**CIS 480 — Management of Computer Information Systems (WI/AS)**

*Prerequisite: CIS 380 or permission of instructor*

Capstone course requiring students to synthesize their knowledge in the discipline and to integrate key competences from courses taken in the major. Assessment will be based on students' ability to work in teams to critically assess, develop and implement vital informational and technological systems within organizational contexts and governmental agencies.

*three semester hours  
offered in spring semesters*

**CIS 485 — Information Security (AS)**

This course presents students with the opportunity to explore and discuss information security, and to specifically learn about current information security threats and how to protect information. Students will gain experience in the use of network protection mechanisms such as firewalls, intrusion detection systems, and other security tools.

*three semester hours  
offered in fall semesters*

**CIS 490 — Topics (AS)**

Special topics courses in information systems and computer science are offered whenever departmental resources are sufficient to do so. Topics could include, but are not limited to, new software design technologies; recent hardware and software developments; data communications; special high-level languages; parallel processing; ethical, legal and societal issues in computer and information systems; assemblers, compilers, and interpreters; simulation and modeling.

*three semester hours*

**CIS 493, 496 and 497 — Computers Co-op (AS)**

A junior or senior work-study employment experience. The objective of the program is to integrate classroom theory and practical work experience, lending relevance to learning and providing the student with a realistic exposure to career opportunities. Registration will occur at the beginning of the experience.

*zero to six semester hours  
offered in fall and spring semesters*

**CIS 495 — Independent Study (AS)**

The independent study elective provides an opportunity to do intensive work in an area of particular interest to the student and a faculty member. Departmental approval necessary.

*three semester hours  
offered in fall and spring semesters*





# Computer Crime Minor

Petter Lovaas, Ph.D., Coordinator  
Assistant Professor of Computer and Information Sciences  
Diana Falco, Ph.D., Chair of Criminal Justice

## Goals

Crime committed with the use of computers now ranges from relatively minor acts of consumer fraud, to more serious crimes in which drug traffickers can move billions of dollars of illegal drug money, to major crimes that can paralyze entire financial networks and national security systems. The computer crime minor seeks to introduce students to the basic principles of this unique and burgeoning form of criminality. Students will gain a foundation in the criminal justice system and the first steps in the identification and detection of computer criminality.

## Program

The minor in computer crime is an interdisciplinary program that will require study in criminal justice and computer and information sciences. It requires the completion of six courses. Students wishing to pursue the minor in computer crime should contact the coordinator, Dr. Petter Lovaas, in the department of computer and information sciences or Dr. Diana Falco in the department of criminology and criminal justice.

### Course Requirements

CRJ 201	Introduction to Criminal Justice
CRJ 210	Criminology
CRJ 350	Criminal Law
CIS 270	Computer Hardware
CIS 285	Computer Forensics I (prereq CIS 270)
CIS 385 or CIS 485	Computer Forensics II (prereq CIS 285) Information Security

Units  
6



# Department of Criminology and Criminal Justice

Diana L. Falco, Ph.D., Chairperson  
[www.niagara.edu/crj](http://www.niagara.edu/crj)

## Goals

The principal goal of the program is to provide the student with a liberal arts education. We are also dedicated to equipping the student for a career in criminal justice or a related field. Furthermore, our intent is to prepare students for the changes they are likely to confront in the areas of technology, social diversity and legal responsibilities. Finally, we seek to ready the qualified student for graduate study or law school.

## Mission Statement

The mission of the criminology and criminal justice department is to instill in the student a respect for the rights of all persons before and after coming into contact with the criminal justice system. We also desire to imbue in our students a commitment to a series of values which prepare them for leadership but also provide them with the ability to think critically with respect to the important issues facing them. This is achieved by offering a balanced curriculum with courses in the etiology of crime, law enforcement, adjudication, corrections, and field internships.

## Five Year BS/MS program in Criminal Justice

The BS/MS program allows students to complete both their bachelor's and master's degrees in criminal justice in five years. It is designed to provide students accepted into the program with advanced education in the administration of various aspects of the criminal justice system.

In order to complete the program in 10 semesters, students take nine credits of graduate course work in their senior year. The credits will also count toward the 120 credits required for an undergraduate degree. Twelve credit hours of graduate studies will be taken each semester of the fifth year, providing a total of 144 combined credits for the dual degree.

## B.S. — Criminology and Criminal Justice — Arts & Sciences

	Units
General Education Requirement	20
* All Niagara University students entering as freshmen are required to take the one credit Niagara University Beginning seminar course (NUB 102) in addition to the 20 general education requirements.	
See General Education	
Foundation Courses	9
Distribution Courses	9
MAT 102	Statistics I 1
CIS 233	Using a Computer as a Research Tool 1
Major Requirement	20
CRJ 201	Introduction to Criminal Justice 1
CRJ 202	Juvenile Justice 1
POL 101	American Government 1

CRJ 210	Criminology	1
CRJ 230	Law Enforcement	1
CRJ 265	Principles of Justice	1
CRJ 270	Corrections	1
CRJ 300	Criminological Research Methods	1
CRJ 490	Senior Thesis	1
	Criminology and Criminal Justice	1
	Law Enforcement	1
	Law Adjudication	1
	Penology	1
	Advised electives	7
Total program		40

## Minor — Criminology and Criminal Justice

		Units
CRJ 201	Introduction to Criminal Justice	1
CRJ 202	Juvenile Justice	1
	Criminology and Criminal Justice	1
	Law Enforcement	1
	Law Adjudication	1
	Penology	1

Note: If the student's major does not require a course in research methods, they may substitute CRJ 300 — Criminological Research Methods for one of the courses above.

## Courses

- Indicates courses which cannot be challenged

### CRJ 201 — Introduction to Criminal Justice (SS)

An overview of the design and functioning of the criminal justice system in the United States. The nature and extent of crime, criminal procedure, the constitutional basis for due process, principles of the criminal law, and the agencies of criminal justice will be examined. (Major requirement)

*three semester hours*

### CRJ 202 — Juvenile Justice (also SOC 337)

Examines philosophy and administration of the juvenile justice system. Incorporates social science research and case law to understand the system. Focus devoted to: (1) history of juvenile justice, (2) theoretical explanations of juvenile delinquency, (3) family, school, and cultural influences on juvenile behavior, and (4) interventions for juvenile offenders. (Major requirement)

*three semester hours*

### •CRJ 210 — Criminology (SS) (also SOC 210)

Historical and contemporary perspectives on the causes of crime and deviance in society and the treatment of offenders. Major social, psychological, and economic theories will be assessed. Nonbehavioral science perspectives will also be examined. (Major requirement, concentration: criminology)

*three semester hours*

### CRJ 230 — Law Enforcement (SS)

The history and state-of-the-art in evaluating the police role in the community in attempting to balance peace, order and individual rights. Influential theoretical and empirical studies of police discretion, attitudes, and corruption will be examined. Other topics include: the effect of Supreme Court decisions on police practices, evaluating police

performance and policewomen. (Major requirement, concentration: law enforcement)

*three semester hours*

### CRJ 260 — Criminal Procedure

An examination of the constitutional rules and principles that help shape the law of criminal procedure. The issues covered include: pre-trial rights and proceedings, the adversarial system, the right against compelled self-incrimination, and search and seizure. Attention is given to US Supreme Court decisions that interpret and apply federal constitutional provisions to these issues. (Concentration: law adjudication)

*three semester hours*

### CRJ 265 — Principles of Justice

Examines criminal punishment as a social and political institution. Critically examines prominent philosophical justifications for criminal punishment, their guiding principles, and their implications for contemporary policy. Explores related principles such as equality, rights, proportionality, and moral desert. (Major requirement, concentration: law adjudication)

*three semester hours*

### CRJ 270 — Imprisonment and Corrections (also SOC 270)

Examines the prison within a social, political, and economic context as well as its place within contemporary crime-control debates. Explores the nature of the prison environment, including the prison subculture, violence and its management, correctional officers, and the prospects for reform. Critically evaluates imprisonment's impact on prisoners and their post-release adjustment, families, and communities. (Major requirement, concentration: penology)

*three semester hours*

### •CRJ 300 — Research Methods (WI)

Experimental and quasi-experimental designs in criminological applications. Sampling, reliability, validity, causality, and other topics will be presented and analyzed. The pros and cons of quantitative research design and measurement. (Major requirement)

*three semester hours*

*fall semester*

### •CRJ 315 — Organizational Crime (SS)

The nature, extent, and impact of illicit behavior on the part of corporations, illicit organizations, government agencies, and employees. The causes, enforcement, prosecution, sentencing, and prevention of organized criminal behavior will be examined. Political, white-collar, organized and corporate crime are assessed. (Concentration: criminology)

*three semester hours*

### •CRJ 320 — Comparative Criminal Justice (SS)

An examination of the design, functioning, and legal basis for systems of criminal justice in other countries. An attempt will be made to relate governmental, political, demographic, and economic factors in explaining past and current trends in the adjudication of offenders. Cross-cultural analysis of the causes of crime. (Concentration: criminology)

*three semester hours*

**•CRJ 325 — Drugs and the Criminal Justice System**

An examination of the history of drug use and abuse, the nation's current drug policy, and issues relative to the prevalence of drugs in society, the effects on the body, current law enforcement practices, and the prospects for rehabilitation and prevention of drug abuse. (Concentration: law enforcement)

*three semester hours*

**CRJ 335 — Private Security (SS)**

The history and present status of private law enforcement in the United States. Assessment of need for policing in the private sector, and review of the causes and effectiveness of control procedures for employee theft, shoplifting, commercial burglary, and other crimes. The legal powers and restrictions of private law enforcement will be examined. (Concentration: law enforcement)

*three semester hours*

**CRJ 340 — Fraud Examination and Economic Crime**

This course examines forensic accounting and economic crime, integrating accounting, criminal justice and computer and information systems concepts and issues. The course includes limited accounting theory and concentrates on financial fraud, white-collar crime, how financial fraud is perpetrated, approaches to fraud investigation and documentation, and fraud detection and prevention. (Concentration: law enforcement)

*three semester hours*

**CRJ 350 — Criminal Law**

An examination of the constitutional rules and principles that help shape the law of substantive criminal law. Some of the issues covered include: sources of criminal law, due process, equal protection, freedom of speech, right to privacy, cruel and unusual punishments, actus rea, mens rea, omissions, causations, attempts, legal and factual impossibility, self defense, battered wife syndrome, necessity defense, and the insanity defense. Attention will be given to US Supreme Court and state court decisions that interpret and apply federal and state constitutional provisions to these issues. (Concentration: law adjudication)

*three semester hours*

**•CRJ 375 — Alternatives to Incarceration (SS) (also SOC 375)**

An examination of the history, philosophy and functioning of community-based correctional programs. Each of the various types of programs, including probation and parole, will be discussed and evaluated. The legal rights of ex-offenders. (Concentration: penology)

*three semester hours*

**•CRJ 380 — Sentencing (SS)**

The historical, philosophical and legal basis for criminal sentencing. Judicial discretion, disparity, indeterminate and determinate sentences, mandatory sentencing, parole procedures, and current legal provisions will be examined. (Concentration: penology)

*three semester hours*

**•CRJ 390 — Field Experience in Criminal Justice**

*Prerequisite: permission of instructor*

The application of accumulated knowledge in criminology and criminal justice in a field setting. Students will be placed in a

criminal justice agency and complete an internship under the supervision of a faculty member. (Concentration: advised elective)  
*three semester hours*

**•CRJ 395 — Independent Study**

*Prerequisite: permission of instructor*

An opportunity for students to design and execute a research or evaluation project in an area of particular interest. Selection of topics, research plan, and methods used are left up to the student under the supervision of a faculty member. (Concentration: advised elective)

*three semester hours*

**•CRJ 397 — Special Problems in Criminal Justice**

Seminar examines an issue affecting society and its relationship to the criminal justice system. Topics might include a discussion of ethics and the criminal justice system, computerized information systems and the criminal justice system, intimate and stranger crimes, or the criminal justice system in the future. (Concentration: criminology, law enforcement, law adjudication or penology)

*three semester hours*

**•CRJ 403 and 404 — Honors Thesis I and II (WI)**

Individual research of a substantive nature pursued in the student's major field of study. The research will conclude in a written thesis or an original project and an oral defense.

*six semester hours*

**•CRJ 490 — Senior Policy Research Seminar (WI)**

*Prerequisite: CRJ 300*

*Recommended: MAT 102, MAT 202 or CIS 233*

Students will participate in a seminar class designed to instruct the student on the completion of policy analysis projects that demonstrate a synthesis of accumulated knowledge. These projects will involve an evaluation or test of a research question affecting the criminal justice system.

*three semester hours*

*offered in spring semesters*

**CRJ 493, 494, 495, 496 — Criminal Justice Co-op**

A junior or senior work-study program providing relevant paid employment experience. Registration will occur at the beginning of the experience. The objective of the program is to integrate classroom theory and practical work experience, thus lending relevancy to learning and providing the student with a realistic exposure to career opportunities. Students interested in taking a co-op should talk to their adviser. (S-U grading)

*zero to six semester hours*

NOTE: Completion of required courses and junior or senior status are prerequisites for any advised elective listed.



# Department of English

Jeanne Phoenix Laurel, Ph.D., Chairperson  
www.niagara.edu/english

## Goals

The English Department prepares students to use language-based critical thinking skills as a powerful tool in their public lives (career and world citizenship) as well as in personal enrichment (aesthetic, interpersonal and spiritual concerns). Students develop and practice these skills by reading, analyzing, and critiquing, in both oral and written formats, a wide variety of texts: literature; literary criticism and theory; and other professional and creative works.

A student's choice of career options will determine the proportion of emphasis in each area. However, the department concentrates on developing mastery of the following abilities in its general English majors, its general English minors, and its Writing Studies minors:

- To use literary terms, rhetorical terms, and discipline-based vocabulary.
- To understand and discuss the history and periodization of literature as well as major authors, works, and themes in the Western, American, and/or world literary heritage.
- To analyze and interpret literature in various genres from diverse historical periods.
- To communicate effectively in appropriate genres to solve rhetorical problems.
- To access and contribute to traditional and emerging forms of media.
- To identify, locate, evaluate, use, and attribute information using discipline-specific tools in the field of English studies.

## Programs

The general English concentration offers both required courses and advised elective courses which can be combined by students in consultation with advisors as they decide on specific career-path development. These focal areas add to or reinforce competencies sought after by postgraduate degree programs in fields such as law, business and education; by corporate and professional employers; and by graduate English and education programs.

### English Skills on the Job Market

Students with a bachelor's degree in literary study possess critical abilities germane to any field. They can complement their skills in literature with Writing Studies minor courses — like advocacy journalism, editing, grant writing, ethnographic writing, online writing, creative fiction and nonfiction writing. Internship and co-op work opportunities also enhance our graduates' career options. Employers in fields such as law, business, and non-profit enterprises are keenly aware they need our graduates' skills to hold a competitive edge in tight markets.

### Literature

Students gain a broad overview of Western literature and develop the ability to read with understanding and critical precision. Courses offer interpretive study of a wide range of literary selections, enabling students to participate intellectually in the cultural development of our civilization, and to prepare for graduate study.

## Educational Careers

In conjunction with the College of Education, students are provided with a sequence of courses that leads to certification in the state of New York for teaching English in grades K-6 and 7-12. These courses address the specific competencies in teaching methodology, literary, and composition knowledge necessary for the College of Education. Students may also elect to take a bachelor's degree in English followed by a master's in Education.

The Department of English offers students in other majors an advantageous set of competencies which can be particularly attractive to employers and graduate programs. For example, we have set up double majors with students in theatre, political science, and psychology. The Department of English also offers a B.A. in English and a program leading to New York state initial certification in English grades K-6 and 7-12 in cooperation with the College of Education. Students with a double major or with an education degree concentrating in English must work closely with advisors in both departments to assure careful selection of coursework tailored to the requirements of all degree components.

## Minor — General English Concentration

			Units
			6
ENG 203-204	Major English Writers, I, II	2	
ENG 215-216	Major American Writers, I, II	2	
	Varies Two advanced courses at the 300-400 level	2	

Students in General English minor are encouraged to work closely with an advisor selecting courses.

## Minor — Writing Studies

Please see the separate program listing for Writing Studies, filed alphabetically under the College of Arts and Sciences. This interdisciplinary program draws from courses in English, Communications Studies, Theatre, and other disciplines within the College of Arts and Sciences.

The Writing Studies Minor focuses on giving students advanced instruction in rhetoric and writing in both creative and professional contexts; students can choose from a variety of courses including fiction, poetry, creative nonfiction, journalism, playwriting, visual rhetoric, ethnography and online writing. The minor emphasizes the use of a variety of technologies to help students sharpen their rhetorical, information literacy, and document design and production skills. Students are strongly encouraged to complete a writing internship. Many writing classes entail some service learning in which do some writing for that organization.

## B.A. — English — Arts & Sciences (General English Concentration)

		Units
Liberal Arts Requirement		20
* All Niagara University students entering as freshmen are required to take the one credit Niagara University Beginning seminar course (NUB 102) in addition to the 20 general education requirements.		
See General Education		

Foundation Courses		9	
Distribution Courses		11	
Major Requirement			20
ENG 203-204	Major British Writers, I, II	2	
ENG 215-216	Major American Writers, I, II	2	
ENG 206	Methods of Literary Study	1	
	Pre-1800 (British) electives	2	
	Post-1800 (British) electives	2	
	Advanced American electives	2	
	Advanced composition elective*	1	
ENG 490	Senior Seminar	1	
	Advised electives	7	
<b>Total program</b>			<b>40</b>
* Recommended advised electives include any ENG course which satisfies the Writing Studies Minor requirements.			

**B.A. — English/Middle Childhood and Adolescent Education**  
(with teacher certification; for additional information, consult with the College of Education)

Liberal Arts Requirement			Units 20
* All Niagara University students entering as freshmen are required to take the one credit Niagara University Beginning seminar course (NUB 102) in addition to the 20 general education requirements.			
See General Education			
Foundation Courses		9	
Distribution Courses		11	
Professional Requirement			9
Major Requirement			12
ENG 203-204	Major British Writers I, II	2	
ENG 215-216	Major American Writers I, II	2	
ENG 355	Teaching of Composition	1	
ENG 356	English Grammar	1	
ENG 206	Methods of Literary Study	1	
ENG 354	Lit for Children and Adolescents	1	
ENG 400	Shakespeare	1	
ENG (varies)	Post-1800 (British) elective	1	
ENG (varies)	Advanced American elective	1	
ENG 490	Senior Seminar	1	
*SPK 201	Speech: Oral Interpretation	1	
<b>Total program</b>			<b>40</b>
* SPK 201 must be taken as an Analytic Skills elective in the distribution component. A 3-credit course at the college-level in a language other than English is required for New York state certification.			

**B.A. — English/Early Childhood and Elementary Education**  
(with teacher certification; for additional information, consult with the College of Education)

Liberal Arts Requirement			Units 20
* All Niagara University students entering as freshmen are required to take the one credit Niagara University Beginning seminar course (NUB 102) in addition to the 20 general education requirements.			
See General Education			

Foundation Courses		9	
Distribution Courses		11	
Professional Requirement			11
Major Requirement			12
ENG 203-204	Major British Writers I, II	2	
ENG 215-216	Major American Writers I, II	2	
ENG 315	Greek and Roman Literature	1	
ENG 354	Lit for Children and Adolescents	1	
ENG 355	Teaching of Composition	1	
ENG 356	English Grammar	1	
ENG (varies)	Pre-1800 (British) elective	1	
ENG (varies)	Post-1800 (British) elective	1	
ENG (varies)	Advanced American literature	1	
ENG 490	Senior Seminar	1	
*SPK 201	Speech: Oral Interpretation	1	
<b>Total program</b>			<b>40</b>
* SPK 201 must be taken as an analytic skills elective in the distribution component. A 3-credit course at the college-level in a language other than English is required for New York state certification, as are a 3-credit course in mathematics, science and social studies.			

**Courses (ENG prefix)**

- Indicates courses which cannot be challenged

**• ENG 100 — Introduction to Literature (WI)**

No formal prerequisites; students should be proficient in reading and writing at the college level. Introduces students to several genres of literature (usually poetry, drama, fiction), and to contemporary critical-theoretical approaches literary scholars use. Students write extensively in this course, arguing for their own interpretations, applying critical approaches, and incorporating secondary source ideas in thesis-driven analysis. Assigned literary works are diverse and multicultural, and may be organized by theme or motif.

*three semester hours*

**ENG 203-204 — Major British Writers, I, II (H)**

An overview of English literature from Beowulf to the end of the Victorian Era. Each major work is studied critically and textually in an historical context, as a symptom of cultural change.

*three semester hours each*

**ENG 207 — Masterpieces of World Literature (H/CD)**

Students read, discuss and analyze literature from cultures around the globe, from antiquity to the present. The course primarily explores texts from a variety of non-Western cultures (including African, Indian, Arabic and Chinese), alongside some works from European and/or American traditions. Discussions focus on understanding each work both through close reading and by situating it within its distinctive cultural context.

*three semester hours*

**ENG 209 — Women and Literature in England I (H/CD)**

Introduction to English literature by and about women, from the Middle Ages to 1700. Works of poetry, prose and drama will be studied in generic and historical contexts as symptoms of cultural change. Interdisciplinary approach to gender, discrimination, social justice make this course an elective in the Women's Studies Minor.

*three semester hours each*

**ENG 215-216 — Major American Writers I, II (H)**

Chronological survey of authors, genres, movements and influences from colonial writings to Civil War (Eng 215), and from Civil War through present (Eng 216). Emphasis on reading and interpreting primary material, using information about intellectual currents and historical backdrop, which create a vibrant, diverse, multicultural national literature.

*three semester hours each*

**ENG 218 — Native American Literature (H/CD)**

This course explores the complex relationship between Anglo-American images of Native Americans and the self-representations of American Indian writers. We examine the process through which the Native American identity has been constructed, how this identity serves the dominant culture, and most importantly, how American Indian writers have resisted, challenged, appropriated, and/or transformed this identity through autobiography, fiction, poetry, and essay.

*three semester hours*

**ENG 221 and WRT 221 — Creative Writing (H/WI)**

This course, taught in a workshop format, introduces the fundamental skills used by writers of poetry and fiction. The primary text of the course is the students' original poems and short stories; works by contemporary writers are also read and analyzed. Students develop individual portfolios of revised work in fulfillment of course requirements. (Advanced Composition; part of Writing Studies minor)

*three semester hours*

**ENG 223 and CMS 223 — Creative Nonfiction (CD/H/WI)**

Students will read and write creative nonfiction from a number of sub-genres, including nature writing, personal essay/memoir, profiles, and reportage, considering possibilities for publication. They will explore the literature of reality—from the power of true stories, to the fascination of odd facts, to the revelation of insight. WRT 100 is a pre-requisite for this course.

*three semester hours*

**ENG 231 and WRT 231 — Business Communication (WI)**

A basic course in organizational communication: theory and practice. Communication is viewed as a behavioral science involving interaction between the message sender and the audience. Emphasis is on practical techniques of professional communication through letters, memorandums, and reports. (Advanced Composition; part of Writing Studies minor)

*three semester hours*

**ENG 260 — Methods of Literary Study (WI/H)**

Seminar introducing students to English as a discipline, focusing on key debates and research methodologies. Students practice strategies for analysis of literary and cultural texts; they also learn to research, evaluate, and properly cite scholarship and to compose a critical essay that demonstrates knowledge of the readings and assumptions of major schools of literary criticism.

*three semester hours*

**ENG 300 — Medieval Literature (H)**

*Prerequisite: permission of the instructor*

An introductory course on the literatures of medieval England. The course will include texts from both the Old English (700-1100) and the Middle English (1100-1500) periods, including selected works of Chaucer. Students will read and discuss literature in a variety of genres (lyric poetry, Arthurian romance, religious allegory, etc.), and explore the distinctive aspects of medieval culture and society. (Pre-1800)

*three semester hours*

**ENG 301 — Seventeenth Century Literature (H)**

*Prerequisite: permission of the instructor*

English prose and poetry from 1603-1700 excluding John Milton. Major emphasis is on Donne, Cavalier lyricists, and John Dryden. The poets' relation to and expression of the philosophical, intellectual, religious and political movements are examined. (Pre-1800)

*three semester hours*

**ENG 302 — The Enlightenment (H)**

*Prerequisite: permission of the instructor*

This course explores the contributions of English authors primarily during the 18th century to the cultural and intellectual milieu known as the Enlightenment. Discussion focuses on the writings of Dryden, Pope, Swift, and Johnson, among others. Specific literary themes are related to the music and art of the period. (Pre-1800)

*three semester hours*

**ENG 303 — English Renaissance Literature (H)**

*Prerequisite: permission of the instructor*

This course is a study of major literary achievements in poetry, prose and drama from the close of the Middle Ages to 1603. Students will study such influential forms as the sonnet, romance epic and revenge tragedy, and read representative works by Elizabeth Cary, Queen Elizabeth I, Thomas Kyd, Christopher Marlowe, Philip Sidney, Edmund Spenser, Isabella Whitney and Thomas Wyatt. (Pre-1800)

*three semester hours*

**ENG 305 — English Romantic Poetry (H)**

*Prerequisite: permission of the instructor*

Examines the common assumptions shared by the chief romantic poets, and the contribution each made to English romanticism—including the visionary mysticism of Blake; the revolt in poetic diction championed by Wordsworth; Coleridge's concept of the imagination and fancy; the neoplatonic idealism of Shelley; Keats's negative capability; and the classicism of Byron, whose popularity as a romantic poet was unrivaled among his contemporaries. (Post-1800)

*three semester hours*

**ENG 306 — Victorian Poetry**

*Prerequisite: permission of the instructor*

Virtually every Victorian poet experienced a tension between devotion to individual sensibility, and commitment to the social and moral needs of the age. This course explores major poets' attempts to reconcile conflicting claims of private and public responsibility. Principal authors studied include Tennyson, Browning, and Arnold,



with some consideration of the contribution of Rossetti, Hopkins, Housman and Hardy, among others. (Post-1800)

*three semester hours*

**ENG 307 — The Modern Age Through  
Contemporary Literature (H)**

*Prerequisite: permission of the instructor*

A look at the complex 20th century through the eyes of selected modern English and American poets, novelists, and playwrights. Works by authors such as Yeats, Eliot, Dreiser, Faulkner, Bellow, Pinter, and Beckett will be discussed with an eye toward defining a “spirit of the modern age.” (Post-1800 or Advanced American)

*three semester hours*

**ENG 308 — Romanticism in America (H)**

*Prerequisite: permission of the instructor*

Examines distinctive features of the romantic movement in America, with major weight on the writings and thoughts of Emerson, Thoreau, and the Transcendental group, and the romantic reaction embodied by Hawthorne and Melville. The art of Poe is also discussed. (Advanced American.)

*three semester hours*

**ENG 310-312 — Studies in American Authors (H)**

*Prerequisite: permission of the instructor*

Single authors or combinations of authors studied in depth. For example, Hawthorne, Mark Twain, Willa Cather, Toni Morrison, and Faulkner. Also groups such as Native American writers; Early American writers and American poets. May be taken up to three times, with different authors or topics. (Advanced American)

*three semester hours each*

**ENG 315 — Greek and Roman Literature (H)**

*Prerequisite: permission of the instructor*

This course explores the literature of ancient Greece and Rome, with special attention paid to classical epics, plays, and myths as both products of their times and foundational texts in the Western literary tradition. Authors studied may include Homer, Sophocles, Virgil and Ovid.

*three semester hours*

**ENG 321 and WRT 321 — Poetry Writing (H/WI)**

*Prerequisite: ENG 221 (WRT 221), or permission of the instructor*

Theory and practice of poetry. Workshop format, building on skills from ENG 221 (WRT 221). Assignments include poems, essays, presentations, and responses to readings. Texts include student writing, contemporary poetry, and essays by contemporary poets. Students develop portfolios of revised work prepared during the semester. (Advanced Composition; part of Writing Studies minor)

*three semester hours*

**ENG 333 — Old English (AS/H)**

*Prerequisite: permission of the instructor*

An intensive introduction to Old English, the vernacular language of Anglo-Saxon England (ca. 500-1100 CE). Students learn the basics of Old English grammar, vocabulary, and syntax, and translate selections of Old English prose and poetry. (Pre-1800)

*three semester hours*

**ENG 341 — Editing and Collaboration (H/WI)**

*Prerequisite: ENG 231, or permission of the instructor*

This course develops skills students need to write successfully in college, in the workplace, and in their everyday lives. It prepares students for the various types of writing they would do as professional editors or writers, including synthesizing information from various sources, providing feedback to other writers to guide their revision, managing multi-authored documents, and co-authoring. (Advanced Composition; part of Writing Studies minor)

*three semester hours*

**ENG 342 and WRT 342 — Special Topics in Web Writing (H/WI)**

*Prerequisite: CMS 222, or permission of instructor.*

A course which focuses on specific trends, genres, or aspects of Web writing. Topics include: Web writing in social, workplace or academic contexts; unique genres of Web writing (blogs, wikis, forums); challenges to traditional media and publishing made by Web writing. (Advanced Composition; part of Writing Studies minor)

*three semester hours*

**ENG 343 and WRT 343 — Studies in Rhetorical Theory (H/WI)**

*Prerequisite: WRT 100, or permission of instructor.*

Offers in-depth study of rhetorical theory. The course may focus on one or more periods (e.g., Classical rhetoric, Enlightenment rhetoric), theorists (e.g., Aristotle, Burke), or concepts (e.g., invention, metaphor). May be taken up to three times with different course material.

*three semester hours*

**ENG 345 and WRT 345 — Science Writing (H/WI)**

*Prerequisite: WRT 100, or permission of instructor.*

Examines the forms of communication undergirding science. Students analyze and write in a variety of scientific genres as they learn the rhetorical dynamics of research. Emphasis is also placed on the public understanding of science, including representations of science in fine art and film.

*three semester hours*

**ENG 346/546 and WRT 346 — Visual Rhetoric (H/WI)**

*Prerequisite: WRT 100, or permission of instructor.*

Students analyze and synthesize the rhetorical principles by which visuals are produced and used to inform, educate, advocate, and persuade. Students also consider the cultural contents for visual communication, how visuals work with other forms of communication, and the ethical implications of how visuals are used for rhetorical purposes.

*three semester hours*

**ENG 348/548 and WRT 348/548 — Ethnography and  
Travel Writing (H/CD/WI)**

*Prerequisite: WRT 100, or permission of instructor.*

This course focuses on nonfiction writing about culture. Students use participant-observation and interviewing as tools for developing vivid characters, scenes, dialog, and story elements, while reading Latin American and Hispanic ethnography for exemplars. Emphasis is placed on writing that promotes cultural awareness and understanding of the changing American demographic. Travel not required.

*three semester hours*

**ENG 351 and WRT 351 — Grant Writing (H/WI)**

*Prerequisite: ENG 231, or permission of the instructor*

This course introduces students to the process of applying for grants in their area of specialization using research and documentation skills. Students gain practice analyzing the mission, values, and priorities of philanthropic and other funding institutions, and apply that knowledge to their organizational and/or individual ethos. This course culminates in a grant proposal, requiring extensive persuasive and analytic writing. (Advanced Composition; part of Writing Studies minor)

*three semester hours*

**ENG 354 — Literature for Children and Adolescents (H)**

*Permission of instructor*

Survey of modes and genres of literature written specifically for children and adolescents, primarily British and American traditions. Focus on interpreting primary material (including illustrations); recognizing thematic patterns, moral lessons and didactic intention; infusion of multicultural and diversity subjects in this literature.

*three semester hours*

**ENG 355 — Teaching Composition (WI)**

The study of the methods of teaching composition at the elementary and secondary school levels. Considerable attention directed to techniques of grading and evaluating prose themes. Designed for prospective elementary and high school English teachers, this course examines current research in composition and its implications for methods of instruction and evaluation. (Advanced composition; part of Writing Studies minor)

*three semester hours*

**ENG 356 — English Grammar: Theory and Practice (H)**

An advanced survey of the English grammatical structures, this course provides insights into the structure and working of English through a transformational approach to the study of syntax. (Part of Writing Studies minor)

*three semester hours*

**ENG 360 — Literary Theory and Criticism (H)**

*Prerequisite: ENG 260*

Introduction to theoretical approaches to literary analysis, typically emphasizing post-1960s developments in theory and criticism. The course may be conducted as a survey of important theoretical movements or a focused investigation of a major theoretical school or theorist, in either case exploring the applicability of theory to selected literary works.

*three semester hours*

**ENG 370 — Contemporary Anglophone and British Literature (H/CD)**

*Prerequisite: permission of the instructor.*

This course examines contemporary Anglophone and British literatures in aesthetic, cultural, and political contexts, particularly as these relate to developments in literary theory and criticism. Attention is given to issues of canon formation and the meaning of “English” literature. The course may focus on a major theoretical issue or geographic locale. (Post-1800)

*three semester hours*

**ENG 400 and THR 400 — Shakespeare (H)**

*Prerequisite: permission of the instructor*

This course examines in depth representative plays of Shakespeare in each of the genres; tragedy, comedy, history and romance, as well as the sonnets. (Pre-1800)

*three semester hours*

**ENG 401 — Dante (H)**

*Prerequisite: permission of the instructor*

This course is an intensive introduction to selected works of the medieval poet Dante Alighieri, with particular attention paid to his *Divine Comedy*. Analysis and discussion focus primarily on Dante as narrative poet, lyricist, philosopher, and critic. The course also explores the cultural and historical contexts for Dante’s work and, time permitting, his influence on later writers. (Pre-1800)

*three semester hours*

**ENG 405 — Milton (H)**

*Prerequisite: permission of the instructor*

*Lycidas*, minor poetry and “*Paradise Lost*” examined exhaustively and analyzed critically as to structure, language, prosodic technique, and thematic development. Stress on developing critical techniques to analyze the pastoral elegy and epic poem as applied to Milton’s works, or other works of these genres. (“*Paradise Regained*” and “*Samson Agonistes*” examined as time permits). (Pre-1800)

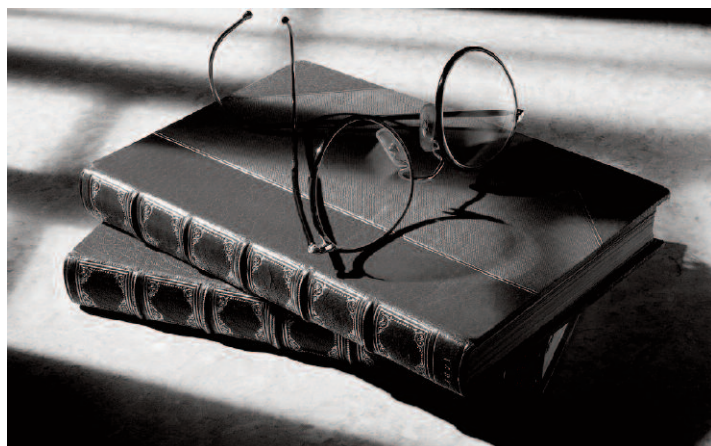
*three semester hours*

**ENG 406 — Modern British Poetry (H)**

*Prerequisite: permission of the instructor*

This course traces attempts by 20th century British poets to fashion a modernistic aesthetic. The influence of French symbolist poets, and of impressionist, expressionist, and surrealist theories help explain complexity of form and content typical of poets like Yeats, Eliot, Auden and Dylan Thomas, and provide a context for comparison with more recent verse of Larkin, Gunn, Hughes, and others. (Post-1800)

*three semester hours*



### ENG 407 — Modern American Novel (H)

*Prerequisite: permission of the instructor*

A study of the modern American novel concentrating on Post-1950 novelists. Some attention is paid to earlier novelists (Faulkner, Hemingway, Fitzgerald, Steinbeck) to set the stage for discussion of contemporary novelists such as Bellow, Doctorow, Irving, and Walker. Discussion will focus on contemporary narrative theory and technique, and on varieties of setting, character, and themes in the modern American novel. (Advanced American)

*three semester hours*

### ENG 409-411 — Topics in American Literature

*Prerequisite: permission of the instructor*

Themes in American literature, such as Captivity Narratives through the 19th Century; Imagining Native Americans; The American Dream and Immigrant Writers; Poverty in the 20th Century American Literature; Freedom and Determinism in American Literature. May be taken up to three times, with different authors or topics. (Advanced American)

*three semester hours each*

### •ENG 414 and 415 — Honors Thesis I and II

Individual research of a substantive nature pursued in the student's major field of study. The research will conclude in a written thesis or an original project, and an oral defense. Students enrolled in the university's honors program write a thesis during their senior year. Students who are not enrolled in the honors program may obtain departmental honors by completing this sequence of courses. Student and instructor must agree on specific topic for research.

*six semester hours*

### ENG 420-421 — ENG 420 (Pre-1800) and ENG 421 (Post-1800) The History of the English Novel (H)

*Prerequisite: permission of the instructor*

Intensive genre study of representative novels spanning several literary periods, beginning in the early 18th century and culminating, in an extensive examination of the contemporary English novel. Explores thematic, philosophical, and aesthetic considerations in the evolution of types of English novels. Students will become familiar with major British novelists, and may perform independent research into specific areas of English fiction.

*three semester hours each*

### ENG 430 — 19th Century American Fictions (H)

*Prerequisite: permission of the instructor*

A study of American fiction in the romantic, naturalist, and realist modes, covering such authors as Brown, Irving, Hawthorne, Melville, Twain, Cable, Howells, James, Crane, and Norris, in light of the intellectual, philosophical and political forces that shaped their work. (Advanced American)

*three semester hours*

### ENG 440 — Independent Study

*Prerequisite: permission of the instructor*

Provides an opportunity for intensive work in an area of particular interest to the student and a faculty member. Departmental approval necessary.

*three semester hours*

### ENG 490 — Senior Seminar (WI)

*Prerequisite: Senior class standing and permission of instructor*

A series of seminars on a variety of topics in English and American literature proposed on a regular basis and rotated annually among the professors of the department. Each seminar requires that students demonstrate research skills commensurate with advanced study in English. Students must successfully complete this capstone course prior to graduation.

*three semester hours*

### •ENG 493, 494, 495, 496 — English Internship/Co-op

A junior or senior work-study program providing relevant employment experience. The program integrates classroom theory and practical work experience. (Transfer students must complete a minimum of 15 semester hours in the major at Niagara University before enrollment. Registration is to be arranged through the chairperson.)

*zero to six semester hour*

### ENG 546 — Visual Rhetoric

Students analyze and synthesize the rhetorical principles by which visuals are produced and used to inform, educate, advocate, and persuade. Students also consider the cultural contexts for visual communication, how visuals work with other forms of communication, and the ethical implications of how visuals are used for rhetorical purposes.

*three semester hour*

### Courses Courses (prefixes other than ENG)

Speech communications courses (with the prefix SPK) are now taught by the Department of Communications. American Sign Language courses (with the prefix ASL) are now taught by the Department of Modern and Classical Languages.

English majors who are taking a Writing Studies minor may take a maximum of three courses toward that major having an ENG prefix. Most qualifying ENG courses are cross-listed with a WRT prefix; students should consult their academic advisors.

### •WRT 100 — Thinking and Writing (WI)

*No formal prerequisites; students should be proficient in reading and writing at the college level.*

Writing 100 is a one-semester seminar taken by all first-year students in their first year of studies. In all sections, writing is taught as a means of acquiring as well as expressing ideas. Students receive instruction and practice in analysis and argument, in revision, and in the use and acknowledgement of sources. The emphasis in class is on developing ideas and refining them through writing.

*three semester hours*



# Environmental Studies Programs

William J. Edwards, Ph.D., Program Director  
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## Goals

Very little can be done today that does not have some form of environmental impact which must be critically analyzed before informed decisions can be made. The natural sciences provide understanding of the technical aspects of the environmental problems which face us all. The humanities and social sciences give us an appreciation for the economic, historical, moral, legal, and political aspects of environmental issues. The final result must be communicated intelligently. It is for these reasons that the programs in environmental studies are composed of courses from several disciplines. By drawing on different academic perspectives, they are designed to help the student develop a critical understanding of environmental issues.

## Programs

There are two environmental studies programs at Niagara. The first is a coordinate major in environmental studies. It is a sequence of eight courses which combines a liberal arts education and a major field within the College of Arts and Sciences with a selection of courses which have been identified for their ability to integrate information from multiple disciplines. The other program in environmental studies is a minor which may be taken in conjunction with any major. Five courses are required to complete the minor. It is designed to give an overview of global environmental issues. Students interested in either the coordinate major or the minor should first contact the coordinator of environmental studies.

## Coordinate Major in Environmental Studies

Course Requirements		Units
ENV 200	Introduction to Environmental Studies	1
ENV 103	Environmental Biology or	
ENV 204	Ecology with Lab	1
Group One (select three)		3
ENV 103	Environmental Biology	
ENV 105	Environmental Health	
ENV 204	Ecology with Lab	
ENV 302	Nature Study	
ENV 304	Field Ecology with Lab	
ENV 445	Limnology (Lakes and Streams)	
BIO 210	Botany	
BIO 345	Biometrics	
CHE 105	Chemistry and Society	
CHE 227/229L	Analytical Chemistry with Lab	
CHE 350	Special Topics in Environmental Chemistry	
ESC 172	Meteorology	
ESC 174	Physical Geology	

Group Two (select one)		1
CMS 120	Media Writing	
CMS 222	Writing for the Web	
CMS 315	Public Relations	
CMS 340	Photography	
CMS 354	International Communications	
ENG 345	Science Writing	
SPK 101	Public Speaking	

Group Three (select two)		2
ECO 101	Macroeconomics	
ENV 290	Environmental Thought	
HIS 272	New York State History	
PHI 323	Environmental Ethics	
POL 241	Public Policy	
ENV 488	Internship in Environmental Science	
INT 100	Introduction to International Studies	

\* Other courses may be substituted with the permission of the program director.

## Completion of a major in the College of Arts and Sciences

The capstone course in the chosen major should, if possible, involve an environmentally-related topic. Also, students are encouraged to consider a cooperative education or internship experience in a government agency, interest group or business concerned with environmental issues.

## Environmental Studies Minor

Course Requirements		5
ENV 200	Intro to Environmental Studies	1
ENV 103	Environmental Biology or	1
ENV 204	Ecology with lab	
ENV 105	Environmental Health	1
ENV 290	Environmental Thought	1

Choose one of the following		1
CHE 105	Chemistry and Society	
ENV 304	Field Ecology	
ENV 204	Ecology with Laboratory	
PHI 323	Environmental Ethics	
POL 241	Public Policy	

## Courses

- Indicates courses which cannot be challenged

### ENV 103 — Environmental Biology (NS)

An introductory course in which the functioning of ecosystems is explored and related to environmental problems. The course stresses current topics of local and global interest with emphasis on how to obtain, understand, and interpret information pertaining to environmental issues. Cross-listed as BIO 103.

three semester hours

### ENV 105 — Environmental Health

In this course, students are introduced to the basic concepts of toxicology, as they apply to understanding how environmental contaminants pose risks to human health and the environment. This course is intended for non-biology majors. Cross-listed as BIO 105.

three semester hours

### ENV 200 — Introduction to Environmental Studies

This course is an introduction to the study of environmental policy and politics, focusing on the tension between human values and environmental public policy. The objectives are to: convey to students the main tenet of environmental stewardship, familiarize students with the development of the environmental movement and environmental history in the United States, introduce students to the difficulties in developing and enforcing environmental policy with a focus on the problems facing the Niagara Frontier region.

*three semester hours*

### ENV 204 — Ecology and Laboratory (NS)

*Prerequisite: BIO 121/2 with C+ or better or permission of instructor*

A course relating ecological principles to studies in the laboratory and field. Topics include population dynamics, energy flow in ecosystems, and species interactions. Cross listed at BIO 204.

*four semester hours*



### ENV 290 — Environmental Thought

This course introduces students to environmental thought and what shapes people's ideas and behaviors concerning the environment. It examines the relationship between individuals, society, and the environment using various perspectives [i.e., the humanities, religions (Eastern and Western), philosophical and cultural traditions, and different political and economic systems]. The course focuses on the interplay of personal and cultural values and how they influence attitudes toward the environment. Students are encouraged to develop a "sense of place" that grounds them intellectually, spiritually, and physically in the geographic area in which they live.

*three semester hours*

### ENV 302 — Nature Study (NS)

This course fosters a personal, hands-on approach to understanding the natural world. It is designed to help the student become a better observer and communicator in the field of nature study. The laboratory provides opportunities to visit nature sites, conduct field studies, and learn from accomplished naturalists and educators. The course may include a service learning component. Cross listed as BIO 302.

*four semester hours*

### ENV 304 — Field Ecology

A field experience course. Through hands-on learning, we study the interactions between humans and ecology and gain an appreciation of ecology in a natural setting. Extended field trip(s). E.g. Everglades, FL and Great Lakes Shipboard Science. No ecology prerequisites required. Permission of Instructor Required. Cross listed as BIO 304.

*four semester hours*

### ENV 445 — Limnology

*Prerequisite: BIO 204, C- or better or permission of the instructor*

This course provides students with an introduction to the ecology of lakes and rivers, emphasizing their physical, chemical and biological function. Lecture topics include the physics and chemistry of continental waters, the major biotic communities, interactions among these communities, and interactions between humans and the aquatic environment. Laboratory exercises and field trips provide a practical introduction to the methods of aquatic sciences. Cross listed as BIO 445.

*four semester hours*

### ENV 488 — Internship in Environmental Science

*Prerequisite: Permission of the chairperson, 3.0 GPA in the major*

Training and professional experience in the environment. Interns do 60 hours of service training, maintain log record and write a personal career evaluation based on the intern experience. Cross listed as BIO 488.

*three semester hours*



Digital Forensics Minor

Forensic Science Minor

Petter Lovaas, Ph.D., Coordinator  
Assistant Professor of Computer and Information Sciences

Goals

Over the past decade, computer related crimes have increased significantly and the need for digital forensics experts is on the rise. With almost every organization participating in a digital word and as users have become more tech-savvy, the need for investigators are becoming increasingly high and is no longer only tied to law enforcement agencies. The digital forensics minor is designed to prepare students for a career in digital investigations. Upon completion of this program, students will qualify to sit for a certification examination to become certified forensic investigators utilizing industry standards.

Program

The minor in digital forensics is a program requiring students to study computer hardware, computer forensics and information security. It requires the completion of six highly specialized CIS courses. Students wishing to pursue the minor in digital forensics should contact the coordinator, Dr. Petter Lovaas, in the department of computer and information sciences.

Course Requirements		Units
CIS 270	Computer Hardware	6
CIS 320	Networking and Communication Systems (prereq CIS 270)	
CIS 285	Computer Forensics I (prereq CIS 270)	
CIS 385	Computer Forensics II	
CIS 485	Information Security	
CIS 495	Internship or Special Research Project	

Petter Lovaas, Ph.D., Coordinator  
Assistant Professor of Computer and Information Sciences

Mary McCourt, Ph.D., Department of Chemistry

Goals

Crime scene forensics is increasingly becoming more important and with todays technologies a forensic scientist should have knowledge of digital forensics and chemistry. In chemistry students will learn how to perform toxicology investigations and, coupled with digital forensics, this minor will provide students with a broad and unique experience in crime investigations.

Program

The minor in forensic science is an interdisciplinary program that will require study in chemistry and computer and information sciences. It requires the completion of six courses. Students wishing to pursue the minor in computer crime should contact the coordinator, Dr. Mary McCourt in the department of chemistry or Dr. Petter Lovaas, in the department of computer and information sciences.

Course Requirements		Units
CIS 270	Computer Hardware	5
CIS 285	Computer Forensics I (prereq CIS 270)	
CIS 385	Computer Forensics II (prereq CIS 285)	
PHY 108	CIS NU: Physical Forensics	
CHE 108	Forensic Science	





General Studies

Gerontology

John P. Sauter Jr., Program Advisor  
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Goals

The College of Arts and Sciences offers an associate in arts (A.A.) in General Studies. This program of study is intended for students seeking a terminal associate in arts degree and those seeking the associate in arts degree as a possible steppingstone to a bachelor's degree. It is also relevant for students who are undecided or wish to explore alternative majors, but are too far along in their degree requirements for the Academic Exploration Program.

The aim of this program is to provide students with a broadly based, integrated course of study in liberal studies which introduces students to a specific body of knowledge, stimulates a student's intellectual curiosity and encourages future study. Individual schedules are tailor made with your advisor to explore your academic and career goals. As students figure out their interests, the curriculum can be adjusted to assist them in transitioning to a specific bachelor's degree program. A student enrolled in this program selects from the same courses available to other NU students.

A.A. — General Studies — Arts & Sciences

		Units
General Education Foundation Courses		5
WRT 100	Writing and Thinking	1
ENG 100	Introduction to Literature	1
REL 101 or 103	Religious Studies elective	1
PHI 205 or 206	Philosophy elective	1
HIS 199	America and the Contemporary World	1
General Education Distribution Electives		10
Natural science elective		1
Social science elective		1
Humanities elective		1
Cultural diversity elective		1
Analytical skills I (MAT/AS)		1
Analytical skills II (AS)		1
Free electives		4
Concentration		5
A sequence of 5 approved courses in one discipline selected from major or minor requirements set forth by each department.		
Total program		20
To qualify for this degree a student must satisfy the requirements indicated above and achieve a minimum of 2.00 QPA overall and in the concentration.		

Transfer credit into this degree program cannot exceed 10 units (30 semester hours).

Credit from the General Studies degree is transferable to a four-year degree provided the requirements correspond to the particular program desired.

Susan E. Mason, Ph.D., Coordinator  
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Goals

As the elderly population in the United States continues to grow, there is a corresponding increase in the need to prepare a workforce with the appropriate knowledge, skills, and values. Some students are preparing for careers that will bring them in direct contact with older adults in health and human services, government, business, or education. Others may have less direct contact, but because older adults represent a large and growing segment of the population, students in every major will benefit from an understanding of the interests, abilities and needs of older adults. The gerontology program will not only introduce students to the study of aging and the aged, it will provide opportunities for experiential learning, including research training, internships and community service placements working with the elderly.

Bachelor of Arts in Liberal Arts

Students completing a Bachelor of Arts in Liberal Arts with a Concentration in Gerontology are required to take GRN 100 (Introduction to Gerontology) plus four other courses from Block 1 (Psychology), three courses from each of two other blocks, and the Senior Seminar (LAM 499; LAM 403/404 for Honors Students). At least two courses, not including the Senior Seminar, must be at the 300 or 400 level.

In addition to coursework required by the Gerontology Model Major, students will also be required to complete all requirements of the Liberal Arts Program. For specific degree requirements unique to the Liberal Arts Program, consult the description of the program in this catalog.

Block One	
GRN 100	Introduction to Gerontology
PSY 201	Developmental Psychology
PSY 215	Psychology of Aging
*PSY 401, 402, 403, 404	Supervised Research
*PSY 491	Practicum
*PSY 493, 494, 495, 496	Psychology Co-op
Block Two	
SOC 322	Sociology of Aging
SOC 326	Sociology of Health
*SOC 493, 494, 495, 496	Sociology Internship
Block Three	
SWK 212	Human Behavior and Social Environment II (Pre-requisite — SWK 211 or PSY 201)
SWK 252	Death and Dying
SWK 352	Social Work with the Aging
*SWK 493, 494	Social Work Internship

#### Block Four

BIO 101	Human Biology
BIO 104	Human Genetics
BIO 231	Human Anatomy and Physiology
BIO 337	Oncology
BIO 360	Pathophysiology
*BIO 489	Internship in Health Studies
*BIO 493, 494, 495, 496	Biology Co-op
*BIO 497, 498, 499	Independent Study

\* Requires coordinator's approval

### Gerontology Minor

Students completing a minor in gerontology are required to take the core introductory course, GRN 100: Introduction to Gerontology, plus four advised electives.

#### Electives

GRN 310	Physical Changes and Aging
GRN 403	Supervised Research
GRN 406, 407	Honors Thesis
GRN 493, 494, 495, 496	Gerontology Internship/Co-op
PSY 201	Developmental Psychology
PSY 215	Psychology of Aging
SOC 322	Sociology of Aging
SOC 326	Sociology of Health
SWK 212	Human Behavior and Social Environment II (Pre-requisite — SWK 211 or PSY 201)
SWK 252	Death and Dying
SWK 352	Social Work with the Aging
BIO 101	Human Biology
BIO 104	Human Genetics
BIO 231	Human Anatomy and Physiology
BIO 337	Oncology
BIO 360	Pathophysiology

### Courses

#### GRN 100 — Introduction to Gerontology (SS/CD)

An introduction to the field of gerontology. The course takes a multidisciplinary approach to the study of aging and older adults, considering biological, psychological and sociological perspectives. GRN 100 is open to all students; there are no prerequisites. The course can count as a social science, or as a cultural diversity course.

*three semester hours*

#### GRN 310 — Physical Change and Aging (NS/CD)

Physical changes and common pathologies associated with the aging process, with special emphasis on the psychological and social implications of these changes in the lives of older adults. Key topics include theories of aging; changes and disorders in the skeletal, nervous, cardiovascular, and respiratory systems; dementia, delirium and mild cognitive impairment.

*three semester hours*

#### GRN 403 — Supervised Research (CD/WI)

An opportunity for students to conduct collaborative research under the supervision of a faculty mentor or engage in an independent study program. Both options require a written report.

*three semester hours*

#### GRN 406 and 407 — Honors Thesis I and II (CD/WI)

Individual research of a substantive nature pursued in the student's major field of study. The research will conclude in a written thesis or an original project and an oral defense.

*six semester hours*

#### GRN 493, 494, 495, 496 — Gerontology Internship/Co-op (CD/WI)

A work-study program providing relevant employment experience. The objective of the program is to integrate classroom theory and practical work experience, thus lending relevancy to learning and providing the student with a realistic exposure to career opportunities.

*three to six semester hours*



# Department of History

Robert G. Kane, Ph.D., Chairperson  
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## Goals

The history department offers survey, theme, regional and special courses to reveal patterns of change and continuity in human thought, values, and institutions. Studying the past helps us in understanding the present and anticipating the future. Furthermore, students should better appreciate our multicultural society and their place in it.

The department believes that upon completing the curriculum, students will be able to: read perceptively, think critically and write clearly; use the library and computer technology to locate primary and secondary sources for any period of history; synthesize historical materials for presentation orally and in writing; explain the general characteristics of major periods in U.S. and European history and in some detail the central issues and major historical interpretations for at least two periods in each area; explain the general characteristics of three major non-Western regions and in some detail the historical development and issues of each; demonstrate an understanding of cultural diversity issues both globally and within the United States; and explain the historical background of current social, political, cultural and economic issues.

## Programs

The department of history offers four degree programs:

- B.A. in history
- B.A. in social studies - secondary
- B.A. in social studies - elementary
- B.A. in social studies - Special Education and Childhood, 1-6
- B.A. in social studies — Special Education and Adolescence, 7-12

Niagara's social studies education programs are all accredited with the National Council for Accreditation for Teacher Education (NCATE) and are in compliance with the guidelines of the National Council for the Social Studies.

## B.A. — History — Arts & Sciences

	Units	
General Education Requirement	20	
* All Niagara University students entering as freshmen are required to take the one credit Niagara University Beginning seminar course (NUB 102) in addition to the 20 general education requirements.		
See General Education		
Foundation Courses	9	
Distribution Courses	11	
Major Requirement	20	
HIS 200	Introduction to Research	1
HIS 400	Senior Seminar	1
300 Level	American History	2
300 Level	European History	2
300 Level	Non-Western History	3
	History electives	5
	Advised electives*	6
Total program		40
* Students are urged to utilize these to form a minor or broaden their intellectual knowledge.		

## B.A. — Social Studies — Education

With teacher certification, B-6, 1-6, 1-9, 7-12, 5-12

	Units	
General Education Requirement	20	
* All Niagara University students entering as freshmen are required to take the one credit Niagara University Beginning seminar course (NUB 102) in addition to the 20 general education requirements.		
See General Education		
Foundation Courses	9	
Distribution Courses	11	
Professional Requirement	9	
Major Requirement	12	
	European History (usually HIS 101 and 102)	2
	American History (usually HIS 103 and 104)	2
	Non-Western History (African/Asian/Latin)*	2
GEO 290	Political Geography	1
	Economics (usually ECO 101, 102, 110, or 111)	1
	Political Science (usually POL 101)	1
HIS 200	Research	1
	History electives from any area of European or American history	2
Total program		40

\* Education majors must take their second unit in a non-Western history in the distribution component.

A college-level foreign language other than English is required for New York state certification.

A college-level course (three credit hours) in English, mathematics, science, social studies and a language other than English is required for New York state certification in elementary grades.





B.A. — Social Studies — Education			
With teacher certification, Special Education			
1-6 and 7-12			
			Units
General Education Requirement			20
* All Niagara University students entering as freshmen are required to take the one credit Niagara University Beginning seminar course (NUB 102) in addition to the 20 general education requirements.			
See General Education			
Foundation Courses		9	
Distribution Courses		11	
Professional Requirement			11
Major Requirement			12
	European History		
	(usually HIS 101 and 102)	2	
	American History		
	(usually HIS 103 and 104)	2	
	Non-Western History		
	(African/Asian/Latin)	2	
GEO 290	Political Geography	1	
	Economics (usually ECO 101, 102, 110, or 111)	1	
	Political Science		
	(usually POL 101)	1	
HIS 200	Research	1	
	History electives from any area of European or American history	2	
Total program			41
* Education majors must take their second unit in non-Western history in the distribution component.			
A college-level course (three credit hours) in English, mathematics, science, social studies and a language other than English is required for New York state certification in elementary grades.			

Minor — History

The minor in history is awarded to a student who successfully completes a sequence of five courses in history (HIS 199 counts as one of the five courses). The sequence must include at least one upper-level course in each of the following areas: European history, American history, and non-Western history. The sequence is determined by the student in consultation with a departmental advisor.

Courses

- Indicates courses which cannot be challenged

HIS 101 — Western Civilization I (H)

This course is an introduction of the major themes of Western Civilization, which had a profound influence on American society and culture. The course will describe the development of Western Civilization from its ancient origins in the Mediterranean, including Greece and Rome, to the High Middle Ages. It will examine the political, literary, artistic, philosophical, and architectural contributions of successive civilizations.

three semester hours



HIS 102 — Western Civilization II (H)

This course continues the examination of the major themes of Western Civilization. It focuses on the historic developments from the High Middle Ages to the end of the Post-World War II Era. It will examine the contributions of Western Civilization in politics, science, art, literature and philosophy, and their influence on American social and cultural developments.

three semester hours

HIS 103 — America to 1876 (H)

This course seeks to introduce students to American history from the age of discovery until the end of Reconstruction. Basic methods of historical study and central themes such as America’s multicultural origins, society and politics, equality and freedom, and sectional differences will be covered.

three semester hours

HIS 104 — The United States Since 1877 (H)

This course seeks to introduce students to American history from the end of Reconstruction until today. Basic methods of historical study and central themes such as immigration, civil rights, war and social change, and political transformations will be discussed.

three semester hours

HIS 107 — World History to 1500 (H, CD)

This course provides a survey of major historical developments in world history from prehistory to 1500. It aims to familiarize students with the interaction and development of civilizations on a global scale through an examination of cultural exchanges and conflict, technological developments, the impact of environmental change, geography, and global commerce.

three semester hours



### **HIS 108 — Modern World History (H, CD)**

In this course, students will explore major themes in world history from the sixteenth century to the present. Topics include imperialism and changing models of political organization, the rise of nationalism, international trade routes and globalization, and the role that new technology plays in historical events.

*three semester hours*

### **HIS 199 — America and the Contemporary World**

Interpretive overview of developments affecting America and Americans during the turbulent years since World War II. Examines the nation's rise as a global superpower, the expanding role of central government, and related political, economic, scientific, social, and cultural developments. Provides perspectives on our future by evaluating the impact of developments on fundamental American values.

*three semester hours*

### **•HIS 200 — Introduction to Research**

This course focuses on doing research in the discipline of history. Research theory, research technique, and evaluation of sources are stressed. Students work in all of the following areas: topic selection, source location, source evaluation, structural integrity of a report, elements of style, technology, and appropriate use and citation of sources. Required of all history and social studies majors usually during their sophomore year.

*three semester hours*

### **HIS 201 — Hitler and the Third Reich (H)**

Study of the developments which led to Nazi dictatorship. Topics discussed will include Germany's intellectual background, the role of Adolph Hitler, and the political, social and economic factors which caused the rise and fall of the Third Reich.

*three semester hours*

### **HIS 204 — Introduction to Public History (H)**

This course acquaints students with the roles that museums, museum workers, and public historians play in the United States, both in the past and present times. Students participate as interns at public history sites in the community, and have a chance to create a public history project.

*three semester hours*

### **HIS 205 — Independent Research (H)**

Special archival, reading, or field research projects arranged individually between student and instructor. Open to all students by permission of instructor.

*three semester hours*

### **HIS 206 — Revolutions in European History (SS)**

This course is a comparative study of revolutions and revolutionary epochs in modern European history. It aims to analyze the origins, dynamics, and consequences of the revolutions that have shaped Europe and the world.

*three semester hours*

### **HIS 220 — Africa in World History (CD/H)**

This course provides a survey of major historical developments in African history from prehistory to the present. It aims to familiarize students with African interaction in global history through an introductory discussion of the human origins debate, regional developments, the spread of Islam, colonialism and neocolonialism, economic and political change, and the globalization of African culture.

*three semester hours*

### **HIS 222 — Rivalries: Central Asia and Afghanistan (H, CD, NW)**

This course studies the Central Asian history with its social, political, economic, and cultural aspects. Studying the early indigenous societies and their evolution through the Islamic, Mongolian, and Russian/Soviet influences present a perspective that combines both the local and global forces that shaped today's Central Asia and Afghanistan.

*three semester hours*

### **HIS 262 — The Vietnam War (CD/H)**

America's Vietnam War was the longest our nation ever fought, lasting 25 years and spanning six presidential administrations from Truman to Ford. This course explores the reasons for our involvement, the ways we fought the war, why it lasted so long, and why it culminated in an American defeat. Probed within this context are the Vietnamese social revolution, the antiwar movement within American society, events in Southeast Asia since 1975 when the United States withdrew, and the historical lessons to be learned from the war.

*three semester hours*

### **HIS 270 — Living with the Bomb: Asia in the Nuclear Age (CD/H)**

Examines the effects that nuclear weapons have had on Asian international relations from WWII to today. Pays particular attention to nuclear proliferation over the past decade and the potential repercussions this might have during the 21st century.

*three semester hours*

### **HIS 272 — New York State History (H)**

"Empire State" refers to New York State's vast geographic expanse and economic power. This course investigates the state's development into an "empire" from before European contact to the 21st century. Students will learn about the state's history, its continuous multicultural nature, and the tension between economic development and environmental conservation.

*three semester hours*

**HIS 273 — The Rise of Black America (CD/H)**

This course follows the rise of modern black American society from the trauma of the slave trade and slavery through the dramatic struggle for freedom in the present era. Basic topics will be complemented by study of the emergence of Afro-American culture — art, music and literature.

*three semester hours*

**HIS 274 — American Military History (H)**

Examines the development of the American military establishment from colonial times to the present, with special emphasis on its relationship to society, the evolution of war, joint operations, the progression of military professionalism in the United States and the military thought, ideals and strategies of selected American adversaries.

*three semester hours*

**HIS 276 — Contemporary Japan (H/CD/NW)**

Examines Japan since 1945 with emphasis on the U.S. Occupation and security alliance; the use misuse of historical analogies in understanding Japan, Inc.; the bubble economy of the 1990s; the globalization of Japanese pop culture and technology; and trauma and legacies of 3/11.

*three semester hours*

**HIS 280 — Asia-Pacific World (CD/H)**

Provides in images and print a historical introduction to modern Asia. Wars, revolutions, social change, economic growth and outstanding human figures are seen in stories of how China, Japan, Korea, Vietnam, India, Pakistan, Afghanistan, Indonesia and other peoples struggled to become modern nations that challenge Western economic, legal, and military supremacy.

*three semester hours*

**HIS 285 — The Arab-Israeli Conflict (H, CD)**

In this course, students will examine one of the most volatile disputes in the contemporary world, with an emphasis on its larger historical context: the Zionist movement in Europe, Palestine under the Ottomans and the British Mandate, contemporary Israeli and Palestinian politics, and the role of outside and regional actors.

*three semester hours*

**HIS 290 — World Terrorism (CD)**

This course examines the history of modern terrorism. Starting with the radicals of the French Revolution and ending with the current crisis in the Middle East, the course analyzes the paradoxical link between terror and the quest for “progress,” “democracy” and “freedom.” It also examines terrorism as an extreme form of protest against industrialization, and the perceived breakdown of “traditional” values.

*three semester hours*

**HIS 300 — Great Historians and Issues (H)**

Readings on issues of major historical significance which reflect the historians’ diverse approaches to the discipline. An essential course for students contemplating doing advanced study in the discipline of history.

*three semester hours*

**HIS 303 — The Renaissance (H)**

An exploration of the intellectual, cultural, religious and political influence of humanism in Italy and Western Europe in the 14th and 15th centuries.

Focus will be the literary and artistic contributions made by Renaissance “greats” such as Dante, Petrarch, Leonardo da Vinci and Michelangelo.

*three semester hours*

**HIS 304 — The Reformation (H)**

A study of the religious revolution in the 16th century as expressed in the Protestant and Catholic Reformations, and their historical ramifications. Topics will include the Renaissance Papacy, Luther and Germany, Calvinism, the Anabaptists and the Jesuits.

*three semester hours*

**HIS 305 — History of England I (H)**

A survey of English society’s development from the Roman invasions through 1688. Topics will include the Roman period in Britain, the Anglo-Saxons, the Norman invasion, medieval England, the Tudor-Stuart period and the Glorious Revolution. The development of the parliamentary system in Britain and the English monarchy will be stressed. Recommended for prelaw majors.

*three semester hours*

**HIS 306 — History of England II (H)**

A survey of English society’s development from 1688 to the present. Topics will include Georgian and Victorian England, the industrial revolution, the impact of the world wars, and the rise of the Labour Party. The growth of the British Empire and debates over parliamentary and social reform will be stressed. Recommended for prelaw majors.

*three semester hours*

**HIS 308 — The French Revolution and Napoleon (H)**

Examination of the political and social aspects of the French Revolution and the rise, enactment and overthrow of the Napoleonic system in Europe. Emphasis will be placed on studies of social composition, personalities and artistic developments during this era.

*three semester hours*

**HIS 309 — Nineteenth Century Europe (H)**

A study of the political, social, economic and cultural events from the Congress of Vienna, through the periods of Italian and German unification, to the Imperialistic Age at the eve of World War I. Trends such as conservatism, liberalism, socialism and romanticism will be examined.

*three semester hours*

**HIS 310 — War and Peace in 20th Century Europe (H)**

An examination of the historical events leading to victory, defeat and peace in the First and Second World Wars. Special emphasis will be placed on the rise of totalitarian regimes and the development of democratic political systems.

*three semester hours*

**HIS 311 — Contemporary Europe (H)**

The course will examine the European political, social and economic scene from the post-World War II period of reconstruction to the present. Topics of discussion will include the Cold War, the impact of totalitarianism and democracy on world affairs, the fall of Communism and the creation of the European Union.

*three semester hours*



**HIS 316 — The Holocaust (H)**

Examination of the annihilation of 6 million Jewish people and millions of innocent others as a result of Nazi policies which legalized discrimination, allowing prejudice, hatred, and, ultimately, mass murder to occur.

*three semester hours*

**HIS 321 — History of Russia (CD/H)**

A comprehensive study of Tsarist Russia emphasizing the essential determinants fostering the revolution of 1917.

*three semester hours*

**HIS 322 — History of the Soviet Union (CD/H)**

This course explores the political, ideological, social, cultural, economic and military aspects of Soviet history from the 1917 Revolution to the collapse of the Soviet Union in 1991. Themes include the Russian revolutions, the Stalinist system, its multinational structure, daily life, and factors that led to Russia today. Various approaches within historiography will also be discussed.

*three semester hours*

**HIS 338 — The Atlantic World, 1400-1760 (CD/H)**

This course investigates the development of the northwestern Atlantic basin from its existence as a multinational hodge-podge of foundering settlements to viable, complex societies. It focuses on the interaction of the three worlds — Europe, Africa and Native America — that collided to remake the New World. Important topics include discovery and settlement, cultural exchange, slavery, and trade.

*three semester hours*

**HIS 340 — American Revolutionary War (CD/H)**

This course evaluates the social, economic, political, and religious transformations experienced during the Revolutionary era. Individuals and broad cultural and social trends illustrate how the Revolution was more than a political or military event. This course asks whether or not America became more or less open and democratic between 1754 and 1826.

*three semester hours*

**HIS 342 — Early Republic, 1790-1850 (H)**

America changed dramatically during the early nineteenth century. This course will describe and evaluate the change based on the experiences of everyday Americans, especially women, African Americans, and Indians. It analyzes the democratization of politics, cultural development, the "Market Revolution", reform movements, and territorial expansion. Conflict and anxiety dominate the period.

*three semester hours*

**HIS 343 — The Civil War Era, 1850-1877 (H)**

The Civil War defines what both separates and unites the American nation. This course analyzes the war's causes, the experience of war, why people fought, reuniting the nation, and the war's continued legacy. Battles and military strategy appear only as they inform the war's social, cultural and political importance.

*three semester hours*

**HIS 344 — America in the Industrial Age (H)**

Interpretative analysis of modern America's emergence during the late 19th century, including the rise of industrialism, immigration, urban and rural dislocations, and governmental responses.

*three semester hours*

**HIS 345 — From Roosevelt to Roosevelt (H)**

A study of the Progressive Period, the 20s, the Depression and the New Deal. Close attention directed also to the rise of the United States to the status of a global power through World War II.

*three semester hours*

**HIS 346 — Civil Rights Movements (CD/H)**

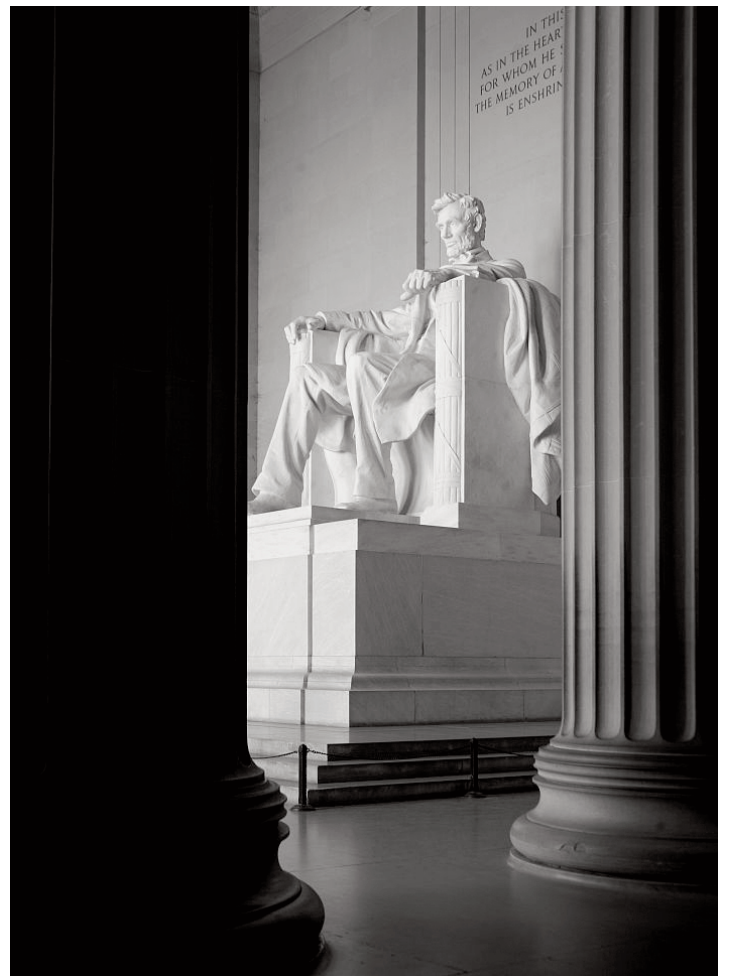
This course examines the long arc of the Civil Rights Movement; exploring the major campaigns, organizations and guiding themes of the modern Black freedom movement while acknowledging the role of less-publicized grassroots activism. We will analyze major debates regarding Black Power and Civil Rights, placing both in their proper context.

*three semester hours*

**HIS 347 — Contemporary Problems — Domestic (SS)**

A problems approach to selected domestic issues facing American society today, historical backgrounds, current contours, and proposed solutions.

*three semester hours*



**HIS 348 — Contemporary Problems — Foreign (SS)**

A problems approach to selected foreign affairs issues facing American society today, historical backgrounds, current contours, and proposed solutions.

*three semester hours*

**HIS 355 — Women in American History (H, CD)**

Students are introduced to American women's history from colonial times to the present. Students are exposed to what "famous" and ordinary women did, what they were told to do, and the tension between the two. Attention is paid to the intersections of race, class, and ethnicity in women's experiences.

*three semester hours*

**HIS 357 — Early American Foreign Policy (H)**

Interpretive and descriptive study of American foreign policy from colonial times to World War I; its theory, practice, and results, with emphasis on U.S. use of law and diplomacy to navigate a system of more powerful states.

*three semester hours*

**HIS 358 — Modern American Foreign Policy (H)**

Interpretive and descriptive study of American foreign policy from World War I to the present. America's emergence as a global power in modern times, the nexus of domestic and foreign affairs, and the legal dimensions of US power are highlighted.

*three semester hours*

**HIS 359 — Canada and U.S. Relations (H)**

This course explores the historical relations of the Canadian and American nations and examines the major determinants influencing their interrelationship since the late eighteenth century. The purpose of this course is twofold: 1) to familiarize students with the major events that have shaped Canadian-American relations, and 2) to use Canadian-American history as an analytical model for exploring international relationships.

*three semester hours*

**HIS 361 — Ottomans and Modern Turkey (H, CD)**

This course examines the dynamics that shaped governance, society and culture in the Middle East and the Balkans under the Ottoman Empire from 1300-1923 and its successor, the modern Republic of Turkey, the first secular and democratic state with a predominantly Muslim population.

*three semester hours*

**HIS 371 — The Middle East (CD/H)**

Change and continuity in Southwest Asia and North Africa from the rise of Islam to the nineteenth century with emphasis on the relationship with the West and the challenge of modernity. Considers the evolution of Islamic civilization, Western imperialism, the development of nationalism, and intellectual currents.

*three semester hours*

**HIS 372 — The Modern Middle East (H, CD)**

In this course, students will examine major trends in the political, economic, social, and cultural history of the modern Middle East from the early nineteenth century to the present. Themes include the effects of western imperialism, reform movements, and the historical roots of issues facing the region today.

*three semester hours*

**HIS 374 — Modern Africa (CD/H)**

A study of the crucial issues of the colonial and post-colonial periods in east Africa. Study of the economic, social and religious revolutions in African societies and consideration of resistance and freedom struggles including the Mau Mau rebellion.

*three semester hours*

**HIS 375 — Modern China (CD/H)**

The people of China and their massive social revolution from its origins to the quest today for national power and an egalitarian society. Interdisciplinary approach: literature, geography, economics, politics and science from a historical perspective.

*three semester hours*

**HIS 376 — Modern Japan (CD/H)**

The people of Japan and their successful transition from feudal society to modern national and global economic power today. Interdisciplinary approach: literature, geography, economics, politics and psychology from a historical perspective.

*three semester hours*

# International Studies Program

## HIS 379 — Modern Latin America (CD/H)

Examines the roots of Latin America's continuing struggle for political stability and economic development. From the Spanish and Portuguese cultural legacies to the rise of nationalism to independence and development of national states, an analysis of the complex mix of ideologies, personal ambition, and external forces that have shaped the Latin American social, political and economic scene today. Special attention to the problem of dependency and its impact on development in the twentieth century.

*three semester hours*

## HIS 390 — Special Topics in History (H/WI)

This course will examine in detail a topic of theme that is not ordinarily offered by the History Department that falls within a faculty member's expertise. Emphasis will be placed on reading recent scholarship in an emerging field of study. May be taken up to three times with different course material.

*three semester hours*

## HIS 400 — Senior Seminar (WI)

Research seminar designed to stress primary sources, evoke in-depth research, and produce from each participant a solid paper worthy of a bachelor's degree. Topics selected in harmony with student interest and instructor preference. Required of all history majors during their senior year.

*three semester hours*

## •HIS 403-404 — Honors Thesis I and II (WI)

Individual research of substantive nature pursued in the student's major field of study. The research will conclude in a written thesis or an original project and an oral defense.

*six semester hours*

## HIS 493, 494, 495, 496 — History Internship/Co-op

A junior or senior work-study program providing relevant employment experience. Registration will occur at the beginning of the experience. The objective of the program is to integrate classroom theory and practical work experience, thus lending relevancy to learning and providing the student with a realistic exposure to career opportunities. Students interested in taking an internship or co-op should talk to their advisor.

*zero to six semester hours*

## GEO 290 — Political Geography (SS)

A study of geographic factors and their influence on world history with special attention given to the relationship of physical environment with political and cultural developments on a regional basis. Requirement for social studies majors.

*three semester hours*

David Reilly, Ph.D., Program Coordinator

[dreilly@niagara.edu](mailto:dreilly@niagara.edu)

[www.niagara.edu/intl/](http://www.niagara.edu/intl/)

## Goals

International Studies is an interdisciplinary program intended to promote student awareness of differing cultural perspectives, and appreciation and respect for the distinctiveness of cultures. By the completion of the program, students should develop the following competencies:

- Ability to analyze international phenomena by developing and conducting a research plan.
- Ability to identify sources of information and courses of study that will answer, solve, and/or inform a question, problem, or field of international study.
- Ability to understand core concepts and methodologies of different fields, and to assimilate and integrate information and ideas from different fields.
- Ability to present information in written and oral formats.
- Ability to translate concepts and theories into real-world applications and ability to function effectively in business, governmental, and foreign academic or social environments.
- Ability to integrate emerging technologies into research and communication; awareness of potential visions of the future and the implications of rapid technological change.
- Knowledge of links between International Studies major and potential careers.
- Awareness of ethical considerations in the world and ability to make ethical decisions in career.

Through course work, study abroad and internship programs, students are prepared for a variety of international careers.

## Programs

Students considering the International Studies major will meet with the Program Director to identify a field of study. The student will maintain a digital portfolio that keeps a record of how each course he or she is taking for the major relates to the field of study. The student will also maintain a record in the portfolio of any other experiences and/or courses that relate, including study abroad, internships, and/or service learning projects. All International Studies students are expected to participate in a study abroad program and/or an internship that includes substantial international content.

## B.A. — International Studies — Arts & Sciences

	Units
General Education Requirement	20
* All Niagara University students entering as freshmen are required to take the one credit Niagara University Beginning seminar course (NUB 102) in addition to the 20 general education requirements.	
See General Education	
Foundation Courses	9
Distribution Courses	11



Major Requirement		20
INT 100	Introduction to International Studies	1
INT 200	Research Concentration	1
	Pol. Sci. — International Relations	1
	Pol. Sci. — Comparative Government	1
	History — Non-United States	2
	Language Elective*	1
	Courses with substantial international content	4
	Advised Electives**	8
INT 400	International Studies Senior Seminar	1

**Total program** **40**

\* In the requirements for General Education Distribution Courses, International Studies students must take two Language Analytical Skills courses as well.

\*\* Advised Electives will be selected in consultation with an International Studies Major adviser based on the student's field of study.

## Minor — International Studies

1. INT 100 - Introduction to International Studies
2. Any foreign language course.
3. One course in non-United States history.
4. One course in political science in comparative political systems or international relations. Global-oriented courses offered under POL 398 (Political Science Topics: A Topical Seminar) will also satisfy this requirement.
5. One elective course from either foreign language, history (non-United States), or political science (comparative or international relations focus).

## Courses

- Indicates courses which cannot be challenged

### •INT 100 — Introduction to International Studies

This course is designed to introduce students to the scope and methods of international studies. Topics of transnational significance, especially those which reveal the similarities and differences of the world's societies and cultures will be considered. Given the interdisciplinary nature of the program, issues of world geography, society, economy, environment and politics will be examined from different cultural and theoretical perspectives.

*three semester hours*

### •INT 200 — Research Concentration in International Studies

This course is designed to introduce students to the systematic analysis of international processes and phenomena. Methods of critical investigation from a variety of disciplines are applied to research topics as students determine their subfield of inquiry, research question, and approach to answering the question.

*three semester hours*

### •INT 398 — Special Topics Seminar

A seminar focusing on a conceptual issue of the instructor's choice.

*three semester hours*

### •INT 400 — Senior Seminar in International Studies (WI)

Using methods and theoretical frameworks from disciplines such as history, political science, sociology, anthropology, and communications, students engage in research on an international topic.

*three semester hours*

### •INT 403 and 404 — Honors Thesis I and II (WI)

Individual research of a substantive nature pursued in the student's major field of study. The research will conclude in a written thesis or an original project, and an oral defense.

*three semester hours*

For a description of the other courses that comprise the international studies program, please see the course descriptions listed under the participating departments.

### INT 493, 494, 495, 496 — International Studies Internship/Co-op

A junior or senior work study program providing relevant employment experience. Registration will occur at the beginning of the experience. The objective of the program is to integrate classroom theory and practical work experience, thus lending relevancy to learning and providing the student with a realistic exposure to career opportunities. Students interested in taking an internship or co-op should talk to their advisor.

*zero to six semester hour*



# Italian Studies Minor

Rev. Daniel Pinti, Ph.D., Coordinator  
dpinti@niagara.edu

## Goals

The peninsula and islands that today make up Italy have always been the scene and source for a variety of histories and cultures. Beyond Italy itself, large Italian communities may be found from Argentina to Australia, and of course in Canada and the United States. Consequently, Italian studies is a dynamic field that encompasses everything from painting and poetry in 14th century Italy to the literature and culture of contemporary Italian Americans. Moreover, in our increasingly global society, Italian studies can be a valuable complement to major programs in business, hospitality and tourism, English, fine arts, political science, and, of course, another foreign language. The minor in Italian studies offers the chance to explore many facets of Italian language, literature and culture. Students in the program gain a deeper understanding of Italy and its influence, past and present.

## Program

The Italian studies minor comprises six courses taken from various departments (modern languages, English, history, fine arts). Two courses in the Italian language are required, while the others are chosen from a list of electives. Every student in the program is strongly encouraged to take advantage of a summer or semester studying abroad in Italy.

### Required Courses

ITA 101	Elementary Italian I
ITA 102	Elementary Italian II

### Electives

ITA 200	Italian Culture
ENG 312	Studies in American Authors: Italian American Literature
ENG 401	Dante
HIS 303	The Renaissance
FAA 232	Renaissance Art and Culture

Students may enhance their education in Italian studies with several resources on and off campus. These include the recently refurbished foreign language lab with its multimedia resources for language study, as well as study-abroad opportunities in Rome or other parts of Italy. Students may also explore the possibility of getting some credit toward their minor through an internship, co-op or service project in the local Italian-American community.

# Justice and Peace Studies Minor

Dr. Judith A. Merkle SNDdeN., Coordinator  
merkle@niagara.edu

## Goals

The Justice and Peace Council of Niagara University developed this interdisciplinary minor as a manifestation of the university’s mission to assist and understand the needs of others. It is designed to provide students with an understanding of issues that affect the aims of justice and peace in the United States and in the global community. The role of liberty and restraint, violence and conflict resolution, justice and despotism, and ideology and empiricism are examined.

## Program

The justice and peace studies minor is a interdisciplinary program. It requires the completion of six courses. On completion of the minor program, a certificate in justice and peace studies will be awarded to the student. Students wishing to pursue the minor in justice and peace studies should contact the coordinator.

	Units
Course Requirements	6
Core Courses (two units – six semester hours required)	2
REL 357	Christian Social Responsibility (Christian Responsibility) Any ONE internship or co-op course involving an experience in a social justice agency. The internship or co-op can be taken in criminal justice, political science, psychology, social work or sociology.
Electives (four units – 12 semester hours required)	4
Students will select ONE course from each of FOUR (of the five) groupings below.	



# Latin American Studies Minor

## Group One

CRJ 201  
CRJ 265  
CRJ 320

Introduction to Criminal Justice  
Principles of Justice  
Comparative Criminal Justice

## Group Two

HIS 201  
HIS 206  
HIS 310  
HIS 346

Hitler and the Third Reich  
Revolutions in European History  
War and Peace in 20th Century Europe  
Civil Rights Movement

## Group Three

POL 103  
POL 105  
POL 220  
POL 355  
POL 362  
POL 368

International Issues  
Comparative Government  
Women and The Law  
Civil Liberties  
Political Development  
Revolution and Revolutionary Leadership

## Group Four

SOC 303  
SOC 325  
SOC 328  
SWK 100  
SWK 200

Social Problems  
Ethnic/Racial Relations  
Social Change  
Introduction to Social Work  
History of Social Services and Policy  
(Prerequisite SWK 100 or permission of instructor)  
Cultural Diversity  
(Prerequisite SWK 100 or permission of instructor)

SWK 251

## Group Five

CMS 361  
CMS 354  
INT 100  
POL 241  
ENV 200

Politics and Media  
International Communications  
Introduction to International Studies  
Public Policy  
Introduction to Environmental Studies

Esteban Mayorga, Ph.D.

## Goals

Latin American Studies encourages students to learn more about the importance of Latin American social, cultural, political, and economic systems. Because the faculty members belong to many departments at Niagara University, students in this minor will gain an interdisciplinary perspective on Latin American issues as well as direct cultural contact with Latin American scholars. Because Latin America is an area of growing importance to the United States, the opportunity of experiencing the culture is invaluable.

## Program

The minor requires six courses (the LAS courses do not required prerequisites. Example LAS 300 can be taken before LAS 100).

Mandatory for the Latin American Studies minor

LAS 200 "Latin America from Latin America — A Survey"  
(offered every Fall)  
Any two Spanish language courses. (Any level)

You can select three courses from the following electives

LAS 100	Introduction to Latin American Studies (Every fall semester — in English)
LAS 201	Latin American Art of the 20th Century (Every spring semester — in English)
SPA 426	Teaching Assistantship (In English)
LAS 493-94-95-96	Internship — Students that are Hotel and Tourism major or Spanish major can go abroad to PERU and they can take the Work Abroad in Peru toward the LAS minor. (Summer)
ENG 348	Ethnography and Travel Writing (Every fall semester — in English)
SPA 200	Hispanic Women Writers in Translation (In English)
SPA 307	Civilization and Culture of Latin America (In Spanish)
HIS 379	Modern Latin America (In the History Department)
CMS 354	International Communication with Latin American Focus
POL 378	Politics and Society of Latin America
SPA 319	Special Topics in Hispanic Cinema
SPA 401	Independent Research Research with the topic of Latin America (Dr. Ponce de Leon — in English or Spanish)

If you are taking any course at the university that includes any content of Latin America, you can receive credits toward the Latin American Studies minor. You need to contact Dr. Ponce de Leon to talk about this specific issue.

For the Spanish majors: three courses inside the major count toward the LAS minor. Students need to take three courses outside the Spanish major; for example LAS 200, LAS 101, LAS 201 or any of the free electives for the LAS minor.



Students can also take a challenge exam for the lower levels of Spanish if you need those courses for your LAS minor. Students can take a challenge exam of SPA 101, 102, 103, 104 etc.

The LAS courses can also count toward the GENET requirements.

For other students in other majors including students of Education and Spanish emphasis: students can take three courses inside the Spanish concentration that can count toward the minor in LAS, and three outside the Spanish concentration from the LAS free electives.

## Courses

### LAS 100 — Introduction to Latin American Studies (H/CD)

This course will introduce students to the richness of Latin America from their inception to the present, studying the culture and civilization related to contemporary times. Students will have lectures about specific topics from speakers abroad using the LDC\* at NU. The course will also study the Chicano Culture in the USA.

### LAS 200 — Latin America from Latin America — A Survey (H/CD)

An introduction to Latin American history, geography, economy and culture from pre-Columbian times to the 1800s. With an interdisciplinary approach, through videoconference and web technologies, specialized scholars from universities abroad present topics designed to portray Latin America from a Latin American point of view. This course is taught in English.

*offered every fall semester*

### LAS 201 — Latin American Art of the 20th Century (H/CD)

Students will be given the unique experience of creating an exhibition of works by Latin American artists in the Castellani's collection from

the initial selection process through the various components of publicizing the show, thus introducing the full “behind the scenes” activities of museum work. The rich stylistic history of the 20th century Latin American art will be introduced week by week as students delve deeper into researching the artwork and museum procedures to display and explain it. This course is taught in English.

### LAS 205 — Afro-Latino Culture (H/CD)

This course provides a survey of major cultural issues in Latin America and the Caribbean. It aims to familiarize students with contributions and interaction of African-descended populations with the language, people, and customs of South America and the Caribbean.

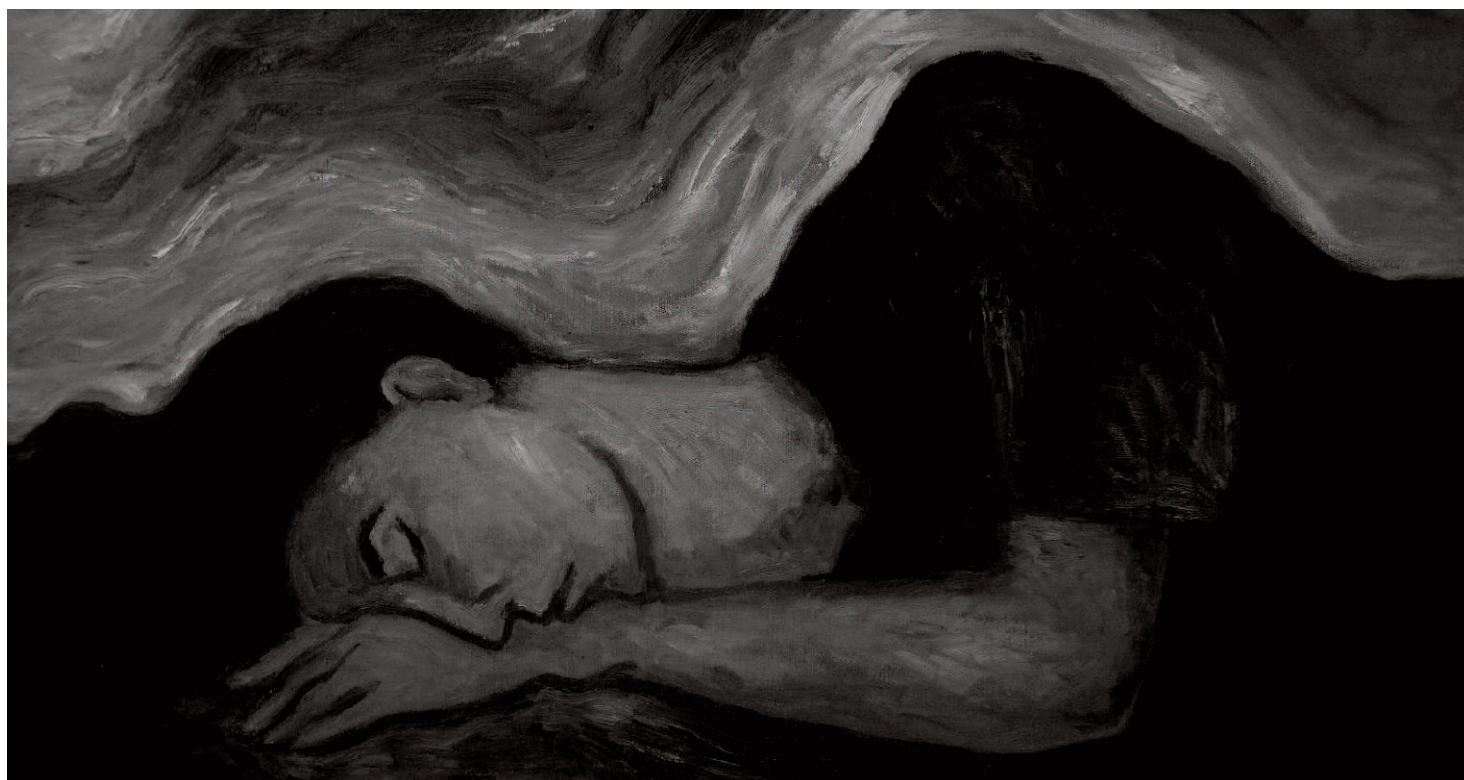
### LAS 300 — Special Topics in Latin American Studies (H/CD)

Students will examine a range of political, economic, cultural, and literary topics with experts in Latin American Studies. The specific topic will be determined on a semester-to-semester basis, based upon the availability and expertise of faculty.

### LAS 493, 494, 495, 496 — Co-op/Internship

A junior or senior work-study program providing employment experience. Registration will occur at the beginning of the experience. The objective of the program is to integrate classroom theory and practical work experience, thus lending relevancy to learning and providing the student with a realistic exposure to career opportunities. Students interested in taking a co-op or internship should talk to their advisor.

Niagara University has study-abroad programs in Santiago, Chile, and Monterey, Mexico. For descriptions see the modern and classical languages department section of the catalog.



# Law and Jurisprudence Minor

Peter J. Baxter, J.D./Ph.D., Director  
pjb@niagara.edu  
www.niagara.edu/prelaw

## Goals

The goal of the program is to provide students who are interested in a career in law and plan on attending law school an academically rigorous and well-rounded understanding of legal concepts and the practice of law. Law-related courses in political science is the bedrock of this minor, however, by taking law-related courses in philosophy, criminal justice, sociology, and history, students will leave Niagara with a strong interdisciplinary foundation that will serve them well as they move forward in their career.

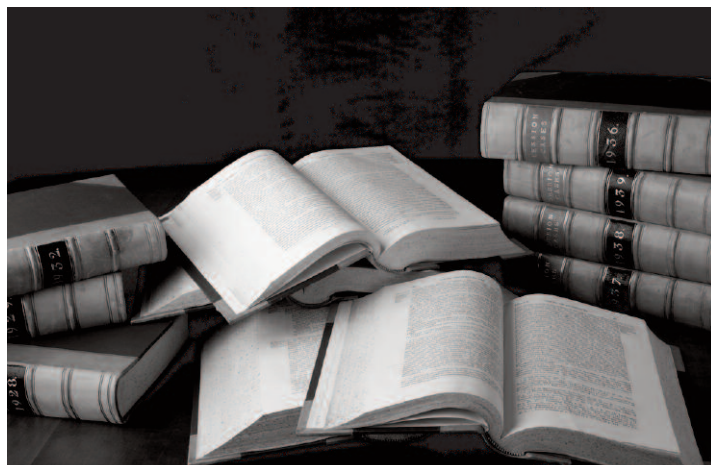
## Careers

Students admitted to law school come from a variety of undergraduate academic disciplines. A common skill-set exists among all successful attorneys and social advocates: critical thinking, written and oral communication, and the ability to interact with diverse populations. The law and jurisprudence minor provides students these foundational skills.

## Program Description

Graduates with a law and jurisprudence minor will have competencies in the following three areas.

First, knowledge of the judicial process is paramount to successfully navigating the legal world. Students will gain knowledge of law and the judicial process by taking courses in political science that directly cover the Constitution, the juridical branch of government and the application of law, all of which is covered in POL 203, Introduction to Law. Students will then have a choice of taking a more specialized law-related political science course covering an aspect of the law, such as constitutional law, civil liberties, women and the law or international. Lastly student will have several options to take other law-content courses. Students will also take three courses outside of law-related political science curriculum that relate to the study and practice of law.



Second, communication is critical in the legal profession; thus, excellent written and oral communication skills are paramount. Consequently, the second goal of the law and jurisprudence minor is to help students hone their written and oral communication skills by exposing them to courses which are writing intensive, endorse legal briefing and those that encourage oral communication including Moot Court experiences.

## Minor Requirements

The law and jurisprudence minor is an interdisciplinary minor with three (3) required courses among the law-related courses in political science and three (3) elective courses from other departments.

## Course Requirements

Three political science courses, from two different course areas, are required for the minor.

### Area One

#### POL 203 — Introduction to Law (SS) — Required

This course provides an introduction to American law and legal institutions. The course will survey generally the sources and functions of law as a mediator between the individual and society. The course will examine, in general terms, the various kinds of law—civil, criminal, torts, contracts, alternative modes of dispute resolution, family law, constitutional, etc.

### Area Two

Two additional political science courses, chosen from the any five listed below.

POL 220	Women and the Law
POL 354	Constitutional Law
POL 355	Civil Liberties
POL 358	Judicial Politics and Process
POL 386	International Law
POL 398	Civil Rights in America or Gay Rights in America

### Area Three

Students may choose three electives from the course options below to complete the required six courses for the Law and Jurisprudence Minor.

CRJ 260	Criminal Procedure
CRJ 265	Principles of Justice
CRJ 350	Criminal Law
HIS 305/306	History of England
HIS 346	Civil Rights Movement
PHI 300	Logic
PHI 304	Social and Political Thought
PHI 325	Philosophy of Law
SPK 101	Public Speaking

A special topics course on law-related issue may be substituted for one of the three electives listed above. Permission of the director of the pre-law program is required for substitution.

# Liberal Arts

Kalen Churcher, Ph.D., Program Coordinator  
kchurcher@niagara.edu  
www.niagara.edu/laba

## Goals

The Liberal Arts Program allows students to pursue majors not otherwise available at Niagara University by combining two or three disciplines in the university's College of Arts and Sciences in order to pursue some topic or theme of interest.

There are two broad options within LABA. The first is to follow one of the already-established paths defined by the program's Model Majors. On the other hand, the program also offers creative, thinking students the opportunity to design individualized majors especially suited to their own particular interests or career goals. Working closely with faculty from each of the relevant disciplines and the Office of Career Development, these students plot their own course of study around some core problem, topic, or theme that cuts across traditional disciplinary boundaries.

Beyond guiding students to a sophisticated understanding of their program topic, the central goals of the LABA Program are to produce independent, critical thinkers who are able to find and to understand the interconnections between academic disciplines; who can synthesize diverse types of knowledge; and who are self-conscious about the relationship between their studies and their career goals. In this way, the Program aims to create graduates who are well prepared for life after college, whether in graduate studies or employment in any number of fields depending upon the topic of study.

## Program

### Model Majors

Model majors are established multi-disciplinary examples of Liberal Arts majors. Each one involves study in two or three specific disciplines within the College of Arts & Sciences. The program currently offers programs in Applied Fine Arts, Art History, Gerontology, Multicultural Studies, Romance Languages and Writing Studies, with others under development. For more information on each of these specific programs, see the relevant entries in this catalog.



Individualized proposals will normally be submitted upon admission to the major or in the first semester after admission to the major.

### Individualized Majors

The Individualized Major Program offers creative, thinking students the opportunity to design interdisciplinary majors especially suited to their own particular interests or career goals. Working closely with faculty from each of the relevant disciplines and the Office of Career Services, these students plot their own course of study around some core problem, topic, or theme that is of special interest to them and that cuts across traditional disciplinary boundaries. As with the Model Majors, Individualized Majors involve major course work in either two or three disciplines.

Because this program involves creating a course of study that is not otherwise available at Niagara University, pursuit of an Liberal Arts Major requires the formal acceptance of an Liberal Arts Major Proposal. The program therefore includes requirements that are intended to guide students toward the production of an acceptable proposal and the subsequent refinement of interests. This work will culminate in the completion of a Senior Thesis. Individualized proposals will normally be submitted upon admission to the major or in the first semester after admission to the major.

Students pursuing an Individualized Major must complete twelve major courses chosen from two or three disciplines within the College of Arts and Sciences and eight advised electives in addition to Niagara University's General Education requirements. At least two of the major courses must be at the 300 or 400 level, not including the Senior Seminar.

Individualized Majors that involve two disciplines will normally require the completion of six courses in a primary discipline and five in a second discipline, plus the Senior Seminar (LAM 499). Majors that involve three disciplines will normally require the completion of five courses in a primary discipline and three courses in each of the second and third ones. Honors students need only take a total of ten such courses since they are required to complete Honors Thesis I and II in place of the Senior Seminar. The only course required of all Individualized majors is the capstone course taken in the Senior year: either the Senior Seminar (LAM 499) or, for Honors Students, Honors Thesis I & II (LAM 403/404).

## B.A. — Liberal Arts — Arts & Sciences

		Units
Two Discipline Track		
General Education Requirement		20
* All Niagara University students entering as freshmen are required to take the one credit Niagara University Beginning seminar course (NUB 102) in addition to the 20 general education requirements.		
Foundation Courses	9	
Distribution Courses	11	
Major Requirement		20
Discipline One	6	
Discipline Two	5	
LABA 499 or LABA 403/404*	1 or 2*	
Advised Electives	8	



# Department of Mathematics

Total program	40
Three Discipline Track	Units
General Education Requirement	20
Foundation Courses	9
Distribution Courses	11
Major Requirement	20
Discipline One	5
Discipline Two	3
Discipline Three	3
LABA 499 or LABA 403/404*	1 or 2*
Advised Electives	8
Total program	40

\* One less course unit within one of the major disciplines is required of honors students who complete the Senior Thesis in two semesters (LABA 403/404).

## Courses

### LAM 403 and 404 — Honors Thesis I and II (WI)

An integrative, reflective capstone course requiring students to synthesize research from the several disciplines they have studied in the Liberal Arts program or to conduct research on a question or problem that integrates the several disciplines. The course will be conducted as an independent research effort guided by the student's adviser. Students will be required to write a senior thesis in which they apply their acquired skills to a central topic, theme, or question.

### LAM 493, 494, 495, 496 — Liberal Arts Internship/Co-op

A junior or senior work study program providing relevant employment experience. Registration will occur at the beginning of the experience. The object of the program is to integrate classroom theory and practical work experience, thus lending relevancy to learning and providing the student with a realistic exposure to career opportunities. Students interested in taking an internship or co-op should talk to their advisor.

### LAM 499 — Senior Seminar (WI)

An integrative, reflective capstone course requiring students to synthesize research from the several disciplines they have studied in the Liberal Arts program or to conduct research on a question or problem that integrates the several disciplines. The course will be conducted as an independent research effort guided by the student's adviser. Students will be required to write a senior thesis in which they apply their acquired skills to a central topic, theme, or question.

Marlo Brown, Ph.D., Chairperson  
[www.niagara.edu/math](http://www.niagara.edu/math)

## Goals

The Niagara University Mathematics Department's goal for our students is that they learn to be flexible problem solvers and be able to read, write, and talk about mathematics clearly. Also, they should have a sense of the breadth and scope of mathematics, be familiar with the tools of mathematics and have a firm grasp of the core material. Students should be prepared to enter a graduate program in mathematics if they choose. If students do not wish to go to graduate school in mathematics, they should have the problem solving and mathematical skills to be successful in whatever they choose.

## Programs

- B.A. for students interested in pure mathematics or a liberal arts approach.
- B.S. for students interested in applied mathematics.
- B.A. for students wishing to qualify for a provisional teaching certificate in mathematics for secondary, elementary or inclusion elementary/special education.

### B.A. — Mathematics — Arts & Sciences

	Units
General Education Requirement	20
* All Niagara University students entering as freshmen are required to take the one credit Niagara University Beginning seminar course (NUB 102) in addition to the 20 general education requirements.	
See General Education	
Foundation Courses	9
Distribution Courses	11
Major Requirement	20
MAT 111, 112, 221	Calculus I, II, III 3
MAT 227	Foundations in Mathematics 1
MAT 228	Linear Algebra 1
MAT 331	Analysis I 1
MAT 333	Algebraic Structures I 1
MAT 499	Mathematics Seminar 1
	Mathematics electives 5
	(MAT 222 or 300 or 400 levels only)
	Concentration electives* 4
CIS 160 or 265	Computer elective 1
	Advised electives 2
Total program	40

\* Geared to specialty pattern in mathematics or to a minor specialty in any area. Should be at intermediate and/or advanced levels; departmental approval necessary.

### B.S. — Mathematics — Arts & Sciences

	Units
General Education Requirement	20
* All Niagara University students entering as freshmen are required to take the one credit Niagara University Beginning seminar course (NUB 102) in addition to the 20 general education requirements.	
See General Education	

Foundation Courses		9	
Distribution Courses		11	
Major Requirement			20
MAT 111, 112	Calculus I, II	2	
MAT 222	Differential Equations	1	
MAT 227	Foundations of Math	1	
MAT 228	Linear Algebra	1	
MAT 331	Analysis I		
or MAT 442	Complex Variables	1	
MAT 333	Algebraic Structures	1	
MAT 335	Probability and Statistics I	1	
MAT 332	Analysis II		
or MAT 336	Probability and Statistics II or second semester of an upper level course	1	
MAT 499	Mathematics Seminar	1	
	MAT or STA electives (300-400 level)	4	
	Concentration electives*	4	
CIS 265	Computer Science I	1	
	Advised electives	1	
<b>Total program</b>			<b>40</b>
* Geared to specialty pattern in mathematics or to a minor specialty in any area. Should be at intermediate and/or advanced levels; departmental approval necessary.			

### B.A. — Mathematics — Education

#### With teacher certification, elementary grades

General Education Requirement			Units 20
* All Niagara University students entering as freshmen are required to take the one credit Niagara University Beginning seminar course (NUB 102) in addition to the 20 general education requirements.			
See General Education			
Foundation Courses		9	
Distribution Courses		11	
Professional Requirement			11
Major Requirement			10
MAT 111, 112	Calculus I, II	2	
MAT 102	Introductory Statistics*	1	
MAT 251	Mathematics for Elementary School Teachers	1	
MAT 227	Foundations in Mathematics	1	
MAT 228	Linear Algebra	1	
MAT 320	Mathematical Modeling	1	
MAT 443	Euclidean Geometry	1	
MAT 451	History of Mathematics	1	
	Mathematics elective	1	
	(MAT 222 or 300 or 400 levels only)		
MAT 499	Mathematics seminar	1	
CIS 198	Intro to Computers and Programming for Teachers*	1	
<b>Total program</b>			<b>41</b>
* MAT 102, Introductory Statistics, and CIS 198, Intro to Computers and Programming for Teachers, must be taken in the distribution component.			

A college-level course (three credit hours) in English, mathematics, science, social studies and a language other than English is required for New York state certification in elementary grades.

### B.A. — Mathematics — Education

#### With teacher certification, grades 7-12

General Education Requirement			Units 20
* All Niagara University students entering as freshmen are required to take the one credit Niagara University Beginning seminar course (NUB 102) in addition to the 20 general education requirements.			
See General Education			
Foundation Courses		9	
Distribution Courses		11	
Professional Requirement			9
Major Requirement			11
MAT 111, 112, 221	Calculus I, II, III	3	
MAT 227	Foundations in Mathematics	1	
MAT 228	Linear Algebra	1	
MAT 320	Mathematical Modeling	1	
MAT 333	Algebraic Structures I	1	
MAT 335	Probability and Statistics I	1	
MAT 443	Euclidean Geometry	1	
MAT 451	History of Mathematics	1	
MAT 499	Mathematics seminar	1	
CIS 160 or 265	Computer elective*	1	
<b>Total program</b>			<b>40</b>
* Computer elective must be taken in the distribution component.			

A college-level foreign language other than English is required for New York state certification, grades 7-12.

### Minor — Mathematics

			Units
MAT 111	Calculus I	1	
MAT 112	Calculus II	1	
	Selected from MAT 221, 222, 227, 228 4		
	or any 300-400 level course. One course must be at the 300-400 level.		

### Minor — Statistics

Statistics is an increasingly important tool in many different fields such as psychology, social work, criminal justice, biology, political science, law, sociology, business, marketing, finance, and accounting. A minor in statistics is an excellent way to distinguish yourself when applying for graduate school or employment.

The statistics minor consists of six units: two introductory courses, a core course, an elective, a research methods course and an internship. For several majors, two or more of these courses are already required courses.

#### A. Introductory Statistics Sequence (two units)

Select one of the following sequences:

MAT 102/CIS 233  
MAT 201/BUS 231  
MAT 335/MAT 336\*  
MAT 102/PSY 221  
PSY 221/CIS 233

\* Note: MAT 335/336 requires MAT 111/112

#### B. Core Statistics Course (one unit)

STA 301 Linear Models

C. Elective (one unit)

STA 305 Nonparametric Data Analysis  
GIS 100

D. Research Methods Course (one unit)

Select one of the following courses:

ACC 346, CMS 330, CRJ 300, MKG 311, SOC 320, SWK 330, POL 390, PSY 222,  
GIS 100, or another course approved by the supervisor of the statistics minor.

\* If a student does not have a research methods course in their major, the student can take a research methods course from a different department.

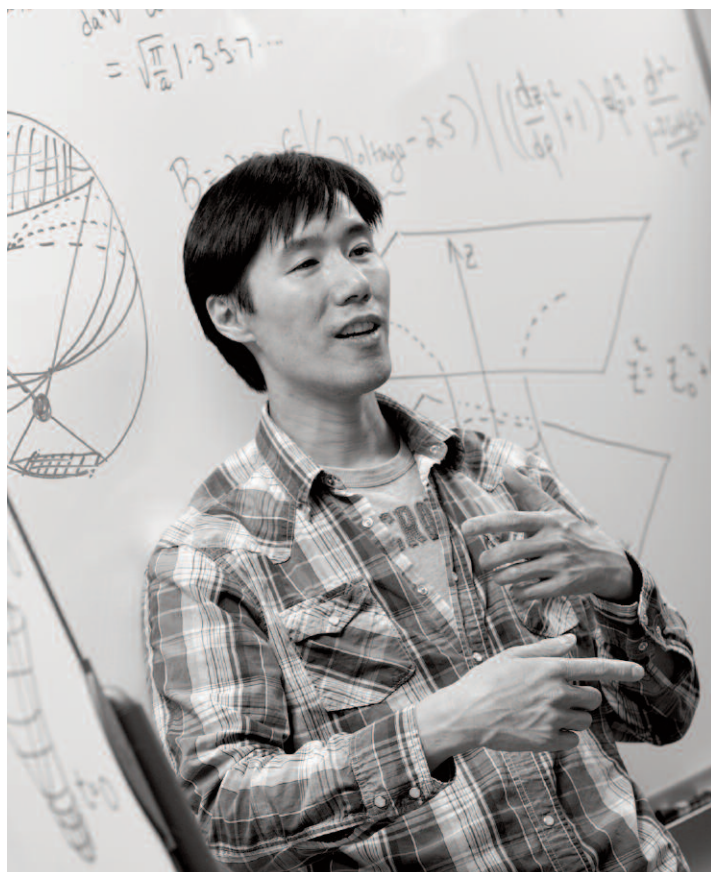
E. Internship (one unit)

STA 499\*

\* With permission of the supervisor of the statistics minor, this course may be substituted with a 300/400 level course in the student's major, provided the student will be completing a project or thesis that contains statistical research. This project can be a requirement for the course or it can be an extra project. The project/thesis should be presented publicly, and a member of the STA faculty should be informed of the presentation.

## Actuarial Science Track

Actuaries use mathematics to analyze risk in insurance, pension, and other financial situations. It takes a combination of strong analytical skills, business knowledge and understanding of human behavior to design and manage programs that control risk. The actuarial profession has consistently been rated as one of the top five jobs in the United States according to Jobs Rated Almanac.



To become an actuary, a candidate must pass a series of exams in probability, economics, finance and actuarial modeling. Most actuaries begin their careers with one or more of these exams already completed, but will take many of the exams after they have been employed.

Students who are interested in being an actuary would most likely be a math major, with a minor in business or a business major, with a minor in math. Below are the courses recommended for students interested in Actuarial Science.

MAT 111/112/221	Calculus I, II, and III
MAT 228	Linear Algebra
MAT 305	Mathematics of Finance
MAT 335	Probability and Statistics I
MAT 336	Probability and Statistics II
STA 301	Linear Models

The mathematics department in consultation with the department of commerce has established an actuarial science minor in commerce of the following eight course units:

ACC 111	Financial Accounting
ACC 112	Managerial Accounting
ECO 101	Intermediate Microeconomics
ECO 102	Intermediate Macroeconomics
FIN 320	Corporate Finance I
FIN 340	Advanced Managerial Finance
FIN 350	Fundamentals of Investing
BUS 205	The Legal Environment of Business

- ECO 101 and 102 meet the SOA/CAS requirements for Validity by Educational Experience (VEE) in Economics,
- FIN 320 and 340 meet the SOA/CAS requirements for VEE in Corporate Finance
- MAT 336 and STA 301 meet the SOA/CAS requirements for VEE in Applied Statistical Methods
- MAT 335 and 336 prepare students for SOA/CAS Exam P Probability
- MAT 305 and FIN 350 prepare students for SOA/CAS Exam FM Financial Math

In addition, students interested in Actuarial science should take courses in computer science, speech, and business writing.

## Courses

- Indicates courses which cannot be challenged

### MAT 102 — Introductory Statistics (MAT/AS)

A study of the basic terminology and methods of elementary statistics including organization of data, measures of central tendency and dispersion, sampling theory, estimation and testing of hypotheses. Also includes an introduction to correlation and linear regression. **Students may not receive credit in both MAT 102 and MAT 201.**

*three semester hours*

### MAT 105 — Math Through the Looking Glass (MAT/AS)

Lewis Carroll is best-known as the author of Alice in Wonderland, but he was also a mathematician at Oxford University. He was particularly interested in recreational mathematics, logic, and geometry; those interests are apparent in Alice. In addition to Wonderland and Looking-Glass, this course includes Carroll's Game of Logic and numerous other games, puzzles, and tricks connected with him.

*three semester hours*



**MAT 106 — Introduction to College Mathematics**

This course is designed for students who have mastered the basic skills of arithmetic and elementary algebra, but are not adequately prepared for Business Calculus I (MAT 107) or Precalculus (MAT 109). Topics include exponents; scientific notation; graphing; polynomial arithmetic and factoring; linear, fractional, and quadratic expressions and equations; linear equalities; measurement geometry; and trigonometry. **Course does not satisfy the mathematics requirement in the distribution component.**

*four semester hours*

**MAT 107 — Business Calculus I (MAT/AS)**

An introduction to calculus with primary emphasis on applications to business and economics. Topics include algebra, problem solving, functions including exponential and logarithmic, mathematics of finance, systems of linear equations, differentiation and applications of differentiation.

*four semester hours*

**MAT 109 — Precalculus (MAT/AS)**

A study of basic properties of algebra and trigonometry together with algebraic functions, transcendental functions, and analytic geometry. Emphasis will be on providing students with the background necessary to begin the formal calculus sequence.

*four semester hours*

**MAT 111 — Calculus I (MAT/AS)**

*Prerequisite MAT 109 or placement test*

A study of functions, limits, continuity, differentiation, applications of differentiation and an introduction to integration.

*four semester hours*

**MAT 112 — Calculus II (MAT/AS)**

*Prerequisite MAT 111*

A study of integration, techniques of integration, applications of integration and an introduction to infinite sequences and series.

*four semester hours*

**MAT 201 — Business Statistics I (MAT/AS)**

*Prerequisite: CIS 232. MAT 107 suggested as a co-requisite*

A completely integrated computer-based course in which Excel is used to study statistical methods as applied to business, including descriptive statistics, probability sampling, hypothesis testing and statistical inference. **Students may not receive credit in both MAT 102 and MAT 201.**

*three semester hours*

**MAT 202 — Statistics II (MAT/AS)**

A continuation of MAT 102 including estimating and testing the difference between means, proportions and variances. An introduction to analysis of variance, regression analysis and nonparametric statistics. **Students may not receive credit in both MAT 202 and BUS 231.**

*three semester hours*

**MAT 221 — Calculus III (MAT/AS)**

A study of vectors, vector algebra, analytic geometry in three-space, partial differentiation, multiple integration, sequences and series.

*four semester hours  
offered fall semesters*

**MAT 222 — Differential Equations (MAT/AS)**

An introduction to the solution and application of ordinary differential equations.

*three semester hours  
offered spring semesters*

**MAT 227 — Foundations of Mathematics (MAT/AS)**

A study of the algebra of sets, relations, functions, cardinality, selected topics of number theory, propositional logic and number systems.

*three semester hours  
offered fall semesters*

**MAT 228 — Linear Algebra (MAT/AS)**

A study of vector spaces, linear transformations, matrices, systems of linear equations and determinants.

*four semester hours  
offered spring semesters*

**MAT 251 — Mathematics for Elem. School Teachers (MAT/AS)**

*Prerequisite LSK 095 or equivalent as measured by the Niagara University mathematics placement protocol*

A look at the topics of K-5 mathematics including, numbers and operation of whole through rational numbers, algebraic thinking, geometry, measurement, and data analysis with an emphasis on understanding the mathematical concepts being taught. Students must demonstrate proficiency in the basic arithmetic and geometry skills covered in the course. Course is intended for students anticipating careers in elementary education.

*three semester hours*

**MAT 305 — Mathematics of Finance (MAT/AS)**

A study of simple and compound interest, bank discount, annuities, amortization, depreciation, perpetuities and bonds.

*three semester hours*

**MAT 320 — Mathematical Modeling (MAT/AS)**

An introduction to mathematical problem solving. Primary focus will be using geometry, trigonometry, probability and calculus to model various topics from business, biology, physics, social sciences, engineering and recreational mathematics.

*three semester hours  
offered fall 2014*

**MAT 331 — Analysis I (MAT/AS)**

A more rigorous approach to the basic concepts of Calculus I, II and III: limits, derivative, integral and series.

*three semester hours  
offered fall 2014*

**MAT 332 — Analysis II (MAT/AS)**

A more in-depth study of the topics of Analysis I, especially generalization to  $\mathbb{R}^n$  and consequences thereof.

*three semester hours  
offered spring 2015*

**MAT 333 — Algebraic Structures I (MAT/AS)**

An introduction to the basic structures of modern abstract algebra: groups, rings, integral domains and fields.

*three semester hours  
offered spring semesters*

**MAT 335 — Probability and Statistics I (MAT/AS)**

An introduction to probability including probabilistic experiments and their sample spaces, random variables and their probability distributions, and functions of random variables and their properties. An introduction to the methods of inferential statistics.

*three semester hours  
offered fall semesters*

**MAT 336 — Probability and Statistics II (MAT/AS)**

A continuation of the methods of inferential statistics. Topics include introductory sampling theory, estimation, confidence intervals and hypothesis testing, experimental design, and analysis of variance. Some nonparametric statistics also introduced.

*three semester hours  
offered spring semesters*

**MAT 351 — Mathematics for Elementary and Middle School Teachers (MAT/AS)**

*Prerequisites MAT 251 or 227 or permission of instructor*

A look at the topics of five to eight mathematics including numbers and operation of rational through real numbers, algebra, geometry, measurement, and probability with an emphasis on understanding the mathematical concepts being taught. Students must demonstrate proficiency in the basic arithmetic and geometry skills covered in the course. Course is intended for students anticipating careers in elementary or middle school education.

*three semester hours*

**•MAT 403 and 404 — Honors Thesis I and II (WI)**

Individual research of a substantive nature pursued in the student's major field of study. The research will conclude in a written thesis or an original project, and an oral defense.

*six semester hours  
Successful completion of MAT 404 (not MAT 403)  
will fulfill the MAT 499 requirement.*

**MAT 442 — Introduction to Complex Variables (MAT/AS)**

A study of complex numbers, complex sequences, complex functions, analytic functions, differentiation and integration of complex functions and conformal mapping.

*three semester hours  
offered spring 2014*

**MAT 443 — Euclidean Geometry (MAT/AS)**

A study of the foundations of geometry including transformations, deductive and inductive reasoning and an introduction to non-Euclidean geometries.

*three semester hours  
offered spring semesters*

**MAT 451 — History of Mathematics (MAT/AS)**

An introduction to the history of mathematics emphasizing the evolution of basic concepts ranging from primitive number systems through the foundations of set theory. These concepts will be studied via pertinent problems and the tools available for their solution when they were originally introduced.

*three semester hours  
offered fall 2013*

**•MAT 481 — Independent Study in Mathematics**

The independent study elective provides a student with an opportunity to do in-depth work in an area of particular interest. Departmental approval necessary.

*one semester hour*

**•MAT 482 — Independent Study in Mathematics**

The independent study elective provides a student with an opportunity to do in-depth work in an area of particular interest. Departmental approval necessary.

*two semester hours*

**•MAT 483 — Independent Study in Mathematics**

The independent study elective provides a student with an opportunity to do in-depth work in an area of particular interest. Departmental approval necessary.

*three semester hours*

**•MAT 490 — Topics Course (MAT/AS)**

A study of selected topic(s) in mathematics. Offered upon demand of a sufficient number of students.

*three semester hours*

**\* MAT 493, 494, 495, 496 — Mathematics Internship/Co-op**

A junior or senior work-study program providing relevant employment experience. Registration will occur at the beginning of the experience. The objective of the program is to integrate classroom theory and practical work experience, lending relevancy to learning and providing the student with a realistic exposure to career opportunities. Students interested in an internship or co-op should talk to their advisor.

*zero to six semester hours*

**•MAT 499 — Mathematics Seminar (WI)**

A study of selected topics in various fields of mathematics, with emphasis on search of the literature and/or original investigation.

# Middle Eastern and Islamic Studies Minor

## Statistics Courses

### STA 301 — Linear Models (MAT/AS)

*Prerequisite: Two semesters of statistics.*

A completely integrated computer based course in which software is used to study statistical relationships between several variables. The topics include multiple regression, ANOVA, design of experiments and logistic regression. A comprehensive project will evaluate students' ability to collect and analyze data.

*three semester hours  
offered fall semesters*

### STA 305 — Nonparametric Statistics (MAT/AS)

*Prerequisite: Two semesters of statistics*

This course will discuss how to analyze data when the distribution of the data is unknown. Topics include bootstrap estimation, analysis of contingency tables, and rank based tests. Computer software will be used extensively. Students will do a research project and analyze the data they have collected.

*three semester hours  
offered spring semesters*

### STA 499 — Statistics Internship

In this course, students will learn how to analyze real data. Students will find another faculty member or corporation to work with and analyze their data. Students will write a proposal, analyze the data, and present their results both orally and in written form.

*three semester hours*



Amelia Gallagher, Ph.D., Coordinator  
ameliag@niagara.edu

## Goals

The Middle Eastern and Islamic Studies program offers an opportunity to explore the political, historical, social, and religious aspects of the Middle East and Islamic societies elsewhere. Thus its focus is regional and interdisciplinary. At the completion of this minor students should be able to:

- Demonstrate an understanding of the historical and religious development of the Middle East and Islamic societies.
- Demonstrate an understanding of cultural diversity issues on a global scale, with a special concentration in the Middle East and the Muslim world.
- Think critically, write clearly and communicate effectively through oral means.
- Demonstrate a familiarity with methodologies of different fields, and to apply concepts from these fields to better understand the Middle East and the Muslim world.
- Demonstrate advanced research ability in the field of Middle East/ Islamic Studies.

## Careers

This minor will open doors to a number of different career prospects. The government, military, and industry need employees who have familiarity with the Middle East and the larger Islamic world and knowledge of the languages of the region. This minor will prepare students for further study in graduate and professional schools and allow them to demonstrate to potential employers or graduate schools their seriousness in studying the region. Not only will this minor open up career prospects for students, but it will also prepare them to address the complex and vital issues facing the region and U.S. foreign policy without losing sense of the humanity of the region's inhabitants.

## Program

The minor in Middle Eastern and Islamic Studies requires a minimum of five courses chosen from a minimum of two different departments. No more than three courses may be taken from one department. The courses that the students can choose from are listed below. Relevant special topics courses, study abroad courses, and new courses may be accepted towards the minor upon the approval of the program coordinator.

ARA 101	Elementary Arabic I
ARA 102	Elementary Arabic II
HIS 285	The Arab-Israeli Conflict
HIS 361	Ottomans and Modern Turkey
HIS 371	The Middle East
HIS 372	The Modern Middle East
HIS 222	Rivalries: Central Asia/Afghanistan
POL 376	Political Systems of the Middle East
REL 211	Introduction to Hebrew Scriptures
REL 219	The First Christians and the New Testament
REL 308	Judaism and Islam
REL 315	Prophecy in Ancient Israel
REL 370	Introduction to Islam
REL 375	Islam and the West (Comparative Religion)



# Department of Military Science (Army ROTC)

Lt. Col. Paul T. Dansereau, Chairperson

The academic courses offered by the department of military science are designed to teach and enhance leadership theory and practice. Courses offer valuable insight into the role the military plays in our government. Courses are open to all students, regardless of their level of interest in the military. Our courses count for both course and GPA credit in any academic major. Courses count as Western Civilization and Social Science elective credits. A military science minor is given to only a contracted Cadet who applies and successfully completes all military science courses with the approval from the department of military science chairperson.

Students who enroll in the Basic Course, 100- and 200- level courses, do not incur any military obligation.

Prior to enrollment in the Advanced Course, 300- and 400-level courses, a student must have completed the Basic Course and be contracted, 100/200 level classes or their equivalent.

Textbooks for all military science classes are furnished free of charge. See the financial aid section of this catalog for ROTC scholarship information.

## Courses

### MIL 101-102 — Introduction to Leadership (SS)

Military Science 101 and 102 teach leadership theory and practice. Students learn the basic fundamentals of leadership, organizational management, problem solving, communication skills, briefing skills and time management. Also taught are instruction in the ethics and values, cultural diversity, consideration of others and counseling techniques. These courses also provide an overview of the organization, role and structure of today's Army. Course instruction can be applied not only to the military but also to Corporate America or as a teacher in America's classrooms.

*three semester hours*

*(MIL 101 — two hours, MIL 102 — one hour)*

NOTE: Military Science 101 and 102 are courses, one semester in length, which are usually offered during both the fall and spring semesters.



### MIL 200 — Development of Military Strategy

MIL 200 provides an opportunity to analyze American Military History conflicts from the Colonial Period to the present. Particular emphasis is placed on the study of critical decisions made by leaders during those conflicts, the impacts of their decisions, and lessons that today's leaders may apply as they prepare to become leaders in today's Army and society. Reading assignments and classroom discussion identify strategy, resource and logistic complexities that shaped the leaders decisions.

*three semester hours*

### MIL 201-202 — Foundations of Leadership Management (SS)

Military Science 201 and 202 are primarily devoted toward the application of collective and individual skills required of a manager or supervisor. Emphasis is placed on skills required for a new manager of a small scale organization. MIL 201 teaches leadership and team building exercises that can be applied to all degrees and professions. MIL 202 builds on a solid foundation for those continuing in the advanced military science program and teaches land navigation skills, military training and techniques, and advanced briefing techniques.

*three semester hours*

*(MIL 201 — two hours, MIL 202 — one hour)*

NOTE: Prior service veterans may be eligible for credit for MIL 101/102 and 201/202 (Up to six credits). See the ROTC departmental advisors for more information.

### MIL 301-302 — Tactical Leadership and Applied Team Leadership

*Prerequisite: completion of the basic course MIL 101, 102, 201, and 202 or prior military experience or JROTC or attendance at the Leader's Training Course at Fort Knox, KY.)*

The student will gain an understanding of the role of the small 117 unit leader. The focus is on the knowledge required of a leader when dealing with subordinates at the small-unit level. The student will learn basic infantry tactics, communication skills, land navigation, basic rifle marksmanship, and physical training. All students are required to take the Army physical fitness test monthly, and attend the five-week National Advanced Leadership Camp at Fort Lewis, Wash., during the summer.

*six semester hours*

*(MIL 301 — three hours, MIL 302 — three hours)*

### MIL 401-402 — Adaptive Leadership and Leadership in a Complex World

*Prerequisite: completion of MIL 301 and 302 or attendance at the Leader's Training Course at Fort Knox, KY.)*

Instruction is designed to transition senior Cadets into lieutenants. Focus will be oriented toward gaining proficiency in training management, military justice, military ethics, staff work, advanced management and administrative techniques and oral communication skills. Senior Cadets will be assigned leadership and staff positions in order to plan and execute leadership lab, training and other cadet activities.

*six semester hours*

*(MIL 401 — three hours, MIL 402 — three hours)*

#### Military Science Basic Military Skills (Lab)

##### Section:

MIL 101L/102L	Freshman
MIL 201L/202L	Sophomore
MIL 301L/302L	Junior
MIL 401L/402L	Senior

Major emphasis of this noncredit course will focus upon application of leadership skills directed toward drill and ceremony and basic soldier skills. In addition, students will be given the opportunity to participate in Army specialty training to include rappelling and physical conditioning.

#### Military Science Special Notes

1. Physical training is conducted M-F 0625-0725 at the Kiernan center. This training is mandatory for scholarship and contracted Cadets. Leadership lab is also mandatory for scholarship and contracted Cadets.
2. Leadership Development Assessment Course (LDAC) – four weeks of summer training at Fort Lewis, Washington, for all contracted Cadets after the junior year. Students receive pay while attending the course. Travel, lodging, meals, uniforms and equipment are provided.
3. Special Schools — Students may attend any special school if they qualify during the summer. Airborne (parachute) School — three weeks, Air Assault (rappelling) School – ten days, Mountain Warfare, Northern Warfare both three weeks, CPDT (Cadet Professional Development Training) three to six week paid internships with an active Army unit (juniors only).
4. MIL 101, 102, 201 and 202 credits may be obtained by academic sophomores that attend the Leader's Training Course (LTC) for four weeks during the following summer at Fort Knox, Kentucky. Students receive pay while attending the course. Travel, lodging, meals, uniforms and equipment are also provided.
5. To be commissioned, all ROTC Cadets must be recommended by the Professor of Military Science after having satisfactorily completed a Niagara University program that awards a baccalaureate or master's degree and includes a collegiate-level course in computer science and history. Successful completion of LDAC, Advanced Course, and Army Physical Fitness Test (APFT) is required. Commissionee must also meet Army height and weight standards referenced in Army Regulation 600-9.



# Department of Modern and Classical Languages

C. Henrik Borgstrom, Ph.D., Chairperson

[www.niagara.edu/fl](http://www.niagara.edu/fl)

## Goals

Through its courses in language, literature and civilization, the department of modern and classical languages seeks to develop in all interested students an awareness and appreciation of both Western and non-Western cultures as well as the ability to communicate effectively in the language of their choice. The degree of proficiency sought and the skills to be attained are dependent on the career goals of the individual student. Individualized instruction, plus the opportunity to study abroad, permit qualified students to attain a degree of proficiency while preparing for careers in education, the humanities, science, government, law, business, nursing, interpretation/translation, tourism, hotel and restaurant administration or social welfare.

## Programs

The department of modern and classical languages offers four programs leading to the bachelor of arts: French and Spanish in the College of Arts and Sciences; French and Spanish in the College of Education. Students wishing to qualify for a provisional teaching certificate in French or Spanish register in the College of Education. The department offers courses, but not degree programs, in Arabic, Chinese, Italian, Latin, Japanese, Greek and American Sign Language.

## Language Placement

All students who wish to enroll in a course in Spanish or French must first complete the language proficiency placement test, which is available online at our department website, [www.niagara.edu/fl](http://www.niagara.edu/fl). Students who have had no previous study of language, and students who wish to study a language other than Spanish or French do not need to take the placement test, and may enroll directly into the 101 level.

## Majors

Those students planning to enter professions requiring a high level of fluency may concentrate in one of three areas: language, literature, or language and literature. Such students are urged to spend a semester abroad.

Majors in French or Spanish can be combined either with a minor in another language or in another discipline such as: political science; business; social welfare; criminal justice; travel, hotel and restaurant administration; philosophy; history or religious studies. The number of advised electives within the French and Spanish majors permits combining language proficiency with virtually any other discipline. A double major is also possible.

## **The Vincent and Harriet Palisano**

### **Foreign Language Laboratory**

Dedicated in 1983, the laboratory has become a state-of-the-art facility to support the foreign language program. Through continued grants from the Palisano Foundation, the laboratory features computer stations with rapid access to the Internet, interactive language programs, and foreign language writing software. The media archive provides access to over 500 foreign language feature films, documentaries, and language programs. The Language Laboratory is located in 344 Dunleavy Hall.

The lab is open Monday through Friday, 9 a.m.-5 p.m. For evening and weekend hours, please call the laboratory coordinator at 716.286.8212.

### **Study-Abroad Program**

Niagara University offers students the opportunity to select a one-semester study-abroad program. Qualified students, under the guidance of the study abroad adviser and academic advisors, select the program or course work which best responds to his/her desires and needs. This service is provided for both majors and nonmajors. For further information, refer to page 234.

The NU programs abroad offer a wide choice of courses which are selected according to the students' interests, preparation and the results of their placement tests.

Most study abroad programs offer language courses at all levels. Students do not need extensive study of language before going abroad. Any student who is interested in spending a summer or a semester abroad should consult the chairperson of the department of modern and classical languages to find the most suitable program.

#### **NU Córdoba, Argentina**

[www.uccor.edu.ar](http://www.uccor.edu.ar)

[www.studyinspain.org](http://www.studyinspain.org)

Argentina's second largest city and the region's early capital, Córdoba is a bustling educational and commercial center set at the foothills of the Sierra Chica mountain range in northern Argentina. Founded as a Jesuit city by Jerónimo Luis de Cabrera in 1573, Córdoba today is recognized as a center for arts and learning in Argentina with its many universities, theaters, and museums.

Córdoba has developed a well deserved reputation as an exciting but relaxed atmosphere for intellectual pursuits. Home to some 130,000 students from across the country, the city of Córdoba is known popularly in Argentina as "La Docta", from doctorate, because of its rich academic past. The university's 5,000 students enjoy the convenience of modern classrooms and living space, sports fields and other facilities in an easily accessible campus. The campus is dotted with shady trees and green fields. Its location gives you easy access to shopping, nightlife and public transportation.

#### **NU Mar del Plata, Argentina**

[www.ufasta.edu.ar](http://www.ufasta.edu.ar)

Argentina is a diverse country with plenty to see and do. With 47 km of coasts with cliffs, ravines, sand dunes, and beaches, students can find fun or peace and quiet.

The daily life of the international student at FASTA University is centered around three spheres: becoming a part of the host family or student group; cultivating a social life in Argentina; and activity participating in university classes.

#### **NU in Angers, France**

[www.cidef.uco.fr](http://www.cidef.uco.fr)

There are six levels of courses emphasizing language, conversation, and translation. The students may also choose among courses in business, literature, art history, civilization, political science, history, economics, geography, philosophy, theology and tourism.

They attend courses arranged for foreign students taught by French faculty of the Université Catholique de l'Ouest. Upon completion of the program, the students have the option of taking the examinations for the Diploma of the Paris Chamber of Commerce and the Alliance Française.

#### **NU in Lille, France**

[www.fupl.asso.fr](http://www.fupl.asso.fr)

The European Summer Program at the Université Catholique de Lille offers courses in French language, intercultural communications, art history, architecture, political science, European economics, literature, film, and science.

Courses are taught in French and in English by the faculty of the Université Catholique de Lille. As a supplement to classroom instruction, the program includes excursions to museums and to places of historic interest in France and Belgium.

#### **NU Alicante, Spain**

[www.ua.es](http://www.ua.es)

[www.studyinspain.org](http://www.studyinspain.org)

Alicante, the jewel of the Costa Blanca beaches stretched along the Mediterranean, is a harbor city that is both rich in history and pleasantly relaxed. The city's long promenades and endless white beaches have long been guarded by the Castle of Santa Barbara on top of the Benacantil Mountain. The culture, architecture, language and people have all been shaped by the traders and conquerors — Phoenicians, Greeks, Roman and Arabs — who left their imprint on this axis of trading routes over the centuries.

The kilometers of beaches, the civil and architectural legacy of the historic quarter, and the varied cuisine of the area are the main reasons Alicante is a major tourist destination for Spaniards. The city is also alive at night and during traditional regional holiday periods, like the Moorish and Christian festivities and the papier-mâché bonfires on the Night of San Juan in late June.

#### **NU in Seville, Spain**

Organized for foreign students and supervised by a Seville-based director, the program offers courses in language, literature, history, civilization, art history, social structure, economics, political science, and Spanish dance.

The students may also take courses at the University of Seville or carry out independent investigation projects under the supervision of the faculty of the Center for Cross-Cultural Studies.



**NU in Santiago de Chile**  
**www.ust.cl**

The Universidad de Santo Tomas is among the best universities in Santiago de Chile, the capital of the country. NU students can go to Chile during the spring semester or during the summer. A great variety of classes are available in all majors. Students from NU studying in Chile will have an adviser to supervise their needs in academic matters, particularly in the improvement of their skills in the Spanish language. At the end of their semester in Chile, NU students will also be able to visit the University's affiliate campus in Argentina for a tour of Mar del Plata and the surrounding area.

**NU in Monterrey, Mexico**  
**www.itesm.mx**

The Instituto Tecnologico y de Estudios Superiores de Monterrey (ITESM) was founded by a group of Mexican business-people whose goal was to train highly qualified professionals in fields critical to Mexico's economic development. In addition to programs in the Spanish language, ITESM offers courses in commerce, communications, information technology, science, economics, hotel and tourism, international relations, political science, and literature.

Additional language study abroad opportunities are available through the following programs: [www.aifsbroad.com](http://www.aifsbroad.com), [www.cciabroad.org](http://www.cciabroad.org) and [www.globalsemesters.com](http://www.globalsemesters.com).

**B.A. — French — Arts & Sciences**

	Units
General Education Requirement	20
* All Niagara University students entering as freshmen are required to take the one credit Niagara University Beginning seminar course (NUB 102) in addition to the 20 general education requirements.	
See General Education	
Foundation Courses	9
Distribution Courses	11
Major Requirement	10
FRE 103-104	Intermediate Language
FRE 205-206	Advanced Conversation and Composition
FRE 308	History of France
FRE 305/306/307	Francophone Culture Elective
FRE 300/400	Culture or Literature Elective
FRE 400	Advanced Literature Elective
FRE 400	Advanced Literature Elective
FRE 425	Senior Seminar or Honors Thesis
Total program	40

**B.A. — Spanish — Arts & Sciences**

	Units
General Education Requirement	20
* All Niagara University students entering as freshmen are required to take the one credit Niagara University Beginning seminar course (NUB 102) in addition to the 20 general education requirements.	
See General Education	
Foundation Courses	9
Distribution Courses	11
Major Requirement	10
SPA 103-104	Intermediate Language

SPA 205-206	Advanced Conversation and Composition	
SPA 305	History of Spain	
SPA 307	History of Latin America	
SPA 300/400	Culture or Literature Elective	
SPA 400	Advanced Literature Elective	
SPA 400	Advanced Literature Elective	
SPA 425	Senior Seminar or Honors Thesis	
Total program		40

**B.A. — French — Education\*\***  
**With teacher certification**

	Units	
General Education Requirement	20	
* All Niagara University students entering as freshmen are required to take the one credit Niagara University Beginning seminar course (NUB 102) in addition to the 20 general education requirements.		
See General Education		
Foundation Courses	9	
Distribution Courses	11	
Professional Requirement	9	
Major Requirement	12	
FRE 103-104	Intermediate French Language	2
FRE 205-206	Advanced Conversation and Composition	2
FRE 308	History of France	1
FRE 305/306/307	Francophone Culture Elective	1
FRE 200/300	Language or Culture Elective	1
FRE 200/300	Language or Culture Elective	1
FRE 300/400	Culture or Literature Elective	1
FRE 400	Advanced Literature Elective	1
FRE 400	Advanced Literature Elective	1
FRE 425	Senior Seminar or Honors Thesis	1
Total program		41

\*\*Education majors with a concentration in French or Spanish are encouraged to study a semester abroad.



## B.A. — Spanish — Education\*\* With teacher certification

	Units
General Education Requirement	20
* All Niagara University students entering as freshmen are required to take the one credit Niagara University Beginning seminar course (NUB 102) in addition to the 20 general education requirements.	
See General Education	
Foundation Courses	9
Distribution Courses	11
Professional Requirement	9
Major Requirement	12
SPA 103-104 Intermediate Spanish Language	2
SPA 205-206 Advanced Conversation and Composition	2
SPA 305 History of Spain	1
SPA 307 History of Latin America	1
SPA 300/400 Culture or Literature Elective	1
SPA 400 Advanced Literature Elective	1
SPA 400 Advanced Literature Elective	1
SPA 425 Senior Seminar or Honors Thesis	1
Spanish/ Latin American Studies Electives (2)	2
<b>Total program</b>	<b>41</b>

\*\*Education majors with a concentration in French or Spanish are encouraged to study a semester abroad.

## A Major in Romance Languages (Liberal Arts: concentration Romance Languages)

### Required courses

- LAT 101-102 (designated AS distribution)
- Five courses in primary concentration: SPA or FRE
- Three courses in secondary concentration: SPA, FRE, or ITA
- Three courses in third concentration: SPA, FRE, or ITA
- LAM 499 (Senior Seminar) or LAM 403-404 (Honors Thesis)

Student must reach advanced proficiency in French and/or Spanish (FRE/SPA 206).

Student may only take one course in translation: (FRE/SPA/ITA 200).

(See the Liberal Arts section of the catalog, page 113).

## Minor — French

Six consecutive courses in language, one of which may be FRE 200.

## Minor — Spanish

Six consecutive courses in language, one of which may be SPA 200 or IAS.

## Minor — Italian Studies

Required courses ITA 101-102 (Elementary Italian)

Four elective courses, chosen from the following list

- ITA 103 Intermediate Italian I
- ITA 104 Intermediate Italian II
- ITA 200 Italian Culture
- ENG 312 Italian American Literature
- ENG 401 Dante

HIS 303  
FAA

The Renaissance  
Renaissance Art and Culture

## Minor — American Sign Language and Deaf Studies

Five required courses, chosen from the following list

- ASL 100 Introduction to ASL
- ASL 200, 201, 203 Applied ASL
- ASL 310 American Deaf Culture
- ASL 493, 494 Co-op/Internship

## Courses

- Indicates courses which cannot be challenged

\* Please note: All courses above the 300-level are taught exclusively in the target language.

## Arabic

### ARA 101 — Elementary Arabic I (AS/CD)

A basic course in reading, writing, speaking and listening to Modern Standard Arabic, with some exposure to the Egyptian dialect. There will be an emphasis on active vocabulary learning, and on developing the ability to use the language to accomplish basic interpersonal communicative tasks.

*three semester hours*

### ARA 102 — Elementary Arabic II (AS/CD)

*Prerequisite ARA 101 or permission of the instructor*

This course continues to develop the four basic language skills (writing, reading, speaking, listening) begun in Arabic 101. There will be an emphasis on active vocabulary learning, and on developing the ability to use the language to accomplish basic interpersonal communicative tasks.

*three semester hours*

### ARA 103 — Intermediate Arabic I (AS/CD)

*Prerequisite ARA 102 or permission of the instructor*

Review and expansion of communication skills through materials reflecting the history, literature, and culture of the Arabic world.

*three semester hours*

### ARA 104 — Intermediate Arabic II (AS/CD)

*Prerequisite ARA 103 or permission of the instructor*

This course is the second half of the intermediate sequence and continues to develop the communication skills begun in Arabic 103.

*three semester hours*

### ARA 200 — Contemporary Arabic Culture (H/CD)

Students will explore various aspects of Arabic culture, with an emphasis on current trends in art, politics, religion, and entertainment in the Middle East and North Africa. Students will examine implications of cultural stereotypes by comparing their own heritage with social, geographic, and political identities of the modern Arab world. This course is conducted in English, and is open to all students, regardless of their background in Arabic language.

*This course cannot be used to satisfy a foreign-language requirement*  
*three semester hours*

## American Sign Language

### ASL 100 — Introduction to American Sign Language and Deaf Studies (AS/CD)

This course is the prerequisite for all other ASL courses. It will build a foundation of basic vocabulary, usage, linguistic, and cultural concepts. Emphasis is placed on the language impact of Deafness. The study of ASL and Deaf culture provides skills applicable to employment in both the public and private sector.

*three semester hours*

### ASL 200 — Applied American Sign Language I (AS/CD)

*Prerequisite ASL 100*

American Sign Language is the natural language of the deaf. It uses its own syntax, vocabulary, and metalinguistic rules. This course uses the Signing Naturally curriculum, workbook activities, video exercises, and classroom expressive and receptive language drills to present ASL theories. Other topics to be addressed include finger spelling, Deaf culture, and assistive technology.

*three semester hours*

### ASL 201 — Applied American Sign Language II (AS/CD)

*Prerequisite ASL 200*

Building upon the basic structures presented in ASL 100, this course focuses on culturally significant topics related to the Deaf community, more complex ASL grammatical features, vocabulary-building, classifiers, comprehension and development of medium-length stories, narratives and dialogues.

*three semester hours*

### ASL 202 — Applied American Sign Language III (AS/CD)

*Prerequisite ASL 201 or permission of the instructor*

This course continues to develop the communication skills covered in ASL 201, focusing specifically on culturally significant topics related to the Deaf community, more complex ASL grammatical features, vocabulary building, storytelling, narratives and dialogues.

*three semester hours*

### ASL 310 — Domestic Diversity: American Deaf Culture (CD)

*Prerequisite ASL 100*

This course examines deafness from a cultural/linguistic perspective. Students will learn to recognize and appreciate the deaf sub-culture through study of language influence, customs, and history. Skills for cross-cultural interaction will be practiced. Emphasis will be placed on the deaf perspective, current trends and deafness in the workplace.

*three semester hours*

### ASL 493,494 — Internship/Co-op

A junior or senior work-study program providing relevant employment experience. Registration will occur at the beginning of the experience. The objective of the program is to integrate classroom theory and practical work experience, thus lending relevancy to learning and providing the student with a realistic exposure to career opportunities. Students interested in taking an internship or co-op should talk to their advisor.

*three semester hours*

## Chinese

### CHI 101 — Elementary Mandarin Chinese (AS/CD)

Basic course in Chinese emphasizing skills in oral and written communication with an introduction to the culture and civilization of China. Open to students with no previous study of Chinese.

*three semester hours*

### CHI 102 — Elementary Mandarin Chinese II (AS/CD)

*Prerequisite CHI 101 or the equivalent*

This course continues to develop oral and written skills that were introduced in Chinese 101, with a special emphasis on the ability to read and write Chinese characters. Presentations of Chinese culture and customs are also a content focus of this course.

*three semester hours*

### CHI 200 — Chinese Popular Culture (CD)

A general introduction to China's distinct cultural identity, as represented in its poetry, prose fiction, cinema, arts, and folklore. This course will also compare important cultural differences between the United States and China in the domains of business etiquette and social conventions. This course is conducted in English, and is open to all students, regardless of their background in Chinese language.

*This course cannot be used to satisfy a foreign language requirement for non-majors*  
*three semester hours*

## French

### FRE 100 — French for Elementary School Teachers (AS)

This course is intended for student who anticipate a career in elementary education. Students will learn basic grammar, syntax, and vocabulary of the French language, and, at the same time, pedagogical methods and active learning modules appropriate to K-5 learners.

*three semester hours*

### FRE 101 — Elementary French I (AS)

Basic course in French emphasizing skills in oral and written communication with an introduction to the culture and civilization of the Francophone world. Open to students with no previous study of French or with the permission of the chairperson of the department of foreign languages.

*three semester hours*

### FRE 102 — Elementary French II (AS)

*Prerequisite FRE 101 or the equivalent*

Course continues to develop the four basic functions of language begun in French 101: speaking, understanding, reading and writing while stressing vocabulary, grammar and pronunciation. The culture of the Francophone world will form the content area of the course.

*three semester hours*

### FRE 103 — Intermediate French I (AS)

*Prerequisite FRE 102, or permission of the instructor*

Review and expansion of communication skills through materials reflecting the history, literature and culture of the Francophone world.

*three semester hours*



**FRE 104 — Intermediate French II (AS)**

*Prerequisite FRE 103, or permission of the instructor*

This course is the second half of the intermediate sequence and continues to develop the communication skills begun in French 103.

*three semester hours*

**FRE 110 — Business French (AS)**

*Prerequisite FRE 102, or permission of the instructor*

An introduction to vocabulary, idiomatic expressions, and grammatical constructions appropriate to a francophone business setting. In addition to building basic communication skills, the course covers various aspects of French business etiquette, commercial jargon, and correspondence. Taught partly in English, this course is open to students with basic skills in French language.

*three semester hours*

**FRE 200 — Francophone Women Writers in Translation (H/CD)**

A survey of various themes and social questions regarding the position that women have held in French society from the 12th century to the present, as these are treated in poetry, prose fiction, cinema and drama by and about female authors. Conducted in English, with all texts read in translation, this course is open to all students, regardless of their background in French.

*This course cannot be used to satisfy a foreign language requirement for nonmajors.*

*It may count as a culture course required for the minor.*

*three semester hours*

**FRE 205 — Advanced Conversational French and Composition I (AS)**

*Prerequisite FRE 104 or permission of the instructor*

Development of fluency in the language as well as of the ability to write original compositions. Includes the study of various aspects of Francophone cultures.

*three semester hours*

**FRE 206 — Advanced Conversational French and Composition II (AS)**

*Prerequisite FRE 205 or permission of the instructor*

This course is the second half of the advanced sequence and continues to develop the communication skills begun in French 205.

*three semester hours*

**FRE 305 — Literature and Civilization of Quebec (H/AS)**

*Prerequisite FRE 206 or permission of the instructor*

A survey of political, social, intellectual and artistic history of Quebec as reflected in its literature.

*three semester hours*

**FRE 307— Contemporary France (H/AS)**

*Prerequisite FRE 206 or permission of the instructor*

An introduction to the cultural institutions of post-war France, this course examines the political structure, technological developments, and social issues of the Fifth Republic, with special emphasis on current events and contemporary media.

*three semester hours*

**FRE 308 — Cultural History of France (H/AS)**

*Prerequisite FRE 206 or permission of the instructor*

A survey of the history of France from the Middle Ages to World War II, through thematic studies of the artistic and literary developments, social and political movements, philosophical trends, and historic personalities that helped to shape France of the twenty-first century.

*three semester hours*

**FRE 310 — Translation Laboratory (AS)**

*Prerequisite FRE 206 or permission of the instructor*

Introduction to the techniques and problems of translation. Includes written, consecutive and simultaneous translation as well as subtitling. Usually taken abroad.

*three semester hours*

**FRE 319 — Special Topics in Francophone Cinema (H/AS)**

*Prerequisite FRE 206 or permission of the instructor*

A variable topics course which means to introduce students to particular cultural aspects of the francophone world through a close study and examination of its films.

*three semester hours*

**FRE 401 — Independent Research Project**

*Prerequisite FRE 206 or permission of the instructor*

Each student pursues a topic independently under the direction of a staff member. The student must have a written report of his/her findings approved. The approved written report is to be filed with the chairperson of the department.

*three semester hours*

**•FRE 404-405 — Honors Thesis I and II (WI)**

*Prerequisite FRE 206 or permission of the instructor*

Individual research of a substantive nature pursued in the student's major field of study. The research will conclude in a written thesis or an original project, and an oral defense.

*six semester hours*

**FRE 406 — Phonetics (AS)**

*Prerequisite FRE 206 or permission of the instructor*

Intensive study of sound system, intonation and accent. Usually taken abroad.

*three semester hours*

**FRE 410 — History of French Theatre (H/AS/WI)**

*Prerequisite FRE 206 or permission of the instructor*

A survey of the major trends in the development of theatre literature, theory, and performance in France from the Middle Ages to the present.

*three semester hours*

**FRE 412 — Twentieth Century Literature (H/AS/WI)**

*Prerequisite FRE 206 or permission of the instructor*

An examination of selected major works of prose, theatre and poetry of the 20th century, within the context of social and political change.

*three semester hours*

**FRE 414 — Romanticism (H/AS/WI)**

*Prerequisite FRE 206 or permission of the instructor*

Analysis of the ideas, techniques and major contributions of the literary leaders of the Romantic movement.

*three semester hours*

**FRE 415 — Realism and Symbolism (H/AS/WI)**

*Prerequisite FRE 206 or permission of the instructor*

Studies in post-Romantic prose and poetry with special emphasis on Baudelaire, Flaubert, Verlaine, Mallarmé and Zola.

*three semester hours*

**FRE 416 — Contemporary Francophone Literature (AS/CD)**

*Prerequisite FRE 206 or permission of the instructor*

Students examine selected literary texts published in French by contemporary francophone writers. Texts are studied in terms of their contemporary social and cultural context within the greater francophone world.

*three semester hours*

**FRE 418-419 — Advanced Grammar and Stylistics (AS)**

*Prerequisite FRE 206 or permission of the instructor*

Course designed to develop the personal writing style of the student by means of grammatical and stylistic exercises as well as creative and technical writing. Usually taken abroad.

*six semester hours*

**FRE 425 — Senior Seminar (AS/WI)**

*Prerequisite FRE 206 or permission of the instructor*

Research work manifested in oral and written projects in keeping with the area of specialization of individual students.

*three semester hours*

**FRE 426 — Teaching Assistantship**

*Prerequisite FRE 206 or permission of the instructor*

A student having attained advanced proficiency in French will lead weekly lab sessions as a supplement to French 205-206. These sessions consist of grammar exercises, vocabulary drills, conversational activities, and cultural modules. With a pedagogical supervisor, the student will examine various language acquisition strategies while preparing a cumulative teaching portfolio.

*three semester hours*

**FRE 428 — Stage de Perfectionnement (AS)**

*Prerequisite FRE 206 or permission of the instructor*

Course designed to provide students who have already attained a level of fluency with opportunity to perfect their skills by means of group work and individualized activities.

*three semester hours*

**FRE 493, 494, 495, and 496 — French Internship/Co-op**

A junior or senior work-study program providing relevant employment experience. Registration will occur at the beginning of the experience. The objective of the program is to integrate

classroom theory and practical work experience, thus lending relevancy to learning and providing the student with a realistic exposure to career opportunities. Students interested in taking an internship or co-op should talk to their advisor.

*zero to six semester hours*

**Greek****GRK 101 — Elementary Classical Greek (AS)**

An introduction to Ancient Greek, using reading as a pathway to understanding the forms, grammar, and structure of the language. Along with acquiring basic reading skills in Greek, students will study the culture and civilization of the 5th century Greek world, and its influence on the English language.

*three semester hours*

**Italian****ITA 101 — Elementary Italian I (AS)**

Basic course in Italian emphasizing skills in oral and written communication with an introduction to the culture and civilization of Italy. Open to students with no previous study of Italian.

*three semester hours*

**ITA 102 — Elementary Italian II (AS)**

*Prerequisite ITA 101 or the equivalent*

Course continues to develop the four basic functions of language: speaking, understanding, reading and writing, while stressing vocabulary, grammar, and pronunciation. The culture of Italy will also form the content of the course.

*three semester hours*

**ITA 103 — Intermediate Italian I (AS)**

*Prerequisite ITA 102 or permission of the instructor*

Review and expansion of communication skills through materials reflecting the history, literature and culture of Italy.

*three semester hours*

**ITA 104 — Intermediate Italian II (AS)**

*Prerequisite ITA 103 or permission of the instructor*

This course is the second half of the intermediate sequence and continues to develop the communication skills begun in Italian 103.

*three semester hours*

**ITA 200 — Italian Culture (H)**

This course introduces students to various aspects of Italian culture, with an emphasis on contemporary trends in art, politics, religion, and entertainment. Students will explore several issues in Italian cultural studies, including national stereotypes, popular culture, the media, social and political identities, minority populations, and current news-stories. Conducted in English, this course is open to all students, regardless of their background in Italian language.

*This course cannot be used to satisfy a language requirement*

*three semester hours*

## Japanese

### JPN 101 — Elementary Japanese I (AS/CD)

Basic course in Japanese emphasizing skills in oral and written communication with an introduction to the culture and civilization of Japan. Open to students with no previous study of Japanese or with the permission of the chair of the department of foreign languages.

*three semester hour*

### JPN 102 — Elementary Japanese II (AS/CD)

*Prerequisite JPN 101 or permission of the instructor*

This course continues to develop the four basic functions of language begun in Japanese 101. Emphasis will also be on the history and culture of Japan.

*three semester hour*

### JPN 200 — Japanese Popular Culture (CD)

A general introduction to Japan's distinct cultural identity, as represented in its poetry, prose fiction, cinema, arts, and folklore. This course will also compare important cultural differences between the United States and Japan in the domains of business etiquette and social conventions. This course is taught in English.

*This course cannot be used to satisfy a foreign language requirement.*

*three semester hour*

## Latin

### LAT 101 — Elementary Latin (AS)

A basic course in Latin emphasizing the essentials of grammatical structure, vocabulary, and the reading of selected texts based on a variety of Latin authors with an introduction to the culture and civilization of ancient Rome. Special emphasis on Latin roots of English words. Highly recommended for all arts and science majors particularly students in pre-law, premed, religious studies, English, and modern language programs.

*three semester hours*

### LAT 102 — Intermediate Latin (AS)

*Prerequisite LAT 101 or permission of the instructor*

Latin 102 is a continuation of Latin 101, which uses readings as a pathway to understanding the forms, grammar, and structure of the language of the Romans. Along with acquiring the ability to read Latin at an intermediate level, students will learn about the culture and civilization of the Greco-Roman world, the Latin influence on English and the Romance languages, with special emphasis on the Latin presence in English today.

*three semester hours*

## Portuguese

### POR 101 — Elementary Portuguese I (AS/CD)

Basic course emphasizing skills in oral and written communication with an introduction to the culture and civilization of Brazil. Open to students with no previous study of Portuguese. This course is an elective for the Latin American Studies minor.

*three semester hours*

### POR 102 — Elementary Portuguese II (AS/CD)

*Prerequisite POR 101 or permission of the instructor*

Course continues to develop the four basic functions of language begun in POR 101: speaking, understanding, reading, and writing. The culture of Brazil will also form the content of the course. This course is an elective for the Latin American Studies minor.

*three semester hours*

## Spanish

### SPA 101 — Elementary Spanish I (AS)

Basic course in Spanish emphasizing skills in oral and written communication with an introduction to the culture and civilization of the Hispanic world. Open to students with no previous study of Spanish or with the permission of the chairperson of the department of foreign languages.

*three semester hours*

### SPA 102 — Elementary Spanish II (AS)

Course continues to develop the four basic functions of language begun in SPA 101: speaking, understanding, reading and writing while stressing vocabulary, grammar, and pronunciation. The cultures of the Hispanic world also form the content of the course.

*three semester hours*

### SPA 103 — Intermediate Spanish I (AS)

*Prerequisite SPA 102 or permission of the instructor*

Review and expansion of communication skills through materials reflecting the history, literature and culture of the Hispanic world.

*three semester hours*

### SPA 104 — Intermediate Spanish II (AS)

*Prerequisite SPA 103 or permission of the instructor*

This course is the second half of the intermediate sequence and continues to develop the communication skills begun in Spanish 103.

*three semester hours*

### SPA 110 — Spanish for Business (AS)

An introduction to vocabulary, idiomatic expressions, and grammatical constructions appropriate to a Spanish-speaking environment. In addition to building basic communication skills, the course covers various aspects of Spanish business protocol, commercial terminology and correspondence. This course would be of interest for students who would like to have a working knowledge for business relations with the Hispanic world.

*three semester hours*

### SPA 200 — Hispanic Women Writers in English Translation (H/AS/CD)

A survey of various themes and social questions regarding the position that women have held in Spanish and Latin American societies from the 16th century to the present, as these are treated in poetry, prose fiction, testimony, cinema and drama by and about women. Conducted in English, with all texts read in translation, this course is open to all students, regardless of their background in Spanish.

*This course cannot be used to satisfy a language or analytical skills requirement for nonmajors. It may count as a culture course for the*

*Spanish minor or major or Latin American Studies minor.*

*three semester hours*



**SPA 205 — Advanced Conversational Spanish and Composition I (AS)**

*Prerequisite SPA 104 or permission of the instructor*

Development of fluency in the language as well as the ability to write original compositions. Includes the study of various aspects of Hispanic cultures.

*three semester hours*

**SPA 206 — Advanced Conversational Spanish and Composition II (AS)**

*Prerequisite SPA 205 or permission of the instructor*

This course is the second half of the advanced sequence and continues to develop the communication skills begun in Spanish 205.

*three semester hours*

**SPA 210 — Spanish for Heritage Speakers (AS)**

A course for heritage speakers of Spanish who have little or no formal training in the language. Students with near native speaking ability seeking to perfect their Spanish skills may also enroll. Students will improve their Spanish grammar, reading and writing skills, as well as expand their knowledge of Hispanic cultures.

*three semester hours*

**SPA 305 — Civilization and Culture of Spain (H/AS)**

*Prerequisite SPA 206 or permission of the instructor*

A survey of the political, social and artistic history of Spain from the Middle Ages to the present. Readings from representative texts illustrating the interrelatedness of the diverse facets of Spanish civilization.

*three semester hours*

**SPA 306 — Current Issues in the Hispanic World (H/AS/CD)**

*Prerequisite SPA 206 or permission of the instructor*

Through a close examination of current Hispanic language media, students explore topics related to international politics, social structures, and culture within the contemporary Hispanic world.

*three semester hours*

**SPA 307 — Civilization and Culture of Latin America (H/AS/CD)**

*Prerequisite SPA 206 or permission of the instructor*

A survey of the political, social and artistic history of Latin America from the pre-Hispanic days up to the Colonial period. Readings will emphasize the culture of the Mayas, Aztecs, Incas and other pre-Columbian peoples and the problems associated with the clash of exogenous cultures.

*three semester hours*

**SPA 310 — Translation Laboratory (AS)**

*Prerequisite SPA 206 or permission of the instructor*

Introduction to the techniques and problems of translation. The course will give students practice in translating material in their chosen area of specialization.

*three semester hours*

**SPA 319 — Special Topics in Hispanic Cinema (H/AS)**

*Prerequisite SPA 206 or permission of the instructor*

A variable topics course which means to introduce students to particular cultural aspects of the Hispanic world through a close study and examination of its films.

*three semester hours*

**SPA 401 — Independent Research**

*Prerequisite SPA 206 or permission of the instructor*

Each student pursues a topic independently under the direction of a staff member. The student must have a written report of his/her findings approved. The approved written report is to be filed with the chairperson of the department.

*three semester hours*

**SPA 403-404 — Spanish Literature of the Middle Ages and Golden Age (H/AS/WI)**

*Prerequisite SPA 206 or permission of the instructor*

The history of Spanish literature in the Middle Ages and the outstanding figures in the fields of drama, novel and poetry of the Golden Age.

*six semester hours*

**SPA 406 — Phonetics (AS)**

*Prerequisite SPA 206 or permission of the instructor*

Intensive study of sound system, intonation and accent. Usually taken abroad.

*three semester hours*

**•SPA 409-410 — Honors Thesis I and II (WI)**

*Prerequisite SPA 206 or permission of the instructor*

Individual research of a substantive nature pursued in the student's major field of study. The research will conclude in a written thesis or an original project, and an oral defense.

*six semester hours*

**SPA 411-412 — Hispanic Literature of the 18th and 19th Centuries (H/AS/WI)**

*Prerequisite SPA 206 or permission of the instructor*

Study and analysis of the thought and literature from the end of the Golden Age to the birth of the generation of 1898.

*six semester hours*

**SPA 413-414 — Twentieth Century Literature (H/AS/WI)**

*Prerequisite SPA 206 or permission of the instructor*

A study of the main trends and most representative authors during the 20th century in Spain in the fields of the novel, short story, essay, poetry and drama.

*six semester hours*

**SPA 415-416 — Spanish American Authors (H/AS/CD/WI)**

*Prerequisite SPA 206 or permission of the instructor*

A study of the main literary works reflecting the spiritual and intellectual development of Latin America from pre-Columbian to contemporary times. May be repeated for credit.

*six semester hours*

# Multicultural Studies

## SPA 418-419 — Advanced Grammar and Stylistics (AS)

*Prerequisite SPA 206 or permission of the instructor*

Course designed to develop personal writing style of the student by means of grammatical and stylistic exercises, as well as creative and technical writing. Usually taken abroad.

*six semester hours*

## SPA 420 — Chicano Literature (H/AS/WI/CD)

*Prerequisite SPA 206 or permission of the instructor*

A comprehensive study of Chicano literature and the contributions of “Chicanos” to the history and culture of Mexico and the United States through a study of literary, historical, and cultural texts. Special emphasis on the development of the Chicano cultural identity from its Mexican colonial roots through contemporary Chicano movements.

*three semester hours*

## •SPA 425 — Senior Seminar (AS/WI)

*Prerequisite SPA 206 or permission of the instructor*

Research work manifested in oral and written projects in keeping with the area of specialization of individual students.

*three semester hours*

## SPA 426 — Teaching Assistantship

*Prerequisite SPA 206 or permission of the instructor*

A student having attained advanced proficiency in Spanish will lead weekly lab sessions as a supplement to Spanish 205-206. These sessions consist of grammar exercises, vocabulary drills, conversational activities, and cultural modules. With a pedagogical supervisor, the student will examine various language acquisition strategies while preparing a cumulative teaching portfolio.

*three semester hours*

## SPA 428 — Curso de Perfeccionamiento (AS)

*Prerequisite SPA 206 or permission of the instructor*

Course designed to provide students who have already attained a level of fluency with the opportunity to perfect their skills by means of group work and individualized activities.

*three semester hours*

## SPA 493, 494, 495, and 496 — Spanish Internship/Co-op

A junior or senior work-study program providing relevant employment experience. Registration will occur at the beginning of the experience. The objective of the program is to integrate classroom theory and practical work experience, thus lending relevancy to learning and providing the student with a realistic exposure to career opportunities. Students interested in taking a co-op or internship should talk to their advisor.

*zero to six semester hours*

Timothy O. Ireland, Ph.D., Coordinator

[toi@niagara.edu](mailto:toi@niagara.edu)

[www.niagara.edu/laba](http://www.niagara.edu/laba)

## Goals

Individuals graduating in the 21st century are confronting an increasingly diverse world. As a result, there is a corresponding increase in the need to prepare a workforce with the appropriate knowledge, skills, and values to navigate this diversity. The multicultural studies program will introduce students to different cultural, ethnic and social groups from the perspective of two or three academic disciplines. Students pursuing multicultural studies will gain a greater appreciation of these diverse cultural and ethnic groups and will, therefore be better prepared to work with diverse populations in a variety of fields including not-for-profit government, or business.

## Program

Students completing a Bachelor of Arts in Liberal Arts with a Concentration in Multicultural Studies may combine courses from either two or three different academic fields. Students pursuing the two academic fields Liberal Arts Multicultural Studies Model Major must select six courses from one of the groups below and five courses from another. Students pursuing the three academic disciplines Liberal Arts Multicultural Studies Model Major must select five courses from one of the groups below and three each from two other groups. All students must also complete the Senior Seminar (LAM 499; LAM 403/404 for Honors Students). At least two courses, not including the Senior Seminar, must be at the 300 or 400 level.

In addition to coursework required by the Multicultural Studies Model Major, students will also be required to complete all requirements of the Liberal Arts Program. For specific degree requirements unique to the Liberal Arts Program, consult the description of the program in this catalog.

## Course Requirements

Select from two or three of the following lists of suggested courses.

### Communication Studies

CMS 350

CMS 354

Mass Media and Culture

International Communication



# Natural Sciences Minor

Robert S. Greene, Ph.D., Coordinator

rsg@niagara.edu

## Goals

Discoveries in the natural sciences are playing a pivotal role in advancing human knowledge and understanding of the world where we live. The basic natural sciences of Biology and Chemistry form the foundations of our modern society's institutions, and are thus an integral part of our daily lives. Application of the natural scientific principles, products, and operations to the human condition has profoundly benefited humanity. The academic minor in natural sciences is designed to provide the non-science major with a fundamental understanding of how these sciences work and affect their daily lives, from the workings of medicine and biotechnology, chemistry of food and forensics, to the landing of space craft on distant planets.

## Program

The minor program is designed for non-science majors enrolled in any major, but is particularly valuable for criminal justice, pre-law and pre-engineering, and business majors. A total of six courses is required to complete the major. Students must take three (3) courses from Biology and three (3) courses from the Chemistry departments. Listed below are the required courses for the minor. Students interested in the natural science minor should contact the coordinator.

## Course Requirements

Biology courses (select three)

BIO 101	Human Biology
BIO 102	Introduction to Biology for Non-majors
BIO 103	Environmental Science
BIO 104	Human Genetics
BIO 105	Environmental Health

Chemistry courses (select three)

CHE 100	Chemistry and Life
CHE 105	Chemistry and Society I: Public Affairs Chemistry
CHE 106	Chemistry and Society II: Chemistry for Consumers
CHE 107	Food Chemistry for Nonscientists
CHE 108	Forensic Science

CMS 361  
CMS 363  
CMS 491, 492, 493,  
494, 495, 496

Politics and Media  
Stereotyping in the Media  
Communication Studies  
Internship/Co-op

## History

HIS 105	Introduction to Africana Studies
HIS 220	Africa in World History
HIS 222	Rivalries: Central Asia & Afghanistan
HIS 321	History of Russia
HIS 322	History of the Soviet Union
HIS 273	The Rise of Black America
HIS 280	Asia-Pacific World
HIS 346	Civil Rights Movements
HIS 371	The Middle East
HIS 372	The Modern Middle East
HIS 376	Modern Africa
HIS 375	Modern China
HIS 376	Modern Japan
HIS 379	Modern Latin America
HIS 493, 494, 495, 496	History Internship/Co-op

## Modern Languages

ARA 200	Arabic Culture
CHI 200	Chinese Popular Culture
FRE 200	Francophone Women Writers in Translation
ITA 200	Italian Culture
JPN 200	Japanese Popular Culture
LAS 200	Latin American from Latin America — A Survey
SPA 200	Hispanic Women Writers in English Translation

## Political Science

POL 105	Comparative Government
POL 220	Women and the Law
POL 230	Women and Politics
POL 282	Canadian Politics
POL 306	Feminist Political Theory
POL 355	Civil Liberties
POL 362	Political Development
POL 376	Political Systems of the Middle East
POL 378	Politics and Society of Latin America
POL 493, 494, 495, 496	Political Science Internship/Co-op

## Religious Studies

REL 206	World Religions
REL 230	Eastern Orthodoxy and Protestantism
REL 308	Judaism and Islam
REL 309	Hinduism and Buddhism
REL 370	Islam

## Sociology

SOC 205	Native American Cultures
SOC 231	Contemporary Black Families in American Society I
SOC 232	Contemporary Black Families in American Society II
SOC 288	Youth/Music/Subculture
SOC 308	Women in Society
SOC 317	Cultural Anthropology
SOC 325	Race and Ethnicity
SOC 431	Black Families Seminar I
SOC 432	Black Families Seminar II
SOC 493, 494, 495, 496	Sociology Internship/Co-op



# Department of Nursing

Frances S. Crosby Ed. D., RN, Chairperson  
www.niagara.edu/nursing

## Goals

The Department of Nursing is committed to the formation of professional nurses who assume leadership for providing quality health care, integrate evidence and ethics for sound decision making, and collaborate inter-professionally for advocacy of patients, families and communities in a contemporary health care environment. NU's RN-BS Completion Program builds upon the nurse's foundation of knowledge acquired in the associate degree entry level program and professional experiences. The Pre-Licensure (accelerated and four-year) programs provide the foundation of professional nursing knowledge and clinical reasoning experiences to enable students to enter the profession of nursing with the necessary education to deliver comprehensive quality health care expected of a baccalaureate prepared nurse.

## Mission

The mission of the Nursing Department is to provide a comprehensive educational experience to form and inspire development of professional nurses who embrace excellence in nursing practice to provide holistic health care to all members of society, especially the vulnerable and marginalized, in the spirit of St. Vincent DePaul and Sister Louise D'Marrillac.

## Program

Niagara University's Bachelor of Science (BS) in Nursing is a Department in the College of Arts and Sciences. Courses in the major are focused upon nursing science and organized sequentially in clinical and professional tracks. An open systems interaction theory based upon Imogene King provides the theoretical framework. A bachelor's degree at Niagara University has a liberal arts requirement, which is in accordance with university policy and criteria set by the College of Arts and Sciences.



The Nursing program has three tracks. One track is a BS completion program for RNs prepared in an accredited associate degree program or hospital diploma school of nursing. The completion program employs active learning strategies for adult learners. One day per week on campus combines with electronic delivery to support flexibility and accessibility for working nurses. Thirty nursing major credits (10 courses) are taken at NU and 30 are transferred from the RN entry program as nursing "validation" credits. Liberal arts courses taken at the associate degree program that are eligible for transfer will be applied and additional liberal arts courses needed will be tailored to a student's schedule.

## R.N. to B.S. Program — Nursing — Arts & Sciences

	Units
General Education Requirement	20
* Courses; many of these may be transferred from RN program	
See General Education	
Foundation Courses	9
Distribution Courses	11
Major Requirement	20
10 course units (30 credits) taken at NU include	
NUR 354	1
NUR 315	1
NUR 466	1
NUR 355	1
NUR 376	1
NUR 450	1
NUR 464	1
NUR 468	1
NUR 470	1
NUR 485	1
Validation credit for major from associate degree — 10 course units (30 credits)	

Niagara University policies for admission as a transfer student apply to the BS Completion program. In addition, a minimum GPA of 2.5 from the associate degree program is required. An interview is arranged with a Department of Nursing representative. Transcripts from all prior programs are used to determine all transfer credits and individualize the program of study. Progression through the program is dependent upon successful completion of the required courses, with a grade of C+ or better in the major courses.

## Clinical Agencies

Those courses with a clinical assignment (NUR 485 — Internship) will be arranged at area health care facilities under the guidance of an agency based clinical preceptor. Clinical sites will be arranged in collaboration with the student and the faculty member. A formal affiliation agreement will be established between the university and the clinical organization. Transportation is the responsibility of the student.

## Pre-Licensure Program — (Four-year and accelerated) Nursing — Arts & Sciences

The pre-licensure program has two tracks, an accelerated and a traditional four year.

<b>Accelerated Nursing</b>		
The Accelerated Nursing Program is for students who have already received a bachelor's degree in another major from an accredited university/college and chose to change careers into nursing. This program is one year in duration, running full-time across the summer, fall and spring semesters. It is a rigorous program. Small class size is maintained to support students' success.		
<b>Accelerated Admission Criteria</b>		
<ul style="list-style-type: none"> <li>• 3.0 Minimum Overall Grade Point Average (GPA) from prior degree (BS/BA)&gt; All transcripts must be submitted.</li> <li>• Two letters of reference</li> <li>• A one page essay stating "why you are choosing nursing as a career"</li> <li>• Personal interview</li> <li>• Seven prerequisite courses must be completed with a C+ grade or higher prior to starting the accelerated program and include: <ul style="list-style-type: none"> <li>• Anatomy and Physiology I and II; w/ lab (2 semesters)</li> <li>• Microbiology</li> <li>• Developmental Psychology</li> <li>• Chemistry</li> <li>• Statistics</li> <li>• Pathophysiology</li> </ul> </li> </ul>		
All of the pre-licensure nursing major courses are taken by the accelerated students (see below). Theoretical courses and clinical courses in the nursing major are included. Grades of C+ or higher must be maintained for successful progression through the program.		
<b>Four Year Nursing</b>		
The four-year nursing program is a traditional program conducted over an eight semester plan of study. Nursing is an art and a science and a practice-oriented major. A strong science base compliments the theoretical and clinical nursing courses. Liberal arts requirements support a well-rounded baccalaureate prepared graduate. Clinical courses provide experiential education at are healthcare agencies, with an emphasis on generalist nursing practice.		
<b>Four Year Admission/Progression Criteria</b>		
<ul style="list-style-type: none"> <li>• Three years of regents science in high school or equivalent</li> <li>• Overall average of 80 percent (2.5 grade point average) or better in high school</li> <li>• 1000 minimum for the overall SAT scores</li> <li>• Personal essay</li> </ul>		
Progression through the program is dependent upon successful completion of the required courses, with a grade of C+ or better in major courses and an overall GPA of 2.5.		
		<b>Units</b>
General Education Requirements Four Year Program		20
* All Niagara University students entering as freshmen are required to take the one credit Niagara University Beginning seminar course (NUB 102) in addition to the 20 general education requirements (courses).		
See General Education		
Foundation Courses		9
Distribution Courses		11
Non-Nursing Major Requirements Four Year Program		5
BIO 101 BIO 231/233L BIO 232/233L PSY 201 CHE		
Nursing Major Requirements Four Year and Accelerated Program		20
NUR 350 NUR 350L NUR 376 NUR 356 NUR 354 NUR 354L NUR 450 NUR 372 NUR 399 NUR 460 NUR 461 NUR 352 NUR 353 NUR 466 NUR 464 NUR 355 NUR 463 NUR 468 NUR 470 NUR 485		
<b>Courses</b>		
<b>HEA 450 — Research Process</b>		
Emphasis is on accessing, analyzing and critiquing research in scientific literature to determine implications for practice. The scientific process to conduct research is examined. Ethical considerations are discussed. Professional nurse's role in identifying potential research problems, participating in research, evaluating its content and synthesizing findings for evidence-based practice is examined.		
<i>three semester hours</i>		
<b>HEA 464 — Administration and Management in Health Care</b>		
Administration and Management principles are applied to the unique business and service of health care delivery. Goal setting, decision-making, ethical treatment of stakeholders are grounded in organizational mission and policy. Unit management tools include budgeting, staffing, staff development, team building, problem solving and conflict management. Delegation and communication styles are discussed.		
<i>three semester hours</i>		
<b>HEA 468 — Information and Technology</b>		
This online course familiarizes the nurse with terminology, standards and rationale for health system information technology. Computer systems to access, enter and manage information are demonstrated. Students employ search and retrieval of scientific literature to support evidence-based practice. Ethics regarding privacy, information storing, sharing, and security are discussed.		
<i>three semester hours</i>		

**HEA 470 — Leadership in Health Care**

System thinking is applied to health care. Role of mission and vision in creating a values-driven organizational culture is discussed. Strategic planning, corporate ethics, leadership styles and theories of change are related to health systems. Trends in public policy are applied to health care. Interdisciplinary relationships are described.

*three semester hours*

**NUR 315 — General Pathophysiology**

This online course is designed to correlate basic knowledge of normal physiology with dysfunctional body mechanisms. Students will gain understanding of disease processes through study of causative mechanisms and the signs and symptoms which reflect disease processed and disturbances in homeostasis at the cellular, tissue and major organ level.

*three semester hours*

**NUR 322 — Sociology of Aging**

Sociology of Aging addresses the study of aging as a cultural, social, psychological, biological and spiritual process. Various theories on aging will be presented and discussed. Emphasis is on contemporary American society.

*three semester hours*

**NUR 326 — Sociology of Health**

The study of health and health care as a social institution is addressed. Content in this course will examine the relation of social, psychological, biological, cultural and spiritual factors and their impact upon health. Emphasis will be on health and health care in American society.

*three semester hours*

**NUR 350A — Nursing Concepts I**

This first-level course introduces students to beginning generalist nursing practice. Concepts and skills basic to nursing will be integrated using traditional classroom and skills laboratory methods. A theoretical component will include scope of practice, communication, decision making and nursing process. Generic nursing intervention skills that support planning, managing and delivering patient care will include assessment of patients in their environment, safety and asepsis, comfort and hygiene, activities of daily living and supportive care for mobility, respiration, nutrition, elimination and other body functions.

*three semester hours*

**NUR 350L — Intro to Nursing Clinic Skills**

Companion lab for Nursing Concepts I.

*one semester hour*

**NUR 352 — The Developing Family**

Nursing science and knowledge related to the developing family, to include child bearing, labor and delivery and post-partum health and deviations will be addressed. Acute and chronic health problems of children and adolescents will be integrated with developmental needs, as related to nursing practice. Gynecological health and respective nursing practice will be incorporated.

*three semester hours*

**NUR 352A — Nursing Concepts II**

Nursing science and knowledge related to the developing family, to include child bearing, labor and delivery and post-partum health and deviations will be addressed. Acute and chronic health problems of children and adolescents will be integrated with developmental needs, as related to nursing practice. Gynecological health and respective nursing practice will be incorporated.

*three semester hours*

**NUR 353 — Care of the Developing Family**

This clinical based course combines theoretical knowledge gained in NUR 352 and 466 with clinical practice. The student will apply principles of nursing science and evidence based care in the specialty areas of obstetrical, gynecological and pediatric nursing. Inter-professional collaboration in planning and implementing care will be addressed. The role of nurse as advocate and educator in support of the family system will be addressed.

*three semester hours*





**NUR 353A — Nursing Practicum II**

This clinical based course combines theoretical knowledge gained in NUR 352 and 466 with clinical practice. The student will apply principles of nursing science and evidence based care in the specialty areas of obstetrical, gynecological and pediatric nursing. Inter-professional collaboration in planning and implementing care will be addressed. The role of nurse as advocate and educator in support of the family system will be addressed.

*three semester hours*

**NUR 354 — Health Assessment and Promotion**

Knowledge and skills are developed to perform and document a comprehensive health examination, physical, psychosocial and spiritual, of a child and an adult, including unique assessment of elderly adults, using contemporary technological assessment tools. The student will identify health needs of individuals for promotion, risk reduction and nursing intervention.

*three semester hours*

**NUR 354L — Health Assessment and Promotion Lab**

Companion lab for NUR 354 Health Assessment and Promotion.

*one semester hour*

**NUR 354LB — Health Assessment Lab**

Companion lab for NUR 354 Health Assessment and Promotion.

*one semester hour*

**NUR 355 — Building Healthy Communities**

Epidemiological concepts are applied to health of populations. Role of nurse in planning, delivering and evaluating programs to communities is addressed. The trans-theoretical model of stages of readiness to change is contrasted with King's Interactive system theory. Public health mandates and research-based nursing interventions are applied to population based health.

*three semester hours*

**NUR 356 — Nursing Implications/Drug Therapy**

This course provides an overall view of drugs used for treatment of clinical disorders of patients at all levels of the age continuum. Pertinent information about specific drug classifications, dosage, interactions and nursing implications will be discussed. This course will cover essential content pertinent to the role of the nurse in safe pharmacological treatment of patients.

*three semester hours*

**NUR 372 — Individual with Health Needs**

In this second level course, deviations from health are contrasted with healthy states of individuals. The influence of genetics and the bio-psycho-social and spiritual components of health and related threats are discussed. Therapeutic interventions, both immediate and long term are discussed and the role of the professional nurse examined. Therapeutic, diagnostics, and nutritional interventions for collaborative care are included.

*three semester hours*

**NUR 376 — Foundations of Professional Nursing**

Multidimensionality of professional nursing is explored. Personal vision, values, philosophy, goals are examined. Contemporary issues are related to scope of practice, standards of care, legal and ethical guidelines. King's Theory of Goal Attainment exemplifies theory based practice. Other health related theories are compared to build a personal framework for practice. Evidence based practice is introduced.

*three semester hours*

**NUR 399 — Clinical Care of the Individual**

In this clinical course, the student applies principles of nursing care management, knowledge and skills associated with the delivery of professional nursing care appropriate to patient health needs that is based on mutual goal setting with patients, inter-professional collaboration with colleagues and research based evidence in health care delivery settings.

*three semester hours*

**NUR 450 — Research Process**

Emphasis is on accessing, analyzing and critiquing research in scientific literature to determine implications for practice. The scientific process to conduct research is examined. Ethical considerations are discussed. Professional nurse's role in identifying potential research problems, participating in research, evaluating its content and synthesizing findings for evidence-based practice is examined.

*three semester hours*

**NUR 460 — Complex Patient Centered Care**

This course focuses on nursing science and knowledge applicable to persons with imbalances of health in complex conditions. Bio/psycho/social threats and genetic implications in relation to complex health imbalances will be examined. Unique aspects of age and developmentally appropriate communication, therapeutics, nutritional interventions will be related to specific complex health imbalances. Nursing implications will be discussed.

*three semester hours*

**NUR 461 — Clinical Care Complex Disease Management**

This clinical course combines knowledge gained in NUR 460 with clinical practice in the care of the maturing individual and family. Contemporary evidence based nursing interventions are used to design and deliver patient focused care to persons with imbalances of health due to complex conditions. Skill in providing developmentally appropriate communication, therapeutics, pharmacological and nutritional nursing interventions will be a major focus.

*three semester hours*

**NUR 463 — Nursing in Community Health**

This upper level clinical course combines theoretical knowledge gained in NUR 355 with clinical care of the community. The student utilizes the nursing process, research findings, and multidisciplinary collaboration for health promotion, restoration, and maintenance of health of populations. The role of the nurse in community and public health is emphasized.

*three semester hours*

# Department of Philosophy

Alexander U. Bertland, Ph.D., Chairperson  
[www.niagara.edu/philosophy](http://www.niagara.edu/philosophy)

## Goals

Philosophy is the cornerstone of a liberal arts education. It asks and searches for answers to some of the deepest, most personal questions that we all as human beings have had, such as: "Is there a God, and if so, why does evil exist?" "Do we really have free will in our actions?" "What is the ethical thing to do?" "How do I know for sure that I'm not living in a dream? How can I know anything?" "Is 'artificial intelligence' possible?" "What are the metaphysical building blocks of the world?" "What counts as a logical, rational answer?" and "What is the meaning of life?"

Moreover, philosophy will accept answers to these questions only if they can be rationally defended and are logically persuasive. As such, philosophy develops students' critical thinking skills. Students who have had a firm grounding in philosophy are ready to enter the world as rational, free-thinking, and critically reflective citizens and human beings.

## B.A. — Philosophy — Arts & Sciences

	Units
General Education Requirement	20
* All Niagara University students entering as freshmen are required to take the one credit Niagara University Beginning seminar course (NUB 102) in addition to the 20 general education requirements.	
See General Education	
Foundation Courses	9
Distribution Courses	11
Major Requirement	20
PHI 300	Logic
PHI 312	Modern Philosophy
Students must take two of the following	2
PHI 303	Epistemology
PHI 306	Metaphysics
PHI 308	Philosophy of Mind
Students must take one of the following	1
PHI 310	Ancient Philosophy
PHI 311	Medieval Philosophy
	Philosophy Electives
PHI 400	Senior Seminar
	Advised electives
Total program	40

## Minor — Philosophy

The minor is awarded to a student who has successfully completed a sequence of five courses in philosophy. The specific sequence of courses is determined by the student in consultation with the department.

### NUR 464 — Administration and Management in Health Care

Administration and management principles are applied to the unique business and service of health care delivery. Goal-setting, decision-making, ethical treatment of stakeholders are grounded in organizational mission and policy. Unit management tools include budgeting, staffing, staff development, team building, problem solving and conflict management. Delegation and communication styles are discussed.

*three semester hours*

### NUR 466 — Nursing Care of Families Throughout the Lifespan

This course focuses upon knowledge and skills to apply nursing science and process to families across the life span. Emphasis is on family as a social system. The nurse assumes role of advocate, collaborator, case manager and change partner to maintain health, treat deficiencies, facilitate restoration, support end of life.

*three semester hours*

### NUR 468 — Information Technology for Health Care

This online course familiarizes the nurse with terminology, standards and rationale for health system information technology. Computer systems to access, enter and manage information are demonstrated. Students employ search and retrieval of scientific literature to support evidence-based practice. Ethics regarding privacy, information storing, sharing, and security are discussed.

*three semester hours*

### NUR 470 — Leadership in Nursing and Health

System thinking is applied to health care. Role of mission and vision in creating a values-driven organizational culture is discussed. Strategic planning, corporate ethics, leadership styles and theories of change are related to health systems. Trends in public policy are applied to health care. Interdisciplinary relationships are described.

*three semester hours*

### NUR 472 — Individual With Health Needs

In this second level course, deviations from health are contrasted with healthy states of individuals. The influence of genetics and the bio-psycho-social and spiritual components of health and related threats are discussed. Therapeutic interventions, both immediate and long term are discussed and the role of the professional nurse examined. Therapeutic, diagnostics, and nutritional interventions for collaborative care are included.

*three semester hours*

### NUR 485 — Clinical Internship

This capstone course provides experiences to synthesize and apply baccalaureate nursing knowledge and skills in the professional nurse role. A concentrated clinical will be coordinated with a prepared clinical agency preceptor and the student in selected areas of nursing. Experiences that enhance the newly defined professional role are emphasized.

*three semester hours*

## Courses

- Indicates courses which cannot be challenged

Students must successfully complete PHI 105 before taking PHI 206, and must complete PHI 206 before taking 300 or 400 level courses.

### •PHI 105 — Introduction to Philosophy

An introduction to the critical method of philosophy and the logic which lies at its base. This method is taught by studying some of the classic problems in philosophy and being exposed to several of the most important philosophers in history. Topics may include: proofs of God, free will/determinism, problems of knowledge, metaphysics, personal identity, and the meaning of life.

*three semester hours*

### •PHI 206 — Ethics (H)

*Prerequisite PHI 105 or permission of instructor*

An introduction to, and study of, the rival philosophical theories that claim to provide a foundation for our ethical outlooks. Topics include: utilitarianism/consequentialism, deontology, and virtue ethics. In addition, a study of some applied ethical issues (abortion, euthanasia, death penalty) in light of these theories may be included.

*three semester hours*

### PHI 300 — Logic (H)

*Prerequisites PHI 105 and PHI 206*

Logic is the science of good reasoning, and is thus essential to improving critical thinking skills. This course introduces the formal, mathematical aspects of deductive reasoning. It may also discuss informal logical principles and common mistakes in reasoning.

*three semester hours*

### PHI 301 — Philosophy of Human Nature (H)

*Prerequisites PHI 105 and PHI 206*

Investigates, both historically and systematically, philosophical questions concerning the human person: the nature of sensory, intellectual, emotional and volitional life; the spirituality and immortality of the soul; freedom; the foundation of the human person's moral and social being.

*three semester hours*

### PHI 303 — Epistemology (H)

*Prerequisites PHI 105 and PHI 206*

At its core, epistemology attempts to explain what makes a belief a good one. Topics include the nature of knowledge, philosophical skepticism, the structure of justification for beliefs, and the sources of such justification.

*three semester hours*

### PHI 304 — Social and Political Philosophy (H)

*Prerequisites PHI 105 and PHI 206*

A study of classical, modern, and contemporary social and political theories; the values toward which the social process is directed; the power and authority of the state; law as an agent of social control; political obligations; the idea of justice.

*three semester hours*

### PHI 305 — Philosophy of Science (H)

*Prerequisites PHI 105 and PHI 206*

Science seems to be a paradigm source of knowledge, but it is unclear just what science is, and in what sense it is successful. Topics include the distinction between science (astronomy, evolution) and pseudoscience (astrology, creationism), the nature of scientific explanations and laws, the reality of theoretical entities, and the role of values and aesthetics in scientific theorizing.

*three semester hours*

### PHI 306 — Metaphysics (H)

*Prerequisites PHI 105 and PHI 206*

Metaphysics is the most general study of things and how they are — of existents and their properties. Topics include free will, personal identity, realism and idealism, possibility and necessity, cosmology, causation, and time.

*three semester hours*

### PHI 308 — Philosophy of Mind (H)

*Prerequisites PHI 105 and PHI 206*

This course is a study of some central questions about the human mind and its place in nature. Topics will include: theories of the relation between mental states and physical states, artificial intelligence, the nature of mental representation, and the place of consciousness in a physicalistic worldview.

*three semester hours*

### PHI 310 — Ancient Philosophy (H)

*Prerequisites PHI 105 and PHI 206*

A study of the main problems of Philosophy in the thought of the Greeks and Romans. The primary focus of the course will be on the philosophical writings and arguments of the two most important philosophers of antiquity, Plato and Aristotle. There will also be some attention given to the Presocratic philosophers, and to the Stoic and Epicurean philosophers.

*three semester hours*

### PHI 311 — Medieval Philosophy (H)

*Prerequisites PHI 105 and PHI 206*

A study of the main problems of philosophy in the thought of Medieval Philosophers. Typical authors whose positions are studied include Boethius, Anselm, Abelard, Aquinas, Scotus and Ockham. General topics that may be studied include: relation of philosophy to theology, medieval ontology, anthropology, ethics and action theory.

*three semester hours*

### PHI 312 — Modern Philosophy (H)

*Prerequisites PHI 105 and PHI 206*

A survey covering the development of the scientific method around 1640 (Descartes, Hobbes) to the birth of idealism around 1790 (Kant). The course will examine the debate between rationalists (Spinoza, Leibniz) and empiricists (Locke, Hume) over the nature of human knowledge. It will also examine counter-enlightenment thinkers such as Pascal, Rousseau and Vico.

*three semester hours*



**PHI 314 — Phenomenology and Existentialism (H)**

*Prerequisites PHI 105 and PHI 206*

An introduction to the historical development of phenomenology and existentialism from its origins in the problems of classical idealism as developed in the writings of authors such as Nietzsche, Kierkegaard, Husserl, Scheler, Heidegger, Marcel, Sartre, Merleau-Ponty and Ricoeur.

*three semester hours*

**PHI 315 — Philosophy of Language (H)**

*Prerequisites PHI 105 and PHI 206*

The philosophy of language examines the relationship between meaningful symbols and the world they represent — semantics, broadly understood. Topics include meaning and truth, the analytic and synthetic, speech acts, linguistic pragmatics, proper names, demonstratives, metaphors, concepts, and the normativity of meaning.

*three semester hours*

**PHI 316 — Introduction to Eastern Thought (H/CD)**

*Prerequisites PHI 105 and PHI 206*

An investigation into the principal mainstreams of thought which have most influenced the cultural trends and patterns of Eastern thought in general, with particular reference to the effects in India, China, Japan and the Philippines.

*three semester hours*

**PHI 318 — Philosophy of Art (H)**

*Prerequisites PHI 105 and PHI 206*

This course will lead students to respond to the question: What is art? The students will examine many philosophical topics that bear on this question including the nature of beauty (aesthetics), the metaphysical significance of art, the nature of emotional expression, the relationship of art to culture, and art as political expression.

*three semester hours*

**PHI 320 — Business Ethics (H)**

*Prerequisites PHI 105 and PHI 206*

Through the application of general moral principles this course develops the student's ability to think critically about the diverse moral relationships that occur in the economic order. This course investigates the relationship of what is good and right to decisionmaking in the field of business both at the corporate and individual levels.

*three semester hours*

**PHI 321 — Philosophy of Religion (H)**

*Prerequisites PHI 105 and PHI 206*

A philosophical examination and exploration of issues surrounding religion, religious beliefs, and religious concepts. Issues that may be covered include: the relationship between faith and reason, what counts as a good reason to believe in a Divine Being, can a God be proven to exist, the attributes of God, the problem of evil, the possibility of miracles and religious pluralism.

*three semester hours*

**PHI 322 — Biomedical Ethics (H)**

*Prerequisites PHI 105 and PHI 206*

A survey of contemporary ethical issues in medicine. Possible topics of study include informed consent, advanced directives, abortion,

euthanasia, physician-assisted suicide, reproductive technologies, gene therapy, the ethics of organ donation, stem-cell research, the ethics of both animal and human experimentation, resource allocation, and patient autonomy.

*three semester hours*

**PHI 323 — Environmental Ethics (H)**

*Prerequisites PHI 105 and PHI 206*

This course will introduce students to major topics in environmental ethics. Questions to be addressed include: does nature have intrinsic value? Is there a real distinction between the "natural" and the "non-natural"? What interventions in the natural world by humans are justified? Ought nature to be preserved or conserved?

*three semester hours*

**PHI 325 — Philosophy of Law (H)**

*Prerequisites PHI 105 and PHI 206*

This course is designed to develop the student's ability to think critically about the philosophical basis of law. Topics include the evaluation of opposing arguments on the distinction between natural law theory versus legal positivism, the relationship between the law and morality, rights theory, notions of responsibility, and punishment theory.

*three semester hours*

**PHI 399 — Special Topics (H)**

*Prerequisites PHI 105 and PHI 206*

This course offers in depth study of contemporary debates in philosophy. The course may focus on specific topics in different areas of philosophy or on debated issues in the study of the history of philosophy. May be taken up to three times with different course material.

*three semester hours*

**PHI 400 — Senior Year Seminar**

The course will be structured as a capstone, senior seminar course in which the student will complete an individually tailored research project commensurate with the skills of an advanced student in philosophy. The student will be required to learn how to do philosophical research, write an intensive philosophical paper, and present and defend his or her findings.

*three semester hours*

**PHI 403 and 404 — Honors Thesis I and II**

Individual research of a substantive nature pursued in the student's major field of study. The research will conclude in a written thesis or an original project, and an oral defense.

*six semester hours*

**PHI 499 — Directed Reading and Independent Research**

Open to the superior junior or senior student whose project has been accepted for direction by a department faculty member and approved by the chairperson.

*three semester hours*

# Department of Political Science

David Reilly, Ph.D., Chairperson  
www.niagara.edu/poly

## Goals

The field of politics is both exciting and ever-changing, and the breadth and diversity of political science makes it a discipline well-suited for answering the major issues challenging the world of the 21st century. Political science uses both scientific and philosophical perspectives in order to develop skills with which to examine the United States, regions of the world, international relations, and the nature of government. Political science majors acquire proficiency in writing, communication, advocacy, and analysis, all of which are critical to a well-rounded and educated individual. A political science education prepares a student to think independently, and promotes a tolerance and concern for others and an interest in current affairs.

Majors in political science qualify for a wide range of careers in private and public organizations, including careers in law, international organizations and finance, political campaigns and interest groups, journalism, business, state, local and federal government, and education. Political science training also provides valuable preparation for participating in community organizations, electoral politics, movements on behalf of specific policies such as the environment, or even seeking elected or appointed positions.

## Programs

The department of political science offers a bachelor of arts in political science. Minors are offered in political science and law and jurisprudence. Also co-sponsored by the political science department are a coordinate major in environmental studies and minors in environmental studies, women's studies, international studies, and justice and peace.

The department also has a special relationship with The Washington Center, Washington D.C. which provides students the opportunity to participate in inter-session seminars and semester or summer-long internships. Internships promote experiential learning in government agencies, private interest groups, and the executive and legislative branches of government. In addition, the department allows students to augment their course work with a variety of internships and co-ops in Albany or local political and legal offices.

The general political science program also offers a selection of advised elective courses which students (or majors) can utilize to form a specific "Career Option" emphasis. These emphases add or reinforce competencies specifically suggested for: entry into advanced graduate studies in the specific subfields of political science; entry into law school; or careers in private enterprise or government service.

## B.A. — Political Science — Arts & Sciences

	Units
General Education Requirement	20
* All Niagara University students entering as freshmen are required to take the one credit Niagara University Beginning seminar course (NUB 102) in addition to the 20 general education requirements.	
See General Education	
Foundation Courses	9
Distribution Courses	11
Major Requirement	20
POL 101	American Government 1
POL 200	Political Science Practical Seminar 1
POL 390	Research Methods in Political Science 1
POL 490	Senior Seminar 1
POL	Political Theory and Methodology 1
POL	American Political Systems 1
POL	Comparative Political Systems 1
POL	International Relations 1
POL	Political Science electives 6
MAT 102 or	Statistics or
CIS 233	Computer Research 1
	Advised electives 5
Total program	40

## Minor — Political Science

POL 101	American Government 1
	American Concentration 1
	International Concentration 1
	Comparative Concentration 1
	Political Theory or Research Methods 1
	Political Science Elective 1
Total program	6

Note: If the student's major does not require a course in research methods, he/she will take POL 390 — Research Methods in Political Science.

## Courses

- Indicates courses which cannot be challenged

### POL 101 — American Government (SS)

Study of the essentials of American government; Congress; the presidency; the federal judiciary; principles of federalism; separation of powers, the federal regulatory system. (Concentration: American political system.)

*three semester hours*

### POL 103 — International Issues (SS)

An introduction to the major issues facing the international political system. The course will focus on the problems of war, nuclear weapons, underdevelopment, food and population, science and technology, human rights, and nationalism, as they currently affect world politics. (Concentration: international relations.)

*three semester hours*

**POL 105 — Comparative Government (SS)**

Examination of topics in comparative political analysis. The impact of indigenous values, beliefs and attitudes upon political behavior. Materials will be drawn from a variety of systems and the cultures with emphasis on the Western. (Concentration: comparative political systems.)

*three semester hours*

**POL 200 — Political Science Practical Seminar**

This course is designed to introduce students to the systematic analysis of politics. Methods of critical investigation are applied to research topics determined by the student; issues related to the research question and approaches to answering the question are examined. Students will research career options, internship opportunities, study abroad programs, and develop strategies for pursuing these opportunities.

*three semester hours*

**POL 201 — American Political Thought (H)**

A study of the historical and contemporary ideas underlying the creation and development of American liberal democracy. The political and social thought of the system's most ardent advocates and critics will be examined as a way of discovering both the ideological bases of some of the most important issues of our time and the power of politicians, interest groups, the press, and academia to co-opt or defeat ideological preferences.

*three semester hours*

**POL 203 — Introduction to Law (SS)**

An introduction to American law and legal institutions as a part of government. The course will survey generally the sources and functions of law as a mediator between the individual and the society of government; and between the various orders of society: political, economic, and social. The course will examine, in general terms, the various kinds of law — civil, environmental, criminal, constitutional, etc. — focusing on selected problems in these areas to determine the capacity and limitations of law and legal processes to deal with social problems. (Concentration: American political system.)

*three semester hours*



**POL 204 — International Regions (SS) (CD)**

An introduction to the various regions of the world, focusing upon their conflicting perspectives on international issues. The course is a survey of the factors which have created the world views and current foreign policy preferences of the different regions: Europe, Russia, Asia, the Middle East, Africa, and Latin America. (Concentration: international relations.)

*three semester hours*

**POL 220 — Women and the Law (SS) (CD)**

A historical and legal overview of women in the American justice system. Emphasis on the equal protection arguments, remedies for discrimination, evolving concepts in the law of rape, consumer rights and employment practices. (Concentration: American political system.)

*three semester hours*

**POL 230 — Women and Politics (SS) (CD)**

This course is designed to provide an introduction to the growing field of women and politics, specifically women and politics in the United States. Specific topics include the origins and goals of the women's movements, political participation by women in citizenlevel activities, women elected and appointed officials in government, and public policy goals and accomplishments of the women's movements. (Concentration: American political system.)

*three semester hours*

**POL 241 — Public Policy (SS)**

An analysis of what government chooses to do about current public problems: how those problems originate, how policies are devised and implemented, and what are their consequences. An examination of specific policies including housing, health, welfare, education, environment, energy, defense and tax policy. (Concentration: American political system.)

*three semester hours*

**POL 242 — State and Local Government (SS)**

The study of sub national politics as process and systems with emphasis on intergovernmental relations. (Concentration: American political science.)

*three semester hours*

**POL 271 — Politics Through Literature (H)**

The study of politics and political concepts as they appear in contemporary literature. (Concentration: political theory and methodology.)

*three semester hours*

**POL 282 — Canadian Politics (SS)**

An analysis of the Canadian political system with special emphasis on the political culture, elites, the basis of partisanship and the role of the parties. Comparisons with Britain and the United States will be stressed with special emphasis on contemporary U.S.-Canada linkages. (Concentration: comparative political systems.)

*three semester hours*



**POL 285 — U.S. Foreign Policy (SS)**

American foreign policy, its formation and execution; principal factors underlying American foreign relations. Emphasis on contemporary foreign policy. (Concentration: international relations.)

*three semester hours*

**POL 286 — After the Cold War: The Making of  
American Foreign Policy in the New Era (SS)**

An examination of the linkage between domestic politics and American foreign policy following the end of the Cold War. Emphasis is on the attempts of policy makers, planners, interest groups, academics, and the press to shape or direct policy. Case studies will include U.S. policy toward China, Japan, Germany, Cuba, Canada, and Iran. (Concentration: international relations.)

*three semester hours*

**POL 288 — Russian Foreign Policy (SS)**

Examines the evolution of the Russian state since 1917; the linkage between ideology and nationalism, and between domestic and foreign policy. Emphasis on Russian foreign policy since 1990. (Concentration: international relations.)

*three semester hours*

**POL 301 — Political Philosophy (H)**

An analysis of the contributions and concepts of the major political philosophies from Plato to Machiavelli and an assessment of their relevance to the understanding of contemporary political systems. Comparisons with modern political theories. (Concentration: political theory and methodology.)

*three semester hours*

**POL 304 — Modern Political Ideologies (H)**

A comparative study of important contemporary ideological currents and their relationship to political events: liberalism, conservatism, socialism, communism, fascism, nationalism. (Concentration: political theory and methodology.)

*three semester hours*

**POL 306 — Feminist Political Theory (H) (CD)**

Feminism is a movement whose goal is to attain the full equality of women. Feminist theory in particular focuses upon the nature of the oppression of women and argues that the liberation of women will bring about radical changes in society and its values. It assumes that throughout history, the roles women have played and the images held about women have been shaped by men. In the process, women became alienated, viewing themselves in a mirror made for them by men. They accepted a false set of images — a false ideology — and they identify with it. (Concentration: theory and methodology.)

*three semester hours*

**POL 325 — Urban Politics and Planning (SS)**

An inquiry into urban planning and political institutions with special emphasis on such topics as political participation and public policy formation, and their bearing upon governmental problems in metropolitan areas. (Concentration: American political system.)

*three semester hours*

**POL 328 — Political Parties and Elections (SS)**

An analysis of political party activity and interest groups in political systems with special emphasis on the American experience. The nature of the two party system, types of party systems; national, state and local; the social bases of partisanship; party organization; leadership, strategy, the campaign, the convention. Parties and interest groups will be studied as participants in the making of public policy decisions. (Concentration: American political system.)

*three semester hours*

**POL 331 — Public Administration (SS)**

Theory, principles, processes and practice of public administration. The relation of private enterprise to the public policy. The study of the function of bureaucracies and administrative leadership in political systems in terms of recent theories of administrative behavior and decision making. (Concentration: American political system.)

*three semester hours*

**POL 332 — Congressional Politics (SS)**

An analysis of decision-making in legislative bodies. Major emphasis on the American Congress, with comparative materials from state legislatures and non-American political systems. (Concentration: American political system.)

*three semester hours*

**POL 334 — The Presidency (SS)**

Formation and development of the office of the president. Selected cases in the exercise of presidential power. (Concentration: American political system.)

*three semester hours*

**POL 337 — Ethics and Politics (H)**

Studies the responsibilities of public officials and citizens together with the social responsibilities of states. Political issues with ethical ramifications will be treated, such as: corruption in government, capital punishment, the congressional code of ethics, espionage, legalized abortion, tax evasion, civil disobedience, and others. Emphasis is on the case study approach. (Concentration: political theory and methodology.)

*three semester hours*



**POL 338 — The Politics of Church and State (SS)**

An examination of the relationship of church and state in its theological, constitutional, cultural, and secular totality. Emphasis will be on evolution of this relationship with selected topics of current concern such as the politics of church-related education. (Concentration: American political system.)

*three semester hours*

**POL 354 — American Constitutional Law (SS)**

An analysis of the development of American constitutional law and its effects on the distribution of political power. Use of Supreme Court cases to examine the nature of judicial review, the distribution of powers between the national and state governments, and the relative powers of the president, the Congress, and the Supreme Court. (Concentration: American political system.)

*three semester hours*

**POL 355 — Civil Liberties (SS)**

An analysis of the rights and liberties of individuals in terms of constitutional doctrine. Use of Supreme Court cases to examine contemporary issues of freedom of speech and press, search and seizure, self-incrimination, right of counsel, sexual and racial discrimination, and privacy. (Concentration: American political system.)

*three semester hours*

**POL 358 — American Judicial Process (SS)**

An analysis of American courts which focuses on the nature of judicial power, the structure of the judicial system, the appointment of judges, the bases of judicial decisions, and the political consequences of judicial actions which centers on the Supreme Court. (Concentration: American political system.)

*three semester hours*

**POL 360 — Politics of European Democracies (SS)**

Area focus on the United Kingdom, France, Germany, Italy, and the emerging Eastern European democracies. Comparison made also with the smaller Western European countries, Canada and the United States. Course objective is to identify and compare similarities and differences within the mature industrial democracies on the basis of social structure, culture and parties, policy making and administration, interest group activities, and economic policies and approaches to social welfare. (Concentration: comparative political systems).

*three semester hours*

**POL 362 — Political Development (SS) (CD)**

An examination of politics and processes of development and change in the emerging countries of Africa, Latin America and Asia. The comparative analysis of internal and external threats to governmental growth and societal stability will expose the student to possible paths of structural change, modernization, and dependency. (Concentration: comparative politics).

*three semester hours*

**POL 368 — Revolution and Revolutionary Leadership (SS)**

Examination of revolution as an empirical concept. The stages of revolutionary change, the politics of violence, and the characteristics of revolutionaries. (Concentration: comparative politics.)

*three semester hours*

**POL 376 — Political Systems of the Middle East (SS) (CD)**

An analysis of the political processes of Africa and the Middle Eastern states in the environment of regional and international politics. Selected political, economic and social problems with an emphasis on the region will be covered. (Concentration: comparative politics.)

*three semester hours*

**POL 378 — Politics and Society of Latin America (SS) (CD)**

An overview of the history, culture and the contemporary political processes of Latin America. Emphasis will be placed on political change, the role of the military, underdevelopment, relations with foreign powers, and the role of the church. Detailed examination of selected countries. (Concentration: comparative politics.)

*three semester hours*

**POL 380 — International Relations Theory (SS) (CD)**

An inquiry to approaches to theory building in international relations with an emphasis on the problems of war and peace in the nuclear age. Included are considerations of strategic planning, game theory, deterrence, decision-making theory, and models of international dependence. (Concentration: international relations.)

*three semester hours*

**POL 386 — International Law (SS)**

Surveys the field of international law beginning with its sources, legal nature and sanctions; followed by the rights and duties of states and the jurisdiction over persons, territories, the sea, airspace and outer space; concluding with the norms of neutrality and belligerency. (Concentration: international relations.)

*three semester hours*

**POL 390 — Research Methods in Political Science (SS)**

This course is designed to introduce students to the world of political research, specifically empirical research. The goal is to give the students a sufficient understanding and knowledge of the methods and techniques so that they may join the ranks of political scientists in this field. The topics to be discussed will cover the gamut of issues involved with empirical research: philosophical issues, measurement, statistical analysis, and survey design. (Concentration: political theory and methodology.)

*three semester hours*

*offered every fall semester*

**•POL 398 — Political Science Topics: A Topical Seminar (SS)**

A seminar focusing on a single conceptual area of the instructor's choice. This could be women in politics, terrorism, political economy, race and politics, urbanization, or politics and the environment. This list is not exhaustive and is intended only as suggestive in range. (Concentration: dependent upon subject matter.)

*three semester hours*

# Department of Psychology

**•POL 403 and 404 — Honors Thesis I and II (WI)**

Individual research of a substantive nature pursued in the student's major field of study. The research will conclude in a written thesis or an original project, and an oral defense.

*six semester hours*

**•POL 490 — Research Thesis**

*Prerequisite POL 390*

This course will be an opportunity for advanced students of political science to do research within a specific subject area of the discipline. The students will be expected to apply their acquired skills (from POL 390) to the special issue of their choice. The course will be conducted as an independent research effort with each student meeting privately with his or her research project adviser(s). (Concentration: political theory and methodology.)

*three semester hours*

*offered every spring semester*

**•POL 491 — Internship**

The department of political science offers various internships each semester. The number of course units and semester hours available will depend upon the circumstances of the internship. A determination of credit hours earned will be established at preregistration by the chairman of the department in consultation with the dean. (Concentration: American political system).

*Credit — various*

**•POL 495 — Internship — Albany, N.Y.**

(Concentration: American political system)

*nine semester hours*

**•POL 496 — Internship — Washington, D.C.**

(Concentration: American political system)

*nine semester hours*

**•POL 497 — Internship — Washington, D.C.**

Seminar (Concentration: American political system)

*three semester hours*

**•POL 498 — Independent Study (SS)**

Arranged individually. Can be taken multiple times for different topics. (Concentration: dependent upon subject matter)

*three semester hours*

**POL 405, 406, 407, 408 — Political Science Co-op**

A junior or senior work-study program providing relevant paid employment experience. Registration will occur at the beginning of the experience. The objective of the program is to integrate classroom theory and practical work experience, thus lending relevancy to learning and providing the student with a realistic exposure to career opportunities. Students interested in taking a co-op should talk to their advisor.

*zero to six semester hours*

**Peter C. Butera, Ph.D., Chairperson**  
[www.niagara.edu/psychology](http://www.niagara.edu/psychology)

**Goals**

Psychology is the scientific study of the mind and behavior. The subject matter of psychology, rooted in the facts of experience and behavior, has a strong linkage with the biological and social sciences. Psychology also shares the concerns and issues of the arts and humanities because they, like psychology, deal with human experience, feelings and motivations. By studying the fascinating interactions among biological and environmental influences on behavior, students gain a better understanding of their own actions, emotions, and thought processes. By approaching its subject matter as problems of scientific investigation, psychology can help students better understand the issues and problems they encounter in today's society.

The psychology major is designed to provide students with a comprehensive (and interdisciplinary) body of knowledge and to enable students to develop powers of discrimination and judgment. Through the use of advised electives, individualized programs of study are developed to correspond to students' educational and career goals.

The psychology department's research facilities include laboratories in behavioral neuroscience, clinical psychology, cognitive psychology, developmental psychology, statistics and gerontology. Students are encouraged to become involved in research projects under the guidance of faculty members. These opportunities for research with faculty, and our program of off-campus co-ops and practicum placements provide students with hands-on experience to supplement their classroom learning. Students can also participate in a variety of social and scholastic activities such as Psi Chi (National Honor Society in psychology) and the Psychology Club.

The program leads to a B.A. in psychology.

**B.A. — Psychology — Arts & Sciences**

	Units
General Education Requirement	20
* All Niagara University students entering as freshmen are required to take the one credit Niagara University Beginning seminar course (NUB 102) in addition to the 20 general education requirements.	
See General Education	
Foundation Courses	9
Distribution Courses	11
Major Requirement	20
PSY 101	Introductory Psychology 1
PSY 201, 215 or 310	Developmental Psychology or Psychology of Aging or Child Psychology 1
PSY 221	Statistics for Psychology 1
PSY 222	Research Methods 1
PSY 231 or 300	Physiological Psychology or Learning and Conditioning 1



PSY 322 or 265	Psychological Assessment or or 355 Industrial Psychology or Clinical Psychology	1
PSY 331 or 333	Cognitive Psychology or Sensation and Perception	1
PSY 341 or 342	Theories of Motivation or Social Behavior	1
PSY 252 or 353	Personality or Abnormal Psychology	1
PSY 361	History and Systems	1
PSY 481	Senior Seminar	1
	Advised electives	9
<b>Total program</b>		<b>40</b>

### Concentration in Clinical and Counseling Psychology

Students interested in pursuing concentrations to prepare them for graduate study in other areas of psychology should consult their advisors for course selection.

PSY 252	Personality Theory
PSY 322	Psychological Assessment
PSY 353	Abnormal Psychology
PSY 355	Clinical Psychology
PSY 491	Practicum

Students interested in pursuing concentrations to prepare them for graduate study in child psychology, cognitive psychology, neuroscience, or school psychology should consult their adviser for course selection.

### Minor — Psychology

Required Course	Units
PSY 101	Introductory Psychology
Electives selected by advisement	2
Students must choose at least ONE course from the following groupings	

#### Group One

PSY 201	Developmental Psychology
PSY 215	Psychology of Aging
PSY 310	Child Psychology
PSY 231	Physiological Psychology
PSY 333	Sensation and Perception
PSY 371	Psychopharmacology
PSY 325	Animal Behavior

#### Group Two

PSY 300	Learning and Conditioning
PSY 331	Cognitive Psychology
PSY 341	Theories of Motivation
PSY 252	Personality Theory
PSY 322	Psychological Assessment
PSY 353	Abnormal Psychology
PSY 355	Clinical Psychology

Any two additional three-credit psychology courses	2
<b>Total program</b>	<b>5</b>

### Courses

- Indicates courses which cannot be challenged

#### PSY 101 — Introductory Psychology (SS)\*

An introduction to basic psychological theory and research. The content of this course surveys the various subfields of psychology including: biopsychology, cognitive psychology, developmental psychology, abnormal psychology, and social psychology.

*three semester hours*

#### PSY 201 — Developmental Psychology (SS)\*

*Prerequisite PSY 101*

The biological, affective, cognitive and social domains of human development are studied individually and integrally as the stages of growth are traced from conception to death.

*three semester hours*

*offered every spring semester*

*\*Students taking PSY 101 or 201 are expected to be available for participation in research studies or an equivalent activity as a part of the educational process.*

#### PSY 215 — Psychology of Aging (SS/CD)

*Prerequisite PSY 101*

A study of development in adulthood and old age. The psychological, social and biological determinants of age-related changes are discussed. Current theory and empirical evidence are considered. Topics include psychomotor, intellectual functioning, learning, personality and adjustment, and mental health.

*three semester hours*

*offered every fall semester*



**PSY 221 — Statistics for Psychology (MAT/AS)**

*Prerequisite PSY 101*

A study and application of descriptive and inferential statistics used in psychological research including presentations of data, descriptive statistics, and testing of hypotheses.

*three semester hours*

**PSY 222 — Research Methods (AS)**

*Prerequisite PSY 101, PSY 221*

An introduction to methodological concepts in psychological investigation including problems in experimental design, procedure and application of statistical principles. Students should have some background in statistics before taking this course.

*three semester hours*

**PSY 231 — Physiological Psychology (NS)**

*Prerequisite PSY 101*

This course explores the relationship between the brain, its related systems, and behavior. The basic goals are to examine the physiological and neurological basis of behavior and to approach psychology from a biological perspective. Topics covered include: neuroanatomy and neurochemistry, sleep and arousal, biological rhythms, sexual differentiation and behavior, feeding behavior, the physiology of mental disorders, and neurological disorders.

*three semester hours*

*offered every spring semester*

**PSY 232L — Laboratory in Physiological Psychology**

*Prerequisite PSY 101, PSY 231*

This laboratory, designed to be taken concurrently with PSY 231, will provide students with hands-on experience in neuroanatomy, small animal care, and behavioral testing. Students will also be afforded direct contact with the principles of research design and analysis by conducting laboratory experiments in physiological psychology. The course is optional for students enrolled in PSY 231 and is also open to students who have completed PSY 231.

*one semester hour*

*offered every spring semester*

**PSY 252 — Personality Theory (SS)**

*Prerequisite PSY 101*

This course emphasizes the study of diverse personality theories representing psychoanalytic, psychometric trait, social learning, and phenomenological viewpoints as well as related assessment techniques, research findings, and their respective applications.

*three semester hours*

*offered every spring semester*

**PSY 265 — Industrial/Organizational Psychology (SS)**

Applications of psychological principles to problems in the workplace are explored from the point of view of the individual employee and groups within and the organization. The course focuses on leadership, motivation, job satisfaction and factors influencing productivity. Personnel selection, placement, training, development, appraisals, and organizational theory are also considered.

*three semester hours*

*offered every fall semester*

**PSY 300 — Psychology of Learning and Conditioning (NS)**

*Prerequisite PSY 101*

This course is concerned with the detailed experimental study of both classical and operant conditioning, the major theories of learning in psychology. Topics to be covered include schedules of reinforcement, punishment and avoidance learning, discrimination and generalization, learned helplessness, and the influence of genetics on learning. Human applications of classical and operant conditioning will also be discussed.

*three semester hours*

*offered every fall semester*

**PSY 307— Special Topics in Psychology**

*Prerequisite PSY 101*

Special topics courses in psychology are offered whenever departmental resources are sufficient to do so. Topics could include, but are not limited to, health psychology, sport psychology, forensic psychology, and biological basis of mental disorders. Students may take up to three special topics courses in psychology.

*three semester hours*

**PSY 310 — Child Psychology (SS)**

*Prerequisite PSY 101*

This course utilizes the concepts of developmental psychology to examine in detail physical, social, emotional, and cognitive development from the prenatal period until pubescence. Typical problems of parenting and child rearing are considered along with research.

*three semester hours*

*offered every fall semester*

**PSY 322 — Psychological Assessment**

*Prerequisite PSY 101*

This course is designed to provide a basic introduction to the field of psychological assessment. Theories, methods, applications, and limitations of assessment in the areas of intelligence, interest, aptitude, personality, and psychopathology are included, as well as problems of test administration, construction and evaluation. As part of the course, students will be afforded direct experience with many well-known psychological assessment methods.

*three semester hours*

*offered in spring 2014*

**PSY 325 — Animal Behavior (NS)**

*Prerequisite PSY 101*

An introduction to the study of animal behavior integrating classic and recent work in psychology, animal learning, zoology, neurobiology, physiology, and behavioral ecology. Evolutionary theory is used as an organizing framework for comparing behavior patterns in humans and other species.

*three semester hours*

*offered every spring semester*

**PSY 325L — Laboratory in Animal Behavior**

*Prerequisite PSY 101, PSY 325*

This laboratory course builds upon the theoretical and research foundation begun in PSY 325. Students will explore animal behavior through exercises designed to further understanding of the causation,

development, evolution, and function of animal behavior. Field studies involving observational and experimental work will be included.

*one semester hour*

### **PSY 331 — Cognitive Psychology (NS)**

*Prerequisite PSY 101*

Cognitive psychology is the scientific study of how people acquire and use information. The course emphasizes major theories in the field and the experimental investigation of such topics as pattern recognition, attention, knowledge representation, memory, problem solving, reasoning, and language.

*three semester hours*

*offered in fall 2013 and spring 2015*

### **PSY 333 — Sensation and Perception (NS)**

*Prerequisite PSY 101*

An experimental-theoretical approach to the processing of sensory information and perceptual phenomena. The research questions, methods, and findings from basic sensory processes to complex cognitive processes are discussed. Major emphasis is on the visual and auditory systems. Practical applications are considered.

*three semester hours*

*offered every fall semester*

### **PSY 341 — Theories of Motivation (SS)**

*Prerequisite PSY 101*

The study of motivation is an inquiry into the drives, needs, desires, and numerous other controlling forces operating in goal-seeking behavior. Physiological and behavioristic approaches, activation arousal theory, cognitive, social and self-actualizing theories and research will be examined and compared.

*three semester hours*

*offered every spring semester*

### **PSY 342 — Social Behavior (SS)**

*Prerequisite PSY 101*

This course considers how the variety of social influences impinging upon us daily contributes as one of the many determinants of our behavior in a variety of contexts. Topics covered include: impression formation, interpersonal attraction, the psychology of helping behavior, the development of attitudes, conformity behavior in groups, leadership, and the influence of physical environment on social behavior.

*three semester hours*

*offered every fall semester*

### **PSY 353 — Abnormal Psychology (SS)**

*Prerequisite PSY 101*

An examination of the dimensions, theories, and empirical findings in psychopathology. Topics will include the concept of abnormality, problems and schemes of classification, a review of theoretical approaches to understanding the etiology of psychopathology, a survey of various clinical syndromes, and a discussion of the treatment of selected disorders.

*three semester hours*

*offered every fall semester*

### **PSY 355 — Clinical Psychology (SS)**

*Prerequisite PSY 101*

This course surveys the major theoretical approaches and intervention techniques within the field of clinical psychology. Approaches covered include the psychodynamic, person-centered, gestalt, cognitive, and behavioral perspectives. Video clips, demonstrations, and role-play exercises are used to supplement the traditional lecture-discussion format.

*three semester hours*

*offered in spring 2015*

### **PSY 356 — Psychology of Sex Differences (SS, CD)**

*Prerequisite PSY 101*

This course examines the evidence for the existence of sex differences in behavior and the biological and social theories which attempt to account for gender differences in our society as well as cross-culturally. An attempt is made to understand the dynamic and perplexing changes facing men and women today.

*three semester hours*

*offered every fall semester*

### **PSY 361 — History and Systems (H)**

*Prerequisite PSY 101*

An overview of the historical development of the major doctrines in psychology is presented. This includes integrating social and political events with competing value systems in the formation of scientific thought, and examining how psychology was influenced by different philosophic schools of thought. Special attention will also be devoted to critical issues in the philosophy of science and theory construction.

*three semester hours*

*offered every spring semester*





# Public History Minor

## PSY 371 — Psychopharmacology (NS)

*Prerequisite PSY 101*

This course is designed to provide the student with a working knowledge of the basic principles of pharmacology, and an understanding of the behavioral and physiological effects of psychoactive compounds. An emphasis is placed on examining how the behavioral effects of drugs are brought about through their actions within the brain.

*three semester hours  
offered every fall semester*

## •PSY 401, 402, 403, 404 — Supervised Research

*Prerequisite PSY 101*

An opportunity for students to conduct collaborative research under the supervision of a faculty mentor or engage in an independent study program. Both options require a written report.

*one, two or three semester hours*

## •PSY 406 and 407 — Honors Thesis I and II (WI)

Individual research of a substantive nature pursued in the student's major field of study. The research will conclude in a written thesis or an original project, and an oral defense.

*six semester hours*

## •PSY 481 — Senior Seminar (WI)

*Prerequisite PSY 101*

This course is restricted to seniors, and is the capstone course in the psychology major. It involves an intensive investigation of a specific topic in psychology. Students will apply the knowledge and skills acquired over the course of their program to the study of the selected topic. The topic will be determined by the instructor and will vary from semester to semester. Emphasis will be placed on student presentations and participation in a seminar format.

*three semester hours*

## •PSY 491-492 — Practicum (WI)

*Prerequisite PSY 101*

The opportunity to obtain applied experience in psychology through weekly volunteer work in local agencies carried out under supervision of a professor. Students will meet as a group on a regular basis to discuss their experiences.

*three semester hours*

## PSY 493, 494, 495, 496 — Psychology Co-op

A work-study program providing relevant paid employment experience. Registration will occur at the beginning of the experience. The objective of the program is to integrate classroom theory and practical work experience, lending relevancy to learning and providing the student with a realistic exposure to career opportunities. Students interested in taking a co-op should talk to their advisor.

*zero to six semester hours*

Shannon M. Risk, Ph.D., History, Director

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www.niagara.edu/publichistory

## Goals

Because the field of public history is vast, the goal is to engage the student in the basic concepts of working in public history, while allowing the student some specialization within the field. The student is exposed to key concepts in historic preservation, non-profit management, human resources, budgets, grants and fundraising, heritage tourism and so on.

## Careers

The field of public history encompasses museum studies, heritage tourism, oral history, non-profit management, community activism, art, popular culture, the business world, and more. The minor is recognized by the National Council on Public History: <http://ncph.org/cms/education/graduate-and-undergraduate/guide-to-public-history-programs/>.

## Program Description

The public history program provides exposure to a number of sub-fields taught by public history, museum, communications, public relations, and business professionals at Niagara University. Students who enroll in courses to support a public history minor will be able to:

- Use critical thinking skills to promote history in a public environment in an ethically responsible way.
- Synthesize historical materials for presentation orally and in writing.
- Use technology to advance their public history work.
- Understand the financial structure of a public history site.

## Minor Requirements

The public history minor is interdisciplinary, and includes five courses. Introduction to Public History, an internship and Introduction to Grant Writing are required courses. The other two classes are selected from a list of public history-related electives. As part of the minor, students will hold at least one internship, but are encouraged to seek more in the public history field.

Required Courses (9 credits):

ENG 351/LAM 351	Introduction to Grant Writing
HIS 204	Introduction to Public History
HIS 496*	Internship or research project

Elective Courses (6 Credits):

Note: History majors must take three courses outside of the major

FAA 201	19th Century Art
FAA 202	20th Century Art
FAA 207	Women in Art
FAA 210	Issues in Contemporary Art History
FAA 230	Prehistoric to Gothic Art
FAA 231	14th to 19th Century Art
FAA 232	Renaissance Art and Culture
FAA240	Independent Study in Fine Arts (Research Project)
FAA 352	Museum Studies
LAS 201	Latin American Art for the 20th Century
HIS 101	Western Civilization I

# Department of Religious Studies

HIS 102	Western Civilization II
HIS 103	U.S. History to 1876
HIS 104	U.S. History since 1877
HIS 105	Introduction to Africana Studies
POL 101	American Government
POL 103	International Issues
POL 105	Comparative Government
POL 203	Introduction to Law
POL 331	Public Administration

\*\*And other courses as approved by the coordinator of the minor.

Students taking HIS 496, the internship component of the minor, will complete an intern contract with their site supervisor, which will be approved by the coordinator of the minor. The student intern will keep a weekly timecard detailing his/her activities, which must be approved by the site supervisor. The student intern will be assessed at mid-term and end-of-term by their internship supervisor in concert with the coordinator of the minor.

**Brian Bennett, Ph.D., Chairperson**  
bbennett@niagara.edu

## Goals

The religious studies program at Niagara is designed to assist students to understand the religious dimension of human life as it influences persons, cultures and the world. The goals include the development of an understanding of the Judeo/Christian tradition in the spirit of the Catholic and Vincentian heritage of the university. This is accomplished through the exploration of unity and diversity in the dialogue between Christianity and the world religions by study of sacred texts, beliefs, symbols, rituals and communities. The program also explores how religion entails an ethical response to the personal, social, cultural and political problems of our time.

## Directives

All students are required to complete successfully three course units (nine semester hours) in religious studies to qualify for a degree in any college of the university. This applies to all students regardless of an individual's religious affiliation.

Courses on the 100 level are restricted to freshmen. Transfer students are required to take a REL 100 course unless they have been granted transfer credit in religious studies. (cf. General Academic Information: Transfer Students and Transfer Credits.)

Freshmen and sophomores may take only one religious studies course per year.

REL courses taken to fulfill a general education distribution requirement cannot double for the university religious studies requirement. Courses on the 400 level are restricted to majors in religious studies.

Religious studies courses fall into four categories. Those categories and the course numbers under each are as follows: comparative religion (101, 206, 246, 280, 306, 309, 370, 375); biblical studies (211, 219, 304, 305, 319, 326); Christianity (103, 216, 217, 230, 265, 317, 343, 347, 388, 389, 390); and Christian ethics (215, 256, 335, 356, 357, 358).

Students needing additional advisement about religious studies courses should see the chairperson of the department of religious studies.

Students seeking to choose courses that will offer the possibility for deepening their understanding of Roman Catholic teaching and tradition might do well to consider those courses designated with \*\* after the course number.

## B.A. — Religious Studies — Arts & Sciences

	Units
General Education Requirement	20
* All Niagara University students entering as freshmen are required to take the one credit Niagara University Beginning seminar course (NUB 102) in addition to the 20 general education requirements.	

See General Education

Foundation Courses	9
Distribution Courses	11

The major program in religious studies includes four interrelated areas of study: comparative religion, biblical studies, Christianity and Christian ethics. A candidate for this degree must complete courses in each area for a total of 10 units plus those three per the general university requirements, for a total of 13 units overall. Units assigned to each discipline may, with departmental advisement, be modified to meet the career needs of students.

Majors should consult course descriptions for classifications of each course.

Major Requirement			20
REL 206	World Religions	1	
REL 211	Hebrew Scriptures	1	
REL 216	Jesus the Christ	1	
REL 217	Christian Sacraments	1	
REL 219	Christian Scriptures	1	
REL 256	Christian Morality	1	
REL 317	Christian Ministry	1	
	Comparative Religion Elective	1	
	Christian Ethics Elective	1	
	Advised Electives	10	
REL 499	Senior Seminar	1	
Total program			40

## Minor

A minor in religious studies is awarded to a student who successfully completes a sequence of six courses, which includes the three course units (nine semester hours) in religious studies as required by the university. Two minor programs are possible as follows:



## General Religious Studies

After taking either REL 101 or REL 103, the student selects five additional courses in consultation with the department of religious studies.

## Catholic Studies

After taking REL 103, the student selects five additional courses providing emphasis on Catholic teaching and tradition, e.g., REL 216, REL 217, REL 256, REL 265, REL 347, REL 390, etc.

On completion of a minor program the student will be awarded a certificate.

## Courses

- Indicates courses which cannot be challenged

### REL 101 — Introduction to Religion (Comparative Religion)

This course explores some of the common themes and patterns of religion, such as myth, ritual, symbolism, sacred space, and the quest for salvation. Examples are taken from different religions, especially those of the Western/American tradition. The course highlights Catholicism in general and the Vincentian heritage in particular.

*three semester hours*

### REL 103\*\* — Introduction to Christianity (Christianity)

A survey of the historical and theological development of the Christian religion from its Jewish origins to contemporary American Christianity. There will be an emphasis on the key historical moments and personages who have had a far-reaching impact on the Christian tradition, especially its Roman Catholic dimension. Aspects of the Vincentian heritage will be considered as part of the latter.

*three semester hours*

### REL 206 — World Religions (Comparative Religion) (H/CD)

This course introduces students to the category of world religion and surveys several examples, including Hinduism, Buddhism, Christianity, Islam, and Confucianism. Attention is given to the founders, communities, scriptures, teachings, and practices of each tradition.

*three semester hours*

### REL 211 — Introduction to Hebrew Scriptures (Biblical Studies) (H/CD)

An introduction to the critical interpretation of the Jewish Bible/Old Testament. The composition and key themes of the individual works of the Bible will be examined in light of ancient Israelite history and religion. The formation of biblical canons in early Judaism and early Christianity will also be considered.

*three semester hours*

### REL 215\*\* — Christian Vision of the Human Person (Christian Ethics) (H)

The course will explore the meaning of human personhood using the theological language of grace, sin, freedom, and conscience, both from traditional and contemporary sources. We will discuss issues of human character as well as current issues in family, church and society, whose solutions have implication for the dignity of persons.

*three semester hours*



**REL 216\*\* — Jesus the Christ (Christianity) (H)**

A study of Jesus as presented in the Gospels, with special emphasis upon Jesus as savior, the resurrection, the role of the cross, and Jesus as revealing the Word of God. Also treated are various theological developments (including the Formula of Chalcedon) and the distinction made between “the Jesus of History” and “the Christ of Faith.”

*three semester hours*

**REL 217\*\* — Christian Sacraments (Christianity) (H)**

A study of the scriptural, historical and cultural influences on the development of Christian worship. Beginning with the human experience of worship, the course proceeds to examine the Jewish roots of Christian worship and the various sacraments and rites which Christians celebrate. Special emphasis is given to baptism, confirmation and the Eucharist, and their relevance for the contemporary Christian.

*three semester hours*

**REL 219\*\* — Introduction to Christian Scriptures  
(Biblical Studies) (H)**

An introduction to the critical interpretation of the earliest Christian literature within the historical, cultural and social settings of the ancient Mediterranean world in which it was produced. Close reading of primary texts will be emphasized, with a focus on issues of method and the question of unity and diversity in early Christianity.

*three semester hours*

**REL 230 — Eastern Orthodoxy and Protestantism  
(Christianity) (H/CD)**

A comparative study of two different branches of Christianity. Ranging from historical foundations to contemporary expressions, possible topics include worship, doctrine, scripture, church organization, art and architecture, and church-state relations.

*three semester hours*

**REL 246 — Religion and Science (Comparative Religion) (H)**

Conflict and antagonism between religion and science are neither uncommon nor unusual, yet they have a common origin in the quest for truth and meaning in life. Modern scientific knowledge is required to be objective, logical, empirical, and quantitative. Religion deals primarily with meaning; it gains knowledge through faith, contemplation and revelation. This course examines the contemporary relationship between religion and science.

*three semester hours*

**REL 250 — Comparative Religion (H, CD)**

This course is an introduction to the comparative study of religion. Using examples from ancient shamanism to contemporary ‘cults,’ it explores various ways to classify religions and make sense of their similarities and differences.

*three semester hours*

**REL 256\*\* — Christian Morality (Christian Ethics) (H)**

A Christian understanding of the human person as a basis for moral thought and action is applied to contemporary moral issues, with emphasis on human sexuality, health care ethics and issues of adult moral development.

*three semester hours*

**REL 265\*\* — Contemporary Catholic Thought  
(Christianity) (H)**

An introductory survey of Catholic thought examining Christian belief from a mature and developed perspective, and exploring the applications of this synthesis to Christian existence.

*three semester hours*

**REL 280 — Religion, Language, Music  
(Comparative Religion) (H/CD)**

Using examples from different traditions and time periods, this course explores some of the interconnections between religion, language, and music. Possible topics include taboo words, prayers and mantras, sacred languages, alphabet mysticism, calligraphy, graphic design, chant, and classical and contemporary forms of music. No special background in language or music is required.

*three semester hours*

**REL 304\*\* — Gospel and Letters of John (Biblical Studies) (H)**

A study of the social history and thought of the community of the “Beloved Disciple” through literary, rhetorical, and historicalcritical examination of the Fourth Gospel and the Johannine epistles. Special focus will be given to comparison of this form of Christianity to other forms of early Judaism and Christianity.

*three semester hours*

**REL 305\*\* — Apocalyptic Literature (Biblical Studies) (H)**

An exploration of Jewish and Christian apocalyptic literature, including the Book of Revelation, through detailed study of the texts in the Hebrew Bible/Old Testament, New Testament, Dead Sea Scrolls, and other ancient literature, as well as its effects on popular culture and contemporary media.

*three semester hours*

**REL 306\*\* — Judaism and Christianity  
(Comparative Religion) (H)**

An in-depth study of the emergence of Judaism and Christianity from the religion of the Hebrew and Christian Scriptures, their process of achieving independent self-definition and the effect of this independence upon their past, present, and future relations.

*three semester hours*



**REL 309 — Hinduism and Buddhism  
(Comparative Religion) (H/CD)**

An exploration of the central religious tradition of India, as well as the origins of the wisdom of Buddhism. The development within Buddhism of the Theravada and Mahayana (e.g., Zen, Tibetan Buddhism, etc.) “vessels” of thought are studied. The values, rituals, and practices of these religions are examined through art, classic writings and spiritual techniques.

*three semester hours*

**REL 317\*\* — Christian Ministry (Christianity) (H)**

A study of the scriptural, historical and cultural influences on the development of ministry in Christianity. This exploration of the origins and evolution of ministry, and the various forms it has taken from the New Testament period to the present, enables a critical reflection on current trends and concerns for both “lay” and “ordained” ministry.

*three semester hours*

**REL 319\*\* — The Synoptic Gospels (Biblical Studies) (H)**

A literary and historical study of the Gospels of Matthew, Mark and Luke, including the hypothetical Synoptic Sayings Source “Q.” The literary relationship between these texts will be explored, and the distinctive narrative and theological features of each will be investigated.

*three semester hours*

**REL 326\*\* — Paul and His Letters (Biblical Studies) (H)**

An examination of Paul’s letters through the lenses provided by contemporary biblical criticism. Special attention will be given to the social circumstances in which they were written, their rhetorical aims, the religious and ethical thought they manifest and, finally, Paul’s legacy in subsequent Christianity.

*three semester hours*

**REL 335\*\* — Christian Spirituality (Christian Ethics) (H)**

Christian spirituality, often described as the lived experience of the Christian faith, is systematically analyzed from biblical, historical, theological, and cultural perspectives. Special emphasis is given to Christian spirituality’s contribution to an understanding of God, self, community, and the promotion of justice and peace.

*three semester hours*

**REL 343\*\* — Women in Church and Society (Christianity) (H)**

A survey of issues pertinent to the life and role of women in the church and society, with special focus on equality, development and peace.

*three semester hours*

**REL 347\*\* — Church and Culture (Christianity) (SS/CD)**

This course examines some of the critical and complex issues confronting the Christian church as it interacts in a postmodern, pluralistic world. It will examine the relationship of church, culture and belief in different international settings. It will explore such issues as the mission of the church in a global world, and how belief and practice of the Christian life is challenged and expressed in different contexts.

*three semester hours*

**REL 356\*\* — Christian Marriage (Christian Ethics) (SS)**

The meaning of human love experience: its expression in human sexuality, the conditions within which this value is experienced, the relationship of human sexuality and marriage, and marriage as the sign of the unity among people with God is discussed in its sacramental, psychological, physiological, moral and social aspects.

*three semester hours*

**REL 357\*\* — Christian Social Responsibility  
(Christian Ethics) (H)**

This course will examine the relationship between Christian belief and citizenship, including the exploration of social responsibility in one’s personal ethical code. We will study church teaching on social issues as well as examine a range of contemporary social problems.

*three semester hours*

**REL 358\*\* — Morality and Medicine (Christian Ethics) (SS)**

A study of current medical and biological issues from the viewpoint of Christian ethics. An examination of contemporary moral and legal problems such as eugenic engineering, artificial insemination, compulsory sterilization, and abortion. Recommended for premedical and prelaw students.

*three semester hours*

**REL 370 — Islam (Comparative Religion) (H/CD)**

This course is a research-based exploration of the religious tradition of Islam, and is intended to go beyond a basic introduction. Special emphasis will be placed on the foundational texts, individuals and concepts of Islam. Islam in the modern world will also be considered with its classical foundations in mind.

*three semester hours*

**REL 375 — Islam and the West  
(Comparative Religion) (H/CD/WI)**

This course is a research-based exploration of the religious tradition of Islam as it has been shaped and imagined by “Christendom” and its heir, “The West.” Basic concepts such as “Islamic Civilization” and “Western Civilization” will be explored, as well as the cultural religious encounters from the time of Islam’s beginning in the seventh century to the current “Clash of Civilizations.”

*three semester hours*

**REL 388\*\* — Critical Moments in Christian History  
(Christianity) (H)**

A study of the history of the Christian Church from its beginnings to its contemporary experience. The course will examine, through a focus on a number of critical moments in time, the development of Christian doctrine, the evolution of church structures, and the relationship of the Church to society and culture over its 2000-year history.

*three semester hours*

**REL 390\*\* — American Catholicism (Christianity) (H)**

This course will address the history and theology of Catholics in the United States as well as the issues which have confronted the church in America. Special emphasis will be placed on contemporary issues in the final unit of the course.

*three semester hours*

# The Interdepartmental Social Sciences Program

## REL 392\*\* — The Second Vatican Council (Christianity) (H)

A survey of the historical and theological dimensions of the Second Vatican Council. The course will consider historical background, as well as the salient moments in, significant contributors to, and major pronouncements of, this major cultural and religious event of the 20th century. It will also investigate the debate over its spirit and teaching as they continue to impact Roman Catholics, Christians, and members of other religions.

*three semester hours*

## REL 399 — Special Topics in Religious Studies

This course is designed as a one-time course. It will deal with special topics in religion, theology, church history, morality, or scripture according to the research agenda and interests of a particular professor.

*three semester hours*

## •REL 403 and 404 — Honors Thesis I and II (WI)

Individual research of a substantive nature pursued in the student's major field of study. The research will conclude in a written thesis or an original project, and an oral defense.

*six semester hours*

## REL 493, 494, 495 and 496 — Religious Studies Internship/Co-op

A junior or senior work-study program providing relevant employment experience. Registration will occur at the beginning of the experience. The objective of the program is to integrate classroom theory and practical work experience, thus lending relevancy to learning and providing the student with a realistic exposure to career opportunities. Students interested in taking an internship or co-op should talk with their advisor.

*zero to six semester hours*

## •REL 498 — Independent Study

Student development of a research project under the guidance of a mentor and with permission of the chairperson of the department and dean of the college. Research paper required.

*three semester hours*

## •REL 499 — Senior Seminar (WI)

Majors will complete an individually tailored research project which will apply the department's holistic approach to the study of religion to a specific topic determined by the majors and their advisors and approved by the chairperson. Research paper required.

*three semester hours*

Kenneth Culton, Ph.D., Program Director  
kculton@niagara.edu

## Goals

The Interdepartmental Social Sciences Program is a cooperative effort of the departments of criminal justice, economics, political science, psychology, social work and sociology. A degree in social sciences equips students with knowledge of the special content and principal methods of the social sciences disciplines. Individual students, in cooperation with the program coordinator, design a curriculum that addresses their broad interest in the social sciences and prepares them to achieve their academic and career goals. The program provides for a lifetime concern and responsibility for problem solving and encourages the liberation of personal capacities and intellectual individuality.

This program leads to the B.A. in social sciences.

## B.A. — Social Sciences — Arts & Sciences

	Units
General Education Requirement	20
* All Niagara University students entering as freshmen are required to take the one credit Niagara University Beginning seminar course (NUB 102) in addition to the 20 general education requirements.	
See General Education	
Foundation Courses	9
Distribution Courses	11
Major Requirement	20
SSC 100*	The Social Sciences 1
SSC 400*	Social Sciences Seminar 1
POL 390, SOC 320, CRJ 300, SWK 330, or PSY 222	Research methods 1





# Department of Social Work

Clementine U.M. Laverman, Ph.D., ACSW, Program Director  
[www.niagara.edu/socialwork](http://www.niagara.edu/socialwork)

The department of social work at Niagara University is accredited by the Council on Social Work Education at the baccalaureate level and offers a program leading to the bachelor of science degree in social work.

## Mission Statement

The Social Work Department at Niagara University is committed to the creation of a just and compassionate world, where human dignity and cultural diversity are restored, preserved and celebrated, and where social and economic choices and opportunities are fairly distributed among all members of our diverse and interconnected world. Education for social work is accomplished through a curriculum that combines a solid liberal arts perspective with social work foundation courses. Within the social work curriculum, our special concern is for poor and at-risk populations living in our region and beyond.

Given this commitment, the mission of the Social Work Department at Niagara University is the preparation of competent generalist social work practitioners capable of empowering practice with diverse client systems of all sizes and types, who act ethically, who think critically, who participate actively within the community, and who are committed to social and economic justice. Consistent with the Vincentian tradition of Niagara University, students and faculty engage in social service and social action activities to benefit at-risk populations and impoverished communities.

## The Department's Goals

There are five goals derived from the Department's Mission Statement:

- Prepare competent generalist practitioners who are grounded in liberal arts and who integrate social work knowledge, values and skills with diverse client systems of various sizes and types
- Prepare graduates with special skills and knowledge to empower populations-at-risk and the poor
- Provide a foundation for graduates to demonstrate commitment to social and economic justice through active citizenship, social policy activism, and through improving social service delivery systems
- Provide a foundation for students to demonstrate concern for poor and at-risk populations in service learning and extra curricular service activities
- Prepare graduates for employment in entry-level generalist social work practice and graduate education.

Graduates of Niagara University Department of Social Work will demonstrate the following CSWE Core Competencies, operationalized by their Practice Behaviors:

1. Identify as a professional social worker and conduct one-self accordingly
  - Advocate for client access to the services of social work
  - Practice personal reflection and self-correction to assure continual professional development
  - Attend to professional roles and boundaries

Concentration Discipline	Criminal justice, economics, political science, psychology, sociology or social work	4
	Social science discipline — Two	3
	Social science discipline — Three	3
	Social science discipline — Four	3
	Advised electives	3
CIS 232 or CIS 233	Microcomputer Applications for Business I or Using the Computer as a Research Tool	1
Total program		40

## Minor — Social Science

SSC 100 and five courses from the following areas: economics, political science, social work, sociology, psychology and criminal justice.

\* The student is advised to take Social Science 100 during his or her freshman or sophomore year; Social Science 400 during his or her senior year.

\*\*Course selections must come from one of the social science departments and carry a social science designation (SS).

## Courses

- Indicates courses which cannot be challenged

### SSC 100 — The Social Sciences (SS)

An introduction to the principal concepts, methods and selected content of certain of the social science disciplines. Required for majors in the social sciences program; open to all students.

*three semester hours*

### •SSC 400 — Social Sciences Seminar (WI)

This course will allow advanced students of social science to develop research skills used by the social science community of scholars. There will be an opportunity for the students to apply these research skills to a specific subject area of the discipline. This course is required for all social science majors.

*three semester hours*

### •SSC 403 and 404 — Honors Thesis I and II (WI)

Individual research of a substantive nature pursued in the student's major field of study. The research will conclude in a written thesis or an original project, and an oral defense.

*six semester hours*

### SSC 493, 494, 495, 496 — Social Science Internship Co-op

A junior or senior work-study program providing relevant paid employment experience. The objective of the program is to integrate classroom theory and practical work experience, thus lending relevancy to learning and providing the student with a realistic exposure to career opportunities. Students interested in taking an internship/co-op should talk to their advisors.

*zero to six semester hours*

- Demonstrate professional demeanor in behavior, appearance, and communication
  - Engage in career-long learning
  - Use supervision and consultation
2. Apply social work ethical principles to guide professional practice
    - Recognize and manage personal values in a way that allows professional values to guide practice
    - Make ethical decisions by applying standards of the NASW and or CASW Code of Ethics
    - Tolerate ambiguity in resolving ethical conflicts
    - Apply strategies of ethical reasoning to arrive at principled decisions
  3. Apply critical thinking to inform and communicate professional judgments
    - Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom
    - Analyze models of assessment, prevention, intervention and evaluation
    - Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues
  4. Engage diversity and difference in practice
    - Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power
    - Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups
    - Recognize and communicate their understanding of the importance of differences in shaping life experiences
    - View themselves as learners and engage those whom they work as informants
  5. Advance human rights and social and economic justice
    - Understand the forms and mechanisms of oppression and discrimination
    - Advocate for human rights and social justice
    - Engage in practices that advance social and economic justice
  6. Engage in researched-informed practice and practice-informed research
    - Use practice experience to inform scientific inquiry
    - Use research evidence to inform practice
  7. Apply knowledge of human behavior and the social environment
    - Utilize conceptual frameworks to guide the process of assessment, intervention, and evaluation
    - Critique and apply knowledge to understand person and environment
  8. Engage in policy practice to advance social and economic well-being and to deliver effective social services
    - Analyze, formulate, and advocate for policies that advance social well-being
    - Collaborate with colleagues and clients for effective policy action
  9. Respond to context that shape practice
    - Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging trends to provide relevant services
    - Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services
  10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities
- Engagement**
- Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities
  - Use empathy and other interpersonal skills
  - Develop a mutually agreed-on focus of work and desired outcomes
- Assessment**
- Collect, organize, and interpret client data
  - Assess client strengths and limitations
  - Develop mutually agreed-on intervention goals and objectives
  - Select appropriate intervention strategies
- Intervention**
- Initiate actions to achieve organizational goals
  - Implement prevention interventions that enhance client capacities
  - Negotiate, mediate, and advocate for clients
  - Facilitate transitions and endings
- Evaluation**
- Critically analyze, monitor, and evaluate interventions
- Admission Procedures**
- Students go through two separate admissions procedures as they progress through the department's degree program. Initially, students apply for entry into the preprofessional foundation sequence. After successful progress in the preprofessional foundation sequence, students apply for entry into the professional foundation sequence. These admission procedures are described in the baccalaureate social work student handbook.
- B.A. — Social Work — Arts & Sciences**
- |  | Units |
|--|-------|
| General Education Requirement  | 20    |
| * All Niagara University students entering as freshmen are required to take the one credit Niagara University Beginning seminar course (NUB 102) in addition to the 20 general education requirements. |       |
| See General Education  |       |
| Foundation Courses   | 9     |
| Distribution Courses   | 11    |
| Preprofessional Foundation Sequence  |       |
| SWK 100  | 1     |
| SOC 101  | 1     |
| PSY 101  | 1     |
| POL 101  | 1     |
| SWK 200  | 1     |
| SWK 211  | 1     |

SWK 212	Human Behavior and the Social Environment II	1
SWK 210	Diversity and Social Justice	1
	Social work elective (200 level)	1
Professional Foundation Sequence		
SWK 300	Social Policy Analysis	1
SWK 310	Basic Helping Skills	
SWK 320	Practice Methods I: Individuals, Families and Groups	1
SWK 330	Social Work Research Methods	1
SWK 420	Practice Methods II: Groups, Communities and Organizations	1
SWK 425	Field Practicum Seminar I	1
SWK 426	Field Practicum Seminar II	1
SWK 427	Field Practicum I	1
SWK 428	Field Practicum II	1
	Social work elective (300 level)	1
	Advised elective	1

All majors are required to enroll in the following general education distribution courses: BIO 101 (NS), MAT 102 (AS), CIS 233 (AS), and ASL 100 or SPK 101 (AS).

Total program 20

## Social Work Minor

Five social work courses are required for an undergraduate minor in social work. The following three courses are mandatory:

SWK 100	Introduction to Social Work
SWK 200	History of Social Services and Policy
SWK 210	Diversity and Social Justice

Additionally, students can select two social work electives or they may opt to complete the human behavior and social environment sequence by enrolling in SWK 211 and SWK 212.

Minors need to pass the appropriate prerequisites for the social work courses. SWK 100 is a prerequisite for all the social work courses. BIO 101, SOC 101, PSY 101 are prerequisites for SWK 211. SWK 211 is a prerequisite for SWK 212.

Social work minors may not enroll in any social work courses listed under the professional foundation sequence. Social work minors are advised by the program director. The Council on Social Work Education does not accredit minors in social work.



## Courses

- Indicates courses which cannot be challenged

### •SWK 100 — Introduction to Social Work (SS/WI)

An introduction to the profession and beginning generalist social work practice. The values, knowledge, and skills necessary for practice will be critically examined and discussed, along with the social problems

of concern to the profession. Social work in the empowerment tradition will be emphasized. This course requires 25 hours of service learning. This course is required for social work majors and minors.

*three semester hours  
offered in the fall and spring semester*

### SWK 120 — Understanding and Addressing Poverty (SS/CD)

The course explores poverty and discrimination. We will explore: How is poverty defined? How is poverty measured? What does living in poverty or being raised in poverty do to individuals, families, communities, and society? What can the poor do to help themselves? What can we do to help the poor? This course requires participation in the Poverty Simulation and 10 hours of service learning.

*three semester hours*

### •SWK 200 — History of Social Services and Policy (H/WI)

*Prerequisites SWK 100; Recommended POL 101*

This course focuses on the historical development and structure of the social services system. In the evaluation of social policies, specific attention will be given to populations at risk, such as African Americans, Native Americans, women, persons with disabilities, and gays and lesbians, who all have encountered social injustice. Students will learn how these groups resisted efforts to dominate them and how they empowered themselves.

*three semester hour*

### •SWK 210 — Diversity and Social Justice (SS/CD)

This course is designed to stimulate and enhance a student's understanding of various cultural issues that are relevant to his or her professional aspirations. One thrust of this course is to develop in students a respect and appreciation for diversity in all its forms. It is intended that this course will facilitate effective communication among diverse populations. This course requires 20 hours of service learning. This course is required for social work majors.

*three semester hours  
offered in fall semester*

### •SWK 211 — Human Behavior and the Social Environment I (SS/WI)

*Prerequisites SWK 100, BIO 101, SOC 101, PSY 101*

This is the first course in a two-semester sequence. The course provides students with basic descriptive knowledge about how biological, social and psychological systems affect the human person from birth through young adulthood. In addition, students assess the strengths and limitations of various theories of human behavior for diverse populations, and consider alternative and possible theories that change or extend traditional theories.

*three semester hours  
offered in fall semester*

### •SWK 212 — Human Behavior and the Social Environment II (SS)

*Prerequisites SWK 100, BIO 101, SOC 101, PSY 101 and SWK 211*

This course is a continuation of SWK 211. The course provides students with basic descriptive knowledge about how biological, social and psychological systems affect the human person from middle adulthood through late life. In addition, students assess the



strengths and limitations of various theories of human behavior for diverse populations, and consider alternative and possible theories that change or extend traditional theories.

*three semester hours  
offered in spring semester*

•**SWK 240 — Selected Topics in Social Work and Social Welfare**

Areas of special interest to students are offered. Examples of topics include: crisis intervention, school social work, poverty, industrial social work, social work and technology, social work and the law, and domestic violence. Emphasis will be placed on student research, presentations, and participation through a seminar format.

*three semester hours*

•**SWK 250 — Human Sexuality (SS)**

This course will present a survey of contemporary issues and problems in human sexuality from a social, psychological, biological, cross-cultural, and clinical perspective. Topics such as sexual orientation, adolescent sexuality, teen pregnancy, infertility, family planning, sex research, coercive forms of sex and treatment of sexual problems will be explored.

*three semester hours*

•**SWK 252 — Death and Dying (SS)**

This course deals directly with the psychological, social, and behavioral dynamics inherent in confronting the issue of death and dying, from both the personal and professional perspectives. Aspects related to euthanasia, refusing life-sustaining medical treatment, factors influencing grief and bereavement among people from diverse populations, and hospice care are some of the topics explored. This is a required course for the gerontology minor.

*three semester hours*

•**SWK 253 — Women's Issues and Social Work Practice (SS)**

In this course, students will explore the impact of gender, race and ethnicity, and social class on women's mental, physical, and economic well-being. Through investigation of their own experiences as women and men, and through readings and classroom activities, students will become familiar with a variety of contradictions confronting women social workers and women clients. Gender inequality within the social work profession and strategies for change will be highlighted.

*three semester hours*



•**SWK 300 — Social Policy Analysis**

*Prerequisites SWK 100, SWK 200 and POL 101 (majors only)*

This course focuses on teaching the skills and tasks of policy practice. The first half of the course reviews the economic and cultural underpinnings of social policy in the United States with emphasis on populations at risk. The second half is devoted to learning the tasks of policy practice: agenda setting, problem defining, proposal writing, policy enacting, policy implementing, and policy assessing.

*three semester hours  
offered in spring semester*

•**SWK 310 — Basic Helping Skills**

*Prerequisites SWK 100, SWK 200, SWK 211, SWK 212 (majors only)*

This course is the first part of a two-semester sequence on social work methods with individuals, families and groups. The course focuses on developing the necessary skills for generalist social work practice from an empowerment perspective. Areas explored include: theories and models of social work practice with populations at risk, skills of effective social work practice, and effective social work practice with individuals. This course requires 25 hours of service learning.

*three semester hours  
offered in fall semester*

•**SWK 320 — Practice Methods I — Individuals, Families, Groups**

*Prerequisite SWK 310 (majors only)*

This course is a continuation of SWK 310. The course specifically focuses on social work practice with families and groups, with an emphasis on populations at risk. Content areas that are explored include: professional values and ethics, family practice in the social work context, problem-centered family practice, social work practice with groups, and helping clients to negotiate social systems. This course requires 25 hours of service learning.

*three semester hours  
offered in spring semester*

•**SWK 330 — Social Work Research Methods**

*Prerequisites MAT 102 and CIS 233 and SWK 310 (majors only)*

Students will acquire the knowledge and basic skills necessary to evaluate generalist social work practice activities. Students will develop an understanding of factors affecting research results including the political and ethical context of research, the impact of diversity as it affects the research process, and the reporting of social work research.

*three semester hours  
offered in fall semester*

•**SWK 351 — Social Work and Health/Mental Health Care (SS)**

This course focuses on individual and family needs in the areas of physical and mental health. Issues of access, quality and cost of care, especially as they affect populations at risk, are explored from a social work context. Topics to be considered include the impact of physical and mental illness on individual and family functioning and the development of individual and family coping mechanisms.

*three semester hours*

•**SWK 352 — Social Work with the Aging (SS)**

This course provides an overview of issues in the field of gerontology as well as an introduction to various intervention techniques for working with the elderly. Social service programs and social policies affecting the aged will be examined. (Methods of empowering the aged will be explored.) Appreciation for and empowerment of long-living people will be emphasized. This is a required course for the gerontology minor.

*three semester hours*

•**SWK 353 — Children's Services (SS)**

*Prerequisite SWK 100*

This course provides an overview of the problems, needs and rights of children and their families. Emphasis will be placed on increasing sensitivity to gender, racial and cultural factors that affect the provision of child welfare service to populations at risk. Basic counseling techniques that can be used in empowering children in child welfare settings will also be presented.

*three semester hours*

•**SWK 354 — Social Work with Alcoholism and Substance Abuse (SS)**

This course will examine the role of the social worker in the treatment and prevention of alcoholism and substance abuse. Such topics as client assessment, counseling issues and techniques, self-help and recovery, and social policy issues will be examined. The efficacy of preventive efforts with diverse populations will be analyzed.

*three semester hours*

•**SWK 405 and 406 — Honors Thesis I and II (WI)**

This course allows a social work honors student to engage in substantive research related to the field. The research will conclude in a written thesis or an original project, and an oral defense.

*three semester hours*

**SWK 420 — Practice Methods II**

**Groups, Organizations, Communities**

*Prerequisites SWK 310, SWK 320, co-requisite: SWK 425 and SWK 427 (majors only)*

This course focuses on developing the skills necessary for effective generalist social work practice with large groups, organizations and communities. The course teaches the skills of community organizing from an empowerment perspective. Content areas that are explored include: historical goals of community organizing, empowerment and community organizations, mobilization and social action, feminist perspectives on community organizing, and social workers as managers.

*three semester hours*

*offered in fall semester*

**SWK 425 — Field Practicum Seminar I (WI)**

*Prerequisite SWK 320, co-requisite SWK 427 (majors only)*

Students attend a weekly two-hour seminar that integrates the field practicum with the social work curriculum. Students present and analyze their own client cases. Special topics such as brief solution therapy, crisis intervention and policy advocacy will be discussed.

*three semester hours*

*offered in fall semester*

•**SWK 426 — Field Practicum Seminar II (WI)**

*Prerequisite SWK 420, SWK 425 and SWK 427; co-requisite SWK 428 (majors only)*

This course is a continuation of SWK 425. Students attend a weekly two-hour seminar that integrates the field practicum with the social work curriculum. Students present and analyze their own client cases. A variety of topics, such as group techniques, art therapy, treatment of sexual problems, and elements of mediation will be discussed.

*three semester hours*

*offered in spring semester*

•**SWK 427 — Field Practicum I**

*Prerequisite SWK 320, Co-requisites SWK 420 and SWK 425 (majors only)*

Students must complete a field practicum application process. Students spend two full days per week in the fall semester in a community agency working under the supervision of a qualified social work practitioner. Students apply the theoretical social work material learned in classes to real life situations.

*three semester hours*

*offered in fall semester*

•**SWK 428 — Field Practicum II**

*Prerequisites SWK 420, SWK 425, SWK 427; co-requisite SWK 426 (majors only)*

This course is a continuation of SWK 427. Students spend two full days per week during the spring semester in a community agency working under the supervision of a qualified social work practitioner. Students apply the theoretical social work material learned in classes to real life situations.

*three semester hours*

*offered in spring semester*

•**SWK 450 — Social Work with Families (SS)**

*Prerequisites SWK 100, recommended SWK 310*

This course introduces the student to social work methods of working with family dynamics and family counseling. Various aspects of family functioning will be explored with an emphasis on social problems confronting families, issues of ethnic and cultural difference, and efficacy of social work intervention methods and techniques. Ways of supporting and empowering families will be actively examined.

*three semester hours*

**SWK 493 and 494 — Social Work Internship/Co-Op**

*Prerequisites SWK 100 and SWK 200*

A work-study program providing relevant employment experience. The objective of the program is to integrate classroom theory and practical work experience, thus lending relevancy to learning and providing the student with a realistic exposure to career opportunities. Registration is to be arranged through the chairperson.

*three to six semester hours*

*offered in summer*

# Department of Sociology

Todd Schoepflin, Ph.D., Program Director  
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## Goals

Sociology is the science of society. Sociological consciousness provides a valuable perspective on society and the principles that influence human behavior, the processes of group life, and the interrelationship between the individual and society.

Sociology provides students with background and basic learning for a variety of interests, graduate study, and professional degree programs through its general analyses of society's trends and its specific insights into major topical concerns (economy, family, government, industry, medicine, etc.).

The sociology program consists of three components that are generated in a dynamic interaction between faculty and students: sociological content and research findings, research designs, and research implementations through internships and service learning.

## B.A. — Sociology — Arts & Sciences

	Units
General Education Requirement	20
* All Niagara University students entering as freshmen are required to take the one credit Niagara University Beginning seminar course (NUB 102) in addition to the 20 general education requirements.	
See General Education	
Foundation Courses	9
Distribution Courses	11
Major Requirement	20
SOC 101	Introduction to Sociology 1
SOC 205 or 325 or 317	Native American Cultures/Race and Ethnicity/Cultural Anthropology 1
SOC 307 or 322	Marriage and Family/Sociology of Aging 1
SOC 310	Social Theory 1
SOC 312 or 308	Social Stratification/Women in Society 1
SOC 313	Social Psychology 1
SOC 304 or 288	Deviance/Youth, Music, Subculture 1
SOC 320	Research Methods 1
SOC 328 or 303	Social Change/Social Problems 1
SOC 450	Senior Research Seminar 1
	Sociology electives 2
	Advised electives 8
Total program	40

## Minor — Sociology

The minor in sociology is awarded to a student who has successfully completed SOC 101 (Introduction to Sociology, one unit) and a sequence of four courses in sociology (four units), a program of five total units, which is determined by the student in consultation with the department.

## Courses

- Indicates courses which cannot be challenged

### SOC 101 — Introduction to Sociology (SS)

The study of society and social institutions with a focus on race, ethnicity, gender, social class, sexuality, deviance, culture, subcultures, work, families, social change, education and much more.

*three semester hours*

### SOC 202 — Contemporary Social Organization (SS)

An analysis of structure and processes within contemporary organizations including the nature, environment, effectiveness, and theory of organizations; focus on power, conflict, resolution, communication, change, innovation, and centralization.

*three semester hours*

### •SOC 205 — Native American Cultures (SS/CD)

Comparative and social-cultural study of Native American cultures. Included are analysis of customs, social structures and processes, and social change.

*three semester hours*

### SOC 207 — Introduction to Archaeology (SS/CD)

An overview of the branch of anthropology that investigates ancient societies through the material remains they have left behind. Students will learn that archaeologists do detailed, systematic detective work aimed at answering questions about human behavior. We will study archaeological goals, methods, and theories, and review famous discoveries.

*three semester hours*

### •SOC 210 — Criminology (also CRJ 210) (SS)

Historical and contemporary perspectives of the causes of crime and deviance in society and the treatment of offenders. Major social, psychological, and economic theories will be assessed. Nonbehavioral science perspectives will also be examined.

*three semester hours*

### •SOC 231 — Contemporary Black Families in American Society I (SS/CD)

Overview of periods and themes which structure understanding of black experiences, including: African roots, European colonialism, slavery, emancipation, Reconstruction, migration, civil rights era. Introduction to issues experienced by contemporary black families and communities, with attention given to the variety of religious, political, economic, educational, and cultural experiences in black communities.

*three semester hours*

### •SOC 232 — Contemporary Black Families in American Society II (SS/CD)

In-depth study of issues experienced by contemporary black families and communities, with attention given to the variety of religious, political, economic, educational, and cultural experiences in black communities.

*three semester hours*



**SOC 250 — Sociology of Education (SS/CD)**

This course examines the educational institution and the roles schools play in societies. Topics will include social mobility, cross-cultural perspectives on education and learning, the dynamics of race, class and gender in education, inequality, discrimination and the rise of the modern school system, both within the United States and cross-nationally.

*three semester hours*

•**SOC 270 — Corrections and Imprisonment**  
(also CRJ 270) (SS)

The history, philosophy, and current status of incarceration as a correctional alternative. The individual, societal, and public policy liabilities and benefits of incarceration as a post-conviction strategy. The legal rights of prisoners.

*three semester hours*

**SOC 288 — Youth/Music/Subculture (CD)**

This course will consider the place of youth in bringing about cultural change. We will explore the worlds of youth subcultures and “scenes.” In doing so, we should gain an understanding and appreciation for the work done by those who dwell on the fringe of accepted norms.

*three semester hours*

**SOC 302 — Specializations in Sociology**

An analysis of specific sociological topics that have developed as strong theoretical and research areas of current inquiry, including adolescence, gender roles, work, sport, leisure, literature, sex, sociology of knowledge, educational systems, media and popular culture.

*three semester hours*

**SOC 303 — Social Problems (SS)**

An examination of social problems in contemporary society, such as poverty, homelessness, substance abuse, violence and crime. Additional topics may include problems with environment, education, health care, technology and media.

*three semester hours*

**SOC 304 — Sociology of Deviance (SS)**

Deviance as a social process with concentration on selected cases of individual and group pathologies including mental illness, sexual behavior, drug behavior.

*three semester hours*

**SOC 307 — Marriage and the Family (SS)**

Sociological analysis of relationships and families, including dating, cohabitation, marriage, divorce and same-sex relationships.

*three semester hours*

**SOC 308 — Women in Society (SS/CD)**

This course explores the status of women in American society. Forms of gender-based inequality are examined. The process of gender socialization and conceptions of femininity and masculinity are considered. Attention is paid to media impact on gender and sexuality. The changing roles of women in non-Western societies are also studied.

*three semester hours*

**SOC 310 — Social Theory (H)**

The social theories of representative social thinkers; study of the leading developments in sociological theory both classical and contemporary.

*three semester hours*

**SOC 312 — Social Stratification: Sociology of Poverty (SS)**

An appraisal of theory and research in social stratification; examination of the hierarchical ranking, particularly in the United States. Focus on social inequality and poverty.

*three semester hours*

**SOC 313 — Social Psychology (SS)**

The sociology of everyday life. The study of social interaction, identity, self-concept, emotions and culture. the microsociological perspective of inequality, power relations, status, and group processes.

*three semester hours*

**SOC 314 — Urban Sociology (SS)**

Culture of cities, ecology of the city. Social changes and effects on urban institutions. Problems facing urban dwellers. City planning, resettlement and theories of the city of the future.

*three semester hours*

**SOC 315 — Life in Postmodern Times (SS)**

A general consideration of the causes, processes, and effects of postmodernism, with a major focus on the organizational structures, occupational variations, and current problems of post-modern societies.

*three semester hours*

**SOC 317 — Cultural Anthropology (SS/CD)**

To provide an overview of Cultural Anthropology and its methods and areas of study, including definitions of culture, an overview of human customs and organization, and discussions of current global trends.

*three semester hours*

**SOC 318 — Psychological Anthropology (SS/CD)**

This course examines the relation of culture and social structure to the development of personality; analysis of national character, relation of subcultures and personality traits.

*three semester hours*

•**SOC 320 — Social Research Methods (WI)**  
(also CRJ 300)

*Prerequisites SOC 101 and junior or senior standing*

An introduction to social research methods. Basic elements of the logic of research design, problems of measurement, methods for determining causal relationships, and various types of research design and methodology are presented, including sampling, questionnaire construction, and data collection methods.

*three semester hours*

•**SOC 321 — Applied Social Research**

*Prerequisite: SOC 320*

Students will be given an opportunity to apply the information obtained from SOC 320 and to experience the use of a number of different data collection methods. The class will conduct a complete evaluation study and/or a survey research study.

*three semester hours*

**SOC 322 — Sociology of Aging (SS/CD)**

This course addresses the study of aging as a cultural, social, psychological, and biological process. Various theories of aging will be presented and discussed. Emphasis on aging in contemporary American society.

*three semester hours*

**SOC 323 — Religion and Society (SS)**

The social contexts and correlates of the various forms of religious expression throughout history: creeds, codes, cults, and organizational structures. This course may be used to fulfill a religious studies requirement for students majoring in sociology and social work.

*three semester hours*

**SOC 325 — Race and Ethnicity (SS/CD)**

An introduction to the study of ethnic and racial relations. Emphasis is given to an understanding of social factors as possible bases for prejudice and discrimination, and on social, cultural, and structural influence on ethnic and minority relations, with particular emphasis on conditions in the United States.

*three semester hours*

**SOC 326 — Sociology of Health (SS/CD)**

A survey of theory and research concerned with medical care as a social institution. The relation of social factors to illness, and social processes involved in medical education.

*three semester hours*

**SOC 328 — Social Change (SS)**

An introduction to sociological theories of social change, including an analysis of the problems of coping with life in a rapidly changing world.

*three semester hours*

**SOC 336 — Political Sociology (SS)**

The relation of social structure to political organization and participation, with special attention to the implications of empirical research on power, voting, and alienation.

*three semester hours*

**•SOC 337 — Juvenile Justice (also CRJ 202) (SS)**

The history and current status of attempts to explain juvenile delinquency. The nature and extent of delinquency and the manner in which juveniles are handled through the judicial process. Innovations in the treatment and punishment of delinquency will be assessed in terms of their effectiveness and social consequences.

*three semester hours*

**•SOC 375 — Community Corrections (SS) (also CRJ 375)**

An examination of the history, philosophy, and functioning of community-based correctional programs. Each of the various types of programs, including probation and parole, will be discussed and evaluated. The legal right of ex-offenders will also be discussed.

*three semester hours*

**•SOC 403 and 404 — Honors Thesis I and II (WI)**

Individual research of a substantive nature pursued in the student's major field of study. The research will conclude in a written thesis or an original project, and an oral defense.

*six semester hours*

**SOC 431-432 — Black Families Seminar I and II**

*Prerequisite SOC 231-232 and permission of instructor*

This seminar sequence investigates issues experienced by contemporary black families and communities, with attention given to the variety of religious, political, economic, educational, and cultural experiences in black communities. Students will demonstrate research skills by designing projects in SOC 431 and implementing projects in SOC 432.

*six semester hours*

**•SOC 450 — Senior Research Seminar (WI)**

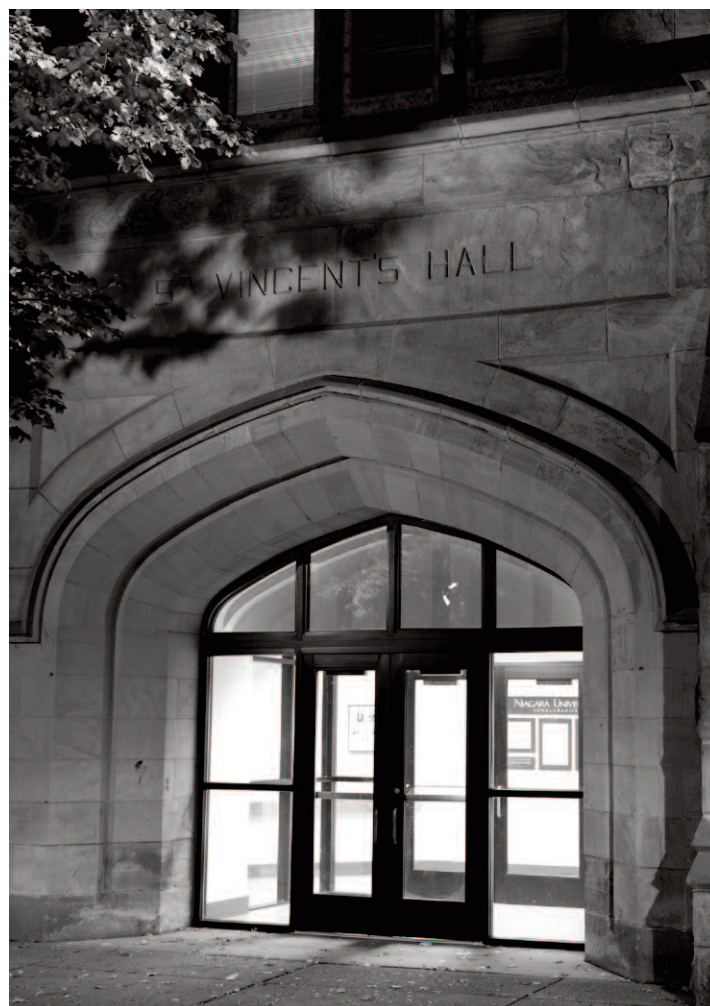
Required of senior (junior by permission only) sociology majors. An integrative, reflective capstone course to synthesize major theoretical and empirical elements of key substantive issues in sociology.

*three semester hours*

**SOC 493, 494, 495, 496 — Sociology Internship/Co-op**

A junior or senior work-study program providing relevant employment experience. The objective of the program is to integrate classroom theory and practical work experience, thus lending relevancy to learning and providing the student with a realistic exposure to career opportunities. Students interested in taking an internship/co-op should talk to their advisor.

*zero to six semester hours*



# Department of Theatre Studies & Fine Arts

Sharon Onevelo Watkinson, Ph.D., Chairperson

Steven Braddock, Director of Theatre

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## Theatre Studies

### Our Mission

In a unique and evolving art form, theatre artists, whether center stage or behind the scenes, face many arduous demands required to create inspiring theatre. The training offered here has prepared Niagara University graduates to successfully pursue careers from Broadway to Hollywood, regional theatre to international tours, and television to film.

Our curriculum is uniquely designed, fusing a conservatory approach to theatre training with a liberal arts education. To better prepare students for success and the realities of careers in professional theatre, our programs require an intense schedule and disciplined focus on both academic coursework and practical production experience. Niagara University Theatre requires a greater time commitment than other programs, but the benefits are significant.

Students work closely with a distinguished faculty of academic and working professionals who are committed to student artist development. Students in every program receive mid-semester evaluations with each of their instructors. Further supplementing the curriculum, students have opportunities to participate in guest artist master classes and workshops with renowned industry professionals.

### Department Objectives

Upon successful completion of all courses required for theatre:

- Students will demonstrate an understanding of theatre in terms of its history, literature, critical developments and popular trends.
- Students will demonstrate the ability to critically analyze dramatic and literary texts.
- Students will demonstrate the ability to work collaboratively on theatrical productions.
- Students will demonstrate the ability to write and communicate at a professional entry-level standard.
- Students will demonstrate preparedness for entry level positions in theatre or graduate study in their chosen field of specialization.

#### In addition — Performance Majors

- Students will demonstrate entry level skills in all aspects of performance, including acting, dance, voice, physical theatre and combat.

#### In addition — Design/Technology Majors

- Students will demonstrate entry level skills in design and technical aspects of theatre.

### Academics

All programs offered by the Department of Theatre Studies culminate in a bachelor of fine arts degree (B.F.A.).

There are three concentrations to choose from and each emphasis is rooted in the same foundations: the general education requirements of the university and College of Arts and Sciences and an introduction to theatre and fundamentals of production, including the study of theatre history, literature and criticism from the origins through the present day.

### Performance Emphasis

The high demands students experience in the performance emphasis develop their abilities, skills and knowledge of performing arts in both an academic and practical environment. Our curriculum is designed to include course work in acting, dance, directing, movement, physical theatre, stage combat, speech and voice for musical theatre every year. In addition to the academic coursework, performance students have the opportunity to apply practical skills and knowledge in a professional environment through work in the departmental productions. Graduates of the performance sequence may continue with advanced training on the professional or graduate level, or immediately pursue careers in performance, directing or theatre education.

### Design/Technology Emphasis

Under the guidance of working professionals, theatre design/technology students focus not only on the studio/classroom coursework, but also receive hands-on individualized training in all aspects of theatre design: costumes, lighting, scenery and sound. Every semester, each design/technology student must complete a practicum, where theory is put into practice in key positions in the departmental productions. Various opportunities exist for assisting faculty designers and learning through independent study design experiences. Graduates of the design/technology sequence may continue with advanced training on the professional or graduate level, or immediately pursue careers in design, technology, or theatre education.

### General Emphasis

Students in the general theatre emphasis explore this unique art form through a broad spectrum of theatre studies and experiences. In addition to performance and design/technology classes, general theatre students are acquainted with various areas of theatre studies including: directing, dramaturgy, performing arts management, playwriting, and stage management. Graduates of the general theatre sequence may pursue entry level positions in theatre, entertainment management or production. They may also continue theatre related studies for careers in education or professional theatre.

### Production

An integral part of students' training is the theatre season produced by Niagara University Theatre. The season includes six main stage productions, the student-directed Short Play Festival, an all student produced production and Niagara University Repertory Theatre (a summer children's theatre company). The season strives for great variety, ranging from classical to contemporary, musical to physical theatre, traditional to new works. Our productions provide students with the opportunities to apply knowledge, skills, and techniques explored in class work. All theatre students are required to participate in crewing NU Theatre productions. Auditions are open to any Niagara University student.



## London Theatre Study Abroad

Niagara University theatre studies students may choose to spend two summer months studying theatre in London, England and earn twelve academic credits towards their degree in the process. Courses in current British Theatre, Elizabethan/Jacobean Drama, Acting and Performance are offered through a prominent London university. Outside the classroom, students visit historical sites including the Houses of Parliament, Westminster Cathedral, Oxford Street, Piccadilly Circus and Buckingham Palace and complete a directed research project based on their experiences. Attending professional theatre is a significant part of the program and students see over a dozen productions in London's West End, Shakespeare's New Globe Theatre, Olivier's National Theatre and Stratford-Upon-Avon.

Any student interested in the London Theatre Study Abroad Program should contact Dr. Sharon Watkinson early in their academic career to plan for this unique opportunity.

## B.F.A. — Theatre — Arts & Sciences

	Units
General Education Requirement	20
* All Niagara University students entering as freshmen are required to take the one credit Niagara University Beginning seminar course (NUB 102) in addition to the 20 general education requirements.	
See General Education	
Foundation Courses	9
Distribution Courses	11
Departmental Core Requirements	20 or 21
THR 103 Introduction to the Theatre	1
THR 104 Fundamentals of Production	1
THR 400 Shakespeare	1
THR 411, 412 History and Literature of Theatre I and II	2
Two advised electives	2



### Concentrations (select one)

#### Performance Emphasis

All students in this sequence complete the following as well

THR 101-102	Performance Technique I and II	2
THR 201-202	Performance Technique III and IV	2
THR 301-302	Performance Technique V and VI	2
THR 401-402	Performance Technique VII and VIII	2
THR 362	Dramatic Theory and Criticism	1
THR 413	History and Literature of Theatre III	1
THR 414	American Theatre and Drama	1
THR 425	Directing	1
	Eight practicums (one credit each)	2

#### Design/Technology Emphasis

All students in this sequence complete the following as well

THR 107	Acting I — Foundations	1
THR 217	Scene Design	1
THR 228	Theatre Graphics	1
THR 229	Lighting Design	1
THR 241	Costume Design	1
THR 445	Advanced Studio Design	1
Choice of		1

THR 413	History and Literature of Theatre III	
THR 414	or American Theatre and Drama	
FAA 220	Foundations of Drawing	1
FAA 245	Water Media	1
FAA 344, 345	History of Décor and Fashion I and II	2
	Eight practicums (one credit each)	3

#### General Theatre Emphasis

All students in this sequence complete the following as well

THR 101-102	Performance Technique I and II	2
THR 362	Dramatic Theory and Criticism	1
THR 413	History and Literature of Theatre I	1
THR 414	American Theatre and Drama	1
	Two design/technical electives	2
	Two performance electives	2
	Six practicums (one credit each)	2
THR 430	Senior Seminar	1
	One advised elective	1

Total program

40 or 41

## Admission

For prospective or transfer students seeking entrance into the B.F.A. Performance or B.F.A. Design/Technology programs, an audition and/or interview are required. These auditions/interviews are usually held in the spring. Students must first be accepted to the university by the Office of Admissions in order to be eligible for the auditions and interviews.

Incoming freshmen and transfer students declaring theatre as their primary major are also eligible to receive a Niagara University Theatre Scholarship. Those students who wish to be considered for one of these scholarships, each valued at approximately one quarter tuition, are required to audition (Performance) or present a portfolio with interview (Design/Technology). The Entrance Auditions/Interviews will serve this dual purpose. The student's financial need and academic profile are taken into consideration as well.

Please visit our website or contact the Department of Theatre and Fine Arts for more information and current audition/interview dates.

## Minor — Theatre Studies

*Coordinator: Sharon Watkinson, Ph.D.*

The minor in theatre studies is awarded to a student who has successfully completed a sequence of five courses. This sequence of courses is determined by the student in consultation with the department.

## Minor — Design/Technology

*Coordinator: Maureen Stevens, M.F.A.*

The minor in design/technology is awarded to the student who has successfully completed the following:

THR 103	Introduction to theatre
THR 104	Stagecraft

Two courses from the following:

THR 217, 218, 221, 222, 223, 224, 225, 228, 229, 241,  
243, 250, 347, 350, FAA 344, 345

One additional Theatre design/technology elective approved by the minor coordinator.  
Three practicums (one credit each)

## Minor — Dance

*Coordinator: Terri Filips Vaughan, M.F.A.*

The minor in dance is awarded to a student who has successfully completed a sequence of five courses in dance. These must include DAN 340 Dance History (CD) and four courses of the student's choice.

## Program Objectives

Upon successful completion of all courses required for the dance minor:

1. Students will demonstrate an understanding of dance in terms of its history literature, critical developments and popular trends.
2. Students will demonstrate the ability to critically analyze dance and apply the terminology and skills of the individual techniques.
3. Students will demonstrate the ability to write and communicate at a professional entry-level standard.
4. Students will physically perform dance with proper technique, demonstrating steps with accuracy and correct alignment.
5. Students will demonstrate an understanding and appreciation for dance.

Suggested class sequence for the novice dancer who has minimal to no formal training:

THR 113	Intro to Ballet: Novice
THR 230	Intro to Jazz Dance: Novice
THR 211	Beginning Ballet
THR 321	Intro to Tap: Novice
THR 311	Jazz Dance I
THR 409	Advanced Novice Ballet
THR 403	Advanced Jazz Dance I

Suggested class sequence for the experienced dancer who has extensive formal training from a school or studio:

THR 114	Intro to Ballet: Experienced
THR 231	Intro to Jazz Dance: Experienced
THR 212	Intermediate Ballet
THR 322	Tap II
THR 312	Jazz Dance II
THR 410	Advanced Experienced Ballet
THR 404	Advanced Jazz Dance II

## Courses

- Indicates courses which cannot be challenged

### DAN 111 — Dance and Movement (also THR 111)

This course studies the exploration and development of movement, gestures and dance forms common to a basic understanding of dance with emphasis on alignment and basic loco motor patterns. It includes an introduction to improvisation, basic ballroom and tap dance.

*three semester hours  
offered in the fall*

### DAN 113 — Intro to Ballet — Novice (also THR 113)

*Prerequisite THR 212*

This course is designed to teach the fundamentals of ballet technique to students with no prior experience. The class will focus on basic body alignment, strengthening techniques, proper warm up procedures, and basic vocabulary.

*three semester hours  
offered in the spring*

### DAN 114 — Intro to Ballet — Experienced (also THR 114)

*Prerequisite previous ballet training in the private sector or DAN/THR 113*

This course is designed for the dancer with previous ballet training. The class will reinforce the fundamental vocabulary and technique of ballet. It will include body alignment, weight placement, transfer of weight and coordination.

*three semester hours  
offered in the spring*

### DAN 211 — Beginning Ballet (also THR 211)

*Prerequisite DAN/THR 113*

This course is designed as a continuation of DAN/THR 113 for the less experienced ballet student. Class will focus on basic transfer of weight at barre and center; increase of strength and flexibility and coordination of upper and lower body.

*three semester hours  
offered in the spring*

### DAN 212 — Beginning Ballet (also THR 212)

*Prerequisite DAN/THR 114*

This course is a continuation of DAN/THR 114. It is designed to teach the intermediate level of ballet which includes turning, petite allegro, grand allegro and adagio work. This course is designed to aid in the skills necessary to perform in auditions.

*three semester hours  
offered in the spring*

### DAN 224 — Independent Study

Under the supervision of a faculty member, the student selects a major independent dance project he or she wishes to develop and complete.

*three semester hours*

**DAN 230 — Intro to Jazz Dance Novice (also THR 230)**

The art of jazz dance is studied with an emphasis on proper technique and alignment to develop the dynamic sensitivity of the body to be able to communicate through movement. Specific jazz styles are studied chronologically according to performance trends using basic steps. Students need no previous training.

*three semester hours  
offered in the fall*

**DAN 231 — Intro to Jazz Dance Experience (also THR 231)**

*Prerequisite previous Jazz Dance training in the private sector or DAN/THR 230*

The art of jazz dance is studied with an emphasis on proper technique, alignment and style to expand the dynamic sensitivity of the body's ability to communicate through movement. Jazz styles are studied chronologically according to performance trends utilizing complex steps and combinations. Previous formal training in jazz dance required.

*three semester hours  
offered in the fall*

**DAN 311 — Jazz I (also THR 211)**

*Prerequisite DAN/THR 230 or permission of the instructor*

This class is geared to the student with some formal experience in jazz dance training. This course engages the dynamic sensitivity of the body to be able to communicate through movement. Specific jazz styles and choreographic formats are studied using basic steps and challenging combinations. The area of dance choreography is introduced.

*three semester hours  
offered in the spring*

**DAN 312 — Jazz I (also THR 312)**

*Prerequisite DAN/THR 231 or permission of the instructor*

This class is geared to the student with extensive formal experience in jazz dance training. This course challenges the dynamic and sensitivity of the body to be able to communicate through movement. Specific jazz styles and choreographic formats are studied using complex steps and challenging combinations. The area of dance choreography is introduced.

*three semester hours  
offered in the spring*



**DAN 321 — Intro to Tap I (also THR 321)**

This course is an introduction to the field of tap dancing, beginning with basic single, double, triple, and quadruple sounds, simple combinations, rhythmic patterning and routines. The material is designed for the novice and the beginning level.

*three semester hours  
offered in the fall*

**DAN 322 — Intro to Tap II (also THR322)**

*Prerequisite DAN/THR 321 or prior training in private sector*

This course is an exploration into the field of tap dancing, beginning with single, double, triple, and quadruple sounds, combinations, rhythmic patterning and routines. The material is designed for the intermediate and advanced level.

*three semester hours  
offered in the fall*

**DAN 340 — Dance History**

This course is designed as a survey course in dance history. The focus is on dance as an expression of cultural identity, encompassing examples from western and non-western dance forms, as well as theatrical, ritualistic, social, and vernacular movement practices from around the world. It investigates how dance functions in various societies and contexts, comparing and contrasting non-Western to Western cultures and mainstream American dance to dance developed by minority American cultures.

*three semester hours*

**DAN 403 — Advanced Jazz Dance I (also THR 403)**

*Prerequisite: DAN/THR 311 or permission of the instructor*

This course is designed to develop the advanced jazz dancer through the study of complex dynamic, styles and combinations. Emphasis is placed on techniques and the importance of rhythms, special awareness and projection as means of creating variety in dance. Musical theatre history and repertory is introduced.

*three semester hours  
offered in the spring*

**DAN 404 — Advanced Jazz Dance II (also THR 404)**

*Prerequisite: DAN/THR 312 or permission of the instructor*

This course is designed to develop the advanced jazz dancer by a complex study of dynamics, styles and combinations. Emphasis is placed on technique and the importance of rhythms, spatial awareness and projection as means of fine-tuning dance. Musical theatre history and repertory is introduced.

*three semester hours  
offered in the spring*

**DAN 409 — Advanced Novice Ballet (also THR 409)**

*Prerequisite DAN/THR 211*

This course will concentrate on barre exercises in progressive combinations including balances on releve, complex locomotive patterns, turns and jumps. Students will be required to create ballet phrases and demonstrate complex movement.

*three semester hours  
offered in the fall*



**DAN 410 — Advanced Experience Ballet (also THR 410)**

*Prerequisite DAN/THR 212*

This course is designed for the advanced ballet student. Class will be taught at an accelerated pace. It will include advanced and complex combinations incorporating jumps with turns, beats, partnering techniques and choreographic exploration.

*three semester hours  
offered in the fall*

**•THR 011-012 — Theatre Practicum 021-022, 031-032, 041-042**

The practice of theatre technology is learned through build, run and design assignments on departmental productions. In essence, the class is a laboratory for theatrical production.

*one semester hour each*

**•THR 101 — Performance Techniques I**

A course for the performance and general emphasis student comprising a range of separate skills classes, including: Acting-Foundations, Dance and Movement, and Vocal Performance I. Lab fee.

*four semester hours*

**•THR 102 — Performance Techniques II**

A course for the performance and general emphasis student comprising a range of separate skills classes, including: Acting-Foundations, Introduction to Ballet, Physical Theatre I and Speech I. Lab fee.

*four semester hours*

**THR 103 — Introduction to Theatre (H)**

An introduction to the collaborative nature, origin, and general history of the theatre, as well as an examination of the contributions of the producer, director, actor, and design team to the theatrical event. Also presented is an overview of the dominant dramatic forms.

*three semester hour*



**THR 104 — Stagecraft**

This course is an introduction to the craft of sets, lighting and costumes for the theatre. It examines the organization of a theatre from the production end and introduces the student to the basic tools, materials, techniques and procedures used in technical theatre.

*three semester hours  
offered in spring*

**THR 107 — Acting-Foundations**

This is an introductory course in the basic vocabulary and theory of acting. This course is designed to begin the acting sequence for theatre or non-theatre majors.

*three semester hours  
offered in fall*

**THR 108 — Acting — Foundations II**

*Prerequisite THR 107*

This course, a continuation of THR 107, is an introductory course in basic methods and approaches to acting, monologue and scene work are included as well as the analysis of dramatic text.

*three semester hours  
offered in spring*

**THR 109-110 — Vocal Performance I and II**

A study of elementary theory to aid music reading and rhythm. Basic singing techniques, including breath control, diction, projection, and phrasing are taught, as well as the basic techniques for musical theatre singing.

*six semester hours*

**THR 111 — Dance and Movement (also DAN 111)**

This course studies the exploration and development of movement, gestures and dance forms common to a basic understanding of dance with emphasis on alignment and basic loco motor patterns. It includes an introduction to improvisation, basic ballroom and tap dance.

*three semester hours  
offered in fall*

**THR 113 — Introduction to Ballet — Novice (also DAN 113)**

This course is designed to teach the fundamentals of ballet technique to students with no prior experience. The class will focus on basic body alignment, strengthening techniques, proper warm up procedures, and basic vocabulary.

*three semester hours  
offered in spring*

**THR 114 — Introduction to Ballet — Experienced (also DAN 114)**

*Prerequisite previous ballet training in the private sector or THR 113*

This course is designed for the dancer with previous ballet training. The class will reinforce the fundamental vocabulary and technique of ballet. It will include body alignment, weight placement, transfer of weight and coordination.

*three semester hours  
offered in spring*

**THR 130 — Theatre Appreciation (H)**

In this course students will learn about the active role theatre, performance, and spectacle play in society. Participants will watch historically important filmed performances, attend live theatre, devise their own performance events and explore dramatic texts in the classroom.

*three semester hour*

**•THR 201 — Performance Techniques III**

*Prerequisite THR 101-102 or the permission of the chairperson.*

A course for the performance emphasis student comprising a range of separate skills classes, including: Acting-Shakespeare, Introduction to Jazz Dance, Speech II and Physical Theatre II. Lab fee.

*four semester hours*

**•THR 202 — Performance Techniques IV**

*Prerequisite THR 201 or the permission of the chairperson.*

A course for the performance emphasis student comprising a range of separate skills classes, including: Acting-Shakespeare, Unarmed combat, Ballet, and Vocal performance II. Lab fee.

*four semester hours*

**THR 205-206 — Speech for the Actor I and II**

An elementary study of the principles of voice (spoken) production, articulation, diction, rhythmic variety, and projection as they apply to the actor. Additionally, the International Phonetic Alphabet is taught in order to express sounds of accents of foreign languages as well as distinct American regions.

*six semester hours*

**THR 207-208 — Acting-Shakespeare**

Through rehearsal and performance techniques and written assignments, students will work with the dramatic texts of Shakespeare to master the performance of classical material.

*six semester hours*

**THR 211 — Beginning Ballet (also DAN 211)**

*Prerequisite THR 113*

This course is designed as a continuation of THR 113 for the less experienced ballet student. Class will focus on basic transfer of weight at barre and center; increase of strength and flexibility and coordination of upper and lower body.

*three semester hours  
offered in spring*

**THR 212 — Intermediate Ballet (also DAN 212)**

*Prerequisite THR 114*

This course is a continuation of THR 114. It is designed to teach the intermediate level of ballet which includes turning, petite allegro, grand allegro and adagio work. This course is designed to aid in the skills necessary to perform in auditions.

*three semester hours  
offered in spring*

**THR 215 — Unarmed Stage Combat**

Through this introductory course, students will learn the fundamental techniques, skills, and vocabulary of basic unarmed stage combat to understand the illusions behind theatrical violence.

*three semester hours  
offered in spring*

**THR 216 — Armed Stage Combat**

*Prerequisite THR 215*

Students will further develop their performance techniques, skills and vocabulary in various disciplines of armed stage combat. Students apply these skills by collaborating on the creation of theatre performances using various weapons. Safety is emphasized in each discipline.

*three semester hours  
offered in fall*

**THR 217 — Scene Design (also FAA 217)**

This course will introduce students to the basic skills required to be a scenic designer. The goal of the course is to expose, explore and develop methods of visual communication within the design process of scenic design. This course will introduce students to script analysis, research, drafting, painting, collage and model building. Drafting kit and art supplies required.

*three semester hours  
offered in fall odd years*



**THR 218 — Theatrical Scenic Painting (also FAA 218)**

This course acquaints the student with the theory, techniques and practical application of theatrical scenic painting. The student will gain hands-on experience by painting projects in and outside of class sessions. Projects include scenic paint representations of bricks, marble, wallpaper, wood grain, cornice molding, drapery, foliage and full scale versions of small scale scenes. Lab fee.

*three semester hours  
offered spring even years*

**THR 221 — Seminar in Theatre and Stage Management**

An exploration of the basic functions and responsibilities of the stage manager as applied to a variety of theatrical production formats and the roles and responsibilities of the other various management positions in professional theatre. The student will gain practical stage management experience in the annual festival of student-directed short plays.

*three semester hours  
offered odd years*

**•THR 223-224 — Independent Theatre Project**

Under the supervision of a staff member, the student selects a major independent theatre project he or she wishes to develop and complete.

*six semester hours*

**THR 225 — Sound for the Theatre**

An investigation of the equipment and the techniques used in modern audio practice to improve and reinforce sound in the theatre and to create theatrical sound effects.

*three semester hours  
offered fall even years*

**THR 228 — Theatre Graphics (also FAA 228)**

This course acquaints the student with the language, techniques and conventions of mechanical drawing as they apply to theatre design and technology. Ground plans, sections, and elevations perspective are explored in class. Part of the course will develop basic model building skills. Weekly assignments will emphasize the development of practical skills. Drafting kit and art supplies required.

*three semester hours  
offered in fall even years*

**THR 229 — Lighting Design (also FAA 229)**

An introductory study of the art of lighting for the stage from the initial concept through electricity, instruments, color, plots, and designing for various types of stages. Drafting kit required.

*three semester hours  
offered in spring odd years*

**THR 230 — Introduction to Jazz Dance — Novice (also DAN 230)**

The art of jazz dance is studied with an emphasis on proper technique and alignment to develop the dynamic sensitivity of the body to be able to communicate through movement. Specific jazz styles are studied chronologically according to performance trends using basic steps. Students need no previous training.

*three semester hours  
offered in fall*

**THR 231 — Introduction to Jazz Dance — Experienced (also DAN 231)**

*Prerequisite Previous jazz dance training in the private sector or THR 230*

The art of jazz dance is studied with an emphasis on proper technique, alignment and style to expand the dynamic sensitivity of the body's ability to communicate through movement. Jazz styles are studied chronologically according to performance trends utilizing complex steps and combinations. Previous formal training in jazz dance required.

*three semester hours  
offered in fall*

**THR 241 — Costume Design (also FAA 271)**

Students learn the process of costume design for the theatre. Techniques covered include: script analysis, character conceptualization, research, and basic rendering. Art supplies required.

*three semester hours*

**THR 243 — Costume Construction I (also FAA 243)**

This is a studio course in which the student will learn the fundamentals of costume construction through demonstrations and practical applications. Topics include: taking accurate and precise measurements, hand and machine sewing techniques, proper layout and cutting of patterns, basic construction techniques and adjusting commercial patterns to fit their body. Lab fee.

*three semester hours*

**THR 245 — Water Media (also FAA 245)**

This introductory course provides an overview of water media techniques. Students will explore the use of value, texture, color and composition as it pertains to water based media. The course will focus on watercolor painting techniques with references to other water based media and theatrical applications.

*three semester hours*

**•THR 250 — Principles of Make-Up (also FAA 270)**

This is a studio course which acquaints the student with the techniques and practical application of theatrical make-up. The student will be required to design and execute make-up for specific characters. Lab fee.

*three semester hours  
offered fall*

**•THR 301 — Performance Techniques V**

*Prerequisite THR 201-202 or the permission of the chairperson*

A course for the performance emphasis student comprising a range of separate skills classes, including: Acting-Styles, Tap Dance, Armed combat, and Vocal Performance III. Lab fee.

*four semester hours*

**•THR 302 — Performance Techniques VI**

*Prerequisite THR 301 or the permission of the chairperson*

A course for the performance emphasis student comprising a range of separate skills classes, including: Acting-Styles, Jazz Dance, and Physical Theatre III. Lab fee.

*four semester hours*



•**THR 307-308 — Acting — Styles**

*Prerequisite THR 207-208*

An advanced course in acting styles and techniques, addressing students' individual needs and work in special periods and playwrights.

*six semester hours*

•**THR 309-310 — Vocal Performance III and IV**

A continuation of THR 109-110 in which more advanced techniques are taught especially in interpretation and phrasing. The integration of music within musical theatre is emphasized as well as work on duets, trios and ensembles.

*six semester hours*

**THR 311 — Jazz Dance I (also DAN 311)**

*Prerequisite THR 230 or permission of the instructor*

This class is geared to the student with some formal experience in jazz dance training. This course engages the dynamic sensitivity of the body to be able to communicate through movement. Specific jazz styles and choreographic formats are studied using basic steps and challenging combinations. The area of dance choreography is introduced.

*three semester hours  
offered in spring*

**THR 312 — Jazz Dance II (also DAN 312)**

*Prerequisite THR 231 or permission of the instructor*

This class is geared to the student with extensive formal experience in jazz dance training. This course challenges the dynamic and sensitivity of the body to be able to communicate through movement. Specific jazz styles and choreographic formats are studied using complex steps and challenging combinations. The area of dance choreography is introduced.

*three semester hours  
offered in spring*

**THR 320 — Advanced Stage Combat**

*Prerequisite THR 216 and permission of instructor*

The accomplished actor combatant will explore advanced techniques in certain martial styles, ranging from classical to contemporary. Emphasis will be placed on organic storytelling and the creation of collaborative performances. Safety is always emphasized.

*three semester hours  
offered in spring*

**THR 321 — Tap Dance I (also DAN 321)**

This course is an introduction to the field of tap dancing, beginning with basic single, double, triple, and quadruple sounds, simple combinations, rhythmic patterning and routines. The material is designed for the novice and the beginning level.

*three semester hours  
offered in fall*

**THR 322 — Tap Dance II (also DAN 322)**

*Prerequisite THR 321 or permission of the instructor*

This course is an exploration into the field of tap dancing, beginning with single, double, triple, and quadruple sounds, combinations, rhythmic patterning and routines. The material is designed for the intermediate and advanced level.

*three semester hours  
offered in fall*

**THR 323 — Physical Theatre I**

**(Techniques and Analysis of Movement)**

Development of practical physical theatre skills: juggling, mime techniques and illusions, body awareness. Exploration of analysis of movement theories. Performance of pantomime, gesture language, and gestural cartooning.

*three semester hours*

**THR 324 — Physical Theatre II**

**(Masks, puppets and Visual Theatre)**

Practical study of mask play and visual character development using neutral, larval, expressive and found masks, Simple mask making. Alternative puppetry. Examination of current trends in physical theatre.

*three semester hours*

**THR 329 — Playwriting**

An introductory course in the problems and practices of playwriting. Emphasis is placed on the development and revision of a one-act play. Students also are acquainted with opportunities for production and publication.

*three semester hours*

**THR 343 — Pattern Drafting**

This is a studio course in which the student will learn the fundamentals of pattern drafting through demonstrations and practical applications. Topics covered include: drafting a basic pattern set consisting of a bodice, skirt and sleeve, manipulating darts, adding fullness and learning how to fit the body.

*three semester hours*

**THR 345 — History of Decor II (also FAA 345)**

This course is a study of clothing and the decorative arts (architecture, furniture, sculpture, painting). The historical periods from the Baroque to the present and the societies within which they developed will be covered. The student will gain knowledge of the connections between the present and the past in Western culture. This course is not appropriate for freshmen students.

*three semester hours*

**THR 347 — Special Topics-Costume (also FAA 347)**

In this studio course students will examine in detail the fundamental construction and application techniques used to create a variety of costume specialties. Sample topics: corsets and petticoats, mask making, jewelry making, millinery, dancewear and men's tailoring. This course may be taken up to three times with different course topics. Lab fee.

*three semester hours*

**THR 350 — Advanced Make-up (also FAA 350)**

*Prerequisite THR 250*

The design, creation and use of prosthetics, wigs, facial hair, blood and other special effects are used to create realistic and fantastical characters. Lab Fee.

*three semester hours  
offered in spring*

•**THR 362 — Dramatic Theory and Criticism (H/WI)**

A study of the history and development of dramatic theory and criticism. Tracts and essays from various writers, including Aristotle, Horace, Victor Hugo, August Strindberg, George Bernard Shaw, Bertolt Brecht, Arthur Miller, Lorraine Hansberry, Amiri Baraka, Edward Albee and Tony Kushner among others will be studied and discussed.

*three semester hours*

**THR 400 — Shakespeare (H) (also ENG 400)**

This course examines indepth representative plays of Shakespeare in each of the genres: tragedy, comedy, history and romance, as well as the sonnets.

*three semester hours*

•**THR 401 — Performance Techniques VII**

*Prerequisite THR 301-302*

An advanced course for the senior performance emphasis student comprising a range of separate skills classes including: Acting-Synthesis & The Profession, Ballet, and Physical Theatre IV. Lab fee.

*four semester hours*

•**THR 402 — Performance Techniques VIII**

*Prerequisite THR 401*

An advanced course for the senior performance emphasis student comprising a range of separate skills classes including: Acting-Synthesis & The Profession, Advanced Jazz Dance, and Vocal Performance VI. Lab fee.

*four semester hours*

**THR 403 — Advanced Jazz I (H) (also DAN 403)**

*Prerequisite THR 311 or permission of the instructor*

This course is designed to develop the advanced jazz dancer through the study of complex dynamic, styles and combinations. Emphasis is placed on techniques and the importance of rhythms, special awareness and projection as means of creating variety in dance. Musical theatre history and repertory is introduced.

*three semester hours*

*offered in spring*

**THR 404 — Advanced Jazz II (H) (also DAN 404)**

*Prerequisite THR 312 or permission of the instructor*

This course is designed to develop the advanced jazz dancer by a complex study of dynamics, styles and combinations. Emphasis is placed on technique and the importance of rhythms, spatial awareness and projection as means of fine-tuning dance. Musical theatre history and repertory is introduced.

*three semester hour*

*offered in spring*

•**THR 407 and 408 — Honors Thesis I and II (WI)**

Individual research of a substantive nature pursued in the student's major field of study. The research will conclude in a written thesis or an original project, and an oral defense.

*six semester hours*

**THR 409 — Advanced Novice Ballet (also DAN 409)**

*Prerequisite THR 211*

This course will concentrate on barre exercises in progressive combinations including balances on releve, complex locomotive patterns, turns and jumps. Students will be required to create ballet phrases and demonstrate complex movement.

*three semester hours*

*offered in fall*

**THR 410 — Advanced Experienced Ballet (also DAN 410)**

*Prerequisite THR 212*

This course is designed for the advanced ballet student. Class will be taught at an accelerated pace. It will include advanced and complex combinations incorporating jumps with turns, beats, partnering techniques and choreographic exploration.

*three semester hours*

*offered in fall*

•**THR 411 — History and Literature of Theatre (H)**

A study of the development of dramatic literature and theatrical production, from the Greeks through Oriental theatre to Shakespeare, with emphasis on reading and analyzing representative plays from each period.

*three semester hours*

•**THR 412 — History and Literature of Theatre II (H)**

A study of the development of dramatic literature and theatrical production, from the Italian Renaissance through the 19th century, with emphasis on reading and analyzing representative plays from each period.

*three semester hours*

•**THR 413 — History and Literature of Theatre III (H)**

A study of the development of dramatic literature and theatrical production, from 1879 to the present day, with emphasis on representative British and American plays.

*three semester hours*

•**THR 414 — American Theatre and Drama**

**From the Beginnings To Eugene O'Neill (H/WI)**

This course examines the development of American theatre, historically and dramatically, from Colonial times to the advent of Eugene O'Neill. The emphasis is on plays from the 18th, 19th and early 20th century theatre.

*three semester hours*

**THR 417-418 — Acting-Synthesis and the Profession**

*Prerequisite THR 307-308*

An advanced acting course emphasizing the synthesis of skills and techniques explored in the previous years of study. Special attention is placed on developing a range of audition material. Classes are devoted to the business aspects of the acting profession.

*six semester hours*

### THR 423 — Physical Theatre III

(Improvisation and Commedia dell'Arte)

*Prerequisite* THR 324

Practical study of physical character development and visual narrative using improvisation techniques. Articulation of visual perceptions on paper. Exploration of classical commedia characters using existing scenarios and modern commedia through performance of a new adaptation.

*three semester hours*

### THR 424 — Physical Theatre IV

(Theatrical Clown and Collective Creation)

*Prerequisite* THR 423

Developing a personal clown, a family of clowns and a clown play. Audition techniques from the visual perspective. Applying the techniques of clowning and improvisation to the creation of physically based dramatic narratives. The actor as creator.

*three semester hours*

#### •THR 425 — Directing

A study of general directorial problems and solutions: auditions, blocking, pace, rhythm, characterization, composition, picturization, movement, general design. The student also prepares a short play from the beginning to actual performance.

*three semester hours*

#### •THR 430 — Senior Seminar

The senior seminar is an integrative capstone course requiring general theatre students to conduct research on a question or problem in a specific area of theatre. It will be conducted as an independent research effort with each student meeting privately with his or her research adviser. Students will write a senior thesis applying their acquired skills to a central topic, theme or question.

#### •THR 445 — Advanced Design Studio

*Prerequisites* THR 217, THR 241, THR 229

This independent study serves as the capstone course restricted to seniors in the design/technology sequence. Students will apply the knowledge and skills acquired over the course of their program to further their individual goals. The topics will be determined by the instructors and will vary by student need.

*three semester hours*

### THR 493, 494, 495, 496 — Theatre Internship/Co-op

A junior or senior work-study program providing relevant employment experience. Registration will occur at the beginning of the experience. The objective of the program is to integrate classroom theory and practical work experience, thus lending relevancy to learning and providing the student with a realistic exposure to career opportunities. Students interested in taking an internship or co-op should talk to their advisor.

*zero to six semester hours*

## Fine Arts

### Goals

The program presents courses in the academic study of fine arts and in studio arts. The former stresses the aesthetic and cultural aspects of man's creativity through the ages and the latter stresses the need for individual expression in contemporary terms.

### Objectives

1. Students will demonstrate an understanding of the arts in terms of their history, critical developments and popular trends.
2. Students will demonstrate the ability to critically analyze the arts and apply the terminology and skills of the individual mediums.
3. Students will demonstrate the ability to write and communicate at a professional-entry level standard.
4. Students will demonstrate an understanding and appreciation for the fine arts.

### Minor in Fine Art

General Fine Arts Minor consists of any five courses.

Studio Arts Minor consists of the following five courses.

FAA 220

Foundations of drawing

One of the following

FAA 201

19th Century Art

FAA 202

20th Century Art or

FAA 210

Issues in Contemporary Art History

Three studio arts classes in two different medium such as:

Painting

Hand papermaking

Women in art

Photography

Art History Minor consists of the following five courses.

FAA 230

Prehistoric to Gothic Art

FAA 231

14th to 19th Century Art

FAA 210

Issues in Contemporary Art History

One of the following

FAA 232

Renaissance Art and Culture

FAA 201

19th Century Art

FAA 210

20th Century Art

One studio arts elective

### Courses

- Indicates courses which cannot be challenged

#### FAA 150 — Special Topic in Musical Repertoire

This course provides opportunities for the musician who seeks to improve technique and musicality through the study of repertoire. Students will identify a specific performance goal and develop a plan to achieve it.

*Students may retake this course up to three additional times for a maximum of four credit hours.*

#### FAA 170 — Painting Workshop

This course is a workshop in painting for beginning students. Lectures, course projects, and individual critiques in the studio classroom are provided by the instructor. Students undertake a



variety of thematic and stylistic approaches using acrylic paints. Available for reference are art works in the Castellani Art Museum.  
*three semester hours*

#### **FAA 171 — Advanced Painting Workshop**

*Prerequisite FAA 170*

This course is an intermediate workshop for students who have successfully completed FAA 170. Each student pursues one theme, creating a series of acrylic paintings in the studio classroom under the instructor's supervision.

*three semester hours*

#### **FAA 190 — Hand Papermaking: History and Art Form (H)**

A studio course in the history of hand papermaking and its use as an art form for beginning and advanced students. Lecture, slides, and examination of handmade papers illustrate and explain the history and methods of paper production. Demonstration and hands-on experience facilitate the exploration of the nature and techniques of making paper by hand. Basic vocabulary and art/design principles are stressed.

*three semester hours*

#### **FAA 201 — 19th Century Art (H)**

This course deals with the complex art scene following the French Revolution of 1789. Styles examined are neo-classicism, romanticism, realism at mid-century, and impressionism at the close. Students learn about major painters and sculptors while developing visual literacy. Videos, slides, lecture-discussion and museum visiting are included.

*three semester hours*

#### **FAA 202 — 20th Century Art (H)**

This course studies the aesthetic and social revolutions of modern art that began in the 19th century but erupted in Fauvism in 1905 Paris. Cubism, Futurism, Dadaism and Surrealism are examined, as well as the art scene in America up to the 1960s. Videos, slides, lecture-discussion and visits to the Castellani Art Museum are included.

*three semester hours*

#### **FAA 203 — History of Music (H)**

A survey of primarily Western music designed to develop understandings of musical practice and its relationship to society and culture throughout history. Works studied will illustrate all the essential musical forms, mediums, structures and styles, from the earliest recorded examples to the present, with emphasis on the development of sacred, concert, popular and avant-garde music.

*three semester hours*

#### **FAA 205 — America's Music (H)**

A survey encompassing music made or continuously used by the people of the Americas and United States, from its Native American and Colonial beginnings to the present. Designed to investigate who we are as a culture, what social functions are represented in music and how the musical art has historically developed. The course gives special attention to the development of jazz, musical theatre, popular and avant-garde music as American expressions.

*three semester hours*

#### **FAA 206/LAS 201 — Latin American Art of the 20th Century**

Students will be given the unique experience of creating an exhibition of works by Latin American artists in the Castellani's collection from the initial selection process through the various components of publicizing the show, thus introducing the full behind the scenes activities of museum work. The rich stylistic history of the 20th century Latin American art will be introduced week by week as students delve deeper into researching the artwork and museum procedures to display and explain it. This course is taught in English.

*three semester hours*

#### **FAA 207 — Women In Art (H/CD)**

The lives and works of modern women artists will be studied both critically and in historical context. Gallery visits, lectures by women artists working today and drawing in the manner of those studied will supplement the course.

*three semester hours*

#### **FAA 210 — Issues in Contemporary Art History (H)**

This course examines the changing face of contemporary art, using the achievements of the 20th century as a context for future exploration. Emphasis is placed on how art reflects cultural diversity, technological innovation, and socio-political issues. The course focuses on the collection of 20th century/contemporary art housed at the university's Castellani Art Museum.

*three semester hours*

#### **FAA 217 — Scene Design (also THR 217)**

This course will introduce students to the basic skills required to be a scenic designer. The goal of the course is to expose, explore and develop methods of visual communication within the design process of scenic design. This course will introduce students to script analysis, research, drafting, painting, collage and model building. Drafting kit and art supplies required.

*three semester hours  
offered in fall odd years*

#### **FAA 218 — Theatrical Scenic Painting (also THR 218)**

This course acquaints the student with the theory, techniques and practical application of theatrical scenic painting. The student will gain hands-on experience by painting projects in and outside of class sessions. Projects include scenic paint representations of bricks, marble, wallpaper, wood grain, cornice molding, drapery, foliage and full scale versions of small scale scenes. Lab fee.

*three semester hours  
offered spring even years*

#### **FAA 220 — Foundations of Drawing**

This course aims to develop skills in drawing the object, still life, figure, and landscape. An introduction to various tools and media encourages the student to explore concepts in line, texture, composition, and design. Creative imaging is exercised in a final drawing project.

*three semester hours*

**FAA 228 — Theatre Graphics (also THR 228)**

This course acquaints the student with the language, techniques and conventions of mechanical drawing as they apply to theatre design and technology. Ground plans, sections, and elevations perspective are explored in class. Part of the course will develop basic model building skills. Weekly assignments will emphasize the development of practical skills. Drafting kit and art supplies required.

*three semester hours  
offered in fall even years*

**FAA 229 — Lighting Design (also THR 229)**

An introductory study of the art of lighting for the stage from the initial concept through electricity, instruments, color, plots, and designing for various types of stages.

*three semester hours  
offered in spring odd years*

**FAA 230 — Prehistoric to Gothic Art (H)**

This course provides students with fundamental knowledge of the major developments that shaped architecture, painting, sculpture, and the related arts in Western civilization from prehistoric times through the conclusion of the Gothic era.

*three semester hours*

**FAA 231 — 14th to 19th Century Art (H)**

This course provides students with fundamental knowledge of the major developments that shaped architecture, painting, sculpture, and the related arts in Western civilization from the Renaissance to the 19th century.

*three semester hours*

**FAA 232 — Renaissance Art and Culture (H)**

This is a lecture course dealing with the painting, sculpture and architecture of the Renaissance in the fourteenth to the sixteenth century.

*three semester hours*

**FAA 240 — Independent Study in Fine Arts (also THR 224)**

Under the supervision of a staff member, the student selects a fine arts studio or research project to develop, create, and complete. With the guidance of the appropriate staff person, arrangements are made for planning, developing, and critiquing the project.

*three semester hours*

**FAA 243 — Costume Construction I (also THR 243)**

This is a studio course in which the student will learn the fundamentals of costume construction through demonstrations and practical applications. Topics include: taking accurate & precise measurements, hand and machine sewing techniques, proper layout and cutting of patterns, basic construction techniques and adjusting commercial patterns to fit their body. Lab fee.

**FAA 245 — Water Media**

This introductory course provides an overview of water media techniques. Students will explore the use of value, texture, color and composition as it pertains to water based media. The course will focus on watercolor painting techniques with references to other water based media and theatrical applications.

*three semester hours*

**FAA 270 — Principles of Make-Up (also THR 250)**

This is a studio course which acquaints the student with the techniques and practical application of theatrical make-up. The student will be required to design and execute make-up for specific characters. Lab fee.

*three semester hours*

**FAA 271 — Costume Design (also THR 241)**

Students learn the process of costume design for the theatre. Techniques covered include: script analysis, character conceptualization, research, and basic rendering.

*three semester hours*

**FAA 343 — Pattern Drafting**

This is a studio course in which the student will learn the fundamentals of pattern drafting through demonstrations and practical applications. Topics covered include: drafting a basic pattern set consisting of a bodice, skirt and sleeve, manipulating darts, adding fullness and learning how to fit the body.

*three semester hours*

**FAA 344 — History of Fashion and Décor I (H/WI) (also THR 344)**

This course is a study of clothing and the decorative arts (architecture, furniture, sculpture, painting). The historical periods from prehistory to the Baroque and the societies within which they developed will be covered. The student will gain knowledge of the connections between the present and the past in Western culture.

*three semester hours*

**FAA 345 — History of Fashion and Décor II (H) (also THR 345)**

This course is a study of clothing and the decorative arts (architecture, furniture, sculpture, painting). The historical periods from the Rococo to the present and the societies within which they developed will be covered. The student will gain knowledge of the connections between the present and the past in Western culture.

*three semester hours*

**FAA 347 — Special Topics — Costume (also THR 347)**

In this studio course students will examine in detail the fundamental construction and application techniques used to create a variety of costume specialties. Sample topics: corsets and petticoats, mask making, jewelry making, millinery, dancewear and men's tailoring. This course may be taken up to three times with different course topics. Lab fee.

*three semester hours*

**FAA 350 — Advanced Make-up (also THR 350)**

*Prerequisite THR 250*

The design, creation and use of prosthetics, wigs, facial hair, blood and other special effects are used to create realistic and fantastical characters. Lab fee.

*three semester hours  
offered in spring*

**FAA 352 — Museum Studies**

This course is designed to promote museum appreciation for the non-art major through theory, practice, and participation. Class discussions will focus on the practical functions and social responsibilities of museums. It will also provide students the ability to gain a greater appreciation for museums and how the arts in general fit into our daily lives.

*three semester hours*

# Vincentian Poverty Studies Minor

Kevin D. Blair, Ph.D. Social Work, Director  
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www.niagara.edu/VPST

## Goals

### Overall Poverty Minor Mission and Goals

Drawing upon the Vincentian tradition of service to the poor and the community, the goal of the Niagara University Minor in Vincentian Poverty Studies (VPS) is to educate NU students about poverty in an in depth fashion that fully prepares them to deal effectively with the complexities and challenges that are created by poverty. An essential objective is to bring to life NU's mission, which states in part, "Niagara seeks to inspire its students to serve all members of society, especially the poor and oppressed, in local communities and the larger world."

To accomplish this, the minor seeks to create a lifelong commitment to combating poverty while providing students — regardless of major — the knowledge, skills, and practical experience needed to be effective in combating poverty.

### VPS Fellows Mission and Goals

VPS Fellows will have similar goals to the full minor, but will not receive the same depth of study as students who undertake the full minor. The primary goal of the VPS Fellow option is to enable students in majors (e.g. Business, Education, Hospitality) that offer limited opportunities for electives to study poverty in greater depth than have otherwise been available and to receive recognition for their poverty related scholarship.

## Program Description

### Components of the VPS Minor

Five courses total — three core, two electives

## Courses

### SWK 120 — Understanding and Addressing Poverty in America

This course examines poverty with a particular focus on poverty in the United States. By many measures the United States is the most impoverished of any developed nation. Through readings, discussions, guest speakers, and field visits we will explore: How is poverty defined? How is poverty measured? How does political ideology effect these definitions and measurements? How does poverty in the U.S. compare to poverty throughout the globe? What causes poverty? What does living in poverty or being raised in poverty do to individuals, families, communities, and society? What can the poor do to help themselves? What can we as individuals, as members of a community and society, do to help the poor? This course requires participation in the Poverty Simulation and 10 hours of service learning.

### Poverty Related Experiential Learning

This requirement may be met in several ways. For example, it could be combined with senior seminars, honors thesis courses, and various special topic courses in the student's major. An independent study option may also be used. The primary requirement is working with an agency that provides direct services to impoverished

populations for a minimum of 125 hours. Readings, reflection papers, journals, and a thesis will also be required. Students may complete the required hours during the summer (see also the Shepherd Alliance Summer Internships) and complete the thesis requirement during the fall or spring semesters.

### SOC 312 — Social Stratification: Sociology of Poverty

An appraisal of theory and research in social stratification; examination of the hierarchical ranking, particularly in the United States. Focus on social inequality and poverty.

OR\*

### Phi 304 — Social and Political Thought

A study of classical, modern, and contemporary social and political theories; in particular, the debate as to the proper scope and role of the state and its authority over citizens. Distributive and economic justice are key themes, both as they play out domestically and internationally.

OR

### REL 357 — Christian Social Responsibilities

This course will examine the relationship between Christian belief and citizenship, including the exploration of social responsibility in one's personal ethical code. We will study church teaching on social issues as well as examine a range of contemporary social problems. Working with those in poverty is a key component of this course.

### Shepherd Higher Education Consortium on Poverty (SHECP) Internship Option

This eight-week summer internship opportunity joins selected students (maximum of four) from Niagara University's Vincentian Poverty Minor with students at universities from around the United States who are also engaged in the study and combating of poverty. The internship provides the opportunity for future leaders from around the country to become known to each other and to develop relationships via the internship.

Additional information about the Shepherd Internship is available from the Chairperson of the VPS. (Need to add information and application process to our Web pages).

\* Students are required to take REL 357, SOC 312 or PHI 304 as part of the three core courses for the minor. Students may take each course, using one for the core requirement and the second course as the required electives.

### Components of the VPS Fellow Distinction

One required course: SWK 120 Addressing Poverty

Two hundred and twenty five (225) Learn and Serve documented hours in agencies that have a specific focus on working with those in poverty. Summer internships, such as the Shepherd Alliance Internship, can be used to meet this requirement.

A senior thesis that focuses on poverty in combination with the student's major field of study must also be completed and approved by the VPS Minor Chairperson.



# Web Design Minor

Partial List of courses that can be used to fulfill elective requirements for the minor:

SWK 120	Addressing Poverty
SOC 312	Social Stratification: Sociology of Poverty
PHI 304	Social and Political Thought
HIS 351	American Economic Life I
HIS 352	American Economic Life II
HIS 353	American Labor Movement
POL 355	Civil Liberties
REL 357	Christian Social Responsibilities
SOC 205	Native American Cultures
SOC 231	Contemporary Black Families in America I
SOC 232	Contemporary Black Families in America II
SOC 303	Social Problems
SOC 308	Women in Society
SOC 325	Race and Ethnicity
SOC 328	Social Change
SWK 210	Diversity and Social Justice

In addition to these courses, special topic courses or other courses that will have strong poverty content may be used to fulfill the elective requirement with permission of the Director of the VPS minor.



**Mark Barner, Ph.D., Coordinator**  
Associate Professor of Communication Studies

**Erin Karper, Ph.D., Coordinator**  
Associate Professor of English

**Suzanne Wagner, Ph.D., Coordinator**  
Chair of Computer and Information Sciences

## Goals

Students in the Web Design minor will learn:

1. How technologies are used to create, publish and deliver information on the Web.
2. How Web design is used in personal, professional, educational and social contexts and how these contexts shape content and design choices.
3. How to make ethically appropriate and socially just choices when doing Web design, including designing accessible and usable Web pages.
4. How to create, edit, and present text, graphics, video, sound, multimedia and other forms of media on the Web.
5. How to use markup, programming, and database protocols/ languages and a variety of software and hardware tools for the creation and presentation of content on the Web.

## Program

The minor in Web design is an interdisciplinary program that will require study in writing, communication media and computer and information sciences. It requires the completion of six courses. Students wishing to pursue the minor in Web design should contact the coordinator, Dr. Mark Barner in the Department of Communication Studies or Dr. Erin Karper in the English Department or Dr. Suzanne Wagner, in the Department of Computer and Information Sciences.

Course Requirements		Units
CIS 190	Web Design	6
CIS 290	Web Programming (prereq CIS 190)	
CMS 222	Writing for the Web	
CMS 245	Intro to Digital Media Production	
ENG/WRT 342	Special Topics in Web Writing (CMS 222 recommended prior to 342)	
ENG/WRT 346	Visual Rhetoric	

# Women's Studies Minor

Shannon M. Risk, Ph.D., History, Director  
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www.niagara.edu/womensstudies

## Goals

This program explores aspects of the past, present, and future of women's status in the United States and globally. Our program emphasizes the relevance of a rights based discourse for young college women and men today, while at the same time offering an exciting knowledge base that other academic fields of study can actively incorporate.

## Careers

Students, both women and men, can apply the knowledge acquired in this program to careers such as law, policy-making, social welfare, health, counseling, human resources, economic development, education, journalism, literature, art, teaching, communication, or political activism at local, national, and international levels.

Today, virtually all graduate programs and professions require knowledge and considerations of gender issues, so this minor is crucial to students who wish to pursue further academic studies.

## Program Description

Achieving social justice and overcoming sexism and racism in the USA and globally are the main underlining principles of the women's studies program at Niagara University. Specifically, the program offers courses that address:

- The impact of social distinctions based on gender, race, ethnicity, social class, culture, religion, and sexuality on equality among men and women
- The use of feminist theories as points of intellectual departure and critical inquiry
- The indispensability of gender awareness in their own lives, including an appreciation of diverse ways of understanding the world
- The possibilities for activism and change at local, national, and global levels

The program draws its strength from using an interdisciplinary framework to analyze the historical, economic, political, social, and cultural experiences of women, and from providing critical tools for analytical inquiry into the lives of women through the use of "gender lens" and active integration of students' own experiences and lives.

## Minor Requirements

The minor requires the completion of five courses, including the introductory course (WMS 200), which discusses issues ranging from the history and politics of women's movements in the USA, women's roles and contributions in political, social, and economic life; combining career and family; the role of media in shaping images of the body and sexuality; women in developing countries, and the role of the United Nations in establishing a global gender framework; remaining challenges for achieving gender equality in today's globalized world, and areas of activism and agency for social justice.

## Course Requirements

### WMS 200 — Introduction to Women's Studies (H/CD)

This course analyzes the social construction of gender and its relationship to class, race, age, ethnicity, and sexual identity. A wide range of topics are discussed including the following: Systems of privilege and inequality in women's lives; learning gender; sexuality, power, and intimacy; mental health and health issues; women's work; social policy issues; religion and spirituality in women's lives; and activism and social change.

### WMS 350 — Special Topics in Women's Studies (H/CD)

This course offers in depth study of topics of interest to women's studies scholarship. May be taken up to three times with different course material.

Five women's studies courses are required for an undergraduate minor in women's studies. WMS 200 is required for all minors. In addition, students can select four courses from the following list of offerings:

CMS 352	Media Theory/History
CMS 363	Stereotyping in Media
ENG 209	Women and Literature in England I
ENG 351	Grant Writing
ENG 410	Topics in American Literature (American Women Writers)
FAA 207	Women in Art
FRE 200	Francophone Women Writers in Translation
HIS 340	The Social Revolution: America 1754-1826
HIS 355	Women in American History
POL 220	Women and the Law
POL 230	Women in Politics
POL 306	Feminist Political Theory
PSY 356	Psychology of Gender Differences (prerequisite PSY 101)
REL 343	Women in Church and Society
SOC 308	Women in Society
SWK 253	Women's Issues and Social Work Practice (prerequisite SWK 100 or permission of instructor)

A special topics course on a women-related issue, or an internship or co-op with a women-related focus may be substituted for one of the five required courses. Permission of the coordinator of the women's studies minor is required for either substitution.





# Writing Studies

Erin Karper, Ph.D., Coordinator  
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www.niagara.edu/laba

## Goals

This course of study offers a survey of writing and communication classes which provide experience in writing in different contexts: academic, professional, technical and personal. As a result of these courses, students will acquire a range of research and writing strategies which they can use effectively in future writing situations. Students should graduate with a portfolio of different kinds of writing such as reports, proposals, oral presentation materials, visuals, websites, personal essays, articles, and multimedia productions.

This program prepares students for the kinds of professional writing jobs available in industries such as government, journalism, public relations, advertising, publishing, technology, and the non-profit sector. Additionally, students will have the knowledge and skills to pursue graduate study in professional/technical communication, rhetoric and composition, creative writing, and journalism.

## The Program

Students may elect to complete the model major in Writing Studies with the two-discipline track by combining courses in communications studies and English with six courses from one of these fields and five from the other. This, however, is just one model curriculum. Students may also incorporate writing courses from another department to make a three-discipline liberal arts major, and thus tailor their curriculum to their own specific interests. In this case students will take five courses from either communications studies or English, three in the other, and three in a third discipline. All students will be required to complete the Liberal Arts Seminar (LAM 499 or LAM 403/404). At least two courses beyond the Senior Seminar 499 must be at the 300 or 400 level.

For specific degree requirements unique to the Liberal Arts Program, consult the description of the program in this catalog.

### Communications Studies

CMS 100	Communicating for Social Justice
CMS 120	Media Writing
CMS 220	Informational Video Writing
CMS 221	Writing for Television
CMS 222	Writing for the Web
CMS 223	Creative Non Fiction
CMS 224	Freelance and Feature Writing
CMS 226	Specialty Journalism
CMS 335	Investigation and Reporting for the Media

CMS 340  
CMS 345  
CMS 360  
CMS 440  
CMS 445  
CMS 493-496

### English

ENG 221  
ENG 231  
ENG 321  
ENG 341  
ENG 342  
ENG 343  
ENG 345  
ENG 346  
ENG 348  
ENG 351  
ENG 355  
ENG 356  
ENG 431  
ENG 493-496

Photography  
Video Production  
Special Topics  
Advanced Photography  
Advanced Video Production  
Internship/Co-op in Communications Studies

Creative Writing  
Business Communication  
Poetry Writing  
Editing and Collaboration  
Special Topics in Web Writing  
Studies in Rhetorical Theory  
Science Writing  
Visual Rhetoric  
Ethnography and Travel Writing  
Grant Writing  
Teaching Composition  
Grammar: Theory and Practice  
History and Development of the English Language  
Internship/Co-op in English





# Writing Studies Minor

Erin Karper, Ph.D., Coordinator  
ekarper@niagara.edu

## Goals

The Writing Studies minor provides advanced instruction in rhetoric and writing in both creative and professional contexts. Writing studies courses sharpen students’ rhetorical, written communication, information literacy, and document design skills.

## Program

Students must take three required courses: Business Communication, to gain exposure to workplace genres and composing processes; Media Writing, to gain exposure to writing for print, broadcast, public relations, and online journalism; and Writing for the Web, to gain experience in writing and designing Web pages. Students are also required to take three additional courses listed below and are strongly encouraged to complete an internship. Students wishing to pursue the program should contact the coordinator, Erin Karper, at [ekarper@niagara.edu](mailto:ekarper@niagara.edu).

## Course Requirements

Units  
6

Core courses (three units — nine semester hours required)

ENG 231	Business Communication
CMS 120	Media Writing
CMS 222	Writing for the Web

Elective courses (three units — select any three of the following)

CMS 220	Informational Video Writing
CMS 221	Writing for Television and Film
CMS 223	Creative Non Fiction
CMS 224	Freelance and Feature Writing
CMS 226	Specialty Journalism
CMS 360	Special Topics
THR 329	Play Writing
ENG 221	Creative Writing
ENG 321	Poetry Writing
ENG 342	Special Topics in Web Writing
ENG 343	Studies in Rhetorical Theory
ENG 345	Science Writing
ENG 346	Visual Rhetoric
ENG 348	Ethnography and Travel Writing
ENG 351	Grant Writing
ENG 355	Teaching Composition
ENG 356	English Grammar: Theory and Practice
ENG 493-496	Writing Internship or Co-op

Or course approved by coordinator of the writing minor



# College of Business Administration

Shawn Daly, Ph.D., Dean  
[www.niagara.edu/business](http://www.niagara.edu/business)

## Mission

Guided by Catholic and Vincentian traditions, we prepare current and future business professional to learn, serve and lead with integrity and live an exemplary life.

## Our Guiding Principles

### Leadership

We strive to equip students to be successful in the business and world communities by developing their skills in leadership, communication and working with other people.

### Relevance

We strive to ensure that course content and delivery is current, relevant and coordinated across disciplines, placing special emphasis on technology and the global marketplace.

### Ethics

We strive to provide an ethics-based business education incorporating the altruistic spirit of St. Vincent de Paul.

### Community Involvement

We strive to provide opportunities for students and faculty to serve the community and engage in extra-curricular activities and practical interaction with the business community on a regional, national and global scale.

### Professional Growth

We strive to promote continuing faculty development that enhances teaching and encourages and rewards intellectual contributions.

## Degree Programs

The College of Business Administration offers five bachelor's degrees, one associate degree and an M.B.A. program which complements the undergraduate degrees. The bachelor administration in accounting (B.B.A.) degree develops the perspective and skills necessary for growth and progress in the profession of accountancy. The B.B.A. program prepares the student for a wide range of employment opportunities including careers in public accounting, industry and finance, government and nonprofit organizations. Many accounting students use their degrees to realize careers in law and financial analysis. The accounting program leading to:

1. B.B.A. degree is registered with the Division of Professional Education of the New York State Department of Education and qualifies graduates to take the CPA, CMA, CIA and other professional examinations.
2. BBA/MBA in Professional Accountancy  
This is an integrated 154-hour program in which students earn a BBA degree after four years and an MBA degree after five years. The program prepares students for careers in public accounting, and is a New York state CPA-150 licensure-

qualifying program for the CPS exam. In the first three years of the program students take a common core of accounting, business, and liberal arts courses. Students begin taking some MBA courses in the fourth year of the program, and can complete the BBA/MBA program in one additional year. Students are awarded the BBA degree after completing BBA requirements (usually four years), and the MBA degree after completing MBA requirements (one additional year). Only one year of public accounting experience and successful completion of the CPA exam are required for the CPA certification.

### 3. MBA in Professional Accountancy

This graduate program is intended for students who complete an undergraduate degree in a field other than accounting or business, and who wish to qualify for the CPA exam. The program prepares students for careers in public accounting, and is a New York state CPA-150 licensure-qualifying program for the CPA exam. Students without an undergraduate accounting or business degree would need to complete 69 graduate semester hours.

The bachelor of science (B.S.) in economics, bachelor of science in finance, bachelor of science in management, and bachelor of science in marketing prepare students for productive roles in private and public sectors. Students majoring in management may concentrate their studies in human resources, integrative management, international business, or supply chain management.

All programs offer to students outside the College of Business Administration the opportunity to select an academic minor to better achieve their educational and career goals. The M.B.A. program is designed to provide management skills at middle and strategic levels of business. See our website: [www.niagara.edu/MBA](http://www.niagara.edu/MBA) for more details. The College of Education and the College of Business Administration jointly administer a program leading to a baccalaureate degree in business education for students seeking certification to teach commercial subjects in public or private high schools in New York state. A provisional teaching certificate for secondary grades can be earned at graduation. Interested students should contact the College of Education. The College of Business Administration offers a two-year associate in applied science in business (A.A.S.) degree for students interested in an introduction to the business world.

## College of Business Administration Curriculum



All baccalaureate degree programs are comprised of a 20-course general education component consisting of liberal arts courses and a 22-course major requirement. The general education component consists of 9 foundation courses and 11 distribution courses. The general education component, specific to Niagara, provides the student with a liberal arts educational experience. The 22-course major provides the business academic education.



These courses are intended to provide the knowledge, values and skills necessary for a student to achieve a successful career in today's complex and challenging business environment. Leadership, relevance, ethics and community involvement are themes which flow through the curriculum; these are derived from the mission and guiding principles of the College of Business Administration.

### **Internship/Co-op Program**

The College of Business Administration provides opportunities for junior and senior students, who have at least 15 semester hours of course work in the College of Business, to acquire pregraduation experience by employment in commerce or industry through our internship/co-op programs. These experiences can be paid or nonpaid and students can receive up to six hours of course credit. Through the years, students have been placed in hundreds of organizations.

### **Study Abroad**

As business competition has been global, the importance of acquainting students with other cultures has become increasingly important. The business school encourages study-abroad activities. Students should discuss the details with their advisor.

### **Transfer Students**

Candidates for admission from other accredited colleges or universities must be in good academic standing in the colleges or universities from which they are transferring, and must have a

cumulative grade point average of at least 2.00 on a scale of 4.00. Individual courses can be transferred only if the student has earned a grade of C or better; courses with a grade below a C will not be transferred. Transfer credits cannot be used for courses in the area of concentration. At least 50 percent of the students' business courses must be completed at Niagara University. Courses taken off campus at the lower-division level, but taught within the College of Business on the upper-division level, will be accepted toward the requirements of the core and major only if validated. Validating procedures may include written examination, standardized tests, the successful completion of advanced courses in the subject, and other methods. Grades are not transferred.

### **Returning Students**

A qualified student who returns to the College of Business Administration after an absence of one semester or longer may be readmitted to the college.

### **Baccalaureate Degree Requirements**

The College of Business Administration programs lead to the baccalaureate degree upon satisfactory completion of the following requirements:

1. The candidate must successfully complete all designated course work; 127 credit hours and 42 units.
2. The candidate must earn a cumulative grade point average of at least 2.0 in the total semester hours required. A grade of D or below cannot be received in the area of concentration.
3. The candidate's final 30 semester hours must be earned in residence at Niagara University.
4. The candidate has the responsibility of meeting degree requirements in the College of Business Administration. Therefore, the student should be thoroughly familiar with the course requirements and should keep a record of courses completed and semester hours applicable to degree requirement.

### **Niagara University Family Business Center**

The Niagara University Family Business Center was established in 2003. The center is dedicated to serving the needs of family-owned businesses in Western New York and Southern Ontario. Our mission is to develop and exchange relevant information on family-business issues in order to strengthen the stability and long-term viability of family businesses through education, research and service. A sampling of the center's activities include:

- Speakers' series and seminars on family business issues
- Quarterly newsletters
- Maintaining a library of family business materials including current research on family business
- Consulting support for local family owned businesses
- Support for faculty and student research on family business issues
- Development of curriculum to enhance student learning in the area of entrepreneurship and family-owned business issues. Niagara University College of Business Administration joins a network of over 60 colleges and universities who have established a family business center to assist businesses in their geographic area





# Department of Accounting

Shih-Jen Kathy Ho, Chairperson

[www.niagara.edu/accounting](http://www.niagara.edu/accounting)

## Mission

Consistent with the mission of Niagara University and the College of Business Administration, the department of accounting seeks to prepare accounting students to become professional accountants with potential for leadership roles in business, to provide all business students foundation knowledge in accounting, to challenge students to reach their potential, and to develop interest in learning as a lifelong pursuit.

## Goals

To help achieve our mission, the following goals have been established:

1. To convey a conceptual understanding of accounting and business law and its application to the functional areas of business in the global community.
2. To enhance understanding of the interpretation and use of financial information for decisions in a constantly changing business environment.
3. To instill an understanding of the ethical responsibilities of professional accountants and the consequences of business decisions.
4. To help students develop a sense of professional and personal responsibility by providing opportunities for students to interact with the business community.
5. To develop critical thinking, communication, and interpersonal skills.
6. To provide a learning atmosphere that emphasizes information technology and develops computer and technical skills.

## Accounting Degree Options

Currently, students with a four-year bachelor's degree in accounting are qualified for entry-level positions in all areas of the accounting profession, including public accounting, management accounting, government, and not-for-profit organizations.

To help you achieve your educational objectives, Niagara University offers four accounting degree options: (1) the four-year BBA undergraduate degree in accounting; (2) the five-year BBA/MBA graduate degree in professional accountancy; (3) the MBA professional accountancy degree; and (4) the MBA degree with a concentration in accounting.

### Four-Year BBA Degree

This undergraduate program prepares students for careers in management accounting, government, and not-for-profit organizations. Students are qualified to sit for the CMA exam and other professional exams, but not the CPA exam. Students can be admitted into the program in the freshman year, or may transfer into the program from another college.

### BBA/MBA in Professional Accountancy

This is an integrated 154-hour program in which students earn a BBA degree after four years and an MBA degree after five years. The program prepares students for careers in public accounting, and is a New York state CPA-150 licensure-qualifying program for the CPA exam. In the first three years of the program students take a common core of accounting, business, and liberal arts courses. Students begin

taking some MBA courses in the fourth year of the program, and can complete the BBA/MBA program in one additional year. Students are awarded the BBA degree after completing BBA requirements (usually four years), and the MBA degree after completing MBA requirements (one additional year). Only one year of public accounting experience and successful completion of the CPA exam are required for the CPA certification.

### MBA in Professional Accountancy

This graduate program is intended for students who complete an undergraduate degree in a field other than accounting or business, and who wish to qualify for the CPA exam. The program prepares students for careers in public accounting, and is a New York state CPA-150 licensure-qualifying program for the CPA exam. Students without an undergraduate accounting or business degree would need to complete 69 graduate semester hours.

### MBA With a Concentration in Accounting

This graduate program prepares graduate students for careers in management accounting, government, and not-for-profit organizations. Students are qualified to sit for the CMA exam and other professional exams, but not the CPA exam.

## Advisement

Please consult your academic adviser for assistance in preparing for the program you want. Students interested in the five-year BBA/MBA degree begin taking some MBA courses in the fourth year of the program, and usually can complete the BBA/MBA program in one additional year.

## Center for International Accounting Education and Research

The Center for International Accounting and Research provides resources and facilities for education and research in international accounting. Strategically located on the border of the United States and Canada near the world-famous Niagara Falls, Niagara University is at the hub of the Niagara Frontier's international business community. A sampling of the center's activities include:

- Development of international accounting education at the graduate and undergraduate levels.
- Development of specialized teaching materials for accounting students in a visual learning environment
- Faculty development seminars on internationalization of the accounting curriculum.
- International speakers' series and seminars on international accounting issues.
- International accounting round table: meetings of international accounting executives to discuss topics of critical importance to their firms.
- Help small and medium-sized businesses move into the global marketplace.
- International programs and research for increasing global competitiveness of the Niagara Frontier region.

## B.B.A. — Accounting — Business Administration

	Units
Liberal Arts Requirements	20
* All Niagara University students entering as freshmen are required to take the one credit Niagara University Beginning seminar course (NUB 102) in addition to the 20 general education requirements.	
See General Education	
Foundation Courses	9
Distribution Courses	11
Natural sciences	1
Social sciences (ECO 101)	1
Humanities	1
Cultural diversity	1
BUS 107	1
ENG 231	1
CIS 232	1
Microcomputer Applications for Business I	1
BUS 201	1
Business Statistics I	1
Free electives	3
Major Requirement	22
Business Core Courses	10
BUS 120	1
ACC 111	1
ACC 112	1
ECO 102	1
BUS 231	1
FIN 320	1
MGT 271	1
MKG 201	1
MGT 390	1
BUS 460	1
Major Courses	12
LAW 301	1
LAW 302	1
ACC 223	1
ACC 224	1
ACC 335	1
ACC 336	1
ACC 346	1
ACC 347	1
ACC 366	1
Accounting for Governmental and Not-for-Profit Entities	1
ACC 495	1
Accounting Co-op/Internship	1
Finance elective	1
Accounting/Business elective	1
Total program	42

NOTE: Transfer credits cannot be accepted from two-year institutions for ACC 336, ACC 346 and ACC 347.

## B.B.A./M.B.A. in Professional Accountancy — Business Administration

	Units
Liberal Arts Requirements	20
* All Niagara University students entering as freshmen are required to take the one credit Niagara University Beginning seminar course (NUB 102) in addition to the 20 general education requirements.	
See General Education	

Foundation Courses	9
Distribution Courses	11
Natural sciences	1
Social sciences (ECO 101)	1
Humanities	1
Cultural diversity	1
BUS 107	1
ENG 231	1
CIS 232	1
Microcomputer Applications for Business I	1
BUS 201	1
Business Statistics I	1
Free electives	3
Major Requirement	31
Business Core Courses	9
BUS 120	1
ACC 111	1
ACC 112	1
ECO 102	1
BUS 231	1
MGT 271	1
MKG 201	1
MGT 390	1
BUS 460	1
Major Courses	11
LAW 301	1
LAW 302	1
ACC 223	1
ACC 224	1
ACC 335	1
ACC 336	1
ACC 346	1
ACC 347	1
ACC 366	1
Accounting for Governmental and Not-for-Profit Entities	1
ACC 495	1
Accounting Co-op/Internship	1
Accounting/Business Elective	1
MBA Courses	11
ACC 601	1
ACC 602	1
ACC 603	1
ACC 604	1
FIN 641	1
MGT673 or MGT674	1
MGT 611	1
MGT 651	1
MGT 670	1
MKG 631	1
MGT 691	1
Strategic Accounting Analysis	1
Advanced Business Tax Strategy	1
Advanced Accounting Theory	1
Advanced Auditing	1
Corporate Financial Policy I	1
Management Elective	1
Advanced Quantitative Methods	1
Strategic MIS	1
People in Organizations	1
Strategic Marketing	1
Business Research, Strategy and Planning	1
Total program	51

NOTE: Transfer credits cannot be accepted from two-year institutions for ACC 336, 346 and 347.

## Minor — Accounting

		Units
ACC 111	Financial Accounting	1
ACC 112	Managerial Accounting	1
ACC 223	Intermediate Accounting I	1
ACC 224	Intermediate Accounting II	1
ACC 335	Cost Management Systems	1
ACC 347	Taxation	1
		6

## Minor — Fraud Examination and Economic Crime

The minor is an interdisciplinary program to introduce students to fraud examination and economic crime integrating accounting, computer, and criminal justice issues.

### Prerequisites

ACC 111	Financial accounting
ACC 112	Management accounting
ECO 102	Principles of Microeconomics
CIS 232	Microcomputer Applications for Business I

Minor Requirement		Units
CRJ 201	Introduction to Criminal Justice	1
CIS 380	Data Management	1
CIS 332	Advanced Microcomputer Applications for Business or	
CIS 480	Management of Computer Information Systems or	
MGT 390	Management Information Systems	1
CRJ 315	Organizational Crime	1
ACC 346	Auditing	1
ACC 340	Fraud Examination and Economic Crime (cross listed with CIS 340 and CRJ 340)	1
		6

## Courses

- Indicates courses which cannot be challenged

These courses can be taken by all students. ACC 111 and ACC 112 can be taken to fulfill the analytical skills (AS) distribution requirements in the general education component, and LAW 301 or LAW 302 can be taken to fulfill the social science (SS) distribution requirement in the general education component. Honors sections may be offered for some courses.

### ACC 111 — Financial Accounting (AS)

This is an introductory course which views accounting as a source of information and a tool for effective decision making. The course provides a basic understanding of the concepts of financial accounting and includes analysis and interpretation of financial reports with emphasis on their use by external parties such as stockholders and creditors. Computer/Internet applications included.

*three semester hours  
offered in fall semester*

### ACC 112 — Management Accounting (AS)

This introductory course focuses on accounting information as a tool for effective decision making within an organization. The course provides a basic understanding of the procedures of management

accounting as a means of identifying management problems and evaluating potential solutions. It emphasizes a multidisciplinary approach to the use of management reports by managers inside the business organization. Computer/Internet applications included.

*three semester hours  
offered in spring semester*

### ACC 223-224 — Intermediate Accounting I and II

*Prerequisite ACC 112, or equivalent*

A comprehensive study of the preparation and use of financial reports for business decisions and the role of accounting standards in the international business community. Activities that may be included in the course are ethical issues in business decisions, financial information on the Internet, research papers, group projects, class presentations, and computer spreadsheets.

*six semester hours  
ACC 223 offered in fall semesters  
ACC 224 offered in spring semesters*

### ACC 314 — Contemporary Issues in Accounting

A course involving case studies of current issues in accounting. Topics may include any area relating to accounting such as financial accounting and reporting issues, auditing, fraud, ethical issues, international accounting, government and not-for-profit accounting, legal issues, taxation, management accounting, and strategic accounting.

*variable  
minimum one semester hour*

### ACC 335 — Cost Management Systems

*Prerequisite ACC 112*

A study of the design and use of modern cost management systems. Topics include product costing, activity-based costing and management, profit planning, performance measurement, and strategic decision making and control. Computer applications, a writing component, and group projects included.

*three semester hours  
offered in spring semesters*





•ACC 336 — Advanced Accounting

*Prerequisite ACC 224*

A study of the special accounting information needs of the various forms of accounting entities, whether large or small, public or private, profit or nonprofit. Topics include business combinations, multinational corporations, segment reporting, partnership accounting, bankruptcy, and estates and trusts. Computer applications included.

*three semester hours  
offered in fall semesters*

ACC 340 — Fraud Examination and Economic Crime

This course examines forensic accounting and economic crime, integrating accounting, criminal justice and computer and information systems concepts and issues. The course includes limited accounting theory and concentrates on financial fraud, white-collar crime, how financial fraud is perpetrated, approaches to fraud investigation and documentation, and fraud detection and prevention.

*three semester hours  
Cross listed with CIS 340 and CRJ 340  
offered in fall semester*

•ACC 346 — Auditing

*Prerequisite ACC 224*

A study of the theory and practice of auditing. The primary focus is on audits of the financial statements performed by independent accountants. Auditing integrates accounting standards and practices, legal liability for public accountants, and ethical expectations as prescribed in the AICPA Code of Professional Conduct, culminating in the examination of audit evidence and preparation of the auditor's report. Although ACC 224 is the prerequisite, students are advised to take auditing in their senior year. Computer applications, a writing component, and group projects included.

*three semester hours  
offered in fall semesters*

•ACC 347 — Taxation

*Prerequisite ACC 112 and junior status*

A conceptual study of United States federal income taxation. The current income tax code as it relates to individuals, corporations, partnerships, and other taxable entities is introduced. Practical tax problems are reviewed to demonstrate the proper application of the tax code, and current issues in tax accounting and tax planning are considered. Computer applications included.

*three semester hours  
offered in fall semesters*

ACC 350 — International Accounting

*Prerequisite ACC 112*

The growth of international business has influenced the way business and accounting are conducted in every country. This course prepares students to operate more effectively in a global business environment. Students will develop a sensitivity to the diversity of accounting standards and reporting practices in the global business community. Group projects, research paper, and case discussions included. Recommended for all students interested in international business.

*three semester hours*

ACC 366 — Accounting for Governmental and Not-for-profit Entities

*Prerequisite ACC 112*

A study of the special features of accounting and financial reporting for governmental and not-for-profit entities including state and local governments, health care entities, universities and colleges, public schools, voluntary health and welfare organizations, and other not-for-profit entities.

*three semester hours  
offered in spring semesters*

•ACC 403 and 404 — Honors Thesis I and II

Individual research of a substantive nature pursued in the student's major field of study. The research will conclude in a written thesis or an original project, and an oral defense.

*six semester hours*

•ACC 493, 495 and 496 — Accounting Co-op/Internship

A junior or senior work-study program providing relevant employment experience. The objective of the program is to integrate classroom theory and practical, work experience, thus lending relevancy to learning and providing the student with a realistic exposure to career opportunity. (Transfer students must complete a minimum of 15 semester hours in the major at Niagara University before enrollment. Registration is to be arranged through the chairperson.)

*zero to six semester hours*

LAW 301 — Business Law I (SS)

An introduction to general legal principles, methods, and objectives, with particular emphasis on the rules that govern commercial dealings. Topics include an introduction to law, torts, contracts, sales, and property. While the scope of coverage takes into account the needs of students majoring in accounting, the business law sequence is recommended to all students, especially to those contemplating careers in law.

*three semester hours  
offered in fall semesters*

LAW 302 — Business Law II (SS/WI)

A continuation of the examination of legal principles governing commercial dealings. Topics include secured transactions, bankruptcy, commercial paper, agency, partnerships, and corporations. While the scope of coverage takes into account the needs of students majoring in accounting, the business law sequence is recommended to all students, especially to those contemplating careers in law.

*three semester hours  
offered in spring semesters*

# Associate Degree in Business

Shawn Daly, Ph.D.

Dean, College of Business Administration

[www.niagara.edu/business](http://www.niagara.edu/business)

(See department of accounting and department of commerce for course offerings)

## Goals

The College of Business Administration offers a two-year associate in applied science (A.A.S.) degree for persons interested in an introduction to the business world.

Courses are selected in consultation with an adviser to assist the student's pursuit of personal educational goals within business and to ensure a minimum level of competency in a business functional area.

## A.A.S. — Business — Business Administration

		Units
General Requirements		11
	Humanities Elective	1
MAT 107	Business Calculus I	1
PHI 105	Intro to Philosophy	1
	Religious studies (100 level)	1
WRT 100	Writing and Thinking	1
ENG 100	Introduction to Literature	1
	Social sciences elective	1
HIS 199	U.S.A. in Contemp. World	1
	Natural sciences elective	1
	Diversity elective	1
CIS 232	Microcomputer Applications for Business I	1
Major Requirements		10
ACC 111-112	Financial and Management Accounting	2
ECO 101-102	Principles of Macro and Micro Economics	2
ECO 301 or FIN 320 or BUS 205	Money Financial Markets Corporate Finance I Legal Environment	1
MGT 271	Management Principles	1
MKG 201	Principles of Marketing	1
	Approved business electives	2

**Total program** 21

Transfer credit into this degree cannot exceed five units (15 semester hours). Credits earned in this program may be applied to a bachelor's degree program.

# Department of Commerce

## Majors:

Economics

Finance

Marketing

Management, with concentration in:

Human Resources

Integrative Management

International Business

Supply Chain Management

James A. Kling, Ph.D. , Chairperson

(BUS, ECO, FIN, MGT, MKG)

[jkling@niagara.edu](mailto:jkling@niagara.edu)

[www.niagara.edu/business](http://www.niagara.edu/business)

## Mission

Consistent with the mission of Niagara University and the College of Business Administration, the Department of Commerce seeks to prepare students for successful management and leadership roles in business. The commerce department provides a broadly based academic foundation as well as discipline specific knowledge, values, and skills necessary for beginning a business career upon graduation.

## Goals

To help achieve our mission, the following goals have been established.

## Knowledge

To maintain the integrity of an integrated management and economics curriculum while ensuring relevancy for a changing business environment. To provide students with a current body of knowledge and expertise in their area of career preparation-achieved, through the use of concentration courses.

## Values

To challenge students to develop an ethical base for management conduct, and to help them understand the impact of their actions on business and the larger community. To provide students with an appreciation of practical business applications and an awareness of the current competitive business environment through the use of internships, outside speakers, service-learning, study abroad and other innovative methods.

## Skills

To prepare students for future career success by encouraging them to develop necessary tools and skills, including written and oral communication skills, an ability to work with others, leadership qualities, and a capability to creatively solve problems. To provide a learning atmosphere that emphasizes information technology and develops computer and technical skills.

## B.S. — Economics

Economics is widely thought of as the theory of business. Economics is a social science with a wide range of applications for business and public administration. It includes, but is not limited to, the behavior of the consumer, the pricing and output decisions of the firm, and policy considerations of the government. It provides a general

overview for those students intending to go into private or public life and can be particularly helpful in developing critical thinking skills. Career paths for economic majors include for business, financial institutions, government, public service or graduate work in business, economics, or law. For more information, contact Jay Walker, Ph.D., at [jwalker@niagara.edu](mailto:jwalker@niagara.edu).

### B.S. — Economics Course Work Required

#### TWO Introductory Business Courses

BUS 120	Freshman Introduction to Business (Replace with elective for transfer students)
BUS 205	Legal Environment of Business

#### TWO Courses in Accounting

ACC 111	Financial Accounting
ACC112	Management Accounting

#### ONE Course in Managing Organizations and People

MGT 271	Management Principles
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#### ONE Course in Marketing

MKG 201	Principles of Marketing
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#### ONE Course in Finance

FIN 320	Corporate Finance I
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#### TWO Courses in Operations

MGT 390	Information Systems for Business
MGT 302	Production and Quality OR
MGT 321	Supply Chain Logistics

#### FOUR Courses in Quantitative Analysis

CIS 232	Microcomputer Applications for Business*
MAT 107	Business Calculus*
MAT 201	Business Statistics I*
BUS 231	Business Statistics II

#### ONE Senior Capstone Course

BUS 460	Business Strategy
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#### EIGHT Courses in Economics

ECO 101	Macroeconomics
ECO 102	Microeconomics
ECO 301	Money and Financial Markets
ECO 305	Intermediate Microeconomics
ECO 306	Intermediate Macroeconomics
ECO 320	International Economics
ECO 330	Economics of Government
ECO 350	Economics of Growth and Development (WI)

#### THREE Business Electives (May Include Co-op and MBA options)

Any MGT, MKG, FIN, ECO, ACC, BUS

And the following courses OUTSIDE THE COLLEGE OF BUSINESS

NINE Niagara University General Education Foundation Courses

FOUR Distribution Courses

ENG 231 Business Communication I

Three Elective Courses outside the College of Business

#### Total program

\* General Education, Analytical Skills courses

Department electives 4

### B.S. — Finance

The finance major emphasizes hands-on learning designed to help students understand the financial structure of various organizations and the basis of financial decision-making. Students learn about the ways businesses obtain and allocate monetary resources and how individuals and institutions handle investments. For more information, contact Dan Tompkins, Ph.D., at [dlt@niagara.edu](mailto:dlt@niagara.edu).

### B.S. — Finance Course Work Required

#### TWO Introductory Business Courses

BUS 120	Freshman Introduction to Business (Replace with elective for transfer students)
BUS 205	Legal Environment of Business

#### THREE Courses in Accounting

ACC 111	Financial Accounting
ACC112	Management Accounting
ACC 223	Intermediate Accounting I

#### FOUR Courses in Economics

ECO 101	Macroeconomics
ECO 102	Microeconomics
ECO 250	Money and Financial Markets
ECO 305	Intermediate Microeconomics

#### ONE Course in Managing Organizations and People

MGT 271	Management Principles
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#### ONE Course in Marketing

MKG 201	Principles of Marketing
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#### TWO Courses in Operations

MGT 390	Information Systems for Business
MGT 302	Production and Quality OR
MGT 321	Supply Chain Logistics

#### FOUR Courses in Quantitative Analysis

CIS 232	Microcomputer Applications for Business*
MAT 107	Business Calculus* OR MAT 111 Calculus I*
MAT 201	Business Statistics I*
BUS 231	Business Statistics II

#### ONE Senior Capstone Course

BUS 460	Business Strategy
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#### FOUR Courses in Finance

FIN 320	Corporate Finance I
FIN 340	Corporate Finance II
FIN 350	Fundamentals of Investing (WI)
FIN 360	Global Finance OR
FIN 410	Derivative Securities

#### THREE Business Electives (May Include Co-op and MBA options)

Any MGT, MKG, FIN, ECO, ACC, BUS

And the following courses OUTSIDE THE COLLEGE OF BUSINESS

NINE Niagara University General Education Foundation Courses

FOUR Distribution Courses

ENG 231 Business Communication I

Three Elective Courses outside the College of Business

#### Total program

\* General Education, Analytical Skills courses



## B.S. — Management

### Concentrations in: Integrative, Human Resources, International and Supply Chain

The Bachelors of Science in Management is designed to be a balanced and flexible choice for students who anticipate becoming managers in a variety of enterprises, from large global firms to small family businesses. To be successful, managers must have knowledge and skills in four key business areas: people and organizations, business operations, marketing, and money (finance). Management students are taught to be team builders and problem solvers in order to successfully tackle the challenges that face today's organizations.

Students who are heading towards a career in business but are unsure of their exact interests and strengths among the business professions should seriously consider the management major, especially the very flexible integrative concentration.

### The Management Major Includes Four Concentrations

Students must select one of the four concentrations listed in this section. The Integrative Concentration is the choice for those looking for a general or customized management education. Students may not "double concentrate" within management, since this type of dual interest can be designed into the Integrative Concentration or through the use of business electives. Discuss your interests and options with your academic advisor.

### The Management Major is Supported by Two Centers of Excellence

The Niagara University Family Business Center, established in 2003, is dedicated to serving the needs of family and privately owned businesses in Western New York and Southern Ontario. Monthly programs feature the exchange of knowledge in a variety of management, legal, and business development issues. The center provides students with opportunities to attend its seminars, network with area business owners, and pursue internships and co-ops. For more information, go to [www.niagara.edu/fbc](http://www.niagara.edu/fbc).

Complementing the supply chain concentration is the Niagara University Center for Supply Chain Excellence (NUCSCE), an academic-professional partnership established in the year 2000. The center conducts regular training programs in Supply Chain related topics for the regional business community and provides opportunities for students to interact with professionals in this field. For more information, go to [www.niagara.edu/supplychain](http://www.niagara.edu/supplychain).

## B.S. — Management — Integrative Concentration

This management degree concentration is the most popular and flexible. It is designed to ensure that a student has the required breadth of basic business and management knowledge in accounting, economics, marketing, operations management, people management and finance. With this solid integrative foundation, students may then select their final group of courses to self-design a program of study. For example, a student preparing to work in a family business might wish to select the entrepreneurship course, a negotiation course, an additional HRM course, and can also add elective marketing and finance courses. For more information, contact Steve Mayer, Ph.D., at [smayer@niagara.edu](mailto:smayer@niagara.edu).

## B.S. — Management — Integrative Course Work Required

### Total of 42 Three Credit Courses

#### TWO Introductory Business Courses

BUS 120	Freshman Introduction to Business (Replace with elective for transfer students)
BUS 205	Legal Environment of Business

#### THREE Courses in Economics

ECO 101	Macroeconomics
ECO 102	Microeconomics
Any 300 level Economics class	

#### TWO Courses in Accounting

ACC 111	Financial Accounting
ACC112	Management Accounting

#### TWO Courses in Managing Organizations and People

MGT 271	Management Principles
MGT 341	Human Resource Management (WI)

#### TWO Courses in Marketing

MKG 201	Principles of Marketing
MKG 305	Integrated Promotion OR
MKG 335	Sales Leadership

#### TWO Courses in Operations

MGT 390	Information Systems for Business
MGT 321	Supply Chain Logistics OR
MGT 302	Production and Quality

#### ONE Course in Finance

FIN 320	Corporate Finance I
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#### FOUR Courses in Quantitative Analysis

CIS 232	Microcomputer Applications for Business*
MAT 107	Business Calculus*
MAT 201	Business Statistics I*
BUS 231	Business Statistics II

#### ONE Senior Capstone Course

BUS 460 Business Strategy
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#### THREE Management Electives

MGT 300/400 Level
MGT 300/400 Level
MGT 300/400 Level

#### THREE Business Electives (May Include Co-op and MBA options)

Any MGT, MKG, FIN, ECO, ACC, BUS

#### And the following courses OUTSIDE THE COLLEGE OF BUSINESS

NINE Niagara University General Education Foundation Courses	
FOUR Distribution Courses	
ENG 231	Business Communication I
Three Elective Courses outside the College of Business	

#### Total program

\* General Education, Analytical Skills courses

42

## B.S. — Management — Human Resource Concentration

In addition to providing breadth in business and management knowledge, this concentration focuses on the management of people and structuring of organizations to be effective and rewarding places to

work. This course of study employs experiential learning methodology to provide students hands-on experience in solving human resource problems. In order to develop the people skills necessary to be successful in today's predominantly service economy, courses are designed to be relevant, contemporary, ethical, and practical. The HRM concentration focuses on the core practices of work analysis, strategic planning, recruitment and selection, training and development, performance management, compensation, employee relations, and legal compliance within a competitive global environment. For more information, contact Lisa Williams, Ph.D., at [Lwilliams@niagara.edu](mailto:Lwilliams@niagara.edu).

### **B.S. — Management — HRM Course Work Required**

#### **Total of 42 Three Credit Courses**

##### **TWO Introductory Business Courses**

BUS 120	Freshman Introduction to Business (Replace with elective for transfer students)
BUS 205	Legal Environment of Business

##### **THREE Courses in Economics**

ECO 101	Macroeconomics
ECO 102	Microeconomics
Any 300 level Economics class	

##### **TWO Courses in Accounting**

ACC 111	Financial Accounting
ACC112	Management Accounting

##### **ONE Course in Marketing**

MKG 201	Principles of Marketing
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##### **FOUR Courses in Quantitative Analysis**

CIS 232	Microcomputer Applications for Business*
MAT 107	Business Calculus*
MAT 201	Business Statistics I*
BUS 231	Business Statistics II

##### **TWO Courses in Operations**

MGT 390	Information Systems for Business
MGT 321	Supply Chain Logistics OR
MGT 302	Production and Quality

##### **ONE Course in Finance**

FIN 320	Corporate Finance I
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##### **ONE Senior Capstone Course**

BUS 460	Business Strategy
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##### **TWO CORE Courses in Managing Organizations and People**

MGT 271	Management Principles
MGT 341	Human Resource Management (WI)

##### **FIVE Concentration Courses in Managing Organizations and People**

MGT 344	Employment Law and HRM Policy
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##### **Select Four of the Following**

(Must take either MGT 342 or 343 and may take both)

MGT 342	Staffing and Development
MGT 343	Compensation and Development
MGT 315	Leadership and Teams
MGT 316	Conflict Management and Negotiation
MGT 317	International Management
MGT 461	Classics in Leadership

##### **THREE Business Electives (May Include Co-op and MBA options)**

Any MGT, MKG, FIN, ECO, ACC, BUS

##### **And the following courses OUTSIDE THE COLLEGE OF BUSINESS**

NINE Niagara University General Education Foundation Courses

FOUR Distribution Courses

ENG 231 Business Communication I

Three Elective Courses outside the College of Business

##### **Total program**

\* General Education, Analytical Skills courses

42

### **B.S. — Management — International Concentration**

In addition to providing breadth in business and management knowledge, this concentration is designed for the student who is focusing on embracing and entering the global economy. The concentration includes the global and international courses from each of the functional areas of business. The student should discuss with their academic advisor other opportunities to complement this coursework, such as semester study abroad, individual courses dedicated to travel in foreign countries, foreign language, and other multicultural coursework. For more information, contact John Hannon, Ph.D., [jhannon@niagara.edu](mailto:jhannon@niagara.edu).

### **B.S. — Management — International Course Work Required**

##### **TWO Introductory Business Courses**

BUS 120	Freshman Introduction to Business (Replace with elective for transfer students)
BUS 205	Legal Environment of Business

##### **THREE Courses in Economics**

ECO 101	Macroeconomics
ECO 102	Microeconomics
Any 300 level Economics class	

##### **TWO Courses in Accounting**

ACC 111	Financial Accounting
ACC112	Management Accounting

##### **ONE Course in Marketing**

MKG 201	Principles of Marketing
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##### **FOUR Courses in Quantitative Analysis**

CIS 232	Microcomputer Applications for Business*
MAT 107	Business Calculus*
MAT 201	Business Statistics I*
BUS 231	Business Statistics II

##### **ONE Senior Capstone Course**

BUS 460	Business Strategy
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##### **FIVE Management and Core Courses**

MGT 271	Management Principles
FIN 320	Corporate Finance I
MGT 341	Human Resource Management (WI)
MGT 390	Information Systems for Business
MGT 321	Supply Chain Logistics OR
MGT 302	Production and Quality

##### **FIVE Concentration Courses**

MGT 317	International Management
MGT 327	Global Supply Chain Management

MKG 325 International Marketing  
 FIN 360 Global Finance  
 Advised Elective or Foreign Language or ECO 320 International Economics

THREE Business Electives (May Include Co-op and MBA options)  
 Any MGT, MKG, FIN, ECO, ACC, BUS

And the following courses OUTSIDE THE COLLEGE OF BUSINESS  
 NINE Niagara University General Education Foundation Courses  
 FOUR Distribution Courses  
 ENG 231 Business Communication I  
 THREE Elective Courses outside the College of Business

**Total program** 42  
 \* General Education, Analytical Skills courses

## B.S. — Management — Supply Chain Concentration

The business discipline of supply chain management (SCM) represents the integration of logistics, distribution, and purchasing. Within the U.S., supply chain professionals manage over one trillion dollars of logistics costs involved with freight transportation, warehousing, and inventory holding costs. In today's global economy, the efficient and timely coordination of worldwide supply chains is critical to business success. Jobs are available with shippers (i.e. logistics planner, warehouse manager), transportation companies (i.e. trucking and railroad operations), and intermediaries such as customs brokers and logistics management firms. For more information, contact Jim Kling, Ph.D., at [jkling@niagara.edu](mailto:jkling@niagara.edu).

### B.S. — Management — Supply Chain Course Work Required Total of 42 Three Credit Courses

TWO Introductory Business Courses  
 BUS 120 Freshman Introduction to Business  
 (Replace with elective for transfer students)  
 BUS 205 Legal Environment of Business

THREE Courses in Economics  
 ECO 101 Macroeconomics  
 ECO 102 Microeconomics  
 Any 300 level Economics class

TWO Courses in Accounting  
 ACC 111 Financial Accounting  
 ACC112 Management Accounting

ONE Course in Marketing  
 MKG 201 Principles of Marketing

FOUR Courses in Quantitative Analysis  
 CIS 232 Microcomputer Applications for Business\*  
 MAT 107 Business Calculus\*  
 MAT 201 Business Statistics I\*  
 BUS 231 Business Statistics II

ONE Senior Capstone Course  
 BUS 460 Business Strategy

FOUR Management Core Courses  
 MGT 271 Management Principles  
 MGT 320 Corporate Finance I  
 MGT 341 Human Resource Management (WI)  
 MGT 390 Information Systems for Business

FIVE Concentration Courses  
 MGT 321 Supply Chain Logistics (required)  
 Any four of the following  
 MGT 322 Procurement (Purchasing)  
 MGT 302 Production and Quality  
 MGT 324 Transportation Systems  
 MGT 327 Global Supply Chain Management  
 MGT 328 Logistics Technology, Cases and Issues

THREE Business Electives (May Include Co-op and MBA options)  
 Any MGT, MKG, FIN, ECO, ACC, BUS

And the following courses OUTSIDE THE COLLEGE OF BUSINESS  
 NINE Niagara University General Education Foundation Courses  
 FOUR Distribution Courses  
 ENG 231 Business Communication I  
 THREE Elective Courses outside the College of Business

**Total program** 42  
 \* General Education, Analytical Skills courses

## B.S. — Marketing

Marketing is finding, developing, and keeping customers through the identification and satisfaction of needs and wants. All organizations, from product producers to services, must practice marketing in order to be successful in a highly competitive and global economy. Customer orientation is central to the theme of marketing along with the social nature of marketing such as ethics, product safety and corporate responsibility. The field of marketing is an interdisciplinary one drawing from all business areas and many liberal arts disciplines. For more information, contact John Overbeck, faculty fellow, at [joverbeck@niagara.edu](mailto:joverbeck@niagara.edu).

### B.S. — Marketing Course Work Required

TWO Introductory Business Courses  
 BUS 120 Freshman Introduction to Business  
 (Replace with elective for transfer students)  
 BUS 205 Legal Environment of Business

TWO Courses in Accounting  
 ACC 111 Financial Accounting  
 ACC112 Management Accounting

THREE Courses in Economics  
 ECO 101 Macroeconomics  
 ECO 102 Microeconomics  
 ECO 301 Money and Financial Markets OR  
 ECO 305 Intermediate Microeconomics OR  
 ECO 320 International Economics

ONE Course in Managing Organizations and People  
 MGT 271 Management Principles

ONE Course in Finance  
 FIN 320 Corporate Finance I

TWO Courses in Operations  
 MGT 390 Information Systems for Business  
 MGT 321 Supply Chain Logistics OR  
 MGT 302 Production and Quality



#### FOUR Courses in Quantitative Analysis

CIS 232	Microcomputer Applications for Business*
MAT 107	Business Calculus*
MAT 201	Business Statistics I*
BUS 231	Business Statistics II

#### ONE Senior Capstone Course

BUS 460	Business Strategy
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#### SIX Courses in Marketing

MKG 201	Principles of Marketing
MKG 305	Integrated Marketing Communication
MKG 311	Marketing Research (WI)
MKG 313	Consumer Behavior

#### Any two of the following

MKG 310	Channels Marketing
MKG 325	International Marketing
MKG 335	Sales Leadership

#### THREE Business Electives (May Include Co-op and MBA options)

Any MGT, MKG, FIN, ECO, ACC, BUS

#### And the following courses OUTSIDE THE COLLEGE OF BUSINESS

NINE Niagara University General Education Foundation Courses

FOUR Distribution Courses

ENG 231 Business Communication I

Three Elective Courses outside the College of Business

#### Total program

42

\* General Education, Analytical Skills courses

### Five-Year B.S./M.B.A. Degree

Please consult your academic adviser for assistance in preparing for the five-year B.S./M.B.A. program. Students interested in this degree should speak to the Niagara University MBA Director and also discuss plans with their academic adviser during the third year of their undergraduate program. If eligible to be accepted into the M.B.A. program, students typically begin taking some M.B.A. courses in the fourth year and can usually complete the B.S./M.B.A. program in five years.



### Minors

Any student at Niagara University may choose a minor in commerce. A minor is considered an additional set of course work, and may be chosen from any one of the discipline majors or concentrations (economics, finance, human resources, international business, supply chain, management, or marketing) or the general business concentration as specified. The minor can also be specifically designed to fit the student's needs, but this must be done with the approval of the commerce chairperson and the chairperson of the student's academic home. Minors are not approved for course work which is taken entirely as part of another field of study. Quite often minors are achieved with careful use of one's elective courses.

#### General Business Minor

Course	Title	Semester
ECO 101	Principles of Macroeconomics	Fall
ECO 102	Principles of Microeconomics	Spring
ACC 111	Financial Accounting	Fall
BUS 205	Legal Environment of Business	Both
MKG 201	Marketing Principles	Both
MGT 271	Management Principles	Both

#### Commerce Minors

##### Economics

Course	Title	Semester
ECO 101	Principles of Macroeconomics	Fall
ECO 102	Principles of Microeconomics	Spring
ECO 305	Intermediate Microeconomics	Fall
ECO 306	Intermediate Macroeconomics	Spring

#### Any two of the following

ECO 301	Money and Financial Markets	Fall
ECO 320	International Economics	Fall
ECO 330	Economics of Government	Fall
ECO 350	Economics of Growth and Development	Spring*

##### Finance

Course	Title	Semester
FIN 320	Corporate Finance I	Both
FIN 340	Corporate Finance II	Spring
FIN 350	Fundamentals of Investing (WI)	Fall
FIN 360	Global Finance	Spring

#### Any two of the following

ECO 305	Intermediate Microeconomics	Fall
FIN 410	Derivative Securities	Fall
FIN 646	Applied Portfolio Management	Spring

#### Integrative Management

Course	Title	Semester
MGT 271	Management Principles	Both
Any five additional MGT courses		

#### International Business

Course	Title	Semester
MGT 271	Management Principles	Both
ECO 320	International Economics	Fall
MGT 317	International Management	Fall

MGT 327	Global Supply Chain Management	Fall
MKG 325	International Marketing	Spring
Choose two of the following four		
ECO 320	International Economics	Fall*
ECO 350	Economic Growth and Development	Fall*
FIN 360	Global Finance	Spring
Foreign Language		

### Human Resource Management

Course	Title	Semester
MGT 271	Management Principles	Both
MGT 341	Human Resources Management (WI)	Both
MGT 316	Conflict and Negotiations	Spring
MGT 342	Staffing and Development	Spring*
MGT 343	Reward Systems and Performance	Fall*
MGT 344	Employment Law and HRM Policy	Fall

### Supply Chain Management

Course	Title	Semester
MGT 271	Management Principles	Both
MGT 302	Production and Quality	Spring
MGT 321	Supply Chain Logistics	Both
Any three of the following		
MGT 322	Procurement (Purchasing) Management	Fall*
MGT 324	Transportation System and Simulation	Spring
MGT 327	Global Supply Chain Management	Fall
MGT 328	Logistics, Technology, Cases and Issues	Spring

### Marketing

Course	Title	Semester
MKG 201	Principles Marketing	Both
MKG 305	Integrated Marketing Comm	Both
MKG 310	Channels Management	Fall
MKG 313	Consumer Behavior	Fall
MKG 325	International Marketing	Spring
Choose either		
MKG 311	Marketing Research**	Spring
MKG 335	Sales Leadership	Both

\* Offered every other year

\*\*MKG 311 required for all business majors

ECO 301 was previously ECO 250

MGT 302 was previously MGT 323

### Courses

- Indicates courses which cannot be challenged

#### BUS 120 — Introduction to Business

This course is designed as an introduction to business for first year business students. Major topics include the competitive global business environment, keys to business success, financial literacy, business ethics, leadership and team skills, and an overview of the functional management areas of business and related career opportunities. Activities and materials fees apply.

*three semester hours  
fall semester only*

#### BUS 205 — The Legal Environment of Business (SS)

The course presents an overview of the obligations and restraints imposed by law on businesses, as well as the rights and opportunities which are conferred. Students will gain insights into the legal environment in which businesses operate and the application of legal rules to resolve different issues.

*three semester hours  
normally offered both semesters*

#### BUS 230/MAT 201 — Business Statistics I

*Prerequisite CIS 232 — MAT 107 is suggested as a co-requisite*

A completely integrated computer-based course in which computer applications are used to study statistical methods as applied to business, including descriptive statistics, probability sampling, hypothesis testing and statistical inference. Students may not receive credit in both MAT 102 and MAT 201.

*three semester hours*

#### BUS 231 — Business Statistics II

*Prerequisite MAT 201*

This course introduces the student to those statistical models and methods that are used in a business environment to assist in making effective decisions. It includes, but is not limited to, time series analysis, regression, Chi-square, nonparametric statistics and ANOVA.

*three semester hours  
normally offered both semesters*

#### •BUS 403 and 404 — Honors Thesis I and II

Individual research of a substantive nature pursued in the student's major field of study. The research will conclude in a written thesis or an original project, and an oral defense.

*six semester hours*

#### •BUS 460 — Business Strategy and Policy Problems (SS/WI)

*Course open to seniors only*

A capstone course designed to provide the business student with a foundation in the concepts of business strategy and policies. The course will focus on how firms formulate, implement, and evaluate strategies. Students will be required to integrate the knowledge that they have acquired in previous business courses with strategic management techniques.

*three semester hours  
normally offered both semesters*

#### •BUS 493, 495 and 496 — Business Internship/Co-op

A junior or senior work-study program providing relevant employment experience. The objective of the program is to integrate classroom theory and practical work experience, thus lending relevancy to learning and providing the student with a realistic exposure to career opportunities. Transfer students must complete a minimum of 15 semester hours in the major at Niagara University before enrollment. Registration is to be arranged through the chairperson.

*zero to six semester hours*

**ECO 100 — Introduction to Economics (SS)**

For non-college of business majors A course of study introducing students to the foundations of western economics, examining the basic framework of micro and macro economics and applying economics to current issues facing individuals and society.

*three semester hours  
normally offered spring semester*

**ECO 101 — Principles of Macroeconomics (SS)**

A study of the behavior of economic aggregates including national income, consumption, investment, foreign trade, the demand for and supply of money and government policy efforts to influence these aggregates to meet national goals.

*three semester hours  
normally offered fall semester*

**ECO 102 — Principles of Microeconomics (SS)**

A study of consumer and producer behavior in the determination of prices and output, wages and productivity, profit and market structure.

*three semester hours  
normally offered spring semester*

**ECO 110-111 — American Economic Life (SS)  
(also HIS 351-352)**

Growth and development of American economy under a free enterprise philosophy; examination of conditions which led to governmental intervention. Second semester stresses 20th century problems.

*three semester hours*

**ECO 301 — Money and Financial Markets (SS)**

*Prerequisite ECO 101-102*

The nature of money, monetary standards, the commercial banking system; the Federal Reserve; monetary theory and policy; fiscal policy.

*three semester hours*

**ECO 305 — Intermediate Microeconomics (SS)**

*Prerequisite ECO 101-102*

An in depth examination of the theory of consumer behavior, production cost, the pricing of goods and factors, markets and economic welfare.

*three semester hours  
normally offered fall semester*

**ECO 306 — Intermediate Macroeconomics (SS)**

*Prerequisite ECO 101-102*

A study of classical, keynesian and monetarist models as these pertain to aggregate behavior in the achievement of society's economic goals.

*three semester hours  
normally offered spring semester*

**ECO 320 — International Economics (SS)**

*Prerequisite ECO 101-102*

The economic basis for trade among nations; comparative advantage, exchange rate systems, balance-of-payments, trade barriers, investment and development; international economic policies.

*three semester hours  
offered irregularly*

**ECO 330 — Economics of Government (SS)**

*Prerequisite ECO 305*

Allocation, distribution, and stabilization aspects of government budget policy, including critical analysis of theories and principles of taxation, expenditures, and intergovernment fiscal relations.

*three semester hours  
offered irregularly*

**ECO 350 — Economics of Growth and Development (SS/WI)**

*Prerequisite ECO 101-102*

A study of the growth of national income (i.e., economic growth) and changes in the technical and institutional arrangements by which it is produced (i.e., economic development). The main focus of the course rests on the non-Western third world countries.

*three semester hours  
offered irregularly*

**FIN 151 — Personal Finance**

A course designed for nonbusiness majors. The course material serves as a guide to personal financial planning a practical approach to managing money. An overview of basic accounting, borrowing money, budgeting, investing in securities, buying real estate and estate planning are among the major topics to be considered.

*three semester hours  
offered irregularly*

**FIN 320 — Corporate Finance I**

*Prerequisites ACC 111-112, ECO 101-102*

The role of financial planning and the acquisition and utilization of funds are stressed along with analytical concepts for evaluating financial decisions. Includes financial analysis, planning and control, long-term investment decisions and short- and long-term financing.

*three semester hours  
normally offered both semesters*

**FIN 340 — Corporate Finance II**

*Prerequisite FIN 320*

A continuation of the methodology developed in FIN 320. Actual financial problems confronting business concerns. Case method is used to apply principles developed in managerial finance to situations involving administration of working capital, capital budgeting, shortand long-term financing and new public offerings.

*three semester hours  
normally offered spring semester*

**FIN 350 — Fundamentals of Investing**

*Prerequisite FIN 320*

Corporate performance and its effects on outstanding securities. Economic, management and corporate financial factors as they affect specific security issues. The theories and techniques to achieve superior selection and management of securities portfolios. Problems of timing and strategies as they relate to various economic conditions.

*three semester hours  
normally offered fall semester*



**FIN 360 — Global Finance**

*Prerequisite FIN 320*

The study of the balance of payments, determination of exchange rates and parity relationships, and management of exchange rate risks, capital budgeting, working capital management and investments in a global environment.

*three semester hours  
normally offered fall semester*

**FIN 410 — Derivative Securities**

*Prerequisite FIN 320, MAT 107 (MAT 111 Preferred)*

The course is an introduction to the analysis and use of derivative securities, such as options, futures, forwards and swaps. Topics covered will include arbitrage, Binomial and Black Scholes pricing models, hedging, swaps and the increasingly critical role of derivatives in the financial system. The class will emphasize financial model building and simulation using real time market data.

*three semester hours  
normally offered fall semester*

**FIN 450 — Applied Portfolio Management**

*Prerequisite FIN 350*

This course blends theoretical concepts of financial analysis and portfolio management with practical experience in running the Monteagle Fund, Niagara University's student run investment fund. Students will work together in groups to draft an appropriate investment strategy, select investments, evaluate performance and report results to shareholders. Students will research financial and economic indicators, such as stock indices, interest rates, exchange rates, corporate earnings releases and evaluate the potential impact on portfolio holdings.

*three semester hours  
offered irregularly*

**MGT 271 — Management Principles (SS)**

*Prerequisite Sophomore standing or permission of instructor*

Theories and practices of management and organization are studied, with a major focus on planning, organizing, leading and controlling. General topics include goals and strategy formulation, decision making, leadership, motivation, communication, teamwork, innovation, ethics and social responsibility. The course is designed to prepare students for more advanced courses in organizational management.

*three semester hours  
normally offered both semesters*

**MGT 302 — Production and Quality**

*Prerequisite MGT 271*

In the era of global competitiveness, this course addresses the principles and management challenges associated with production, including manufacturing and the creation of value-added services. The framework for analysis will include total quality systems such as Lean, Six Sigma, and TPS.

*three semester hours  
normally offered both semesters*

**MGT 305 — Integrated Marketing Communication**

*Prerequisite MGT 201*

This course consists of essentially two modules. The first deals with product development issues and the design of global market offerings. The second deals with the planning, organization, implementation and control of integrated marketing communications. Coverage of advertising, sales promotion, public relations, direct marketing and personal selling along with emerging and nontraditional tools, and their integrated management for the accomplishment of promotional objectives. It includes both a strategic focus as well as an emphasis on creative campaign development.

*three semester hours  
normally offered both semesters*

**MGT 314 — Issues in Management (SS)**

Case studies of a variety of problems that are increasingly becoming the prime concerns of management. The areas covered may include entrepreneurship, business and the quality of life, business and other social institutions, business and the community, business and the individual, business and government, business and foreign policy.

*three semester hours  
offered irregularly*

**MGT 315 — Leadership and Teamwork**

*Prerequisite MGT 271*

An investigation of the skills needed to direct the organization, promote teamwork and motivate its work force. The course focuses on the need to have an in-depth understanding of other people, their individual differences, their sources of motivation, and the most effective ways to communicate with them.

*three semester hours  
normally offered fall semester*

**MGT 316 — Conflict Management and Negotiations (SS)**

*Prerequisite MGT 271*

This course examines the nature and sources of conflict and interdependence in social and organizational dynamics. Various means of resolving conflict, including the use of competitive and collaborative negotiations and mediation. The pedagogy includes case discussion, exercises, role-playing, and simulation to develop students as managers, mediators and negotiators.

*three semester hours  
normally offered spring semester*

**MGT 317 — International Management**

*Prerequisite MGT 271*

This course places strategic management in a global context and examines the uniqueness of international organizational structures and practices. In addition to the challenges of coordinating and controlling a global enterprise, the course emphasizes global cultural diversity and its influence on human resource management, internal and external communication, ethics, and social responsibility.

*three semester hours  
normally offered fall semester*

**MGT 318 — Entrepreneurship**

*Prerequisite* MGT 271

This course integrates the material introduced in core courses and applies it to the design and evaluation of new ventures. The purpose of this course is to explore many dimensions of new venture creation and growth. The course addresses both a theoretical perspective on venture initiation and the application of writing an actual business plan.

*three semester hours  
normally offered both semesters*

**MGT 321 — Supply Chain Logistics**

*Prerequisite* MGT 271

The course studies the business activities that support the flow of products, supplies, and raw materials throughout the supply chain. Topics include inventory control, corporate traffic management, warehousing, packaging, materials handling, and procurement. Customer service quality and leading-edge logistics practices are emphasized.

*three semester hours*

**MGT 322 — Procurement and Supplier Management**

*Prerequisite* MGT 271

This course addresses responsibilities related to purchasing and supply management. Topics include the role of purchasing in the firm, policies, analytical tools, supplier evaluation, negotiating, contracts, ethical considerations, e-procurement and recent trends. “Make or buy” decisions, international aspects, and the sourcing of services are also covered.

*three semester hours  
normally offered spring semester*

**MGT 324 — Transportation Systems and Simulation**

*Prerequisite* MGT 271

An introduction to transportation systems and transportation management includes operating and management characteristics for both freight and passenger modes, especially motor carriers, airlines, and intermodal. All students participate in an interactive simulation where students make multi-period business decisions as managers in a competitive market.

*three semester hour  
normally offered fall semester*

**MGT 327 — Global Supply Chain Management**

This course presents an overview of the rapidly changing global supply chain and includes topics including international sourcing, intermodalism, customs regulations, third party facilitators for international movements, and other special handling and security requirements that make global logistics management a challenge.

*three semester hours  
normally offered fall semester*

**MGT 328 — Logistics Technology and Cases**

*Prerequisite* MGT 271

This research intensive capstone style course uses readings, case studies, and practical approaches to solve logistics and transportation problems. The focus is on global SCM, e-fulfillment and other technology related issues.

*three semester hours  
normally offered spring semester*

**MGT 341 — Human Resource Management (SS/WI)**

*Prerequisite* MGT 271 or permission of instructor

The class provides a foundation for the study of Human Resource Management (HRM) practices and strategies, exploring how HRM leads to a competitive advantage for organizations, both nationally and globally. Emphasis will be placed on examining the legal environment, HR planning/staffing, employee training/development, compensation, and managing employee performance and relations.

*three semester hours  
normally offered both semesters*

**MGT 342 — Human Resource Staffing and Development**

*Prerequisite* MGT 341 or permission of instructor

This course studies the human resource practices of recruitment, selection, training and development in organizations. The course focuses on planning the human resource needs of organizations as well as individual career development, including the impact and evaluation of development and staffing decisions on individual and organizational strategies.

*three semester hours*

**MGT 343 — Reward Systems and Performance Management**

*Prerequisite* MGT 341 or permission of instructor

Reward systems, including job analysis, job evaluation, market surveys and pay-for-performance systems, are examined in relation to alignment with the firm's competitive strategy. Performance management systems are studied, including their process, measurement, implementation and strategic implications. Additional issues include benefit options, team performance, special groups and the legal and ethical environment.

*three semester hours  
normally offered spring semester*

**MGT 344 — Employment Law and HRM Policy**

*Prerequisite* MGT 341 or permission of instructor

This course examines the regulation of human resources at both the firm level and the societal level. Common Law is presented and regulations at various government levels that impact employee safety, union activity, discriminatory practices, wages, and social programs are studied; compliance and management implementation issues are discussed.

*three semester hours  
normally offered fall semester*

**MGT 351 — Information Analytics**

*Prerequisites* MGT 390, BUS 231, MGT 271 or permission of instructor

This course is focused on the analysis of information using general and specific software analysis tools for quantitative business analysis. The course includes an in depth coverage of the sophisticated functions and techniques available in Microsoft Excel, techniques in automating spreadsheet function with macros and VBA. The course also provides an introduction to information analysis using the SAS statistical package.

*three semester hours  
offered irregularly*

**MGT 352 — Info Management in Business**

*Prerequisites* MGT 390, BUS 231, MGT 271 or permission of instructor

Examines advanced information management using common data structures and related analysis. This course will focus on the manipulation and use of data contained in business data systems for operational and organizational performance analysis and decision making. Also addressed is information interchange between systems, data standards and system interoperability issues that impact the efficiency of information interchange.

*three semester hours  
offered irregularly*

**MGT 356 — Project Management for Business**

*Prerequisites* MGT 271 or permission of instructor

This course covers the concepts, issues and approaches that are important in effectively managing projects in a wide range of business situations. Topics include project selection, project planning and control, negotiation, budgeting, scheduling resource allocation, performance auditing and project termination. Topics are covered from managerial and implementation perspectives.

*three semester hours  
offered irregularly*

**MGT 390 — Operations and Information Management**

*Prerequisites* MGT 271, CIS 232 or permission of instructor

This course is designed to provide students with a foundation in the management of information systems (MIS) and how these systems support decision making. The course focuses on the MIS structure, tools and analysis techniques required to solve business problems. Embedded segments on career preparation and development are included in this course; it is recommended to be taken in the junior year or first semester senior year.

*three semester hours  
normally offered both semesters*

**• MGT 420 — Directed Readings**

*Taken only with permission of dean or chairperson*

A program of directed individual readings for advanced undergraduates. Conferences with members of the College of Business Administration faculty and written reports are required. Course often incorporates special topics and activities not covered in traditional courses.

*variable  
minimum one semester hour*

**MGT 461 — Classics in Leadership**

*Prerequisites* MGT 271 and participation in the Niagara University leadership minor program or permission of instructor

Classic texts in literature and history are examined, particularly the lessons they offer in leading others in organizations and in society. Concepts such as motivation, ethics, communications, diversity, empowerment, teamwork, and decision making are discussed in the

context of these classical works and related to current social problems. The major goal of the course is to tie together the students college leadership experiences across disciplines through a capstone experience.

*three semester hours  
offered irregularly*

**MGT 465 — Transforming Business**

How business is conducted is undergoing a transformation. Businesses of the twenty-first century are expected to earn a profit while being environmentally sustainable and socially responsible. New business paradigms require leaders and managers to acquire new skills and modes of thinking. This course will lead students through a multi-disciplinary exploration of the emerging approaches to business. Students will acquire the tools and begin to develop the skills required to excel in a rapidly-changing world. Students will be prepared to participate in transforming how business is done and in creating businesses that can contribute to transforming society.

*three semester hours  
offered irregularly*

**MKG 201 — Principles of Marketing (SS)**

Marketing philosophies, influences, strategies and practices. Topics include: strategic planning, environmental influences, marketing research, consumer and business markets, segmentation and targeting, international marketing and strategies for products, prices, distribution and promotion.

*three semester hours  
normally offered both semesters*

**MKG 305 — Integrated Marketing Communication (WI)**

*Prerequisite* MKG 201

This course consists of essentially two modules. The first deals with product development issues and the design of global market offerings. The second deals with the planning, organization, implementation and control of integrated marketing communications. Coverage of advertising, sales promotion, public relations, direct marketing and personal selling along with emerging and nontraditional tools, and their integrated management for the accomplishment of promotional objectives. It includes both a strategic focus as well as an emphasis on creative campaign development.

*three semester hours  
offered fall semester*

**MKG 310 — Channels Management (SS)**

*Prerequisite* MKG 201

The role of distribution channels in marketing. Analysis will focus on the coordination of all channel members from the manufacturer to the consumer. Topics include: wholesaler structure, channel strategy, channel coordination, channel communication, and channel conflict.

*three semester hours  
normally offered fall semester*



# Technical (B2B) Marketing Minor

## MKG 311 — Marketing Research

*Prerequisites MKG 201 and BUS 231*

Study of contemporary research methods used to provide information for solving marketing problems. Topics include marketing research design and ethics, data acquisition and analysis, and communication and application of results.

*three semester hours  
normally offered spring semester*

## MKG 313 — Consumer Behavior (SS)

*Prerequisite MKG 201*

Study of consumer acquisition, consumption and disposition of products and services. Focuses on decision processes and the psychological, social, cultural and economic factors that influence them.

*three semester hours  
normally offered fall semester*

## MKG 325 — International Marketing (SS)

*Prerequisite MKG 201*

Economic, social, cultural, political, legal and financial dimensions of international markets. Global marketing-strategy options and the conceptual and analytical tools needed to plan and implement them successfully.

*three semester hours  
normally offered spring semester*

## MKG 335 — Sales Leadership

This course introduces key concepts of business-to-business marketing, salesforce management, and personal selling. Topics include the organizational buying process, segmenting business markets, and value creation. Principles of salesforce motivation, compensation, and deployment are also discussed. Students also master the personal selling process including techniques of need identification, need confirmation, closing and serving the account relationship. The course uses case studies, speakers, and role plays to understand and apply concepts.

*three semester hours  
normally offered both semesters*

**Bohdan Pikas, M.B.A., Coordinator**  
[bpikas@niagara.edu](mailto:bpikas@niagara.edu)

## Goals

The growth of the pharmaceutical, chemical, biological and bio-informatics industries has created a need for graduates trained in the marketing of the goods and services offered by these companies. The Technical Marketing Minor offers the non-business student a strong foundation in the marketing activities of technically oriented companies. Technically oriented companies typically do not deal directly with the consuming public but are more geared towards business to business (B2B) marketing. The minor will have a strong B2B marketing orientation. It will provide the student an option of having an arts and sciences major and a highly marketable business minor which will enhance the student's ability to expand their career options in emerging growth fields.

## Program

The minor is designed for non-business majors enrolled in any major. It would be particularly valuable for students enrolled in the chemistry, biochemistry, biology and criminal justice majors. The student must complete a total of six courses in order to obtain the minor. The required courses and course options are listed below.

Interested students should contact the minor coordinator.

## Course Requirements

Required courses

MKG 201	Principles of Marketing
MKG 310	Channels Management
MKG 305	Integrated Marketing Communication
MKG 335	Sales Leadership

Advised Elective Courses (select two)

Other courses in the School of Business Administration may be selected in consultation with the coordinator

MKG 325	International Marketing
MKG 311	Market Research
MKG 313	Consumer Behavior

# Interdisciplinary Minor in Leadership

James Kling, Ph.D., Coordinator  
jkling@niagara.edu

Mitchell Alegre, Advisor  
malegre@niagara.edu

This minor prepares students for crucial roles as leaders in their organizations, communities and society. Students in any college can complete the interdisciplinary minor in leadership by taking six courses, by participating in a service-learning project and by engaging in campus life activities. The leadership minor translates theory into practice and stresses motivation, teamwork, ethics, experiential activities and analytical activities across different disciplines within the university.

First, students are provided with an introduction to leadership concepts within a Principles of Management course. Then, the students participate in experiential activities in a Leadership and Teamwork course. They receive courses that include a strong grounding in ethics and critical thinking skills. This is followed by another course that focuses on experiential learning, which could include an internship experience. Finally, the leadership capstone course ties together previous course work in an interdisciplinary framework with discussions of timeless issues of leadership, motivation and culture in history and literature and application of those issues to current societal problems. For more information, contact the Commerce Department at 716.286.8160.

## Course Requirements

### Core requirements

For arts and sciences, education and business majors

MGT 271	Principles of Management
MGT 315	Leadership and Teamwork

For hospitality and tourism majors

HRT 140	Management and Leadership
MGT 315	Leadership and Teamwork

Ethical course requirements (choose one)

PHI 320	Business Management Ethics
PHI 304	Social and Political Philosophy

Analytical Course requirement (choose one)

CMS 361	Politics and Media
CMS 362	Information as Power
POL 334	American Presidency
POL 368	Revolutionary Leaders
	Free elective with analytical content approved by student's advisor and minor coordinator

Experiential Course requirement (choose one)

	Internship or practicum as departmental or advised elective
MIL 101 /102	Military Leadership
SPK 101	Public Speaking
	Free elective with experiential content approved by student's advisor and minor coordinator

Capstone course

MGT 461	Classics in Leadership OR
MGT 465	Transforming Business

Internship/coop

Listed under various titles and descriptions



# College of Education

Debra A. Colley, Ph.D., Dean

[www.niagara.edu/education](http://www.niagara.edu/education)

## Mission

It is the mission of the College of Education to prepare leaders in educational and clinical professions, who demonstrate the knowledge, skills and dispositions needed to serve others and who further the values and practices of their respective professions in a global society. We seek to inspire our candidates in the Vincentian tradition and to foster core values of professional commitment and responsibility, professional relationships and critical thinking, and reflective practice.

As a faculty, we are committed to developing programs with courses, clinical experiences and assessments based on the following three complementary orientations.

## Student Centering Through Constructivist Practice

This orientation is based on the belief that knowledge is created and developed by learners and is influenced by the experiences, values and multiple identities (e.g., race, class, culture, gender, nationality, exceptionality, language of individuals). This perspective drives us to place the prior knowledge and experiences of students at the core of our instructional practice and facilitate their development through meaningful exploration. Constructivist practice invites candidates to be active participants in their own development and to view knowledge — in theory and in practice — as fluid social constructions that are made and remade through reflective interactions with social, cultural and natural phenomena.

## Evidence-Based Practice

Throughout our programs, we also emphasize that education and counseling are most effective when they acknowledge and use current best-evidence in their professional practice. Candidates use a systematic process of critical and creative thought to produce and implement pedagogical approaches or counseling strategies. With an individualized framework for growth, there are multiple paths to effective practice and we encourage candidates to continuously examine and implement a wide range of research-based best practices and integrate the best research evidence with field experiences and comprehensive clinical practice that meets the needs of all learners.

## Reflective Practice

Self-assessment, peer assessment and critical examination of the efficacy of one's own practice are essential dispositions for all professionals. We believe that reflective practice can be taught in the context of courses that view students as knowledge producers in search of meaning. Pedagogy that poses problems rather than transmits content encourages reflective thinking and doing. Educators and mental health professionals must be reflective and metacognitive themselves in order to encourage these practices in those they serve. We also believe that interaction with current and future practitioners both extends and promotes such reflection. Faculty members in the college seek to extend and promote these orientations through modeling-related pedagogical practices and instilling in our candidates a desire to promote such practices in their professional lives.

## Degree Programs in Teacher Education

The College of Education in partnership with the College of Arts and Sciences and the College of Business jointly administer bachelor degree programs leading to initial New York state teacher certification in eight general areas:

1. Early Childhood and Childhood (Birth to Grade 6)
2. Childhood (Grades 1-6)
3. Childhood and Middle Adolescence (Grades 1-9)\*
4. Middle Childhood and Adolescence (Grades 5-12)\*
5. Adolescence (Grades 7-12)\*
6. Special Education and Childhood (Grades 1-6)
7. Special Education and Adolescence (Grades 7-12)\*
8. Teaching English to Speakers of Other Languages (PreK-12)

\* Degree programs leading to initial certification in middle childhood and/or adolescence education are offered in English, mathematics, social studies, French, Spanish, biology, chemistry and business education.

The College of Education also offers a bachelor's degree in developmental disabilities that prepares individuals to work in agencies serving young adults and adults with developmental disabilities:

1. B.A. Developmental Disabilities

## College of Education Academic Requirements and Curriculum

Bachelor degree programs in the College of Education are between 120 and 137 credit hours, depending on the program selected for study. All programs in education include a general education requirement, major academic concentration in a selected content area of study (related to specific teacher certification), professional education requirement, and comprehensive field experiences (including student teaching). These components of the curriculum are designed as a sequential, coherent program of study with integrated field experiences beginning in the first semester of the program and culminating in a comprehensive, supervised student teaching experience. The components of the program are described in the Department of Early Childhood and Childhood Education and Department of Middle and Adolescence Education sections of the catalog.

It is also expected that candidates demonstrate core dispositions of professional commitment and responsibility, professional relationships and critical thinking, and reflective practice. These dispositions are assessed in courses, field experiences, and student teaching.

Credit hour totals are determined in part by efforts to meet requirements by state and national accrediting bodies, and are affected by varying credit hours of courses in different academic concentrations. For example, some concentrations have courses which count for four credit hours, and other concentrations have courses which count for only three credit hours. For these reasons, the total four-year program credit hours vary among certification areas and concentrations.



Program Certification Level	Minimum Field Experience Hours Required (prior to student teaching)	Total Credit Hours
Early Childhood and Childhood (Birth – grade 6)	150	123-127
Childhood (grades 1-6)	100	120-126
Childhood and Middle Adolescence (grades 1-9)	150	123-131
Middle Adolescence and Adolescence (grades 5-12)	150	123-136
Adolescence (grades 7-12)	100	120-132
Special Education and Childhood (grades 1-6)	150	127-130
Special Education and Adolescence (grades 7-12)	150	124-137
Teaching English to Speakers of Other Languages (grades PreK-12)	150	124-130
Non-Certification Program Developmental Disabilities	N/A	124

## Admissions

All students seeking admission to the College of Education as undergraduates, including transfer students, must demonstrate proficiency in the basic skills of mathematics, reading and writing. Students must also demonstrate the ability to achieve and maintain a 2.5 QPA in both their academic major and in professional education course work.

## Transfer Credit

Credit is transferable from an accredited institution if the courses have a grade of C or better, are less than 10 years old, and are applicable to the general education component, academic concentration and/or professional requirements. A maximum of 60 credit hours are accepted for transfer into all undergraduate teacher education programs; TESOL teacher candidates may transfer up to 90 credit hours. It is the responsibility of Niagara University to verify student competence in the academic concentration recommended for state certification. For this reason, a substantial part of the academic concentration in which certification is requested must be completed at Niagara University.

## Course Restrictions

Education courses are open only to students matriculated into the College of Education.

Education students must have a 2.5 QPA in their academic concentration and in their professional education course work to qualify for admission to 300- and 400-level courses in education.

## Advisement

Students in the College of Education are assigned two advisors\*, one in the College of Education who will monitor the student's progress throughout the entire bachelor degree program, and an academic adviser who will advise the student in the subject area in which teacher certification is sought. Each semester, students will consult with their academic adviser to decide their academic schedule of courses. Students will then report to the College of Education adviser for advisement on education courses. The student's academic concentration advisor will sign the course registration card and the education advisor will also sign the card. Both signatures are required on the course registration card before the student may register for courses each semester.

\* Students with a liberal arts concentration will only meet with an advisor in the College of Education.

## Study Abroad

The College of Education encourages study-abroad activities for education majors. University-wide opportunities to study abroad are available for all NU students and The College of Education additionally offers programs that focus on visiting schools and comparing educational approaches from an international perspective. Students should discuss the details with their advisor.

## Minors

Students may choose a minor from the discipline of education or from other areas of study. Minors in literacy or developmental disabilities are available to extend and enrich the experience of the initially certified teacher. A minor is considered an additional set of coursework and must be done with the approval of the department chairperson. The minors consist of 15-18 credit hours of study.

## Teacher Certification

Graduates of the College of Education seeking initial certification to teach in New York state must pass the requisite certification examinations including the Academic Literacy Skills Test (ALST), Educating All Students Test (EAS), Content Specialty Test or Tests (CST), and Teacher Performance Assessment (edTPA).

Students seeking initial certification in teacher education must complete the two-hour Child Abuse Seminar, Drug, Tobacco and Alcohol Abuse Prevention Seminar and two hour Violence Prevention Seminar. These are provided as part of the student-teaching Professional Seminar.

In addition, legislation requires the Commissioner of Education and the New York State Education Department (SED) to request a fingerprint supported criminal history background check for applicants for certification as well as prospective employees of school districts, charter schools and boards of cooperative educational services (BOCES). Fingerprinting should be completed before the teaching assistantship placement.

New York state has reciprocity agreements for teacher certification that exist between New York, other states and Puerto Rico. Students interested in teacher certification outside New York State or the interim Certificate of Qualifications in Ontario should consult with the dean of education.

### Graduation Requirements

The College of Education programs lead to the baccalaureate degree and recommendation for teacher certification based upon satisfactory completion of the following requirements:

1. Successful completion of all required coursework and achieve an overall 2.5 QPA in both the professional education component and the academic concentration.
2. Satisfactory completion of all field experiences and the student teaching practicum at the levels of the certification area (performance assessment based on program standards with evidence of student learning, professional dispositions, and instructional technology).
3. Successful completion of a final portfolio review based on the assessment by professional seminar instructors.

### Institute of Applied Learning

The College of Education's Institute of Applied Learning serves as the professional development arm of the College of Education, and implements activities as a partnership among faculty in the College of Education, the College of Arts and Sciences, and P-12 schools, bringing research-based methodology to the classroom through ongoing sustainable initiatives. Through P-16 partnerships, professional development becomes embedded in the continuum of preservice education, induction, and sustained professional learning. A sampling of the Institute's activities includes:

- Summer camps (e.g., literacy, STEM) for children and youth in the community
- Professional development for faculty, candidates and school partners
- Technology development and applications for instructional technology across the curriculum
- Sustained and embedded models of professional development that lead to increases in student achievement
- Partnerships and course offerings for teacher leadership math, science and technology; TESOL and transition and prevocational experiences for individuals with special needs
- Math and literacy fairs with partnership schools

### Title II Reporting

As reported in the 2011-12 Annual Institution Report, 99 percent of NU's program completers passed the LAST and the ATS-W, 94 percent passed the multi-subject CST, 94 percent (average) passed the English, math, biology, and social studies CST and 93 percent passed the students with disabilities CST. The NYSTCE 2011-2012 registration information is available online at [www.nystce.nesinc.com](http://www.nystce.nesinc.com).

### Accreditation

The degree programs offered by the Niagara University College of Education are accredited by the National Council for Accreditation of Teacher Education (NCATE).

# NCATE

Additional information regarding the Niagara University College of Education may be found on at [www.niagara.edu/education](http://www.niagara.edu/education).



# Department of Early Childhood and Childhood Education

Mary Ellen Bardley, Ph.D., Chairperson  
[www.niagara.edu](http://www.niagara.edu)

Candidates in programs leading to initial certification are expected to demonstrate competency in each of the Interstate New Teacher Assessment and Support Consortium (INTASC) standards. In addition, candidates in all teacher education programs must demonstrate competency in each of the standards associated with the nationally recognized associations aligned with the areas of certification they seek. These associations include:

- Birth to grade 2: National Association for the Education of Young Children (NAEYC), [www.naeyc.org](http://www.naeyc.org).
- Grades 1 to 6: Association for Childhood Education International (ACEI), [www.acei.org](http://www.acei.org).
- TESOL Pre-K to grade 12: Teachers of English to Speakers of Other Languages (TESOL), [www.tesol.org](http://www.tesol.org).
- Special education grades 1 to 6: Council for Exceptional Children (CEC), [www.cec.sped.org](http://www.cec.sped.org).

## Degree Programs

Education programs in the Department of Early Childhood and Childhood Education lead to initial New York state teacher certification in the following areas:

1. Early Childhood and Childhood Education (Birth to Grade 6)
2. Childhood and Middle Childhood (Grades 1-9)\*
3. Special Education and Childhood (Grades 1-6)
4. Teaching English to Speakers of Other Languages (PreK-12)

\* Degree programs leading to initial certification in middle childhood are offered in English, mathematics, social studies, French, Spanish, biology and chemistry.

## Program Curriculum and Requirements

All programs in education include a general education requirement, major academic concentration in a selected content area of study (related to specific teacher certification), professional education requirement, and comprehensive field experiences (including student teaching).

### General Education Requirement

Bachelor degree programs in education are between 120 and 137 credit hours, depending on the program selected for study. The general education requirement is 60 credit hours and common to all bachelors degree programs at Niagara University. The general education requirement is described previously and has been designed specifically to develop the skills – critical thinking, information literacy, communications, and the ability to work effectively with diverse groups – as well as the ethics and values that will enable students to succeed and make a difference in the lives of others. Faculty will assist students in choosing general education courses that link to their field of education.

### Academic Concentration

New York state requires that students in teacher preparation pursue an academic concentration of study. The College of Education provides a concentration of study in liberal arts, English, mathematics, social studies, French, Spanish, biology and chemistry. Education students are required to take a minimum of 12 courses or 36 credit hours in the academic concentration. In order to remain close to the minimum credit hours for graduation of 120, and at the same time satisfy national accreditation standards in the subject areas, students are permitted to utilize selected general education components to satisfy these additional requirements. Program and course descriptions for each academic concentration are available at the various certification areas listed above may be found in the College of Arts and Sciences sections of this catalog. For detailed descriptions of program curricula, see specific curriculum cards in the College of Education.

### Pre-Student Teaching Field Experience

All candidates for teacher certification are required to participate in field experiences throughout the program. A minimum of 150 field hours are required prior to Student Teaching. Transportation is provided for students, as needed. These opportunities to observe and begin working with qualified teachers on various aspects of the teaching-learning process are aligned with coursework and include specific assignments and responsibilities.

Candidates begin pre-service field experiences in area schools as freshmen, minimally 20 hours each semester across five semesters. Pre-service field experiences are arranged through the University and the school placements are made in accordance with educational/professional coursework and the area(s) of certification that the candidate is pursuing. Candidates are expected to complete all required field experiences to be eligible for their Teaching Assistantship, establishing a comprehensive clinical experience.

During the methods phase of the program, candidates complete a Teaching Assistantship experience. This “pre-student teaching” field component of the program is integrated with required methods courses (400 level coursework) and involves two placements





resulting in a minimum of 60 hours in the classroom. In the Teaching Assistantship, candidates are expected to continue to develop competencies set forth by the program standards and to have experiences with various methodological approaches as they relate to actual classroom practice and address student learning across content fields and grade-level curriculum expectations.

### Student Teaching

Student Teaching is a culminating experience that is required of all candidates for completion of the program and teacher certification. Dispositional assessments, successful completion of field experiences, a B average in methods coursework (including the academic concentration), an overall 2.5 QPA and acceptable evaluations in other assessments are required to be eligible to Student Teach. Student teachers spend a total of 14 weeks student teaching (two consecutive, full-time, seven- week placements). Generally, student teaching will take place in the final fall or spring semester before graduation. The Student Teaching Handbook outlines all candidate expectations, which include planning, teaching and assessing instructional units, aligned to the curriculum and addressing students' needs.

### Student Teaching Portfolio

A final portfolio is prepared during the student-teaching semester and represents a capstone for candidates seeking certification. The development of this portfolio provides a comprehensive synthesis of student learning, assessment, and the application of standards as a pre-service assessment during student teaching.

### Professional Education Requirements

Baccalaureate degree programs in the College of Education share a common professional requirement of 36 credit hours for the early childhood and childhood (birth to grade 6), childhood and middle childhood (grades 1-9), 39 credit hours for the special education and childhood (grades 1-6), and 42 hours for TESOL programs.

### Early Childhood and Childhood (Birth - Grade 6)

For students seeking New York state certification in early childhood (birth-grade 2) and childhood education (grades 1-6):

Foundational Course Requirements (12 credit hours)

EDU 214	Cultural and Multicultural Foundations of Education
EDU 236	Human Learning, Development and Motivation (Birth-21)
EDU 239	Educating Students with Exceptional Needs
EDU 271	Foundations of Literacy Instruction

Methods Course Requirements (15 credit hours)

EDU 376	Language Arts B-6
EDU 429	STEM Curriculum and Methods in the Elementary Classroom
EDU 451	Assessment of Learning
EDU 467	Methods of Teaching Elementary/Inclusive Social Studies and the Arts
EDU 450	Early Childhood Philosophy and Practice

Student Teaching Requirements (12 credit hours)

EDU 487	Student Teaching in the Elementary Classroom
EDU 491	Professional Seminar in Elementary Education

Teaching placements must be in both certification areas: birth to grade 2, and grades 1-6.

### Childhood and Middle Childhood (Grades 1-9)

For students seeking New York state certification in early childhood (grades 1-6) and middle childhood education (grades 5-9). Certification in middle childhood education requires an academic concentration/content area:

Foundational Course Requirements (12 credit hours)

EDU 214	Cultural and Multicultural Foundations of Education
EDU 236	Human Learning, Development and Motivation (Birth-21)
EDU 239	Educating Students with Exceptional Needs
EDU 271	Foundations of Literacy Instruction

Methods Course Requirements (15 credit hours)

EDU 376	Language Arts B-6
EDU 429	STEM Curriculum and Methods in the Elementary Classroom
EDU 451	Assessment of Learning
EDU 467	Methods of Teaching Elementary/Inclusive Social Studies and the Arts
EDU 452	Middle Childhood Philosophy and Practice

Student Teaching Requirements (12 credit hours)

EDU 487	Student Teaching in the Elementary Classroom
EDU 491	Professional Seminar in Elementary Education

Teaching placements must be at two grade levels: grades 1-6 and in grades 5-9 in the academic content area of the certificate.



### Special Education and Childhood (Grades 1-6)

For students seeking New York State certification in childhood education (grades 1-6) and teaching students with disabilities in childhood (grades 1-6):

Foundational Course Requirements (12 credit hours)

EDU 214	Cultural and Multicultural Foundations of Education
EDU 236	Human Learning, Development and Motivation (Birth-21)
EDU 239	Educating Students with Exceptional Needs
EDU 271	Foundations of Literacy Instruction

Methods Course Requirements (18 credit hours)

EDU 376	Language Arts B-6
EDU 429	STEM Curriculum and Methods in the Elementary Classroom
EDU 467	Methods of Teaching Elementary/Inclusive Social Studies and the Arts
EDU 451	Assessment of Learning
EDU 455	Assessment in Special Education
EDU 468	Methods of Teaching Children with Special Needs

Student Teaching Requirements (12 credit hours)

EDU 488	Student Teaching in the Elementary/Inclusive Special Education Classroom
EDU 492	Professional Seminar in Elementary/Special Education

Teaching experience must be at two levels: grades 1-3 and grades 4-6, with one placement in a special education setting.

### Teaching English to Speakers of Other Languages, (TESOL) PreK-Grade 12

For students seeking New York state certification in TESOL (PreK-grade 12)

TESOL Foundations Course Requirements (24 credit hours)

Foundational Course Requirements

EDU 214	Cultural and Multicultural Foundations of Education
EDU 236	Human Learning, Development and Motivation (B-21)
EDU 239	Educating Students with Exceptional Needs
EDU 271	Foundations of Literacy Instruction
EDU 378	Foundations of Bilingual Education and TESOL
EDU 379	Developing ESL Literacy through Multicultural Literature
EDU 380	Language and Linguistics in the ESL Classroom
EDU 381	Sociolinguistic Considerations for Educators of ELL

Methods Course Requirements (9 credit hours)

EDU 435	Curricular Applications in Teaching ESL I
EDU 438	Content Area Methods for ESL Classroom — ESL II
EDU 451	Assessment of Learning (to be taken with EDU 435)

Student Teaching Requirements (12 credit hours)

EDU 489	Student Teaching in the ESL Classroom
EDU 494	Professional Seminar in TESOL

Teaching placements must be at two levels: Pre-K-grade 6, and Grades 7-12.





# Department of Middle Childhood and Adolescence Education

Vincent J. Rinaldo, Ph.D., Chairperson  
[www.niagara.edu](http://www.niagara.edu)

Candidates in programs leading to initial certification are expected to demonstrate competency in each of the Interstate New Teacher Assessment and Support Consortium (INTASC) standards. In addition, candidates in all teacher education programs must demonstrate competency in each of the standards associated with the nationally recognized associations aligned with the areas of certification they seek. These associations include:

- Science, 5 to 12 (biology or chemistry): National Science Teachers Association (NTSA), [www.nsta.org](http://www.nsta.org).
- Social Studies, 5 to 12: National Council for the Social Studies (NCSS), [www.ncss.org](http://www.ncss.org).
- English, 5 to 12: National Council of Teachers of English (NCTE), [www.ncte.org](http://www.ncte.org).
- Foreign Language, 5 to 12: American Council on the Teaching of Foreign Languages (ACTFL), [www.actfl.org](http://www.actfl.org).
- Mathematics, 5 to 12: National Council for Teachers of Mathematics (NCTM), [www.nctm.org](http://www.nctm.org).
- Special education, 7 to 12: Council for Exceptional Children (CEC), [www.cec.sped.org](http://www.cec.sped.org).

## Degree Programs

Education programs lead to initial New York state teacher certification in the following areas:

1. Middle Childhood and Adolescence Education (Grades 5-12)\*
2. Adolescence Education (Grades 7-12)\*
3. Special Education and Adolescence (Grades 7-12)\*
  - Content Specific (dual certification)
  - 7-12 generalist

\* Degree programs leading to initial certification in middle childhood and/or adolescence education are offered in English, mathematics, social studies, French, Spanish, biology, chemistry, business education, and liberal arts (special education and adolescence only).

Programs serving individuals with developmental disabilities:

1. B.A. Developmental Disabilities

## Program Curriculum and Requirements

All programs in education include a general education requirement, major academic concentration in a selected content area of study (related to specific teacher certification), professional education requirement, and comprehensive field experiences (including student teaching).

### General Education Requirement

Bachelor degree programs in education are between 120 and 137 credit hours, depending on the program selected for study. The general education requirement is 60 credit hours and common to all bachelor's degree programs at Niagara University. The general education requirement is described previously and has been

designed specifically to develop the skills — critical thinking, information literacy, communications, and the ability to work effectively with diverse groups — as well as the ethics and values that will enable students to succeed and make a difference in the lives of others. Faculty will assist students in choosing general education courses that link to their field of education.

### Academic Concentration

New York state requires that students in teacher preparation pursue an academic concentration of study. The concentration of study includes English, mathematics, social studies, French, Spanish, biology, chemistry or business for 5-12 and 7-12 education programs. An interdisciplinary concentration may be selected for Special Education and Adolescence (generalist). Education students are required to take a minimum of 12 courses or 36 credit hours in the academic concentration. In order to remain close to the minimum credit hours for graduation of 120, and at the same time satisfy national accreditation standards in the subject areas, students are permitted to utilize selected general education components to satisfy these additional requirements. Program and course descriptions for each academic concentration are available at the various certification areas listed above may be found in the College of Arts and Sciences and College of Business Administration sections of this catalog. For detailed descriptions of program curricula, see specific curriculum cards in the College of Education.

### Pre-Student Teaching Field Experience

All candidates for teacher certification are required to participate in field experiences throughout the program. A minimum of 150 field hours are required prior to student teaching. Transportation is provided for students, as needed. These opportunities to observe and begin working with qualified teachers on various aspects of the teaching-learning process are aligned with coursework and include specific assignments and responsibilities.

Candidates begin pre-service field experiences in area schools as freshmen, minimally 20 hours each semester across five semesters. Pre-service field experiences are arranged through the University and the school placements are made in accordance with educational/professional coursework and the area(s) of certification that the candidate is pursuing. Candidates are expected to complete all required field experiences to be eligible for their teaching assistantship, establishing a comprehensive clinical experience.

During the methods phase of the program, candidates complete a teaching assistantship experience. This “pre-student teaching” field component of the program is integrated with required methods courses (400 level coursework) and involves two placements resulting in a minimum of 60 hours in the classroom. In the teaching assistantship, candidates are expected to continue to develop competencies set forth by the program standards and to have experiences with various methodological approaches as they relate to actual classroom practice and address student learning across content fields and grade-level curriculum expectations.



## Student Teaching

Student Teaching is a culminating experience that is required of all candidates for completion of the program and teacher certification. Dispositional assessments, successful completion of field experiences, a B average in methods coursework (including the academic concentration), an overall 2.5 QPA and acceptable evaluations in other assessments are required to be eligible to Student Teach. Student teachers spend a total of 14 weeks student teaching (two consecutive, full-time, seven- week placements). Generally, student teaching will take place in the final fall or spring semester before graduation. The Student Teaching Handbook outlines all candidate expectations, which include planning, teaching and assessing instructional units, aligned to the curriculum and addressing students' needs.

## Student Teaching Portfolio

A final portfolio is prepared during the student-teaching semester and represents a capstone for candidates seeking certification. The development of this portfolio provides a comprehensive synthesis of student learning, assessment, and application of standards as a pre-service assessment during student teaching.

## Professional Education Requirements

Baccalaureate degree programs in the College of Education share a common professional requirement of 36 credit hours for the adolescence (grades 7-12) programs, 36 credit hours for middle adolescence and adolescence (grades 5-12) programs, and 36 credit hours for the special education and adolescence (grades 7-12) programs.

## Middle Childhood and Adolescence (Grades 5-12)

For New York state certification in middle childhood (grades 5-9) and adolescence education (grades 7-12):

Foundational Course Requirements (12 credit hours)

EDU 214	Cultural and Multicultural Foundations of Education
EDU 236	Human Learning, Development and Motivation (Birth-21)
EDU 239	Educating Students with Exceptional Needs
EDU 271	Foundations of Literacy Instruction

Methods Course Requirements (15 credit hours)

EDU 377	Literacy Development in Secondary Curriculum
EDU 460	Methods of Teaching in Secondary Education
EDU 461-466	Special Methods of Teaching in the Academic Subject Areas of Secondary Education
EDU 451	Assessment of Learning
EDU 452	Middle Childhood Philosophy and Practice

Student Teaching Requirements (12 credit hours)

EDU 481-486	Student Teaching in the Academic Subject Areas in Secondary Education
EDU 490	Professional Seminar in Secondary Education

Teaching experience must be at two levels: grades 5-9 and grades 7-12 in the specific content area of the teaching certificate.

## Adolescence Education (Grades 7-12)

For New York state certification in adolescence education (grades 7-12):

Foundational Course Requirements (12 credit hours)

EDU 214	Cultural and Multicultural Foundations of Education
EDU 236	Human Learning, Development and Motivation (Birth-21)

EDU 239 Educating Students with Exceptional Needs

EDU 271 Foundations of Literacy Instruction

Methods Course Requirements (12 credit hours)

EDU 377	Literacy Development in Secondary Curriculum
EDU 460	Methods of Teaching in Secondary Education
EDU 461-466	Special Methods of Teaching in the Academic Subject Areas of Secondary Education
EDU 451	Assessment of Learning

Student Teaching Requirements (12 credit hours)

EDU 481-486	Student Teaching in the Academic Subject Areas in Secondary Education
EDU 490	Professional Seminar in Secondary Education

Teaching experience must be at two levels: lower and upper grades of grade range 7-12.

## Special Education and Adolescence (Grades 7-12)

For New York state certification in students with disabilities 7-12 generalist, and adolescence education (grades 7-12 - for dual certification program), and students with disabilities subject extensions:

Foundational Course Requirements (12 credit hours)

EDU 214	Cultural and Multicultural Foundations of Education
EDU 236	Human Learning, Development and Motivation (Birth-21)
EDU 239	Educating Students with Exceptional Needs
EDU 271	Foundations of Literacy Instruction

Methods Course Requirements (15 credit hours)

EDU 377	Literacy Development in Secondary Curriculum
EDU 460	Methods of Teaching in Secondary Education
EDU 461-465	Special Methods of Teaching in the Academic Subject Areas of Secondary Education
EDU 455	Assessment in Special Education
EDU 470	Methods of Teaching Adolescents with Special Needs

Student Teaching Requirements (12 credit hours)

EDU 471-475	Student Teaching in the Secondary and Special Education Academic Subject Areas
EDU 493	Professional Seminar in Secondary/Special Education

Teaching experience must be at two levels: lower and upper grades of grade range 7-12, with one placement in a special education setting.

## Developmental Disabilities

The Department of Middle Childhood and Adolescent Education has developed a new Bachelor of Arts (B.A.) degree program in developmental disabilities which is focused on preparing individuals who seek employment in agencies that provide services to individuals with developmental disabilities. This program is comprised of 124 credit hours of coursework that will focus on the delivery of services to individuals with disabilities within an agency setting. The program requires a culminating practicum within a partnering agency and a related seminar that includes training leading toward certification in Medicaid, Investigative Training, and SKIP.

Course Requirements

EDU 201	Developmental Disabilities: An Overview
EDU 202	Inclusive Recreation for Diverse Populations
EDU 236	Human Learning, Development and Motivation (Birth-age 21)
EDU 301	Family Life to Independent Living for Individuals with Disabilities
EDU 302	Secondary Transition in Special Education

EDU 333	Special Olympics Coaching and Games Management
Practicum Requirements	
EDU 488	Student Teaching in the Elementary/Inclusive Special Education Classroom
EDU 490	Professional Seminar in Secondary Education

## Courses

### EDU 201 — Developmental Disabilities: An Overview

This introductory course focuses on an overall introduction to individuals with developmental disabilities. Within a broad scope, topics cover historical factors and attitudes, specific developmental disabilities as life-long and manifesting themselves prior to age 22, causes, legislation, specialized services and supports, education, vocational training and life-span planning.

*three semester hours*

### EDU 202 — Inclusive Recreation for Diverse Populations

Everyone should enjoy the benefits of recreation. This course addresses the role that recreation and leisure play specifically in the lives of individuals with disabilities and also individuals from diverse populations that include genders, ages, cultures, ethnicities, races and religions.

*three semester hours*

### EDU 214 — Cultural and Multicultural Foundations of Education

This course examines the ways in which diverse disciplines (e.g., history, philosophy, psychology, sociology, multiculturalism, economics, ethics, law) act as the bases upon which Western educational practices are built. These interconnected foundations continuously shape school characteristics including curriculum, and pedagogy, classroom organization, technology and the expectations held of teachers, students, parents, administrators, and the community. Course experiences will involve prospective teachers in gaining knowledge with which to analyze the effects of these educational foundations on the school experience in the past and present. Prospective teachers will examine educational paradigms, theories, and practices that either strengthen and expand the democratic possibilities of schooling or maintain the current correspondence between educational success and students' socio-economic and cultural identities. Students will be required to participate in a 20-hour Learn and Serve field experience.

*three semester hours*

### EDU 215 — Current Issues in Education

Students and instructor will select for reading, discussion, and analysis, issues which have significant implications for education, present and future. Students as individuals and as a group will be expected to develop clear, cogent position statements on issues.

*three semester hours*

### EDU 228 — Multicultural Education

This course introduces the prospective teacher to the issues of respect, appreciation and celebration of diversity in the educational setting. It examines the myths and origins of prejudice and discrimination. Prospective teachers will explore student-responsive strategies (in a constructivist environment) to enhance learning for students with

cultural, ethnic, gender, racial, physical and mental differences. Field experiences in an urban setting is a requirement of this course.

*three semester hours*

### EDU 234 — Understanding the Adolescent

This course provides a comprehensive study of the development of children and adolescents. Theoretical stages of personality development, cognitive growth and moral development will be presented and applied to identifying student characteristics and understanding the individual child in a classroom situation. Students will be assigned field experience in school classrooms and other youth-related programs in addition to regularly scheduled class time at the university.

*three semester hours*

### EDU 236 — Human Learning, Development and Motivation (Birth-age 21) (SS)

The course is designed to introduce the prospective teacher to the theories of human learning, development, and motivation and the applications of these theories in the learning environment. Each of the developmental stages of early childhood, childhood, preadolescence and adolescence will be examined. Students will be required to participate in a 20-hour Learn and Serve field experience to experience the application of theories; observe the interaction of a child/adolescent within the school, family and peer systems; and reflect upon their learning through a case-study project.

*three semester hours*

### EDU 239 — Educating Students with Exceptional Needs

This course introduces prospective teachers to the characteristics and individual learning needs of students with physical, cognitive, linguistic and emotional/behavioral exceptionalities. The participants will explore historical foundations, legislation and policy, methodology, expectations curriculum, assessment, independence, transition services, inclusion, and current issues. Participants will explore family structure and the continuum of educational services available for students with various exceptionalities. Students will be required to participate in a 20-hour Learn and Serve special education field experience.

*three semester hours*

### EDU 271 — Foundations of Literacy Instruction

This course is designed to help prospective teachers develop the knowledge and skills to deliver literacy instruction effectively. Students will learn how to: (a) create a literate environment that wraps literacy around all areas of the curriculum, (b) implement Common Core and New York State Learning Standards following principles of effective instruction, (c) incorporate technology into instruction, (d) use a wide range of literature, including multicultural literature, across the curriculum, (e) cultivate partnerships with parents to encourage and enhance literacy development, and (f) use literacy assessments to make decisions about instruction for diverse learners. Students will be required to participate in a 20-hour Learn and Serve field experience.

*three semester hours*

### EDU 301 — Family Life to Independent Living for Individuals with Disabilities

This course addresses the challenges transition to adult life pose for individuals with mild to moderate disabilities. The goal of independent living will be explored through the integration and collaboration of various

resources including the individual, the family, the school, support systems and the community. Advocacy and self-determination will also be covered.  
*three semester hours*

**EDU 302 — Secondary Transition in Special Education**

This course provides in-depth understanding of the concepts related to the transition of young adults with exceptional learning needs, specifically, young adults with developmental disabilities. Issues, challenges, and practices involved in assisting them transition to a variety of options and participate to the fullest degree in society will be examined.

*three semester hours*

**EDU 333 — Special Olympics Coaching and Games Management (CD)**

This course is designed to orient potential coaches and sports/games management coordinators to the basic structures and concepts of Special Olympics. Sports-specific skills and strategies, coaching philosophy and planning, mentoring, safety and risk management, and sports management will be examined/applied within the Special Olympics model. The goal of the course is to develop students with competency in Special Olympics coaching and game/event management.

*three semester hours*

**EDU 376 — Language Arts B-6**

This course is designed to prepare prospective teachers for teaching the language arts (reading, writing, listening, speaking, viewing, and visually representing) in the early childhood/elementary classroom using an integrated approach. Prospective teachers will learn how to guide students through each stage of the reading and writing processes and how to incorporate technology. They will also utilize effective practices for literacy development to read, write, listen, and speak for information and understanding; for literary response and expression; for critical analysis and evaluation; and for social interaction. Emphasis is placed on making meaningful connections for students, building strong home-school connections, and using ongoing assessment of student progress to guide instruction. Students will be required to participate in a 20 hour Learn and Serve field experience.

*three semester hours*

**EDU 377 — Literacy Development in Secondary Curriculum**

This course provides prospective secondary teachers with strategies for integrating the language arts (listening, speaking, reading, writing, viewing visual works and constructing visual works) into specific content area instruction. Topics include techniques for teaching technical vocabulary; locating and selecting relevant sources; note taking from oral, print and electronic sources; organizing, writing, editing and revising papers; conforming to conventions of source citation and conventions of standard written English; writing informational and other types of essays; using content area learning logs; viewing graphics and art, and creating graphics and art related to content area concepts. Pre-service teachers will be required to participate in a required field experience.

*three semester hours*

**EDU 378 — Foundations of Bilingual Education and Teaching English to Speakers of Other Languages (TESOL)**

This course provides the basic theories, issues, and concepts related to teaching bilingual students in PreK-12 classrooms. Program models will be presented that employ bilingual education and integrated English as a Second Language (ESL) services as well as other models. Classroom strategies impacting student behavior and student learning are discussed. The course will address education for English language learners in terms of (1) historical, (2) theoretical, and (3) practice/methods used in schools. Emphasis is on the history of bilingual education; Federal legislation; Supreme and lower court decisions; state legislation; and other legal aspects.

*three semester hours*

**EDU 379 — Developing ESL Literacy through Multicultural Literature (CD)**

This course takes a global approach to the promotion of literacy. Focusing closely on juvenile and children's literature as well as on literature applicable to adolescents, the goal is to expose course participants, who are pre-service teachers to world literature. Within an in-depth global exploration of culture and values, students will glean inter-cultural awareness, stretching literacy beyond our national borders. Methods of teaching literacy — reading, writing, speaking, comprehending, and thinking — to English language learners will be infused in the course. Students will develop lessons, literature-teaching modules, and develop materials for the ESL classroom. Students will be required to participate in a 20-hour Learn and Serve field experience with ELL students.

*three semester hours*

**EDU 380 — Language and Linguistics in the English As a Second Language (ESL) Classroom**

This course presents current theories of second language acquisition and provides an overview of linguistic phenomena in phonology, morphology, syntax, semantics, and discourse analysis germane to the Second Language classroom. Language transfer, BICS vs. CALP, hypotheses of major theorist in the fields of Second Language Acquisition (SLA) and linguistics will be discussed. The course will review basic structures of English through the emphasis of how to teach pronunciation, vocabulary, and grammar/syntax. The course will allow students to apply theoretical models and scientific findings to classroom practice in grades PreK-12 through research and practice. A 30-hour Teaching Assistantship in an ELL classroom is completed as a component of this course.

*three semester hours*

**EDU 381 — Sociolinguistic Considerations for Educators of English Language Learners (H)**

After reviewing models of first and second language acquisition, this course will discuss sociolinguistic phenomena such as code switching, dialects and idiolects, language transfer, loan words, and appropriate discourse. Students will apply theoretical models to classroom practice.

*three semester hours*



**EDU 401 — Instructing Individuals with Developmental Disabilities**

This course prepares future teachers in the development, implementation, and evaluation of effective instructional practices for individuals with high support needs. Assessment measures, systematic instruction, evaluation of student learning, functional life skills including culturally competent education and support to families and individuals, and other life domains will be addressed.

*three semester hours*

**EDU 403 and 404 — Honors Thesis I and II**

This course allows for individual research of a substantive nature pursued in the student's major field of study. The research will conclude in a written thesis or an original project, and an oral defense.

*six semester hours*

**EDU 429 — STEM Curriculum and Methods in the Elementary Classroom**

With an emphasis on curriculum and methods, this course prepares teacher candidates to teach science, technology, engineering and mathematics (STEM) in the elementary school classroom, grades PreK-6. Special attention is given to inquiry-based teaching practices, project-based learning, high-level thinking, and real-world problem solving. Course content aligns with the Common Core State Standards for Mathematics and Next Generation Science Standards and with the Ontario Expectations.

*three semester hours*

**EDU 435 — Curricular Applications in Teaching English Language — ESL I**

This course emphasizes an historical overview of methods and approaches to teaching English as a Second Language. Approaches and strategies such as: the grammar-translation approach; the Silent Way; the Audio-lingual Method; Total Physical Response; Jazz Chants; the Natural Approach as well as Cooperative Learning; Multiple Intelligences and Whole Language. English language development (ELD) lesson and unit planning as well as the assessment of these are presented. The NYSED Standards for ESL and the NYSED ELA Standards Applied to ELL students will provide the basis for curriculum work in the course. The course will infuse technology and Computer Assisted Language Learning (CALL) in methodology. Students will apply material learned to curriculum units and develop instructional strategies that exemplify "best practices" in the field.

*three semester hours*

**EDU 438 — Content Area Methods for English As a Second Language Classroom — ESL II**

This course focuses on the teaching of content to English language learners. Participants in the course will deliver instruction and create instructional materials. Cognitive-Academic Language Learning Approaches (CALLA) and other content-area Specially Designed Academic Instruction in English (SDAIE) lessons will be covered. Assessment of learning in the second language content-area classroom will be emphasized. A 30-hour Teaching Assistantship in an ELL classroom is completed as a component of this course.

*three semester hours*

**EDU 450 — Early Childhood Philosophy and Practice**

This course is designed to provide the prospective teacher with a comprehensive study of early childhood educational philosophy, curriculum, and programming. Exemplary early childhood education and early intervention models will be examined from the perspective of the child and their families as the center of multiple, interrelated settings. The Teaching Assistantship field experience during this course will take place in a toddler or preschool educational setting.

*three semester hours*

**EDU 451 — Assessment of Learning (AS)**

This course serves as an introduction to the basic principles of measurement and evaluation (diagnostic, formative and summative), with emphasis upon appropriate assessment in accord with instructional objectives, more specifically the overall and specific expectations described in the Common Core and State Learning Standards. Consideration is given to the statistical principles of validity and reliability, and the variety, selection and use of standardized achievement and aptitude tests. The course includes the use and interpretation of test results, the construction and application of rubrics, and the implementation of authentic assessment. Methods of assessment appropriate to early childhood, elementary, middle, and secondary schools will be examined and the aspects of the edTPA related to assessment will be explored. Candidates will participate in a required program field experience.

*three semester hours*

**EDU 452 — Middle Childhood Philosophy and Practice**

This course is designed to provide preservice teachers with a comprehensive study of middle childhood educational philosophy, curriculum and programming. The course will focus on middle childhood development, learning, motivation and exceptionality. Exemplary middle childhood education models will be examined. The Teaching Assistantship field experience during this course will take place in a middle childhood educational setting.

*three semester hours*

**EDU 455 — Assessment in Special Education**

The intent of this course is to provide pre-service teachers with (1) knowledge of various assessment practices, and (2) skills in the assessment of learners with disabilities. The course focuses on the assessment of intelligence, reading, writing, mathematics, socialemotional behavior as well as the development of instructional objectives based on assessment data. For the completion of this course, students are required to participate in a field experience and work with school age children who have disabilities.

*three semester hours*

**EDU 460 — Methods of Teaching in Secondary Education**

This course is designed to provide pre-service teachers with the knowledge, skill, and experiences necessary to plan, deliver and assess effective standards-based and common core learning experiences for adolescents. Particular attention is focused on the following: the incorporation of technology and constructivist lessons in multicultural classrooms, application of the knowledge base on human learning to teaching situations, motivation and management strategies that are appropriate in a democratic society, the development of collaborative

skills in the public setting and cooperative learning techniques in the inclusive classroom, the development of various assessment methods, the development of reflective judgment as a means of professional growth, and the ability to tailor instruction to the diverse needs of adolescents. For the completion of this course, students are required to successfully complete a 30-hour Teaching Assistantship in local schools.

*three semester hours*

**EDU 461-466 — Special Methods of Teaching in the Academic\*  
Subject Areas of Secondary Education**

The following courses are to be taken concurrently with EDU 460 and EDU 451 providing the pre-service teacher with experiences that combine general teaching strategies with components of specific subject methods, assessment, and field experiences. Each course deals with the standards of its own particular academic content and the general issues of technology, grade-level curricular specificity, classroom management, multicultural content and the construction of tests and other assessments. For the completion of these courses, students are required to successfully complete a Teaching Assistantship in local schools.

**461 — Methods of Teaching English/Language Arts**

**462 — Methods of Teaching Foreign Language**

**463 — Methods of Teaching Mathematics**

**464 — Methods of Teaching Science**

**465 — Methods of Teaching Social Studies**

**466 — Methods of Business Education**

*three semester hours*

\* Individuals seeking to enroll into EDU 460 or EDU 461-466 must be in the adolescent middle childhood and or adolescent program or have permission from the Chairperson for the Department of Middle Childhood and Adolescent Education.

**EDU 467 — Methods of Teaching Elementary/  
Inclusive Social Studies and the Arts**

This course will provide candidates with an overview of curriculum development, planning, instruction, classroom management and assessment in the fields of social studies and the arts, of current issues in these fields, and of best practice strategies for teaching these content areas to young children. Participants will develop lesson plans aligned with the New York State Standards, Common Core and Ontario Curriculum Expectations using a variety of teaching strategies to engage students of diverse backgrounds and needs. A 30-hour teaching assistantship is an integral part of this course.

*three semester hours*

**EDU 468 — Methods of Teaching Children with Special Needs**

The course provides the pre-service teacher with the opportunity to examine and experience how modifications to the elementary curriculum are made to meet the needs of students with cognitive and emotional/behavior challenges. Focus will be on the development of individualized education plan (IEP) and its implementation in the inclusive classroom. Pre-service teachers will develop their ability to create appropriate modifications through the use of a variety of teaching strategies including the use of technology and cooperative learning. Portfolio entries will reflect this added dimension to the prospective teachers' repertoire of lesson plans. A 30 hour Teaching Assistantship is an integral part of this course.

*three semester hours*

**EDU 470 — Methods of Teaching Adolescents with Special Needs**

This course is designed to prepare candidates to plan and implement educational methods and strategies for adolescents with disabilities. The course provides the pre-service teacher with the opportunity to examine and experience how modifications to the secondary curriculum are made to meet the needs of students with disabilities. Focus will be on the development of the individualized education plan (IEP) , its implementation, co-teaching, and collaboration. Developmental characteristics of adolescents, programs, methods, strategies, accommodations and assistive technology as well as special and unique problems of teenagers and young adults and transition requirements will be addressed. Candidates are required to successfully complete a Teaching Assistantship.

*three semester hours*

**EDU 471 — Student Teaching in Secondary and  
Special Education English**

This full-time field experience is designed to enable teacher candidates to develop competence in teaching middle and secondary school age students with and without disabilities in the English/language arts inclusive classroom. Teacher candidates are expected to demonstrate knowledge, skills and dispositions essential to effective teaching. Teacher candidates will develop their final showcase portfolio in conjunction with the professional seminar. Student teachers are supervised by an experienced cooperating teacher and the university supervisor.

*nine semester hours*

**EDU 472 — Student Teaching in Secondary and  
Special Education Foreign Languages**

This full-time field experience is designed to enable teacher candidates to develop competence in teaching middle and secondary school age students with and without disabilities in the foreign languages inclusive classroom. Teacher candidates are expected to demonstrate knowledge, skills and dispositions essential to effective teaching. Teacher candidates will develop their final showcase portfolio in conjunction with the professional seminar. Student teachers are supervised by an experienced cooperating teacher and the university supervisor.

*nine semester hours*

**EDU 473 — Student Teaching in Secondary and  
Special Education Mathematics**

This full-time field experience is designed to enable teacher candidates to develop competence in teaching secondary school-age students with and without disabilities in the mathematics inclusive classroom. Teacher candidates are expected to demonstrate knowledge, skills and dispositions essential to effective teaching. Teacher candidates will develop their final showcase portfolio in conjunction with the professional seminar. Student teachers are supervised by an experienced cooperating teacher and the university supervisor.

*nine semester hours*

**EDU 474 — Student Teaching in Secondary and Special Education Science**

This field experience is designed to enable teacher candidates to develop competence in teaching middle and secondary school-age students with and without disabilities in the science inclusive classroom. Teacher candidates are expected to demonstrate knowledge, skills and dispositions essential to effective teaching. Teacher candidates will develop their final showcase portfolio in conjunction with the professional seminar. Student teachers are supervised by an experienced cooperating teacher and the university supervisor.

*nine semester hours*

**EDU 475 — Student Teaching in Secondary and Special Education Social Studies**

This full-time field experience is designed to enable teacher candidates to develop competence in teaching middle and secondary school-age students with and without disabilities in the social studies inclusive classroom. Teacher candidates are expected to demonstrate knowledge, skills and dispositions essential to effective teaching. Teacher candidates will develop their final showcase portfolio in conjunction with the professional seminar. Student teachers are supervised by an experienced cooperating teacher and the university supervisor.

*nine semester hours*

**EDU 481 — Student Teaching of English Language Arts**

This full-time field experience is designed to allow teacher candidates the opportunity to develop competence in teaching English/language arts to students at the middle and secondary school level. Teacher candidates are expected to demonstrate knowledge, skills and dispositions essential to effective teaching. Teacher candidates will develop their final showcase portfolio in conjunction with the professional seminar. Student teachers are supervised by a qualified and experienced cooperating teacher and the university supervisor.

*nine semester hours*

**EDU 482 — Student Teaching of Foreign Languages**

This full-time field experience is designed to allow teacher candidates the opportunity to develop competence in teaching foreign languages to students at the middle and secondary school level. Teacher candidates are expected to demonstrate knowledge, skills, and dispositions essential to effective teaching. Teacher candidates will develop their final showcase portfolio in conjunction with the professional seminar. Student teachers are supervised by a qualified and experienced cooperating teacher and the university supervisor.

*nine semester hours*

**EDU 483 — Student Teaching of Mathematics**

This full-time field experience is designed to allow teacher candidates the opportunity to develop competence in teaching mathematics to students at the middle and secondary school level. Teacher candidates are expected to demonstrate knowledge, skills, and dispositions essential to effective teaching. Teacher candidates will develop their final showcase portfolio in conjunction with the professional seminar. Student teachers are supervised by a qualified and experienced cooperating teacher and the university supervisor.

*nine semester hours*

**EDU 484 — Student Teaching of Science**

This full-time field experience is designed to allow teacher candidates the opportunity to develop competence in teaching science to students at the middle and secondary school level. Teacher candidates are expected to demonstrate knowledge, skills, and dispositions essential to effective teaching. Teacher candidates will develop their final showcase portfolio in conjunction with the professional seminar. Student teachers are supervised by a qualified and experienced cooperating teacher and the university supervisor.

*nine semester hours*

**EDU 485 — Student Teaching of Social Studies**

This full-time field experience is designed to allow teacher candidates the opportunity to develop competence in teaching social studies to students at the middle and secondary school level. Teacher candidates are expected to demonstrate knowledge, skills, and dispositions essential to effective teaching. Teacher candidates will develop their final showcase portfolio in conjunction with the professional seminar. Student teachers are supervised by a qualified and experienced cooperating teacher and the university supervisor.

*nine semester hours*

**EDU 486 — Student Teaching in Business Education**

This full-time field experience is designed to allow teacher candidates the opportunity to develop competence in teaching business to students at the middle and secondary school level. Teacher candidates are expected to demonstrate knowledge, skills, and dispositions essential to effective teaching. Teacher candidates will develop their final showcase portfolio in conjunction with the professional seminar. Student teachers are supervised by an experienced cooperating teacher and the university supervisor.

*nine semester hours*

**EDU 487 — Student Teaching in the Elementary Classroom**

This full-time field experience is designed to enable teacher candidates to develop competence in teaching children of elementary school age. Teacher candidates are expected to demonstrate knowledge, skills, and dispositions essential to effective teaching consistent with the Common Core and State Learning Standards. Teacher candidates will develop their final showcase portfolio throughout the semester in conjunction with the professional seminar. Student teachers are supervised by an experienced cooperating teacher and the university supervisor.

*nine semester hours*

**EDU 488 — Student Teaching in the Elementary/  
Inclusive Special Education Classroom**

This full-time field experience is designed to enable teacher candidates to develop competence in teaching children of elementary school age in the inclusive classroom. Teacher candidates are expected to demonstrate knowledge, skills, and dispositions essential to effective teaching consistent with the Common Core and State Learning Standards. Teacher candidates will develop their final showcase portfolio throughout the semester in conjunction with the professional seminar. Student teachers are supervised by a qualified cooperating teacher and the university supervisor.

*nine semester hours*



**EDU 489 — Student Teaching in the English as a Second Language Classroom**

This full-time field experience is designed to allow teacher candidates the opportunity to develop competence in teaching English as a Second Language in grades PreK-12. Candidates are placed in an ESL/BE classroom or resource room at an appropriate grade level: a grade K-6 (elementary) setting and a grade 7-12 (secondary) setting. Teacher candidates are expected to demonstrate knowledge, skills and dispositions essential to effective teaching. Teacher candidates will develop their final showcase portfolio in conjunction with the professional seminar. Student teachers are supervised by a qualified and experienced cooperating teacher and the university supervisor.

*nine semester hours*

**EDU 490 — Professional Seminar in Secondary Education**

This course is designed to provide teacher candidates with knowledge, skills and dispositions of competencies essential to successful teaching. The seminar focuses upon the teacher candidate's professional role as a classroom practitioner in the middle and secondary classroom. In addition, responsibilities for classroom organization and management and the use of technology in the classroom are addressed. Further, creation of culturally relevant and gender equitable classrooms; attitudes toward teaching, learning, and assessment; knowledge of ethics and a basic understanding of school systems and community characteristics are considered.

*three semester hours*

**EDU 491 — Professional Seminar in Elementary Education**

This course is designed to provide teacher candidates with knowledge and understanding of those competencies that are essential to successful teaching. The seminar focuses upon the teacher candidate's professional role as a classroom practitioner in the elementary classroom. In addition, responsibilities for classroom organization and management and the use of technology in the classroom are addressed. Further, creation of multiculturally sensitive and gender equitable classrooms; attitudes toward teaching, learning, and assessment; knowledge of ethics and a basic understanding of school systems and community characteristics are considered.

*three semester hours*

**EDU 492 — Professional Seminar in Elementary/ Special Education**

This course is designed to provide teacher candidates with knowledge and understanding of those competencies that are essential to successful teaching. The seminar focuses upon the teacher candidate's professional role as a classroom practitioner in the elementary/inclusion classroom. In addition, responsibilities for classroom organization and management and the use of technology in the classroom are addressed. Further, creation of multiculturally sensitive and gender equitable classrooms; attitudes toward teaching, learning, and assessment; knowledge of ethics and a basic understanding of school systems and community characteristics are considered.

*three semester hours*

**EDU 493 — Professional Seminar in Secondary/ Special Education**

This course is designed to provide teacher candidates with knowledge, skills and dispositions of competencies essential to successful teaching. The seminar focuses upon the teacher candidate's professional role as a classroom practitioner in the inclusion classroom. In addition, responsibilities for classroom organization and management and the use of technology in the classroom are addressed. Further, creation of culturally relevant and gender equitable classrooms; attitudes toward teaching, learning, and assessment; knowledge of ethics and a basic understanding of school systems and community characteristics are considered.

*three semester hours*

**EDU 494 — Professional Seminar in Teaching English to Speakers of Other Languages**

This course is designed to provide teacher candidates with knowledge, skills and dispositions of competencies essential to successful teaching. The seminar focuses upon the teacher candidate's professional role as an ESL classroom practitioner in the middle and secondary classroom. In addition, responsibilities for classroom organization and management and the use of technology in the classroom are addressed. Further, creation of culturally relevant and gender equitable classrooms; attitudes toward teaching, learning, and assessment; knowledge of ethics and a basic understanding of school systems and community characteristics are considered.

*three semester hours*



# College of Hospitality and Tourism Management

## Hotel and Restaurant Management Concentrations

- Hotel Planning, Development and Operations
- Food and Beverage Management
- Luxury Hospitality Operations

## Tourism and Recreation Management Concentrations

- Tourism Destination Management
- Event and Meeting Management

## Sport Management Concentrations

- Sport Operations
- Revenue Management

Gary D. Praetzel, Ph.D., Dean

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Founding Member Leading Hotel Schools of the World

On Feb. 8, 2001, the Institute of Travel, Hotel and Restaurant Administration became the fourth college of Niagara University now known as the College of Hospitality and Tourism Management. At this time, the college was one of five colleges of hospitality and tourism in the country. There are approximately 200 baccalaureate programs nationwide in hospitality and tourism. This change in status is consistent with this program being a leading national and international program in hospitality and tourism.

The applications-oriented College of Hospitality and Tourism Management is a nationally ranked program; a founding member of The Leading Hotel Schools of the World along with the Hotel School The Hague in Holland and the 440 luxury hotels comprising The Leading Hotels of the world; offered the world's first bachelor's degree in tourism; was the seventh in hospitality and tourism program accredited in the country; is a recipient of the Institutional Achievement Award of the International Society of Travel and Tourism Educators; is the only hospitality and tourism program in the country publishing an industry-orientated trade journal (The Rooms Chronicle); offers innovative programming such as a work abroad program in luxury hotels in Lake Como, Italy, a cultural immersion program in Peru, a dual degree program in Germany and a Carnival Cruise Lines course; and requires its students to achieve 800 hours of approved industry experience to graduate.

## Mission Statement

The College of Hospitality and Tourism Management, in Niagara University's liberal arts tradition of broadly educating students for a global environment, instills character and values required for responsible decision-making in personal and professional activities. The liberal arts core develops skills in communications, critical thinking, ethics, interpersonal relationships, leadership, and technology that are applied in the professional courses of the college leading to bachelor of science degrees in hotel and restaurant management, tourism and recreation management and sport management.

The college is dedicated to providing a current and high-quality education in preparing students for careers in the world's interdependent lodging, foodservice, tourism and sport/recreation industries. The professional curriculum and co curricular activities of the college support this objective by integrating technology, leadership and practical experiences within a global industry context. The college, demonstrating its curricular leadership, recently revamped its curriculum to allow students to better customize their degree program through focus choices.

All students encounter practical learning opportunities through required industry experiences, broad co-op opportunities, and course work that integrates theory with practice. The college, striving to achieve true internationalization of the curriculum, has been a national leader in study abroad for decades, now featuring its unique work abroad/student exchange program with Lake Como, Italy, a cultural immersion/student exchange program in Peru, and a dual degree program in Germany. These programs were made possible through Leading Hotel Schools of the World, an association of 11 leading hospitality and tourism programs worldwide. We offer innovative video-conferencing courses that connect our classrooms with classrooms abroad with many of our partner schools in The Leading Hotel Schools of the World.

The students are the first priority of the college, guiding all our actions. Teaching is our primary focus, and faculty enriches the learning experience through professional and scholarly activities. We engage our students in career planning activities, enhance students' marketability, and strive to maintain a 100 percent student placement rate.

## Goal — Practical Applications

The College of Hospitality and Tourism Management of Niagara University, established in 1968 as the first program in the world offering a bachelor's degree in tourism, provides a curricular and learning environment that gives students a variety of experiences and skills necessary to assume leadership positions in today's fast-changing hospitality, tourism and sport industries. Taking advantage of the university's location near one of the world's major tourism and hospitality centers, the college offers B.S. degrees in hotel and restaurant management and tourism and recreation management. Our region is a center for professional and amateur sports, providing excellent experiences for sport management students. The curriculum provides a comprehensive body of knowledge about the hotel, restaurant, recreation, sport and tourism industries, preparing students for the rich variety of job opportunities offered by the world's single largest industry.

The college's primary mission is to prepare students for successful careers by creating a physical and intellectual environment in which they have the opportunity to grow, are challenged to realize their full potential, and are guided by faculty mentors with insight and understanding as they prepare for their careers. Our placement rate consistently approximates 100 percent with over 90 percent of our graduates working in their major. The college strives to improve placement opportunities available to its students through the annual College of Hospitality and Tourism Management Career Fair.

Contributing toward the goal of a quality applications-oriented program are the college's broadly educated and industry experienced faculty members, each of whom is firmly grounded in his or her own discipline yet sensitive to the importance of other fields. The college seeks out opportunities to partner with local, regional, national, and international entities to whatever extent may be feasible. The college sponsors professional conferences, provides seminars for the industry, assists local industries through classroom projects, has its own career fair, has an active alumni association with a mentorship program, and offers major based cultural immersion opportunities abroad.

The college's programs provide courses and industry experiences that prepare students for productive roles in their chosen careers. All students must complete an 800-hour industry experience requirement. Students gain experiences nationally and internationally from the best employers in the hospitality, tourism, and sport industries through the college's worldwide network of industry partners.

In fall 2002, College of Hospitality and Tourism Management Students developed a Code of Professionalism to guide their own professional behavior within the college and in terms of their association with the professional community. The students recognized four cornerstones to professionalism for the benefit and progress of both the students and the college, today and in the future.

Central to the college's mission is the desire to create an environment that encourages critical thinking. Toward this end, the college offers a broadly based, integrated program comprised of a broad range of courses in the student's major, the liberal arts, sciences, and business. The college seizes opportunities to help students increase their interest in intellectual matters, issues of economic and social justice, and in learning as a lifelong pursuit. Moreover, the college encourages its students to develop powers of reasoning and judgment and, in accordance with the mission of Niagara University, seeks to instill in its students a deep concern for the rights and dignity of the human person.

## **Degree Programs**

### **B.S. degree, Hotel and Restaurant Management**

Concentrations in:

- Hotel Planning, Development and Operations
- Food and Beverage Management
- Luxury Hospitality Operations

### **B.S. degree, Sport Management**

Concentrations in:

- Sport Operations
- Revenue Management

### **B.S. degree, Tourism and Recreation Management**

Concentrations in:

- Tourism Destination Management
- Event and Meeting Management

The College of Hospitality and Tourism Management provides students with coursework in all aspects of the industry: hotel, foodservice, recreation, sport and tourism — all held together by customer service.

Students are provided the broadest possible educational experience within a current technological and global environment.

The curriculum is evenly divided between professional courses and the liberal arts. The liberal arts component of the curriculum provides a broad educational experience developing ethical thinking, critical thinking, interpersonal, and communication skills. These skills are essential for a successful career in any industry.

## **Accreditation**

### **Accreditation body**

Accreditation Commission for Programs  
in Hospitality Administration (ACPHA)  
203 South Morris Street  
P.O. Box 278  
Oxford, MD 21654  
Telephone 410.226.5527

Date Niagara University accredited: February 1993; continuing accreditation granted in July 2000 and March 2007. Niagara University was the 7th program accredited in the country.

## **B.S. — Hotel and Restaurant Management**

Concentrations:

- Hotel Planning, Development and Operations
- Food and Beverage Management
- Luxury Hospitality Operations

## **Program Statement**

The Hotel and Restaurant Management degree program prepares students for management careers in the global hospitality industry. The curriculum is based on a dynamic global business core developed with a specialized emphasis on the unique technological, managerial, and analytical requirements of managers and executives in the worldwide hotel and restaurant industries.





Hotel and restaurant industry recruiters stress the need for graduates to possess both theoretical and practical skills and real-world experiences. Accordingly, the hotel and restaurant management curriculum specifically addresses the delicate balance between these two critical areas of learning. Many courses offer a practical component. Case studies are utilized throughout the curriculum, as global and technology-based projects. The hotel/restaurant core are courses challenge students to master today's hospitality management competencies, including strategic management, finance and accounting, marketing, human resources, technology, and leadership. The program encourages further specialization and customization through selection of a concentration and focus.

Integrated throughout the curriculum is an emphasis on globalization, leadership, and technological advances in hotels and restaurants. Majors are also free to choose from a variety of elective courses, or can select a second concentration.

Upon completion of the B.S. degree in hotel and restaurant management, the student is prepared with competencies to be successful in a number of hospitality careers: general managers, marketing and sales, front desk, human resources, club management, spa management, restaurant management, dining room management, casino and resort management, catering management, convention services management, inflight catering, and business ownership, just to name a few. Upon graduation, students may also pursue graduate studies.

## B.S. — Hotel and Restaurant Management

		Units
General Education Requirement	(60 credit hours)	20
* All Niagara University students entering as freshmen are required to take the one credit Niagara University Beginning seminar course (NUB 102) in addition to the 20 general education requirements.		
See General Education		
Foundation Courses		9
Distribution Courses		11
MAT 201	Business Statistics	1
CIS 232	Microcomputer Apps. for Business	1
	Analytical skills	1
	Natural science	1
ECO 100	Intro to Economics	1
	Humanities	1
	Cultural diversity	1
	Electives in any disciplines in the arts and sciences	4
Major Requirement	(63 credit hours)	21
College Core		7
HRT 100	Intro to Hotel/Restaurent and Recreational/Tourism Industries	
HRT 140	Management and Leadership	
HRT 201	Accounting Principles I	
HRT 202	Accounting Principles II	
HRT 244	Hotel and Tourism Law**	
HRT 253	Human Resource Management	
HRT 496	Senior Seminar*	

\* 800 Hr. Practicum requirement must be satisfied prior to registering for HRT 496

\*\*Sport Management students substitute SPM 244, Recreation and Sports Law for HRT 244.

Hotel Restaurant Management Core (MHR)	5
MHR 241	Foodservice Operations
MHR 341	Food Preparation Principles
MHR 346	Marketing of Hotels and Restaurants
MHR 347	Managing Complex Hotel Systems
MHR 435	Strategic Management in Hotels and Restaurants
Concentration Courses (select one)	5
Hotel Restaurant Planning Development and Operations Concentration	
MHR 351	Finance and Capital Budgeting
MHR 352	Managerial Accounting for Hotels and Restaurants
MHR 420	Analytical Methods of Planning for Hotels and Restaurants
(Select one Focus)	
Focus One — Operational Planning and Control	
MHR 388	Food and Beverage Cost Control
MHR 438	Luxury Hotel Marketing and Sales
or	
Focus Two — Property Development	
MHR 397	Hotel Planning and Design
MHR 487	Hotel Development Project
Food and Beverage Management Concentration	
MHR 343	Menu Planning and Commercial Food Production
MHR 359	Foodservice Layout and Design
MHR 388	Food and Beverage Cost Control
(Select one Focus)	
Focus One — Entrepreneurship	
MHR 474	Restaurant Venture Planning
MHR 484	Restaurant Entrepreneur Project
or	
Focus Two — Food and Beverage Operations Management	
MHR 461	Cuisine, Wine and Culture
MHR 398	Food Service Purchasing
Luxury Hospitality Operations Concentration	
MHR 438	Luxury Hotel Marketing and Sales
MHR 461	Cuisine, Wine and Culture
(Select one Focus)	
Focus One — Resort and Spa Management	
MHR 365	Spa Operations
MHR 445	Advanced Hotel Operations
MHR 455	Luxury Resort Management
or	
Focus Two — Club Management	
MHR 409	Club Management
MHR 388	Food and Beverage Cost Control
MHR 351	Finance and Capital Budgeting
Elective Courses	4
Any concentration course outside your concentration, study-abroad and these courses:	
HRT 330	Cultural Geography
HRT 355	Resort, Club and Casino Management
HRT 401 and 402	Honors Thesis I and II
HRT 419	Seminar on NYS Tourism
HRT 451 and 452	Disney Internship
HRT 493	Hospitality Co-Op
HRT 499	Independent Research
MHR 441	Special Topics in HRM

SPM 335	Issues in Sports
SPM 441	Special Topics in Sports
TRM 370	Attractions and Events Management
TRM 441	Special Topics in TRM

Total course units (123 credit hours) 41

## B.S. — Tourism and Recreation Management

Concentrations:

- Tourism Destination Management
- Event and Meeting Management

### Program Statement

The Tourism and Recreation Management (TRM) degree program prepares students for management careers in the expanding field of tourism and recreation. In addition to the core courses in tourism and recreation, the curriculum is based on rigorous business management courses developed with specialized emphasis on the unique technological, managerial, and leadership requirements of managers and executives in the global Tourism and Recreation industries.

Future employment opportunities center on the credentials of our graduates to possess both theoretical and practical skills and experiences. Many courses offer a practical component. Upon successful completion of the program the student will have acquired both an applied and theoretical understanding of the Tourism and Recreation profession through the successful completion of a core curriculum, a specialization within the field, and career-oriented practical experiences.

Students will be able to meet the challenges of this rapidly changing industry in which leadership, information technology, multiculturalism, and internationalization play important roles in management. TRM majors are also encouraged to choose from a variety of elective courses, study abroad or select a second concentration.

This cutting edge degree program is designed to provide students with a readiness and competency for employment in the worldwide tourism and recreation industry in such diverse settings as community recreation facilities, theme parks, fitness facilities, tour operations, cultural and natural attractions, events and festivals, transportation industries like airlines and cruise lines, sports and entertainment venues, tourism promotion agencies, convention and meeting services, historic preservation districts, and retirement communities. Upon graduation, students may also pursue graduate studies.

### Concentration Descriptions

#### Tourism Destination Management

A destination's ability to attract leisure travelers and conventions, meetings and group business impacts enormously on its vitality and economic well-being. This concentration helps future tourism professionals appraise a destination's core tourism product, market for tourism, and provide pertinent services for visitors. Courses in the program cover research, planning, marketing and sales, as well as operational functions. Special attention will be paid to emerging product development opportunities arising from changing demographics and

political/economic realities. The program stresses competencies in e-commerce applications, internet marketing, and web design capabilities. Techniques of identifying and soliciting a variety of target market, planning sales presentations; and assessing economic impact of the tourism and convention activity, along with the role of convention bureaus as a catalyst to regional economic development will be discussed.

#### Event and Meeting Management

Events have enormous economic and promotional value for communities and destinations. With increasing growth and corporate involvement, events are emerging as a new growth industry, capable of generating economic benefits and employment. This concentration emphasizes the planning, operational, and financial management aspect of all pertinent functions of managing successful events, meetings, and conferences. Events constitute a very powerful component of the tourism system; they are the cause of travel, and as such, make up the energizing unit of a successful tourism system. Courses within the program underscore that events and conferences need to be managed entities. Students will be introduced to principles of entrepreneurship, design considerations, visitor management, guest services, financial management, resource and supply interpretation, and marketing and promotion. The program also covers relationships with volunteers, the media, and sponsors. Special emphasis will also be placed on public/private event planning partnerships between the public, nonprofit, and business sectors. Courses will also explore the benefit of creating "cause related" events. The courses in this program will assure that students have the tools to function successfully as an event and meeting planner.

## B.S. — Tourism/Recreation Management

	Units
General Education Requirement	(60 credit hours) 20
* All Niagara University students entering as freshmen are required to take the one credit Niagara University Beginning seminar course (NUB 102) in addition to the 20 general education requirements.	
Same as hotel and restaurant management major	



Major Requirement	(63 credit hours)	21
College Core	7	
Same as hotel and restaurant management major		
Tourism and Recreation Management Core (TRM)	5	
TRM 258	Contemporary Leisure and Recreation Concepts	
TRM 360	Tourism Information Technology	
TRM 380	International Tourism and Recreation Geography	
TRM 487	Marketing of Tourism and Recreation	
TRM 490	Recreation and Tourism Economics	
Concentration Courses (select one)	5	
Tourism Destination Management Concentration		
TRM 399	Planning and Development of Tourism Ventures	
TRM 485	Internet Marketing of Tourism Services	
TRM 495	Managing Destination Marketing Organizations	
(Select one Focus)		
Focus One — Marketing		
TRM 340	Special Interest Tourism Marketing	
TRM 315	Website Design and Optimization	
or		
Focus Two — Management		
TRM 370	Attractions and Event Management	
TRM 290	Tourism Transportation Operations	
Event and Meeting Management Concentration		
TRM 370	Attractions and Events Management	
TRM 485	Internet Marketing of Tourism Services	
TRM 390	Productions, Design for Events and Meetings	
(Select one Focus)		
Focus One — Marketing		
TRM 340	Special Interest Marketing	
TRM 315	Website Design and Optimization	
or		
Focus Two — Management		
TRM 370	Attractions and Events Management	
TRM 290	Tourism Transportation Operations	
Elective Courses	4	
Any concentration course outside your concentration, study-abroad and these courses:		
HRT 330	Cultural Geography	
HRT 355	Resort, Club and Casino Management	
HRT 401 and 402	Honors Thesis I and II	
HRT 419	Seminar on NYS Tourism	
HRT 451 and 452	Disney Internship	
HRT 493	Hospitality Co-Op	
HRT 499	Independent Research	
MHR 441	Special Topics in HRM	
SPM 335	Issues in Sports	
SPM 441	Special Topics in Sports	
TRM 370	Attractions and Events Management	
TRM 441	Special Topics in TRM	
Total course units	(123 credit hours)	41

## B.S. — Sport Management

Concentrations:

Sport Operations

Revenue Management

### Program Statement

The sport management degree program prepares students for management careers in the increasingly competitive sport and recreation industry. While the core courses in sport management provide students with a sound understanding of the sport industry, the curriculum includes a broad-based business management core with specialized emphasis on the unique technological, managerial and leadership skills required of managers and executives in the sport industry. To assure access to career opportunities in the field of sport, our graduates must possess both theoretical and practical skill and experience. Many courses offer a significant practical component. The program is intended for students aspiring to leadership positions in the fast growing field of sport management. Integrated throughout the curriculum is an emphasis on practical applications, globalization, leadership, and technological advances in sport management. Upon successful completion of the program, students will have achieved both an applied and theoretical understanding of the sport management profession through a business-based core curriculum, a concentration of specialized sport management courses and required, career-oriented practical experiences. Students will be prepared to meet the challenges of this rapidly expanding industry in which leadership, technology, governance and social policy play important roles in effective management. To further enhance this preparation, students in the major are encouraged to select from a broad variety of elective courses, study abroad, or pursue a second specialized concentration. Upon completion of the B.S. degree in sport management, graduates will possess the competencies for employment in management positions in a broad range of sport settings such as parks and recreation programs, interscholastic and intercollegiate athletics programs, not-for-profit sport organizations, professional sport franchises, stadiums, arenas, recreational facilities, golf and country clubs, resorts, and spas and fitness centers. Upon graduation, students may also elect to pursue graduate study. The program aims to provide training in applying specific knowledge and to develop designated skills. These objectives are further detailed in individual course outlines.

## B.S. — Tourism/Recreation Management

	Units
General Education Requirement	(60 credit hours) 20
* All Niagara University students entering as freshmen are required to take the one credit Niagara University Beginning seminar course (NUB 102) in addition to the 20 general education requirements.	
Same as hotel and restaurant management major	

Major Requirement	(63 credit hours)	21
College Core	7	
Same as hotel and restaurant management major — except that SPM 244 Recreation and Sport Law substitutes for HRT 244 Hotel and Tourism Law		



Sport Management Core	5
SPM 275	Sport Management
SPM 360	Sport Communication and Technology
SPM 380	Sport Policy and Governance
SPM 432	Financial Aspects of Sport
SPM 495	Organizational Behavior in Sport
Concentration Courses (select one)	5
Sport Operations Concentration	
SPM 335	Issues in Sport
SPM 455	Sport Marketing and Promotion
SPM 473	Sport Facility Management
(Select one Focus)	
Focus One — Program Management	
SPM 488	Negotiation and Dispute Resolution
SPM 395	Recreation and Sport Programming
or	
Focus Two — Event Management	
SPM 462	Strategic Fundraising and Revenue Management
TRM/SPM 497	Applied Tourism, Sport and Event Management
Revenue Management Concentration	
SPM 473	Sport Facility Management
SPM 455	Sport Marketing and Promotions
SPM 460	Sport Sales and Licensing
(Select one Focus)	
Focus One — Concessions Management	
MHR 241	Food Service Management
MHR 388	Food and Beverage Cost Control
or	
Focus Two — External Relations	
SPM 488	Negotiation and Dispute Resolution
SPM 462	Strategic Fundraising and Revenue Management



Elective Courses	4
Any concentration course outside your concentration, study-abroad and these courses:	
HRT 330	Cultural Geography
HRT 355	Resort, Club and Casino Management
HRT 401 and 402	Honors Thesis I and II
HRT 419	Seminar on NYS Tourism
HRT 451 and 452	Disney Internship
HRT 493	Hospitality Co-Op
HRT 499	Independent Research
MHR 441	Special Topics in HRM
SPM 335	Issues in Sports
SPM 441	Special Topics in Sports
TRM 370	Attractions and Events Management
TRM 441	Special Topics in TRM

Total course units (123 credit hours) 41

## Minors

### Hotel Management

HRT 100	Intro to Hotel/Restaurant and Recreation/Tourism Industries
	Foodservice Operations
	Food Preparation Principles
	Marketing of Hotels and Restaurants
	Managing Complex Hotel Systems
	Advanced Hotel Operations

### Restaurant Management

MHR 241	Foodservice Operations
MHR 341	Food Preparation Principles
MHR 343	Menu Planning and Commercial Food Production
MHR 359	Foodservice Layout and Design
MHR 388	Food and Beverage Cost Control

### Tourism Management

HRT 100	Intro to Hotel/Restaurant and Recreation/Tourism Industries
	Contemporary Leisure and Recreation Concepts
	International Tourism and Recreation Geography
	Internet Marketing of Tourism Services
	Marketing of Tourism and Recreation

### Sport Management

SPM 244	Recreation and Sports Law
SPM 275	Sport Management
SPM 380	Sport Policy and Governance
SPM 455	Sport Marketing and Promotion
SPM 473	Sport Facility Management

Plus either:

SPM 335	Issues in Sport
or	
SPM 460	Sport Sales and Licensing

## Courses

- Indicates courses which cannot be challenged

### HRT 100 — Introduction to the Hotel/Restaurant and Recreation/Tourism Industries (SS)

This course introduces students to the history, function, and structure of the travel, hotel, restaurant, and recreation and sport industries. Students will be introduced to the structure of industry components, and current issues and opportunities will be analyzed utilizing industry speakers. In addition, the course will also explore career opportunities.

*three semester hours*

### HRT 140 — Management and Leadership

*Prerequisite HRT 100*

This course is designed to provide basic information about management and leadership techniques in the hospitality, tourism and sport management industries. It includes a comprehensive survey of a wide variety of topics relevant to effective management and leadership styles. The course is primarily oriented to managing as a form of human behavior that occurs in an organizational setting. Specific industry applications are addressed.

*three semester hours*

### HRT 201 — Accounting Principles I

This course provides a basic understanding of accounting concepts and procedures. Topics include accounting as an information system, financial reporting and analysis, measuring and reporting the operating cycles, measuring and reporting long-term assets and long-term financing. All topics are applied to the hospitality, tourism and sport management industries.

*three semester hours*

### HRT 202 — Accounting Principles II

*Prerequisite HRT 201*

This course is the second part of an introductory course intended to provide a basic understanding of accounting concepts and procedures. Topics include reporting income, stockholders' equity and cash flows, fundamentals of management accounting decision-making and analysis of accounting information.

*three semester hours*

### HRT 244 — Hotel and Tourism Law

Reviews the legal aspects and responsibilities involved in selling hotel, restaurant and travel services. Course will include the legal aspects of the seller-buyer relationship and possible liabilities. Case histories, court decisions and legal precedents and their resultant impacts on the industry will be analyzed.

*three semester hours*

### HRT 253 — Human Resource Management

*Prerequisite HRT 140*

Scope includes organization and human resource needs particular to the hospitality, tourism, and sport management industries. Examines human resource management from a practical point of view as it relates to the needs of all levels of management. Topics include recruitment, selection, training, appraisal, wage theory, morale, motivation, labor laws, and labor relations.

*three semester hours*

### HRT 275 — Chinese Cuisine and Culture (CD)

This course discusses Chinese cuisine and its relationship with the Chinese culture. It starts with the long history of Chinese culture, including subcultures within the Chinese society and integrates Chinese food and cuisine as it reflects Chinese religion, philosophy, politics and economic life. This course will sample cuisine popular in modern China and its variations throughout the world.

*three semester hours*

### HRT 290 — Tour Industry Management

An introduction of group travel to the student of hospitality and travel/tourism. Basic concepts of the nature of group travel and group travel motivators are explained. The course then focuses on the tour industry, its fundamentals, how it serves various groups, and tour operations. Fundamentals of group travel marketing, operations, financial control, automation and small business management are introduced and explored. Group travel and tour industry systems as a part of the greater travel/tourism industry are central to the delivery of information in this course.

*three semester hours*

### HRT 330 — Cultural Geography

This course provides a systematic approach to compare cultures, cultural traits, and cultural impacts on levels of economic development. The course investigates the interactions of physical and cultural factors, and seeks to achieve an appreciation of the complex reasons for cultural diversity, cultural conflict, and differences in levels of economic development.

*three semester hours*

### •HRT 401 and 402 — Honors Thesis I and II (WI)

Individual research of a substantive nature is pursued within the student's major field of study. The research will conclude with a written thesis or an original project. An oral defense is addressed to a committee comprised of faculty and industry members.

*six semester hours*

### •HRT 451 and 452 — Disney Internship

*Prerequisite 2.5 GPA and college approval*

Students are given the opportunity to work for one semester (HRT 452) or one summer (HRT 451) at one of the great travel-tourism attractions in the world — Disney World in Florida. Students are trained and supervised by the staff at Disney World and must submit a paper to the faculty upon satisfactory completion of the program.

*six to fifteen semester hours*

### •HRT 493 — Hospitality Co-op

*Prerequisite college approval*

A cooperative education experience designed to integrate classroom theory and practical work experience, lend increased relevancy to learning and provide the student with a realistic exposure to career opportunities. Students apply for the faculty-approved position. Candidates are interviewed and selected by prospective employers. A written paper is required of each student and the employer completes a performance evaluation. Contract required. Hours worked will apply to 800 hour work requirement.

*three to nine semester hours (changed)*

**•HRT 496 — Senior Seminar**

*Prerequisite senior standing*

In this capstone course students discuss and analyze current trends and future industry concerns. Students explore issues of personal development in preparation for careers within the hospitality and tourism industries. The possible impacts of societal issues affecting the industry are discussed as students prepare to become the leaders of tomorrow. Students document the completion of 800 hours of industry experience. This course is considered the “writing intensive” course within the college. Seniors only.

*three semester hours*

**•HRT 499 — Independent Research**

*Prerequisite college approval*

This course is designed to facilitate the research needs of individual seniors whose academic records illustrate superior performance. Mutually agreeable research programs are conducted in a specific area of hospitality or tourism. The purpose is to expand the student's expertise and enhance the student's research skills. A written paper documents the results of the research. Contract required.

*three to twelve semester hours (changed)*

**MHR 241 — Foodservice Operations**

This course places special emphasis on the institutional aspects of food and beverage management in restaurants, cafeterias, hotels, motels and clubs. The knowledge necessary to succeed in an entry-level management position in the hospitality industry is presented. Subjects covered include: foodservice sanitation and procedures, tools and equipment, cooking principles, and quality standards. The student will understand production methods for various food types.

*three semester hours*

**MHR 341 — Food Preparation Principles**

*Prerequisite MHR 241*

A study of various foods, basic food preparation principles, cooking methods, food storage, equipment and sanitation. Includes both lab and classroom learning experiences. Classroom component investigates the nature and properties of various food types and the underlying processes that affect food preparation techniques. Lab components include hands on food preparation and experimentation. Requires the purchase of professional kitchen uniform and some supplies.

*four semester hours*

**MHR 343 — Menu Planning and Commercial Food Production**

*Prerequisites MHR 341 and MHR 388*

*(MHR 388 can be taken concurrently)*

Students develop the skills needed to plan, produce, and serve meals to customers in a commercial setting. These skills include menu planning, food procurement and production methods, customer service and marketing. The classroom portion of the course includes a discussion of the importance of menu development and examines how menu decisions affect all other operational decisions. The lab component culminates in the preparation of an actual meal.

*three semester hours*

**MHR 346 — Marketing of Hotels and Restaurants**

The marketing functions and the delivery systems for hospitality services are examined. Explores marketing as a total competitive effort of the firm. Includes human factors of the market, product and market analysis, competitive pricing and methods of approaching the market, with focus on positioning and selling the product. Case studies, interactive methods, and practical application will be used.

*three semester hours*

**MHR 347 — Managing Complex Hotel Systems**

Investigates the integrated functions of the front office, housekeeping and other departments, as well as considering their roles individually. Information flows within and between departments, demand forecasting, room pricing strategies, reservations control, front office accounting and other aspects of hotel operations are examined.

*three semester hours*

**MHR 351 — Finance and Capital Budgeting**

*Prerequisites HRT 201 and 202*

An examination of the manner in which firms attempt to increase shareholders' wealth through making the correct financial decisions. We will explore how the manner used to acquire capital as well the asset structure can affect the value of the hospitality firm. Methods of analysis are discussed, including cash budgeting, forecasting of revenue and expenses, and capital expenditure.

*three semester hours*

**MHR 359 — Foodservice Layout and Design**

The course presents how principles of layout and design can maximize efficiency in food/lodging operations. Relationships and standards of space allocation, work area standards for equipment, dining area and layouts of service areas are discussed. Also included are criteria for selection and costs involved in different forms of layout and design.

*three semester hours*

**MHR 365 — Spa Operations**

This course is an in-depth look at subjects ranging from the history and cultural development of spas to spa terminology and financial realities. It also examines today's spa industry, and introduces students to spa careers. In addition, it takes students through a typical day from a spa director's perspective, examines the qualities of an outstanding spa experience, and discusses industry trends and future directions. It provides a strong foundation of knowledge for success in the spa industry.

*three semester hours*

**MHR 388 — Food and Beverage Cost Control**

*Prerequisite HRT 201*

Food and beverage will be reviewed from both an accounting and a physical asset point of view. The flow of food and beverage from purchasing to storage and finally to issuing will be discussed. Inventory techniques and the analysis of appropriate financial ratios will be examined.

*three semester hours*



**MHR 397 — Hotel Planning and Design**

The course will explore the latest trends which must be considered in negotiating the complexity of designing competitive facilities and their services for highly sophisticated markets. Key design concerns ranging from financial to ergonomic will be explored. How hospitality design has evolved from supply driven to market driven will be presented.

*three semester hours*

**MHR 398 — Foodservice Purchasing**

*Prerequisite MHR 241*

The course will explore the analysis of policies, procedures, specifications, standards and methods of purchasing foodstuffs and nonfood supplies in the hospitality industry. The various classifications of foodservice commodities will also be examined and discussed.

*three semester hours*

**MHR 409 — Club Management**

*Prerequisite membership in Club Managers Association of America*

Investigates the general administrative procedures and management concepts in seasonal and year-round private clubs by focusing on their unique characteristics and the requirements of the leisure industry. Distinctive aspects such as member ownership and oversight, service excellence, limited market audience, and extensive food and beverage and recreation venues are discussed as operational considerations for managers.

*three semester hours*

**MHR 420 — Analytical Methods of Planning and Control**

*Prerequisites MAT 201 (or 102), CIS 232*

Operations research/management science is studied in order to provide students with the quantitative tools used in solving management problems in the hotel and foodservice industries. Extensive use of Excel spreadsheets will allow students to simulate real world quantitative analysis and find answers to common hospitality related problems.

*three semester hours*

**•MHR 435 — Strategic Management in Hotels and Restaurants**

*Prerequisite senior standing*

The course is designed to allow the student to apply his/her previous course work to the essential activities of strategic formulation and implementation. Emphasis will be placed on strategic considerations as a guide to successfully managing hospitality organizations. The students will be required to apply a strategic framework in order to successfully analyze a series of progressively more challenging industry related case-studies.

*three semester hours*

**MHR 438 — Luxury Hotel marketing and Sales**

*Prerequisite MHR 346*

A comprehensive understanding of the luxury hotel marketing and sales is developed through analyses of the market trends, issues and theories of consumer behavior. Contemporary hotel marketing practices will be presented. Marketing research techniques are introduced in order to demonstrate ways to acquire and retain targeted guests, with emphasis on guest relationship marketing.

*three semester hours*

**•MHR 441 — Special Topics in Hotel and Restaurant Management**

A course designed to address and solve a problem pertinent to the field of hotel and /or restaurant management. Group participation is stressed to define and investigate current issues.

*three semester hours*

**MHR 445 — Advanced Hotel Operations**

*Prerequisite MHR 347*

This is a senior-level course in advanced hotel operations, internal management and control systems, and service philosophy. It integrates management skills, departmental operations, hospitality law, technology applications, marketing knowledge, and managerial accounting proficiency as student teams manage a complex hotel system in a simulated competitive market environment.

*three semester hours*

**MHR 455 — Resort and Luxury Management**

*Prerequisite HRT 100*

Investigates the general administrative procedures in seasonal and year-round resorts and luxury properties by focusing on their unique characteristics and requirements of the luxury leisure market. Distinctive aspects such as seasonality, demand control, and consumer behavior are discussed as operational considerations for managers. The importance of effective facilities management and financial administration are stressed in this course.

*three semester hours*

**MHR 461 — Cuisine, Wine and Culture**

The population of the United States and its respective cuisines has always been a melting pot of countless ethnic, religious and regional groups. By understanding and appreciating these differences, the entrepreneur can successfully make decisions about the concept, format and products necessary to develop a “boutique” product that reflects a globally based knowledge of food and culture. This will serve to enhance the appeal of the product to those looking for something very different in food, beverage, and lodging.

*three semester hours*

**MHR 474 — Restaurant Venture Planning**

The course develops an understanding of the process of conceptualizing, planning, and financing a new, uniquely focused food and beverage operation. Upon completion of the course the student will understand the role that detailed restaurant plans play in the areas of concept development, location, capital procurement and business plan development.

*three semester hours*

**MHR 484 — Restaurant Entrepreneur Project**

*Prerequisite MHR 474*

A hands on, or “incubator” experience where students take the detailed plan generated in MHR 474 and continue to refine them with the objective of developing a fundable restaurant plan. Students will work with an industry practitioner under the supervision of faculty. Projects will be presented to a team of faculty and successful restaurant entrepreneurs for evaluation.

*three semester hours*

### **MHR 487 — Hotel Development Project**

*Prerequisite MHR 397*

Building upon the knowledge based accrued in MHR 397 — Hotel Planning and Design, this course will challenge the student to successfully conceptualize, and execute a plan which culminates in a fundable design plan for a hotel positioned within some segment of the hospitality industry.

*three semester hours*

### **SPM 244 — Recreation and Sport Law**

This course will provide a basic understanding of legal concepts as they apply to the recreation and sport business setting. While teaching legal concepts, time will be spent on the application of those concepts to the decision-making process of recreation and sport managers. The course will predominantly focus on the legal issues facing amateur recreation and sport organizations, programs and facilities. However, the major legal issues surrounding professional sports will be addressed.

*three semester hours*

### **SPM 275 — Sport Management**

This course will introduce issues concerning organizing and managing sport-related businesses. It will also provide the students with a comprehensive introduction to the body of knowledge that serves as the foundation for the study of management within sport and sport related organizations. The students will get a realistic view of current and future opportunities in sport-related organizations.

*three semester hours*

### **SPM 335 — Issues in Sport**

This course is designed to encourage the study of organized sport and its role in society today. It will examine the current issues and ethical dilemmas that the evolution of sport has created in our society. By studying these issues and their effects, the student will be able to not only apply their teachings to the managerial situations presented in sport and recreation settings but will enhance a wide variety of sport experiences for themselves and those around them.

*three semester hours*



### **SPM 360 — Sport Communication and Technology**

This course will provide a framework for understanding the connection between the informational and commercial sides of sport information management and technology. Students will study the roles of sport information specialists as they relate to the media, the sport organization and the public from both a journalistic and revenue generating perspective. Students will also examine the uses of technology from similar perspectives.

*three semester hours*

### **SPM 380 — Sport Policy and Governance**

*Prerequisite SPM 275*

This course will examine the various regulatory agencies that govern individual sport organizations and expose students to the management activities needed to operate effectively within those agencies. Students will learn how individual sport organizations fit into a greater industry and the power that lies within segments of the industry. The course is designed to integrate management theory with governance and policy development.

*three semester hours*

### **SPM 395 — Recreation and Sport Programming**

The course is designed to provide the student with an understanding of the practices and procedures involved in recreation and sports programs. The course will develop the concepts of planning, organization, human resources, risk management, supervision, promotion and event management. Students will develop an appreciation for the challenges in recreation and sport programming while learning the practices needed to be successful in this area.

*three semester hours*

### **SPM 432 — Financial Aspects of Sport**

*Prerequisites HRT 201 and 202*

This course will examine the financial aspects of the sport industry and provide the student with an understanding of sport finance and its role in sport management. Students will study the overall aspects of revenue generation, budget management and financing issues unique to sport organizations.

*three semester hours*

### **•SPM 441 — Special Topics in Sport Management**

A course designed to address and solve a problem pertinent to the field of sport management. Group participation is stressed to define and investigate current issues.

*-three semester hours*

### **SPM 455 — Sport Marketing and Promotions**

This course will examine the elements of the marketing mix from the sport perspective. An overview of the sport market, market research and segmentation, the unique nature of the sport product and pricing within sport will be emphasized. The theory of “place” in sport will be addressed through the role of promotions in the sport market and the role of public relations in the sport marketing mix.

*three semester hours*

**SPM 460 — Sport Sales and Licensing**

*Prerequisite SPM 355*

This course will analyze and produce skills essential to the revenue production and sales process commonly found in the sport business. There is a focus on renewing existing sport product customers. There will be group projects as well as a culminating clinical component applying direct application of the learned revenue production and sales tactics. There will be a focus on generating new sport product customers as this course seeks to build upon the sport business revenue production and sales competencies developed in other course work.

*three semester hours*

**SPM 462 — Strategic Fundraising and Revenue Management**

*Prerequisite SPM 355*

This course is a study of the concepts of sport fund-raising and is designed to provide a theoretical framework whereby sport and special event managers can develop and operate fundraising programs. Additionally, students will be afforded the opportunity to implement that theoretical framework through the development and operation of an actual fund-raising activity.

*three semester hours*

**SPM 473 — Sport Facility Management**

This course is designed to study the concepts involved in the effective management of sport facilities and the events held within them. It will examine the considerations involved in planning and managing facilities and the relationship of facility operations to those events. The differences in managing activity centers and public assembly facilities will be emphasized.

*three semester hours*

**SPM 488 — Negotiation and Dispute Resolution in Sport**

This course will focus on the resolution of conflict by way of negotiation. It will identify and differentiate the adjudicative and consensual forms of dispute resolution and their implementation. It is designed to teach the theory and practice of negotiation, mediation and conflict resolution by exposing students to both conceptual and behavioral forms applied in the sport setting.

*three semester hours*

**•SPM 495 — Organizational Behavior in Sport**

*Prerequisite senior standing*

Designed to be the capstone course for the sport management major, this course will examine the theory, behavior, and structure of sport organizations. An examination of the evolution of the power and political activities in sport organizations will take place. The concepts of leadership and management in the sport industry will be discussed in an effort to improve the effectiveness of the sport organizations on a personal, team, and organizational level.

*three semester hours*

**SPM 497 — Applied Tourism, Sport and Event Management**

*Prerequisite senior standing*

Practical, hands-on experience is invaluable for students in tourism, sport, and event management. This course provides students the opportunity to gain work experience by assuming direct responsibility for the successful completion of a specific tourism or sport industry project or

planned event. Students will work with a faculty member on the theory, discussion, and implementation of ideas. The course encourages students to actively plan, implement, manage, and evaluate all aspects of an event.

*three semester hours*

**TRM 258 — Contemporary Leisure and Recreation Concepts (SS)**

The course provides a diversified, contemporary picture of the role of leisure and recreation in American culture. Students will be introduced to leisure as: 1) an individual, personal experience, seen from a psychological and philosophical vantage point; 2) leisure as a social system, using sociological methods of analysis; and 3) leisure as an operational function of providing recreational facilities and programs. Topics will include the theoretical background of recreation behavior, the determinants of recreation behavior, an overview of recreation pursuits and settings, and a survey of the occupational opportunities in the field.

*three semester hours*

**TRM 290 — Tourism Transportation Operations**

This course introduces students to the concept of tour and transportation management. Fundamentals of group travel planning, marketing, operations, financial control, and client handling are introduced and explored. Activities related to transportation represent some of the most important human activities. Transportation represents the link between regions, especially between the market area and the tourist destination. As such, transportation represents one of the most important key factors for tourism development because every tourist experience implicitly implies movement of persons. The tourism and transportation segment of the course examines unique challenges faced by ground transport, marine transport, and air transport as it relates to modes, networks and flows.

*three semester hours*

**TRM 315 — Website design and Optimization**

This course will provide hands-on experiences on the latest website design technologies and theories as applied to the hospitality/tourism industry. Various website-authoring programs will be introduced and explored. It will also introduce students to the latest Website Optimization techniques to maximize for search engine rankings. Case studies are to be utilized to illustrate principles of website design and optimization.

*three semester hours*

**TRM 340 — Special Interest Tourism Marketing**

Increasingly, travel and tourism can be understood as a multifaceted activity made up of numerous industries and events. Numerous distinct activities have recently been recognized as promising vehicles for economic development for many communities across the country and around the world. They include cultural tourism, heritage tourism, adventure tourism, ecotourism, casino gaming, outdoor recreation, sports tourism, adventure tourism, shopping, and live entertainment ventures. This course will help to define and better understand each of these emerging niche tourism products. Students will learn how to inventory a destination's resources and attractions and creatively incorporate them into a comprehensive tourism promotion strategy. Students will learn how to best identify and interpret particular advantages and how to reach target markets.

*three semester hours*



**TRM 360 — Tourism Information Technology**

A comprehensive introduction to various aspects of tourism information technology, including hardware, software and management. The course will emphasize the global and technological integration of the tourism technologies. Students are expected to submit a major course project that demonstrates mastery of principles and solutions presented in the course using information retrieval and/or database software programs.

*three semester hours*

**TRM 370 — Attractions and Events Management**

This course emphasizes the planning, operational, and financial management aspect of directing all functions of managing a successful supply side attraction. The course underscores that attractions and events need to be developed and managed entities. Students will be introduced to principles of entrepreneurship, design considerations, visitor control and guest services, resource interpretation, and marketing and promotion. Special emphasis will also be placed on public/private event planning partnerships between the public, nonprofit, and business sectors.

*three semester hours*

**TRM 380 — International Tourism and Recreation Geography**

An introduction to world tourism destinations and markets, including an exploration of physical, cultural and geopolitical influences on the travel and tourism industry. International travel and world geography are linked in a fundamental way. By definition, geography focuses on space and places special emphasis on the location of destinations, characteristics of tourist markets, and the transportation infrastructure and hospitality superstructure found in major destinations. The course also introduces students to a social analysis of host/guest relationships and provides an opportunity to discuss the critical role tourism plays in international economics and politics.

*three semester hours*

**TRM 390 — Production and Design for Events and Meetings**

*Prerequisite junior standing*

The course provides an overview of the event, meeting, and convention industry and the various aspects and skills involved in planning and managing events, meetings and conventions. Emphasis is placed on entire sequence of events, from conception of first meeting plan through completion of a successful event. Special emphasis is placed on types of events and meetings, meeting markets, industry suppliers, budget and program planning, site selection and contract negotiations, registration and housing, food and beverage requirements, room set-up and audiovisuals requirements.

*three semester hours*

**TRM 399 — Tourism Planning and Destination Design**

*Prerequisite junior standing*

Tourism is a large and complex system of activities and industries. It has wide-ranging and deep positive and negative effects on people, economies, and the environment. The tourism industry is using planning to guide tourism to meet the public's consumer needs, coordinate programs, and encourage tourism's economic benefits while minimizing social and environmental problems. This course presents planning concepts and practices applied to tourism. We study the nature of the tourism system and the social, economic, and environmental impacts of tourism. Students will explore the planning process and its application to the tourism industry.

*three semester hours*

**•TRM 441 — Special Topics in Tourism and Recreation Management**

A course designed to address and solve a problem pertinent to the field of tourism and/or recreation. Group participation is stressed to define and investigate current issues.

*three semester hours*



#### **TRM 485 — Internet Marketing of Tourism Services**

The purpose of this course is to introduce students to this new medium of marketing communication, i.e. the Internet, and to examine how tourism businesses are using the medium as a means of marketing communication. Special attention will also be paid to the role of the Internet in global tourism economy.

*three semester hours*

#### **TRM 487 — Marketing of Recreation and Tourism**

To acquaint students with a practical application and theory of sales and marketing, including advertising and public relations strategies, as they relate to the tourism and recreation industries. The course covers the marketing mix, tourism product, recreation product, consumer behavior, communications and media uses and procedures for advertising and public relations campaigns.

*three semester hours*

#### **TRM 490 — Recreation and Tourism Economics**

*Prerequisite junior/senior standing*

This course explores the impacts of leisure and tourism on regional and national economics. Applications of economic analysis to recreation and tourism including estimation and prediction of demand and supply, forecasting tourism market trends, estimating and forecasting recreation and tourism use and demand, economic impacts of recreation and tourism, sources of capital provision, and application of conversion studies techniques.

*three semester hours*

#### **TRM 495 — Managing Destination Marketing Organizations**

Future travel professionals, hoteliers, restaurateurs, tour operators, airline employees and others will learn how conventions, meetings and group business will affect their careers. The course will cover both the marketing and sales and operations functions. The course presents and analyzes concepts necessary to successfully solicit and operate conventions and trade shows. Techniques of soliciting a variety of markets, planning presentations and assessing economic impact of bookings, along with the role of convention bureaus as a catalyst to regional economic development will be discussed.

*three semester hours*

#### **TRM 497 — Applied Tourism, Sport and Event Management**

*Prerequisite senior standing*

Practical, hands-on experience is invaluable for students in tourism, sport, and event management. This course provides students the opportunity to gain work experience by assuming direct responsibility for the successful completion of a specific tourism or sport industry project or planned event. Students will work with a faculty member on the theory, discussion, and implementation of ideas. The course encourages students to actively plan, implement, manage, and evaluate all aspects of an event.

*three semester hours*

# University and Departmental Honors Program

Michael Barnwell, Ph.D. (Philosophy), Director

barnwell@niagara.edu

www.niagara.edu/honors

The mission of the Niagara University Honors Program is to create and support a scholarly community of students who, in addition to earning high grades, possess the following unique characteristics:

- Have a passion for learning across a breadth of disciplines
- Enjoy the interchange of ideas and thoughts
- Are willing to take intellectual risks to satisfy their intellectual curiosity, and
- In addition to their broad interests, are motivated to undertake significant original research at their own initiative in their chosen major field of study.

The Honors Program provides curricular support to these students by offering smaller, “honors student only” sections of general education classes in which alternative pedagogies and close interaction between professors and students are encouraged. An honors-enhanced course in one’s major provides extra knowledge and experience helpful for preparing the student to carry out an ambitious research program. Finally, by means of a year-long honors thesis, the NU Honors Program participant conducts original research at his or her own initiative while working one-on-one with a member of NU’s faculty. At the end of this process, NU Honors Program participants will have not only added to the sum total of humanity’s knowledge, but will have distinguished themselves from their peers across the nation by having produced significant, original research projects that are more similar to those done in graduate school.

In addition to the honors curriculum, a robust extra-curricular calendar of events enables NU Honors Program participants not only to enjoy intellectually stimulating company but also to satisfy their thirst for knowledge about topics they might otherwise not encounter in the classroom. In the end, NU Honors Program participants graduate with the desire and tools to be lifelong learners with many interests while being fully equipped to excel in their own particular specialties.

The vice president for academic affairs and university honors director invite qualified students to apply to the university honors program. Graduating high school seniors must meet two of the following criteria in order to be invited to apply. (The invitations are typically mailed out in the early months of the spring semester.)

1. Cumulative high school average of at least 90 percent
2. Graduation in the top 10 percent of their high school graduating class
3. A combined SAT score (verbal and math) of at least 1200 or an ACT composite score of 27

Those transferring into NU as sophomores and rising NU sophomores with fewer than 64 credit hours must meet the



# Learn and Serve Niagara

following criterion in order to be invited to apply. (The invitations to apply are typically mailed out in the summer months.)

1. A grade point average of 3.5 (on a 4.0 scale)

Please note that an invitation to apply is not a guarantee of acceptance into the program. Acceptance is restricted to those applicants who demonstrate the qualities consistent with the above-stated mission of the honors program. Students accepted into the university honors program receive special recognition for their academic achievements, including an honors certificate at graduation from the vice president for academic affairs, honors notation on the student's transcript, and commencement recognition.

An honors student advisory board and a faculty advisory board advise the director in deciding upon curriculum offerings. In addition, they aid the director in planning special extra-curricular activities (e.g. lectures, book clubs, mixers, etc.). Members of the university honors program will be expected to participate in at least some of these extra-curricular activities. Please refer to the website for current activities and participation requirements.

University honors students entering as first-year students are required to take an honors section of either REL 101 or 103. In addition, they must take three more general education courses (for a total of four general education honors courses) and an honors-enhanced course in one's major. Those admitted to the program as sophomores must take at least two honors sections of general education courses and an honors enhanced course in one's major. The presentation, delivery and scope of content of these honors sections are tailored to the specific needs and talents of honors students. (More information can be found on our website.)

In addition, all university honors students take a six-credit, two-semester honors thesis course in their fourth year. Under the direction of a professor in their major department, students engage in substantive research of an approved topic of interest to the student and the professor. The honors thesis provides a unique experience to students in the honors program since it allows them to work one-on-one with a professor for an entire year. At the end of this thesis course, the NU honors student will have written a thesis that, in many cases, resembles those done at the graduate level. This unique experience is not generally available to many college undergraduates and may help the honors student distinguish himself or herself when applying to jobs or graduate school.

Students who have not participated in the university honors program and who qualify may be invited to participate in the departmental honors program at the close of their third year of studies. The invitation to participate will be sent from the student's departmental chair. The departmental honors program requires the six-credit, two-semester thesis course in the fourth year. Students who successfully complete this program will receive with their diploma a departmental honors certificate and commencement recognition.

Both university and departmental honors students embody the dedication to academic excellence and service that reflects well on their future graduate and professional studies. For more complete and further conformation, please consult the website or contact the program at 716.286.8202.

Fran Boltz, Director

[fboltz@niagara.edu](mailto:fboltz@niagara.edu)

[www.niagara.edu/learnservice](http://www.niagara.edu/learnservice)

As one of Niagara's core programs, Learn and Serve is firmly integrated with the university's mission of offering students real-world learning opportunities while simultaneously strengthening neighboring communities. The award-winning program brings the campus and community together in partnership to share resources, meet community needs and empower the change agents of tomorrow.

Students annually contribute more than 50,000 hours of community service in a variety of capacities that effectively marry theory and practice. Throughout their course of learning at Niagara, students will come to identify the skills, abilities and values they possess to serve as community advocates. They are challenged to assist the less fortunate through placement in professional situations, be it tutoring urban elementary school students, preparing income taxes for the elderly or conducting breast cancer research with professors. Course-related projects, research and reflection are trademarks of Learn and Serve.

The Learn and Serve program has helped Niagara University earn placement on the President's Higher Education Community Service Honor Roll every year since its inception in 2006. The honor roll is the highest federal recognition a school can achieve for its commitment to volunteering, service-learning and civic engagement.





# Niagara University Opportunity Program

Constance E. Mathews, Associate Director

NUOP seeks to make higher education possible for students who are both educationally and economically disadvantaged. This comprehensive program is designed for students who have potential for and interest in furthering education but would not ordinarily be admissible to Niagara under regular admissions standards. Students admitted to NUOP are provided with a full range of academic and financial support services to ensure that they have every opportunity to develop their potential and succeed at Niagara. These services include an intensive prefreshman summer program, developmental learning skills courses, tutoring, and counseling. Financial assistance is also provided.

NUOP is funded jointly by the university and the New York State Arthur O. Eve Higher Educational Opportunity Program (HEOP).

To be eligible for NUOP, a student must be:

1. A high school graduate or possess a state-approved equivalency diploma or its equivalent.
2. A resident of New York state according to the criteria promulgated by the Higher Education Services Corporation.
3. Both "economically disadvantaged and educationally under-prepared." To be considered economically disadvantaged, a student must meet the economic criteria established by the New York State Education Department based on the number of people in the student's household and income of the household. The economic eligibility table is available in the NUOP office and online on the NUOP link of the Office of Academic Support Web page. All income must be verified by 1040 tax forms or other appropriate documentation.

Reference to the eligibility table need not be made if the student falls into one of the following categories and documentation is provided:

1. The student or the student's family was a recipient of payment through a New York State County Department of Social Services at any time during the calendar year prior to the student's potential year of enrollment.
2. The student is living with foster parents who do not provide support for college, and no financial assistance is provided by the natural parents.
3. The student is a ward of the state or county.

## Application

A Niagara University completed admission form, with counselor's recommendation for Arthur O. Eve HEOP program, must be submitted to the admissions office. In addition to submitting a copy of the high school transcript or GED scores, NUOP students will be scheduled for testing and an interview. Additional information can be obtained by calling the NUOP office at 716.286.8068.

# Office of Academic Support

Diane E. Stoelting, M.S., Director  
[www.niagara.edu/oas](http://www.niagara.edu/oas)

The Office of Academic Support (OAS), is designed to provide assistance to students through courses, tutoring and a writing center. Academic accommodations for students with disabilities are coordinated through OAS based on documented needs. The Office of Academic Support also offers workshops and individual sessions to support students' academic success.

The Office of Academic Support serves as the coordinating department for the university's academic progress records. The center's services are available to all university students.

## Courses

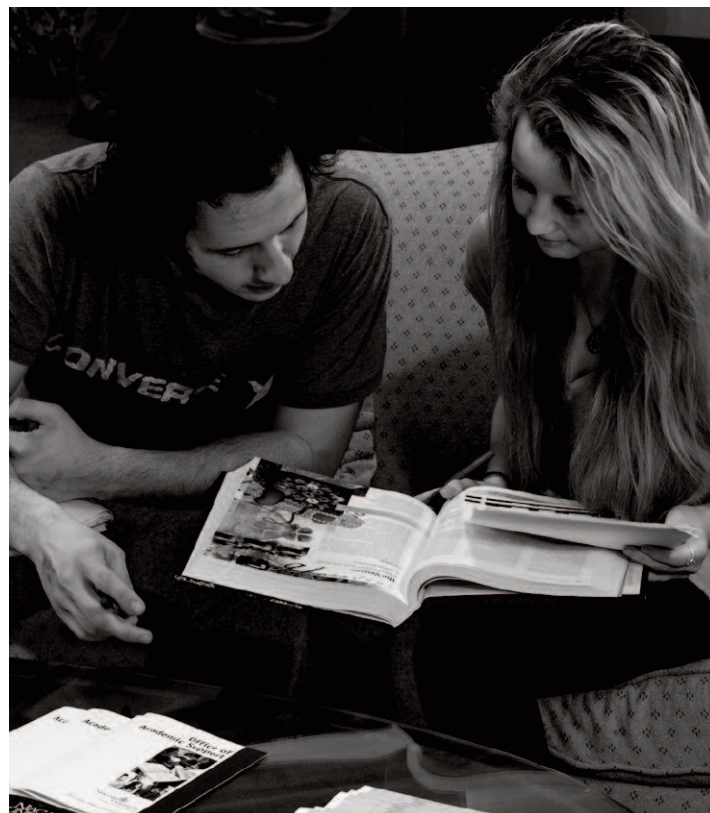
- Indicates courses which cannot be challenged

### CRL 101 — Critical Literacy

*Prerequisite for WRT 100*

This course integrates reading and writing instruction to engage students in the rigors of college work and includes ten recitation hours in addition to regular class times. Strategic instruction and guided practice strengthen students' reading skills and provide practice in writing college essays. Through an exploration of knowledge and learning in higher education, students are encouraged to think critically.

*three semester hours*



# Preprofessional Tracks

## ESL 193-194 — English as a Foreign Language

For information on this course please contact The Office of Academic Support. Designed for foreign students, this course provides intensive training in the basics of English grammar, composition and language art skills. An individual program of instruction is designed to help students master the English skills required for college students and allow the foreign student a reasonable expectation of success later in Writing 100, which is required of all undergraduate students.

*three semester hours*

## LSK 095 — Basic Math

A course designed to review and/or teach students the methodology of arithmetic and basic algebra which will help students better their understanding of the math concepts they need in their subsequent credit math class. Topics include fractions, decimals, percents, signed numbers, exponents, and beginning algebra through the solving of basic linear equations that contain rational numbers.

*noncredit*

## Tutoring

Subject peer tutoring is provided in many 100 and some 200 level university courses at no cost to the students. Peers tutors are students who have high academic averages and have taken the course being tutored. To request a tutor, students complete request forms available in the OAS and online. When a completed request form is received, every effort is made to assign a tutor to the student. Typically, tutors and students meet one-on-one or in small groups for one hour twice a week. All tutors are trained by the professional staff.

## University Writing Center

The University Writing Center has two locations: the Office of Academic Support and the library. Professional and peer tutors are available to help students develop their abilities to write effective papers for courses across the curriculum. While tutors do not edit, proofread or correct a student's papers, they can recommend a variety of brainstorming, composing, organizing and reviewing strategies for improving writing skills. Times and locations are posted every semester at Niagara's website under Writing Center hours.

## Pre-law Program

Jamie P. Pimlott, Ph.D., Prelaw Advisor

[jpimlott@niagara.edu](mailto:jpimlott@niagara.edu)

[www.niagara.edu/prelaw](http://www.niagara.edu/prelaw)

Niagara University offers preprofessional programs in prelaw, premedical and pre dental studies.

## Goals

Students admitted to law school come from a variety of undergraduate academic disciplines, therefore many pre-law undergraduate programs require a diverse set of courses that train to the skill set required for law school. Although law school graduates pursue a variety of law-related fields, a common skill-set exists among all successful lawyers: critical thinking, written and oral communication, dissection of complex language and the ability to interact with diverse populations. The Niagara law and jurisprudence minor provides students these foundational skills.

Prelaw advisement at Niagara University now offers the potential law school applicant intensive one-on-one guidance and counseling throughout his or her four years of undergraduate education. Through intensive and personal guidance, prelaw students at Niagara are exposed to areas of legal education and career choices that focus their future career options. Niagara University students benefit from small class size and from close professional relationships with their professors and with the prelaw advisor. Combined with personal attention and a dedication to excellence, the pre-law program at Niagara ensures that our undergraduates receive the best possible preparation for law school.

The Niagara University prelaw advisement program also offers student workshops, speakers, law school visitation programs, and a yearly trip to witness the United States Supreme Court and to participate in the annual LSAC Law School Forum in such cities as Boston, Chicago, and New York City. In conjunction with the Phi Alpha Delta Law Fraternity International (Niagara Chapter), our prelaw students are given expert advice and exposure that prepare them for their future academic and professional careers.

It is recommended that early in their undergraduate studies, students considering law school contact the director of the pre-law program, to obtain information concerning law school admissions, entrance exams, law firm internships and cooperative education experiences, the placement of law graduates, and the undergraduate performance required to obtain admission to the best law schools in the United States and Canada.

The pre-law program also offers a minor in Law and Jurisprudence for all Niagara students, including political science majors; see [www.niagara.edu/prelaw](http://www.niagara.edu/prelaw) for more information.

## Premedical/Dental/Health Professions

### Advisement Program

William H. Cliff, Ph.D., Advisor

bcliff@niagara.edu

www.niagara.edu/pre-health-professions

Niagara University's pre-health professions advisement program is designed to help students make the best decisions about their future in health care. We offer:

- Individualized guidance by an advisor who knows the pre health applicant as a person, a student, and a future health care professional
- Information about what a student needs to do to successfully qualify, prepare and apply to health professional schools
- Opportunities to gain exposure to the health care fields by volunteer experience and structured internships
- Opportunities to learn about the future directions and emerging technologies in health care and the life sciences
- Opportunities to be mentored by health care professionals who are Niagara alumni
- Opportunities to work together with other Niagara prehealth students to enhance mutual success

In keeping with the desire of health profession schools to have a diversity of interests among their students, there is no fixed pre-health curriculum. However, certain courses are required by all professional schools, others are required by some professional schools, and still others are recommended by varying numbers of professional schools. Traditionally the great majority of students throughout the country who apply to health profession schools come from the Biology or the Chemistry majors. However, the courses referred to above can be made a part of any of several degree programs. The Niagara University curricula leading to the Bachelor of Arts degree with a major in chemistry, or the Bachelor of Science degree with majors in either biochemistry, biology, or chemistry are especially well suited. However, any of several other degree programs may be modified to allow a student to meet the admission requirements of the professional schools. Admission requirements are published annually by the professional schools and school associations and this is an excellent source for all types of pertinent information.



Recommendations given in regard to preparation for medicine are generally true for dentistry as well as the other health professions such as optometry, podiatry, pharmacy or veterinary medicine. Whether a student looks toward a career in medicine, dentistry or one of the other health professions, he or she must take care to meet the particular requirements of any professional school at which he or she anticipates possible matriculation.

Regardless of the degree curriculum pursued, the pre-health student should consult Niagara's pre-health professions adviser, Dr. William Cliff, regarding selection of courses, qualifying, preparing and applying to professional school.

The program also offers qualified premedical students the opportunity to apply for the State University of Buffalo Medical School's Early Assurance Program. In addition, the program offers to qualified students "3+4" programs in conjunction with the State University of Buffalo School of Dental Medicine and School of Pharmacy. The program also offers "3+4", "4+4" and "2+3" programs in conjunction with Lake Erie College of Osteopathic Medicine, School of Dental Medicine and College of Pharmacy. For more information contact Dr. Cliff.

### Preprofessional Tracks

#### State University at Buffalo

##### Premed (Early Assurance Program)

Niagara University undergraduates planning a career in medicine can apply to the State University Medical School at Buffalo under the early assurance program after their first three semesters (during the second semester of their sophomore year). If accepted, they will be eligible to apply for a place in the medical school class two years later. Students seeking early admission to medical school must apply no later than February 1 of their second semester of their sophomore year. The requirements are high: a GPA of 3.75 in science and nonscience courses, SAT scores combined 1400, and completion of one half of the premedical requirements.

##### Predental (3+4)

This program is for students in the biology and chemistry programs at Niagara University. It consists of three years in the biology and/or chemistry at Niagara University, the fourth year of the BS degree in biology or the BA degree in chemistry and the remaining three years at the University at Buffalo dental school. At the end of the fourth year (which is the first year of the dental program), Niagara University will award the students the B.S. in biology or the B.A. in chemistry.

This is a combined degree program in dental medicine between Niagara University and the University at Buffalo School of Dental Medicine. Students accepted into this program may complete the Doctor of Dental Medicine in seven years instead of the usual eight years.

##### Prepharmacy (3+4)

Niagara University and the State University of New York at Buffalo School of Pharmacy and Pharmaceutical Sciences have agreed to cooperate in providing an accelerated 3+4 undergraduate/professional school education leading to the baccalaureate degree in biology or chemistry from Niagara University and the doctor of pharmacy (Pharm.D.) degree from the University at Buffalo.



### **Doctorate in Educational Administration**

The department of education at Niagara University and the department of educational leadership and policy at the University at Buffalo have reached an agreement to facilitate the transfer of credit from the graduate programs in educational administration at Niagara University into the educational leadership degree program at the University at Buffalo. All appropriate course work at Niagara University with a grade of B or better and completed within 10 years will be considered for transfer into the University at Buffalo doctoral program in educational administration. At least 49-52 graduate credit hours must still be completed at the University at Buffalo. Niagara University graduate students interested in pursuing the doctorate in educational administration should seek advisement for the same at their earliest convenience. Doctorate in School Counseling The department of education at Niagara University and the department of educational leadership and policy have formed an articulation agreement to facilitate the transfer of credit into the University at Buffalo's doctoral program in school counseling. The transfer conditions are much the same as those for the Doctor in Educational Administration.

### **The Lake Erie College of Osteopathic Medicine**

#### **Pre-osteopathic Medicine (3+4, 4+4)**

For admission to the LECOM College of Osteopathic Medicine program, Niagara University students must complete the first three-year or four-year phase (phase I) at Niagara University in either the B.S. in biology or the B.A. in chemistry. Following the successful completion of the ascribed undergraduate phase of training, phase I, Niagara University students will continue with the second phase, phase II, under the auspices of LECOM and at associated clinical training sites.

The first year of phase II of the 3+4 program will constitute the fourth year of the Niagara University Students' B.S. degree in biology or the B.A. in chemistry. Upon successful completion of this year, Niagara University will award the students a B.S. in biology or a B.A. in chemistry.

#### **Pre-dental Medicine (4+4)**

For admission to the LECOM School of Dental Medicine program, Niagara University students must complete the first four-year phase (phase I) at Niagara University in either the B.S. or B.A. in biology or the B.A. in chemistry. Following the successful completion of the ascribed undergraduate phase of training, phase I, Niagara University students will continue with the second phase, phase II, under the auspices of LECOM and at associated clinical training sites.

### **Prepharmacy (2+3)**

Niagara University and Lake Erie College of Pharmacy have formed a partnership offering Niagara University students in biology or chemistry the opportunity to enroll in its 2+3 fiveyear prepharmacy degree program (Pharm.D.). Traditionally, it takes LECOM students nine or more years to obtain a doctorate degree in pharmacy.

The 2+3 prepharmacy program between NU and LECOM involves two phases. During phase one, select students will complete their first two years at Niagara University, taking a specified curriculum in biology or chemistry.

During phase two of the prepharmacy program, students complete three years at LECOM School of Pharmacy where classes run 12 months of the year. Students will graduate with a doctor of pharmacy degree (Pharm.D.).

### **Committee on Recommendations for Premedical and Predental Students**

The Committee on Recommendations for Pre-Medical and Pre-Dental students is chaired by the pre-health advisor and is made up of the Dean of the College of Arts and Sciences, faculty, health professionals and other individuals chosen from various scholastic areas. All recommendations for the pre-health students are written by this committee after consultation with appropriate members of the faculty. Pertinent information is also sought from the offices of the Dean and the Director of Student Activities. Information is also sought from others who may have a sound first hand basis for appraising the applicant.

### **The Office of the Advisor on Graduate Scholarships**

This is a student service designed to assist, by way of counsel and information, students who wish to extend their education beyond the baccalaureate level in graduate or professional schools. The faculty advisor is available for counseling on the various aspects of applying to graduate school, and also serves as the campus representative for several scholarship foundations: Fulbright-Hays, New York State Regents, Rhodes, Jacob Javits, and Woodrow Wilson Fellowships. Applications for entrance exams are available from the faculty advisor or the career development office.

Students are welcome to use the facilities any time during or after their stay at NU, and are encouraged to begin preparing material for graduate school applications in their junior year.

# Continuing Education

JonJay Stockslader, Director  
[www.niagara.edu/ce](http://www.niagara.edu/ce)  
716.286.8181

Continuing Education focuses upon the development, marketing and implementation of credit and creditfree courses, high school programs and conferences at Niagara University.

Continuing Education supports academic departments and colleges with planning, development and the delivery of nontraditional educational opportunities. Continuing Education a variety of classes are offered to individuals who want to continue their education. Through these offerings, students are provided with the opportunity to work toward a degree, make up classes or distribute their course work into a convenient schedule. As the division expands, more continuing education offerings during the day, evening and weekend become available for the adult student. Students may obtain life experience credit by applying to each college to have their portfolios reviewed. A variety of classes are offered in the summer to current Niagara students as well as to students returning to the area from other colleges.

## Credit-free Programs

Students who want to learn a new skill or hobby or just take classes for the fun of it look to the credit-free division. Most courses in this area are short-term, affordable and educational. Students do not receive college credits, but may earn Continuing Education Units or certificates from the department. Courses in this area consist of computer training, physical fitness, art and personal growth.

## Niagara University Senior Term Enrichment Program (NUSTEP)

NUSTEP is a dual enrollment program, through which students are able to earn high school and/or college credit. Courses are taught on the participating high schools' campus by high school instructors who have been approved by the university. NUSTEP course syllabi utilize the same goals, objectives, student learning outcomes, and assessments as on campus courses.

Free and reduced lunch students may be issued a tuition waiver thereby allowing them to take the course at no charge. NUSTEP courses are generally transferrable to other colleges and universities.

Participants will be seniors recommended by their counselors and/or teachers and will have a solid B overall average.

Academically ready juniors may also be recommended. Further information is available at [www.niagara.edu/nustep](http://www.niagara.edu/nustep), including a current list of participating high schools.

## High School on Campus Program

High school juniors and seniors who live within commuting distance of the university and who have not graduated may take classes on campus at a reduced rate. Students may take one class per semester and must be recommended by their counselor/principal.

Applications are available in the Continuing Education Office, or online at [www.niagara.edu/ce](http://www.niagara.edu/ce).

## Conference Services

Conferences Services provides professional meeting services to a wide range of organizations, associations, businesses and agencies. The conference staff can assist with all aspects of events including the planning, program logistics and the evaluation process. The Conference Services Division, as a part of continuing education, provides the region with campus facilities designed to satisfy the continuing education needs of the local and international community. Whether managing the annual meeting of a professional association, providing a week-long institute for a nonprofit organization, or hosting a leadership forum for high school scholar-athletes, the office seeks to design and deliver high quality educational programs on campus.

## Niagara County Law Enforcement Academy (NCLEA at NU)

The Niagara County Law Enforcement Academy (NCLEA) at Niagara University is a partnership between the Niagara County Sheriff's Department (Office); Niagara Falls Police Department and Niagara University's Criminal Justice and Continuing Education departments. Through this partnership training is provided for current Sworn Officers and Pre-Employment Recruits.

Administered through Continuing Education, it is designed for current civilian or non-sworn personnel throughout New York state who are interested in entering the law enforcement field. Every standard required by a full-time basic police academy applies to this program, including physical fitness, attendance and academics, although the program does not guarantee admission into a police department.

The NCLEA at NU is approved to offer this training by the Department of Criminal Justice Services (DCJS) and is designed to equip students with knowledge of criminal law, physical fitness, emergency vehicles (vehicle operations) and other areas of law enforcement.



# Study Abroad

**Bernadette Brennen**

Assistant to the Academic Vice President

Director, International Studies

[bmb@niagara.edu](mailto:bmb@niagara.edu)

[www.niagara.edu/sap](http://www.niagara.edu/sap)

716.286.8360

All students are encouraged to study abroad for a semester or a summer session. NU recognizes the value of diverse cultural and academic experiences and continues to expand the program offerings abroad. Students should begin to work with their academic advisor as early as their freshman year to plan their international experience. It is important to meet with the study-abroad advisor at least one semester prior to departure.

NU encourages all students going abroad to continue matriculation at Niagara. After meeting with the study abroad coordinator, the dean and the study-abroad advisor must approve the student's choice of program and course work. Ordinarily, approval will be given for one semester abroad. Selection of eligible students will be based on evaluation of the student, who must be in good academic standing, making satisfactory academic progress, and usually of at least junior-year standing.

## NU — Affiliated Programs

**American Institute for Foreign Studies (AIFS)**

[www.aifsabroad.com](http://www.aifsabroad.com)

Study abroad for a semester with the American Institute for Foreign Studies (AIFS). AIFS is an exciting and educational experience you will remember all your life. AIFS has programs in Asia, Australia, Europe, South America and South Africa. You can study French, art history and fashion in Paris, take Italian, studio art and literature at Richmond in Florence or study Spanish language and culture at the University of Salamanca in Spain. You can even take an internship at a world-class company in London or work at a community placement in South Africa on our Service Learning program.

**Córdoba, Argentina**

**Universidad Nacional de Córdoba**

[www.unc.edu.ar](http://www.unc.edu.ar)

[www.studyinspain.org](http://www.studyinspain.org)

Córdoba, the capital of the province of Córdoba, is the second largest city in Argentina. It offers cultural activities, sports facilities, music and theatres. Nearby lakes and mountains allow for many kinds of summer and winter recreation. Córdoba is home to the highest concentration of university students from all over Argentina and neighboring countries.

The university's 113,558 students enjoy the convenience of modern classrooms and living space, sports fields and other facilities in an easily accessible campus. The campus is dotted with shady trees and green fields. Its location gives you easy access to shopping, nightlife and public transportation.

**Mar del Plata, Argentina — Semester**

**Universidad FASTA**

[www.ufasta.edu.ar](http://www.ufasta.edu.ar)

The daily life of the international student at FASTA University is centered on three spheres: becoming a part of the host family or student group; cultivating a social life in Argentina; and actively participating in university classes. Argentine people are very interested in meeting newcomers and always make international students feel at home.

Argentina is a diverse country with plenty to see and do. Students can visit beaches and giant waterfalls in tropical rainforests, ski the Andes, go horseback riding on the Pampas, or watch whales and penguins off the tip of Patagonia. With 47 km of astonishing coasts with cliffs, ravines, sand dunes and beaches, students can find fun or peace and quiet in this exciting learning environment.

**Brisbane, Australia**

**University of the Sunshine Coast**

[www.usc.edu.au/international](http://www.usc.edu.au/international)

The Sunshine Coast, one of the most beautiful regions in Australia, has world-class surfing beaches, national parks and a subtropical climate suited to an outdoor lifestyle. The University of the Sunshine Coast is approximately 10 minutes from the beach and one hour from Queensland's capital, Brisbane. You can immerse yourself in Australian lifestyle and culture while you earn full credit toward your degree. Areas of study include journalism, public relations, international business, tourism, marketing and education.

**Caribbean Cruise Course**

**Three Semester Hours — Winter Session**

The hospitality and tourism industry is a broad one with many different sectors. One of the fastest growing sectors is the cruise industry, a field that has grown 50 percent in the past six years. To help prepare our students as managers in the cruise industry, the College of Hospitality and Tourism Management offers a cruise course so that students understand the cruise experience and the service and logistical requirements unique to this particular industry. Students also spend time with senior executives from the cruise line at their corporate headquarters.

**Santiago, Chile — Summer/Semester**

**Universidad Santo Tomas**

[www.ust.cl](http://www.ust.cl)

Students interested in Latin America can study in one of the most beautiful countries in South America: Chile. The University Santo Tomas (UST) is the leading university in Santiago, the capital of the country. Niagara students can go abroad to Chile for the spring semester and take a variety of classes offered in all majors. Students from NU studying in Chile have an adviser that continually supervises their academic needs, especially improvement of the Spanish language.



### **China and Japan**

<http://purple.niagara.edu/chinajapan/>

The College of Business Administration will offer a two week studyabroad program to China and Japan from the end of May to the first week in June, which will allow students to be exposed to a different cultural environment of global economy. This is a research and writing intensive course based on the philosophy of “Learning by Seeing.” Participating students will earn three credit hours in management and satisfy the cultural diversity requirement (MGT 420 A21).

### **Council on International Educational Exchange**

CIEE

<http://www.ciee.org>

Niagara is a member of the Council on International Educational Exchange. CIEE is a non-profit, non-governmental international exchange organization that offers students opportunities to study, teach, and work or intern abroad through over 150 programs in over 40 countries. Opportunities include: Argentina, Australia, Belgium, Bonaire, Botswana, Brazil, Cambodia, Chile, China, Costa Rica, Czech Republic, Dominican Republic, England, France, Germany, Ghana, Hungary, India, Ireland, Israel, Italy, Japan, Jordan, Mexico, Morocco, Netherlands, Nicaragua, Northern Ireland, Peru, Poland, Portugal, Russia, Senegal, South Africa, South Korea, Spain, Sweden, Taiwan, Tanzania, Thailand, Turkey, and United Arab Emirates.

### **Center for International Studies**

CISAbroad

[www.cisabroad.com](http://www.cisabroad.com)

Niagara is a partner of the Center for International Studies. CISabroad offers offers students a choice of 70 programs in 18 countries around the world for a semester, summer, January, or full academic year. Internships are also available. Possibilities include Australia, China, Costa Rica, Czech Republic, Ecuador, England, France, Ghana, Hawaii, Ireland, Italy, Mexico, New Zealand, Peru, Scotland, South Africa, Spain and Thailand.

### **College Consortium for International Studies**

CCIS — Summer/Semester

[www.ccisabroad.org](http://www.ccisabroad.org)

CCIS is a partnership of colleges and universities that encompasses the broad spectrum of international education. Students may choose from more than 80 study-abroad programs in 30 countries around the world: Argentina, Australia, Austria, Bulgaria, Canada, China, Costa Rica, Czech Republic, Denmark, Dominican Republic, Ecuador, England, France, Germany, Greece, Hungary, India, Ireland, Italy, Japan, Mexico, Morocco, New Zealand, Peru, Portugal, Russia, Scotland, Spain and Switzerland. This is an NU-affiliated program.

### **Discover the World: Europe or Rome**

[www.stjohns.edu/studyabroad](http://www.stjohns.edu/studyabroad)

Students can participate in a European educational service adventure in either the spring or the fall. All participants study in

Rome, Italy, Paris, France and Salamanca, Spain. A variety of courses are offered in each country. Students also have the option of spending an entire semester at the Rome campus. Students are housed at various sites and facilities and receive two daily meals for four to five days per week. Several cultural excursions are planned to allow students to explore each city and country. This program offers the opportunity to carry out the Vincentian mission as they learn by providing service to the poor while studying abroad.

### **London, England — Summer**

A unique study abroad program was designed for Niagara University students in central London. This program is a seven-week summer session, beginning in the latter part of May, which allows Niagara students to study in the heart of one of the world's greatest cities. The London campus is located within a short distance of Parliament, Westminster Abbey, Buckingham Palace, Trafalgar Square, Piccadilly Circus, the theatre district, and the great museums of London. The program all offers courses for students of theatre studies, drama and English Literature, covering both classical and contemporary drama and also has courses for business majors. Students attend numerous productions at the new Globe Theatre and Stratford-Upon-Avon. Courses include Shakespeare, Elizabethan and Jacobean Drama, Classical Drama, Irish Drama and Oscar Wilde and 20th Century Drama.

### **St. Mary's Twickenham, London, England**

St Mary's is a small university college that is big on support. A beautiful, safe, self-contained campus with a great social life and community atmosphere. Established in 1850 they have a reputation for academic excellence. Areas of research are “world leading in terms of originality, significance and rigour.” With just under 4,000 students studying here it is easy to make friends and feel at home.

### **European Tour — Spring/Summer**

“Justice in the UK” is a two week faculty-led course designed to introduce students to criminal justice related issues in the United Kingdom (specifically England, Scotland, and Wales). Various topics will be explored to ensure that students can actively participate in the lectures and tours as they travel throughout the three countries. This course will focus on law enforcement, courts, corrections, drugs and crime, international crime, human trafficking, and international justice.

### **Angers, France — Summer/Semester**

Universite Catholique De L'Ouest

[www.uco.fr/index2.html](http://www.uco.fr/index2.html)

The Université Catholique De L'Ouest, situated in the center of Angers in the Loire Valley region of west-central France, offers sessions in the summer, as well as during both academic semesters. In addition to a wide range of courses in French language, culture and literature, the university offers programs in history, economics, translation, art, music, theatre, philosophy and theology. Students also have the option to pursue official certification in the French language by the Alliance Française and by the French Chamber of Commerce.

**Lille, France — Summer/Semester**  
**Universite Catholique De Lille**  
[www.international@lcl-lille.fr](http://www.international@lcl-lille.fr)  
[www.fupl.asso.fr](http://www.fupl.asso.fr)

The Catholic University of Lille offers a cosmopolitan setting with 10,000 students, five university faculties, 35 schools and institutes, 40 research centers and laboratories and over 30 agreements with foreign universities representing the most diversified private university in France.

#### **France, Germany, Belgium and the Netherlands**

This two week summer program travels to four countries with Paris as the home base for most of the tour. Students visit schools and/or universities in Paris, Rennes, Brussels, Maastricht, Amsterdam and Aachen to learn European methodologies. Several tours and excursions are also included.

#### **Bad Honnef, Germany**

Dual Degree Program with International University of Applied Sciences (IUAS) through the College of Hospitality and Tourism.

Earn two degrees in four years — one from Niagara University and one from our partner university in Bad Honnef, Germany. Satisfactory completion abroad of all course requirements and a thesis earns you two degrees.

Students live in newly build apartment-style housing on campus in Bad Honnef, Germany, located outside of Bonn in the picturesque Rhine River valley. All instruction is in English and no German language ability is required. Students will, however, complete a full

year of German language study while abroad. The IUAS is a partner school of Niagara University, and like us, is part of the Leading Hotel Schools of the World, which Niagara helped start. Their program, like ours, is applications-oriented with seamless relationship with industry. They work with the best companies in Europe in the hospitality and tourism industry. IUAS is a worldwide leader in international education.

#### **Global Learning Semesters**

[www.globalsemesters.com](http://www.globalsemesters.com)

Global Learning Semesters operates transformative semester and summer study abroad programs for college students that blend accredited academic coursework with extensive co-curricular travel. Programs include both multi-destinational travel and single country options. They offer over 60 study abroad programs, hosted at 10 foreign universities — University of Nicosia, University of Paris IV (Sorbonne), Catholic University of Paris, Parsons Paris School of Art & Design, American Business School Paris, Universitat Autònoma de Barcelona, University of Alcalá, London Metropolitan University, University of Belgrano, Galen University, Universidad Autónoma de Guadalajara, Fudan University and Peking University.

#### **Mary Immaculate College — Limerick, Ireland**

Mary Immaculate College, founded in 1898, is an autonomous university-level college of education and the liberal arts, academically linked with the University of Limerick. The city campus, which is easily accessible, now has a student population of almost 3,500 enrolled in undergraduate programmes for B.E.d. and B.A. degrees,





and in a range of postgraduate programmes at diploma, M.A. and Ph.D. level. Mary Immaculate College welcomes international students from all over the world. The college also has partnership programmes with many U.S. universities and enjoys the annual exchange of staff and students from institutions all over the world.

#### **Lake Como, Italy — Summer**

The College of Hospitality and Tourism Management has developed a unique, full-time, 10-week work abroad program in Lake Como, Italy, one of the most scenic areas in the world. Lake Como is one of the picturesque Italian lakes located in northern Italy with Switzerland a few miles away. One of the participating properties is the 10-acre Villa d'Este, a grand hotel located in Cernobbio on Lake Como. The Villa d'Este is a Leading Hotel of the World and had been ranked as both Europe's number one hotel and the number one hotel in the world. Students live at the property and receive free room and board.

#### **Padua, Italy**

##### **University of Padua**

[www.unipd.it](http://www.unipd.it)

The College of Business Administration has developed a business student exchange program with the University of Padua. Courses in Italy are taught in English. If a student is fluent in the Italian language they can take a wider selection of courses. Our students can also take courses in the Italian Studies Program at Niagara in preparation for the student exchange. The University of Padua is among the oldest universities in Europe, and the business program is a heralded program in Italy. The city of Padua is a short distance from Venice.

#### **Reggio-Emilia, Italy**

Another faculty-led opportunity for education majors. This program is a sustainable, short-term study abroad excursion to Italy. It occurs across two weeks during the spring recess in March. Educational focus will be around early childhood philosophy and practice focusing on the Montessori and Reggio-Emilia approaches founded in Italy. Reggio Emilia is an affluent city in northern Italy, in the Emilia-Romagna region. The city provides accessible transport to the rest of the peninsula. This is a chance to see student learning theories in practice in another culture, and continue service and scholarship on inclusive special education.

#### **Lima and Cusco, Peru**

##### **Universidad San Ignacio de Loyola USIL**

[www.usil.edu.pe](http://www.usil.edu.pe)

The College of Hospitality and Tourism Management has developed a unique 11-week summer work abroad program in Cusco, Peru, the gateway city to Machu Picchu. Machu Picchu, referred to as the Lost City of the Incas, was voted in summer 2007 as one of the Seven Wonders of the World. Students will work in hotels in Cusco, Peru's major tourist city and voted in *Condé Nast* as the sixth best city to see in the Americas. One of the participating hotels is the five-star Libertador Palacio del Inka that dates back over 500 years. Students live in a villa run by our partner school, USIL.

#### **Alicante, Spain — Summer/Semester**

##### **The Center for Cross-Cultural Studies**

[www.cccs.com](http://www.cccs.com)

La Universidad de Alicante is located in the historical and beautiful harbor city of Alicante on the Costa Blanca. The picturesque setting on the Mediterranean Sea is a great place for students to study and immerse themselves in the Spanish culture. Semester, academic year and summer programs are available.

#### **Barcelona, Spain**

##### **Center for Cross-Cultural Studies**

[www.cccs.com](http://www.cccs.com)

In addition to Alicante and Seville, Niagara is pleased to offer a new location in Spain for semester, academic year, and summer study. Barcelona is Spain's second largest city and embodies every quality of a European city while sitting picturesquely alongside the Mediterranean Sea. La Universitat Pompeu Fabra is centrally located in the heart of Barcelona.

#### **Seville, Spain — Summer/Semester**

##### **The Center for Cross-Cultural Studies**

[www.cccs.com](http://www.cccs.com)

Through the Center for Cross-Cultural Studies, Niagara University provides students with a vibrant cultural experience in the historical city of Seville. In our semester, academic year, January term and summer sessions, we offer programs of academic excellence, all grounded in the cultural richness of Seville and of Spain.

#### **Thailand**

<http://www.niagara.edu/sap/Thailand.htm>

Thailand is one of the most vibrant cities in Asia. This unique graduate course is designed to provide various multicultural educational experiences with Thai administrators, teachers and students. Program participants will explore Thai school organization, teaching methodology and educational philosophy. The program itinerary included visits to several schools in Bangkok and cultural excursions to the coastal city of Phuket and to the tribal area of Chiang Mai. Students will have an opportunity both to observe and to teach. This three-credit hour course satisfies the requirements for course work in multicultural education and provides field experience hours. The course is offered only in the mid-summer.

#### **Istanbul, Turkey — Summer**

This 11-day summer study abroad program is designed to provide students with direct encounter with the history of Istanbul. Situated on both European and Asian continents, Istanbul hosts a unique access to more than two thousand years of imperial and modern history.

#### **Non-NU Programs**

NU students may also study in other countries through non-NU-affiliated programs, which are approved for transfer credit. Information is available from the study-abroad advisor.



## Financial Aid/Study-Abroad

### Statement of Policy

1. Students must apply for financial aid by completing the appropriate financial aid application forms in a timely fashion. Most visa approvals require verification of ability to pay tuition, room and board, and expenses while abroad.
2. There are two types of study-abroad programs with which financial aid may be concerned:
  - Niagara University-affiliated programs (at present Caribbean, Santiago, London, Angers, Lille, Lake Como, Monterrey, Mar del Plata, Maastricht, Seville, Padua, and CCIS programs) for which NU credit is given. Students enrolled in a Niagara University-affiliated program may be eligible for institutional, federal, and New York state aid.
  - Other programs, which are approved for transfer credit. Students enrolled in these programs are NOT eligible for institutional aid, but may be eligible for federal and New York state aid.
3. Students who receive Niagara University scholarships, grants or tuition remissions will have their institutional aid eligibility limited to the difference between Niagara University charges and the direct cash payment by Niagara University to the study-abroad program.
4. Students who are recipients of Niagara University athletic scholarships must first obtain approval from the athletic director to avoid conflicts between athletic scholarship obligations and the semester abroad.

### Study Abroad Refund Policy

The Study Abroad Office at Niagara University may cancel any NU sponsored program in a location where the U.S. State Department

has issued a travel warning or where the SAO finds the location to be unsafe. The SAO coordinator and the Study Abroad Response Team will review the information issued by the State Department as well as announcements from the Overseas Advisory Council (OSAC), contacts on site, consultation with the study abroad trip leader(s), and discussions with the Embassies in country in order to evaluate the conditions where students are or will be studying.

Should a program cancellation become necessary for safety reasons prior to departure, every effort will be made to refund recoverable costs to participants. The time of program cancellation will determine the actual recoverable costs. The closer to the program start date, the less recoverable costs will be available. For example, three months before a program starts, funds have usually already been paid to many hotels for deposits on housing. These deposits would be considered non-recoverable. Students who choose to separate from the group flight itinerary in either direction are responsible for the cancellation and change policies of the alternate carriers they use and are responsible for the non-recoverable costs of the program.

Should a program cancellation become necessary for safety reasons after students have arrived overseas, our refund policy is that every effort will be made to refund recoverable costs to the participants. Additionally, the faculty director will, to the best of his/her ability, assist the students in completing the course work for the program.

Because full refunds are often not possible, students may wish to consider purchasing trip cancellation insurance which can be obtained through many travel agents or insurance companies. (Students may purchase insurance for health reasons, natural disasters and extreme weather.)



# Directory 2013-2015

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Rev. John H. McKenna, C.M., S.T.D., Pd.D. (Hon.)  
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Kathleen P. Monti, M.B.A., D.C.S. (Hon.)  
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The Most Rev. David M. O'Connell, C.M., J.C.D., LL.D. (Hon.)  
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Paul E. O'Leary, Jr., B.B.A.

Christopher D. Ross, B.B.A.

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Marsha Joy Sullivan, B.S., L.H.D. (Hon.)

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President

Bonnie Rose, Ph.D.  
Executive Vice President

Mary E. Borgognoni M.P.A.  
Interim Vice President for Institutional Advancement

Timothy M. Downs, Ph.D.  
Vice President for Academic Affairs

Kevin P. Hearn, Ed.D.  
Vice President for Student Affairs

Michael S. Jaszka, B.S.  
Vice President for Administration

Stephanie A. Cole, J.D.  
General Counsel

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Michael Harrington, J.D.

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Karen L. Howard, B.B.A.

Christopher M. Leardini, B.B.A.

Robert Minicucci, B.S.

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Michele A. Seyranian, B.S.

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President

Rev. John W. Gouldrick, C.M.  
Associate Vice President for Mission

Rev. Kevin Creagh, C.M., Ed.D.  
Vice President of Campus Ministry

James Delaney, Ph.D.  
Director of University Mission

Stephanie Cole, Esq., J.D.  
General Counsel

### Office of the Executive Vice President

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Executive Vice President and Chief Operating Officer

Lenora Andrews, M.A.  
Director of Records and Operations

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Associate Vice President for Operations and Outreach

Harry Gong, Ed.M.  
Director of Admissions Operations

Kevin Hearn, Ed.D.  
Vice President, Student Life

Michael S. Jaszka, B.S., C.P.A.  
Vice President for Administration

Kate Koperski, M.A.H.  
Director, Castellani Art Museum

Adrienne Leibowitz, B.A.  
Director of Sponsored Research and Grants

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Director of Human Resources

Catherine Serianni, M.S.Ed.  
Director, Institutional Research

Christopher Sheffield, M.S.  
Planner

Dave Taylor, Ph.D.  
Director, Institute for Civic Engagement

Judy Willard, Ph.D.  
Assistant to President for Planning

Mark Wojnowski, B.S.  
Director, Undergraduate Admissions

### Office of the Vice President for Academic Affairs

Timothy M. Downs, Ph.D.  
Vice President for Academic Affairs

Fran Boltz, M.S.Ed.  
Director, Learn and Serve

Bernadette Brennen, M.S.Ed.  
Assistant to the Academic Vice President/Director, International Studies

Debra A. Colley, Ph.D.  
Dean, College of Education

Thomas Chambers, Ph.D.  
Associate Vice President for Academic Affairs (Policy and Programs)/  
Director of Graduate Studies

Stephanie Currie, M.S.Ed.  
Director, Academic Exploration

Antonia Knight, M.S.  
Executive Director, Division of Academic Services

Shawn Daly, Ph.D.  
Dean, College of Business Administration

Timothy O. Ireland, Ph.D.  
Dean, College of Arts and Sciences

Evan Pierce, M.S.Ed.  
Associate Director of Graduate Studies

Gary D. Praetzel, Ph.D.  
Dean, College of Hospitality and Tourism Management

David Schoen, M.L.S.  
Director of Libraries

JonJay Stockslader, M.S.  
Director, Continuing Education

Diane Stoelting, M.S.  
Director of Academic Support Services

John B. Stranges, Ph.D.  
University Professor

Robert Swanson, M.S.Ed.  
Director, Career Services

### Office of the Vice President for Student Affairs

Kevin P. Hearn, Ed.D.  
Vice President for Student Affairs

Carrie McLaughlin, M.S. Ed.  
Dean of Students

John F. Barker, B.S.  
Director of Campus Safety

David E. Blackburn, M.S.  
Director of Multicultural and International Student Affairs

Robert Healy, M.S.  
Veterans Services Coordinator

Jason A. Jakubowski, M.S.  
Assistant Dean/Director of Residence Life

Mati M. Ortiz, M.S.Ed.  
Director of Campus Activities

Monica Romeo, L.M.C.H.  
Director of Counseling Services

Lori A. Soos, R.N., B.S.N.  
Director of Health Services

John K. Spanbauer, M.S.Ed.  
Director of Recreation, Intramurals and Club Sports

### Office of the Vice President for Administration

Michael S. Jaszka, B.S., C.P.A.  
Vice President for Administration

Jacqueline A. Agnello, M.B.A.  
Assistant Controller — Budget

Erin Bailey  
Head Coach, Cheerleading

Eric Barnes  
Head Coach, Men's Soccer

Deidre Bartholomew  
General Manager, Hospitality Services

David Burkholder  
Head Coach, Men's Ice Hockey

Stephen Butler  
Associate Athletic Director, External Relations



Christopher Casey  
Head Coach, Men's Basketball

David Cristantello, Ph.D.  
Vice President for Institutional Advancement

Thomas N. Crowley  
Director of Athletics

Sheri Dooley  
Assistant Athletic Director/Compliance and Senior Women Administrator

TBD  
Head Coach, Softball

Kendra Faustin, B.S., M.S.  
Head Coach, Women's Basketball

Christy Ferguson, M.S.Ed.  
Director of Contract Services and Risk Management

Daniel M. Guariglia, B.S.  
Director of Facility Services

Martha Howell, B.A.  
Director of Student Accounts

Hadara R. Katarski  
Head Coach, Men's and Women's Cross Country

Richard P. Kernin, B.S.  
Director of Information Technology

Steve Latimer  
Head Coach, Women's Golf

Rob McCoy, M.Ed.  
Head Coach, Men's Baseball

Jeff Mietus  
Head Coach, Men's Golf

John Munro, M.S.Ed.  
Assistant Athletic Director Sports Medicine

Jennifer Nagelhout, B.A.  
Manager, Campus Store

Anthony Nguyen  
Head Coach, Men and Women's Tennis

Benjamin Nigro, B.S.  
Head Coach, Men's and Women's Swimming

Vilis Ozols  
Head Coach, Women's Volleyball

Lisa Rivera, M.S.Ed.  
Head Coach, Danceline

Donald E. Smith, M.B.A.  
Controller

Wendy Stone  
Head Coach, Women's Lacrosse

Derick Thornton  
Assistant Athletic Director/Communications and Special Events

Peter Veltri, M.A.  
Head Coach, Women's Soccer

Jessica Wheeler  
Associate Athletic Director/Facilities and Internal Operations

**Office of the Vice President for Institutional Advancement**

Mary E. Borgognoni, M.P.A.  
Interim Vice President for Institutional Advancement

Thomas J. Burns, M.A.  
Associate Vice President for Public Relations, Communications and Marketing

Shana DiCamillo, M.P.A., M.M.  
Donor Relations Coordinator

Gregory E. Duke, D.Phil.  
Director of Advancement Services

Christine M. Dunets, A.S.  
Gift Accountant

Michael J. Freedman, B.S.  
Associate Director of Public Relations and Manager of Online Content

Paul J. Gorski, B.F.A.  
Major Gifts Officer

Wade S. Hart, M.A.'12  
Director of Major Gifts

Suzanne M. Karaszewski, B.F.A.  
Graphic Designer

Patricia D. McIntosh, M.S.Ed.'10  
Assistant Director, Alumni and Annual Programs

Lisa M. McMahon, M.A.'09  
Associate Director for Alumni and Development Communications

Howard M. Morgan, B.A. '86, M.A.  
Associate Director, Alumni and Volunteer Engagement

Christine S. O'Hara, B.S. '88, M.S.Ed.'06  
Executive Director, Alumni Engagement

Sandra Mann Ormsby, B.A. '67  
Director of University Events

Jaclyn R. Rossi, B.A. '08, M.S.Ed.'10  
Associate Director, Leadership Giving

Michele Smith-Link, M.A.  
Assistant Director, Student Engagement and Alumni Operations

Leslie K. Wise, B.A. '82  
Director of Planned Giving

## **University Committees**

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Vice President for Academic Affairs

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Jamie Carr, Ph.D.

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Debra Colley, Ph.D.

Shawn Daly, Ph.D.

Mark Gallo, Ph.D.

Mustafa Gokcek, Ph.D.

James Kling, Ph.D.

Antonia Knight, M.S.

Abigail Levin, Ph.D.

Timothy Ireland, Ph.D.

Anna McNab, Ph.D.

John Overbeck, M.B.A.

Jamie Pimlott, Ph.D.

Daniel Pinti, Ph.D.

Gary Praetzel, Ph.D.

Vincent Rinaldo, Ph.D.

Diane Stoelting, M.S.  
Jay Stockslader, M.S.  
Doug Tewksbury, Ph.D.  
Donna Thompson, Ph.D.  
Jan Van Harssel, Ed.D.  
Doug Zschiegner, M.F.A.

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CARE Orientaton Committee  
College Teaching and Learning  
Collegium Committee  
Committee on Advisement and Registration  
Committee on Crisis Management  
Crisis Response Team  
Diversity Committee  
Diversity Leadership Committee  
Employee of the Month Committee  
Faculty Salary Adjustment  
First Year Experience  
Gen Ed Task Force  
Graduate Council  
Hearing Committee  
HR Advisory  
Human Subjects  
Info Literacy Task Force  
Institutional Effectiveness  
Institutional Review Board  
Investigation and Advice  
Marketing Committee  
Middle States Steering Committee  
Mission Committee  
NULTA Executive Committee  
Promotion and Tenure  
Research Council  
Retention Academic Life  
Retention Enrollment Services  
Retention Research Council  
Retention Steering Committee  
Retention Student Life  
Sabbatical Leave  
Senate Curriculum  
Senate Executive Committee  
Senate Outcomes Assessment  
Senate Standards and Planning  
Space Allocation  
Strategic Planning Committee  
Study Abroad Committee  
TESS Committee  
Tuition Committee  
University Judicial Board  
Veteran's Services Committee

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Joseph Bertozzi  
Todd Callen  
Ryan Cartwright  
Hope V. Certo  
Michael Cucinotta  
Tom Devereaux  
Joseph A. Giarrizzo  
Tim Hungerford  
Lisa Mrkall  
Al Oddo  
Tom Oddo  
Kenneth O. Potts  
Franco Strangis  
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Samuel Baker  
Aubrey Blackwell  
Thomas Blaszczykiewicz  
Angela Bontempo  
Kenneth J. Burke  
Eric Cornavaca  
Arthur (Bud) W. Crumlish  
Aldona Cytraus  
Francis "Skip" DiCamillo  
Frank Eassa  
Douglas Fiegel  
Timothy Geiger  
F. James Ginnane  
Karen Howard  
William Kennelly  
Don King  
Kimberly Minkel  
Kevin J. Phelps  
Nadja Piatka  
Dominic C. Pino  
Edward Riedlinger  
Stephanie Rockwood  
Rocco Surace  
Patrick Tomovic  
Timothy White  
R. Marshall Wingate

### **College of Education Advisory Council**

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Robert Bradley  
Marcia Capone  
Elizabeth Carr  
Summer Chapman  
Tomasina Cook  
Linda Dugan  
Maryanna Fezer  
Denise Gonez-Santos  
Linda Knipe

Lisa Lubin  
Elizabeth McCuen  
Rocco Merino  
John Myers  
Susan Rhodenzie  
Elizabeth Smallwood  
Michele Walker  
Joe Weis  
Michael Wendt  
Gary Wilson

#### **College of Hospitality and Tourism Management**

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Hugh Cresser  
Deborah Curtis  
Jonathan Dandes  
Theresa De Coninck  
Jay Dellavecchia  
Anthony DeMunda  
Art Eberhart  
Kathy Snyder Egan  
Dottie Gallagher Cohen  
Daniel M. Homik  
Michael Joseph  
Paul McManus  
Dennis Murphy  
Burton Notarius  
Russell Papia  
Dinu Patel  
John Percy  
Chris Schoepflin  
Carl Schraibman  
Zo Ann Schwabel  
Catherine Schweitzer  
Robert A. Stone Jr.  
Mark W. Thomas  
Edward Watkins  
Jay Witzel  
Jerald Wolfgang

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Frances Crosby  
Patricia Dowling  
Robert Greene  
Haoua Hamza  
James Ingham  
Todd Schoepflin  
David Skiba  
Jan van Harssel

#### **Committee on Recommendations for Premedical and Pre dental Students (advisors to the health professions)**

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Chairperson  
Frances Crosby, Ed.D.

David Bonnevie, D.D.S.  
Peter Butera, Ph.D.  
James Delaney, Ph.D.  
Robert Gadawski, M.D.  
Robert Greene, Ph.D.  
Christopher Stoj, Ph.D.

#### **Full-Time Faculty**

Members of the faculty and officers for 2013-2015 are listed alphabetically with their highest degree and year of appointment to the full-time faculty of Niagara University.

Vincent Agnello (1979)  
Professor of Business Law  
J.D., SUNY Buffalo

Abdiweli M. Ali (2003)  
Associate Professor of Economics  
Ph.D., George Mason University

Christopher Aquino (2009)  
Assistant Professor of Accounting  
M.B.A., C.M.A, C.F.M., Niagara University

Kristine Augustyniak (1997)  
Professor of Education  
Ph.D., SUNY Buffalo

Mary Ellen Bardsley (2005)  
Associate Professor of Education  
Ph.D., SUNY Buffalo

Michael Barg (2008)  
Assistant Professor of Mathematics  
Ph.D., The George Washington University

Mark R. Barner (1995)  
Associate Professor of Communication Studies  
Ph.D., Ohio University

Michael D. Barnwell (2005)  
Associate Professor of Philosophy  
Ph.D., Yale University

Peter J. Baxter (1990)  
Associate Professor of Political Science/Prelaw Advisor  
J.D., Ph.D. SUNY Buffalo

Brian P. Bennett (2001)  
Associate Professor of Religious Studies  
Ph.D., University of Chicago

Alexander Bertland (2006)  
Associate Professor of Philosophy  
Ph.D., Emory University

Kevin D. Blair (1996)  
Professor of Social Work  
Ph.D., SUNY Buffalo

Roselind Bogner (2003)  
Associate Professor  
Ph.D., SUNY Buffalo



Henrik Borgstrom (1998)  
Associate Professor of French  
Ph.D., University of Wisconsin, Madison

Corey Bower (2012)  
Assistant Professor of Education  
M.S., Mercy College

Dolores Bower (1996)  
Dean Emeritus, College of Nursing  
Professor of Nursing  
Ph.D., Kent State University

Laurence R. Boxer (1981)  
Professor of Computer and Information Sciences  
Ph.D., University of Illinois at Urbana-Champaign

Maritza Branker (2006)  
Associate Professor of Mathematics  
Ph.D., University of Toronto

Morgan Brooks (2002)  
Associate Professor  
Ph.D., University of New Orleans

Elizabeth Brown (2009)  
Assistant Professor of Criminal Justice  
Ph.D., SUNY Albany

Marlo Brown (2004)  
Associate Professor of Mathematics  
Ph.D., SUNY Binghamton

Sherri Brown (2008)  
Assistant Professor of Religious Studies  
Ph.D., Catholic University of America

Peter Butera (1985)  
Professor of Psychology  
Ph.D., Purdue University

Jamie Carr (2007)  
Assistant Professor of English  
Ph.D., University of Rhode Island

Thomas A. Chambers (2003)  
Associate Professor of History  
Ph.D., The College of William and Mary

Peggy Choong (1998)  
Professor of Marketing  
Ph.D., SUNY Buffalo

Kalen Churcher (2008)  
Assistant Professor of Communication Studies  
Ph.D., Pennsylvania State University

Sherriann Cianca (2007)  
Associate Professor of Education  
Ph.D., University of Toronto

Michelle Ciminelli (2007)  
Assistant Professor of Education  
M.S.Ed., University of Maryland

William H. Cliff (1992)  
Professor of Biology  
Ph.D., Cornell University

Debra Colley (1999)  
Dean, College of Education  
Associate Professor of Education  
Ph.D., SUNY Buffalo

Philip Collington (2000)  
Associate Professor of English  
Ph.D., University of Toronto

Peter A. Cowden (2007)  
Associate Professor of Education  
Ph.D., SUNY Buffalo

Frances Crosby (2006)  
Associate Professor of Nursing  
Ed.D., State University of New York at Buffalo

Kenneth Culton (2006)  
Associate Professor of Sociology  
Ph.D., Stony Brook University

Shawn Daly (2012)  
Dean, College of Business Administration  
Professor of Marketing  
Ph.D., Temple University

Marilyn Deighton (2006)  
Associate Professor of Theatre Studies and Fine Arts  
M.F.A., North Carolina School of the Arts

James J. Delaney (2004)  
Associate Professor of Philosophy  
Ph.D., SUNY Buffalo

Rev. Stephen J. Denig (2002)  
Professor of Education  
C.M., Ed.D., Rutgers

Wendy Duignan (1980)  
Associate Professor of Mathematics  
Ph.D., Syracuse University

David Dwyer (2011)  
Assistant Professor of Theatre and Fine Arts  
M.F.A., Michigan State University

Karen E. Edmond (2008)  
Professional in Residence, Social Work  
M.S.W., SUNY at Buffalo

William J. Edwards (2002)  
Associate Professor of Biology  
Ph.D., Ohio State University

Robin W. Erwin Jr. (1988)  
Associate Professor of Education  
Ph.D., SUNY Buffalo

Diana Falco (2008)  
Assistant Professor of Criminal Justice  
Ph.D., Indiana University of Pennsylvania

Terri Filips Vaughan (2000)  
Associate Professor of Theatre and Fine Arts  
M.F.A., Texas Women

Donna Fisher-Thompson (1984)  
Professor of Psychology  
Ph.D., University of Missouri

Marilynn P. Fleckenstein (1966)  
Professor of Philosophy  
Ph.D., Catholic University of America

Chandra J. Foote (1996)  
Professor of Education  
Ph.D., Syracuse University

William D. Frye (2000)  
Associate Professor of Hotel Management  
Ph.D., CHE, Pennsylvania State University

Amelia Gallagher (2006)  
Associate Professor of Religious Studies  
Ph.D., McGill University

Mark A. Gallo (1995)  
Associate Professor of Biology  
Ph.D., Cornell University

Steven A. Gattuso (2012)  
Assistant Professor of Accounting  
CFA, CFP, CMA, MBA, Canisius College

Michael Gentile (2001)  
Associate Professor of Recreation/Sports Management  
J.D., Cleveland State University

Robyn Goacher (2012)  
Assistant Professor Chemistry  
Ph.D., SUNY Buffalo

Mustafa Gokcek (2007)  
Assistant Professor of History  
Ph.D., University of Wisconsin-Madison

Zdenka Gredel-Manuele (1969)  
Professor of History  
Ph.D., SUNY Buffalo

Robert S. Greene (1981)  
Professor of Biology  
Ph.D., SUNY Buffalo

Leticia Hahn (2007)  
Associate Professor of Education  
Ph.D., University of Connecticut

Haoua M. Hamza (2001)  
Associate Professor of Education  
Ph.D., Kent State University

Lei Han (2010)  
Assistant Professor of Accounting  
Ph.D., University of Texas at Arlington

John Hannon (2011)  
Assistant Professor of Commerce  
Ph.D., SUNY Buffalo

Talia Harmon (1999)  
Professor of Criminal Justice  
Ph.D., SUNY Albany

Raphael C. Heaggans (2005)  
Associate Professor of Education  
Ed.D., West Virginia University, Morgantown

Francis Higman (1957)  
Professor Emeritus of Mathematics  
M.S.Ed., Syracuse University

Shih-Jen Kathy Ho (1996)  
Professor of Accounting  
Ph.D., Syracuse University

Shannon Hodges (2012)  
Associate Professor of Education  
Ph.D., Oregon State University

Sean Tsuhsiang Hsu (2012)  
Assistant Professor of Commerce  
Ph.D., University of Pittsburgh

Jinyan Huang (2007)  
Associate Professor of Education  
Ph.D., Queen's University

Joseph Hubbert, C.M. (1993)  
Associate Professor of Religious Studies  
Ph.D., Catholic University of America

Chang Huh (2008)  
Associate Professor of Hospitality  
Ph.D., Michigan State University

Edward Hutton (2008)  
Assistant Professor of Commerce  
CFA, MBA, Canisius College

Barbara Iannarelli (2002)  
Associate Professor  
Ph.D., SUNY Buffalo

Timothy O. Ireland (1996)  
Dean, College of Arts and Sciences  
Professor of Criminal Justice  
Ph.D., SUNY Albany

Hervé Jodouin (2011)  
Assistant Professor of Education  
MEd., University of Toronto

Robert G. Kane (2003)  
Associate Professor of History  
Ph.D., University of Pennsylvania

Erin Karper (2004)  
Assistant Professor of English  
Ph.D., Purdue University

John Keller (2009)  
Assistant Professor of Philosophy  
Ph.D., The University of Notre Dame

Lisa Kilanowski-Press (2006)  
Associate Professor of Education — Professional Studies  
D.Ed., Indiana University of Pennsylvania

Malena King-Jones (2012)  
Assistant Professor of Nursing  
M.S., D'Youville College

James A. Kling (1990)  
Associate Professor of Commerce  
Ph.D., University of Maryland

Paula Kot (1997)  
Associate Professor of English  
Ph.D., University of Connecticut

Michael Kotarski (1994)  
Associate Professor of Biology  
Ph.D., Cornell University

Alice Kozen (2001)  
Associate Professor of Education  
Ph.D., SUNY Buffalo

Timothy Lauger (2012)  
Assistant Professor of Criminal Justice  
Ph.D., Indiana University

Jeanne Phoenix Laurel (1992)  
Associate Professor of English  
Ph.D., Indiana University

Clementine U.M. Laverman (1994)  
Associate Professor of Social Work  
Ph.D., University of Pittsburgh

Phong Le (2010)  
Assistant Professor of Mathematics  
Ph.D., University of California — Irvine

Christopher Lee (2006)  
Associate Professor of Political Science  
Ph.D., University of California — Riverside

Tenpao Lee (1987)  
Professor of Commerce  
Ph.D., Iowa State University

Abigail Levin (2007)  
Assistant Professor of Philosophy  
Ph.D., University of Toronto

Joseph J. Little (2005)  
Associate Professor of English  
Ph.D., University of California, Santa Barbara

Jonathan Lopez (2012)  
Assistant Professor of Mathematics  
Ph.D., University of Rochester

Petter Lovaas (2010)  
Assistant Professor of Computer and Informational Science  
Ph.D., Dakota State University

Rachel Madsen (2010)  
Assistant Professor of Hospitality  
Ph.D., University of Connecticut

William J. Martin (1979)  
Associate Professor of English  
Ph.D., University of Notre Dame

Susan E. Mason (1979)  
Professor of Psychology  
Ph.D., Georgia Institute of Technology

Stephen Mayer (2008)  
Assistant Professor of Commerce  
Ph.D., SUNY Buffalo

Mary McCourt (1999)  
Professor of Chemistry  
Ph.D., SUNY Buffalo

James McCutcheon (2004)  
Associate Professor of Spanish  
Ph.D., University of California, Santa Barbara

Nancy E. McGlen (1980)  
Professor of Political Science  
Ph.D., University of Rochester

Kathleen McGrath (2011)  
Assistant Professor of Education  
Ph.D., State University of New York at Buffalo

Anna McNab (2009)  
Assistant Professor of Commerce  
Ph.D., Washington State University



Judith Merkle, SNDdeN (1995)  
Professor of Religious Studies  
Ph.D., University of St. Michael of the University of Toronto

Jeannette Molina (2012)  
Assistant Professor of Education  
M.A., Inter-American University

Brian M. Murphy (1999)  
Associate Professor of Communication Studies  
Ph.D., University of Massachusetts-Amherst

George J. Neimanis (1970)  
Professor Emeritus of Commerce  
M.A., New York University

Alfonso Oddo (1973)  
Professor Emeritus of Accounting  
CPA, MBA, SUNY Buffalo

Timothy M. Osberg (1982)  
Professor of Psychology  
Ph.D., SUNY Buffalo

John T. Overbeck (2009)  
Faculty Fellow, Commerce  
M.B.A., SUNY Binghamton

William A. Peek (1980)  
Professor of Commerce  
Ph.D., Syracuse University

Stephen Peterson (2006)  
Associate Professor of Philosophy  
Ph.D., University of Michigan

Donna Kester Phillips (2002)  
Associate Professor of Education  
Ph.D., SUNY Buffalo

Bohdan Pikas (1968)  
Professor of Commerce  
M.B.A., SUNY Buffalo

Jamie Pimlott (2007)  
Assistant Professor of Political Science  
Ph.D., University of Florida

Daniel Pinti (2001)  
Associate Professor of English  
Ph.D., Ohio State University

Laura Pinto (2010)  
Assistant Professor  
Ph.D., University of Windsor

Walter S. Polka (2008)  
Professor of Education  
Ed.D., SUNY Buffalo

Gary D. Praetzel (1978)  
Dean, College of Hospitality and Tourism Management  
Professor of Economics  
Ph.D., SUNY Buffalo

Kristine Principe (2008)  
Assistant Professor of Commerce  
Ph.D., Emory University

Susan Scibetta Rajnisz (2012)  
Instructor  
M.S., Radford University

David Reilly (2001)  
Associate Professor of Political Science  
Ph.D., University of Colorado at Boulder

Ann D. Rensel (2006)  
Associate Professor of Commerce  
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# Index

	Page		Page
Academic Calendar .....	2	Africana Studies Minor .....	64
Academic Exploration Program .....	62	Alumni .....	4
Academic Integrity .....	52	Applied Fine Arts .....	65
Academic Senate .....	241	Art History .....	66
Academic Services, Division of .....	17	Art History with Museum Studies .....	67
Academic Support .....	229	Art Museum, Castellani .....	6
Accelerated Three-Year Degree .....	46	Arts and Sciences, College of .....	63
Accounting .....	184	Associate Degree in Business .....	188
Accreditation and Membership .....	3	Athletics .....	14
Admissions .....	20	Attendance .....	47
AP (Advanced Placement) .....	22, 47	Auditing a Class .....	25, 46
Application Instructions .....	23	Awards and Prizes .....	54
Application Procedures .....	22	Biochemistry, Chemistry and Physics .....	69
Campus Visit Program .....	20	Biology .....	76
Challenge Examinations .....	22, 47	Black Families Minor .....	82
CLEP (College-Level Examination Programs) .....	22, 47	Board of Trustees .....	239
College Transfer Credit .....	22	Budget, Estimated Student .....	26
CPE (New York State College Proficiency Examination Program) .....	47	Business Administration, College of .....	182
Deposit Required .....	21, 25	Business, Associate Degree .....	188
Discovery Days .....	20	Business Education .....	182
Early Action .....	21	Campus Activities .....	8
Early Admissions .....	21	Campus Media, Student Publications .....	14
English Language Proficiency .....	23	Campus Ministry .....	16
Entrance Examinations SAT/ACT .....	22	Campus Programming Board .....	9
Entrance Requirements .....	21	Campus Safety .....	18
GED .....	22	Campus Store .....	20
Guided Campus Tours .....	20	Career Services .....	17
HEOP (Niagara University Opportunity Program) .....	22, 43	Certification Requirements, Education .....	201
High School Units of Preparation .....	21	Challenge Examination .....	47
Home Schooled Applicants .....	23	Changing	
International Baccalaureate Program .....	22	Course .....	49
International Students .....	18, 23	Major .....	49
Interviews .....	20	School/College Within University .....	49
Open Houses .....	20	Curriculum .....	49
Policy .....	20	Class Attendance .....	47
Readmission .....	21	Classification of Students .....	47
Reply Date .....	21	CLEP Exam .....	22, 47
Rolling Admissions .....	21	Club Sports .....	15
Tours, Guided Campus .....	20	Clubs and Organizations	
Transfer Applicants .....	23	Academic .....	9
Visa Records .....	23	Leadership and Student Governance .....	9
Visits, Campus Programs .....	20	Social and Service .....	12
Advanced Placement .....	22, 47, 48	Commerce .....	188
Affirmative Action .....	3	Communication Studies .....	83
		Computer and Information Sciences .....	87



	Page
Computer Crime Minor .....	91
Computer Facilities, Technology .....	6
Conference Services .....	233
Continuing Education .....	233
Counseling Services .....	17
CPE Exam (New York State College Proficiency Examination Program) .....	47
Credit-free Programs .....	233
Credit Requirements .....	58
Criminology and Criminal Justice .....	91
Cross-Registration .....	46
Curricular Changes .....	49
Curriculum .....	56
Deans List .....	54
Degree Requirements .....	50
Digital Forensics Minor .....	102
Directory Information .....	239
Disabilities, Services for Students .....	7
Dismissal Status, Academic .....	51
Drop-Add Change of Course, Withdrawal from Class .....	49
Dwyer Arena. ....	7
Earth Science .....	76
Economics .....	188
Education, College of .....	201
Education, Early Childhood and Childhood .....	204
Education, Middle Childhood & Adolescence .....	207
Educational Vision .....	3
English .....	94
Environmental Studies (Coordinate Major) .....	100
External Advisory Committees .....	242
Facilities and Environment .....	5
Faculty Composition .....	5
Faculty, Full-Time .....	243
Finance .....	189
Financing an Education .....	29
Achievement Award .....	30
Adult Career and Continuing Education Services — Vocational Rehabilitation (ACCES-VR) .....	45
Afghanistan Veterans Tuition Award Program (AVTA) .....	44
Federal Student Aid Programs .....	36
Honors Scholarship .....	29
Indian Affairs Aid to Native Americans, United States Bureau .....	41
Institutional Programs .....	29

	Page
Math and Science Teaching Incentive, NYS .....	43
Native Americans, State Aid .....	43
New York State Programs .....	41
Niagara University Grant .....	30
Niagara University Opportunity Program (NUOP/HEOP) ....	43, 229
New York Scholarships for Academic Excellence .....	42
Ontario Student Assistance Program (OSAP) .....	45
Out-of-State Financial Programs .....	45
Part-Time Study, Aid for (APTS) .....	43
Persian Gulf Veterans Tuition Award Program (PGVTA) .....	44
Police Officers and Firefighters, Memorial Scholarships for Children and Spouses of Deceased .....	44
Presidential Scholarship .....	30
Regent Award for Child of Veterans .....	44
Robert C. Byrd Honors Scholarships (federally funded) .....	44
ROTC Scholarships .....	39
Transfer Award and Scholarship .....	30
Trustees Scholarship .....	29
Tuition Assistant Program (TAP) .....	41
Veterans (CV) Correction Officer Awards (CO), Regents Award for Child of .....	44
Veteran's Administration (VA) Educational Benefits .....	40
Vietnam Veterans Tuition and Award Program (VVTA) .....	44
Vocational and Education Services for Individuals with Disabilities, Office of (VESID) .....	45
World Trade Center Memorial Scholarship Eligibility .....	44
Financial Information, Tuition and Fees .....	25
Fine Arts .....	165
First Year Experience Programs .....	8
Food Service .....	19
Forensic Science Minor .....	102
Full-Time Students .....	46
Gallagher Center .....	7
General Education .....	56
General Education Distribution Descriptions .....	57
General Studies .....	103
Geography of Niagara and Niagara Frontier .....	4, 7
Gerontology .....	103
Gerontology Minor .....	104
Good Standing .....	50
Grading System and Quality Points .....	49
Graduate Divisions .....	61
Graduate School and Scholarships, Advisor .....	232

	Page		Page
Grants and Scholarships, University .....	29	Motor Vehicles/Campus Parking.....	19
Health Services.....	17	Multicultural and International Affairs (MISA).....	15
High School Program .....	46, 233	Multicultural Studies.....	134
History of University.....	4	Natural Sciences Minor .....	135
History, Department .....	105	Niagara Frontier.....	7
Honors at Graduation and Dean's List.....	54	Niagara University Community Action Program (NUCAP) .....	13
Honors Program, University and Departmental.....	227	Niagara University Opportunity Program (NUOP).....	229
Hospitality and Tourism Management.....	215	Non-Matriculated Student .....	46
Human Resource Management .....	190	Nursing .....	136
Housing (Residence Life) .....	15	NUSTEP	
Ice Complex, Dwyer Arena .....	7	(Niagara University Senior Term Enrichment Program).....	46, 233
Incomplete Grade .....	49	Office of Academic Support .....	229
Interdepartmental Social Sciences Program.....	156	Organization of Niagara University .....	4
Interdisciplinary Minor in Leadership .....	200	Orientation, New Student.....	8
International Students .....	15, 23	Parking, Motor Vehicles.....	19
International Studies Program.....	110	Part-Time Status .....	52
Intramural and Club Sports .....	15	Passport Requirement.....	4, 23
Italian Studies Minor.....	113	Payments .....	28
Justice and Peace Studies Minor.....	113	Philosophy .....	140
Kiernan (Recreation) Center.....	7	Philosophy Requirements for	
Latin American Studies Minor .....	114	Transfer Students .....	47
Law and Jurisprudence Minor.....	116	Physics.....	75
Leadership and Student Governance .....	9	Political Science .....	143
Leadership Minor.....	200	Predental.....	231
Learn and Serve Niagara .....	17, 228	Prelaw .....	230
Liberal Arts.....	117	Premedical .....	231
Library.....	5	Preprofessional Tracks .....	230
Information Technology Help Desk.....	5	President's Message.....	inside front cover
Life Experience .....	47	Professional Requirements .....	61
Major		Psychology.....	147
Academic Program.....	24	Public History Minor .....	151
Change of.....	49	Quality Point Average (QPA).....	50
List of.....	58	Readmission After Dismissal .....	52
Management.....	190	Recreation Center (Kiernan).....	7
Map, Campus .....	inside back cover	Recreation, Wellness and Club Sports .....	15
Marketing .....	192	Refund Policies, Financial .....	26
Mathematics .....	118	Registration .....	47
Matriculated Students		Religious Studies.....	152
Classification of.....	47	Religious Studies Requirements for	
Medical Insurance .....	18	Transfer Students .....	47
Middle Eastern Islamic Studies Minor .....	123	Repeat Course Policy .....	50
Military Science (ROTC).....	124	Required Units of Secondary School Preparation.....	21
Minors, List of.....	59	Residence Life .....	15
Mission of University .....	3	ROTC Program (Military Science) .....	124
Modern and Classical Languages .....	125	Satisfactory Academic Progress .....	50-51

	Page
Academic Alert .....	50-51
Academic Dismissal .....	50-51
Academic Warning .....	50-51
Seal.....	1
Social Sciences Program .....	156
Social Work .....	157
Sociology .....	162
Special Students .....	46
Sports, Recreation and Wellness.....	15
St. Vincent de Paul Society .....	12
Statistics Minor .....	119
Student Affairs.....	8
Student Governance .....	9
Student Outreach and Support Office.....	233
Student Teaching .....	204
Students.....	4
Students' Rights, FERPA .....	53
Study Abroad.....	46, 126, 202, 234
Supply Chain Management .....	192
TAP .....	41
TAP Waiver .....	42
Technical (B2B) Marketing Minor .....	199
Technology .....	6
Theatre Studies and Fine Arts .....	165
Transcripts .....	54
Transfer Credits .....	47
Transfer Students.....	23, 47, 52
Transfer, Philosophy and Religious Studies Requirements .....	47
Trustees and Officers.....	239
Tuition and Fees.....	25
Committee on Refunds.....	27
Estimating a College Budget .....	26
Financial Aid Refund Policy .....	27
Official Withdrawal/Refund Policies .....	26
One-time Only Fees .....	25
Payments.....	28
Refund Policies.....	26
Room and Board.....	25
Semester Fees .....	25
Tutoring .....	230
University and Departmental Honors Program.....	227

	Page
University and its Mission .....	3
University Committees .....	241
University Officers.....	239
University Sectors.....	240
Veterans.....	40
Vincentian Poverty Studies Minor .....	177
Vision .....	3
Warning Status, Academic .....	51
Web Design Minor .....	178
Withdrawal	
Class.....	49
University.....	55
Women's Studies Minor .....	179
Writing and Thinking .....	56
Writing Center .....	230
Writing Studies .....	180
Writing Studies Minor .....	181

