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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 Monteaugle 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 2001

August 27	Monday	Advisement and late registration of incoming freshmen, transfer and readmitted students from 9 a.m. to noon and 1 to 4 p.m.*
August 28	Tuesday	Classes begin
September 3	Monday	Labor Day - holiday
October 8	Monday	Columbus Day - holiday
October 9	Tuesday	Holiday
October 19	Friday	Midterm ends
November 2	Friday	Last day for course withdrawal without permission
November 20	Tuesday	Thanksgiving recess begins after the last class
November 26	Monday	Classes resume
December 17	Monday	Examination week begins
December 21	Friday	Fall semester ends

Spring 2002

January 15	Tuesday	Advisement and late registration of incoming freshmen, transfer and readmitted students from 1 to 4 p.m.*
January 16	Wednesday	Classes begin
January 21	Monday	Martin Luther King Jr. Day - holiday
February 20	Wednesday	Winter recess begins after the last class
February 25	Monday	Classes resume
March 8	Friday	Midterm ends
March 22	Friday	Last day for course withdrawal without permission
March 27	Wednesday	Easter recess begins after the last class
April 4	Thursday	Classes resume
May 7	Tuesday	Examination week begins
May 11	Saturday	Spring semester ends
May 19	Sunday	Graduation

Fall 2002

August 26	Monday	Advisement and late registration of incoming freshmen, transfer and readmitted students from 9 a.m. to noon and 1 to 4 p.m.*
August 27	Tuesday	Classes begin
September 2	Monday	Labor Day - holiday
October 14	Monday	Columbus Day - holiday
October 15	Tuesday	Holiday
October 18	Friday	Midterm ends
November 1	Friday	Last day for course withdrawal without permission
November 26	Tuesday	Thanksgiving recess begins after the last class
December 2	Monday	Classes resume
December 16	Monday	Examination week begins
December 20	Friday	Fall semester ends

Spring 2003

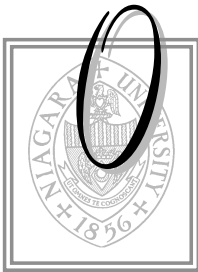
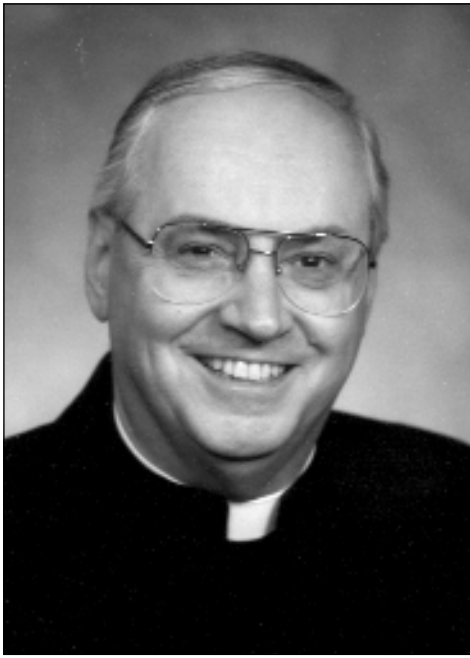
January 14	Tuesday	Advisement and late registration of incoming freshmen, transfer and readmitted students from 1 to 4 p.m.*
January 15	Wednesday	Classes begin
January 20	Monday	Martin Luther King Jr. Day - holiday
February 26	Wednesday	Winter recess begins after the last class
March 3	Monday	Classes resume
March 7	Friday	Midterm ends
March 21	Friday	Last day for course withdrawal without permission
April 16	Wednesday	Easter recess begins after the last class
April 24	Thursday	Classes resume
May 6	Tuesday	Examination week begins
May 10	Saturday	Spring semester ends
May 18	Sunday	Graduation

* Requests for special arrangements should be directed to the records office.

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.

President's Message



One of our goals at Niagara University is to provide an educational atmosphere in which students, faculty and staff come together to form a community of learners. Our integrated curriculum places students at the center of their academic program, allowing them to use methodologies that best meet their needs, while creating a lifelong interest in learning. Our experienced and dedicated faculty is at the heart of a tradition of providing an education of excellence.

With nearly a century and a half of experience, we've developed a proven formula for preparing leaders for all walks of life. We provide a strong liberal arts background coupled with hands-on experience in helping others provide students with the education and values needed for successful careers, personal fulfillment, and meaningful lives.

All that we do here at Niagara is influenced by our strong Catholic and Vincentian traditions. We are proud of our rich religious heritage. We take our inspiration from St. Vincent de Paul, founder of the Vincentian Fathers and Brothers, who sponsor the university. St. Vincent is the patron of charitable deeds. In the tradition of service that marked his life, we have developed a model service-learning program through which students apply their talents and energies to the needs of the poor and less fortunate.

I invite you to share in the Niagara experience – one that educates the mind as well as the heart. Being a Niagaran will fill you with new challenges and new friendships, leading to your personal and professional development.

Rev. Joseph L. Levesque, C.M.
President

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



AACSB accredited by The International Association for Management Education. Its program in nursing is accredited by the National League for Nursing.

Its program in social work is accredited by the Council on Social Work Education. Its program in education is accredited by the National Council for Accreditation of Teacher Education. The department of chemistry has the approval of the American Chemical Society. The College of Hospitality and Tourism Management is accredited by the Council on Hotel, Restaurant and Institutional Education (CHRIE). 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, the American Association of Colleges of Nursing, and other organizations.

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. General education overcomes provinciality in learning, the ancient enemy of liberal education. 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 2,400 undergraduates, 675 graduate students, and about 750 students enrolled in continuing 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 Monteaugle 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.

Organization

The university is governed by a 25-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 life, the vice president for administration and the vice president for university 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 2,400. An additional 675 students are enrolled in the graduate division.

The most recent Cohort Survival Study shows that 80 percent of the new freshmen entering in the fall of 1999 returned in the fall of 2000. The graduation rate of students who began in 1994 is 60 percent.

Alumni

Niagara University's approximately 28,000 alumni have assumed positions in virtually every career area. Significant numbers of graduates are employed in the field of education as teachers, administrators and counselors. A large concentration of graduates pursue business careers in public accounting, sales, banking, management and computer science. Alumni are employed in the health care field in the practice of medicine and nursing as well as in research. Alumni also establish careers in law, government service, military service, religious life or are self-employed.

The many and varied accomplishments of the alumni are a measure of the university's success in achieving its goal of career preparation.

Niagara University maintains a close relationship with alumni through the publication of the alumni magazine, the Eagle. The magazine, which is published four times a year, keeps graduates informed about university activities through news and feature stories as well as through a personal message from the university president. In addition, graduates are updated on the activities of their classmates through the "Alumni Notes" feature.

A system of regional alumni chapters exists throughout the United States to foster camaraderie among alumni as well as to encourage university support. Throughout the year various social events are held by the chapters, many of which are attended by the university president or his representatives. Alumni chapters sponsor sports outings, golf tournaments, cocktail parties, dinners and basketball socials as well as events of regional interest.

Faculty

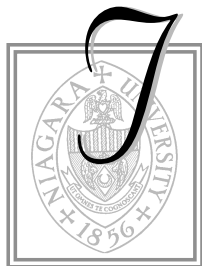
The experience of obtaining an education at NU is not a solitary undertaking. The interchange between students and faculty can be as valuable a resource as text and research; as a result, the NU faculty and students work together as members of a community, and not merely as units in an impersonal organization. The primacy of the student in the general plan of Vincentian education is a major concern of the faculty of the university.

A competent faculty is a diverse faculty, derived from a variety of backgrounds. Diversity guarantees an appropriate mixture of teaching methods and attitudes toward subject areas. Over 100 universities, including non-American universities, are represented among Niagara's faculty.

The reputation of a faculty is partly based on the number of invitations extended to its members from learned societies to present papers and participate in professional conferences. A significant number of Niagara University's full-time faculty are currently involved in presenting papers at conferences, testifying before governmental bodies, receiving appointments to boards and panels, and publishing in reputable journals.



Facilities and Environment



The 27 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 plus a group of four two-story houses for men and women. These facilities can accommodate over 1,300 students in the single, double and triple rooms.

Classrooms are located in St. Vincent's, DePaul and Dunleavy halls. NU's laboratories for the behavioral sciences, natural sciences, nursing, communication studies, fine arts, and language are located in the Castellani Art Museum, 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 has outdoor recreation facilities, including tennis courts, and fields for baseball, soccer, field hockey, football, and softball.

The hub of campus activity is the Gallagher Center, where students can gather in a relaxed atmosphere. Many academic and administrative offices are located in this facility. A full-service snack bar, located in the lower level of the Gallagher Center, is open during the school year from 7:30 a.m.-11 p.m., Monday through Friday.

Library

The library plays a critical role in higher education at Niagara University. Its responsibilities include providing our community with a comfortable facility conducive to research and study, access to the best-available print and electronic resources, competent and helpful staff and high quality services. The library is committed to supporting specific academic programs and the overall intellectual and cultural growth of the Niagara University community.

Niagara University library occupies 35,000 square feet in a three-story building at the south end of the campus. It is conveniently located across from the main parking lot and has a handicapped-accessible entrance. The library has seating for 500 students distributed among tables, individual study carrels, a group study room and a lounge. The library also maintains a computer lab with 10 personal computers for library-related, practical hands-on training. When not in use, students may use these computers for research, typing papers and other kinds of schoolwork.

The library's collection currently exceeds 211,000 books and 5,000 periodical titles in print and electronic formats. More than 3,000 volumes are added each year.

Our library was one of the first libraries in Western New York to install an online catalog and has been named an Advanced Electronic Doorway Library by the New York State Department of Education. The entire collection is searchable via the library's online catalog within the library or remotely from home or office. More than 300 full-text and bibliographic periodical databases are available to patrons for their research in the library, and remote access from home or office via the World Wide Web is available for most databases. The library also offers an electronic reserve system that allows students to access digitized course reserve reading through the Internet on or off campus at any time of day or night.

There are 10 professional librarians and 14 technical assistants on staff to select, organize and provide access to library materials. More than 30 student assistants also work in the library.

The library's services include in-person, telephone and e-mail reference assistance as well as group library orientation and instruction lectures. Paper and microform photocopiers are available.

Our archives and rare book collections are available by appointment. For materials not owned by the library, Niagara University students are encouraged to use our Interlibrary Loan Service. Through the library's participation in regional, state and national interlibrary loan networks, students have access to materials held by libraries throughout the country. Over 4,000,000 volumes are available in Western New York alone. Students may obtain an INFOPASS card that will allow them to borrow books from most of the college and university libraries in Western New York.

The library is open 95 hours per week during the school year, and operates on a reduced schedule during vacation periods and summer school. Reference librarians are on duty to assist patrons whenever the library is open.

Hours

Monday through Thursday: 8 a.m. to midnight

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

Saturday: 10 a.m. to 5 p.m.

Sunday: noon to midnight

Access the library on the Web at :

www.niagara.edu/library

Technology

A broad range of computer facilities is available for student use. The main computer labs and computer teaching labs are located on the first floor of St. Vincent's Hall. Additional computer labs are maintained on campus by various academic departments. The Windows-based computers provide students with access to word processing, spreadsheet, database, presentation and statistical software as well as the campus-wide network, e-mail and Internet browsing. The labs also provide access to specialized software, such as programming languages, to meet the needs of various academic disciplines. Laser printers are available in the lab area for student printing.

During the normal school schedule the main computer labs are open seven days a week. Some labs provide 24-hour accessibility. The labs are also open during break periods on a reduced schedule.

In the main classroom building, St. Vincent's Hall, all classrooms are provided with computer/video projectors, Internet connections, sound systems and computer-equipped teaching stations. The building also contains computer-equipped student conference rooms.

Dunleavy Hall houses the video master control room. Computer-controlled delivery of video classrooms and cable entertainment to residence halls and common areas originates here. A state-of-the-art interactive videoconferencing classroom for distance-learning is available, as well as portable teleconferencing equipment useable at other locations. Students have access to a media lab that includes program retrieval and a digital media work station. Digital and analog video editing for classroom or personal presentations is also provided.

All students are given personal electronic mail account 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. This system also gives students access to personal productivity tools, such as calendars and to-do lists, over the Internet.

All residence halls have computer connections for each student. Using student-provided, properly equipped computers, students can access the Internet and use e-mail over a high-speed Internet connection. The university provides the basic network connectivity hardware and installation for a nominal fee.

An on-campus document center provides for special printing needs. Student discounts are offered on computer software at the campus store.

Information Technology can be reached via e-mail at it@niagara.edu and through its Web page at staff.niagara.edu/it/.

Castellani Art Museum

A beautiful, gray, marble-faced building, the Castellani Art Museum is located at the center of the Niagara University campus. The museum offers an exciting collection of late 19th century, modern and contemporary art accessible to the Niagara community, as well as to the general public, with no admission charge. Exhibitions and programming include: historic art, contemporary art with visiting artists, traditional folk arts, and exciting collaborative educational programs with area school districts. Multimedia publications such as our Robert Creeley CD-ROM program and a virtual tour of the Stations of the Underground Railroad public sculpture project are available on our computer station. Museum staff members teach fine and art history courses in the adjoining studio. In addition to using the museum's collection as an educational resource, Niagara students, faculty and staff are invited to take part in a variety of exhibitions, lectures and performances each year. The museum also offers a well-stocked and affordable gift shop featuring unique merchandise from around the world. The museum can be reached via e-mail at cam@niagara.edu and through its Web page at www.niagara.edu/cam.

Kiernan Center

A 43,000 square-foot fitness and recreational facility, the Kiernan Center offers a six-lane swimming and diving pool, racquetball and multipurpose courts, gymnasium, Nautilus and cardiovascular area, weight room, saunas, and dance/aerobic area. The facilities are scheduled with priority use for NU students.

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 numerous scenic attractions associated with the falls, other important educational and cultural resources in the area include the Earl W. Brydges Artpark, the Niagara Falls and Buffalo Philharmonic orchestras, the Niagara Falls Little Theatre and the Albright-Knox Art Gallery.

Niagara University is easily accessible via the New York State Thruway, and is centrally located for bus and airline transportation.

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, 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

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

Diane Stoelting
Coordinator, Specialized Support Services
Seton Hall
716-286-8076
FAX: 716-286-8063
E-mail: ds@niagara.edu

Documentation must be current, and must be submitted by a qualified professional. The documentation must clearly identify a disability and its impact on the student's current level of functioning in a university setting.

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 Life



The major purpose of the student life sector is to advance both the university's educational mission and the Vincentian tradition, which "emulates the altruistic spirit of Vincent de Paul." Because education at Niagara is holistic, student life professionals provide services and programs that encourage value-centered

growth in the intellectual, emotional, physical, social, and spiritual maturity of the student.

As partners with faculty in the educational enterprise, personnel support and enhance the academic mission of the university. They acknowledge the primacy of academics and are concerned with the out-of-class environment that affects learning. Thus, developing a community where students allow values to be freely shared and examined, make and keep friends, care about the welfare of others, and learn to balance freedom and responsibility are major objectives of the student life sector. As managers of their own affairs, students learn to make better decisions and bear the consequences of their choices.

Student life professionals believe in the uniqueness of each student and pledge to create a climate where diversity of race, religion, age, gender, culture, physical ability, and nationality are received as gifts. Bigotry, sexism and racism, therefore, are seen as incompatible with a learning environment.

Learning is a lifelong process. Personnel help students "learn to learn" by promoting cocurricular 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.

For Niagarans, campus life is an essential part of their educational process. Under the supervision of the vice president, personnel work to realize the sector's vision statement in their daily interactions with students. Policies, procedures, services, and programs are planned in consort with the statement and the university mission.

The vice president is assisted by the dean of student affairs, as well as the directors of campus activities, multicultural and international student affairs, recreation, intramurals and club sports, health services, university housing, counseling services, career development, cooperative education, freshman programs, judicial affairs, and campus safety.

Student Affairs

The dean of student affairs oversees the overall administration of the residence hall program, housing facilities, student conduct and the judicial system, health and counseling services, the summer CARE program, Freshman Symposium, and the Student Assistance Program, a chemical-dependency assessment service.

Creating and maintaining a campus environment that fosters commitment to education, personal development, health and safety, and advancing student growth through civic responsibility are the division's primary goals.

New Student Programs

CARE: During the month of July, the university sponsors CARE (Collegiate Advisement Registration Experience), a series of two-day programs for freshmen. New students are expected to attend one of these summer sessions, which focus on academic advisement, course registration and financial planning. Guardians are also encouraged to participate in the CARE programs tailored to parental issues.

A daylong session is scheduled in April for transfer students in preparation for the school year.

Orientation: Just prior to the official opening of the fall and spring semesters, special programs are held to introduce new students to college life. Under the auspices of the campus activities office, orientation begins the process of connecting with others in a learning community, as well as provides time needed to become familiar with campus traditions and a new environment.

Freshman Symposium: Attendance at a series of programs focusing on a variety of special college issues is mandated for freshmen during the first six weeks of the fall semester. A satisfactory grade is needed to meet graduation requirements.

Campus Activities

An important component of a liberal education is participation in cocurricular and extracurricular activities. As Niagara University is firmly committed to the education of the entire 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, oversees new student orientation, and works closely with the campus programming board, which plans and markets student activities. Personnel also assist the 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 value-centered men and women.

Student Governance

Campus Programming Board: The CPB is comprised of volunteer students who work together in planning and implementing a variety of social, cultural, recreational, and educational events intended to bring the campus community together.

Class Government: Officers are 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.

Niagara University Student Government Association: NUSGA is a group of elected and appointed students who serve the university community by promoting the general welfare of the student body. Through a democratic process, student leaders address issues of concern to the student body, as well as provide a wide variety of activities and programs.

Resident Student Association: The RSA 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 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.

Alpha Kappa Psi is a professional business organization with the primary goal of fostering research in the fields of commerce, accounting and finance.

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.

Alpha Sigma Lambda is a national honor society that provides an association for nontraditional students who have demonstrated academic excellence in continuing higher educational programs.

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 Institute of Biological Sciences 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. Affiliation with the national AIBS, a consortium of professional biological societies, is available through the chapter.

Club International functions as a student organization as part of the international studies department. Club International is open to students who show interest in international studies. The club primarily plans cultural events and activities both on and off campus. Field trips, socials and lectures have been planned in the past including visits to the United Nations in New York City and trips to Montreal, Canada.

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 in various forms of government. 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 persons who are 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.

Hospitality and Tourism Association is a membership organization committed to sponsoring, 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.

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.

National Student Nurses' Association, Niagara County Chapter of the Nursing Students' Association of New York State is a preprofessional organization. Its purpose is to unify the nursing students of Niagara County and combine their efforts to achieve preprofessional status by taking an active interest in the education, recruitment and practice of nursing, and involve the nursing student in community health. Monthly meetings encourage participation at the national level, as well as provide NU's students with stimulating speakers, movies and opportunities to visit local health agencies.

Membership includes quarterly issues of *Imprint*, the only national magazine for and by nursing students. Members attend state and national conventions. NSNA enlists nursing students at the undergraduate level and prepares them for active membership in the American Nurses' Association upon graduation.

Niagara University 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.

Niagara University Honors Program President's Society comprises junior and senior honor 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.

Niagara University 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.

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 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.

Prehealth Science Professionals Association establishes awareness, support and a greater understanding of the health science field. The group attempts to prepare students for professional programs (medical or dental school), as well as establish unity of all preprofessional students.

Prelaw Student Association 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.

Ranger Platoon's purpose is to provide interested students with a view of Army life practiced in specialized light-infantry units and to give them 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.

Sigma Theta Tau, Gamma Theta Chapter is the national nursing honor society. Membership recognizes and rewards scholastic and clinical achievement, extracurricular attainments and community services of junior and senior nursing students, and/or demonstrated professional leadership and marked achievement on the part of nursing faculty and area nurses who have earned at least a baccalaureate degree in nursing. The society aims to promote the development of leadership qualities, to foster high professional standards, to encourage creative work, and to strengthen commitment to the ideals and purposes of the nursing profession.

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.

Society for Human Resource Management (SHRM) is a social, academic club enabling its members to learn more about the human resource profession by networking in a social

atmosphere with business professionals throughout the Western New York area. Membership is open to anyone pursuing a career in the human resource and management field.

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.

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.

Chapel Choir consists of men and women in the university community who enjoy singing and striving for professional presentation of the Sacred Music.

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 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.

Economic and Finance Society furthers the understanding of the sciences among the members and provides the student body with the opportunity to hear lectures, attend discussions and receive and give tutoring in the field of economics and finance. The society establishes a close relationship with the university's economics and finance faculty.

Ethnic Awareness Association was formed to facilitate and support community-based projects for the development of all minority groups. Membership is open to all students regardless of race, sex or creed.

Family Weekend Committee. Annually, family members of the entire university community are invited to Niagara for a fall weekend. The committee works throughout the year to arrange different activities and social events which make the families' visits enjoyable and memorable.

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.

International Student Association (ISA) is a service organization that focuses its efforts on the welfare of members through a unified effort in adapting to the environment, people and culture of the United States. Its ultimate goal is to contribute to the enrichment of the campus community. Domestic students are encouraged to become members to enhance their perspective of cultures of other countries.

Knights of Columbus is a Catholic, fraternal organization providing service activities for the community. Its main ideals are fraternity, unity, patriotism, and charity.

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 fraternities 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 Greek organizations.

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 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 Gospel Sound is composed of talented Niagarans who share with the university and the local community the beauty of gospel music.

Pep Band is composed of students who enjoy sharing their musical talent at our intercollegiate sporting events. The band is open to all students who are interested and display musical ability.

Phi Kappa Sigma is a national fraternity open to all male students who meet the organization's requirements. Promoting brotherhood regardless of race, creed or religious affiliation, the chapter plans various events throughout the year and requires its members to participate in community service endeavors, such as "Adopt-a-Highway," Heart and Soul Food Pantry, and the Leukemia Society.

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.

The Poetry Society at Niagara is open to all students interested in reading or writing poetry. Members' poems periodically are published in the student newspaper, and an anthology of the entire membership's works is published.

St. Vincent de Paul Society is an international organization founded in 1833 by Blessed Frederic Ozanam. Placed under the patronage of St. Vincent de Paul, the society derives its inspiration and purpose from his thinking and work. It seeks, in a spirit of justice and charity and by person to person involvement of members, to help those who are suffering in any way.

SHADES (Sharing Heritage and Diversity to Educate Society), formerly Black Student Union, strives to promote and exchange ideas of common interest to domestic minorities and to heighten the cultural, educational and political consciousness of all students on campus. Membership is open to any interested student.

Sigma Delta Phi Epsilon is a co-ed, multicultural Greek organization that strives to impart among its members an understanding of all cultures. Eight purposes define SDPE: Family, Individuality, Culture, Education, Respect, Community Service, Leadership, and Coeducation. Membership is open to all Niagara students.

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.

Campus Media

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.

Niagara University Broadcasting is open to all students interested in the broadcasting mediums. NUB produces and directs news and entertainment programming for airing on Niagara's campus television network. The members attend various trade conferences and take field trips to places such as local TV stations and studios in New York City.

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

WRNU, 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.

Sports and Recreation

The overall 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 and noncompetitive activities.

Intercollegiate Sports. More than 300 student-athletes participate in the 17-sport varsity program at Niagara University, 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 women's hockey team competes in the Eastern College Athletic Conference (ECAC), and the men's hockey team competes in the College Hockey America (CHA).

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, ice hockey, lacrosse, soccer, softball, swimming and diving, tennis, 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.

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 athletics department.

Intramurals and Recreation. Niagara's intramural and recreation program provides opportunities for students to constructively use their leisure time and improve both physically and emotionally. Approximately 25 intramural, fitness and instructional programs are offered by Kiernan Center staff based on student interest.

Team activities have included broomball (at the ice arena), flag football, 3-on-3, basketball, racquetball, floor hockey, coed indoor soccer, and sports trivia. Aerobics classes and swimming, Nautilus and health living instruction also are offered.

Outdoor recreation facilities include tennis courts and fields for baseball, soccer, field hockey, football, and softball.

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, fund-raising activities, donor contributions, and sponsorships. The following club

sports have been available at Niagara: ice and field hockey, lacrosse, martial arts, gymnastics, skiing, and rugby.

Students interested in establishing a club sport are encouraged to contact the director of recreation and intramural sports in the Kiernan 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 academic advisement, interpersonal relations, problem-solving strategies, post-completion studies, and career services. Nonimmigrant international students are given assistance in acclimating to life in the United States, as well as in compliance with current U.S. immigration laws. In order to comply with the rules and regulations of the U.S. Immigration and Naturalization Service, all international students from abroad and Canada attending Niagara University on an F-1 status must register at the beginning of each semester with the MISA office.

Upon acceptance to NU, international students are required to demonstrate proof of having accident and illness insurance, effective for one year, and submit required health and immunization records to the university's health center. For specifics, refer to the health services section of this catalog.

University Housing

All on-campus residences are managed through the housing office, which oversees physical accommodations, assignments to and reservations of residential facilities, and matters relating to the business and statistical data of student life.

Personnel work to ensure cleanliness, attractiveness, safety and comfort in housing facilities and to render service in routine matters associated with on-campus residency. Summer housing and the university's identification card program also are coordinated through this office.

Residence Halls: Approximately 1,300 students are housed in several residence halls and a grouping of four small cottages on the campus. Both coeducational and single-gender accommodations are available. Plans are in place to construct apartment-style housing for upperclass students.

The buildings are staffed with well-trained resident directors and assistants (RAs), who work to create a positive, pleasant and safe climate in the halls. They offer assistance to students, implement educational and social programs, and manage the facilities.

Rooms are set aside for freshmen and upperclass students, as well as special interest groups such as honors students, athletes and internationals who meet the qualifications of their respective departments. All area assignments are based on space availability.

NU maintains male and female accommodations in a proportion equal to the number of applicants for respective residency. Students are assigned to halls from a priority list determined by the date the \$100 acceptance fee is paid to the university and when a completed housing 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.

Rooms are equipped with beds, desks, chairs, and wardrobes. All bed linen, pillows and towels must be furnished by the student.

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

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 statistics that show students who live in residence halls tend to perform better academically, acclimate 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:

- Students commuting from their home address which is determined by the university to be a reasonable distance from the campus.
- Transfer students
- Married students
- Veterans
- Students who delayed college attendance and maintained financial independence for at least two years following high school graduation.

Requests for exemption of the residency requirement should be made to the university housing director. Appeals of the director's final decision must be submitted in writing, with all relevant documentation, to the vice president for student life as follows: by **December 1** if appealing for the spring semester and by **July 1** if appealing for the fall semester.

Campus Ministry

The main goal of the campus ministry office is to assist all students in their spiritual growth. Whether you are a Catholic, a Christian from another denomination, Jewish, from one of the many other diverse religious traditions, or uncertain about your faith, the campus ministry office has something to offer you!

Social awareness projects, discussion groups, Bible study, music ministry, community service, leadership opportunities, retreats, daily Mass, interfaith prayer services, a directory of local churches, preparation for baptism and confirmation, fellowship, faith sharing groups, and pastoral counseling are among the many experiences facilitated through the campus ministry office.

Some of our most popular programs include: (1) B.A.S.I.C. (Brothers and Sisters in Christ), a service week during semester breaks which take students to unique urban or rural locations for an intensive service and reflection experience; (2) our evening, overnight and weekend retreat programs which offer students of all backgrounds the chance to break away from the routine and pressures of campus life to think and pray about what really matters in their life and to focus on spiritual growth. Directed by student leaders and campus ministers, retreats are scheduled throughout each semester; and (3) Hunger Awareness Week which focuses the attention of the entire campus on the causes of poverty and how we can actively and effectively make a change for the better.

Alumni Chapel, located in the heart of the campus, is open to all student for private prayer throughout the day, evening and on weekends. Campus ministry offices are in three locations: two offices are in the lower level of Gallagher Center, and the third location is on the first floor of Seton Hall. Campus ministers are available to meet formally or informally with students to discuss both spiritual and personal issues. For more information call 286-8400, e-mail us at ministry@niagara.edu, or check out our Web site www.niagara.edu/ministry.

Confessions - Contact 286-8400 for the updated schedule or to make an appointment with a priest.

Alumni Chapel

Monday, Wednesday, Friday....12:05 p.m.

Tuesday & Thursday.....12:35 p.m.

Sunday.....11 a.m., 4:30 p.m. and 10 p.m.

Career Development

The Office of Career Development provides the programs, services and resources that prepare students to fulfill their career goals and develop lifelong career management skills. The staff offers a comprehensive program of career exploration and counseling, cooperative education and internship experiences, graduate and professional school information, job recruitment opportunities, and training in the job search process. Specialized career planning workshops are conducted on topics such as: resume and cover letter preparation; job search strategies; identification and research of employers; and interview techniques. Career counseling is available for students seeking guidance in career exploration, planning and decision making.

The department's recruitment program includes: an annual on-campus job fair; a Web-based virtual job fair; teacher recruitment days; and the coordination of on-campus interviews with visiting employers. Practice interviews are provided to prepare students for recruitment opportunities. An all-day mini-conference focusing on the transition from college to the world of work or graduate school is offered to junior and senior students.

To assist students interested in continuing their education, the department coordinates an annual Graduate and Professional Schools Fair. It also provides information on graduate programs, testing requirements and application processes.

The Career Library houses a wide variety of resources and materials on career planning, graduate school and the job search process. Computer stations with Internet access are available for locating employment opportunities, researching employers and preparing resumes and cover letters. A computer-based guidance program also is available to assist in career exploration.

The Job Location Program assists students in finding part-time, temporary and summer employment opportunities. Students are encouraged to contact the department early in each academic semester to express interest in employment.

Cooperative Education

A cooperative education 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 co-op program in their junior or senior year, enabling them to gain academic credit as well as paid work experiences in their majors. Students in the university's professional programs receive practical experience as part of their curriculum. The cooperative education program increases career choices for students, and helps employers to train and hire better qualified personnel.

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

Counseling Services

The Counseling Center offers professional mental health counseling that gives students an opportunity to explore and share any situation, question or difficulty they may be experiencing. Counseling can help students get to know themselves, communicate effectively, make personal choices, help another grow, feel high self-esteem, have a sense of purpose, grow from a crisis, learn how to use counseling resources, make personal changes, and develop a wellness lifestyle.

The center is committed to providing comprehensive, quality mental health services through: individual and group counseling; mental health assessment and intervention; alcohol/drug assessment and education; support groups; workshops; consultation; referral; and 24-hour on-call service. Also housed in the center is the university's student assistance program, which provides an assessment and referral service for students with potential or actualized chemical dependency problems.

All mental health counseling and chemical dependency assessment sessions are strictly confidential.

Health Services

The Student Health Center provides services six days per week during the academic year to all full-time and part-time undergraduate and graduate students who have paid the health services fee and who have submitted the required immunization and medical records information. A strict code of confidentiality is maintained by all health center personnel.

The center is staffed with a nurse practitioner/director, part-time physician, registered nurses, and a health promotion educator. Students may receive health care by walking in to be evaluated by an RN according to protocols or arrange scheduled appointments with the nurse practitioner and physician. Services provided include: illness evaluation; treatment of common illnesses and injuries; allergy vaccinations; referrals to medical specialists and members of the health care team; referrals to area hospitals; and the availability of a limited number of prescription and nonprescription medications. Medications prescribed are the financial responsibility of the individual student. The center also provides health promotions/health education programming and information.

All students are encouraged to have health insurance. Students without coverage may choose to purchase a plan available to NU students; pamphlets are available in the Student Health Center. All students should carry their own insurance card, particularly students who have coverage with an HMO or managed care plan. If an individual card is not available, a copy of the front and back of the card should be carried by the student and attached to the health background record.

New York State mandates all students attending institutions of higher education to submit proof of immunity for measles, mumps and rubella.

Guidelines for proof of acceptable immunization include:

- (1) two measles vaccines received after 1967 and after 12 months of age, separated by at least 30 days;
- (2) one mumps vaccination after 12 months of age; and
- (3) one rubella vaccine after 12 months of age.

A copy of recent serological evidence of measles, mumps and rubella antibodies via titer test may be substituted for proof of vaccination. Anyone born prior to January 1, 1957, is exempt from the requirement, but still must submit a completed health background record.

International students are required to submit proof of health insurance effective for one year, as well as the required health and immunization forms. In addition to basic coverage, the student's insurance must provide both repatriation and medical evacuation benefits. No international student shall be permitted to check in to the residence halls or to register for classes until all of the specified information is part of the student's permanent record. If the insurance policy lapses, the student will be subject to suspension from NU until such time as health coverage is renewed.

Campus Safety

The university's campus safety department provides quality service 24 hours a day, seven days a week. It also has the responsibility for regulation of traffic and parking control, as well as enforcement of university policies which ensure good order on the campus. Additionally, the department provides general information and safety assistance to the campus community. Specific questions and concerns may be directed to the campus safety office.

NU maintains a commitment to ensuring a safe and secure campus environment. The university imparts safety and security information through programs such as CARE, orientation, Freshman Symposium, residence hall staff and student leadership training, and through various campus educational and social programs. Printed materials are distributed and available through the offices of the dean of student affairs, campus safety and counseling services.

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. To learn more about parking or security issues, visit our Web site at www.niagara.edu/safety.

Food Service

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

- **Ultra Plan (up to 19 entrances per week):** This plan offers the student a maximum of 19 entrances into the Clet Dining Commons per week. The student also receives a \$50 declining balance account, usable in Clet Dining Commons or Gallagher Center Snack Bar, and three guest passes per semester.

- **Standard Plan (up to 14 entrances per week):** This plan offers the student a maximum of 14 entrances into the Clet Dining Commons per week. The student also receives a \$125 declining balance account, usable in Clet Dining Commons or Gallagher Center Snack Bar, and three guest passes per semester.

- **Basic Plan (up to 10 entrances per week):** This plan offers the student a maximum of 10 entrances into the Clet Dining Commons per week. The student also receives a \$275 declining balance account, usable in Clet Dining Commons or Gallagher Center Snack Bar, and three guest passes per semester.

Participation in the meal plans also entitles the student to box lunches or dinners for missed meals due to class or work conflict, exam treats during exam week, infirmary meals, and special dietary arrangements. The student will receive a seven percent savings at the Gallagher Center Snack Bar and in the Clet Dining Commons 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.

Commuter Plan: Commuter students who want to use the university's dining services may purchase a declining balance account for an initial deposit of \$50. The student will receive a seven percent savings at the Gallagher Center Snack Bar and in the Clet Dining Commons. The student may add to this account in \$20 increments. Any unused 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 Center Snack Bar: The snack bar is located in the lower level of the Gallagher Center. It offers Taco Bell, Pizza Hut Personal Pan Pizza, Sub Connection deli sandwiches, B.U.B.S. Grill, Hershey's Cookies, and TCBY yogurt.

Auxiliary Packages: Celebrate your son's, daughter's, roommate's, or friend's special day with a gift package. Items that are available include birthday cakes, friend chips, balloon bouquets, or a Gallagher Center gift certificate. Orders for these items are taken at the dining service office. Some advance notice is needed for these items, so do not delay.

Campus Store

Barnes & Noble Bookstores operates the campus store at NU. The bookstore carries all required and recommended textbooks (customers save 25 percent when they buy used books), plus paperback and hardbound bestsellers in a variety of subjects. Also carried are university memorabilia, sports clothing, greeting cards, toiletries, groceries, and school supplies. 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.

Campus Store Hours

Monday: 9 a.m. to 6 p.m.

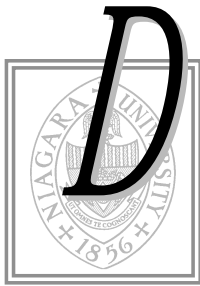
Tuesday - Thursday: 9 a.m. to 5 p.m.

Friday: 9 a.m. to 4 p.m.

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

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

Admissions



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, PO Box 2011, Niagara University, New York 14109-2011; or e-mail at admissions@niagara.edu. You can access our Web site at 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 Programs: 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, eating in the cafeteria, or staying overnight in the residence halls. Contact the Office of Admissions to become part of the campus visit 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 welcomes students whose aptitude and demonstrated academic achievement give evidence of their ability to successfully complete the various university programs.

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

NU is open to all students, regardless of race, sex, age, national origin, religious preference, status as a Vietnam-era veteran, or physical disability.

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 Decision

Students who are committed to pursuing an NU education may apply under the early decision plan. This plan allows students to apply to NU during the summer between their junior and senior years. 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.

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 \$50 deposit; resident students a \$100 deposit; and international students should contact the student accounts office.

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 and shorthand, shop, chorus, band and driver's education are not considered academic units. Students with less than the required number of units should contact the Office of Admissions.



College of Arts and Sciences College of Education

<i>High School Subjects:</i>	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)	<u>4</u>	<u>2</u>
Total:	16	16

College of Business Administration

<i>High School Subjects:</i>	B.B.A. & B.S.
English.....	4
Mathematics (college prep)	3
Science	2
Social Studies	2
Electives (academic)	<u>5</u>
Total:	16

College of Hospitality and Tourism Management

<i>High School Subjects:</i>	B.S.
English.....	4
Latin or Modern Language	2
Mathematics (college prep)	3
Science.....	2
Social Studies.....	2
Electives (academic)	<u>4</u>
Total:	16

Academic Exploration Program (Undeclared program)

<i>High School Subjects:</i>	B.S.
English.....	4
Latin or Modern Language.....	2
Mathematics (college prep)	2***
Science	3
Social Studies	3
Electives (academic)	<u>2</u>
Total:	16

+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.

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 their scores 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 – HEOP

The Higher Educational Opportunity Program (HEOP), 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 boxes 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.

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.

Military personnel, adult students, and others should contact the Program Director, College-Level Examination Program, College Entrance Examination Board, Box 977, Princeton, NJ 08540.

New York State College Proficiency Examination Program (CPE): The university grants credit for satisfactory performance on the CPE. The deans of the colleges and schools within the university will individually consider the cases of applicants who request credit.

Further information on this program may be received from the College Proficiency Examination Program, New York State Education Department, Albany, NY 12224.

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	Niagara Equivalent	Credits (sem. hours)
French Language A1	5+	FRE 205 and 206	6
Language A1	5+	ENG 100	3
Psychology	5+	PSY 101	3
Spanish Language A1	5+	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. Niagara welcomes all students regardless of race, sex, age, national origin, religious preference, status as a Vietnam-era veteran, or physical disability.

When to Apply: Prospective day division freshmen applying for the fall semester should make application early in their senior year. The deadline for the fall semester is August 1. The application deadline for the spring semester is January 10.

Application Instructions

Freshman Applicants

(1) Complete Part I of the application form and present the entire application to your guidance office.

(2) Request that your high school academic record and principal's or counselor's recommendation be added to Part II, and that the entire form be forwarded to the Office of Admissions, Bailo Hall, Niagara University, New York 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) Submit a \$30 nonrefundable application fee, payable to Niagara University. This should be attached to either the application or sent under separate cover. Please make sure that your name (applicant's name) is clearly written on the check or money order.

Home-Schooled Applicants

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

Transfer Applicants and Postgraduates

(1) Complete Part I of the application form and forward it directly to the Office of Admissions, Bailo Hall, Niagara University, New York 14109-2011.

(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) If appropriate, use Part II (Courses in Progress) to list courses you are currently taking this year.

(5) Submit a \$30 nonrefundable application fee, payable to Niagara University. This should be attached to either the application or sent under separate cover. Please make sure that your name (applicant's name) is clearly written on the check or money order.

International Students

(1) Complete and submit an international application and \$30 U.S. fee. This nonrefundable application fee is required with each application. The fee is payable to Niagara University and should be paid by check or money order in U.S. dollars. Do not send currency.

(2) Submit Leaving Certificate, Diploma or General Certificate of Education (GCE).

(3) Submit TOEFL score.

(4) Submit transcripts for any university-level studies already completed.

(5) Submit financial documentation for immigration purposes equal to one year's expenses (approximately \$24,000 U.S.).

Your application will be evaluated once all of this documentation is received by the Office of Admissions, Bailo Hall, Niagara University, NY 14109-2011.

All decisions are released on a rolling basis; however, early application is encouraged. International applicants admitted to the university will receive an I-20 form from the admissions office. This form is necessary to secure, transfer and extend a student F-1 visa. Students must provide proof of financial support as well as English proficiency prior to an I-20 being issued. Worksheets will be provided and will need to be completed so that an I-20 can be prepared.

Official Academic Records: Applicants with foreign academic credentials must provide academic records in the original language as well as a certified English translation. Applicants who have attended school outside the United States need to provide official results of secondary external examination, for example, West African Exam Council General Certificate of Education (GCE), certificates of completion of a state secondary school. Official transcripts of any university-level studies already completed must also be furnished.

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 500 (paper exam) or 173 (computer exam) is acceptable for the College of Business, and the College of Hospitality and Tourism Management. A TOEFL score of 550 (paper exam) or 213 (computer exam) is required for the College of Arts and Sciences and the Academic Exploration Program. The College of Education requires between 520 and 560 (paper exam) or 190 and 220 (computer exam).

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, a passport and Certificate of Eligibility (form I-20) is necessary. An I-20 will be issued to students upon acceptance to the university and upon submission of the required financial and English proficiency documentation. The I-20 is a visa application, and it is to be used with your visa (if you are granted one), passport and other documentation to enter the United States. Spouses and/or children of F-1 visa holders enter the United States on a F-2 visa and will not be permitted employment of any kind.

International applicants must furnish a photocopy of the I-94 record and their visa stamp upon arrival on campus. In addition, international applicants holding F-1 status and who are currently in the United States must furnish a copy of their current I-20.

A Visitor's Visa (B-2) is not appropriate for students intending to study in the United States, unless the U.S. Consulate has designated the visa holder as a "prospective student." If this designation is not on the visa, it is extremely difficult to change status to F-1. Further information may be obtained at the U.S. Consulate in your home country.

Certification of Funds: Nonimmigrants currently holding or intending to seek an F-1 visa must provide proof of sufficient financial resources available during their studies at Niagara University. A worksheet and affidavit will be provided for certification.

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	Biology (Concentration: Biotechnology)	0401	B.S.	
	Biochemistry	0414	B.S.	
	Chemistry	1905	B.A., B.S.	
	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.	
	History	2205	B.A.	
	International Studies	2210	B.A.	
	Liberal Arts	5649	A.A.	
	Life Sciences	0499	B.A.	
	Mathematics	1701	B.A., B.S.	
	Philosophy	1509	B.A.	
	Political Science	2207	B.A.	
	Pre-Engineering	5609	A.S.	
	Psychology	2001	B.A.	
	Religious Studies	1510	B.A.	
	Social Sciences	2201	B.A.	
	Social Work	2104	B.S.	
	Sociology	2208	B.A.	
Spanish	1105	B.A.		
Theater Studies	1007	B.F.A.		
College of Business Administration	Accounting	0502	B.B.A.	Qualifies student to sit for the Uniform C.P.A. Examination upon graduation.
	Business Commerce	5001 0501	A.A.S. B.S.	
(Concentrations: Economics, General Business, Human Resources, Management, Marketing, Transportation, International Business)				
College of Education	Early Child & Child Ed, Birth-6	0802.00	B.A./B.S.	Initial
	Childhood Ed, 1-6	0802.00	B.A./B.S.	Initial
	Childhood & Special Ed. 1-6	0808.00	B.A./B.S.	Initial Childhood 1-6/Sp Ed 1-6
	Childhood & Middle Childhood Ed:			
	• English	0804.01	B.A.	Initial Childhood 1-6/Eng 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 Stud	0804.02	B.A.	Initial Childhood 1-6/Social Stud 5-9
	• Biology	0804.04	B.S.	Initial Childhood 1-6/Biology 5-9
	• Chemistry	0804.04	B.S.	Initial Childhood 1-6/Chemistry5-9
	Middle Childhood & Adolescence Ed:			
	• 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 & Marketing 5-12	0501.00	B.S.	Initial Bus/Marktnng
	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 & Special Ed:				
• English	0808.00	B.A.	Initial English 7-12/SpEd English 7-12	
• French	0808.00	B.A.	Initial French 7-12/SpEd French 7-12	
• Spanish	0808.00	B.A.	Initial Spanish 7-12/SpEd Span7-12	
• Math	0808.00	B.A.	Initial Math 7-12/SpEd Math 7-12	
• Social Studies	0808.00	B.A.	Initial Social Studies 7-12/SpEd Social Studies 7-12	
• Biology	0808.00	B.S.	Initial Biology 7-12/SpEd Biology 7-12	
• Chemistry	0808.00	B.S.	Initial Chem 7-12/SpEdChem 7-12	
College of Hospitality and Tourism Management	Travel Administration	0510.10	B.S.	
	Hotel/Restaurant Administration	0508.00	B.S.	
College of Nursing	Nursing	1203	B.S.	Qualifies students to sit for licensure examination for registered nurses.
	Nursing (RN)	1203.10	B.S.	

Tuition and Fees



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

Tuition, Room and Board

(1) Tuition for full-time undergraduates **\$7,350**

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 16 credit hours will be assessed an additional tuition charge of \$450 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 16 credit hours in a semester. Students enrolled in these programs will incur additional charges at the per-credit-hour rate. Students will also incur additional charges for noncredit 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.

(2) Tuition per semester hour if registered in 1-11 hours **\$450**

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.

(3) Auditing fee per semester hour (nonrefundable) **\$70**

(4) Room and board per semester **\$3,475**

Includes double or triple occupancy room and one of the following board options:

- Up to 19 entrances into the dining facilities per week with a \$50 declining balance account which can be used at the Clet dining facility or the Gallagher Center.
- Up to 14 entrances into the dining facilities per week with a \$125 declining balance account.
- Up to 10 entrances into the dining facilities per week with a \$275 declining balance account.

(5) Commuter Meal Plan per semester **\$1,350**

Up to 10 entrances into the dining facilities per week with a \$275 declining balance account.

(6) Room Damage Deposit **\$100**

Payable by all resident students in the semester when they begin living in a residence hall. This \$100 balance must be maintained as long as a student continues in dormitory residency status. Damage charges will be assessed by the director of university housing based on reports made by residence hall staff and physical plant. Refunds will be made after graduation or official withdrawal from Niagara University provided no outstanding debts are due the university.

One-Time Only Fees

(1) Application Fee **\$30**

(2) Full-time registration fee - nonrefundable

Payable by incoming students at the time of initial registration.

- Fall **\$100**
- Spring **\$50**

(3) Residence Hall Network Hardware and Installation Fee **Varies**

Semester Fees

(1) Student service fee per semester **\$300**

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

(1) 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.

(2) Course fees

See individual course descriptions for any additional charges.

(3) Study-abroad fee **\$129**

Niagara University Life Experience Program (NULIFE)

(1) Life experience evaluation fee **\$60**

(2) Minimum challenge examination fee per course challenged. **\$120**

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

(3) Life experience credit fee per semester hour **\$30**

Senior High School Program

(1) Semester hour fee **\$60**

High school seniors may register for no more than two courses per semester.

Transcript Fee (per copy) **\$5**

Penalty Fees

(1) Returned check fee **\$25**

(2) Late registration fee - nonrefundable **varies**

A fee imposed on all students who register after the end of the drop/add period. Penalty \$50 per course up to a maximum of \$200 per semester.

Registration will not be permitted after October 1 for the fall semester and February 15 for the spring semester.

Parking Permit Fees – nonrefundable

- (1) Resident students (fall and spring) **\$60**
- (2) Commuter students (fall and spring) **\$50**
- (3) Summer school students **\$20**

For fees applicable to other student categories and parking rules and regulations, see the parking manual available from the director of security.

Hall Council Fee – nonrefundable **\$15**
All resident students.

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:

Tuition	\$ 14,700
Fees	600
Room and Board	<u>6,950</u>
Total	\$ 22,250

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

Resident

*Books and supplies	\$700
Personal, incidental, and recreational expenses, including local transportation	\$1,250

Off-Campus Resident

*Books and supplies	\$700
Room and Board - Average costs for rent, utilities, food, for 2-3 students sharing an apartment	\$4,000
Personal, incidental, and recreational expenses, including local transportation	\$1,800

Commuter

*Books and supplies	\$700
Transportation and personal expenses	\$1,450

*Students in the College of Nursing should estimate an additional \$200 for books. Nursing uniforms are estimated at \$175. Membership in the National Student Nurses Association is \$36 per year. See nursing section for additional professional expenses.

Refund Policies

A student “officially withdraws” from the university when he/she completes the appropriate forms and follows the procedures outlined in the chapter on general academic information.

Complete Withdrawal: The refund will be based on the number of weeks remaining in the semester at the date of withdrawal. No refund will be granted after 60 percent of the enrollment period has passed (nine weeks). A \$100 administrative fee as provided by law will reduce the calculated refund. The percent refunded shall be applied to tuition, semester fees, room and board. The schedule of refunds will be available to students prior to the beginning of each academic year and may be obtained by contacting the Office of Student Accounts.

Refunds of room and board will be determined by the effective date of withdrawal from university housing. Because the housing contract is signed for an academic year, a \$100 termination fee is charged to the student who breaks the contract. The university reserves the right to further prorate the room charge if another student occupies the vacated space.

The course revision policy (below), in general, applies to part-time students (enrolled in less than 12 semester hours). If a student should decide to withdraw from a course after the drop/add period and add another course, he/she will be refunded for the course dropped according to the below schedule and will be charged the full hourly tuition rate for the course added. Full-time students who are making course changes and remain full time receive no adjustment to tuition. Adjustments are made if the student drops to a part-time status or drops overload classes according to the schedule below. The refund schedule for the summer semester is contained in the summer catalog.

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

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.)

Deposit Refunds: Returning students pay a \$100 deposit before May 1 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 University Housing 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.

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
- If student did not notify school, midpoint in period
- 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
- Academic counseling or advisement

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. The above mentioned payment plans are available to Level Tuition Plan participants. 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 at the time the damage occurs. 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 any degree. Any known financial awards appear as deductions from the amount due. TAP awards will appear on statements as the monies are received from New York state. However, if you are in receipt of an award certificate from New York at the time the payment is due you may deduct the appropriate semester amount when making remittance to Niagara University. 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:

Maureen E. Salfi
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.

Niagara University endorses the principles pertaining to the administration of financial aid developed and distributed by the College Scholarship Service Assembly on behalf of its members.

General Information

To apply for student aid, a student must:

(1) Apply for admission. An application for admission may be obtained from your guidance counselor or from the director of admissions, Niagara University, New York 14109.

(2) Be accepted by the committee on admissions as a matriculated student. Criteria for acceptance are described in the admissions policy section of this catalog.

(3) File a Free Application for Federal Student Aid (FAFSA), by February 15 for incoming students, March 15 for returning students. This form is available in the financial aid office, or on the Internet at www.fafsa.ed.gov.

(4) Be a U.S. citizen or eligible U.S. noncitizen and be enrolled at least half time to receive financial aid, including NU grants and scholarships.

(5) 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."

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 receiving full tuition remission from any program or the RN student discount 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.

Niagara University Honors Scholarship

Application Procedures: Application for admission must be on file, preferably before February 1 of senior year in high school. The scholarship committee is responsible for determining selection of recipients for these awards.

Selection of Recipients and Allocation of Awards: A selected number of full-time, incoming freshmen who meet the following criteria will be considered: Must possess a high school average of 97 or better and either a cumulative score of 1280 on the SAT or a composite score of 29 on the ACT.

Award Schedule: Awards are full tuition per year, less New York state TAP, if eligible, and are renewed for each year of undergraduate study until completion of bachelor's degree or four years, whichever comes first.

Rights and Responsibilities of Recipients: Students must accept invitation to NU Honors Program. For renewal, students must remain enrolled full time in the honors program and maintain a cumulative quality point average of 3.25.

Niagara Trustees Scholarship

Application Procedures: Application for admission to Niagara University must be on file. The financial aid 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 \$8,500 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 a cumulative QPA of 3.0.

Niagara University Presidential Scholarship

Application Procedures: Application for admission to Niagara University must be on file. The financial aid 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 1000 SAT (22 ACT); or 85 percent average, 1100 SAT (24 ACT).

Award Schedule: Awards are \$7,200 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 a cumulative QPA of 2.75.

Niagara University Achievement Award

Application Procedures: Application for admission to Niagara University must be on file. The financial aid 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 \$5,700 - \$6,700 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 satisfactory academic progress.

Niagara University Grant

Application Procedures: Application for admission to Niagara University must be on file. The financial aid 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 \$4,000-4,500 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 satisfactory academic progress.

Niagara University Transfer Scholarship

Application Procedures: Application is made through the financial aid 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 \$5,000 per year (3.0-3.3 QPA) or \$6,000 per year (3.4-4.0 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 a cumulative quality point average of 2.75.

Niagara University Transfer Award

Application Procedures: Application is made through the financial aid 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 \$3,000 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 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 – men and women; golf, 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.

Resident Assistant 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 2.1 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 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 assistantship.

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 lower-level Gallagher Center near the financial aid office.

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: 25 percent tuition discount offered to members of a Roman Catholic religious order.

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 tuition.

RN Discount: A per credit hour discount to RNs enrolled in the College of Nursing. Check with the student accounts office for current rate.

NU Theater Scholarship: Partial tuition scholarships awarded by the NU theater department.

Alpha Beta Gamma National Scholarship: Awarded to members with 3.0 cumulative QPA, funded through the Niagara University Transfer Scholarship for transfer students.

Vincentian Study Experience Scholarship: Awarded to students based on community service, academic ability and financial need.

Niagara University Endowed Scholarships and Grants

Application Procedures: Application is made through the Niagara University financial aid office, which is responsible for determining eligibility and award amounts.

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

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

Restricted

Elizabeth R. Berl Memorial Scholarship: Awarded to NU student from Rochester area.

Kathleen L. Branigan Scholarship (co-sponsored by Exxon Corporation): Awarded to a needy, humanities major.

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, New York.

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, New York.

Colgan: Awarded to a parishioner from St. Mary's Church, Corning, New York.

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.

Curry Fix: Awarded to a student studying for the priesthood.

Desbecker: Awarded to a student in hotel management.

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 Nursing Scholarship: Awarded to an upperclass nursing student residing in Niagara or Erie counties.

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 theater studies major.

Friends of NU Theatre Scholarship: Awarded to a theater studies major.

Brian Garrett Memorial Scholarship: Awarded to a student, preferably from the central N.Y. 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.

Hager: Awarded to a student studying for the priesthood.

Peter J. Iannuzzi Scholarship: Awarded to a needy undergraduate preparing for a career in health care.

Joseph Theater Studies Scholarship: Awarded to a theater major from Niagara Falls.

Father Joseph Keefe: Awarded to student with an athletic interest.

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

LaFalce Scholarship Fund: Awarded to theater 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, based on need and academic excellence.

Arthur Lindenbaum and Thomas Morton Scholarship: Awarded to a junior science major with demonstrated academic achievement. Renewable.

Mars: Awarded to a nursing student.

McCandless: Awarded to a junior nursing student exhibiting academic excellence.

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 Gibbons High School in Petersburg, Va.

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 Chapel Choir Scholarship: Awarded to a needy student enrolled in voice class or taking private lessons. Audition required as well as service requirement if selected.

Occidental Women's League Scholarship: Awarded to a female, upperclass, nontraditional student with a minimum QPA of 2.5.

Helen K. & 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.

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 & Sciences, with preference to a foreign language major.

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 Auburn or Syracuse area, demonstrating academic achievement and financial need.

Peter J. and Mary Pinzotti: Awarded to a Niagara or Erie County resident, upperclass commerce major, with good average.

Murphy J. Pitaressi Memorial Scholarship: Awarded to a needy student with preference to a major in the College of Education.

David T. Potter Memorial Scholarship: Awarded to a needy business major, one recipient for four years.

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.

Sts. Cyril and Methodius: Awarded to a student studying for the priesthood.

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.

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

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.

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

Troy: Awarded to a nurse from Western New York of Polish-American descent.

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 Scholarship: Awarded to a recipient selected by Kimmins Corp.

Barbara S. Zimmer Scholarship: Awarded to an incoming nursing student based on academic ability, financial need and recommendation of a selection committee.

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:

Janice L. Harvey Scholarship: Awarded to a needy freshman with preference to a psychology major.

Eugene and Maria Munk Memorial Scholarship: Awarded to a needy, nontraditional student from Western New York who has been involved in community service.

Palisano: Awarded to needy, undergraduate students.

Switzer Scholarship: Awarded to a nursing student residing within a 50-mile radius of New York City demonstrating financial need and academic excellence.

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

Mendick Foundation: Awarded to needy undergraduate students from Rochester area.

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 warning and probation status are eligible for federal and institutional aid. The maximum allowable period of time to receive financial aid is 12 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 (FAFSA). Additional information about federal student aid is available at www.ed.gov/studentaid.

Federal Pell Grants

Application Procedures: Applications are available through the financial aid office at Niagara University. Students must apply annually for the Federal Pell Grant by filing a FAFSA.

A multicopy 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 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 \$3,750 (2001-2002). 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. You can receive only one Pell Grant in an award year.

Federal Supplemental Educational Opportunity Grants (FSEOG)

Application Procedures: Application is through the Niagara University financial aid office, which is responsible for determining who receives a Federal Supplemental Grant, 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 supplemental grants 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: Application is made through the Niagara University financial aid office. 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 12-15 hours per week. Students may earn \$1,800 to \$2,300 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: Application is made through Niagara University's financial aid office. 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 \$4,000 per year toward a bachelor's degree, up to a maximum of \$20,000 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 Procedures: Applications are made through Niagara University's financial aid office. Specialized information on loan repayment provisions are available from the student accounts office at NU.

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 \$2,500 per year for the first two years of undergraduate study, up to \$4,000 per year for the final two years of undergraduate study, for a maximum aggregate of \$13,000. 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 loans made after Nov. 4, 1988. Repayment begins nine months after graduation or upon leaving a nursing program of 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 attend both entrance and exit interviews for this loan.

Federal 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 Stafford Loan master promissory note (MPN) must also be completed. You will receive further instructions about completion of the Federal Stafford Loan MPN from the financial aid office.

Selection of Recipients and Allocation of Awards: The Federal 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 up to 4 percent of the amount of the loan will be deducted from the amount disbursed.

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:

- \$2,625, if you're a first-year student enrolled in a program of study that is a full academic year.
- \$3,500, 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:

- \$6,625, 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.)
- \$7,500, 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.)

* 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: For loans first disbursed on or after July 1, 1994, the interest rate will be variable, but never higher than 8.25 percent. Variable interest rates are set each July 1. The organization holding your loan will notify you of later interest rate changes. If your loan was first disbursed before July 1, 1994, check with the organization that holds your loan for the interest rate that applies to you. If you have a subsidized Federal 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. However, if your Stafford Loan was first disbursed on or after July 1, 1993, and you had no outstanding (unpaid) Stafford Loan on the date you signed your promissory note, you have a repayment option: no later than six months before the date your first payment is due, your lender must offer you the option of repaying your loan based on a graduated or income-sensitive repayment. This means your financial situation is taken into account in determining your monthly payment.

There are several deferment options available. For complete information, contact your lender. 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 cancellation provisions, contact your lender.

Federal Stafford Loan Program (Unsubsidized)

Application Procedures: You must complete the Free Application for Federal Student Aid (FAFSA), and the Federal 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 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 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 Stafford Loan can be made in conjunction with a subsidized Stafford Loan as long as the annual or aggregate loan limits for Stafford Loans have not been exceeded. Except as noted above, the unsubsidized Federal Stafford Loan's terms and conditions are the same as the subsidized Federal Stafford Loan Program.

***NB: Students whose parents are denied a Federal Parent Loan (FPLUS) may apply for the unsubsidized Federal Stafford Loan.**

Federal Parent Loan for Undergraduate Students (FPLUS)

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 variable but will never exceed 9 percent. It is adjusted annually each July.

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 (up to 4 percent) which is deducted from the loan amount. Payment is made through Electronic Fund Transfer (EFT).

Applications are available from your lender (bank, credit union, etc.) and NU's financial aid office. Completed applications must be submitted to the financial aid office at Niagara University. Please allow six to eight weeks for processing.

Army Reserve Officers' Training Corps (ROTC) Scholarships

Application Procedures: Contact the ROTC office on campus at (716) 286-8240.

Selection of Recipients and Allocation of Awards: Students must meet certain academic and medical standards, be interviewed by military and university officials and be willing to serve as an active duty or reserve officer after graduation.

Award Schedule: Four- and three-year scholarships worth \$17,000 per year are awarded to high school seniors from a national competition. Freshman and sophomore students can compete for three- and two-year on-campus ROTC scholarships. Recipients of the scholarship receive tuition and fees up to \$17,000 per year, \$550 for textbooks and classroom supplies plus \$200 per month up to 10 months of the academic year. Guaranteed Reserve Forces Scholarships are available to qualified students. The benefits are the same as the regular ROTC Scholarship.

Rights and Responsibilities of Recipients: Must be willing to serve in the Armed Forces a total of eight years; however, with the regular ROTC Scholarship, you have the option to serve up to four years on active duty and the remainder in the Reserves. Entry into active duty after graduation may be 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 (FAFSA), 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.

Four-year \$17,000 ROTC: 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. Niagara University will also cover any tuition differential should the tuition charge exceed \$17,000.

Three-year \$17,000 Advanced Designee: Same as four-year ROTC during years two through four. During freshman year only, students may qualify for NU's regular scholarship programs.

Three-year and Two-year On-campus ROTC: Same as four-year ROTC during years 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. Completed forms are submitted to the nearest VA office.

Selection of Recipients and Allocation of Awards:

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 34 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.

VA Work-Study Program: Students pursuing at least three-quarter time training under chapters 30, 31, 32, 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 425 hours per semester. Additional information and applications are available from the VA certifying official in the financial aid office.

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 financial aid office, 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, 3701 N. Fairfax Dr., Suite 260, Arlington, VA 22203. 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 or call 1-800-4-FED-AID (1-800-433-3243).

New York State Programs*

*Funding and continuation of New York state programs are contingent upon approval of the state budget. Information about New York state programs can also be found at www.hesc.com.

Tuition Assistance Program (TAP)

Application Procedures: New York state residents who submit a FAFSA indicating at least one New York state college will be sent a preprinted express TAP application form which must be completed, signed and returned to: NY State Higher Education Services Corporation. Deadline for 2001-02 is May 1, 2002.

The Higher Education Services Corporation (HESC) determines the applicant's eligibility and mails an award certificate directly to the applicant indicating the amount of the grant. The applicant presents a copy of the certificate at the time of payment of tuition. 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 government-guaranteed 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 2000-01 schedules, awards for first-time recipients range from \$275 - \$5,000 for dependent or independent undergraduates with dependents. Single independent students' (no dependents) awards range from \$425 - \$3,025 per year. TAP awards are reduced by \$100 per year for students who have received four or more payments. TAP award amounts for 2001-02 are dependent upon action in the 2001-02 New York state budget.

Rights and Responsibilities of Recipients: In addition to the normal satisfactory academic progress requirement (see general academic information section of this catalog) being met, students must also be monitored for pursuit of program as described below.

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 Scholarships for Academic Excellence

Application Procedures: Contact the high school guidance office. If you receive a scholarship, you must complete a FAFSA and a preprinted Express TAP Application which will be sent to you by New York State Higher Education Services Corporation.

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.

New York Lottery Leaders of Tomorrow Scholarship

Application Procedures: Contact your high school guidance office.

Selection of Recipients and Allocation of Awards: Recipients must be U.S. citizens and graduates of a New York state high school; have maintained a B average for seven semesters of high school; demonstrate leadership skills and document experience in extracurricular and community activities; attend a New York state college full time and maintain a B average; and not have cost of attendance paid from another source.

Award Schedule: Awards are \$4,000, payable in increments of \$1,000 per year. Recipients must complete studies within a five-year period of graduation.

Aid for Part-Time Study (APTS)

Application Procedures: Applicants must file an APTS application, available in the financial aid office. A FAFSA should 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.

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 374, Albany, NY 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; maintaining good academic standing in accordance with Commissioner's Regulations; and enrolled 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 \$875 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.

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).

Regents Professional Opportunity Scholarship

Application Procedures: Contact the financial aid office or the New York State Education Department, Scholarship Unit, Education Building Annex, Room 1076, Albany, NY 12234. Applications must be submitted each year.

Selection of Recipients and Allocation of Awards: These scholarships are awarded for certain approved professional programs. Nursing, psychology and accounting are programs offered at Niagara University. For information on other programs, call (518) 486-1319.

Eligibility: U.S. citizen and permanent New York state resident. Enrolled full time (matriculated) in an approved program of study in New York state. Must agree to practice for one year in chosen profession in New York state for each annual payment received. Students must demonstrate good academic standing and meet college guidelines for pursuit of program. Recipients must be chosen in the following order of priority: (1) economically disadvantaged (prescribed criteria) and a minority group member historically under-represented in the profession; (2) minority group member under-represented in the profession; (3) candidate who is enrolled in or a graduate of, CD, SEEK, EOP, HEOP programs.

Award Schedule: \$1,000 to \$5,000 per year for up to four years or five years in certain programs. TAP and some other benefits may supplement this award.

Robert C. Byrd Honors Scholarships (federally funded)

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 (based on 2000-01 federal appropriation). 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) Correction Officer Awards (CO)

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 (CV) or who died as a result of injuries sustained in the line of duty (CO).

Criteria for Selection: Recipients must meet eligibility requirements. Students must be a U.S. citizen, a New York state resident, a full-time 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 express TAP application and in addition, file the CV or CO Award Supplement available on request from NYSHESC: (518) 473-7087.

Memorial Scholarships for Children and Spouses of Deceased Police Officers, Peace Officers and Firefighters

Eligibility: Must be a child or spouse of a deceased police officer, peace officer, firefighter or volunteer firefighter 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 express TAP application and in addition, file the appropriate award supplement available on request from NYSHESC: (518) 473-7087.

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. For both programs, applicants must be discharged under other than dishonorable conditions. In addition, applicants must file the VVTA or PGVTA supplement to establish eligibility. Call NYSHESC at (518) 473-7087 for information.

Criteria for Selection: Students must complete all eligibility requirements, including filing for TAP and Federal Pell grants, demonstrating good academic standing, and meeting pursuit of program requirements.

Award Schedule: Awards are \$1,000 per semester for full-time study; \$500 per semester for part-time study. Awards cannot exceed cost of tuition.

Responsibilities of Recipients: File annually the FAFSA and Express TAP Application. After initial year eligibility is established, students must refile supplement yearly for part-time study only.

Office of Vocational and Education Services for Individuals with Disabilities (VESID)

VESID serves people whose disabilities prevent them from entering or maintaining employment. VESID sponsors individuals with disabilities in college programs when they need that level of training to reach their vocational goals. VESID has provided tuition assistance as well as assistance toward other costs of attendance, such as fees, books, etc.

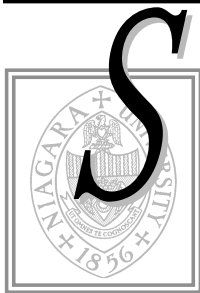
For information on VESID eligibility requirements and application procedures, write to the New York State Education Department, VESID, Room 1609, 99 Washington Avenue, Albany, NY 12234. Interested students may also call their local VESID office (listed in the telephone directory under New York State, Education Department), or call 1-800-222-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.



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.

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 five course units (six in College of Business Administration) 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

Students are encouraged to spend a semester or a summer session abroad. Application for the study-abroad program should be made through the study-abroad coordinator in Alumni Hall.

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

High school students who have completed their junior year 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 high school 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

	<i>Sem. Hrs.*</i>
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 and rubella 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.

Advanced Placement Credit Evaluation

Students who have received a grade of 3, 4 or 5 on the tests listed below should be given credit as indicated

A.P. Test	N.U. Equivalent	Score	Credit	Remarks
American History	HIS 103, 104	3+	6 SH	Does not take the place of HIS 100
Art: History	FAA 201-202	3+	6 SH	
Art: Studio	FAA 220	3+	3 SH	
General Biology	BIO 121	3	3 SH	Majors must take lab
	BIO 121/123	4	4 SH	if they receive a 3 on
	BIO 121/123 & 122/124	5	8 SH	the AP exam

Chemistry	CHEM 111	3	3 SH	Majors must take
	CHEM 111, 113L	4	4 SH	labs
	CHEM 111, 113L 112, 114L	5	8 SH	
Computer Science A	CIS 140	3+	3 SH	
Computer Science AB	CIS 265 & 365	3+	6 SH	
Economics: Micro	ECO 102	3+	3 SH	
Economics: Macro	ECO 101	3+	3 SH	
English: Language/Composition	WRT 100 & ELEC	3+	6 SH	
English: Literature/Composition	ENG 100 & HUM ELEC	3+	6 SH	
Environmental Science	BIO 103	3+	3 SH	
European History	HIS 101, 102	3+	6 SH	
French Language	FRE 101-102	3+	6 SH	
French Literature	FRE 103-104	3+	6 SH	
German Language	GER 101-102	3+	6 SH	
Govt/Politics: U.S.	POL 101	3+	3 SH	
Govt/Politics: Comparative	POL 105	3+	3 SH	
Latin: Vergil	LAT 101-102	3+	6 SH	
Latin: Literature	LAT 101-102	3+	6 SH	
Math/Statistics	MATH 102	3+	3 SH	
Math/Calculus AB	MATH 107	3	4 SH	
	MATH 111	4	4 SH	
	MATH 111-112	5	8 SH	
Math/Calculus BC	MATH 111	3	4 SH	
	MATH 111-112	4+	8 SH	
Music Theory	HUM & WC	3+	6 SH	
Physics: B	PHY 121	3+	3 SH	
Physics: C	PHY 121	3+	3 SH	
Mechanics Physics: C	PHY 122	3+	3 SH	
Elec/Mag Psychology	PSY 101	3+	3 SH	
Spanish Language	SPAN 101-102	3+	6 SH	
Spanish Literature	SPAN 103-104	3+	6 SH	

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 complete successfully 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.

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 205, 206, 300-level elective	3 courses**
24-47	PHI 205, 206	2 courses**
more than 47	PHI 206	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

Except where dictated by external statutes, the individual instructor has the authority to determine for the course the policies regarding attendance at lectures, seminars, laboratories, and other class meetings.

Instructors should announce their attendance policies at the first class session and include the policy in their course syllabus. It is the responsibility of each instructor to take attendance at each class session. Absences are reported to the records office at mid term 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) 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 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

A+		4	Quality Points
A	Superior	4	Quality Points
B+		3.5	Quality Points
B	Very Good	3	Quality Points
C+		2.5	Quality Points
C	Average	2	Quality Points
D+		1.5	Quality Points
D	Passable	1	Quality Points
F	Failure	0	Quality Points
I	Incomplete		
W	Withdrawal		
N	Audit		
S	Satisfactory		
U	Unsatisfactory		
R	Retaken		

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 both must sign the incomplete form outlining the reasons and terms of the agreement. 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. It is the responsibility of the student to initiate removal of the incomplete.

F to R Policy

Students who successfully repeat a course that they had previously failed may initiate a grade change from F to a grade of R. The failed course must be retaken at Niagara University. The R grade is assigned to a course which a student previously failed but has retaken and subsequently passed. When the grade of R is assigned to a course, the hours attempted for that course will no longer be included in the calculation of the student's QPA.

The grade and credit earned in the retaken course will appear on the transcript within the semester that the student repeated that course. This policy is limited to four courses. Students must be enrolled as undergraduates at the time of the request. Students may avail themselves of this policy prior to the completion of their degree. To initiate this grade change, students must report to the records office and complete the required form.

Grade reports are issued to students at the end of each semester. Reports of minimal progress in current courses are issued to students each midsemester and are available in the records office.

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, B+, B, C+, C, 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 successfully complete at Niagara University the final 30 semester hours or 10 course units of the degree program. Niagara allows study-abroad courses to satisfy part of the last 10 courses with approval of the dean. He or she must also complete all requirements as prescribed in the particular program, attain a QPA of at least 2.0, and be certified by his/her major department as competent in his/her major.

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 Warning, Probation, Dismissal

Satisfactory academic progress is achieved by maintaining an appropriate academic average and a minimum number of successfully completed hours. For those who do not maintain the requirements, there are three levels of academic status. These are warning, probation, and academic dismissal from the university.

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.

Warning status is defined as failing to achieve a quality point average of 2.0 (C) with an average of 12 credit hours completed each full-time semester. A student who falls below this level is placed on warning status.

Probation is a condition which is lower than warning status and signifies that a student is dangerously close to dismissal from the university. A student placed on probation for two consecutive semesters is liable for dismissal.

When a student's achievement level is no longer acceptable to the university, the student is subject to dismissal from the university. The student will receive a letter of dismissal status from the appropriate dean. This may be appealed if the student has reason to believe there are circumstances which should be considered. Forms for appeal are sent with the dismissal status letter. To appeal, the student must take the following steps:

- (1) The student must complete the satisfactory academic progress committee appeals form and submit it to the chair of the committee within the time frame stated in the notice sent by the academic dean.

(2) The student statement on the form must outline the reasons for the appeal and provide any applicable documentation.

(3) If requested by the appeals committee, the student must appear in person before the committee.

If the appeal is granted by the committee, the student will be placed on probation. If the student appeal is not accepted, the student will be dismissed. Dismissal requires total separation from the university.

Standards of Satisfactory Academic Progress for Students Enrolled Prior to Fall 2001

At the completion of this full-time semester	1	2	3	4	5	6	7	8	9	10
Warning A student will receive "WARNING STATUS" when he/she falls below this QPA or has fewer than stated credit hours completed.	12 2.0	24 2.0	36 2.0	48 2.0	60 2.0	72 2.0	84 2.0	96 2.0	108 2.0	120 2.0
Probation A student on probation falls below this QPA, or has fewer than stated credit hours completed.	9 1.25	21 1.5	33 1.6	45 1.7	57 1.8	69 1.9	81 2.0	93 2.0	108 2.0	120 1.25
Dismissal Any student falling below this QPA or minimum credit hours completed is subject to dismissal. The student may make an appeal. See description above.	6 1.5	18 1.25	30 1.4	42 1.55	54 1.65	66 1.75	78 1.85	90 1.95	105 2.0	120 2.0

Standards of Satisfactory Academic Progress for Students Entering the University Fall 2001 or Subsequent Semesters

At the completion of this full-time semester	1	2	3	4	5	6	7	8	9	10
Warning A student will receive "WARNING STATUS" when he/she falls below this QPA or has fewer than stated credit hours completed.	12 2.0	24 2.0	36 2.0	48 2.0	60 2.0	72 2.0	84 2.0	96 2.0	108 2.0	120 2.0
Probation A student on probation falls below this QPA, or has fewer than stated credit hours completed.	9 1.50	21 1.65	33 1.85	45 1.90	57 2.0	69 2.0	81 2.0	93 2.0	108 2.0	120 2.0
Dismissal Any student falling below this QPA or minimum credit hours completed is subject to dismissal. The student may make an appeal. See description above.	6 1.0	18 1.25	30 1.50	42 1.70	54 1.90	66 2.0	78 2.0	90 2.0	105 2.0	120 2.0

Exceptions: Students who were conditionally accepted (includes NUOP and the Divisional Support Program) AND who take two LSK courses in one semester are not placed on the progress chart during that semester. Students may have a maximum of two semesters waived in this manner.

Readmits

Any student who was dismissed and is applying for re-admission must be reviewed by the satisfactory academic progress appeals committee before admission can be granted. For information, consult the admissions section of the catalog.

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.

Tap Waiver

If a student is unable to complete a semester of study and is receiving New York Tuition Assistance Plan aid, he/she may apply for a TAP waiver. 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.

Applications for TAP waivers are available from the chair of the satisfactory academic progress committee in the Office of Academic Support, Seton Hall. The waiver must be approved by the chair and documentation will be required.

Academic Honesty

The integrity of an academic community necessitates the full and correct citation of ideas, methodologies, and research findings to the appropriate source. This is necessary to protect the original work, whether it is found in reference material, other published matter, or unpublished communication from faculty, other scholars, and fellow students. In addition, each student can promote academic honesty by protecting his or her work from inappropriate use. Academic honesty is essential to ensure the validity of the grading system and to maintain a high standard of academic excellence. The principal violations of academic honesty are cheating and plagiarism.

Cheating includes the unauthorized use of certain materials, information, or devices in writing examinations, or in preparing papers or other assignments. Any student who aids another student in such dishonesty is also guilty of cheating.

Other possible forms of cheating include submitting the same work in more than one class without permission, and fabricating or altering references or actual research results.

Plagiarism is the presentation of ideas, words, and opinions of someone else as one's own work. The offense does not extend solely to directly quoted materials presented without documentation. Paraphrased material, even if rendered in the student's own words, must be attributed to the originator of the thought.

Furthermore, if the student adopts a line of reasoning or a point of view adopted or derived from the work of another, such adoption or derivation must also be properly acknowledged.

Procedure: A faculty member who suspects academic dishonesty should present the allegation and any corresponding evidence to the student. The student will be given the opportunity to respond and the faculty member may accept or reject the response. If the response is rejected, the faculty member assigns a penalty.

The student may appeal to the department chairperson who will make a decision in the matter. Either the student or the faculty member may appeal the decision of the chairperson to the dean of the student's college. The decision of the dean will be final except for cases in which:

(1) The dean recommends suspension or expulsion. Such cases will be referred automatically to the vice president for academic affairs. The vice president for academic affairs will inform the affected student of his or her right to refer the matter to the university judicial system. A student may waive the right of referral to the university judicial system and refer the matter to the vice president for academic affairs. The vice president for academic affairs will review the case and make a decision. Either the student or the faculty member may appeal the decision of the vice president for academic affairs to the president. The president will review the case and make a decision. The decision of the president will be final.

(2) The dean alters the penalty recommended by the chairperson. In such cases, the dean will notify all parties to the case of the decision and, at the same time, inform the student and faculty member of their right to appeal the decision to the vice president for academic affairs. The decision of the vice president for academic affairs will be final except for those cases in which the dean recommends suspension or expulsion. In such cases, the procedure described in (1) above will be followed.

Penalties: Penalties for cases of academic dishonesty include but are not limited to the following, according to the severity of the offense:

- Resubmission of an essay or rewriting an examination
- Assigning an F for the paper, project, or examination
- Assigning an F for the course (N.B. second offenders receive an automatic F)
- Suspension
- Expulsion

The faculty member will submit a report of the incident to be placed in the student's file before the end of the semester in which the incident occurred. If the incident occurs during examination week, the instructor will submit a report no later than 30 days after the start of the following semester.

Record: The entire record of academic dishonesty will be destroyed upon graduation.

Students' Rights

The university recognizes the traditions of justice and due process in students' rights. An enumeration of the Niagara University Students' Bill of Natural and Contractual Rights appears in the undergraduate student handbook.

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: name, address, telephone listing, e-mail address, date and place of birth, photographs, major field of study, participation in officially recognized activities, weight and height of members of athletic teams, dates of attendance, degrees and awards received and the names of 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.

(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. Any transcript issued to a student will be labeled “Issued to Student.”

A fee of \$5 is charged for each transcript. 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

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 3.25 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, graduate with distinction.

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.

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 Wall Street Journal Achievement Award: for excellence in business studies to a student chosen by the faculty and dean of the College of Business Administration.

The Tourism and Hospitality 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 Mulhern 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 College of Nursing Award: for the highest scholastic rank in class by a traditional baccalaureate student, an accelerated baccalaureate student and an RN baccalaureate student.

The Excellence in Clinical Practice Award: for excellence in clinical nursing.

The Frances M. Serianni Memorial Award: for outstanding academic and professional achievement in nursing.

The Pauline Juffer Memorial Award: for exemplification in an outstanding manner in the study and care of the elderly.

The R.N. Achievement Award: for an RN student chosen for outstanding personal, professional, and academic achievement.

The Community Involvement Award: for outstanding contributions to the community by a senior in the College of Nursing.

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.

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 10 foundation courses common to all Niagara University bachelor degree programs, and 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, mathematics, and Western and non-Western civilization. Within these 20, 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

General education is intended to overcome provinciality in learning and to balance professional interests. Moreover, it encourages a process of integration and consolidation as well as expansion of the mind and spirit. Niagara University intends that its general education component will aid the student in finding a human center while interacting with the larger world of new and practical experiences.

Foundation Courses (10 Courses)

• *Writing and Thinking – Writing 100*

Writing 100 is a one-semester seminar taken by all freshmen in their first semester of studies. Writing seminars are offered by faculty from many departments on a variety of topics. 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.

• *Americans in the Postwar World – HIS 100*

An educated person should have an informed acquaintance with, and a critical appreciation of, history as a mode of understanding both present problems and the processes of human affairs. Their particular interests notwithstanding, all Niagara students need to comprehend the broad changes that have taken place since the end of the second world war. Moreover, the tendency toward specialization dictates that students be encouraged to consider these changes in their widest context, to observe the interaction of political, social, cultural, and economic spheres. In order to benefit most fully from their education, Niagara students must begin early in their college education to seek answers to two questions: What has happened in the recent past, and what has been its effect on where we are and what we are today?

• *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 205 – Introduction to Philosophy

PHI 206 – Ethics

300-level elective course

• *University Studies*

These courses are interdisciplinary in content and are offered by a concurrent instructional team of two persons. The goal of each university studies course is to provide students and faculty alike with the opportunity to introduce, strengthen, or extend a humanistic focus to their scholarship through the experience of diverse academic disciplines coming together in a single theme or set of themes.

Courses satisfying the university studies requirement may vary from year to year and are described elsewhere in this catalog.

The following chart illustrates the structure of general education at Niagara University:

General Education - Foundation Courses
(10 courses)

- 1 Writing 100
- 1 English 100
- 3 Religious Studies
All students are required to take one of the following 100-level courses:
REL 101 - Introduction to Religion
REL 102 - Introduction to Hebrew Scriptures
REL 103 - Introduction to Christianity
Two courses from 200 or 300 levels
- 1 History 100
Americans in the Postwar World
- 3 Philosophy
PHI 205 - Introduction to Philosophy
PHI 206 - Ethics
Any 300-level course
- 1 University Studies

General Education - Distribution Courses
(10 courses)

- 1) One course from each of the following areas:

Natural Sciences	NS
Social Sciences	SS
Humanities	H
Mathematics	MAT
- 2) One course from each of the following areas:

Western Civilization	WC
Non-Western Civilization	NWC

These requirements may be satisfied by completing an appropriately designated social science or humanities course or through the use of free electives.

- 3) A minimum of four free electives for all colleges.

Guidelines and Descriptions of Distribution Designations

Mathematics: Students whose curricula stipulate a sequence of mathematics courses will be required to complete those courses.

Students whose curricula do not stipulate a mathematics course will be required to take a course in mathematics from the following: MATH 102, 104, 107, 108, 109, 111, 112 or from new courses as developed by the faculty in the department.

Humanities: 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.

Social Sciences: 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.

Non-Western Civilization: These shall be graded courses designed to provide students with an appreciation of the social and political hallmarks and cultural attributes of the peoples and cultures of Africa, Asia, pre-Colonial Latin America, the Middle East, and Oceania.

Non-Western courses have their primary focus on the social institutions, history, culture, literature, arts, philosophy, religion, values, politics, and economic development of a non-Western community or population. (That community may form a pocket within a Western country, for example, American Indians in the United States.)

Western Civilization: These shall be graded courses which treat any of the significant concepts, values, and ideas which have contributed to American civilization today.

Western civilization courses deal with the shaping forces of Western countries and societies: the great books, social movements, the industrial revolution, economic growth and development, societal change, immigration, politics, and the quest for social and economic equality.

NOTE: Courses consisting of approximately equal proportions of Western and non-Western material do not receive either designation.

Natural Sciences: 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.

**New General Education - Foundation Courses 2002-2003
(nine courses - three credits each)**

Students entering Fall 2002 follow the New General Education Foundation Courses listed below.

Writing 100

English 100 - Introduction to Literature

Religion 101 - Introduction to Religion

or Religion 103 - Introduction to Christianity

Religion (200 or 300 level)

Religion (200 or 300 level)

Philosophy 205 - Introduction to Philosophy

Philosophy 206 - Ethics

Philosophy elective at 300-level

History 100

**General Education - Distribution Courses
(11 courses - three credits each)**

• *Three analytical/skills courses*

Taken from courses in CIS, MAT, SPK, foreign languages/ languages other than English, and other “skills” designated courses. One must be a math (MAT) course.

(The following courses may be specified by departments for their majors, excluding courses bearing the students' major designation. No courses bearing the students 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*

Must focus on one of the following areas:

- A. 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.
- B. A minority American culture such as those identified by race or ethnicity, or physical disability.
- C. The process of racism or discrimination or cross-cultural interaction.

• *One Natural Science course*

• *One Social Science course.*

• *One Humanities course.*

• *Four free electives.*

Other Requirements:

I. There will be five writing-intensive courses required of each student. These courses require at least 20 pages of finished writing.

(Wrt 100, Eng 100, one major course, two additional designated WI courses)

II. All students must take at least one course with a “learn and serve” component.

DISTRIBUTION COMPONENT LIST

Please see catalog descriptions for information regarding prerequisites

NS	NS	SS	SS	H	MAT	WC	NWC	*NSWC	*SSWC	*SSNWC	*HWC	*HWC	*HNWC
BIO 101	PSY 331	BUS 120		368	CMS 415	CIS 342	FRE 205	CHI 101			CMS 422	HIS 312	FRE 306
102	333	460		378	416	MAT 102	206	JPN 101			423	313	HIS 276
103	371	CRJ 201		380	ECO 351	104	LAT 101	102			362	314	280
121		202		390	ENG 221	107	102	103			354	316	321
122		210		398	360	108	SPA 205	104			355	323	322
204		220	PSY 101	405		109	206				358	324	371
210		260		102	406	111			CMS 351	SOC 205	216	341	373
212		270		214	407	112			ECO 110		300	342	374
215		315		215	FAA 190	202			111		301	343	375
231		320		310	210	207			HIS 206	318	302	344	376
232		335		341	FRE 316	221			292		305	345	379
310		340		342	319	222			295		306	353	PHI 316
312		375		352	414	227			347		307	358	REL 308
315		380		353	415	228			348		308	378	309
334		CMS 203		355	ITA 103	251			351		310	PHI 304	SPA 307
360		204		356	104	305			352		312	305	
432		252		365	HIS 201	320			354		315	310	
433		418	REL 344	215	331				MIL		354	311	
435		419	SOC 202	315	332				101/102		356	312	
436		425	210	PHI 300	333				201/202		400	313	
446		ECO 101	270	301	334				POL 101		420	314	
472		102	290	303	342				103		421	315	
491		104	303	306	435				203		430	POL 201	
492		205	304	307	436				220		431	271	
CHE 100		206	305	320	442				230		FAA 201	301	
101		250	306	335	443				282		202	304	
102		320	307	POL 271	444				285		203	306	
105		345	312	REL 204	446				286		204	337	
106		FIN 250	313	206	451				338		205	PSY 361	
107		330	314	216	490				354		207	REL 200	
108		GEO 290	315	230					355		230	202	
111		HRM220	323	304					358		231	215	
112		301	325	305					360		232	217	
221		311	326	317					386		FRE 200	256	
222		321	328	341					REL 347		305	265	
227		331	336	SOC 309					356		307	306	
331		335	337	310					358		308	335	
332		LAW 301	375	SPA 319					SOC 101		412	343	
338		302	SSC 100	403					232		413	357	
345		LTM 260	SWK 100	404					322		HIS 101	360	
346		MGT271	211	411					325		102	388	
361		301	212	412					SWK 251		103	389	
435		314	250	413							104	390	
441		MKG201	252	414							252	SWK 200	
442		310	253	415							262	SPA 305	
443		313	351	THR 103							300	306	
446		325	352	220							301	308	
460		POL 102	353								302	420	
461		104	354								303	THR 362	
ENV 103		105	THA 150								304	400	
ESC 172		220	270								305	401	
174		241	280								306	402	
175		242	320								307	403	
176		288	330								308	404	
NUR 333		325	350								309		
PHY 101		328	358								310		
102		331	TLR 103								311		
PSY 231		332	220										
300		334											

***Courses with dual designations may be used to fulfill both designated requirements and create an additional free elective.**

Policies Governing General Education

University studies courses may be taken to fulfill foundation and distribution requirements, provided they are acceptable to the dean and to the departments which award credit for foundation courses and distribution requirements.

Religious studies and philosophy courses may be taken to fulfill distribution requirements provided they are acceptable to the dean and to the departments which award credit for distribution requirements.

Neither the university studies requirement nor the history requirement may be waived by precollege courses or scores on advanced placement tests.

While most degrees require a minimum of 40 course units and 120 semester hours, degrees with an asterisk listed below require additional hours, which may result in an overload tuition charge during one or more semesters.

Majors

*B.B.A. Accounting – Business Administration

*B.S. Biology-Arts and Sciences –
recommended for preprofessional students

*B.S. Biology – Arts and Sciences –
concentration in biotechnology

B.S. Biology – Education –
with teacher certification, 5-12, 7-12

B.S. Biology – Education
– with teacher certification, B-6, 1-6, 1-9

*B.S. Biochemistry – Arts and Sciences
– recommended for premedical studies

A.A.S. Business – Business Administration

B.S. Business – Education
– with teacher certification, 5-12, 7-12

*B.S. Chemistry – Arts and Sciences

*B.A. Chemistry – Arts and Sciences

B.S. Chemistry – Education
– with teacher certification, 5-12, 7-12

B.S. Chemistry – Education
– with teacher certification, B-6, 1-6, 1-9

*B.S. Commerce – Business Administration

B.A. Communication Studies

B.S. Computer and Information Science
– Arts and Sciences

B.S. Criminology and Criminal Justice
– Arts and Sciences

B.A. English – Arts and Sciences
– general English concentration

B.A. English – Education
– with teacher certification, 5-12, 7-12

B.A. English – Education
– with teacher certification, B-6, 1-6, 1-9

B.A. French – Arts and Sciences

B.A. French – Education
– with teacher certification, 5-12, 7-12

B.A. French – Education
– with teacher certification, B-6, 1-6, 1-9

B.A. History – Arts and Sciences

B.S. Hotel and Restaurant Administration

*B.A. Special Education and Childhood
– with concentration in biology

*B.A. Special Education and Childhood
– with concentration in chemistry

*B.A. Special Education and Childhood
– with concentration in English

*B.A. Special Education and Childhood
– with concentration in French

*B.A. Special Education and Childhood
– with concentration in mathematics

*B.A. Special Education and Childhood
– with concentration in Spanish

*B.A. Special Education and Childhood
– with concentration in social studies

*B.A. Special Education and Adolescence
– with concentration in biology

*B.A. Special Education and Adolescence
– with concentration in chemistry

*B.A. Special Education and Adolescence
– with concentration in English

*B.A. Special Education and Adolescence
– with concentration in French

*B.A. Special Education and Adolescence
– with concentration in mathematics

*B.A. Special Education and Adolescence
– with concentration in Spanish

*B.A. Special Education and Adolescence
– with concentration in social studies

B.A. International Studies – Arts and Sciences

A.A. Liberal Arts – Arts and Sciences

B.A. Life Sciences – Arts and Sciences

*B.A. Mathematics – Arts and Sciences

*B.S. Mathematics – Arts and Sciences

B.A. Mathematics – Education
– with teacher certification, 5-12, 7-12

B.A. Mathematics – Education
– with teacher certification, B-6, 1-6, 1-9

*B.S. Nursing – Nursing

B.A. Philosophy – Arts and Sciences

B.A. Political Science – Arts and Sciences

A.S. Pre-Engineering – Arts and Sciences

B.A. Psychology – Arts and Sciences

B.A. Religious Studies – Arts and Sciences

B.A. Social Sciences – Arts and Sciences

B.A. Social Studies – Education
– with teacher certification, 5-12, 7-12

B.A. Social Studies – Education
– with teacher certification, B-6, 1-6, 1-9

B.S. Social Work – Arts and Sciences
 B.A. Sociology – Arts and Sciences
 B.A. Spanish – Arts and Sciences
 B.A. Spanish – Education
 – with teacher certification, 5-12, 7-12
 B.A. Spanish – Education
 – with teacher certification, B-6, 1-6, 1-9
 *B.F.A. Theater Studies – Arts and Sciences
 B.S. Travel/Tourism Administration

Minors

College of Arts & Sciences

Biology
 Black Family Studies
 Catholic Studies
 Chemistry
 Communication Studies
 Computer and Information Sciences
 Criminology and Criminal Justice
 English
 Environmental Studies
 Fine Arts
 French
 Gerontology
 History
 International Studies
 Justice and Peace Studies
 Law and Jurisprudence
 Mathematics
 Philosophy
 Political Science
 Psychology
 Religious Studies
 Social Science
 Sociology
 Social Work
 Spanish
 Theater Studies
 Women's Studies

College of Business Administration

Accounting
 Economics
 General Business
 Human Resources
 Logistics
 Management
 Marketing

Professional Requirement (College of Education)

Successful completion of all degree requirements in the College of Education leads to a bachelor's degree and fulfills partial requirements for New York state provisional teacher certification. In order to provide this benefit, the College of Education includes professional requirements in its curriculum. For specific course information refer to the section on the College of Education.

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 multidisciplinary 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 a master of arts (M.A.) degree in foundations and teaching and a master of science (M.S.) degree in mental health counseling.

The master of science in education (M.S.Ed.) degree is offered in the following concentrations: foundations and teaching, foundations of inclusive education, literacy instruction, administration and supervision, school business administration, and school counseling.

The Ontario Ministry of Education has awarded Niagara University ministerial consent to offer courses in its master's degree programs in foundations and teaching, foundations of inclusive education, administration and supervision and school counseling in selected extension sites in Ontario.

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 secondary teacher education prepares its graduates for certification to teach an academic subject in New York state. The M.S.Ed. degree in elementary teacher education prepares its graduates for certification in New York state.

Both degrees fulfill partial requirements for provisional certification to teach in New York state. The M.S.Ed. may also be used to fulfill the requirements for a master's degree for permanent certification in New York state.

The Ontario Ministry of Education has accepted Niagara University's graduate degree programs in elementary (primary, junior grades) and secondary education (intermediate, senior grades) for the Letter of Eligibility to teach in Ontario.

The Advanced Certificate Program: Niagara University offers advanced certificate programs to prepare students to qualify for provisional or permanent New York state certification as a school district administrator (S.D.A.), a school business administrator (S.B.A.), a school administrator and supervisor (S.A.S.), or as a school counselor.

Niagara University's degree programs in education, graduate and undergraduate, are accredited by the National Council for Accreditation of Teacher Education (NCATE). The advanced certificate programs in education are also NCATE accredited. Niagara University is one of the five institutions of higher education in New York state that have achieved NCATE accreditation.

The Graduate Division of Nursing Offers curricula for the master of science (M.S.) degree in nursing leading to certification as a family nurse practitioner.





The Academic Exploration Program

(For students exploring majors)

Antonia B. Knight, Director

www.niagara.edu/aep

Mission

The mission of the Academic Exploration Program is to provide a learning experience for students undecided about their major 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, developing their career plans, and choosing their major. AEP also provides students with information regarding campus programs and resources to enrich their college experience.

Program

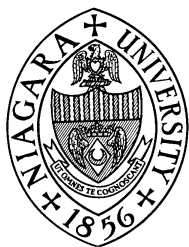
Students have the opportunity to meet monthly with a full-time, professional adviser. During these monthly meetings, the adviser and student explore student abilities, interests, values and work experiences. Together they select courses that allow the student to research areas of interest identified by these discussions.

Students have the opportunity to interview university professors and career professionals in their areas of interest. They may also participate in the annual Career Fair or research Internet links to gather information on various careers and majors for further discussion and review with their adviser.

Students may select this program upon application to the university or they may transfer into AEP from a declared major. Students who have selected a degree granting major and have attained the required grade point average may transfer out of AEP at any time during their first four semesters. Students are expected to transfer to their chosen major by the end of their fourth semester.

The Academic Exploration Program lets you make life-changing decisions in a way that affirms your individual talents. It is the way to sample the rich variety of academic life before declaring a major. With AEP, you do not have to go through it alone.





College of Arts and Sciences

Nancy E. McGlen, Ph.D., Dean

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:

- (1) Instill a dedication to academic excellence.
- (2) Foster the pursuit of a lifelong commitment to learning.
- (3) Develop the analytical and critical thinking skills needed for professional success.
- (4) Establish the educational foundation needed for graduate and professional school, and careers in the 21st century.
- (5) Encourage the formation of ethical and moral values in the spirit of St. Vincent de Paul.

Degree Programs

Academic Majors: The College of Arts and Sciences offers 15 majors leading to a bachelor of arts (B.A.) degree: chemistry, communication studies, English, French, history, international studies, 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 seven majors leading to a bachelor of science (B.S.) degree: biochemistry, biology, chemistry, computer and information sciences, criminology and criminal justice, mathematics, and social work.

The college also offers an associate in science (A.S.) degree in pre-engineering, an associate in arts (A.A.) degree in liberal arts, and a five-year BS/MS program in criminal justice.

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 to 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, 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 art history, biology, black family studies, Catholic studies, chemistry, communication studies, computer and information sciences, computer crime, criminal justice, English, environmental studies, fine arts, French, gerontology, history, international studies, justice and peace, Latin American studies, law and jurisprudence, mathematics, philosophy, political science, psychology, religious studies, social sciences, social work, sociology, Spanish, studio arts, theater studies, and women's studies. Academic minors in the College of Arts and Sciences are open to all students of 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 in the office of the dean of their college) which must be approved and signed by their major adviser, minor adviser and the dean of their college.

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.

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 10 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 non-profit 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 adviser 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 liberal arts and the associate in science in pre-engineering are described in the chapter on academic departments. (See liberal arts and pre-engineering.)

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 adviser.



Department of Biology

Robert S. Greene, Ph.D., Chairperson

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 a presentation in a supportive environment of their mentors and peers.

Programs

The department of biology offers three kinds of degree programs:

- B.S. in biology with options for students interested in preprofessional training, graduate study in biology, and job opportunities in biotechnology
- B.A. in life sciences
- B.S. 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.

B.S. - Biology Arts & Sciences Recommended for premedical, pre dental, and other health preprofessional students.

		<i>Units</i>
Liberal Arts Requirement		20
<i>See General Education</i>		
Foundation Courses		10
Distribution Courses		10
Major Requirement		20
BIO 121-122	General Biology	2
BIO 123-124	General Biology Laboratory	
BIO 2__	Biology electives with lab	3
BIO 334	Cell Biology	1
BIO 3__/4__	Biology electives with lab	3
BIO ___	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, pre dental 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

		<i>Units</i>
Liberal Arts Requirement		20
<i>See General Education</i>		
Foundation Courses		10
Distribution Courses		10
Major Requirement		20
BIO 121-122	General Biology	2
BIO 123-124	General Biology Laboratory	
BIO 212	Microbiology	1
BIO 334	Cell Biology	1
BIO ___	Electives II or III	1
BIO 401/402	Biology Seminar	1
BIO 435	Plant Physiology	1
BIO 436	Molecular Genetics	1
BIO 491-492	Bioanalytical Techniques	2
BIO ___	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.A. - Life Sciences

		Units
Liberal Arts Requirement		20
<i>See General Education</i>		
Foundation Courses		10
Distribution Courses		10
Major Requirement		20
BIO 121-122	General Biology	2
BIO 123-124	General Biology Laboratory	
BIO ____	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

With teacher certification, adolescence 7-12, 5-12

		Units
Liberal Arts Requirement		20
<i>See General Education</i>		
Foundation Courses		10
Distribution Courses		10
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 and 233L, 234L	Human Anatomy and Physiology 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 and 121L	General Physics* and Laboratory	1
ESC ____	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 CHE 345/7	Cell Biology Biochemistry and Laboratory	
CHE 346/8		2
Total Program:		40

Arts & Sciences

**BIO 312 Ecology and ESC ____ 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 (3 credit hour) foreign language other than English is required for New York state certification.*

B.S. Biology

With teacher certification, B-6, 1-6, 1-9

		Units
Liberal Arts Requirement		20
<i>See General Education</i>		
Foundation Courses	10	
Distribution Courses	1	
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 and 233L, 234L	Human Anatomy and Physiology and Laboratory	2
BIO 312	Ecology	1
MAT 102	Introductory Statistics*	1
CHE 111-112	General Chemistry	2
CHE 113-114	General Chemistry Laboratory	
ESC ____	Earth science elective	1
Total Program:		41

**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 - 122/124	General Biology and Laboratory and four other courses (200 level and above, two with labs) with the advisement of the biology department chairperson	4
Total Minor Units		6

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 Introductory Biology (NS)

A study of structure, function, and interrelationships of living organisms, both plants and animals, with special reference to man. Designed primarily for nonscience majors. (BIO 102 may precede BIO 101.)

- 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.

- 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. (Designed to be taken sequentially.)

- 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 204 Field Botany

A course in local plants and their habitats, designed for the student with minimum experience in botany. By learning basic plant structure and terminology, the student will be prepared to use keys to identify local trees and wildflowers. Course activities include field trips to areas of interest and preparation of a collection of plant specimens. (Taught summer only.)

- three 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.

- one semester hour

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. 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 laboratory.

- six semester hours

BIO 233 & 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.

- two semester hours

BIO 246 Genetics and Laboratory (NS)

Prerequisite: BIO 121-124

A study of heredity and variation based upon the nature of the gene, and its influence upon development. Basic principles of genetics, as they apply in plants and animals, are studied in the laboratory with special emphasis on *Drosophila*.

- four 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 312 Ecology and Laboratory (NS)

A course relating ecological principles to studies in the laboratory and field. Topics include population dynamics, energy flow in ecosystems, and species interactions.

- four semester hours

BIO 315 Pharmacology (NS)

Prerequisite: BIO 231 - 232

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.

- three semester hours

BIO 337 Introduction to Oncology (NS)

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 360 Pathophysiology (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.

- three semester hours

BIO 401/402 Biology Seminar

Required of all B.S. and B.A. biology majors beginning with students entering 1994/95 academic year. 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)

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 432 Developmental Biology

Prerequisite: BIO 334

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 433 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.

- three semester hours

BIO 435 Plant Physiology (NS)

This course deals with plant growth and development at three levels: cell, tissue, and whole organism. The unique features of plant cells and structures will be stressed and related to metabolic processes which occur in them. The role of plant hormones in growth and development will be emphasized. The laboratory will include plant tissue culture experiments.

- four semester hours

BIO 436 Molecular Genetics (NS)

Prerequisite: BIO 246, BIO 334 or permission of the instructor.

The role of molecular regulatory mechanisms as they pertain to the structure and function of genes in prokaryotic and eukaryotic systems, DNA replication and regulation, control of gene transcription and translation and specialized topics such as mutation, recombination and oncogenes. The course will emphasize current concepts.

- three semester hours

BIO 438 Cell Physiology (NS)

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 441 Comparative Animal Physiology and Laboratory (NS)

An advanced course in physiology intended to provide in-depth coverage of functions of selected cells, tissues, organs, and organ systems. Laboratory will feature experiments using appropriate animal model systems.

- three semester hours

BIO 488 Internship in Aquarium Science

Prerequisite: Permission of the chairperson, 3.0 GPA in the major

Training and professional experience in care and handling of aquatic animals. Interns do 60 hours of service training, maintain log record and write a personal career evaluation based on the intern experience.

- 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 491-492 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 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 adviser.

- 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

Black Family Studies Minor

Stewart Whitney, Ph.D. CFLE, Coordinator

swhitney@niagara.edu

Goals

The academic minor in black family studies is an in-depth study of the socio-economic problems confronting the contemporary African-American family. Students will explore the impact of the historical roots in Western Africa, slavery and emancipation, and contemporary social factors. Upon completing the minor, individuals will be able to be social change agents to effect solutions to the problems impacting on the contemporary black family.

Program

The minor in black family studies requires the completion of five courses. On completion of the minor program, a certificate in black family studies will be awarded to the student. Persons wishing to pursue the minor in black family studies should contact the coordinator.

	<i>Units</i>
Course Requirements	5
Core Courses (four units-12 semester hours required)	4
SOC 231-232 Contemporary Black Family in American Society	
SOC 431-432 Seminar on the Black Family	
— Elective (1 unit-3 semester hours)	1
One course selected in consultation with the program coordinator.	

Department of Biochemistry, Chemistry and Physics

Mary M. Schreiner, Ph.D., Chairperson

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 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 excellent. According to figures published by the American Chemical Society, salaries for entry-level chemistry positions are approximately \$28,000. By 2006, the need for chemists is expected to increase 19 percent (U.S. Dept. of Labor, Bureau of Labor Statistics) and 36,000 openings are projected over the next decade. Over the last decade, the unemployment rate for chemists has been less than 33 percent of that of the general population in the United States.

• **Medicine:** 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 have been accepted in medical and dental 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.

- **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 an excellent preparation for students planning to pursue graduate studies.

	<i>Units</i>
Liberal Arts Requirement	20
<i>See General Education</i>	
Foundation Courses	10
Distribution Courses	10
Major Requirement	20
CHE 111, 113L	General Chemistry I & Laboratory 1
CHE 112, 114L	General Chemistry II & Laboratory 1
CHE 221, 223L	Organic Chemistry I & Laboratory 1
CHE 222, 224L	Organic Chemistry II & Laboratory 1
CHE 227, 229L	Analytical Chemistry & Laboratory 1
CHE 331, 333L	Physical Chemistry I & Laboratory 1
CHE 332, 334L	Physical Chemistry II & Laboratory 1
CHE 338, 340L	Instrumental Analysis & Laboratory 1
CHE 345, 346L	Biochemistry I & Laboratory 1
CHE 361, 460, 461	Seminar 1
CHE 442, 444L	Inorganic Chemistry & Laboratory 1
CHE 443, 445L	Advanced Organic Chemistry 1
CHE449L, 450L	Senior Research 1
	Advanced chemistry electives advised science, CIS or math elective 2
MAT 111-112	Calculus I, II 2
PHY 121-122	General Physics 2
Total Program:	40

Advanced chemistry electives should be chosen from the following list of courses: CHE 350, CHE 435, CHE 441, CHE 446, CHE 449L & CHE 450L, CHE 494, CHE 495, CHE 496, CHE 497. 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

	Units
Liberal Arts Requirement <i>See General Education</i>	20
Foundation Courses	10
Distribution Courses	10
Major Requirement	20
CHE 111-112 General Chemistry	2
CHE 221-222 Organic Chemistry	2
Laboratory course unit chemistry electives	1 4
CHE 361, 460, 461 Seminar	1
MAT 111-112 Calculus I, II	2
PHY 121-122 General Physics	2
Advised electives	6
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

	Units
Liberal Arts Requirement <i>See General Education</i>	20
Foundation Courses	10
Distribution Courses	10
Major Requirement	20
CHE 111-112 General Chemistry	2
CHE 221-222 Organic Chemistry	2
Laboratory course unit	1

Arts & Sciences

CHE 227	Analytical Chemistry	1
CHE 331	Physical Chemistry	1
CHE 345-346	Biochemistry	2
	Laboratory course unit	1
CHE 361-460-461	Seminar	1
BIO 121-122	General Biology	2
MAT 111-112	Calculus I, II	2
PHY 121-122	General Physics	2
	Science electives	3

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 449 & CHE 450 (counts as 1), 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. To fulfill the requirement for two laboratory course units, the student must complete the following required laboratories: CHE 113L, CHE114L, CHE 223L, CHE224L, CHE 229L, CHE333L, CHE347L, CHE348L. Ordinarily, the laboratory work will be taken at the same time that the student covers the related work in lecture.

Chemistry

• indicates courses which cannot be challenged.

CHE 100 Chemistry and Life (NS)

An introduction to general, organic and biological chemistry as they pertain to life. Chemical principles and biological applications are integrated throughout. 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 103L Introductory Chemistry Laboratory

A laboratory experience intended to be taken concurrently with CHE 100.

- one credit hour
- offered in fall semesters

CHE 104L Chemistry and Life Laboratory

A laboratory experience intended to be taken concurrently with CHE 100.

- one credit hour
- 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 materials 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, non-laboratory 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 fall 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: CHE113L
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: CHE114L
A laboratory course intended to be taken concurrently with CHE 227.
- one credit hour
- offered in spring semesters

CHE 331 Physical Chemistry (NS)
Prerequisites: CHE 227, CHE 229L, MAT 112, PHY 122; corequisite: 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: CHE229L, CHE333L

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.

- 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: CHE347L

A laboratory course intended to be taken concurrently with CHE 346.

- one credit hour
- offered in spring semesters

CHE 361-460-461 Seminar (NS)

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
- CHE 460 offered in fall semesters
- CHE 361, 461 offered in spring semesters

• CHE 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 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

CHE443 Advanced Organic Chemistry (NS)

Prerequisite: CHE222, CHE331

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 an oral presentation and a written report.

- four credit hours
- CHE 449L offered in fall semesters
- CHE 450L offered in spring semesters

• **CHE 493-494 Chemistry Internship**

A junior or senior work-study program providing relevant employment experience. The student must work full time for one semester. Registration will occur at the beginning of this full-time semester. The objective of the program is to integrate classroom theory and practical work experience, thus lending relevance to learning and providing the student with a realistic exposure to career opportunities. This sequence is designed for students wishing to begin their internship during the summer months. Students interested in taking an internship should see their adviser.

- *six credit hours*
- *offered as requested/needed*

• **CHE 495-496 Chemistry Internship**

A junior or senior work-study program providing relevant employment experience. The student must work part time for four semesters. Registration will occur during the second and fourth semesters of the experience. The objective of the program is to integrate classroom theory and practical work experience, thus lending relevance to learning and providing the student with a realistic exposure to career opportunities. Students must enroll for two semesters to receive credit.

- *six credit hours*
- *offered as requested/needed*

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*

PHY 121-122 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*

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*
- *offered in spring 2002, 2004*

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*
- *offered in spring 2001, 2003*

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*
- *offered in fall 2001, 2003*

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*
- *offered in fall 2002, 2004*

Department of Communication Studies

Mark R. Barner, 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 communications media. Consistent with the departmental and university's missions, 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 nonprofit 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 nonprofit 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 and Sciences

	<i>Units</i>
Liberal Arts Requirement	20
<i>See General Education</i>	
Foundation Courses	10
Distribution Courses	10
Major Requirement	20
CMS 100 Communicating for Social Justice	1
CMS 105 Media Literacy for the Digital Age	1
CMS 120 Writing for the Media	1
CMS 230 Media Programming and Management	1
CMS 340 Photography	1

CMS 345	Video Production	1
CMS 415	Art and History of Film	1
CMS 460	Senior Seminar	1
CMS ____	Media research elective	1
CMS ____	Media writing electives	2
CMS ____	Media and culture elective	1
CMS ____	Media and society elective	1
CMS ____	CMS electives	3
CMS ____	Advised electives	4

Total Program: **40**

Minor - Communication Studies

	<i>Units</i>
	6
CMS 100 Communicating for Social Justice	1
CMS 120 Writing for the Media	1
CMS 340 or 345 Professional Skills	1
CMS ____ Three other CMS courses	3

Courses

•indicates courses which cannot be challenged.

•CMS 100 Communicating for Social Justice

A first year seminar for majors and minors, this course is designed to orient students to the field of communications, provide an overview of career possibilities and give students a critical analysis of the importance of communication in today's world. The emphasis on the course is identifying the communications values which reflect the theme of the program - communicating for social justice.

- three semester hours

CMS 105 Media Literacy in the Digital Age (H, WC)

Prerequisite: CMS 100 (for majors and minors)

This course is designed to give students a more critical understanding of how media function and influence individuals and society. By not taking media and their products "for granted," students will be able to better interpret the messages and images they consume. The course will especially focus on the role of television and the new technologies in conveying information, entertainment and larger cultural values.

- three semester hours

•CMS 120 Media Writing

Prerequisite: CMS 100 (for majors and minors)

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 100 (for majors and minors), 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 preproduction processes. (Satisfies media writing elective.)

- three semester hours

CMS 222 Writing for the Web

Prerequisite: CMS 100 (for majors and minors), CMS 120 (or permission of instructor)

This course provides an introduction to writing for digital environments, with specific emphasis on Web pages. Students learn about the history of the Internet, the development of network digital information production/retrieval environments, and the forms and practices of writing for a Web page. Activities occur in the classroom and in a Web-based online lab. (Satisfies media writing elective.)

- three semester hours

CMS 224 Freelance and Feature Writing

Prerequisite: CMS 100 (for majors and minors), CMS 120 (or permission of instructor)

This course is designed to help students appreciate the nature of free-lance 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 100 (for majors and minors), 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

Prerequisite: CMS 100 (for majors and minors)

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 310 Advertising

Prerequisite: CMS 100 (for majors and minors)

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

Prerequisite: CMS 100 (for majors and minors)

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

Prerequisite: CMS 100 (for majors and minors)

This course provides an overview and critique of mass media research methods and techniques. The research process, a survey of scientifically studying mass media as a human phenomenon is explored. The course will also focus on the particular roles and problems of public opinion research and television ratings methodology in determining mass tastes and preferences. Students will also gain a practical understanding of data analysis. (Satisfies media research elective.)

- three semester hours

CMS 335 Investigation and Reporting for the Media

Prerequisite: CMS 100 (for majors and minors)

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 research elective.)

- three semester hours

CMS 340 Photography

Prerequisite: CMS 100 (for majors and minors)

This is a course in the fundamentals of black and white photography, designed for students with little or no experience in photography. Students will learn basic photographic skills including manual camera operation, film exposure and processing, and printing. Photographic history, and visual theory and criticism will be addressed in class discussions and critiques. This course explores the use of photography as a tool of communication and self-expression. We will discover how to see photographically, construct and interpret images, and examine their relationships with current issues.

- three semester hours

CMS 345 Video Production and Laboratory

Prerequisite: CMS 100 (for majors and minors)

After a detailed survey of the vocabulary, tools, techniques, and conventions of video production, students are led through a series of creative exercises in both studio and remote video production. Students will learn producing and directing techniques in preproduction, production, and postproduction, developing both a critical aesthetic and technical proficiency. Course includes lab exercises and projects in linear, nonlinear, and digital video production.

- four semester hours

CMS 350 Mass Media and Culture (H, WC)

Prerequisite: CMS 100 (for majors and minors)

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, WC)

Prerequisite: CMS 100 (for majors and minors)

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 20th and early 21st 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, WC)

Prerequisite: CMS 100 (for majors and minors)

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

Prerequisite: CMS 100 (for majors and minors)

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

Prerequisite: CMS 100 (for majors and minors)

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, WC)

Prerequisite: CMS 100 (for majors and minors)

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, WC)

Prerequisite: CMS 100 (for majors and minors)

Popular media have given a great deal of attention to the emerging "Information Age." This new "era" is portrayed as distinct from prior epochs in human history. This course focuses on a critical evaluation of the role information technologies play in reshaping the democratic processes and political economy of our society and world. (Satisfies media and society elective.)

- three semester hours

CMS 363 Stereotyping in the Media (SS, WC)

Prerequisite: CMS 100 (for majors and minors)

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 403 & 404 Honors Thesis I & II

Prerequisite: CMS 100 (for majors and minors)

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 415 Art and History of Film

Prerequisite: CMS 100 (for majors and minors)

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 440 Advanced Photography

Prerequisite: CMS 100 (for majors and minors), CMS 340

This course is a continued exploration of the medium of photography, which begins where basic photography ends. The course is divided into three units, described as follows: unit one is designed to encourage creative problem solving through alternative darkroom techniques, unit two provides the student with an introduction to digital imaging, and unit three introduces the student to the practices of photojournalism and social documentary photography.

- three semester hours

CMS 445 Advanced Video Production

Prerequisite: CMS 100 (for majors and minors), 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 nonlinear postproduction. Assignments focus both on producing videos for nonprofit organizations and for submission to various video festivals.

- three semester hours

•CMS 460 Senior Seminar

Prerequisite: CMS 100 (for majors and minors)

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 creative project, photo portfolio or research project gathering data for an analytical or traditional thesis paper. Oral defense and written documentation will be required.

- three semester hours

•CMS 491, 492 Internship

Prerequisite: CMS 100 (for majors and minors)

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 classroom knowledge while exploring a professional position in the mass media. Determination of credit hours will be established at preregistration 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

Prerequisite: CMS 100 (for majors and minors)

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

•**CMS 497 Independent Study**

Prerequisite: CMS 100 (for majors and minors)

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

Department of Computer and Information Sciences

Laurence R. Boxer, Ph.D., Chairperson

www.niagara.edu/cis

Goals

The goal of the computer and information sciences department is to develop computer professionals who are especially competent in software systems design and development. Graduates of this program are articulate, logical thinkers who successfully take their places as professional software developers in government, business, education, and industry. They are systems analysts, business applications programmers, database managers, technical software designers and developers, or software engineers. They may also pursue graduate/professional education, typically for the M.B.A. degree in management information systems or the M.S. degree in computer science.

Programs

The computer and information sciences department offers a bachelor of science degree. Students who major in CIS typically pursue careers in software design and development in application areas that may be technical, scientific, or business-related. Special emphasis is placed on career development within courses, through cooperative experience opportunities, and through other CIS activities.

A 30-hour certificate in computer and information sciences is offered for adults who already have a bachelor's degree in another field or who are practitioners with several years' experience in a computer field. Ten courses selected from the CIS major offerings comprise the certificate program.

Students in other majors may also pursue a minor in CIS.

An associate of science degree (pre-engineering) is offered through the CIS department in conjunction with the University of Detroit Mercy. Students in this program may transfer to the University of Detroit Mercy or another university to complete a bachelor's degree program in engineering. See pre-engineering.



B.S. - Computer & Information Sciences Arts & Sciences

	<i>Units</i>
Liberal Arts Requirement <i>See General Education</i>	20
Major Requirement	20
Note: At press time, a proposal to revise the CIS major had not received final approval. The proposed requirements (CIS component and supportive courses) are given below.	
CIS Component	12
CIS 160 Structured Business Programming I	1
CIS 232 Microcomputer Applications for Business	1
CIS 260 Structured Business Programming II	1
CIS 265 Computer Science I	1
CIS 350 Introduction to Systems Development	1
CIS 365 Computer Science II	1
CIS 380 Data Management	1
CIS 390 Visual Systems Integration	1
CIS 480 Management of Computer Information Systems	1
CIS 499 Senior Software Project	1
CIS ____ CIS Electives at 250 level or above	2
Supportive Courses	8
MAT 102, 201 or 435 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:	
Business	Math
ACC 112	MAT 112
ECO 101 or ECO 102	MAT 202 or MAT 436
Elective supportive courses	2
Total Program	40

Minor - Computer and Information Sciences

The CIS minor is designed to give a student proficiency in a variety of software technologies and management skills. The usual minor program consists of the following (five units total):

Computer programming - two units. A one-year sequence selected from CIS 160 and 260 (business programming), or CIS 265 and 365 (technical programming)

CIS 232	Microcomputer Applications for Business
CIS 350	Introduction to Systems Development
CIS 380	Data Management

Changes in the list above may be made with the approval of the CIS department.

Courses

• indicates courses which cannot be challenged.

CIS 132 Introduction to Business Computing Applications

This course is intended for beginners; students are not expected to have any previous computer experience. Students who intend to pursue a CIS major or minor should take CIS 232 rather than CIS 132. This course emphasizes the use of microcomputer (PC) software for the business user. Students learn to solve problems using a variety of software tools, including word processing, spreadsheets, business graphics, databases, and the Internet. (This course does not satisfy the CIS major or minor requirements.)

- three semester hours
- offered in fall and spring semesters

CIS 138 Introduction to Programming and Computing

The course provides an intensive introduction to computers and to programming as a tool for problem solving. Students will use and write programs in a beginner's programming language. Applications involve personal, scientific, and health or business worlds. (This course does not satisfy the CIS major requirement.)

- three semester hours
- offered in fall and spring semesters

CIS 140 Programming in Pascal

This course is offered through the Niagara University Senior Term Enrichment Program (NUSTEP) to local high school students. Participants are introduced to computer programming in a modern programming language. (This course does not satisfy the CIS major requirement.)

- three semester hours

CIS 160 Structured Business Programming I

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
- offered in fall semesters

CIS 198 Introduction to Computers and Programming for Teachers (Also EDU 198)

This course presents an introduction to computers and their use in the schools. It is designed as a first course for teachers. Emphasis is placed upon fundamental concepts and their applications in education. Students use an integrated software package and programs relating to the subject matter of their discipline. They have the opportunity to write programs in a structured language. No prior experience with computers is assumed. (This course does not satisfy the CIS major requirement.)

- three semester hours
- offered in fall semesters

CIS 232 Microcomputer Applications for Business

The course presents advanced 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

This course presents computers as research tools to students in the behavioral and social sciences and human services. It presents an overview of computer hardware and software and use of an operating system and an editor as tools for the computer user. The student will also become familiar with the use of a word processor for report and proposal writing, spreadsheets for budgeting, and database design and access. Students will learn SPSS as a research tool for statistical applications. (This course does not satisfy the CIS major requirement.)

- three semester hours
- offered in fall and spring semesters

CIS 260 Structured Business Programming II

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
- offered in spring semesters

CIS 265 Computer Science I

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 320 Computer Local Networks

Prerequisite: CIS 390 or permission of instructor

This course introduces the broad and constantly changing field of local networks. The course emphasizes technology and architecture issues such as transmission medium, network topology, communications protocols, and hardware/software interfaces. Local area networks and digital switch/computerized branch exchanges are discussed.

- three semester hours
- offered in spring 2002

CIS 332 Microcomputer Applications for Business

Prerequisite: CIS 132 OR 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 2003

CIS 350 Introduction to Systems Analysis

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 Computer Science II

Prerequisite: CIS 265

This course continues CIS 265. Advanced techniques of object-oriented programming are introduced. Data structures and algorithms associated with arrays, several forms of linked lists, and trees are studied. Other topics include sorting and searching, and analysis of algorithms.

- three semester hours
- offered in spring semesters

CIS 375 Internship I

Prerequisite: permission of CIS chairperson

Internships allow students to experience working in a professional environment. Area businesses, government offices, and nonprofit organizations provide these opportunities. Internships are generally unpaid; see CIS 493-494 and 496-497 for paid cooperative education experiences.

- three semester hours
- offered in fall and spring semesters

CIS 380 Data Management

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 390 Visual Systems Integration

Prerequisites: CIS 232 and 365, 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

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 475 Internship II

Prerequisite: permission of CIS chairperson

See CIS 375 for course description.

Credit - variable
- offered in fall and spring semesters

CIS 480 Management of Computer Information Systems

Prerequisite: CIS 380 or permission of instructor

This course considers the selection of a computer system (software and hardware); management of small and large systems including distributed processing; establishment of priorities and information systems security; and project management. Advanced database languages and applications generators are examined.

- three semester hours
- offered in spring semesters

CIS 490 Topics

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 microcomputer 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
- not offered in 2001-2002

CIS 493 and 494 Computers Co-op

A junior or senior work-study employment experience. The student must work two semesters, including one semester full time. Registration will occur at the beginning of the 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.

- six semester hours
- offered in fall and spring semesters

CIS 495 Independent Study

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

CIS 496 and 497 Computers Co-op

A junior or senior work-study employment experience. Students will work part time for four semesters. Registration will occur during the second and fourth semesters of the 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.

- six semester hours
- offered in fall and spring semesters

CIS 499 Senior Software Project

Prerequisite: CIS 350

This is a capstone course emphasizing the skills necessary for building high-quality software. A significant team project is required; knowledge obtained by students in prerequisite courses will be applied to bring about proper completion of the team project. Systems development models and software relevant to systems engineering will be discussed.

- three semester hours
- offered in spring semesters

Computer Crime Minor

Suzanne Wagner, Ph.D., Coordinator

Harry R. Dammer, 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. Suzanne Wagner, in the department of computer and information sciences or Dr. Harry Dammer in the criminal justice department.

Units

6

Course Requirements

CRJ 201	Introduction to Criminal Justice
CRJ 210	Criminology
CRJ 350	Criminal Law
CIS 380	Data Management (prerequisite CIS 232 or 260)
CIS 390	Visual Systems Integration (prerequisite CIS 232 or 365)
CIS 480	Management of Computer Information Systems (prerequisite CIS 380)

Department of Criminology and Criminal Justice

Harry R. Dammer, Ph.D., Chairperson

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.

B.S. - Criminology and Criminal Justice

Arts & Sciences

	<i>Units</i>
Liberal Arts Requirement	20
<i>See General Education</i>	
Foundation Courses	10
Distribution Courses	10
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
MAT 102 Statistics I	1
MAT 202 Statistics II or CIS 233	1
CRJ ____ Criminology and Criminal Justice	1
CRJ ____ Law Enforcement	1
CRJ ____ Law Adjudication	1
CRJ ____ Penology	1
____ Advised electives	5

Total Program:

40

Minor - Criminology and Criminal Justice

		<i>Units</i>
CRJ 201	Introduction to Criminal Justice	1
CRJ 202	Juvenile Justice	1
CRJ ____	Criminology and Criminal Justice	1
CRJ ____	Law Enforcement	1
CRJ ____	Law Adjudication	1
CRJ ____	Penology	1

Note: If the student's major does not require a course in research methods, they should 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 (SS) (also SOC 337)

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. (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.)

- 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.)

- three semester hours

CRJ 260 Criminal Procedure (SS)

Role of the prosecutor, defense counsel and judiciary in the charging, plea bargaining, trying, and diversion of the offender. The major court cases relative to the arrest and prosecution of the offender. (Concentration: law adjudication.)

- three semester hours

CRJ 265 Principles of Justice (SSWC)

The relationship among justice, crime, and adjudication. The principles of equity, fairness, rights and interest, due process, rationality, desert, and related concepts will be applied to the criminal justice process. (Major requirement.)

- three semester hours

CRJ 270 Corrections (SS) (also SOC 270)

The history, philosophy, and current status of incarceration as a correctional alternative. The individual, societal, and public policy liabilities and benefits of incarceration and its alternatives as post-conviction strategy. The legal rights of offenders. (Major requirement.)
- three semester hours

CRJ 300 Research Methods

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 and criminal justice.)
- 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 and criminal justice.)
- 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 350 Criminal Law (SS)

The criminalization decision, the nature and principles of criminal liability, common law crimes against persons and property, inchoate crimes, and defenses. (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 perform planning, evaluation, or a research project 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, adjudication or penology.)
- three semester hours

•CRJ 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

•CRJ 490 Senior Research Seminar

Prerequisite: CRJ 300. Recommended: MAT 102, MAT 202 or CIS 233

A research proposal, evaluation, or test of a research question affecting the criminal justice system. Students will either conduct independent research or participate in a seminar class designed to instruct the student on the completion of a project which demonstrates a synthesis of accumulated knowledge. (Major requirement.)
- 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.
- 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

Includes general english and speech courses

Dorothy Gould, M.S., M.A., Chairperson

www.niagara.edu

Goals

The mission of the department is to prepare 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 business, technical, and government documents.

Although a student's choice of career options will determine the proportion of emphasis in each area, the department concentrates on developing four specific kinds of abilities in its graduates:

- (1) **Literature:** The ability to discuss the literary history and traditions of English-speaking communities in the Americas, in Britain, and worldwide.
- (2) **Textual:** The ability to employ conventions of analysis to evaluate, judge, or synthesize the significance and meanings of a text, whether that text be expressive (literature) or factual (technical, business, or government documents) in nature.
- (3) **Communication:** The ability to convey ideas with clarity and power in oral and written formats, using style and organizational strategies suited to the audience, the subject matter, and the rhetorical purpose.
- (4) **Research:** The ability to locate and to review, summarize, respond to, and challenge the published forums on a particular subject or line of inquiry.

Programs

The department of English offers a B.A. in English and a program leading to New York state provisional certification in elementary and secondary grades in cooperation with the College of Education. (Note: Students receive advisement from both departments.)

The general English concentration within the department of English offers a selection of advised elective courses which can be combined to form specific "career option" emphases. These emphases add or reinforce competencies specifically requisite to entry into postgraduate law or paralegal studies; entry into the fields of corporate, technical, and professional communication; and entry into the more traditional pursuits of graduate English and education programs, or careers in teaching. Specific "career option" emphases include:

- **Literature Option.** This option is designed to provide the student with a broad overview of Western literature and develop in the student the ability to read with understanding and critical precision. The course of study is designed to cultivate an interpretive study of a wide range of literary selections, to enable the student to participate intellectually in the cultural development of our civilization, and to prepare for graduate study.
- **Education Option.** This option is designed, in conjunction with the College of Education, to provide the student with a sequence of studies that leads to certification in the state of New York for teaching English in elementary and secondary grades. These courses address the specific competencies in teaching methodology and literary and compositional knowledge necessary for the College of Education.
- **Corporate, Technical, and Professional English Skills Option.** This option is designed to aid the student who wishes to seek employment in areas such as corporate sector editing and journalism, advocacy journalism, public relations, private and public research and technical writing, corporate staff training and development, and other fields requiring command of the English language, the ability to analyze, interpret, organize, synthesize, and condense information from many sources; and the ability to convey information in a wide variety of formats and styles for diverse and differing audiences.
- **Prelaw Option.** This option is designed to aid a student in selecting courses related to a career in law. Included in this option are courses designed to develop those specific competencies in analytical thinking and communication skills most often required by law school admission committees. In addition, the student can select electives from a broad range of courses within other departments outlining various aspects of the American judicial process, including courses in criminal, corporate, and constitutional law.

B.A. - English Arts & Sciences

General English Concentration

	<i>Units</i>
Liberal Arts Requirement	20
<i>See General Education</i>	
Foundation Courses	10
Distribution Courses	10
Major Requirement	20
ENG 203-204 Major British Writers, I, II	2
ENG 215-216 Major American Writers, I, II	2
ENG ____ Pre-1800 electives	2
ENG ____ Post-1800 electives	2
ENG ____ Advanced American electives	2
*ENG ____ Advanced composition elective	1
ENG 490 Senior Seminar	1
Advised electives	8
Total Program:	40

**Recommended advised electives - ENG 221 - Creative Writing, ENG 231 - Business Communications*

Minor - General English Concentration

	<i>Units</i>
	6
ENG 203-204 Major English Writers	2
ENG 215-216 Major American Writers	2
ENG ____ Two advanced courses at the 300-400 level	2

B.A. English Education

With teacher certification, secondary

	<i>Units</i>
Liberal Arts Requirement	20
<i>See General Education</i>	
Foundation Courses	10
Distribution Courses	10
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 400 Shakespeare	1
ENG 407,	
ENG 420 or 421 Novel elective	1
ENG 431 History & Development of the English Language	1
*ENG ____ Post-1800 elective	1
ENG ____ Advanced American elective	1
ENG 490 Senior Seminar	1
*SPK 101 or Speech: Public Speaking	
*SPK 201 Speech: Oral Interpretation	1
Total Program:	40

**SPK 101 Speech: Public Speaking or SPK 201 Speech: Oral Interpretation must be taken as either a humanities or free elective and a post-1800 elective must be taken in the distribution component.
A college-level foreign language other than English is required for New York state certification.*

B.A. English Education

With teacher certification, elementary

	<i>Units</i>
Liberal Arts Requirement	20
<i>See General Education</i>	
Foundation Courses	10
Distribution Courses	10
Professional Requirement	11
Major Requirement	10
ENG 203-204 Major British Writers I, II	2
ENG 215-216 Major American Writers, I, II	2
ENG 315 Classics in World Literature	1
ENG 354 Literature for Children and Adolescents	1
ENG 355 Teaching of Composition	1
ENG ____ Pre-1800 elective*	
ENG ____ Post-1800 elective*	
ENG 356 English Grammar	1
ENG ____ Advanced American Literature	1
ENG 490 Senior Seminar	1
*SPK 201 Speech: Oral Interpretation	1
Total Program:	41

**SPK 201 Speech: Oral Interpretation must be taken as a humanities or free elective in the distribution component.*

**ENG Pre- and Post-1800 electives must be taken in the distribution courses.*

A college-level course (three semester hours) in English, mathematics, science, social studies and a language other than English is required for New York state certification in elementary grades.

Courses

• indicates courses which cannot be challenged.

ENG 100 Introduction to Literature

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.

- three semester hours

ENG 193-194 English as a Foreign Language

(for information on this course please contact The Learning Center)

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.

- six semester hours

ENG 203-204 Major British Writers, I, II (HWC)

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 215-216 Major American Writers I, II (HWC)

Survey I covers literature from colonial writing through Hawthorne and Melville; Survey II from Whitman to the present day. Course readings stress primary material. Discussions focus on the coherent intellectual currents which inform and affect America's literature and give it its unique flavor, and serve also to illuminate the range of genres and types of writings covered by the reading.

- three semester hours each

ENG 221 Creative Writing (H)

This course is designed primarily to improve the skills of writers of short works of fiction. A variety of techniques are analyzed, including description, narration, characterization, setting, plot, voice, point of view, and style. Assignments address particular skill areas as they are studied. Students will be expected to complete a major project in creative writing in fulfillment of course requirement. (Advanced composition.)

- three semester hours

ENG 231 Business Communication

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.)

- three semester hours

ENG 300 Medieval Literature (HWC)

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 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 (HWC)

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 poet's relation to and expression of the philosophical, intellectual, religious and political movements are examined. (Pre-1800)

- three semester hours

ENG 302 The Enlightenment (HWC)

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 (HWC)

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

Prerequisite: permission of the instructor

Although romanticism often is characterized as a revolt against the neoclassicism of Augustan aesthetics, this course examines not only those common assumptions shared by the chief romantic poets, but also the unique contribution each of these poets has made to English romanticism, including the visionary mysticism of Blake; the revolt in poetic diction championed by Wordsworth; Coleridge's concept of organic form; the neoplatonic idealism of Shelley; Keats's negative capability; and, finally, the classicism of Byron, whose popularity as a romantic poet was unrivaled among his contemporaries. (Post-1800)

- three semester hours

ENG 306 Victorian Poetry (HWC)

Prerequisite: permission of the instructor

The surprising lack of cohesion which characterizes Victorian poetics is reflected in the tension that virtually every poet of this period experienced between devotion to individual sensibility and commitment to the social and moral needs of the age. This course explores the attempt by prominent Victorian poets to reconcile the often conflicting claims of private and public responsibility which typifies so much of their poetry. Principal authors studied include Tennyson, Browning, and Arnold, with some consideration of the contribution of Rossetti, Hopkins, Housman and Hardy, among others, to Victorian poetics. (Post-1800.)

- three semester hours

ENG 307 The Modern Age Through Contemporary Literature (HWC)

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 Yeats, Eliot, Dreiser, Faulkner, Bellow, Pinter and Becket will be discussed with an eye toward defining a "spirit of the modern age." (Post-1800.)

- three semester hours

ENG 308 Romanticism in America (HWC)

Prerequisite: permission of the instructor

Examines distinctive features of the romantic movement in America, with major weight on the writings and thought 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 (HWC)

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 (HWC)

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 354 Literature for Children and Adolescents (HWC)

This course examines a variety of modes of literature written for children and adolescents. Among the topics addressed are how to evaluate the quality of literature and illustrations in children's books, how to integrate literature study into the K-12 curriculum, and how to evaluate students' responses to literature.

- three semester hours

ENG 355 Teaching Composition

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.)

- three semester hours

ENG 356 English Grammar: Theory and Practice (HWC)

An advanced survey of English grammatical structures, this course provides insights into the structure and working of English through a transformational approach to the study of syntax.

- three semester hours

ENG 360 Literary Criticism (H)

Introduction to the study and analysis of literature, including historical, textual, formal, and generic methods of criticism. Intensive reading of significant critical essays ranging from Aristotle through Eliot; practice in dealing with primary sources, in terms of the theoretical material.

- three semester hours

ENG 400 Shakespeare (HWC) (Also THR 400)

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 (HWC)

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," "Samson Agonistes" examined as time permits.) (Pre-1800)

- three semester hours

ENG 406 Modern British Poetry (H)

Prerequisite: permission of the instructor

This course will trace chronologically the various attempts by British poets during the 20th century to fashion a modernist aesthetic that reflects their perception of the conditions of contemporary life. The influence of French symbolist poets at the turn of the century, and later impressionist, expressionist, and surrealist theories of art will help explain the complexity of form and content so typical of modern poets like William Butler Yeats, T.S. Eliot, W.H. Auden and Dylan Thomas, and provide a context for comparison with the more recent verse of Philip Larkin, Thom Gunn, and Ted Hughes, among 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 will be paid to earlier novelists such as Faulkner, Hemingway, Fitzgerald and Steinbeck to set the stage for discussion of selected novels by contemporary novelists such as Bellow, Doctorow, Irving, and Walker. Discussion will focus on contemporary narrative theory and technique, as well as on the varieties of setting, character, and themes present 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 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.

- six semester hours

ENG 420-421 ENG 420 (Pre-1800) and ENG 421 (Post-1800) The History of the English Novel (HWC)

Prerequisite: permission of the instructor

This course is an intensive genre study in which students read a selection of representative novels spanning several literary periods, beginning in the early 18th century and culminating, finally, in an extensive examination of the contemporary English novel. Class discussion explores the thematic, philosophical, and aesthetic considerations inherent in the evolution of distinct types of English novels. The course is designed to familiarize students with the works of major English novelists and to encourage independent research into specific areas of English fiction.

- six semester hours

ENG 430 19th Century American Fictions (HWC)

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 431 History and Development of the English Language (HWC)

Traces development of the English language as a vocal system of human interaction from the beginnings to the modern period. Stresses the changing structural elements of phonology and morphology. Such examination attempts to establish a basis for seeing not "a meaning, but the meaning" in the written language. Etymology and methods of comparative analysis among various language periods are also stressed.

- three semester hours

•ENG 490 Senior Seminar

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

Speech

•SPK 101

Speech: Public Speaking

Directed to beginning speech students, with the goal of helping them express themselves clearly, succinctly, and with some degree of persuasiveness. 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

Speech: Oral Interpretation

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

American Sign Language

ASL 100

American Sign Language

American Sign Language is the natural language of the deaf. It uses its own syntax vocabulary and metalinguistic rules. This course will utilize the Signing Naturally curriculum, workbook activities, videotape 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



Environmental Studies Programs

Sean Q. Kelly, Ph.D., Program Coordinator

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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 global nature of these problems requires cooperation among diverse occupations. Cooperation is attainable if there is mutual understanding. 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, either biology, chemistry or political science, with a selection of courses which have been identified for their ability to integrate information from multiple disciplines. This option is available only to students in biology, chemistry and political science. The other program in environmental studies is a minor which may be taken by 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

		<i>Units</i>
Course Requirements		8
BIO 103	Environmental Biology	1
Group I (select three)		3
BIO 204	Field Botany with Laboratory	
BIO 312	Ecology with Laboratory	
CHE 105	Chemistry and Society	
CHE 227/229L	Analytical Chemistry with Laboratory (prerequisite CHE 112)	
ESC 172	Meteorology	
ESC 174	Physical Geology	

Group II (Select one)		1
CMS 419	Public Relations	
JRN 101	Introduction to Journalism	
SPK 101	Public Speaking	

Group III (select three)		3
ECO 101	Principles of Macroeconomics	
POL 103	Issues in World Politics	
POL 203	Introduction to Law	
POL 241	Public Policy	
SOC 315	Industrial Sociology	
THA 330	Cultural Geography	

Completion of a major in biology, chemistry or political science.

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

BIO 103	Environmental Biology	1
CHE 105	Chemistry and Society	1
POL 241	Public Policy	1

Two (2) of the following 2

POL 103	International Issues	
POL 203	Introduction to Law	
ESC 172	Meteorology	
ESC 174	Physical Geology	
BIO 204	Field Botany with Laboratory	
BIO 312	Ecology with Laboratory	
BIO ____		
or		
CHE ____		
or		
POL ____	Cooperative education course or internship in a government agency, interest group or business concerned with environmental issues.	

Gerontology Minor

Stewart B. Whitney, Ph.D. CFLE, Coordinator

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Goals

The aging of the baby boom generation and advances in health care have resulted in a growing interest in the needs and care of the aged. It is anticipated that the 21st century will see a dramatic increase in occupations that serve the elderly. Gerontology is the study of phenomena associated with the aging process and, in particular, aged persons. The academic minor in gerontology is designed for students who wish to be employed in occupations working with the aged, and for those who are employed and seek personal enrichment and professional retraining. On completion of the program, a certificate of gerontology will be awarded to the student.

Program

The minor program is designed for students already enrolled in specialized academic areas, normally social work, sociology, nursing or psychology. There are five courses required to complete the minor. Students interested in the gerontology minor should contact the coordinator.

Courses

PSY 215	Psychology of Aging (prerequisite PSY 101)
SOC 322	Sociology of Aging
SWK 252	Death and Dying (prerequisite SWK 100 or permission of instructor)
SWK 352	Social Work with the Aging (prerequisite SWK 100 or permission of instructor)
_____	Advised elective

A cooperative course or internship in a government agency or group working with the aged may be substituted for one course with permission of the coordinator.

Department of History

Gerald Carpenter, 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 - inclusion elementary and special education

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 of Social Studies.

B.A - History

		<i>Units</i>
Liberal Arts Requirement		20
<i>See General Education</i>		
	Foundation Courses	10
	Distribution Courses	10
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, adolescence 7-12, 5-12

		<i>Units</i>
Liberal Arts Requirement		20
<i>See General Education</i>		
	Foundation Courses	10
	Distribution Courses	10
Professional Requirement		9
Major Requirement		12
	European History (usually HIS 101 & 102)	2
	American History (usually HIS 103 & 104)	2
	Non-Western History (African/Asian/Latin)*	2
	Political Geography (GEO 290)	1
	Economics (usually ECO 101, 102, 110, or 111)	1
	Political Science (usually POL 101)	1
	Research (HIS 200)	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.

B.A. - Social Studies

With teacher certification, B-6, 1-6, 1-9

Education

	<i>Units</i>
Liberal Arts Requirement	20
<i>See General Education</i>	
Foundation Courses	10
Distribution Courses	10
Professional Requirement	11
Major Requirement	12
European History (usually HIS 101 & 102)	2
American History (usually HIS 103 & 104)	2
Non-Western History (African/Asian/Latin)	1
Political Geography (GEO 290)	1
Economics (usually ECO 101, 102, 110, or 111)	1
Political Science (usually POL 101)	1
Research (HIS 200)	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 six courses in history (other than HIS 100). The sequence must include at least one 300-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 adviser.

Courses

•indicates courses which cannot be challenged.

HIS 100 Americans in Postwar World

Interpretive overview of developments critically 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 ideological, political, economic, social, and cultural realities. Provides vivid perspectives on our present and our future by evaluating the impact of these realities on fundamental American values and beliefs. Designed for all students as a common intellectual experience expressly within the liberal arts tradition. Required of all university majors.

- three semester hours

HIS 101-102 Western Civilization (HWC)

Overview of major political, economic, and cultural forces in the development of Western civilization from early times to the present.

- six semester hours

HIS 103-104 History of the United States (HWC)

A study of the major forces, political, economic and cultural development of our national life from early times to the present.

- six 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, use of computer as both a research tool and writing agent, citation mechanics. Required of all history and social studies majors usually during their sophomore year.

- three semester hours

HIS 201-299 Theme Courses

An ever-changing series of courses in particular topics of historical significance. Designed for all students regardless of class level or academic major. Specific courses listed each semester on preregistration class schedule. The following are examples of theme courses which the department currently offers.

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 205 Independent Study

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 (SSWC)

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 252 Sports in America (HWC)

Historical and contemporary significance of amateur and professional sports in American life, their structures, inner realities, values, popularity, and social effects. Problem studies include the relation of sports to the entertainment world, national and international politics, urban planning and academic priorities.

- six semester hours

HIS 262 The Vietnam War (HWC)

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 273 The Rise of Black America

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 276 Japan Incorporated (HNWC)

What lies behind the postwar Japanese economic “miracle”? What traditions, customs, and values undergird the Japanese business world? This course addresses such questions, providing insights into Japanese managerial techniques, labor relations, government economic role, international trade, and environmental problems. Contrasts between Japanese and American business principles and practices are probed and discussed. Designed for the general student at an introductory level.

- three semester hours

HIS 290 World Terrorism

Chronological development of terrorist activity from the “Man on the Mountain” to the Unibomber. This entails roots, process, results and countermeasures with live scenarios for impact.

- three semester hours

HIS 295 Media Studies and World Affairs (SSWC)

Interpretive appraisals of global events as they occur and are reported to the American people. Critical examination of newspapers, magazines, and television to appreciate how media can distort as well as reveal realities.

- three semester hours

HIS 300 Great Historians and Issues (HWC)

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 301 Ancient History (HWC)

A study of the history of Greece and Rome from earliest times to the invasion of the barbarian tribes. Emphasis will be placed on significant figures and events which influenced Western civilization such as Athenian democracy, republicanism in Rome, and the greatness of men such as Pericles, Alexander the Great and Julius Caesar.

- three semester hours

HIS 302 The Middle Ages (HWC)

Analysis of the main features of European civilization from the German invasions to the rebirth of city life in the 14th century. Studies will include feudalism, the Carolingian revival, and medieval culture.

- three semester hours

HIS 303 The Renaissance (HWC)

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, and Leonardo da Vinci.

- three semester hours

HIS 304 The Reformation (HWC)

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 305-306 History of England (HWC)

A survey of English society’s development from the Roman invasions to the present. English jurisprudence and constitutional development will be stressed. Other topics will include parliamentary ascendancy, imperialism and Ireland. Recommended for prelaw majors.

- six semester hours

HIS 307 The Coming of the French Revolution (HWC)

A study of the social, economic and political factors from the close of the 16th century civil wars in France to the eve of the Great Revolution. Topics discussed will be absolutism, mercantilism, the philosophies and the origins of the French Revolution.

- three semester hours

HIS 308 The French Revolution and Napoleon (HWC)

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 (HWC)

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 (HWC)

An investigation of the major developments in European history from 1900 to the end of World War II. Emphasis will be placed upon the development of democratic political systems and their alternatives, and effects of conflict and change.

- three semester hours

HIS 311 Contemporary Europe (HWC)

Appraisal of the contemporary European scene from the post-World War II period of reconstruction to detente. The approach will include such themes as the Cold War, the impact of totalitarianism and democracy on world affairs and the European Common Market.

- three semester hours

HIS 312 Twentieth Century Eastern Europe (HWC)

A historical overview of East European political development before World War II, the path of Sovietization after 1945, and development in post-communist era.

- three semester hours

HIS 313-314 European Social and Intellectual History (HWC)

Examination of the social and intellectual development of Europe from 1500 to the present. Investigation will center on the European transition from a traditional to an industrial society, and the impact of this change on the world of ideas as evidenced by the work of Europe’s greatest thinkers.

- six semester hours

HIS 315 France: 1958-Present (H)

This course discusses the major political, social, economic, and intellectual trends under the Fifth Republic (1958-). Special attention will be paid to Charles de Gaulle and the founding of the Fifth Republic, the student revolt of 1968, the presidency of Francois Mitterrand, and French foreign policy.

- three semester hours

HIS 316 The Holocaust

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 (HNWC)

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 (HNWC)

A study of the complex interrelationships between government, ideology, economics, military affairs and diplomacy guiding Soviet development from the revolution in 1917 to superpower status.

- three semester hours

HIS 323 The Soviet Union in World Affairs 1917-45 (HWC)

A comprehensive overview of the Soviet entry into world affairs and its role in promoting social, economic and political instability resulting in World War II; special emphasis on Western Europe, the Spanish Civil War and China.

- three semester hours

HIS 324 The Soviet Union in World Affairs 1945-Present (HWC)

A fascinating study of Soviet motives and policies after World War II, with special emphasis upon developing Cold War tensions, Korea, peace movements, space and Sputnik, militarism, détente, and the Third World revolutions.

- three semester hours

HIS 341 Colonial America (HWC)

Scrutiny of American society from its European origins and development in the New World environment, including the influence of native peoples in war and peace. Focus will be on the political, cultural and economic trends leading to independence.

- three semester hours

HIS 342 The Early American Nation (HWC)

Focus on post-Revolutionary implementation of the Constitution by the founding fathers. Analyses of the Marshall Court, Hamiltonian-Jeffersonian conflict, Anglo-American relations and Jacksonian Democracy.

- three semester hours

HIS 343 Civil War Reconstruction (HWC)

Social, economic, and political causes of the Civil War, with special emphasis on slavery and the abolition movement. Reconstruction Era examined in light of attempts made to alleviate those factors which precipitated the Civil War.

- three semester hours

HIS 344 Big Business and the Gilded Age (HWC)

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 (HWC)

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

This course will explore the development of the Civil Rights Movement within the United States from the early 1950s through the mid-1960s. It will examine the attitude of racism in the United States and the philosophic rationale for the direct nonviolent response of the followers of Dr. Martin Luther King and others. The response of "White America" will be examined as an underlying reason for the violence which swept through the American urban centers as will the division which developed among the African-American civil rights leadership.

- three semester hours

HIS 347 Contemporary Problems – Domestic (SSWC)

A problems approach to select domestic issues facing American society today. Their historical backgrounds, current contours, and proposed solutions.

- three semester hours

HIS 348 Contemporary Problems – Foreign (SSWC)

A problems approach to selected foreign affairs issues facing American society today. Their historical backgrounds, current contours, and proposed solutions.

- three semester hours

HIS 351-352 American Economic Life (SSWC) (also ECO 110-111)

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

HIS 353 American Labor History (HWC)

Conditions and status of the American worker from the Colonial period to the present, stressing labor's response to changes arising from the industrialization. The course traces the evolution of the American labor movement in its broadest context by examining successful adaptations, forgotten failures, its unique ideology, and its relationship to radical and reform movements.

- three semester hours

HIS 354 The Rise and Fall of the American City (SSWC)

Examines the evolution of the American city from the Colonial period to the present. The course explores the changing role of the city in national development and the city's responses to problems associated with those changes. The transformation of the American city into an industrial center is stressed, as is the emergence of the modern metropolis and the unprecedented megalopolis.

- three semester hours

HIS 357 Early American Foreign Policy

Interpretive and descriptive study of American foreign policy from Colonial times to World War I; its theory, practice, and results.

- three semester hours

HIS 358 Modern American Foreign Policy (HWC)

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.

- three semester hours

HIS 371 The Middle East (HNWC)

Change and continuity in the Arab world: Western imperialism; rise of nationalism; struggles for independence; economic development; Islam and its traditions; current international problems.

- three semester hours

HIS 374 Modern Africa (HNWC)

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 (HNWC)

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 (HNWC)

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

HIS 379 Modern Latin America (HNWC)

Spanish and Portuguese cultural legacies; emergent nationalism and struggles for independence; current problems, including economic development and communism in Latin America.

- three semester hours

HIS 399 Independent Study

Individual reading on research in special topics mutually agreeable to student and tutor. Open to students by permission of chairperson. Arranged individually.

- three semester hours

HIS 400 Senior Seminar

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

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 adviser.

- 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



International Studies Program

Wayne Northcutt, Ph.D., Program Coordinator

www.niagara.edu

Goals

The international studies program is an interdisciplinary program comprised of a core of advanced courses in foreign languages, history, and political science. The program aims to develop a student's competence in a foreign language (French or Spanish), an understanding of the country and region that corresponds to the chosen language, and global awareness. To facilitate these goals, all students will be required to study abroad for one semester in a country that corresponds to their chosen language and their geographical area of interest. In Europe, NU has established programs in Angers, France, at the Université Catholique de l'Ouest and in Seville, Spain, at the Center for Cross-Cultural Study. Students may also choose to study abroad in Latin America, in either Monterrey, Mexico, at ITESM (The Monterrey Institute for Technology and Advanced Studies), or at the Universidad Santo Tomás in Santiago, Chile. Students must meet the admission requirements in France, Spain, Mexico, and Chile before studying abroad. The I.S. program, in addition to the goals mentioned above, attempts to prepare students for international careers or for careers at home with an international orientation. In this regard, internships are available abroad to students who demonstrate the required linguistic competence and who have the necessary preparation in the field of internship. Internships are also available at Niagara University.

Programs

There are two tracks, or programs, that make up the international studies program: a general track and a business track. A Latin American concentration is available in both tracks. Students interested in international business may concentrate in this field by taking a series of seven courses approved by the College of Business Administration. Both tracks lead to a bachelor of arts degree in international studies.

B.A. - International Studies

Arts & Sciences

	<i>Units</i>
Liberal Arts Requirement <i>See General Education</i>	20
Foundation Courses	10
Distribution Courses	10

International Studies - General Track 20

Introduction to International Studies	1
Economics 101	1
Economics 102	1
Economics 345	1
Political Science - International Relations	1
Political Science - Comparative Government	1
Political Science - Theory/Methodology	1
Political Science electives	2
History* or Political Science elective	1
History electives	5
French or Spanish**	4
International Studies Senior Seminar	1

Total Program 40

**For the history requirement, five to six units will be selected with the faculty adviser. Four of these units will be equally divided between two world areas, e.g., First World (U.S., Western Europe, Canada, Japan), Second World (Eastern Europe, including former Soviet Union), and Third World (developing nations of Africa, Middle East, Latin America, China).*

***Four units of advanced language courses will be taken in either French or Spanish from the following courses: French 205; 206; 305 or 306; and 307 or 308; Spanish 205; 206; 305 or 306; and 307 or 308.*

International Studies - Business Track 20

Introduction to International Studies	1
Economics 101	1
Economics 102	1
Economics 350	1
Accounting 111	1
Management 271	1
Marketing 201	1
Finance 360	1
Political Science - International Relations	1
Political Science - Comparative Government	1
Political Science - Theory/Methodology	1
History elective*	4
French or Spanish**	4
International Studies Senior Seminar	1

Total Program 40

**For the history requirement, four units will be selected with the faculty adviser. These units will be equally divided between two world areas, e.g., First World (U.S., Western Europe, Canada, Japan), Second World (Eastern Europe, including former Soviet Union), and Third World (developing nations of Africa, Middle East, Latin America, China).*

***Four units of advanced language courses will be taken in either French or Spanish from the following courses: French 205; 206; 305 or 306; and 307 or 308; Spanish 205; 206; 305 or 306; and 307 or 308.*

Minor - International Studies

- (1) INT 100 - Introduction to International Studies
- (2) Any two foreign language courses at the 205 level or higher. NB: foreign language majors will substitute two elective courses as noted in #5 in order to satisfy this requirement. (If foreign language majors wish to take elective courses in the languages, these courses must be outside the major.)
- (3) One course in history, non-U.S. at the 100, 200 or 300 level. NB: history majors will substitute one nonhistory elective course noted in #5 in order to satisfy this requirement.
- (4) One course in political science taken from one of the following concentrations – comparative political systems or international relations. Global-oriented courses offered under POL 398 (Political Science Topics: A Topical Seminar) will also satisfy this requirement. NB: Political science majors will substitute one nonpolitical science elective course noted in #5 in order to satisfy this requirement.
- (5) One elective course from either foreign language (any level, e.g. Japanese, German, Italian, Spanish, or French); history (Non-U.S.); or political science (selected from the list of political science courses previously listed).

Courses

•indicates courses which cannot be challenged.

INT 100 Introduction to International Studies

A course designed to serve as a core course for all students majoring in international studies, preferably to be taken during the freshman year. Interdisciplinary in scope and substance, it acquaints students with the methodology and concerns of the discipline. The primary focus is on major global issues and problems perceived and explained from different cultural perspectives in the contemporary world.

- three semester hours

•INT 400 Senior Seminar in International Studies

This course is an integral part of the international studies program. It should be taken in the student's senior year. The course entails a research project in which students will integrate the disparate research skills of the various disciplines that make up the international studies program.

- three semester hours

•INT 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.

- 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 adviser.

- zero to six semester hours

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.

	<i>Units</i>
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.	
Group I	
CRJ 201 Introduction to Criminal Justice	
CRJ 265 Principles of Justice	
CRJ 320 Comparative Criminal Justice	
Group II	
HIS 201 Hitler and the Third Reich	
HIS 206 Revolutions in European History	
HIS 310 War and Peace in 20th Century Europe	
HIS 346 Civil Rights Movement	

Group III
 POL 103 International Issues
 POL 105 Comparative Government
 POL 220 Women and Politics
 POL 35 Civil Liberties
 POL 362 Political Development
 POL 368 Revolution and Revolutionary Leadership

Group IV
 SOC 303 Social Problems
 SOC 325 Ethnic/Racial Relations
 SOC 328 Social Change
 SWK 100 Introduction to Social Work
 SWK 200 History of Social Services and Policy (Prerequisite SWK 100 or permission of instructor)
 SWK 251 Cultural Diversity (Prerequisite SWK 100 or permission of instructor)

Group V
 CMS 418 Politics and Media
 CMS 425 International Communications
 INT 100 Introduction to International Studies
 POL 241 Public Policy

Latin American Studies Minor

**Gina Ponce de Leon, Ph.D., Assistant Professor,
 Foreign Language Department Coordinator**
 gmp@niagara.edu

Goals

The value of understanding Latin America is evident today. More than 27 million people in the United States speak the Spanish language. The culture of these people is having a strong impact in this country. Many people in the United States also have a strong interest in Hispanic cultures because they are our nearest neighbors to the south. Many Latin American countries provide opportunities for travel, business and work. In order to prepare our students for competitive real-life situations it is necessary for them to have knowledge of and be involved with Latin American culture. Students in this interdisciplinary program will study the language, history, literature, and cultures of the countries broadly considered part of Latin America.

Program

The minor in Latin American Studies is an interdisciplinary program. It requires fulfilling six courses. The first four courses are required for the minor. The other two courses must be chosen from the list below. A summer or a semester study abroad is strongly recommended. Students wishing to pursue the minor in Latin American studies should contact the coordinator.

Courses

SPA 205	Advance Conversational Spanish and Composition
SPA 206	Advance Conversational Spanish and Composition
SPA 307	Civilization and Culture of Latin America
SPA 308	Civilization and Culture of Latin America

Electives

POL 378	Politics and Society of Latin America
HIS 379	Modern Latin America
SPA 420	Chicano Literature

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.

Liberal Arts

Jennifer Osika Massaro, Program Adviser

jmassaro@niagara.edu

Goals

The College of Arts and Sciences offers an associate in arts (A.A.) in liberal arts. This program of study is intended for students who are seeking a terminal associate in arts degree and for those seeking the associate in arts degree as a possible stepping stone to a bachelor's degree.

A student enrolled in this program selects from the same courses available to other NU students. The aim of this program is to provide students with a broadly based, integrated course of study in the liberal arts which introduces students to a specific body of knowledge, stimulates a student's intellectual curiosity and encourages future study.

A.A. - Liberal Arts

Arts & Sciences

		Units
RS ____	Religious Studies elective	1
Writing 100	Thinking and Writing	1
ENG 100	Introduction to Literature	1
PHI 205 or 206	Philosophy	1
HIS 100	Americans in Postwar World	1
____	Concentration	5

A sequence of approved courses in one discipline from the arts and sciences programs often selected from the minor concentration

____	Electives	10
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Electives must satisfy the distribution component requirements (see General Education)

Total Program:		20
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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 liberal arts degree is transferable to a four-year degree provided the requirements correspond to the particular program desired.

Department of Mathematics

Wendy L. Duignan, Ph.D., Chairperson

www.niagara.edu/math

Goals

The goals of the mathematics department are the transmission of mathematical knowledge, and the application of this knowledge to the life of the individual and to society.

The mathematics department focuses its attention on the individual student and endeavors to guide him or her in developing intellectual curiosity, precision of thought and logical reasoning, as well as increasing intuitive thought, creativity, independent thinking and the ability to utilize technology in the field of mathematics.

The mathematics department serves not only the student body at Niagara but also the community outside the university.

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
Liberal Arts Requirement		20
<i>See General Education</i>		
Foundation Courses		10
Distribution Courses		10
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
MAT ____	Mathematics electives	5
	(MAT 222 or 300 or 400 levels only)	
____	Concentration electives*	4
CIS 138 or 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		<i>Units</i>
Liberal Arts Requirement				20
<i>See General Education</i>				
Foundation Courses		10		
Distribution Courses		10		
Major Requirement				20
MAT 111,				
112, 221	Calculus I, II, III	3		
MAT 222	Differential Equations	1		
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		
MAT ____	Mathematics electives			
	(300 or 400 levels only)	4		
____	Concentration electives*	4		
CIS 138 or 160				
or 265	Computer elective	1		
____	Advised electives	2		
Total Program:			40	

**Geared to specialty pattern in mathematics or to a minor specialty in the sciences. Should be at intermediate and/or advanced levels; departmental approval necessary.*

B.A. - Mathematics		Education		<i>Units</i>
With teacher certification, elementary grades				
Liberal Arts Requirement				20
<i>See General Education</i>				
Foundation Courses		10		
Distribution Courses		10		
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		
MAT ____	Mathematics Elective			
	(MAT 222 or 300 or 400 levels only)	1		
MAT 499	Mathematics Seminar	1		
CIS 198	Intro to Computers and			
	Programming for Teachers*	1		
Total Program:			41	

**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		<i>Units</i>
With teacher certification, grades 7-12				
Liberal Arts Requirement				20
<i>See General Education</i>				
Foundation Courses		10		
Distribution Courses		10		
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 435	Probability and Statistics I	1		
MAT 443	Euclidean Geometry	1		
MAT 451	History of Mathematics	1		
MAT 499	Mathematics Seminar	1		
CIS 138 or 160				
or 265	Computer elective*	1		
Total Program:			40	

**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		<i>Units</i>
MAT 111	Calculus I	1
MAT 112	Calculus II	1
MAT ____	Selected from MAT 221, 222, 227, 228	
	or any 300-400 level course. One	
	course must be at the 300-400 level.	4

Actuarial Science Track

The following is a list of recommended mathematics electives to assist students who are interested in actuarial science (students may prepare for the actuarial examinations under faculty supervision by registration in independent study in mathematics courses):

MAT 305	Mathematics of Finance
MAT 435	Probability and Statistics I
MAT 436	Probability and Statistics II

The mathematics department in consultation with the department of commerce has established an actuarial science minor in commerce of the following six course units:

	<i>Units</i>	
ECO 102	Microeconomics	1
ACC 111	Financial Accounting	1
ACC 112	Managerial Accounting	1
BUS 205	Business Legal Environment	1
FIN 320	Managerial Finance	1
FIN 350	Security Analysis & Portfolio Management	1

Courses

•indicates courses which cannot be challenged.

MAT 102 Introductory Statistics (MAT)

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 104 Probability and Games of Chance (MAT)

An introduction and the application of the concepts of probability to games of chance, including poker, roulette, blackjack and others.

- three semester hours

MAT 105 Math Through the Looking Glass (MAT)

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)

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 108 Business Calculus II (MAT)

A study of integral calculus with emphasis on applications to business and economics. Topics include integration, applications of integration, partial derivatives, applications of partial derivatives, systems of equations, matrix algebra, and linear programming.

- four semester hours

MAT 109 Precalculus (MAT)

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)

A study of functions, limits, continuity, differentiation, applications of differentiation and an introduction to integration.

- four semester hours

MAT 112 Calculus II (MAT)

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

Prerequisite: CIS 132. 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)

A continuation of Math 102 including estimating and testing the difference between means, proportions and variances. An introduction to analysis of variance and regression analysis; also an introduction to nonparametric statistics. Students may not receive credit in both MAT 202 and BUS 231.

- three semester hours

- offered spring semesters

MAT 207 Introduction to Operations Research (also MGT 207) (MAT)

A study of matrix techniques for solving problems for business and economics; an introduction to solving general linear programming problems using graphical and simplex procedures. Consideration of other procedures for specialized linear programming problems such as the transportation and transshipment problems.

- three semester hours

MAT 221 Calculus III (MAT)

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)

An introduction to the solution and application of ordinary differential equations.

- three semester hours

- offered spring semesters

MAT 227 Foundations of Mathematics (MAT)

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)

A study of vector spaces, linear transformations, matrices, systems of linear equations and determinants.

- four semester hours

- offered spring semesters

MAT 251 Mathematics for Elementary School Teachers (MAT)

Prerequisite: LSK 100 or equivalent as measured by performance on the Niagara University Mathematics Placement Test

A study of, and approaches to, teaching arithmetic from whole numbers through the real numbers, geometric shapes, measurement, geometric constructions and coordinate geometry. Course is intended for students anticipating careers in elementary education.

- three semester hours

MAT 305 Mathematics of Finance (MAT)

A study of simple and compound interest, bank discount, annuities, amortization, depreciation, perpetuities and bonds.

- three semester hours

- offered spring 2003

MAT 320 Mathematical Modeling (MAT)

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 spring 2003

MAT 331 Analysis I (MAT)

A more rigorous approach to the basic concepts of Calculus I, II and III: limits, derivative, integral, and series.

- three semester hours
- offered fall 2002

MAT 332 Analysis II (MAT)

A more in-depth study of the topics of Analysis I, especially generalization to R^n and consequences thereof.

- three semester hours
- offered spring 2003

MAT 333 Algebraic Structures I (MAT)

An introduction to the basic structures of modern abstract algebra: groups, rings, integral domains and fields.

- three semester hours
- offered fall 2001

MAT 334 Algebraic Structures II (MAT)

A continued study of the structures of modern abstract algebra: groups, rings, integral domain, fields and field extensions.

- three semester hours
- offered spring 2002

MAT 342 Numerical Analysis (MAT)

Prerequisites: MAT 221 and permission of instructor

Numerical analysis covers a large interface between computer science and applied mathematics. It is concerned with such areas as solution of "hard" computational problems, approximation, analysis of error, and the development of fast algorithms. Topics of study will be selected from these areas. Facility in a high-level programming language is required.

- three semester hours
- offered spring 2002

•MAT 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
Successful completion of MAT 404 (not MAT 403) will fulfill the MAT 499 requirement.

MAT 435 Probability and Statistics I (MAT)

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 2001

MAT 436 Probability and Statistics II (MAT)

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 2002

MAT 442 Introduction to Complex Variables (MAT)

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 2003

MAT 443 Euclidean Geometry (MAT)

A study of the foundations of geometry including transformations, deductive and inductive reasoning and an introduction to non-Euclidean geometries.

- three semester hours
- offered fall 2002

MAT 444 Modern Geometries (MAT)

A study of modern geometries including an introduction to projective, hyperbolic and elliptic geometry.

- three semester hours
- offered spring 2003

MAT 446 Introduction to Topology (MAT)

A study of topological spaces, continuous maps, homeomorphisms, connectedness, separability, separation axioms, compact spaces and metric spaces.

- three semester hours
- offered spring 2003

MAT 451 History of Mathematics (MAT)

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 spring 2002

•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)

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, 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 adviser.

- zero to six semester hours

•MAT 499 Mathematics Seminar

A study of selected topics in various fields of mathematics, with emphasis on search of the literature and/or original investigation.

- three semester hours
- offered fall semesters

Department of Military Science (ROTC)

Lieutenant Colonel John Hammill, 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.

Students who enroll in 100- and 200-level courses do not incur a military obligation.

Prior to enrollment in 300- and 400-level courses a student must have completed the 100/200 level or their equivalent.

A nonscholarship student who contracts with ROTC in their junior year receives a \$200 stipend per month. Text-books for all ROTC courses are furnished free of charge.

See financial aid section of this catalog for scholarship information.

Courses

MIL 101-102 The United States Army (SSWC)

Military Science 101 and 102 teach leadership theory and practice. These courses also provide an overview of the organization, role and structure of today's Army. The student will be introduced to the duties, responsibilities, technical skills and professional knowledge required of the Army officer. The student will learn the basics of leadership management, problem solving, communication and active learning skills.

-three semester hours (MIL 101-2 hours, MIL 102-1 hour)

NOTE: Military Science 101 and 102 are courses, one semester in length, which are usually offered both during the fall and spring semesters.

MIL 201-202 Basic Military Leadership and Management (SSWC)

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. Leadership principals and assessments beginning in the MS 201 course build a solid foundation for continuing in the advanced military science program

-three semester hours (MIL 201-2 hours, MIL 202-1 hour)

NOTE: Prior service veterans may be eligible for credit for MIL 101 and 201. See the ROTC department for more information.

MIL 301-302 Intermediate Military Leadership and Management

Prerequisite - Completion of the basic course MIL 101, 102, 201, and 202 or prior military experience required.

The student will gain an understanding of the role of the small 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 fitness training. All students are required to take the Army physical fitness test monthly, and attend a five-week advanced camp during the summer.

-six semester hours (MIL 301-3 hours, MIL 302-3 hours)

MIL 401-402 Advanced Military Leadership and Management

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 staff positions and will be required to plan and execute leadership lab, training and other activities.

-six semester hours (MIL 401-3 hours, MIL 402-3 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, cross-country movement on skis, and physical conditioning.

Military Science Special Notes:

(1) Physical training is conducted MWF 0600-0700 at the Kiernan Center. Mandatory for scholarship and contracted cadets. Leadership lab is conducted 4:00-5:30 p.m. on Thursdays. Attendance is required for all contracted cadets.

(2) Advanced Camp – five weeks training at Fort Lewis, Washington, for all junior-level cadets (completion of 301 & 302). Students receive pay while attending camp.

(3) Special Schools – Sophomore and junior cadets may attend any special school if they qualify during the summer. Airborne (parachute) School – three weeks, Air Assault School – three weeks, Mountain Warfare – three weeks, Northern Warfare School – three weeks and CPDT (Cadet Professional Development Training) three to six weeks with an active duty unit (only juniors).

(4) MIL 101, 102, 201, and 202 credits may be obtained by academic sophomores that attend the basic camp (Camp Challenge) for five weeks during the summer at Fort Knox, Kentucky. Expenses of the camp are covered by the U.S. Army and the student receives pay for camp attendance.

(5) To be commissioned, all ROTC cadets are required to satisfactorily complete collegiate-level courses in English, mathematical reasoning, human behavior, computer science, and history.

Department of Modern and Classical Languages

Ana M. Spitzmesser, Ph.D., Chairperson

www.niagara.edu

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 Chinese, Italian, Latin, and Japanese.

Norms for Language Placement

- **Language 101:** Students beginning a language and students with less than two years of the language in high school.
- **Language 102:** Students who had two years of the language in high school and an average of less than 80 percent or Language 101.
- **Language 103:** Students who had two years of the language in high school and an average of 80 percent or higher in it and students who had three years of the language in high school and an average of less than 80 percent in it.
- **Language 205:** Students who had three years of the language in high school and an average of 80 percent or higher in it and students who had more than three years of the language in high school or who are native speakers of that language.

Upper division courses are taught in the target language.

Note: Any exceptions require consultation with and the approval of the chairperson of the department of modern and classical languages.

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 and university support, the laboratory has a satellite dish, large-screen TV, individual VCRs and monitors, computers, DVD's and camcorders, as well as an extensive library of video cassettes, discs and programs.

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 advisers, 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 163.

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.

Students must have satisfactorily completed at least the intermediate level of French or Spanish to participate in the fall term abroad or have completed one semester beyond the intermediate level for the spring term abroad.

NU in Angers, France. 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. 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 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. 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. The Instituto Tecnológico 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.

B.A - French		Arts & Sciences	<i>Units</i>
Liberal Arts Requirement			20
<i>See General Education</i>			
	Foundation Courses	10	
	Distribution Courses	10	
Major Requirement			20
FRE 205-206	Advanced Conversational French & Composition	2	
FRE 305-306	Francophone Literature and Civilization	2	
FRE 307-308	Civilization & Culture of France	2	
FRE 425	Senior Seminar	1	
FRE ____	French electives*	3	
____	Advised electives	10	
Total Program:			40

**French 101 through 104 are excluded from French elective choice.*

B.A - Spanish**Arts & Sciences**

	<i>Units</i>
Liberal Arts Requirement <i>See General Education</i>	20
Foundation Courses	10
Distribution Courses	10
Major Requirement	20
SPA 205-206 Advanced Conversational Spanish & Composition	2
SPA 305-306 Civilization and Culture of Spain	2
SPA 307-308 Civilization and Culture of Latin America	2
SPA 425 Senior Seminar	1
SPA ____ Spanish electives*	3
____ Advised electives	10

Total Program: **40**

**Spanish 101 through 104 are excluded from Spanish elective choice.*

B.A. - French**Education****With teacher certification, secondary**

	<i>Units</i>
Liberal Arts Requirement <i>See General Education</i>	20
Foundation Courses	10
Distribution Courses	10
Professional Requirement	9
Major Requirement	12
FRE 205-206 Advanced Conversational French & Composition	2
FRE 305-306 Francophone Literature and Civilization	2
FRE 307-308 Civilization & Culture of France	2
FRE 425 Senior Seminar	1
FRE ____ French electives*	5

Total Program: **41**

**All courses in the major must be FRE 200 or above. One of the French electives must be taken in the distribution component.*

***Education majors with a concentration in French or Spanish are encouraged to study a semester abroad.*

B.A. - French**Education****With teacher certification, elementary grades and inclusion**

	<i>Units</i>
Liberal Arts Requirement <i>See General Education</i>	20
Foundation Courses	10
Distribution Courses	10
Professional Requirement	11
Major Requirement	10
FRE 201-202 Advanced Conversational French & Composition	2

FRE 305-306	Francophone Literature and Civilization	2
FRE 307-308	Civilization & Culture of France	2
FRE 425	Senior Seminar	1
FRE ____	French electives*	3

Total Program: 41

**All courses in the major must be FRE 200 or above.*

***Education majors with a concentration in French or Spanish are encouraged to study a semester abroad.*

B.A. - Spanish**Education****With teacher certification, secondary**

	<i>Units</i>
Liberal Arts Requirement <i>See General Education</i>	20
Foundation Courses	10
Distribution Courses	10
Professional Requirement	9
Major Requirement	12
SPA 205-206 Advanced Conversational Spanish & Composition	2
SPA 305-306 Civilization & Culture of Spain	2
SPA 307-308 Civilization & Culture of Latin America	2
SPA 425 Senior Seminar	1
SPA ____ Spanish electives*	5

Total Program: **41**

**All courses in the major must be SPA 205 or above. One of the Spanish electives must be taken in the distribution component.*

***Education majors with a concentration in French or Spanish are encouraged to study a semester abroad.*

B.A. - Spanish**Education****With teacher certification, elementary grades and inclusion**

	<i>Units</i>
Liberal Arts Requirement <i>See General Education</i>	20
Foundation Courses	10
Distribution Courses	10
Professional Requirement	11
Major Requirement	10
SPA 205-206 Advanced Conversational Spanish & Composition	2
SPA 305-306 Civilization & Culture of Spain	2
SPA 307-308 Civilization & Culture of Latin America	2
SPA 425 Senior Seminar	1
SPA ____ Spanish electives*	3

Total Program: **41**

**All courses in the major must be SPA 205 or above. Spanish 101 through 104 are excluded from Spanish elective choice.*

***Education majors with a concentration in French or Spanish are encouraged to study a semester abroad.*

Minor - French

Six course units, three of which must be beyond the intermediate level and must include one course in culture.

Minor - Spanish

Six course units, three of which must be beyond the intermediate level and must include one course in culture.

Courses

•indicates courses which cannot be challenged.

*Please note: all courses above the 300-level are taught exclusively in the target language.

Chinese

CHE 101 Elementary Mandarin Chinese (NWC)

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 or with the permission of the chairperson of the department of foreign languages.
- three semester hours

French

FRE 101 Elementary French I

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

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 103-104 Intermediate French

Prerequisite: FRE 101-102 or two years of high school French

Review and expansion of communication skills (speaking, reading and writing) through materials reflecting the history, literature, and culture of the Francophone world.
- six semester hours

FRE 110 Business French

Prerequisite: FRE 102, or permission of 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 (HWC)

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 205-206 Advanced Conversational French and Composition (WC)

Prerequisite: FRE 103-104 or three years of high school French

Development of fluency in the language as well as of ability to write original compositions. Includes the study of various aspects of Francophone people and their culture.
- six semester hours

FRE 305 Literature and Civilization of Quebec (HWC)

A survey of political, social, intellectual and artistic history of Quebec as reflected in its literature.
- three semester hours

FRE 306 Literature and Culture of Francophone Africa (HNWC)

A survey of political, social and aesthetic trends in Francophone Africa and in the Francophone Caribbean, through a close examination of North and West African as well as Caribbean literature, theatre, art and film.
- three semester hours

FRE 307 Contemporary France (HWC)

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 (HWC)

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

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 From Literature into Film/ From Film into Literature (H)

Against the background of French cinema since World War II, this course will examine, by the study of selected works, the relationship of French literature to film.
- three semester hours

FRE 401 Independent Research Project

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

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

Intensive study of sound system, intonation and accent. Usually taken abroad.
- three semester hours

FRE 412-413 Twentieth Century Literature (HWC)

An examination of selected major works of prose, theatre and poetry within the context of social and political change.

- *six semester hours*

FRE 414 Romanticism (H)

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)

Studies in post-Romantic prose and poetry with special emphasis on Baudelaire, Flaubert, Verlaine, Mallarme and Zola.

- *three semester hours*

FRE 418-419 Advanced Grammar and Stylistics

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

Research work manifested in oral and written projects in keeping with the area of specialization of individual students.

- *three semester hours*

FRE 428 Stage de Perfectionnement

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 adviser.

- *zero to six semester hours*

Italian**ITA 101 Elementary Italian I**

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 or with the permission of the chairperson of the department of foreign languages.

- *three semester hours*

ITA 102 Elementary Italian II

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 200 Italian Culture (HWC)

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.

- *three semester hours*

Japanese**JPN 101 Elementary Japanese I (NWC)**

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*

Latin**LAT 101 Elementary Latin (WC)**

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*

Spanish**SPA 101 Elementary Spanish I**

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

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 103-104 Intermediate Spanish

Prerequisite: SPA 101-102 or two years of high school Spanish

Review and expansion of communication skills (speaking, reading and writing) through materials reflecting the history, literature, and culture of the Hispanic world.

- *six semester hours*

SPA 205-206 Advanced Conversational Spanish and Composition (WC)

Prerequisite: SPA 103-104 or at least three years of high school Spanish

The development of fluency in the language as well as ability to write original compositions. Includes the study of various aspects of the Hispanic people and their culture.

- *six semester hours*

SPA 305-306 Civilization and Culture of Spain (HWC)

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.

- *six semester hours*

SPA 307 Civilization and Culture of Latin America I (HNWC)

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 308 Civilization and Culture of Latin America II (HWC)

A survey of the political, social and artistic history of Latin America from the Colonial period until modern times. Readings will also explore issues like nationalism and struggles for independence. Additional focus will be on the development of the political, cultural and economic trends leading to the challenges facing Latin America today.

- three semester hours

**SPA 319 From Literature into Film/
From Film into Literature**

Starting with the decade of the 50s, this course will outline the history and the major trends in contemporary Spanish cinema and its impact and influence on Spanish-American cinema, and by the study of selected films, scripts and novels, the relationship of Spanish and Spanish-American films to literature.

- three semester hours

SPA 401 Independent Research

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)

Prerequisite: SPA 205-206

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

Intensive study of sound system, intonation and accent.

- three semester hours

•SPA 409-410 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

SPA 411-412 Hispanic Literature of the 18th and 19th Centuries (H)

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)

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)

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

SPA 417 Translation Laboratory

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 418-419 Advanced Grammar and Stylistics

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 (HWC)

This is a Spanish upper-division course that offers a comprehensive study of Chicano literature and the contributions of "Chicanos" to the history and culture, both of Mexico and the United States. Students will examine the concept of "Chicanos" through literature that includes both cultural and historical events. The course will also study the colonial roots of the "Chicanos" from the conquest of Mexico in 1519 up to the birth of the "Chicano Movement." The course will explore Chicano literature from various genres, with particular emphasis on literary, historical and cultural points of view.

- three semester hours

•SPA 425 Senior Seminar

Research work manifested in oral and written projects in keeping with the area of specialization of individual students.

- three semester hours

SPA 428 Curso de Perfeccionamiento

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 adviser.

- zero to six semester hours

Department of Philosophy

Dennis Bonnette, Ph.D., Chairperson

www.niagara.edu

Goals

The philosopher is engaged in the pursuit of wisdom. The goal of wisdom is to understand the universe as a whole and man's place within it in the light of the "First Cause" of all that exists. From this follows a practical understanding of how man ought to live in that universe.

The philosophy department initiates students into this pursuit by equipping them with a habit of critical reflection, respect for evidence and a love of truth; by acquainting them with the insights and conclusions of philosophers, past and present; and by introducing them to the nature and method of the philosophical sciences – especially as embodied in the teachings, scientific methods, and principles of St. Thomas Aquinas. The department of philosophy offers a B.A. in philosophy.

B.A. - Philosophy

Arts & Sciences

	<i>Units</i>
Liberal Arts Requirement <i>See General Education</i>	20
Foundation Courses	10
Distribution Courses	10
Major Requirement	20
PHI 300 Aristotelian Logic	1
PHI 303 Epistemology	1
PHI 306 Metaphysics	1
PHI 312 Modern Philosophy	1
PHI ____ Philosophy electives	5
PHI 400 Senior Seminar	1
____ Advised electives	10

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.

Courses

•indicates courses which cannot be challenged.

First-year students are not ordinarily allowed to take philosophy courses. Students are not expected to take 300-level philosophy courses until they have completed their 200-level philosophy curriculum requirements. Students who must take both PHI 205 and PHI 206 are expected to take PHI 205 before taking PHI 206.

•PHI 205 Introduction to Philosophy

Investigates human nature and the world in which we live through both an historical and systematic study according to the method proper to philosophical sciences as a foundation for understanding our moral and social being. Includes a brief introduction to the art and science of correct reasoning: logic.

- three semester hours
- offered each semester

•PHI 206 Ethics

This course is designed to develop the student's ability to think critically about contemporary ethical issues, both personal and social. It constitutes a scientific investigation in order to develop a normative value system as a basis for distinguishing the good and evil in human conduct.

- three semester hours
- offered each semester

PHI 300 Aristotelian Logic (H)

Logic, the science and art of reasoning, is a necessary tool for decision making in all areas of human reasoning. This course helps the student to develop reasoning skills through the principles and method of classical logic.

- three semester hours
- offered fall 2001

PHI 301 Philosophy of Human Nature (H)

A historical and systematic investigation into the philosophical questions concerning man: the nature of sensory, intellectual, emotional and volitional life; the spirituality and immortality of the soul; freedom of the will.

- three semester hours
- offered fall 2001

PHI 303 Epistemology (H)

A historical and systematic study of the theory of knowledge to establish the existence of truth and certitude, their proper causes, and their effects in scientific knowledge.

- three semester hours

PHI 304 Basic Social and Political Philosophy (HWC)

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
- offered fall 2001

PHI 305 Philosophy and History of Science (HWC)

An investigation of the fundamental principles, properties, and causes common to the material universe; a historical development of the meaning and nature of science; the nature of the scientific method; genesis and emergence of the basic physical sciences from philosophy of nature.

- three semester hours

PHI 306 Metaphysics (H)

Investigates, both historically and systematically, the nature of metaphysical knowledge, the constitution and properties of being, causality, analogy, the existence and nature of Infinite Being, and allied questions.

- three semester hours
- offered fall 2001

PHI 310 History of Ancient Philosophy (HWC)

A study of the main problems of philosophy in the thought of the Greeks and Romans.

- three semester hours

Department of Political Science

Peter J. Baxter, J.D./Ph.D., Chairperson

www.niagara.edu/pol

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 in 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.

PHI 311 History of Medieval Philosophy (HWC)

A study of the main problems of philosophy in the thought of the medieval philosophers.

- three semester hours

PHI 312 Modern Philosophy: Origins of Contemporary Thought (HWC)

A historical study of continental rationalism in the 17th century through the writings of Descartes, Spinoza, and Leibniz and the development of classical idealism in Kant. An investigation of the methods and conclusions of the British empiricists Hobbes, Locke, Berkeley, and Hume as seen against the background of Cartesian rationalism and as the direct antecedent of the 20th century British analytic and linguistic tradition.

- three semester hours

PHI 314 Phenomenology and Existentialism (HWC)

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 Nietzsche, Kierkegaard, Husserl, Scheler, Heidegger, Marcel, Sartre, Merleau-Ponty and Ricoeur.

- three semester hours

PHI 315 Current British Philosophy (HWC)

An examination of logical atomism, logical positivism, and contemporary British and American analytic movements through representative selections from the works of the early analysts such as Moore and Russell, logical positivists such as Ayer and Carnap, and linguistic analysts such as Wittgenstein, Ryle, Strawson, Wisdom, Quine and Austin.

- three semester hours

PHI 316 Introduction to Eastern Thought (HNWC)

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 320 Business Management Ethics (H)

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 morally good and evil to decision making in the field of business both at the corporate and individual levels.

- three semester hours

- offered fall 2001

PHI 400 Senior Year Seminar

Majors will complete an individually tailored research project commensurate with the skills of an advanced student in philosophy. The course will be conducted as an independent research project on a specific issue or problem of consequence as determined by the student and an adviser and approved in consultation with the department.

- 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 chairman.

Credit - one course unit

- three semester hours

B.A. - Political Science

	<i>Units</i>
Liberal Arts Requirement <i>See General Education</i>	20
Foundation Course	10
Distribution Courses	10
Major Requirement	20
POL 101 American Government	1
POL 102 Introduction to Political Science	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

Career Option Emphases

Students (or majors) may select four courses from among the following options:

Law Option: POL 203, POL 201, POL 220, POL 304, POL 337, POL 354, POL 355, POL 358, POL 386, or a legal internship or co-op

Political Management: POL 241, POL 242, POL 285, POL 325, POL 328, POL 230, POL 332, POL 334, or a political science internship or co-op.

Public Policy: POL 241, POL 242, POL 285, POL 286, POL 325, POL 331, POL 337, POL 338, or a political science internship or co-op.

Graduate School Preparation: POL 204, POL 285, POL 286, POL 301, POL 304, POL 329, POL 332, POL 334, POL 358, POL 337, POL 360, POL 362, POL 376, POL 378, POL 380, MAT 202, CIS 233

Minor - Political Science

POL 101 American Government	1
POL 102 Introduction to Political Science	1
POL ___ American Concentration	1
POL ___ International Concentration	1
POL ___ Comparative Concentration	1
POL ___ Political Theory or Research Methods	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.

Arts & Sciences

Minor - Law and Jurisprudence

POL 101 American Government	1
POL 203 Introduction to Law	1
POL 354 American Constitutional Law	1
POL 355 Civil Liberties	1
Political Theory POL 201, 271, 301, 304, 337	1
Law elective POL 220, 358, 386, or legal internship	1

Total Program **6**

Courses

•indicates courses which cannot be challenged.

POL 101 American Government (SSWC)

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 102 Introduction to Political Science (SS)

Introduction to the methods of analysis and the scope of 20th century political science. (Concentration: political theory and methodology.)

- three semester hours

POL 103 International Issues (SSWC)

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 201 American Political Thought (HWC)

A study of the historical development of the principle ideas underlying the founding and the early development of the American political system, from the founding of Jamestown till 1840. The influence of major events including the Revolution, the contributions of major political figures such as Roger Williams, John Adams, Alexander Hamilton, James Madison, Thomas Jefferson, John Marshall, and Andrew Jackson, and their relevance to recent political ideas and movements will be examined. (Concentration: political theory and methodology.)

- three semester hours

POL 203 Introduction to Law (SSWC)

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 (SSNWC)

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 (SSWC)

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 (SSWC)

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 citizen-level 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 (HWC)

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 (SSWC)

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 (SSWC)

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 (SSWC)

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 (SSNWC)

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 (HWC)

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 (HWC)

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 (HWC)

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 (HWC)

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 (SSWC)

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 (SSWC)

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 (SSWC)

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 (SSWC)

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 (SSWC)

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 (SSNWC)

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 (SSNWC)

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 (SSNWC)

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 (SSNWC)

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)

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 (SSWC)

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

•POL 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

•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, New York

(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 adviser.

- zero to six semester hours



Pre-Engineering Program

Laurence R. Boxer, Ph.D., Coordinator

www.niagara.edu/egr

Goals

The program in pre-engineering insures that students applying to engineering schools will meet the requirements of these schools at the junior class level. Qualified students will receive assistance in gaining admission to engineering schools. The program offers an associate in science degree.

A.S. - Pre-Engineering

Arts & Sciences

		<i>Units</i>
Liberal Arts Requirement		7
WRT 100	Thinking and Writing	1
ENG 100	Intro. To Literature	1
REL 100 level (101 if Detroit Mercy bound)		1
PHI 205	Intro. to Philosophy	1
HIS 100	USA & Post War World	1
SPK 101	Public Speaking	1
	Non-Western or social science elective	1
Major Requirements		13
MAT 111, 112, 221	Calculus I, II, III	3
MAT 222	Differential Equations	1
MAT 102 or 435	Statistics I	1
MAT 228	Linear Algebra	1
EGR 115, 225	Engineering Graphics I, II	2
CHE 111-112	General Chemistry	2
PHY 121-122	Survey of Physics	2
CIS 265	Computer Science I	1

Students intending later to major in chemical or plastics engineering should also take CHE 113 (lab for CHE 111), CHE 114 (lab for CHE 112), and CHE 221-222 (Organic Chemistry).

Total Program: **20**

Courses

•indicates courses which cannot be challenged.

EGR 115 Engineering Graphics I

A study of descriptive geometry, orthographic representations of points, lines and planes, intersections and developments. Graphical vector analysis, engineering drawing and dimensioning are practiced. Computer Aided Design (CAD) tools will be introduced.

- three semester hours

EGR 225 Engineering Graphics II

This course examines the computer as an engineering design tool. A Computer Aided Design (CAD) program is used to demonstrate drawing techniques and commands. A major requirement is a design project using CAD techniques, with a written and oral presentation.

- three semester hours

Department of Psychology

Peter C. Butera, Ph.D., Chairperson

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, and developmental psychology. 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

	<i>Units</i>
Liberal Arts Requirement <i>See General Education</i>	20
Foundation Courses	10
Distribution Courses	10
Major Requirement	20
PSY 101	1
PSY 201 or 310 or 214 or 215	1
PSY 221	1
PSY 222	1

PSY 231 or 300	Physiological Psychology or Learning and Conditioning	1
PSY 322 or 365 or 355	Psychological Assessment or 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	Advanced Topics in Psychology	1
	Advised electives	9

Total Program

40

Concentration in Clinical and Counseling Psychology

Students interested in pursuing graduate training in clinical or counseling psychology should complete the following courses as part of their major requirements or as advised electives:

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, industrial psychology, neuroscience, or school psychology should consult their adviser for course selection.

Minor - Psychology

A. Required Course	<i>Units</i>
PSY 101	1
B. Electives selected by advisement	4

Students must choose at least ONE course from the following groupings.

Group 1

PSY 201	Developmental Psychology
PSY 214	Adolescent Psychology
PSY 215	Psychology of Aging
PSY 310	Child Psychology

Group 2

PSY 231	Physiological Psychology
PSY 333	Sensation and Perception
PSY 371	Drugs and Behavior
PSY 325	Animal Behavior

Group 3

PSY 300	Learning and Conditioning
PSY 331	Cognitive Psychology
PSY 341	Theories of Motivation

Group 4

PSY 252	Personality Theory
PSY 322	Psychological Assessment
PSY 353	Abnormal Psychology

C. Any additional three-credit psychology course	1
Total	6

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 in spring 2002, 2003

*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)

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 as individual study only

PSY 221 Statistics for Psychology

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

- offered in fall 2001, 2002, 2003

PSY 222 Research Methods

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

- offered in spring 2002, 2003

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 in spring 2002, 2003

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 in spring 2002, 2003

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 in fall 2001, 2002, 2003

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 in fall 2001, 2002, 2003

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 in fall 2001, 2002, 2003

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 fall 2001, spring 2003

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 in spring 2002, 2003

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 2001, 2002, 2003

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 in spring 2002, 2003

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 in fall 2002

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 in fall 2001, spring 2002, 2003

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 in spring 2002, 2003

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. Audio and video tapes, demonstrations, and role-play exercises are used to supplement the traditional lecture-discussion format.

- three semester hours
- offered in spring 2002

PSY 356 Psychology of Gender Differences (SS)

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 in fall 2001, 2003

PSY 361 History and Systems (HWC)

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 in fall 2001, 2002, 2003

PSY 365 Industrial Psychology (SS)

Prerequisite: PSY 101

Applications of psychological principles to the workplace are explored with emphasis on personnel selection, classification, placement, training, merit review, and development. Work motivation, job satisfaction, factors in influencing productivity, leadership and organizational theory are also considered.

- three semester hours
- offered in fall 2001, 2003

PSY 371 Drugs and Behavior (NS)

Prerequisite: PSY 101 and PSY 231 or BIO 101, 102 or 121

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 in spring 2002

•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

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 Advanced Topics in Psychology

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 Practicum

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
- offered in fall 2001, 2002, 2003

PSY 493, 494, 495, 496 Psychology 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, 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.

- zero to six semester hours

Department of Religious Studies

Rev. Joseph G. Hubbert, C.M., Ph.D., Chairperson

www.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.

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

	<i>Units</i>
Liberal Arts Requirement	20
<i>See General Education</i>	
Foundation Courses	10
Distribution Courses	10

The major program in religious studies includes five interrelated disciplines: Scripture, systematics, Christian ethics, liturgy, general religion. A candidate for this degree must complete courses in each discipline 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 the student.

Majors should consult course descriptions for classifications of each course.

Major Requirement		20
REL 202	New Testament	1
REL 206	World Religions	1
REL 211	Hebrew Scripture	1
REL 217	Christian Sacraments	1
	General religion elective	1
REL 216	Jesus the Christ	1
REL 256	Christian Morality	1
REL 317	Christian Ministry	1
	Christian ethics elective	1
REL 499	Senior Seminar	1
—	Advised electives	10

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.

+indicates courses which may not be offered 2001-2003.

REL 101 Introduction to Religion

This course involves the study of the central aspects of religion as exemplified in early religions, Hinduism, Buddhism, Judaism, Christianity and Islam. As part of its consideration of Christianity, the course highlights Catholic tradition, as well as the Vincentian heritage within it. In addition, it considers the contemporary critique of religion and issues of inter-religious dialogue.

- three semester hours

REL 103 Introduction to 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 200 The Prophets (Scripture) (HWC)**

A study of the origins and nature of prophecy and of the prophetic writings of the Hebrew Bible/Old Testament as they relate to the historical periods in which they were composed, with special emphasis on their theological significance within Judaism and Christianity.

- three semester hours

REL 202 Introduction to the New Testament: The Synoptic Gospels (Scripture) (HWC)**

An introduction to Scripture through the Gospels of Matthew, Mark and Luke with emphasis on the gospel form and the message of the individual gospel writers within the context of both the ancient and the modern world.

- three semester hours

REL 204 The Letters of Paul (Scripture) (H)**

A study of the letters of Paul in their historical setting in order to understand Pauline theology and its significance within the Christian message.

- three semester hours

REL 206 World Religions (General Religion) (H)

A survey course in the beliefs and history of the world's religions. It explores the human response to the manifestations of the divine in various cultures. In particular, this course studies religions of India (Hinduism, Buddhism, Jainism), China, (Confucianism, Taoism), Japan (Shinto, Zen), and the monotheistic religions: Judaism, Christianity and Islam.

- three semester hours

REL 211 Introduction to Hebrew Scriptures (Scripture)(H)

This course was formerly numbered REL 102.

An introduction to Scripture with emphasis on the study of the first five books of the Hebrew Bible/Old Testament with emphasis on their historical and theological significance for Judaism and Christianity.

- three semester hours

REL 215 Christian Vision of the Human Person (Systematics) (HWC)**

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 (Systematics) (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) in the distinction made between "the Jesus of History" and "the Christ of Faith."

- three semester hours

REL 217 Christian Sacraments (Liturgy) (HWC)**

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 230 Eastern Orthodoxy and Protestantism (Systematics) (H)

This course introduces students to the unity and diversity within Christianity. It provides them with an opportunity to study the fundamentals which hold Christianity together, and to appreciate the richness of the diversity through a study of its classical writings and its varied expression within American society.

- three semester hours

REL 246 Religion and Science (General 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 256 Christian Morality (Christian Ethics) (HWC)**

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 Theology (Systematics) (HWC)**

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 304 The Gospel of John (Scripture) (H)**

The historical, literary and theological backgrounds and content of the Fourth Gospel will be considered. Emphasis will be placed on the Gospel's major theological themes and its distinctive contributions to Christian thought.

- three semester hours

+REL 305 The Book of Revelation (Scripture) (H)**

An in-depth study of the Book of Revelation through its background (Hebrew Bible/Old Testament, Inter-Testamental Literature, Qumran, New Testament) as well as through detailed study of the text.

- three semester hours

REL 306 Judaism and Christianity (General Religion) (HWC)**

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 308 Judaism and Islam (General Religion) (HNWC)

A study of the monotheistic religions, Judaism and Islam. The beliefs, rituals and practices of these religions is examined through history, literature and tradition. Special emphasis on contemporary issues and their relationship to the past.

- three semester hours

**REL 309 Hinduism and Buddhism
(General Religion) (HNWC)**

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 (Systematics) (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 335 Christian Spirituality (Christian Ethics) (HWC)**

A historical, analytical, and appreciative study of the fundamental principles and development of Christian ascetical and mystical theology.

- three semester hours

REL 341 The Mystery of God (Systematics) (H)**

An introduction to the God question as it has evolved in religious and philosophical thought. Included will be a critical analysis of the search for God as expressed in biblical, medieval, reformational and contemporary literature. This course will include participation in a 20-hour community service project.

- three semester hours

REL 343 Women in Church and Society
(Systematics) (HWC)**

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 344 Searching for Christian Maturity
(General Religion) (SS)**

A study of Carl Jung’s theory of personality, an application to spiritual themes, and a consideration of writings within the Christian tradition reflected on from a Jungian perspective.

- three semester hours

REL 347 Church and Culture (General Religion) (SSWC)**

This course examines the relationship between church and contemporary culture. It examines issues concerning faith in a pluralistic and post-modern world.

- three semester hours

REL 356 Christian Marriage (Christian Ethics) (SSWC)**

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) (HWC)**

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) (SSWC)**

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, prelaw and nursing students.

- three semester hours

REL 388 Church History I (HWC)**

An in-depth study of the history of the Christian Church from its apostolic days to the Middle Ages. The course will examine the development of Christian doctrine, the evolution of Church structures and the relationship of the Church to society and culture during the first 1500 years of its existence.

- three semester hours

REL 389 Church History II (HWC)**

An in-depth study of the history of the Christian Church from the Reformation period to modern times. The course will examine the development of Christian doctrine, the evolution of Church structures and the relationship of the Church to society and culture during the last 500 years of its existence.

- three semester hours

REL 390 American Catholicism (General Religion) (HWC)**

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

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

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 adviser.

- 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

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 advisers and approved by the chairperson. Research paper required.

- three semester hours

The Interdepartmental Social Sciences Program

Sean Q. Kelly, Program Coordinator

sqkelly@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

	<i>Units</i>
Liberal Arts Requirement <i>See General Education</i>	20
Foundation Courses	10
Distribution Courses	10
Major Requirement	20
SSC 100*	1
SSC 400*	1
Research Methods: POL 390, SOC 320, CRJ 300, SWK 330, or PSY 222	1
Concentration Discipline: Criminal Justice, Economics, Political Science, Psychology, Sociology or Social Work	4
Social Science Discipline #2	3
Social Science Discipline #3	3
Social Science Discipline #4	3
Advised electives	3
CIS 132 or CIS 233	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

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

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 Social Science Internship Co-op

A junior or senior work-study program providing relevant paid employment experience. The student must work one semester full time. 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.

Noncredit

SSC 494 Social Science 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 this full-time semester. 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.

- six semester hours

SSC 495 and 496 Social Science 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.

- three semester hours each

Department of Sociology

Stewart B. Whitney, Ph.D., CFLE, Chairperson

www.niagara.edu

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.

The program leads to the B.A. in sociology in both day and evening divisions; includes academic minor programs in sociology, black family studies, and gerontology; and houses the Space Settlement Studies Project.

B.A. - Sociology

Arts & Sciences

	Units
Liberal Arts Requirement <i>See General Education</i>	20
Foundation Courses	10
Distribution Courses	10
Major Requirement	20
SOC 101 Introduction to Sociology	1
SOC 303 or 325 Social Problems/Racial Relations	1
SOC 307 or 231 Marriage/Black Family	1
SOC 310 Social Theory	1
SOC 313 Social Psychology	1
SOC 317 Cultural Anthropology	1
SOC 320 Social Research Methods	1
SOC 450 Senior Research Seminar	1
SOC ____ Sociology electives	4
MAT 102 Statistics I	1
CIS 233 Computer and Information Science	1
Advised electives	6

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 (SSWC)

An introduction to the scientific study of interactional patterns in social groups. Special emphasis is placed on the structures, processes, and problems of contemporary society.

- 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 (SSNWC)

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 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 Family in American Society (SSNWC)

In-depth study and research of the socio-economic problems confronting the contemporary African-American family. Included are: review of the roots in West Africa, transportation to America in slavery, emancipation, migration, and development of the black underclass; analytical concentration on problem areas and research.

- three semester hours

•SOC 232 Contemporary Black Family in American Society II (SSWC)

In-depth definition and analysis of the social factors that impact upon the African-American family considered in SOC 231: employment, teen pregnancy, achievement levels in education, and moral values. Students will concentrate on specific social factors and develop comprehensive theses of the nature, extent, significance, and impact of a particular factor.

- three semester hours

•SOC 270 Incarceration (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 290 Living in Extraterrestrial Space (SS)

An examination of human habitation in extraterrestrial space; explores the impact of space environment upon socio-cultural development and the societal impact of space utilization upon terrestrial and extraterrestrial man.

- 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, sex roles, work and leisure, sociology of knowledge, educational systems, and mass media.

- three semester hours

SOC 303 Social Problems (SS)

An examination of sociological studies of social disorganization in contemporary society, focusing on societal and institutional disorders.

- 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 variations in marital and family structures: past, present and future. Special attention is given to courtship and parenting patterns in industrial society.

- three semester hours

SOC 308 Women in Society

Review of the status of women in American society: socialization, role, self-conception, and participation.

- three semester hours

SOC 309-310 History of Social Theory I and II (H)

The social theories of representative social thinkers; study of the leading developments in sociological theory from Comte to the present time.

- six 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)

A survey of major social psychological theories and topics with special emphasis on the nature of selfhood. Prime focus lies on the dramaturgical analysis of self-presentation, identity, and stigmatization.

- 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 Industrial Society (Industrial Sociology) (SS)

A general consideration of the causes, processes, and the effects of worldwide industrialization, with a major focus on the organizational structures, occupational variations, and current problems of modern American industries. Students will be introduced to General Systems Theory and the GST perspective will be applied to case study analysis of the social impacts of economic/business/industrial activities.

- three semester hours

SOC 317 Cultural Anthropology (SSNWC)

Study of humanity and culture from the beginnings in the Stone Ages. Fundamentals of primitive community life. Analysis of individual cultures; the simpler cultures; representative cultures of the main ethnic areas.

- three semester hours

SOC 318 Psychological Anthropology (SSNWC)

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

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 casual 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 (SSWC)

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 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 Ethnic/Racial Relations (SS)

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 Medicine (SS)

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 & 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

SOC 431-432 Senior Seminar in the Black Family I & II

Prerequisite: SOC 331-332 and permission of instructor

This seminar sequence investigates the four social factor areas that impact upon the African-American family: unemployment, teen pregnancy, education and moral values. Participants will demonstrate research and scholarship skills, strong concern for the black family, and strong commitment to change the negative conditions affecting the black family.

SOC 431 is designed to develop research designs and SOC 432 is designed to implement the research designs.

Students who complete this sequence will be prepared as a cadre of social change agents to help effect solutions to the problems impacting upon the contemporary black family.

- six semester hours

•SOC 450 Senior Research Seminar

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 adviser.

-zero to six semester hours

Department of Social Work

Clementine U.M. Laverman, Ph.D., ACSW,
Program Director

www.niagara.edu

Goals

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 society, 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 the community. This commitment is consistent with the Vincentian tradition of Niagara University which seeks to instill in students a deep respect for all people who are poor and stigmatized. Our special dedication to those who are oppressed by poverty is demonstrated by active engagement in service and social action activities within impoverished communities.

A major way of achieving our mission is through the preparation of students for beginning generalist social work practice in public and nonprofit agencies and organizations. This preparation is accomplished through an education that combines a liberal arts perspective with social work foundation courses. This combined curriculum enables students to identify and analyze institutional and ideological barriers that interfere with the well-being of individuals and groups. Our approach focuses on people's strengths as a means to create change in their lives and in the society. The program stresses the intrinsic worth of the individual and the value of community.

The department of social work at Niagara University shall:

- (1) Prepare students to be competent, beginning generalist social work practitioners who are able to:
 - Work with diverse client systems of various sizes and types
 - Use empowering theories and methods which focus on the strengths of individuals, families, groups and communities
 - Practice in a manner that is consistent with the NASW Code of Ethics
 - Understand and resist oppression

- Think critically about traditional theories and world views that comprise the social work knowledge base and consider alternative ways of constructing knowledge that reflects diverse cultural experiences

- Work to change social, economic and political systems to distribute power, resources, rights and freedom so as to achieve a just and caring society

- Continue their personal and professional growth through further education, appropriate use of supervision, appropriate use of research studies and practice evaluation

- (2) Hold a special commitment to work with and for populations at risk, especially people who are poor, and demonstrate this commitment through active participation in the local community
- (3) Critically analyze the organizations and service delivery systems in which social workers participate, seeking to make changes that directly improve the lives of clients and workers
- (4) Provide the Western New York and Southern Ontario areas, as well as the rest of the United States and Canada, with beginning generalist social work practitioners
- (5) Provide an educational foundation for students who plan to pursue graduate study

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.S. - Social Work

Arts & Sciences

Units

20

Liberal Arts Requirement

See General Education

Preprofessional Foundation Sequence:

SWK 100	Introduction to Social Work	1
SOC 101	Introduction to Sociology	1
PSY 101	Introduction to Psychology	1
POL 101	American Government	1
BIO 101	Human Biology	1
SWK 200	History of Social Services and Policy	1
SWK 211	Human Behavior and the Social Environment I	1
SWK 212	Human Behavior and the Social Environment II	1
CIS 233	Understanding the Computer as a Research Tool	1

Professional Foundation Sequence:

SWK 300	Social Policy Analysis	1
SWK 310	Basic Helping Skills	1
SWK 320	Practice Methods I: Individuals, Families & Groups	1
SWK 330	Social Work Research Methods	1
SWK 420	Practice Methods II: Groups, Communities & 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

All majors are required to enroll in SWK electives 2

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 211	Human Behavior and the Social Environment I

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 212, and by selecting one social work elective.

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)

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 fall 2001, spring 2002

•SWK 200 History of Social Services and Policy (HWC)

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
- offered fall 2001, spring 2002

•SWK 211 Human Behavior and the Social Environment I (SS)

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 fall 2001

•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 spring 2002

•SWK 240 Selected Topics in Social Work and Social Welfare

Prerequisite: SWK 100

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)

Prerequisite: SWK 100

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 251 Cultural Diversity (SSWC)

Prerequisite: SWK 100

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.

- three semester hours

•SWK 252 Death and Dying (SS)

Prerequisite: SWK 100

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)

Prerequisite: SWK 100

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 spring 2002

•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.

- three semester hours
- offered fall 2001

•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.

- three semester hours
- offered spring 2002

•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 fall 2001, spring 2002

•SWK 351 Social Work and Health Care (SS)

Prerequisite: SWK 100

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)

Prerequisite: SWK 100

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)

Prerequisite: SWK 100

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

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
- offered fall 2001, spring 2002

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 spring 2002

SWK 425 Field Practicum Seminar I

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 fall 2001

•SWK 426 Field Practicum Seminar II

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 spring 2002

•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 fall 2001

•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 spring 2002

•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 summer 2001-03

Department of Theater Studies & Fine Arts

Sharon Onevelo Watkinson, Ph.D., Chairperson

**Brother Augustine Towey, C.M., Ph.D.,
Director, The Theatre**

www.niagara.edu/theatre

THEATER STUDIES

Goals

The department of theater studies aims to educate the young performer not only in the art and craft of theater but also in the liberal arts. Indeed, the program balances a conservatory approach to theater studies with a full liberal arts education. In its conservatory approach, the program trains young artists in acting, dance, voice, movement, speech, stage combat, physical theater and period styles. The curriculum develops students' knowledge of the history and literature of the theater and competency in the reading and analyzing of theater scripts. Additionally, students are required to participate in all aspects of university theater productions. The liberal arts curriculum is the same for theater students as it is for all students in the university.

Niagara University Theatre is professionally affiliated with Artpark and Co., the professional arts facility in Lewiston, N.Y.

Programs

There are two programs offered by the department of theater studies - the performance sequence and the general theater sequence, both of which lead to a bachelor of fine arts degree (B.F.A.).

- The performance sequence develops students' abilities and experience in performing and each year includes courses in acting, dance, mime, movement, speech, stage combat, and voice for the musical theater. Upon successful completion of the program, students may pursue careers in the theater or continue their theater studies on the professional or graduate level, in preparation either for careers in performance, or directing, or in education related to the theater.
- The general theater sequence acquaints students with a broad spectrum of theater studies and experience which includes performance, design, technical theater, management and the preparation of productions. Upon successful completion of their studies, general theater students obtain entry level positions in theater, entertainment management or production; they may

also continue theater-related studies for careers in education related to the theater or careers in the professional theater.

Both sequences include study of the history, literature and criticism of the theater from its beginning to the present day.

In addition to the academic programs, an integral part of students' training in theater are the ten major productions offered in the Clet Hall Theater and the Niagara University Theater-at-the-Church, the student-directed one-act plays, and the P.E.A.N.U.T. (the touring company of the university theater). Theater students are required to participate in these productions, which are also open to all students of the university.

B.F.A. - Theater Arts & Sciences

	<i>Units</i>
Liberal Arts Requirement	20
<i>See General Education</i>	
Foundation Courses	10
Distribution Courses	10
Departmental Core Requirements	20
THR 101-102 Performance Theory and Techniques I & II	2
THR 103 Introduction to Theater	1
THR 104 Fundamentals of Production	1
ENG 362 Dramatic Theory and Criticism	1
THR 400 Shakespeare	1
THR 411,412,413 History and Literature of Theater I, II, III	3
THR 414 American Theater and Drama	1
THR 425 Directing	1
Advised electives	3
Sequences (Select one):	
Performance Sequence	6
THR 201-202 Performance Theory and Techniques III and IV	
THR 301-302 Performance Theory and Techniques V and VI	
THR 401-402 Performance Theory and Techniques VII and VIII	
General Theater Sequence	6
THR 217-218 Scene Design, Rendering and Scenic Painting Techniques	
THR 221 Stage Management	
Two other design/technical courses	
One advised elective	
Total Program:	40

Interviews are required, by phone or in person, for incoming theater students. Those students who wish to be considered for a Niagara University Theater Scholarship must also audition. The interviews and auditions may be arranged by writing or telephoning the chairperson, theater studies department, Niagara University, N.Y. 14109.

Minor - Theater Studies

The minor in theater studies is awarded to a student who has successfully completed a sequence of five courses in theater studies. The specific sequence of courses is determined by the student in consultation with the department.

Courses

•indicates courses which cannot be challenged.

THR 101-102 Performance Theory and Techniques I & II

Designed to meet the initial needs of performance students, this introductory course combines a study of theory with laboratory work in acting, dance, movement, and voice. Lab fee.

- eight semester hours

THR 103 Introduction to Theater (H)

An introduction to the collaborative nature, origin, and general history of the theater, 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. (fall term-majors only; spring term-nonmajors.)

- three semester hours

THR 104 Fundamentals of Production

This course is an introduction to the craft of sets, lighting and costumes for the theater. It examines the organization of a theater from the production end and introduces the student to the basic tools, materials, techniques and procedures used in technical theater.

- three semester hours

THR 107-108 Acting

An introductory course in the basic external and internal techniques of acting. Emphasis is placed on the experiments of Stanislavski; scene work is developed in the second semester. This course is designed to meet the needs of nontheater students.

- six semester hours

THR 109-110 Voice I & 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 comedy singing.

- six semester hours

THR 111-112 Dance and Movement

Prerequisite: THR 111 is a prerequisite for THR 112

The exploration and development of movement, gestures and dance forms common to a basic understanding of dance with emphasis on alignment and basic locomotor patterns. Section A is for the novice and B for the experienced dancer.

- six semester hours

•THR 201-202 Performance Theory and Techniques III & IV

Prerequisite: THR 101-102 or the permission of the chairperson.

A continuation of THR 101-102, this course places emphasis on the acting of Shakespearean texts, the study of Shakespearean verse and its techniques, more advanced scene work and characterization study and intermediate work in dance, movement, speech, and combat. Lab fee.

- eight semester hours

THR 205-206 Speech for the Actor I & 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 Intermediate Acting

Prerequisite: permission of the instructor

A continuation of THR 107-108. Emphasis is placed on the study of Shakespeare and Shakespearean verse and its techniques. This course is designed to meet the needs of nontheater students.

- six semester hours

THR 211-212 Beginning and Intermediate Ballet

Prerequisite: THR 211 is a prerequisite for THR 212

The course introduces the student to the basic principles of classical ballet training through verbal, written and physical standards. Studio work includes improving alignment, balance, control, coordination, concentration, flexibility and strength.

- six semester hours

THR 215-216 Stage Combat I (Unarmed) and II (Armed)

Prerequisite: THR 215 is a prerequisite for THR 216

An introductory course designed to instruct the student in the basic techniques, skills, illusions, and vocabulary of weaponless, unarmed stage combat, followed by instruction in armed stage combat.

- six semester hours

THR 217 Scene Design

An introductory study of designing for the stage and problems of physical production. Written and drawing assignments are required as well as actual set construction.

- three semester hours

THR 218 Rendering & Scenic Painting Techniques

An exploration of representational painting techniques on a miniature and full-sized scale. Methods of surface treatment, texture and trompe l'oeil as they apply to typical theatrical scenic art are examined.

- three semester hours

THR 220 Period Styles of the Theater (H)

An study of the progression of styles in fashion and the decorative arts (architecture, furniture, sculpture, painting) from ancient Egypt to the 20th century.

- three semester hours

THR 221 Seminar in Theater and Stage Management

The student studies the general administrative aspects of the theater: economics and budgets, unions, salaries, staff, booking, the relationship among producer, director, technicians, designer and actor.

- three semester hours

•THR 222 Practicum in Stage Management

With permission of the chairperson, the student elects to stage manage a major production.

- three semester hours

•THR 223-224 Independent Theater Project

Under the supervision of a staff member, the student selects a major independent theater project he or she wishes to develop and complete.

- six semester hours

THR 225 Sound for the Theater

An investigation of both the equipment and the techniques used in modern audio practice to create theatrical sound effects.

- three semester hours

THR 229 Lighting Design

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

THR 241 Costume Design

Students learn the process of costume design and construction for the theater. Techniques covered include: script analysis, character conceptualization, research, basic rendering and construction.

- three semester hours

•THR 250 Principles of Theater Make-Up

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 in a play.

- three semester hours

•THR 301-302 Performance Theory and Techniques V & VI

Prerequisite: THR 201-202 or the permission of the chairperson

An advanced course in performance techniques designed to allow students greater individual choice in pursuing performance styles and periods, while addressing their individual needs and continuing development of general techniques. Lab fee.

- eight semester hours

•THR 307-308 Advanced Acting

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 Voice III & IV

A continuation of THR 109-110 in which more advanced techniques are taught especially in interpretation and phrasing. The integration of music within the musical comedy is emphasized as well as work on duets, trios and ensembles.

- six semester hours

•THR 311-312 Jazz

Prerequisite: THR 311 is a prerequisite for THR 312

Students should have prior dance experience.

The art of jazz dance is studied with an emphasis on proper technique and alignment. This course develops the dynamic and sensitivity of the body to be a communicative tool. In THR 312, the styles of American musical theater dance are introduced. Jazz shoes are required.

- six semester hours

THR 320 Advanced Stage Combat

Prerequisite: THR 215-216

This course is designed to develop advanced stage combat techniques in the student actor to prepare for professional situations wherein these abilities need to be demonstrated. Students are trained and instructed in the more advanced techniques of rapier/dagger, broadsword, and quarterstaff. Additionally, more advanced and complicated unarmed techniques are developed.

- three semester hours

THR 321-322 Introduction to TAP I and II

Prerequisite: THR 321 is a prerequisite for THR 322

An introduction to the field of tap dancing, beginning with basic single, double, triple, and quadruple sounds, simple combinations, rhythmic patterning and routines. The course contains material for the beginning to the intermediate level. Tap shoes are required.

- six semester hours

THR 323-324 Mime and Physical Theater I & II

An introduction to some of the aspects of visual or nonverbal theater, using as the method a practical examination of mime technique, pantomime, basic mask performance, improvisation and the use of music and sound. The course aims to develop students' abilities to articulate their perceptions.

- six 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 350 Advanced Techniques in Make-up

Prerequisite: THR 250

Students use directed readings of Shakespeare as a basis for advanced character creation. The techniques of prosthetics, hair, blood and other special effects are used by the students to create realistic stage characters. Students also analyze plays and create character plots in order to determine a proper approach to the work.

- three semester hours

THR 362 Dramatic Theory and Criticism (HWC)

A study of the history and development of dramatic theory and criticism from the foundations in Plato and Aristotle through the modern concepts of Artaud and Grotowski.

- three semester hours

THR 400 Shakespeare (HWC) (also ENG 400)

This course examines in-depth representative plays of Shakespeare in each of the genres: tragedy, comedy, history and romance, as well as the sonnets.

- three semester hours

•THR 401-402 Performance Theory and Techniques VII & VIII

Prerequisite: THR 301-302

An advanced performance course for the senior theater studies student who is majoring in performance studies. Placing emphasis on the student's imminent entry into the professional theater, this course combines advanced study of audition techniques, the preparation of audition materials, the business elements of the theater, advanced acting, dance, mime and physical theater. Lab fee.

- eight semester hours

•THR 407 and 408 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

THR 411 History and Literature of Theater (HWC)

A study of the development of dramatic literature and theatrical production, from the Greeks through Oriental theater to Shakespeare, with emphasis on reading and analyzing representative plays from each period.

- three semester hours

THR 412 History and Literature of Theater II (HWC)

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 Theater III (HWC)

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 Theater and Drama: From the Beginnings To Eugene O'Neill (HWC)

This course examines the development of American theater, 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 theater.

- three semester hours

•THR 417-418 Advanced Period Acting

Prerequisite: THR 307-308

An advanced acting course treating periods and styles including British and American realism and American theater.

- six semester hours

•THR 423-424 Mime and Physical Theater III & IV

Prerequisite: THR 323-324

A continuation of the practical examination of visual theater, with the focus on physical characterization and development. The areas of study include clown, expressive mask and nonverbal situation. The course aims to develop the students' abilities as actor/authors in the creation of stage material.

- six 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 one-act play from the beginning to actual performance.

- three semester hours

THR 493, 494, 495, 496 Theater 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 adviser.

- 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.

At present there is not a major sequence leading to a degree in fine arts. The courses are available as enrichment toward a broader field of knowledge. A minor in fine arts may be arranged through the chairperson.

Minor in Fine Art

A general fine arts minor is any five courses chosen by the student. An art history minor or a studio arts minor follows a specific sequence of courses and should be arranged through consultation with the chairperson.

Courses

•indicates courses which cannot be challenged.

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 (HWC)

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 (HWC)

This course studies the aesthetic and social revolutions of modern art which are grounded in the 19th century but erupted in Fauvism in 1905 Paris. Cubism, futurism and surrealism are examined, as well as the art scene in America up to midcentury. Videos, slides, lecture-discussion and visits to the Castellani Art Museum are included.

- three semester hours

FAA 203 History of Music (HWC)

A survey course designed to develop an appreciation of Western music and its relationship to culture throughout history. Selected works illustrate various musical elements from early beginnings to the present. Some attention is given to the development of vocal, instrumental and electronic music.

- three semester hours

FAA 205 America's Music (HWC)

A study of music made or used by the people of the Americas and United States, from its Native American and Colonial beginnings to the present. Works studied illustrate how culture is represented in American music's "pluralism." Some attention is given to the development of jazz, musical theater, popular and avant-garde music as American expressions.

- three semester hours

FAA 207 Women In Art (HWC)

The works and lives of modern women artists such as Mary Cassatt, Georgia O'Keefe, Joan Mitchell, Kathe Kollwitz, Sylvia Plimack Mangold, Cindy Sherman, Susan Rothenberg, and Jenny Holzer are studied critically and historically. Gallery and museum visits, lectures by working women artists, hands-on activities such as drawing, a student-directed exhibition of art work, and written work 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 212 Three-Dimensional Design

What makes this art? An inquiry into the nature of three-dimensional art and design, this studio course for the beginning or more advanced student addresses the elements and principles of design as they apply to the three-dimensional world. Hands-on projects investigate issues of design and relate them to the work of 20th century sculptors and designers.

- three semester hours

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 230 Prehistoric to Gothic Art (HWC)

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 (HWC)

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 (HWC)

A study of painting, sculpture and architecture from the 14th century to the 16th century. The course concentrates on Italian art but includes lectures on Flemish and German art as well. Lectures are illustrated by slides and videotapes. Students learn to differentiate artistic styles and expand their intellectual understanding of art within society.

- three semester hours

FAA 240 Independent Study in Fine Arts

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 250 Ceramics

This introductory course explores hand building techniques, basic wheel throwing, ceramic decoration and kiln firing. Individual creativity is stressed.

- three semester hours

FAA 251 Intermediate Ceramics

Prerequisite: FAA 250

A continuing course for students who have taken FAA 250. Individual work in hand-building and wheel-throwing with emphasis on making functional forms on the wheel.

- three semester hours

FAA 352 Museum Studies

This course imparts an understanding of the organization and purpose of museums using a combination of theory and practice. Assignments afford insight into documenting, exhibiting and interpreting works of art. Reading assignments focus upon both practical functions within museums and the provocative issues generated by museums. Individual and class visits to area museums are part of the course.

- three semester hours



University Studies

Goals

The University Studies Program is a central feature of the curriculum. The courses in this program are interdisciplinary in nature and, accordingly, attempt to integrate the contribution of several disciplines to a problem, issue, or theme from life. Each course is taught by two instructors from two different departments. University studies courses are taken during the senior year.

The goals of each university studies course are to expose students and faculty to creative and imaginative works of diverse human scholarship; to instill an appreciation for the methods and limitations of diverse human scholarship; to realize the ability to evaluate the implications of such scholarship for human affairs through critical thinking, discussion and writing; and to develop the capacity to integrate these findings on a personal and social level.

University studies courses provide students and faculty alike with the opportunity to introduce, strengthen, or extend a humanistic focus to their scholarship through the experience of diverse academic disciplines coming together in the study of a single theme or set of themes.

Courses

•indicates courses which cannot be challenged.

• UST 424 **Theatrical and Religious Perspectives on the Life, Death Rebirth Concept**

The course analyzes the "Life," "Death," and "Rebirth" themes as found in dramatic and religious literature.

- three semester hours
- not offered 2001-2003

• UST 436 **America in the 1950s/1980s: Deja Vu?**

The course will be an immersion study into the various social phenomena which constituted the 1950s. Such an immersion will convey a fuller, deeper appreciation for the values and mores which affected the political climate of the country in the 1950s. The 1950s will be examined for trends, policies, attitudes and apprehensions of the American people to determine possible parallels with the 1980s.

- three semester hours
- not offered 2001-2003

• UST 440 **"Silent Spring" Revisited**

Rarely in history does a book exert a swift and profound influence on the course of human events. "Silent Spring" was such a book. Rachel Carson warned that chemical pollution caused by pesticides threatened to destroy the very fabric of life on this earth. Praised by some and damned by others, the book ignited a fierce controversy. A chemist and a historian will examine the book closely and critically in both its style and substance.

- three semester hours
- not offered 2001-2003

• UST 442 **Living With the Future**

A historian and a scientist analyze specific topics such as government and structure, medical and scientific changes, world political systems and "hot spots," feminism, and an integrated communication system; reveal existing trends and, in a scholarly manner, speculate how the above will impact upon the future of our society.

- three semester hours

• UST 443 **Art in Nature**

This course will focus on form in nature and its expression in art throughout different periods. From the early attempts to represent plants in herbals through the Impressionism movement of the last century, the use of natural form has been a never-ending course of inspiration for artists. We will examine plants as a biologist would, and then correlate this with the various ways in which artists have interpreted the natural form of plants.

- three semester hours
- not offered 2001-2003

• UST 444 **Red or White: Justice and Health Care Services**

A critical examination of the political, economic and technological issues in health care delivery decisions through the analysis of current cases and issues.

- three semester hours
- not offered 2001-2003

• UST 447 **Mathematics of Art/Art of Mathematics**

The works of outstanding artists will be examined and compared to some outstanding mathematicians and their ideas in order to bridge the perceived gap between art and mathematics. Visual proofs and demonstrations will be given which connect areas of geometry, algebra, number theory and topology with art forms from classical as well as modern periods.

- three semester hours
- not offered 2001-2003

• UST 449 **Genes and Ethics**

This course focuses on the individual and social impact of current developments in biotechnology and specifically those advances made in the fields of agriculture, the food and chemical industries, waste management, medicine, and pharmaceuticals. The course will examine representative developments so as to appreciate their scientific intricacies and significance.

- three semester hours

• UST 454 **Twas brillig: Language and Logic in the Writings of Lewis Carroll**

Follow the White Rabbit down the hole and see Wonderland from the viewpoint of psychology, political science, religious studies, philosophy, history, physics, and especially literature and mathematics.

- three semester hours
- not offered 2001-2003

• UST 455 **War and Peace in the Nuclear Age**

Is the "Cold War" over? Will nuclear arsenals become extinct? This course uses 13 videos to develop an understanding of the Nuclear Age. This analysis uses various perspectives from such disciplines as history, philosophy, international relations, sociology, natural science and communications.

- three semester hours

• UST 457 **Global Ecocrises**

A historian and a biologist will explore issues such as global warming, deforestation, land and water use and biodiversity, with an eye to preparing for the next century.

- three semester hours

• **UST 458 Prison Literacy Tutoring**

This course centers on the problem of illiteracy in our society and its relationship to the issues of poverty, racism, and the crime rate. Students are trained to teach reading to adults, then spend one half-day each week in a prison where each student tutors an inmate. Students research the views of correctional officers and reading clinicians.

- *three semester hours*
- *not offered 2001-2003*

• **UST 460 Justice and Social Responsibility**

This course is a philosophical and theological exploration and analysis of justice and social responsibility, which includes 15-20 hours of community service. The course will examine both classical and contemporary philosophical and theological theories of justice and social responsibility.

- *three semester hours*
- *not offered 2001-2003*

• **UST 465 Walking the Tightrope: Balancing Health and Wellness**

This course will address the major components necessary to maintaining wellness. The specific issues to be dealt with will be presented in terms of a holistic approach to health and well-being. Issues which reflect the interdependence of body, mind and spirit demonstrate the necessity of keeping an appropriate balance in our lives. Topics include nutrition, exercise, prayer, relationships and stress management.

- *three semester hours*
- *not offered 2001-2003*

Writing and Thinking Course - Writing 100

• A one-semester freshman course on a variety of topics teaches writing as a means of acquiring, as well as expressing, ideas. Students examine essay components as a way of developing and refining their own ideas; write multiple-draft summary, analysis, argument, and research papers; and learn how to avoid plagiarism.

•*indicates courses which cannot be challenged.*



Women's Studies Minor

Carolyn Morell, Ph.D., C.S.W., Coordinator

morellc@niagara.edu

Goals

In the last two centuries there has been a revolution in women's roles. It is anticipated the 21st century will bring even more changes. The women's studies minor seeks to introduce students to the scholarship of various academic disciplines. Students will explore the past, present and future status of women focusing upon the many accomplishments of women in a variety of fields.

Program

The minor in women's studies is an interdisciplinary program. It requires the completion of five courses. Students wishing to pursue the minor in women's studies should contact the coordinator.

Course Requirements

Units

5

Five (5) of the following:

ENG 410	Topics in American Literature (American Women Writers)
FAA 207	Women in Art
FRE 200	Francophone Women Writers in Translation
POL 230	Women in Politics
POL 306	Feminist Political Theory
POL 220	Women and the Law
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.





College of Business Administration

Keith T. Miller, Ph.D. Dean

www.niagara.edu

Mission

Consistent with the goals of the university, and understanding that wealth generation emanates from business, we seek to prepare our students for productive roles in business and the community through quality teaching at the undergraduate and graduate levels, supported by our scholarly research and service. We are guided in teaching, research and service by the principles of leadership, relevance, ethics, community involvement and professional growth.

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.



Our business programs are AACSB accredited by The International Association for Management Education.

- **Program Quality.** Characteristics of the College of Business Administration have a definite bearing on the quality of programs offered and on the educational value created for its students. The degree programs in business are offered through a unit that includes a dean, an assistant to the dean, a chairperson in the area of accounting, and a chairperson in the area of commerce. The majority of courses are taught by full-time faculty; however, there are some courses taught by industry professionals.

All programs in the college are reviewed regularly by faculty. Additionally, input is received from industry practitioners. Mechanisms for maintaining a leading-edge curriculum are built into the management system of the college.

Degree Programs

The College of Business Administration offers two bachelor's degrees and one associate degree. The bachelor of business 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 the 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.

The bachelor of science in commerce (B.S.) degree prepares its students for productive roles in private and public sectors. Students may concentrate their studies in economics, human resources, management, marketing, logistics and transportation, general business, or international business.

Both 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 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

Both 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 10 foundation courses and 10 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 adviser.

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 coursework; 126 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.



Department of Accounting

Vincent Agnello, J.D., Chairperson

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 enable students to use technology effectively.



Our business programs are AACSB accredited by The International Association for Management Education.

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

	<i>Units</i>
Liberal Arts Requirements	20
<i>See General Education</i>	
Foundation Courses	10
Distribution Courses	10
Natural sciences	1
Social sciences*	1
Humanities*	1
MAT 107 Math for Management	1
CIS 132 Computer Applications	1
MAT 201 Business Statistics	1
Free electives	4
<i>*Social sciences and humanities electives must include one course in Western civilization and one course in non-Western civilization.</i>	
Major Requirement	22
Business Core Courses	8
ACC 111 Financial Accounting	1
ACC 112 Managerial Accounting	1
ECO 101 Macroeconomics	1
ECO 102 Microeconomics	1
FIN 320 Managerial Finance	1
MGT 271 Management Principles	1
MGT 390 Management Information Systems	1
BUS 460 Business Strategy & Policy	1
Accounting Core Courses	10
LAW 101 Business Law I	1

LAW 102	Business Law II	1	
ACC 223	Intermediate Acctg I	1	
ACC 224	Intermediate Acctg II	1	
ACC 335	Cost Management Systems	1	
ACC 336	Advanced Accounting	1	
ACC 346	Auditing	1	
ACC 347	Taxation	1	
ACC 366	Accounting for Gov't and Not-for-Profit Acctg	1	
Finance elective		1	
Accounting/Business Elective**		4	
	ACC & BUS Elective	1	
	ACC & BUS Elective	1	
	ACC & BUS Elective	1	
	ACC & BUS Elective	1	

Total Program **42**

NOTE: Transfer credits cannot be accepted from two-year institutions for ACC 336, 346 and 347.

**Accounting majors are expected to take one internship/co-op.

Minor - Accounting

		<i>Units</i>
		6
ACC 111	Financial Accounting	1
ACC 112	Managerial Accounting	1
ACC 223	Intermediate Accounting I	1
ACC 335	Cost Management Systems	1
ACC 347	Taxation	1
ACC ___	Elective	1

Courses

•indicates courses which cannot be challenged.

The following courses are either required or elective courses for accounting majors. All of the courses may be chosen as electives by students from other majors.

Computer applications are integrated into the accounting courses to reinforce accounting concept, and to provide realistic examples of the use of computers in solving accounting problems. Computer software includes spreadsheet, database, word processing, auditing, tax and statistical packages. Writing components and research papers may be required in some courses.

ACC 111 Financial Accounting

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 statements with emphasis on their use by external parties. Computer/Internet application.

- three semester hours
- offered in fall semesters

ACC 112 Managerial Accounting

Prerequisite: ACC 111

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 procedures of managerial accounting as a means of identifying management problems and evaluating potential solutions. It emphasizes a multi-disciplinary approach to the use of management reports by internal parties. Computer/Internet applications included.

- three semester hours
- offered in spring semesters

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 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 fall 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 non-profit. 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 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 spring semesters

ACC 348 Advanced Taxation

Prerequisite: ACC 347

A professional approach to federal income taxation. This course emphasizes independent research and planning techniques, including the use of state-of-the-art electronic tax information, and research services, as well as legislative, judicial, and administrative sources to research current tax issues. Research paper required.

- three semester hours

ACC 350 International Dimensions of Accounting: Concepts and Application

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 365 Internal Auditing

Prerequisite: ACC 346

An introduction to the profession of internal auditing. The course covers the internal auditor's responsibility for measuring and reporting functional and departmental efficiency, as well as traditional financial activities. Topics include internal auditing, operational auditing, audit reports, and administering the internal audit department.

- three semester hours

ACC 366 Accounting for Governmental and Not-for-profit Entities

Prerequisite: ACC 112 and junior status

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 101 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 102 Business Law II (SS)

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

Keith T. Miller, Ph.D.
Dean, College of Business Administration

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 Administration

		<i>Units</i>
Liberal Arts Requirement		11
---	Humanities Elective	1
MAT 107	Business Calculus I	1
PHI 206	Ethics	1
REL ---	Religious Studies (100 Level)	1
WRT 100	Writing and Thinking	1
ENG 100	Introduction to Literature	1
---	Social Sciences Elective	1
HIS 100	Americans in the Postwar World	1
---	Natural sciences elective	1
---	Diversity Elective	1
CIS 132	Introduction to Computer Applications	1
Major Requirement		10
ACC 111-112	Accounting Principles I, II	2
ECO 101-102	Elementary Economics	2
ECO 250 or		
FIN 350 or 320	Money and Fin. Insti.; or Security Analysis, or Managerial Finance	1
BUS 205	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.

Business Education

Alfonso R. Oddo, M.B.A., C.P.A., Business Adviser

www.niagara.edu/business

Goals

The College of Business Administration, in cooperation with the College of Education, offers a bachelor of science (B.S.) degree in business education with professional teacher certification for students wishing to qualify for a provisional teaching certificate for secondary grades.

B.S. - Business Education Education With teacher certification, secondary grades

	<i>Units</i>
Liberal Arts Requirement <i>See General Education</i>	20
Education courses:	12
EDU 214 Cultural & Multicultural Foundations	1
EDU 236 Human Learning, Development & Motivation	1
EDU 239 Students with Exceptional Needs	1
EDU 271 Foundations of Literacy Instruction	1
EDU 377 Literacy Development	1
EDU 452 Middle Childhood Philosophy and Practice	1
EDU 460 Methods of Teaching in Secondary Education	1
EDU 466 Methods of Teaching Business	1
EDU 486 Student Teaching of Business	3
EDU 490 Professional Seminar in Secondary Education	1
Business courses:	9
ACC 111 Financial Accounting	1
ACC 112 Management Accounting	1
BUS 205 The Legal Environment of Business	1
ECO 101 Principles of Macroeconomics	1
ECO 102 Principles of Microeconomics	1
MGT 271 Management Principles	1
MGT 390 Management Information Systems	1
MKG 201 Principles of Marketing	1
FIN 320 Managerial Finance	1
<i>Total Program</i>	41

Department of Commerce

(With concentrations in economics and finance, human resource management, international business, logistics & transportation, management, marketing and general business)

William A. Peek, Ph.D., Chairperson

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:

(1) 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, through the use of concentration courses.

(2) 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.

(3) 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.



Our business programs are AACSB accredited by The International Association for Management Education.

B.S. - Commerce Business Administration

	<i>Units</i>
Liberal Arts Requirement	20
<i>See General Education</i>	
Foundation Courses	10
Distribution Courses	10
Natural sciences	1
Social sciences*	1
Humanities*	1
MAT 107 Business Calculus I**	1
CIS 132 Intro to Computer Appl.	1
MAT 201 Business Statistics I	1
Free electives	4

*Social sciences and humanities electives must include one course in Western civilization and one in non-Western civilization.

**For students interested in going to graduate school, MATH 111 and Math 112 are recommended.

Major Requirements	22
College of Business Core	8
ACC 111 Financial Accounting	1
ACC 112 Managerial Accounting	1
ECO 101 Macro Principles	1
ECO 102 Micro Principles	1
MGT 271 Management Principles	1
FIN 320 Managerial Finance	1
MGT 390 Mgmt Information Systems	1
BUS 460 Business Strategy & Policy	1
Department of Commerce Core	5
BUS 205 Legal Environment of Business	1
BUS 231 Mgt Statistical Decisions	1
MKG 201 Marketing Principles	1
ECO 250 Money & Fin. Institutions	1
HRM 301 Intro to HR Management	1
Department Concentration	5
Student choice in consultation with adviser	
Department electives	4
Total Program:	42

Minor in Commerce

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 concentrations (economics and finance, human resources, international business, logistics, 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

		<i>Units</i>
Total		6
ECO 101	Macro Principles	1
ECO 102	Micro Principles	1
ACC 111	Financial Accounting	1
BUS 205	Legal Environment of Business	1
MKG 201	Marketing Principles	1
MGT 271	Management Principles	1

Concentration

Every student in commerce must select a concentration and this should be done no later than the beginning of one's junior year. A grade of C or better must be earned in all of one's concentration courses. The selection is from the concentrations described below. If a student chooses his or her courses carefully over the four-year course of study, it is possible to complete two concentrations. This is made possible by selecting those courses in a concentration which overlaps those in another. For example, ECO 305 satisfies the requirements for both economics/finance and management. A student could, therefore, concentrate in both of those disciplines. Clearly, attention to one's business electives is required because every business elective must be used for the second concentration. The selection of a second concentration is not necessary for graduation.

Economics (ECO) and Finance (FIN)

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.

Finance examines how people make decisions about allocating scarce resources over time. Through the study of the risks and timing of benefits and costs it determines value. The main areas of finance are financial management, investment, and financial markets and institutions. Financial management focuses on how organizations can best obtain and use funds to create value. Investment studies financial transactions from the view point of those that are outside of an organization but provide funds to organizations. Financial markets and institutions are the channels for moving funds between investors and organizations. Finance provides skills that are useful to a person in his or her personal and professional life.

Human Resource Management (HRM)

This course of study employs computer technologies, experiential learning, and classroom discussion to provide students hands-on experience in solving resource problems. The knowledge elements taught in HRM include the role of people in promoting a firm's strategic position in the global economy, principles of recruitment, selection, training, job analysis, job evaluation, and compensation. Students learn

skills including how to find and hire the best employees, how to use reward systems to motivate, how to change a difficult worker into a productive worker, and how to shift to a win/win relationship with a labor union. Practical problem solving is utilized, including using computers and the Internet. Students pursuing this career path accept the challenge of becoming ethical as well as effective decision makers when dealing with people in business.

International Business

The concentration focuses on developing appreciation and understanding of the evolving global economic and business systems as a set of institutional arrangements used to allocate scarce resources in different national and nation blocks. Individual courses analyze ownership issues, information mechanisms, levels of decision-making authority, and incentive arrangements. The overarching consideration is that culture and history have influenced all these institutional arrangements.

Logistics and Transportation Management (LTM)

Logistics is an evolving discipline which includes and coordinates business activities such as inventory planning, warehousing, corporate transportation management, and procurement. Transportation management encompasses the planning and coordination of movements of freight and passengers for firms in the trucking, airline, railroad, and public transit industries. Together, these areas represent substantial cost centers, totaling at least \$800 billion annually. Managers in logistics and transportation must ensure that flows of product and people are conducted on time, and securely, and accompanied by excellent customer service, yet done in a cost-efficient manner. To be successful in this field, managers must be able to communicate and work well with others and also have good computer skills. Demand for skilled logisticians and transportation experts has been strong. Examples of job titles of recent graduates include: logistics planner, terminal operations manager (trucking), warehouse supervisor, railroad management trainee, logistics transportation coordinator, distribution manager, public transit management trainee, customs broker agent, and plant logistics manager.

Management (MGT)

This concentration is designed to teach business students how to become successful leaders and managers. The concentration emphasizes how to ensure continuous improvement in an organization, how to develop systems for delivering a quality service or product, how to develop leadership skills, and how to effectively work in teams. These students are taught that the best way to predict the future is to create it.

Marketing (MKG)

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. Because of this interdisciplinary nature, marketing can accommodate most students' interests and strengths.

General Business Studies

This concentration allows the student to design his or her own concentration while in the College of Business. For example, a student may want to blend marketing and logistics. The design of one's own concentration must be done with the consultation of an adviser and the approval of the chairperson. All courses in a self-defined concentration must be at the 300 course level.

Discipline Concentration Courses (Five must be taken)

<u>ECONOMICS AND FINANCE</u>	<u>HUMAN RESOURCES</u>	<u>INTERNATIONAL BUSINESS</u>
ECO 305*	HRM 311 (MGT)	FIN 360
ECO 306*	HRM 321	HRM 351
FIN 360*	HRM 331	LTM 350
2 ECO or	HRM 341	MGT 395
FIN courses	HRM 351	MKG 325
	HRM 361	
<u>LOGISTICS</u>	<u>MANAGEMENT</u>	<u>MARKETING</u>
LTM 260	ECO 305*	MKG 305
LTM 310 (MKG)	MGT 315* (HRM)	MKG 310 (LTM)
LTM 350	MGT 320 (LTM)	MKG 311
LTM 375	MGT 375	MKG 313
LTM 390 (MGT)	MGT 395	MKG 325

GENERAL: Specific courses determined by student and adviser.

**Required
(In parentheses indicates joint concentration use)*

Courses

•indicates courses which cannot be challenged.

The following courses are offered to the student to satisfy his or her concentration requirement or to be taken as a business elective. Students in one concentration may choose courses from another concentration to fulfill their elective requirement. Computer software programs are integrated into many of the courses.

BUS 120 Introduction to Commerce and Business Management (SS)

This course is designed to introduce the student to the business environment and the functions of business management. Students will achieve a basic understanding of the dynamic nature of today's competitive business world. The course also serves as an excellent survey of business for nonbusiness students. (Business students may take this course only as an elective in their freshman year.)

- three semester hours

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

BUS 230/MAT 201 Business Statistics I
Prerequisite: CIS 132. 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

•BUS 400 Executive in Residence
Open to seniors only - by permission of the instructor
Business executives from different industries will address students on various current issues in business. All functional areas are included, e.g. production, marketing, and finance.
- three semester hours

•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)
Course open to seniors only
A seminar of contemporary problems. Oral and written reports on assigned topics. Discussion of specific problems on local, regional and national levels.
- three semester hours

•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

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

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

ECO 110-111 American Economic Life (SSWC)
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 250 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 theory of consumer behavior, production cost, the pricing of goods and factors, markets and economic welfare.
- three semester hours

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

ECO 330 Economics of Government (SS)
Prerequisite: ECO 101-102
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

ECO 350 Economics of Growth and Development
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

FIN 320 Managerial Finance
Prerequisite: 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

FIN 340 Intermediate Managerial Finance
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, short- and long-term financing and new public offerings.
- three semester hours

FIN 350 Security Analysis and Portfolio Management
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

FIN 360 Global Finance and Economics

Prerequisite: ECO 101-102

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

HRM 301 Introduction to Labor and Human Resource Management (SS)

This course lays the historical, legal and socio-cultural foundation for the study of labor-solving problems in complex organizations involving labor, management, and the government.

- three semester hours

HRM 311 Development and Staffing of Human Resources

Prerequisite: HRM 301

This course studies human resource development, recruiting, staffing, and training in organizations, and a managerial approach to organizational recruitment practices, applicants search, choosing newcomers, and training. Also studied are the impact and evaluation of the staffing and training decisions on employee- and firm-level goals. The course will introduce the student to the scientific, legal and administrative issues surrounding the development and allocation of human resources in both organizations and society.

- three semester hours

HRM 321 Employment Law and Human Resource Policies (SS)

Prerequisite: HRM 301

This course examines the regulation of human resources at both the firm level and the societal level. It begins with a presentation of the common law and its impact on the employment relationship and then proceeds to a review of major pieces of federal, state, and Canadian legislation concerning the employment relationship including, but not limited to, laws protecting employee health and safety, guaranteeing union activity, proscribing discriminatory practices, setting wages, and providing employee social programs. Prompted by the exigency of these laws, emphasis is placed on firm-level policy formation to come into compliance with their provisions.

- three semester hours

HRM 331 Collective Bargaining and Negotiations (SS)

Prerequisite: HRM 301

The course surveys the history, development, structures and process of the American and Canadian labor movements. Attention is directed at union organizing, collective bargaining, dispute resolution, and grievance handling. Instruction in the art of negotiation and consensus building is presented in theoretical and practical terms. All material is presented in its environmental context including the economy, the legal system, and societal values. The pedagogy includes negotiation and grievance handling simulations.

- three semester hours

HRM 341 Reward Systems and Performance Management

Prerequisite: HRM 301

This course studies the reward system, both financial and nonfinancial, in the business enterprise. Financial rewards including the process of job analysis, job evaluation, and market surveys are examined with an eye toward matching with the firm's competitive strategy. Benefit administration and compensation systems for special groups are also presented. Various systems of performance management are studied including individual employee performance appraisals. The nonfinancial reward system is examined in terms of organizational change with emphasis on TQM, QWL, QC, and employee involvement teams.

- three semester hours

HRM 351 Strategic International Human Resource Management

Prerequisite: HRM 301

This course combines the two most current topics of interest in human resource management: strategy and globalization. It examines the link between human resource practices and their impact on firm competitive advantage. This nexus is specifically studied as it relates to the international arena. Topics covered include costing human resources, environmental scanning, mergers and acquisitions, internationalization of HRM, evaluation of the multinational corporation, HRM practices in other countries, the international environment, and the design of HRM functions in other countries.

- three semester hours

HRM 361 Seminar in Human Resource Management

Prerequisite: HRM 301

The profession of labor and human resource management is constantly changing, influenced by forces both internal and external to the firm. This course offers an in-depth view of current issues of concern to the HRM professional and is intended to provide the program the flexibility to remain current. Possible seminar topics include: conflict resolution, transformational leadership, total quality management, supervision, and creativity in organizations.

- three semester hours

LTM 260 Transportation Systems (SS)

An introduction to the field of transportation and logistics management includes an overview of U.S. freight and passenger transportation networks by mode, government transportation policy, and current issues in the field. The importance of transportation in our economy and society is emphasized, and the course can be appreciated by students in all disciplines.

- three semester hours

LTM 310 Business Logistics Management

Prerequisite: MKG 201

The study of the 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

LTM 350 International Transportation and Customs

Prerequisite: LTM 260 or LTM 310

The study of intermodalism, international freight flows, special packaging and handling requirements for export goods, outsourcing, third-party facilitators of exports and imports, and customs regulations. The course addresses the special management challenges of international movements with focus on U.S./Canadian trade and customers.

- three semester hours

LTM 375 Selected Topics in Logistics and Transportation

Prerequisite: LTM 260 or LTM 310

Topics in this course will focus on emerging logistics management practices, in-depth studies of transportation modal issues of current interest, practical discussions of ethical expectations, and reinforcement of communication skills.

- three semester hours

LTM 390 Logistics Technology

Prerequisite: LTM 260 or LTM 310

Utilizing a practical approach to solving logistics and transportation problems, this course employs the case-study method and hands-on exercises with microcomputer-based software currently used in the field. Advanced topics required for effective management and control in transportation and logistics will be presented.

- three semester hours

MGT 271 Management Principles (SS)

Sophomore standing or permission of instructor required

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

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

MGT 320 Managing for Quality

Prerequisite: MGT 271, MKG 201, and MAT 201

Quality products, goods or services result from quality being built into the product. This course investigates those concepts that most encourage production of goods that compete in the international and domestic market on quality as well as in price.

- three semester hours

MGT 375 Operation Management

Prerequisite: BUS 231 and MGT 271

This course analyzes operational problems generally encountered in the planning, organizing, and controlling of conversion systems in both manufacturing and nonmanufacturing, and explains tools and techniques for solving these problems and controlling conversion systems for all types of organizations.

- three semester hours

MGT 390 Management Information Systems

Prerequisite: MGT 271 and CIS 132

Designed to provide the student who is going to pursue a career in business with a foundation in the concepts of management information systems.

- three semester hours

MGT 395 International Management

Prerequisite: MGT 271

This course places strategic management in a global context and examines the uniqueness of international organizational structures and practices. The course emphasizes cultural differences, and the influence on organizational communications, coordination, control, ethics, and social responsibility.

- three semester hours

• 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

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

MKG 305 Product Integrated Marketing Communication Strategy

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

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

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

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

MKG 320 Retailing Principles

Prerequisite: MKG 201

A study of the operations of all major retail institutions; retail selling methods, layout, pricing, service activities, credit and installment retailing, accounting and statistics in retail control.

- three semester hours

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



College of Education

Debra A. Colley, Ph.D., Dean

Mission

To prepare educational and mental health leaders who demonstrate the knowledge, skills, and dispositions needed to serve others and who further the values and practices of their respective professions. We seek to inspire our candidates, in the Vincentian tradition, to individually and systemically foster human learning, development, spiritual well being, and emotional stability in each of the students and clients they encounter.

Goals

The primary goal of the College of Education is to prepare teachers in the theories, methods and practices of effective instruction. The college seeks to achieve this goal by offering professional studies programs in the philosophical, psychological, historical and social foundations of education and in the practice of effective teaching in both regular and inclusion classrooms.

- (1) Professional Knowledge – Teacher candidates must possess a general body of professional knowledge appropriate for teaching in traditional and inclusive classrooms. This body of knowledge includes: historical, theoretical, sociological, psychological, and philosophical backgrounds in the fields of education and special education. In addition, understandings of diversity, student motivation, and typical as well as a typical development are developed. Further, the skills necessary to observe, plan, teach, assess, and evaluate students with varying abilities are addressed.
- (2) Academic Preparation – Teacher candidates must possess academic knowledge in the content areas that they will be expected to teach. This includes not only the comprehension of such information, but also the ability to facilitate learning of content in students with varying abilities.
- (3) Appropriate Uses of Technology – Teacher candidates must possess knowledge and skill in the appropriate use of educational technology.
- (4) Research/Professional Development – Teacher candidates must possess the ability to access and utilize the most current research in the fields of education and special education such that they may continuously update knowledge and practice.
- (5) Clinical Practice – Teacher candidates must demonstrate the application of professional knowledge, academic content, and research based practice to teaching in traditional and inclusive classrooms.

Degree Programs

Degree programs leading to initial certification in adolescent education are offered by the College of Education in English, mathematics, social studies, French, Spanish, biology, chemistry and business education.

Students in childhood education programs must pursue an academic concentration of study in one of the following liberal arts: English, mathematics, social studies, French, Spanish, biology and chemistry.

Reciprocity agreements for teacher certification exist between New York and other states, particularly those adjacent to New York state. Currently, 42 states and Puerto Rico that have reciprocity agreements with New York state for teacher certification. Students interested in teacher certification outside New York state or the Letter of Eligibility in Ontario should consult with the dean 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 English, mathematics, social studies, French, Spanish, biology, chemistry and business education.

Generally, education students are required to take 12 courses or 36 credit hours in the academic concentration.

In order for academic concentrations to meet national accreditation standards, English, mathematics, social studies, biology, and chemistry require more credit hours than the 36 or 30 referred to above. 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.

Academic Requirements

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 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 levels and concentrations.

Program Certification Level	Field Experience Hours Required	Total Credit Hours
Early Childhood and Childhood (Birth - grade 6)	150	120-130
Childhood (grades 1-6)	100	120-123
Childhood and Middle Adolescence (grades 1-9)	150	123-126
Middle Adolescence and Adolescence (grades 5-12)	150	121-133

Adolescence (grades 7-12)	100	120-128
Special Education and Childhood (grades 1-6)	150	126-129
Special Education and Adolescence (grades 7-12)	150	124-135

*Credit hours vary based on the academic concentration

Program and course descriptions for each academic concentration available at the various certification levels listed above may be found in the College of Arts and Sciences and the College of Business sections of this catalog. For detailed descriptions of program curricula, see specific curriculum cards in the College of Education.

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

Transfer credit from an accredited institution may be considered 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 applicable for transfer into undergraduate education programs.

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.

College of Education Curriculum

Bachelor degree programs in the College of Education consist of between 120 and 135 credit hours, depending on the program selected for study.

The general education requirement, 60 credit hours common to all bachelor's degree programs at Niagara University, is described elsewhere and is to be completed through the advisement process. The major academic requirement is specific to each degree program and is described under the appropriate academic department.

Course Restrictions

Three hundred and 400-level education courses are CLOSED to all students except those 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.

Prestudent Teaching Field Experience

All candidates for teacher certification are required to observe the teaching-learning process and tutor in area schools through the Learn and Serve Niagara Program. A minimum of 100 field hours is required prior to student teaching. Transportation is provided for students who do not have their own vehicle. Students start tutoring experiences at the freshmen level and tutor for a minimum of 18 hours each semester. All education students are expected to tutor every semester out in local schools. Students will be provided with five different field experiences that are pertinent to each level of certification. Coursework in each student's professional preparation sequence includes both observation and/or participation in learning activities. Students will be expected to complete all required field experiences before beginning their teaching assistantship. The emphasis of the teaching assistantship (methods) field experience is to ensure that students are exposed to and have experience with various methodological approaches as they relate to actual classroom practice.

Assessment

The College of Education is engaged in the development of authentic assessment processes and procedures. Among these procedures is the required use of portfolios to document student progress. Students are responsible for the design and development of three portfolios during their progress through the teacher preparation program.

- (1) **Phase One Portfolio:** This first portfolio represents documentation of fundamental foundational skills and knowledge that the college believes is prerequisite to success as a classroom practitioner.
- (2) **Phase Two Portfolio:** This second portfolio is designed and developed to document a level of methodological preparedness in areas of theory and practice that is necessary before students are permitted to student teach.
- (3) **Phase Three Portfolio:** The final portfolio is prepared during the student-teaching semester and represents a capstone for students seeking certification. The development of this portfolio should evidence a comprehensive synthesis of what each student has learned and applied during student teaching.

In addition to the required portfolio reviews, candidates for teaching credentials are required to achieve and maintain a QPA of 2.5 in both their academic concentration and in their professional education course work. Students who fail to maintain the required QPA are subject to probation or dismissal from the College of Education.

Student Teaching

Student teaching is a capstone experience that is required of all candidates for teacher certification. Student portfolios, a B in methods, an overall 2.5 QPA and acceptable evaluations in other assessments are required as a prerequisite to be allowed to student teach. Students who do not meet the requirements may be delayed in their student teaching placement.

Student teachers spend an average of 16 weeks student teaching (two placements during one semester). An average of 33 hours each week is spent in the student teaching placement.

Students must substantially complete the academic component of their major prior to placement for student teaching. Any incompletes (I) must be removed from a student's transcript and any failures retaken before permission to register for student teaching is granted. Normally, student teaching will take place in the fall or spring semester of the senior year.

Graduation Requirement

To graduate from the College of Education, it is necessary to satisfactorily complete the student teaching practicum, the three student portfolios and to achieve a 2.5 QPA both in the professional education component and the academic concentration.

Professional Requirement

Baccalaureate degree programs in the College of Education share a common professional requirement of 33 credit hours for the childhood (grades 1-6) and adolescence (grades 7-12) programs, 36 credit hours for the early childhood and childhood (birth to grade 6), childhood and middle adolescence (grades 1-9), and middle adolescence and adolescence (grades 5-12) programs, and 39 credit hours for the special education and childhood (grades 1-6), and special education and adolescence (grades 7-12) programs.

Block I Requirements

(12 credit hours for all programs -- early childhood and childhood (birth to grade 6), childhood (grades 1-6), childhood and middle adolescence (grades 1-9), middle adolescence and adolescence (grades 5-12), adolescence (grades 7-12), special education and childhood (grades 1-6), and special education and adolescence (grades 7-12)).

- EDU 214 Education in a Diverse and Democratic Society
- EDU 236 Human Learning, Development and Motivation (Birth-21)
- EDU 239 Characteristics of Students w/Exceptional Needs
- EDU 271 Foundations of Literacy Instruction

Early Childhood and Childhood (Birth to Grade 6)

For students seeking New York state certification in early childhood (birth-grade 2) and childhood education (grades 1-6):

Block II Requirements (12 credit hours)

- EDU 376 Teaching Language Arts: Birth-Grade 6
- EDU 429 Curricular Applications in the Elementary Inclusive Classroom
- EDU 467 Foundations of Literacy Instruction
- EDU 450 Early Childhood Philosophy and Practice

Block III Requirements (12 credit hours)

- EDU 487 Student Teaching in the Elementary Classroom
- EDU 491 Professional Seminar in Elementary Education

Teaching experience must be at two levels: birth to kindergarten, and grades 1-6

Childhood (Grades 1-6)

For students seeking New York state certification in childhood education (grades 1-6):

Block II Requirements (9 credit hours)

- EDU 376 Teaching Language Arts: Birth-Grade 6
- EDU 429 Curricular Applications in the Elementary Inclusive Classroom
- EDU 467 Methods of Teaching Elementary/Inclusive Education

Block III Requirements (12 credit hours)

- EDU 487 Student Teaching in the Elementary Classroom
- EDU 491 Professional Seminar in Elementary Education

Teaching experience must be at two levels: lower and upper grades of grade range 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) in the specific content area:

Block II Requirements (12 credit hours)

- EDU 376 Teaching Language Arts: Birth-Grade 6
- EDU 429 Curricular Applications in the Elementary Inclusive Classroom
- EDU 467 Methods of Teaching Elementary/Inclusive Education
- EDU 452 Middle Childhood Philosophy and Practice

Block III Requirements (12 credit hours)

- EDU 487 Student Teaching in the Elementary Classroom
- EDU 491 Professional Seminar in Elementary Education

Teaching experience must be at two levels: lower and upper grades of grade range 1-9

Middle Childhood and Adolescence (Grades 5-12)

For New York state certification in middle childhood (grades 5-9) and adolescence education (grades 7-12):

Block II Requirements (12 credit hours)

- EDU 377 Literacy Development across the 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 452 Middle Childhood Philosophy and Practice

Block III Requirements (12 credit hours)

- EDU 481-486 Student Teaching in the Academic Subject Areas of Secondary Education
- EDU 490 Professional Seminar in Secondary Education

Teaching experience must be at two levels: lower and upper grades of grade range 5-12

Adolescence (Grades 7-12)

For New York state certification in adolescence education (grades 7-12):

Block II Requirements (9 credit hours)

- EDU 377 Literacy Development across the 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

Block III Requirements (12 credit hours)

- EDU 481-486 Student Teaching in the Academic Subject Areas of 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 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):

Block II Requirements (9 credit hours)

- EDU 376 Teaching Language Arts: Birth-Grade 6
- EDU 429 Curricular Applications in the Elementary Inclusive Classroom
- EDU 467 Methods of Teaching Elementary/Inclusive Education

Block III Requirements (6 credit hours)

- EDU 465 Psychoeducational Assessment
- EDU 468 Methods of Teaching Children with Special Needs

Block IV Requirements (12 credit hours)

- EDU 488 Student Teaching in the Elementary/Inclusive Special Education Classroom
- EDU 492 Professional Seminar in Elementary/Inclusive Special Education

Teaching experience must be at two levels: lower and upper grades of grade range 1-6, at least one placement in inclusive setting

Special Education and Adolescence (Grades 7-12)

For New York state certification in teaching students with disabilities in adolescence (grades 7-12) and adolescence education (grades 7-12):

Block II Requirements (9 credit hours)

- EDU 377 Literacy Development across the 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

Block III Requirements (6 credit hours)

- EDU 465 Psychoeducational Assessment
- EDU 470 Methods of Teaching Adolescents with Special Needs

Block IV Requirements (12 credit hours)

- EDU 471-475 Student Teaching in the Secondary Academic Subject Areas Inclusive Classroom
- EDU 493 Professional Seminar in Secondary Inclusive Special Education

Teaching experience must be at two levels: lower and upper grades of grade range 7-12, at least one placement in inclusive setting

Advisement

Students in the College of Education are assigned two advisers, 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 adviser will sign the course registration card and the education adviser will also sign the card. Both signatures are required on the course registration card before the student may register for courses each semester. The education adviser's signature on the course registration card is required before the student may register for courses each semester.

New York State Teacher Certification Examination (NYSTCE)

Graduates of the College of Education seeking initial certification in New York state must pass the three NYSTCE examinations, one in liberal arts (LAST) one in professional education (ATS-W), and one in the content specialty (CST). It is advisable to take the liberal arts test (LAST) by the end of the sophomore year, the content specialty test (CST) after content concentration, and the professional education test (ATS-W) after methods.

Title II Reporting - As reported in the 1999-2000 Annual Institution Report, 98% of Niagara University's program completers passed the LAST and 97% passed the ATS-W.

Booklets and applications for the NYSTCE are available in the dean's office, O'Shea Hall, Room B-9.

Child Abuse Identification and Reporting Seminar, Violence Prevention Seminar, and Fingerprinting Requirements

The students seeking first-time certification in teacher education must complete the two-hour Child Abuse Seminar and two-hour Violence Prevention Seminar. These are generally provided as part of the student-teaching professional seminar.

Effective July 1, 2001, the Schools Against Violence in Education (SAVE) 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).

Accreditation

The degree programs offered by the Niagara University College of Education are accredited by the National Council for Accreditation of Teacher Education (NCATE).

Additional information regarding the Niagara University College of Education may be found on the Internet at www.niagara.edu/education.

Department of Education

Robin W. Erwin Jr., Ph.D., Chairperson

www.niagara.edu

Courses

•indicates courses which cannot be challenged.

EDU 198 Introduction to Computers and Programming for Teachers (also CIS 198)

An introduction to computers and their use in schools. Designed as a first course for teachers, emphasis is placed upon fundamental concepts and their application in education. Students will use and write programs relating to the subject matter of their interest. Programs will be written in the BASIC language. No prior experience with computers is assumed. The fall semester of this course is for teacher education students in general. The spring semester is for business education students.

*- three semester hours
- not offered in 2001-2003*

EDU 199 Advanced Programming in BASIC for Teachers (also CIS 199)

This course for teachers will concentrate on structured programming in the BASIC language. Emphasis will be placed on the development and use of programs suitable to the teaching areas of the participants.

*- three semester hours
- not offered in 2001-2003*

EDU 214 Education in a Diverse and Democratic Society

This course is a reflective examination of the educational system in the United States and includes the psychological, historical, philosophical and sociological realities that affect, and are affected by, schooling. Moreover, the current system in New York state, with its emphases on learning standards, inclusion, diversity, standardized testing and alternative assessment, collaboration, service learning, school-to-work, diversity and multicultural education, is at the heart of the course. Instructional issues, such as active learning, classroom management, and the use of technology are introduced. Legal issues, including the rights of parents, teachers and students are examined. The impacts of social issues, such as racism, classism and sexism, are addressed. Finally, affective issues such as character education and emotional intelligence are considered. Prospective teachers begin the process of portfolio development and get their first direct urban field experience in this course.

- three semester hours

EDU 228 Multiculturalism in 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. Once sensitized, prospective teachers will explore ways (in a constructivist environment) to appropriately instruct students with cultural, ethnic, gender, racial, physical, and mental differences. Eighteen hours of service in the Learn and Serve Program are required.

- three semester hours

EDU 234 Understanding the Adolescent

This course is designed to provide the student with 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-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, pre-adolescence and adolescence will be focused upon so that the future teacher will have a better understanding of students' experiences as they progress toward maturity. Preservice teachers will be required to participate in a Learn and Serve field experience in public schools 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 Characteristics of Students with Exceptional Needs

The course introduces the prospective teacher to the characteristics of students with physical, cognitive and emotional/behavioral challenges. Focus will be on the identification of the student's individual needs and the introduction to the individual education plan (IEP). Prospective teachers are expected to participate in the Learn and Serve Program and develop their portfolio entries related to the characteristics of students with special needs and the strategies to provide for their needs in the schools.

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 the New York State Learning Standards or Ontario Expectations 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.

- three semester hours

EDU 372 Reading Disabilities: Diagnosis and Correction

Teacher candidates use a variety of diagnostic procedures to identify specific reading problems and make corrective interventions, using commercial and teacher-made materials appropriate for both traditional classrooms and alternative/special programs. The course includes significant field experiences through the Learn and Serve Program in local schools and the preparation of materials for a course portfolio.

- three semester hours

- not offered in 2001-2003

EDU 375 Constructing Diagnostic Reading Materials for Content Subjects

Teacher candidates develop instructional materials in content areas (such as social studies, science, and math) which apply both generic and content specific reading skills and study strategies. The course includes significant field experiences through the Learn and Serve Program in local schools and the preparation of materials for a course portfolio.

- three semester hours

- not offered in 2001-2003

EDU 376 Teaching Language Arts: Birth - Grade 6

This course provides preservice teachers with an integrated approach to teaching the language arts: reading, writing, listening, and speaking. In addition to these four commonly accepted language arts addressed in the New York State Learning Standards, viewing and representing will also be addressed. Course topics include the reading and writing processes; teaching students about words; reading and writing journals, stories, information, and poetry; spelling, handwriting, and grammar; listening to learn; aesthetic and efferent talk; and drama. All topics are examined with respect to meeting the needs of diverse learners guided by ongoing assessment of student progress.

- three semester hours

EDU 377 Literacy Development Across the Secondary Curriculum

This course provides preservice teachers with strategies for integrating the language arts (listening, speaking, reading, writing, viewing visual works and constructing visual works) into the instruction of their specific academic disciplines, such as social studies or science. 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.

- 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 Curricular Applications in the Elementary Inclusive Classroom

This course defines the scope and sequence of the elementary school curriculum, and the developmental learning of students in grades 1-6. Preservice teachers will view the understanding of student learning within a constructivist framework which emphasizes students' knowledge and experience that they bring to the classroom and how to build on that knowledge. Preservice teachers will learn how to implement the New York State Learning Standards and Ontario Expectations, assess student learning, and understand how technology enhances the development of student knowledge. Preservice teachers will also develop lesson plans which will engage learners of diverse background and need.

- three semester hours

EDU 450 Early Childhood Philosophy and Practice

This course is designed to provide preservice teachers with a comprehensive study of early childhood educational philosophy, curriculum, and programming. The course will focus on early childhood development, learning, motivation, and exceptionality. Exemplary early childhood education models will be examined. The Learn and Serve field experience during this course will take place in an early childhood educational setting.

- 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 Learn and Serve 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 preservice 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, social-emotional 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 the Learn and Serve Program and work with school age children who have disabilities.

- three semester hours

EDU 460 Methods of Teaching in Secondary Education (with 30-hour practicum in the schools)

This course is designed to provide preservice teachers with the knowledge, skill, and experiences necessary to plan, deliver and assess effective standards-based 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. Analysis is also made of the socialization process facing new teachers in secondary settings.

During this course, the program requirement is a 30-hour teaching assistantship in local schools and successful completion of a portfolio. This course is to be taken concurrently with the special methods course. A great deal of emphasis is placed on the student's portfolio, which contains evidence of achievement and understanding in both courses; it is also used as a vehicle to earn student teaching placements.

- three semester hours

EDU 465 Psychoeducational Assessment

This course provides an introduction to both standardized psychoeducational assessment procedures and authentic assessment processes. The course focuses upon the teacher as a facilitator of the learning/assessment process with responsibilities to continually monitor student progress through both types of assessment strategies. Preservice teachers in the course will be guided in the development of criteria for selecting or designing appropriate assessment strategies in the classroom while learning about portfolios. Preservice teachers will also be able to explain the special education referral process, multidisciplinary team decisions and resulting intervention strategies to be implemented in an inclusion classroom. Students are also required to be part of the Learn and Serve Program in the public schools.

- three semester hours

EDU 461-466 Special Methods of Teaching in the Academic Subject Areas of Secondary Education

The following courses are three credit hours each and are to be taken concurrently with EDU 460 providing the preservice teacher with experiences that combine general teaching strategies with components of specific subject methods and field experiences. Each course deals with the concerns of its own particular academic area (for example, laboratories in science, values issues in social studies) and the general issues of technology, grade-level curricular specificity, classroom management, multicultural content and the construction of tests and other assessments. Students' portfolio entries will evidence their growth in developing lesson plans with a variety of teaching strategies specific to the content area.

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

EDU 467 Methods of Teaching Elementary/Inclusive Education

This course is designed to provide the preservice teachers with knowledge and skills for strategies in the development of appropriate teaching methods in curriculum development and planning, classroom management, and student assessment. Preservice teachers will develop lesson plans as aligned with the New York State Learning Standards and Ontario Expectations using a variety of teaching strategies to engage students of diverse backgrounds and needs. Portfolio entries will continue to evolve as the prospective teachers evidence their growth in developing lesson plans. A 30-hour practicum is an integral part of this course.

- three semester hours

EDU 468 Methods of Teaching Children with Special Needs

The course provides the preservice 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. Preservice 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.

- three semester hours

EDU 469 Middle Level Philosophy, Curriculum and Methods of Instruction

Provides the student with a comprehensive study of middle level philosophy, curriculum, instructional methodology and programming. Research on middle level education and the effects on adolescents of curricular design and unique methodological alternatives will be examined. The course will require a clinical component in a middle-level school.

- three semester hours

**EDU 470 Methods of Teaching Adolescents
with Special Needs**

The course provides the preservice teacher with the opportunity to examine and experience how modifications to the secondary curriculum are made to meet the needs of students with physical, cognitive and emotional/behavioral challenges as outlined in the New York State Learning Standards. Focus will be on the development of the individualized education plan (IEP) and its implementation. Preservice teachers will develop the ability to create appropriate modifications and transition plans through the use of a variety of teaching strategies including technology and cooperative learning.

- three semester hours

**EDU 471 Student Teaching in the Secondary/
English Language Arts Inclusive Classroom**

This field experience is designed to enable teacher candidates to develop competence in teaching secondary school age students with and without disabilities in the English/language arts inclusive classroom. Teacher candidates are expected to demonstrate attitudes, knowledge and skills essential to effective teaching consistent with New York State Learning Standards and Ontario Expectations. 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 472 Student Teaching in the Secondary/
Foreign Languages Inclusive Classroom**

This field experience is designed to enable teacher candidates to develop competence in teaching secondary school age students with and without disabilities in the foreign languages inclusive classroom. Teacher candidates are expected to demonstrate attitudes, knowledge and skills essential to effective teaching consistent with New York State Learning Standards and Ontario Expectations. 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 473 Student Teaching in the Secondary/
Mathematics Inclusive Classroom**

This 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 attitudes, knowledge and skills essential to effective teaching consistent with New York State Learning Standards and Ontario Expectations. 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 474 Student Teaching in the Secondary/
Science Inclusive Classroom**

This field experience is designed to enable teacher candidates to develop competence in teaching secondary school-age students with and without disabilities in the science inclusive classroom. Teacher candidates are expected to demonstrate attitudes, knowledge and skills essential to effective teaching consistent with New York State Learning Standards and Ontario Expectations. 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 475 Student Teaching in the Secondary/
Social Studies Inclusive Classroom**

This field experience is designed to enable teacher candidates to develop competence in teaching secondary school-age students with and without disabilities in the social studies inclusive classroom. Teacher candidates are expected to demonstrate attitudes, knowledge and skills essential to effective teaching consistent with New York State Learning Standards and Ontario Expectations. 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 481 Student Teaching of English Language Arts

This field experience is designed to allow teacher candidates the opportunity to develop competence in teaching English/language arts at the secondary level. Teacher candidates are expected to demonstrate attitudes, knowledge, and skills essential to effective teaching consistent with New York State Learning Standards and Ontario Expectations. 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 482 Student Teaching of Foreign Languages

This field experience is designed to allow teacher candidates the opportunity to develop competence in teaching foreign languages at the secondary level. Teacher candidates are expected to demonstrate attitudes, knowledge and skills essential to effective teaching consistent with New York State Learning Standards and Ontario Expectations. 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 483 Student Teaching of Mathematics

This field experience is designed to allow teacher candidates the opportunity to develop competence in teaching mathematics at the secondary level. Teacher candidates are expected to demonstrate attitudes, knowledge and skills essential to effective teaching consistent with New York State Learning Standards and Ontario Expectations. 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 484 Student Teaching of Science

This field experience is designed to allow teacher candidates the opportunity to develop competence in teaching science at the secondary level. Teacher candidates are expected to demonstrate attitudes, knowledge and skills essential to effective teaching consistent with New York State Learning Standards and Ontario Expectations. 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 485 Student Teaching of Social Studies

This field experience is designed to allow teacher candidates the opportunity to develop competence in teaching social studies at the secondary level. Teacher candidates are expected to demonstrate attitudes, knowledge and skills essential to effective teaching consistent with New York State Learning Standards and Ontario Expectations. 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 486 Student Teaching of Business Education

This field experience is designed to allow teacher candidates the opportunity to develop competence in teaching business at the secondary level. Teacher candidates are expected to demonstrate attitudes, knowledge and skills essential to effective teaching consistent with New York State Learning Standards and Ontario Expectations. 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 487 Student Teaching in the Elementary Classroom

This field experience is designed to enable teacher candidates to develop competence in teaching children of elementary school age. Teacher candidates are expected to demonstrate attitudes, knowledge and skills essential to effective teaching consistent with New York State Learning Standards and Ontario Expectations. 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 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 attitudes, knowledge and skills essential to effective teaching consistent with New York State Learning Standards and Ontario Expectations. 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 490 Professional Seminar in Secondary 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 secondary 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 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/ Inclusive 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/ Inclusive Special Education

This course is designed to provide the 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 secondary/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



College of Hospitality and Tourism Management

HOTEL MANAGEMENT
RESTAURANT MANAGEMENT
TOURISM MANAGEMENT
RECREATION/SPORTS MANAGEMENT

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On February 8, 2001, the Institute of Travel, Hotel and Restaurant Administration became a college of Niagara University now known as the College of Hospitality and Tourism Management. This makes Niagara's College of Hospitality and Tourism Management only the fourth college of hospitality and tourism in the country. This change in status is consistent with the objective of making this program into a leading national and international program in hospitality and tourism.

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 and tourism and recreation 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 recreation-related industries. The professional curriculum and cocurricular activities of the college support this objective by integrating technology, leadership, and practical experiences within a global industry context. The college, within the scope of its educational mission, strives to obtain the resources necessary to maintain a leadership role in integrating technology across the curriculum.

All students encounter practical learning opportunities through a required industry experience requirement, broad co-op opportunities, and course work that integrates theory with practice. The college, striving to achieve true internationalization of the curriculum, is a national leader in study abroad.

The students are the first priority of the college, guiding all our actions. Teaching is our primary focus, and faculty enrich 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 curriculum and learning environment that gives students a variety of experiences and skills necessary to assume leadership positions in today's fast-changing hospitality and tourism industry. 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. The curriculum provides a comprehensive body of knowledge about the hotel, restaurant, recreation, 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.

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, and assists local industries through classroom projects.

The college's programs provide courses and industry experiences that prepare students for productive roles in chosen careers. All students must complete an 800-hour industry experience requirement. Students may also participate in our customized study abroad program – a leading national program in study abroad that enrolls more than 40 percent of our students at our partner school in Switzerland.

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 composed of courses in each 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 and Restaurant Planning and Control
Foodservice Management

- B.S. degree, tourism and recreation management

Concentrations in:

Tourism Marketing
Recreation and Sports Management

The College of Hospitality and Tourism Management provides students with course work in all aspects of the industry: hotel, foodservice, recreation, and tourism – all held together by customer service. Students are provided the broadest possible educational experience within a current technological 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. The 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.

ACPHA was established by the International Council on Hotel, Restaurant and Institutional Education (CHRIE) for accrediting baccalaureate degree granting programs in the hospitality and tourism industry. Currently, only 33 baccalaureate programs are accredited nationwide.

Hotel and Restaurant Management

Concentrations:

Foodservice Management

Hotel and Restaurant Planning and Control

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 business environment core developed with specialized emphasis on the unique technological, managerial, and analytical requirements of managers and executives in the hotel and restaurant industries.

Hotel and restaurant industry recruiters stress the need for graduates to possess both theoretical and practical skills and 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 are technology-based projects. The hotel/restaurant core 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 through achievement of a concentration in either foodservice management or hotel and restaurant planning and control.

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, restaurant management, dining room management, casino and resort management, catering management, convention services management, in-flight catering, and business ownership, just to name a few. Upon graduation, students may also pursue graduate studies.

B.S. - Hotel and Restaurant Management

	Units
Liberal Arts Requirement	20
<i>See General Education</i>	
Foundation Courses	9
Distribution Courses	11
MAT 201 Business Statistics	1
CIS 132 Intro. to Bus. App.	1
SPK 101 Public Speaking	1
Natural Science (CHE 107)	1
Social Science	1
Humanities	1
Diversity	1
Electives in any disciplines in the arts and sciences	4
Major Requirement	20
School Core	8
HRT 100 Intro. to Hotel/Rest. & Rec/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 Mgt.	
HRT 496 Senior Seminar*	
*(800 Hr. Practicum requirement must be satisfied prior to registering for HRT 496)	
ECO 100 Introduction to Economics	
Hotel and Restaurant Management Core (MHR)	5
MHR 241 Foodservice Operations	
MHR 341 Food Preparation Principles	
MHR 346 Marketing of Hotels & Rest.	
MHR 347 Managing Complex Hotel Sys.	
MHR 435 Strategic Mgt. in Hotels & Rest.	
Concentration Courses	4
Hotel & Restaurant Planning & Control	
MHR 351 Finance and Capital Budgeting	
MHR 352 Managerial Accounting for Hotels & Restaurants	
MHR 420 Analytical Methods of Planning for Hotels & Restaurants	
HRM 321/331/341 or MHR 388	
Foodservice Management	
MHR 343 Menu Planning & Commercial Food Production	
MHR 359 Foodservice Layout & Design	
MHR 388 Food & Beverage Cost Control	
MHR 398 Foodservice Purchasing	

Elective Courses

4

Any concentration course outside your concentration, study-abroad courses, and these courses

HRT 230	Travel Agency Operations
HRT 290	Tour Industry Management
HRT 330	Cultural Geography
HRT 355	Resort, Club and Casino Mgt.
HRT 401 & 402	Honors Thesis I and II
HRT 419	Seminar on NYS Tourism
MHR 441	Special Topics in HRM
TRM 441	Special Topics in TRM
HRT 451& 452	Disney Internship (3) or (6)
HRT 493	Hospitality Co-op
HRT 499	Independent Research

Tourism and Recreation Management

Concentrations:

Recreation and Sports Management

Tourism Marketing

Program Statement

The tourism and recreation management 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 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 they can 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.

Tourism and Recreation Management

	<i>Units</i>
Liberal Arts Requirement	20
<i>Same as hotel and restaurant management major</i>	
Major Requirement	20
School Core	8
<i>Same as hotel and restaurant management major</i>	
Tourism and Recreation Management Core (TRM)	5
TRM 258 Contemporary Leisure & Rec. Concepts	
TRM 360 Tourism Information Technology	
TRM 380 International Tourism & Recreation Geography	
TRM 450 Research Methodologies	
TRM 487 Marketing of Tourism and Recreation	
Concentration Courses	4
Tourism Marketing	
TRM 340 Special Interest Tourism Marketing	
TRM 399 Planning & Development of Tourism Ventures	
TRM 485 Internet Marketing of Tourism Services	
TRM 495 International Destination & Convention Mktg.	
Recreation and Sports Management	
TRM 370 Attractions & Events Management	
TRM 395 Recreation and Sports Programming	
TRM 444 Recreation and Sports Law	
TRM 475 Sports Management	

Elective Courses

Any concentration course outside your concentration, study abroad courses, and these courses:

HRT 230	Travel Agency Operations
HRT 290	Tour Industry Management
HRT 330	Cultural Geography
HRT 355	Resort, Club and Casino Mgt.
HRT 401 & 402	Honors Thesis I and II
HRT 419	Seminar on NYS Tourism
MHR 441	Special Topics in HRM
TRM 441	Special Topics in TRM
HRT 451& 452	Disney Internship (3) or (6)
HRT 493	Hospitality Co-op
HRT 499	Independent Research

Minors

Hotel Management

HRT 100	Intro. to Hotel/Rest. & Rec/Tourism Industries
MHR 341	Food Preparation Principles
MHR 346	Marketing of Hotels & Rest.
MHR 347	Managing Complex Hotel Sys.
HRT 355	Resort, Club and Casino Management

Restaurant Management

MHR 241	Foodservice Operations
MHR 341	Food Preparation Principles
MHR 343	Menu Planning & Commercial Food Production
MHR 359	Foodservice Layout & Design
MHR 398	Foodservice Purchasing

Tourism Management

HRT 100	Intro. to Hotel/Rest. & Rec/Tourism Industries
TRM 380	International Tourism & Recreation Geography
TRM 399	Planning & Development of Tourism Ventures
TRM 485	Internet Marketing of Tourism Services
TRM 487	Marketing of Tourism and Recreation

Recreation & Sports Management

HIS 252	Sports in America
TRM 370	Attractions & Events Management
TRM 395	Recreation and Sports Programming
TRM 444	Recreation and Sports Law
TRM 475	Sports Management

Courses

•indicates courses which cannot be challenged.

HRT 100 Introduction to the Hotel/Restaurant and Recreation/Tourism Industries (SS)

This course introduces the students to the history, function, and structure of the travel, hotel, restaurant, and recreation industries. Students will be introduced to the structure of industry components, and current issues and opportunities will be analyzed utilizing industry speakers.

- three semester hours

HRT 140 Management and Leadership

This course is designed to provide basic information about management and leadership techniques in the hospitality and tourism industry. 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 and tourism industries to enhance understanding of theories and concepts.

- three semester hours

HRT 202 Accounting Principles II

This course is the second semester of an introductory course 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. Applications to the hospitality and tourism industries enhance understanding of theories and concepts.

- three semester hours

HRT 230 Travel Agency Operations

The course covers the management and marketing aspects of operating a retail travel agency. It examines the interrelationship between the traveler, suppliers, and destination support facilities. Control documentation, sources of information and operating techniques are studied.

- three semester hours

HRT 244 Hotel and Tourism Law

An investigation of the legal aspects and responsibilities involved in selling hotel, restaurant and travel services. Study will include the seller-purchaser relationship and subsequent liabilities. Case histories, court decisions, and legal precedents and their resultant impacts on the industry are analyzed.

- three semester hours

HRT 253 Human Resource Management

Scope includes organization and personnel needs particular to the hospitality, tourism, and recreation industries. Examines personnel 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, moral, motivation, labor laws, and labor relations.

- 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 in 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 for a systematic approach to compare cultures, cultural traits, and culture's impact 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 355 Resort, Club and Casino Management

Investigates the general administrative procedures in seasonal and year-round resorts, clubs, and casinos by focusing on their unique characteristics and requirements of the leisure industry. 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

HRT 401 and 402 Honors Thesis I and II

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 419 Seminar on New York State Tourism

The course involves an intensive investigation of a specific topic relevant to tourism in New York state. The topic could relate to certain demographic trends affecting the tourism and hospitality industry; legal aspects impacting on operations, planning and development issues, environmental impacts, historic preservation, etc. The course will culminate in a two-day seminar, open to the public, on a theme linked with the topic explored in the course. Students will take full responsibility of course contents, conference organization, conference programming, publication of conference proceedings, and evaluation.

- three semester hours

***HRT 451 and HRT 452 Disney Internship**

Prerequisite 2.5 QPA and being selected to participate.

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 semester hours
summer credit – three semester hours

***HRT 493 Hospitality Co-op**

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.

- three semester hours

***HRT 496 Senior Seminar**

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.

- three semester hours

***HRT 499 Independent Research**

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.

- three semester hours

MHR 241 Foodservice Operations

A course with special emphasis on the institutional aspects of food & 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. Covered are subjects such as 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

A study of various foods, basic food preparation principles, cooking methods, food storage, and equipment and sanitation. Includes 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.

- three semester hours
1 semester hour lab

MHR 343 Menu Planning and Commercial Food Production

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 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

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 as 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 352 Managerial Accounting for Hotels and Restaurants

This course builds methodologies for the use of accounting information to make managerial decisions in the hotel and restaurant industries. Emphasis is placed on aspects of control available to managers who seek strong financial performance. Topics include financial statement analysis and control, cost and pricing models, budgeting, leasing, income taxes and uniform system of accounts for the industries.

- 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 service area are discussed. Also included are criteria for selection and costs involved in different forms of layout and design.

- three semester hours

MHR 388 Food and Beverage Cost Control

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 398 Foodservice Purchasing

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 420 Analytical Methods of Planning and Control

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. These techniques are then applied through the use of a computer simulation game where groups of students manage competing hotels.

- three semester hours

***MHR 435 Strategic Management in Hotels and Restaurants**

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 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

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 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, non-profit, 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 395 Recreation & Sports Programming

This course provides students with an understanding of recreation and sports programming practices including planning objectives, programming principles, organization, group facilitation, promotion, supervision, and program evaluation. By combining current programming processes with professional applications the student will gain a deeper understanding of the challenges inherent in determining and providing appropriate recreation opportunities.

- three semester hours

TRM 399 Planning & Development of Tourism Ventures

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 444 Recreation & Sports Law

As more time is spent globally on recreation and leisure, it is crucial for these service providers to fully understand how laws and regulations will affect the way they conduct business. This introductory law course explores legal issues relevant to recreation and sports enterprises as leisure service providers. The course explores the legal duties and obligations created between recreation/sport related companies and their customers as well as the general public. The unique legal problems of recreational and/or sporting facilities, both amateur and professional will be fully introduced and explored. Of particular interest to students will be the laws of agency and contracts. The law of agency is particularly important to professional athletes, and professional agents must also understand contractual language.

- three semester hours

TRM 450 Research Methodologies

Although many of our graduates will not be conducting sophisticated research as a manager in business organizations, they will have to read and analyze research reports produced by researchers and make decisions based on those reports. The main purpose of this course is to acquaint students with various aspects of research methodology. It will show the students how research is conducted, step by step, and will also discuss the pitfalls in conducting research and examine some of the most popular statistical analyses and their significance. Finally, the course will illustrate how a research report is written and consequently how it should be interpreted. Emphasis will be on the understanding and interpretation of research results.

- three semester hours

TRM 475 Sports 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

TRM 485 Internet Marketing of Tourism

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 495 International Destination & Convention Marketing

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



College of Nursing

Dolores Bower, R.N., Ph.D., Dean

www.niagara.edu/Nursing

Goals

Upon completion of this program the graduate will:

- (1) Synthesize knowledge from the liberal arts, sciences, and nursing as a basis for nursing practice.
- (2) Implement the nursing process with culturally diverse individuals, families, and communities to promote, maintain, and restore optimal health.
- (3) Collaborate with health care providers and clients in the planning and delivery of health care.
- (4) Utilize critical thinking as a basis for making professional practice judgments.
- (5) Demonstrate responsibility and accountability for nursing practice through continued learning and professional development.
- (6) Implement leadership role in meeting goals in nursing and health care.

The philosophy guiding the faculty of the College of Nursing is based upon the belief in the holistic nature of man as an open system in transaction with the environment. This belief includes an awareness of and a respect for an individual's unique characteristics – intellect and free will with the right to participate in decisions which influence one's life and health.

The focus is on goal attainment, leading to a state of health which facilitates the ability to function within a social system.

Education at its highest level provides formal programs for individuals to acquire knowledge and to develop concepts and skills to prepare them for the world of living and the world of work. The faculty believes that learning occurs within the individual, therefore the student must be actively and intellectually involved in the learning process. The teacher provides the opportunity, stimulation, assistance and guidance for the student to learn at his or her own pace and according to his or her own learning style. Direction is provided for the student to achieve individual and professional goals.

The faculty believes that nursing is a profession designed to meet the health care needs of society. As health care providers, professional nurses purposely interact with clients to mutually establish goals and to explore and agree upon means to achieve goals. Professional nurses assume responsibility for their actions, for the maintenance of high standards of practice, and for personal and professional development.

Degree Program and Licensure

NOTE: The board of trustees voted in January 2000 to discontinue the university's nursing program in December 2002. The decision provided students enrolled at that time the opportunity to graduate. While no new freshmen are being accepted into the program, applications from transfer students and from students seeking readmission to the nursing program will be evaluated to determine if requirements can be met by December 2002.

The College of Nursing offers a major in nursing leading to a bachelor of science (B.S.) degree. The graduate is eligible to apply for admission to a licensure examination for registered nurses. Licensure in New York state may be delayed if a student has been convicted of a crime, felony or misdemeanor.

Advanced Placement in the College of Nursing

The College of Nursing will grant advanced placement for credit earned in freshman English and introductory psychology through advanced placement high school courses or examinations. Other courses offered at the discretion of the dean. Credit earned for course work or advanced placement examinations in first-level college courses may not be applied toward fulfillment of upper division electives. Applicants planning to take any advanced placement examination should check with the dean of the College of Nursing first to make certain it is applicable to the degree program.

Minimum Entry Requirements

In addition to general admission requirements given in the chapter on admission, the student applying to the College of Nursing must ordinarily have obtained a high school average of 83 percent or better and rank in the upper two-fifths of his or her class. Three science courses are required including biology, chemistry and/or physics.

Grading

A grade of C or better is required in the following courses and must be achieved before the start of junior-level nursing courses:

		Credit Hours
BIO 212	Microbiology	4
BIO 215	Pathophysiology	3
BIO 231-BIO 232	Human Anatomy and Physiology	8

Students must achieve a 2.5 cum to progress to upper division nursing courses in the junior year. Students will be expected to maintain a 2.5 QPA while in the upper division nursing curriculum. A grade of C+ or better is required in all nursing courses. Progression in the program is contingent on a minimum of C+ in all nursing science courses which are: N350, 351, 352, 353, 354, 460, 461, 462, 463, 485. A nursing science course may be repeated only once. A second grade below C+ in a nursing science course can result in dismissal from the nursing program. (Individual consideration for transfer students will be at the discretion of the dean.)

Curriculum

Every bachelor's degree at Niagara University has a liberal arts requirement and a major requirement. The foundation courses of the liberal arts requirement are common to all such degree programs and consist of 30 semester hours. The distribution courses in the curriculum present the student with a significant exposure to disciplines that support and expand the focus of the professional education. Every student in the College of Nursing must complete successfully 30 semester hours in distribution courses.

The major requirement in the College of Nursing (64 semester hours) includes the essential sciences (BIO 212, BIO 215, BIO 231, BIO 232, PSY 201) which precede nursing courses.

B.S. - Nursing

	Nursing
	Semester Hours
Liberal Arts Requirement	60
<i>See General Education</i>	
Foundation Courses	30
Distribution Courses	30
Social Science	3
Humanities	3
Natural Science	3
Mathematics MAT 102 Statistics	3
Western Civilization	3
Non-Western Civilization	3
Free electives (4)	12
Major Requirement	64
BIO 212 Microbiology and Lab	4
BIO 215 Pathophysiology	3
BIO 231 Human Physiology I	4
BIO 232 Human Physiology II	4
PSY 102 Developmental Psychology	3
NUR 350 Nursing Concepts I: Theoretical Foundations	4
NUR 351 Nursing Practicum I	4
NUR 352 Nursing Concepts II: Developing Family	4
NUR 353 Nursing Practicum II	4
NUR 354 Health Assessment	3
NUR 356 Nursing Implications in Drug Therapy	3
NUR 433 Nutrition and Health	3
NUR 460 Nursing Concepts III: Maturing Family	4
NUR 461 Nursing Practicum III	4
NUR 462 Nursing Concepts IV: Community	3
NUR 463 Nursing Practicum IV	4
NUR 464 Professional Socialization	3
NUR 485 Internship	3

NOTE: Nursing courses require the application of knowledge from the natural and social sciences and are therefore upper division offerings. To be eligible for upper division nursing courses, students must have successfully completed the required courses in physiology, pathophysiology, microbiology, and psychology. Statistics is a prerequisite to the nursing courses.

Accelerated B.S. Option

This program is designed for persons already possessing a baccalaureate degree in another discipline. Entry to the program requires the completion of the following prerequisites:

		Credit Hours
BIO 231-232	Human Anatomy and Physiology	8
BIO 212	Microbiology	4
BIO 215	Pathophysiology	3
PSY 102	Developmental Psychology	3
MAT 102	Statistics	3

Degree requirements are accomplished through full-time study during a 15-month period.

Registered Nurse Completion Program

This program is designed for nurses who have graduated from associate degree college or hospital diploma programs.

Niagara University policies for admission, transfer and advanced standing credit apply. Those registered nurses (RNs) seeking admission to the baccalaureate program are required to meet with the coordinator of the completion program.

Credit received for courses taken in associate degree nursing programs are eligible for transfer toward the major component. Upon successful completion of a validation examination, 20 credits are awarded for courses in diploma programs. This examination is administered by the College of Nursing and is not required to be completed prior to admission. Students may study on a full- or part-time basis. A grade of C+ or better is required in all nursing courses.

*Registered nurses must take these and the following courses:

NUR 376R	Professional Issues and Theory	3
NUR 466R	Families Throughout the Life Span	5
NUR 450R	Research Process in Nursing	3
NUR 470R	Leadership in Professional Nursing	5
	Nursing elective	3

Courses

**indicates courses which cannot be challenged.*

**These courses are designed for the RN Completion Program.*

***NUR 333 Nutrition for Living (NS)**

This course is a beginning study of the physiological functions of nutrients in cellular metabolism including their role in health maintenance and in disease prevention. Nutritional requirements are discussed in relation to physiological need and provide the foundation of the balanced diet. Consideration is given to the cultural, psychosocial, developmental and environmental influences which affect dietary intake of individuals. A balanced diet is discussed as a dynamic rather than a static entity. Nutritional labeling, food safety and alternative nutrition (herbs, phytochemicals etc.) are examined. This scientific approach to the study of nutrition should enable students to make sound nutritional decisions in today's world.

*-three semester hours
-offered in the spring*

•NUR 350 Nursing Concepts I: Theoretical Foundations

This first-level course introduces the basic concept for beginning nursing practice in the role of the nurse as caregiver. The concepts of health and nursing process are presented using Imogene King's theory of goal attainment. In addition, the student will relate concepts of culture, communication, teaching-learning, and leadership to care of the individual. The nursing process will be used to promote health and to restore health of the individual with selected imbalances in health.

- *four semester hours*
- *offered in the fall*

•NUR 351 Nursing Practicum I

This first-level clinical course is designed to combine theoretical knowledge gained in NUR 350 with clinical practice. Skills basic to beginning nursing practice will be taught and an emphasis will be placed on communication between student and client. The student will have opportunities to apply the nursing process in a clinical setting with the adult who is experiencing an imbalance in health.

- *four semester hours*
- *offered in the fall*

•NUR 352 Nursing Concepts II: Developing Family

This second-level course focuses on knowledge and concepts necessary to the nursing process with the individual as a member of the developing family. These concepts are related to the family within a variety of cultures. The family will be viewed as an interpersonal system in which health is promoted and restored. The nursing role behaviors of teaching-learning, communication, and advocacy are emphasized. Ethical and legal issues relevant to the developing family will be introduced.

- *four semester hours*
- *offered in the spring*

•NUR 353 Nursing Practicum II

This second-level clinical course combines theoretical knowledge gained in NUR 352 with clinical practice. The student will apply the nursing process to the care of the developing family to promote and restore health. Leadership incorporating the role of advocate will be introduced in clinical settings. Selected nursing research findings will be utilized to enhance the quality of nursing practice.

- *four semester hours*
- *offered in the spring*

•NUR 354 Health Assessment

This course is designed to provide the student with the knowledge and skill necessary to perform a health assessment for an adult. Knowledge from this assessment is utilized as a data base for planning nursing care. The student must project a teaching plan for the purpose of health promotion. Emphasis is placed on documentation of findings. The student is expected to apply the knowledge and skill gained in this course in all clinical courses.

- *three semester hours*
- *offered in the fall and spring*

•NUR 356 Nursing Implications in Drug Therapy

Content of this course includes an overall view of drugs used for treatment of clinical disorders of clients at all levels of the age continuum. Pertinent information about specific drug classifications, dosage, interactions and nursing implications will be discussed. Nursing responsibilities in the application of drug therapy to the individual will be emphasized by utilization of a case-study approach in class discussions.

- *three semester hours*
- *offered in the spring*

•* NUR 376R Professional Issues And Theory

This course enables the registered nurse to internalize the socialization process of professional nursing addressing professional issues that impacts practice. The concepts of health and nursing processes are presented using Imogene King's theory of goal attainment. Concepts of culture, communication, teaching-learning, and leadership are discussed as they relate to the promotion and restoration of health. The course also allows the student to demonstrate the internalization of norms, values, knowledge and behaviors of the professional nurse.

- *three semester hours*
- *offered in the fall*

NUR 401 and 402 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*
- *offered in the fall and spring*

•NUR 433 Nutrition and Health

This course introduces the student to nutrition and its role in health. Nutrients are discussed in relation to culture, development, and biological, psychosocial, and environmental influences on food intake. Nutritional assessment is the basis for implementing nutritional care in diet modification and education. Emphasis will be placed on biochemical and physiological changes in health and dietary modification.

- *three semester hours*
- *offered in the fall*

•*NUR 450R Research Process in Nursing

This course focuses on developing an awareness of the role of the nurse in participating in systematic research activities specific to the practice environment. The identification of research problems related to the individual, family, group, and community from various cultures are identified. Discussion will focus on implications of scientific inquiry that enhance the ability to recognize, communicate and use knowledge in the provision of care that is unique to nursing.

- *three semester hours*
- *offered in the spring*

•NUR 455 Nursing Process and the Aged Client

This course utilizes a multidisciplinary approach to the understanding of the aging process with focus on the role of the nurse and the aged client. Theory and field experience in health care management in a variety of settings in the community are explored.

- *three semester hours*

•NUR 460 Nursing Concepts III: Maturing Family

This second-level course focuses on knowledge and concepts necessary to apply the nursing process to the care of the maturing family within a variety of cultures. The maturing family will be viewed as an interpersonal system in which health is promoted, restored, and maintained. The nursing role behaviors of psychotherapeutic communicator, change agent, and coordinator are presented. Issues relevant to physical and mental health imbalances and maturing family relationships are discussed.

- *four semester hours*
- *offered in the fall*

•NUR 461 Nursing Practicum III

This second-level clinical course combines theoretical knowledge gained in NUR 460 with clinical practice in the care of the maturing family. The student utilizes contemporary nursing practice in care of the maturing family with selected health imbalances. Professional collaboration with other health care providers will be utilized in the delivery of nursing care. Selected nursing research findings will be applied to enhance the quality of nursing practice.

- *four semester hours*
- *offered in the fall*

•NUR 462 Nursing Concepts IV: Community

This third-level course focuses on the community as a social system. Knowledge and concepts essential for the collaborative role of the nurse will include teaching-learning, research, culture, and communication in a community context. Emphasis will be placed on community health and rehabilitation concepts for the purposes of promoting, restoring, and maintaining health. Current issues and trends relevant to community health will be discussed.

- three semester hours
- offered in the spring

•NUR 463 Nursing Practicum IV: Community

This third-level clinical course combines theoretical knowledge gained in NUR 462 with clinical practice in the care of the community. The student utilizes the nursing process, research findings, and multi-disciplinary collaboration for health promotion, restoration, and maintenance in the community. This course emphasizes levels of prevention for acute and chronic health imbalances.

- four semester hours
- offered in the spring

*** NUR 464 Professional Socialization**

The focus of this capstone course is application of goal attainment theory to the development of professional socialization. The student will address professional issues of a contemporary and future nature. The course allows the student to demonstrate the internalization of norms, values, knowledge and behaviors in development of identity as a professional nurse.

- three semester hours
- offered in the spring

•*NUR 466R Nursing Care of Families Throughout the Life Span

This course focuses on knowledge, concepts and skills necessary to apply the nursing process to the family throughout the life span. Emphasis will be placed on the role of the nurse in promotion, restoration and maintenance of health of families within the community, while the nurse acts as collaborator, advocate and change partner. Ethical and legal issues, communication and teaching-learning, research and cultural influences will be discussed. A clinical practicum will permit students to integrate and apply concepts relative to families within the community.

- five semester hours
- offered in the spring

•*NUR 470R Leadership in Professional Nursing

This course focuses on the knowledge, concepts and processes essential for professional practice as a leader in the health care community. The role of the professional nurse will be explored in relation to: group organization, processes and dynamics, and leadership theories and styles. The health care community will be analyzed as a social system. Emphasis will be placed on the roles of the nurse-leader in the organization, teaching-learning, decision-making, management, and change processes. Current issues and trends relevant to the nursing profession and health care community will be discussed. Interaction with professional nurses during field placement in the community will provide students with the opportunity to integrate and analyze concepts relative to leadership roles.

- five semester hours
- offered in the summer

NUR 485 Internship

This clinical course provides the student with the opportunity to apply learned knowledge and skills, and gain competence and confidence in the practice of professional nursing care. Faculty mentors coordinate concentrated clinical practice under preceptorship in selected areas of nursing. Focus is given to selected activities related to the process of transition from student to professional nurse.

- three semester hours
- offered in the spring

NUR 495 Special Topics in Nursing

- three semester hours

•NUR 499 Independent Study in Clinical Nursing

***Approval for independent study must be granted by the chairperson of the department and the dean. Open to nursing students of junior and senior status.*

An opportunity is given to fulfill the objectives of a required elective through independent study in clinical nursing under the guidance of a faculty mentor. The student must submit a proposal outlining the objectives, methodology and learning experiences of the study and meet all the evaluative criteria established with the faculty mentor.

- three semester hours

***Note: Courses with clinical or field components use a ratio of three clock hours to one semester hour.*

Health

Prior to admission, the university requires documentation of a physical examination and immunization. Students enrolled in junior- and senior-level nursing courses must submit a complete record on forms provided by the College of Nursing by July 1.

Liability

Liability insurance is extended to nursing students via a general university policy. The university legally assumes no responsibility for actions outside the nursing student role.

Membership in Student Nurses Organization

Students are expected to hold membership in the National Student Nurses Association.

Agencies

The following health-related agencies are representative of those which provide clinical laboratory experience for students in the College of Nursing.

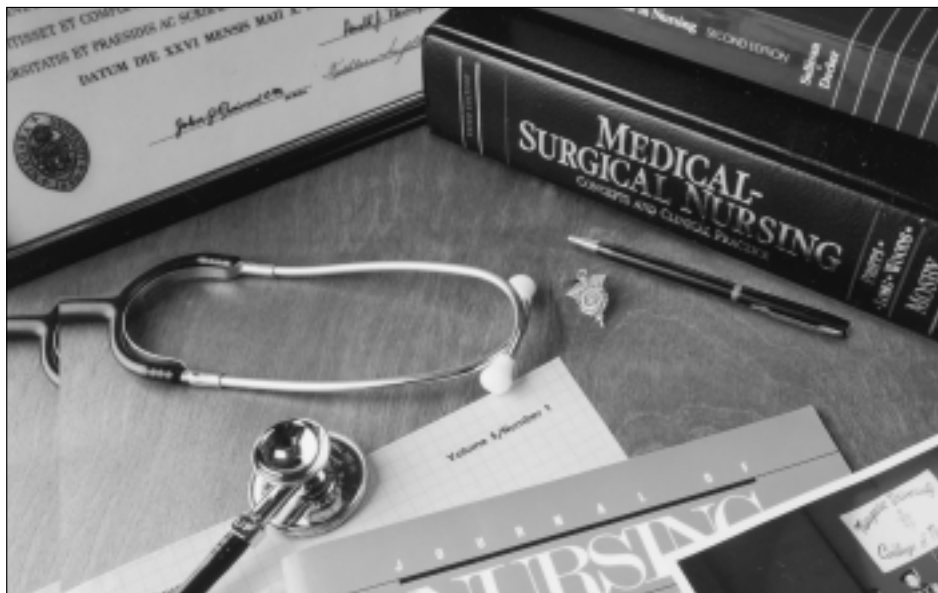
Transportation to off-campus agencies is the responsibility of the student.

Brylin Hospitals
Buffalo General Hospital
Cantilician Center
Center For Joy
Center For Young Parents
Children's Hospital of Buffalo
Community Missions
C.O.P.I.N. House
Erie County Medical Center
Fairchild Manor Nursing Home
First Step Alcohol Crisis Center
Hamilton B. Mizer Primary Care Center
HANCI (Health Association of Niagara County)
Hospice Buffalo, Inc.
Kenmore Mercy Hospital
Millard Fillmore Hospital Health System
Mount Saint Mary's Hospital and Health Center
Niagara Community Center
Niagara County Health Department
Niagara Falls Memorial Medical Center
Niagara Hospice
Roswell Park Cancer Institute
Saint Mary's Manor
Sisters of Charity Hospital of Buffalo
Staff Builders Healthcare Services, Inc.
Tuscarora Indian Reservation
United Cerebral Palsy Association of WNY
Veteran's Administration Hospital of Buffalo
Visiting Nurses Association of Western New York

The College of Nursing is Accredited by:

National League for Nursing Accreditation Commission
350 Hudson Street
New York, New York 10014
Telephone: (212) 989-9993

The College of Nursing baccalaureate program has been granted preliminary approval by the Commission on Collegiate Nursing Education.



University and Departmental Honors Program

Rev. Gregory L. Klein, O.Carm., D. Min., Coordinator

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www.niagara.edu/honors



The goal of the Niagara University honors program is to identify academically talented and motivated students and to assist them in enriching their academic experience by providing the opportunity for intensive individual learning. As a member of the National Collegiate Honors Council, the Niagara University

honors program adheres to the high levels of academic excellence and institutional support of NCHC university member institutions.

The vice president for academic affairs and university honors coordinator extend an invitation to qualified students to apply to the university honors program. Graduating high school seniors must meet two of the following criteria:

- (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 of at least 1100 or ACT composite of 26.

College transfer students with at least 24 credit hours, but fewer than 64 credit hours, must meet the following criteria:

- (1) A grade point average of 3.5 (on a 4.0 scale);
- (2) A willingness to complete a minimum of five honors courses at Niagara University;
- (3) A willingness to complete a two-semester honors thesis in the department major.

Students accepted into the university honors program receive special recognition for their academic achievements. This recognition includes a first-year student ceremony and reception, full and partial scholarship awards, an honors certificate at graduation from the vice president for academic affairs, honors notation on the student's transcript, and commencement recognition. University honors students are eligible for special housing in Clet Hall, which includes study lounges, computer labs and expanded study hours.

University honors students are required to take five of their general education courses in special honors sections: Writing 100, English 100, History 100, Philosophy 206-Ethics, and a religious studies elective. The presentation, delivery and scope of content of these honors sections are tailored to the specific needs and talents of honors students. In addition, 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. Each university honors student is also encouraged to participate in an internship and/or fieldwork experience that complements and shapes the student's program of study.

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 and the university honors coordinator. 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 further information and a university honors student handbook, please contact the university honors coordinator at (716) 286-8453.

Learn and Serve Niagara

Marilynn P. Fleckenstein, Ph.D., Director

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www.niagara.edu/learnservice



The Niagara University experience embodies the altruistic spirit of St. Vincent de Paul. As declared in its mission statement, the university "... seeks to instill in its students a deep concern for the rights and dignity of the human person, especially for the poor, the suffering, the handicapped, and the outcast. It expects that the same concerns will inspire and motivate its faculty and staff in the educative process."

Consistent with its mission, the Learn and Serve Niagara Program was successfully established at the university in 1994 with a grant from the Corporation for National Service. Comprising both a tutoring program and a human needs project; over 5,000 students have participated since its inception while 60 classes have included a service-learning component. Courses are offered in every college of the university and in a variety of disciplines.

Students majoring in education and other areas tutor elementary, middle and high school students at over 50 sites in school districts in Western New York. Five after-school tutoring programs are also conducted and tutors are placed at a number of private and parochial schools in the area. In the academic year 1999-2000, 625 Niagara University students tutored over 3,500 elementary and secondary students, providing over 15,000 hours of service. Niagara University students enrolled in the Department of accounting provide tax preparation assistance to the elderly and the disabled; Microbiology students assist the Town of Lewiston Waste Treatment facility by identifying microorganisms contained in the materials accepted; Communications Studies students in the College of Hospitality and Tourism Management work with clients at the Statler Foundation for the Blind in Buffalo. Niagara University students are involved in a variety of other service-learning projects such as working in local soup kitchens, Habitat for Humanity and the Skating Association for the Blind and Handicapped.

The Niagara University Community Action Program is a part of Learn and Serve Niagara. NUCAP participates in community service and service-learning by sponsoring over 15 one-day activities. These activities allow NU students to host community groups such as children, the developmentally challenged and seniors on campus for a variety of activities. Additionally NUCAP sponsors activities, such as a Valentine's Day party at local nursing homes. In the academic year, 1999-2000, 300 NU students participated in NUCAP events.



Learning Center

Patricia G. Kinner, M.A., Director



The Learning Center, a part of the university's Office of Academic Support, is designed to provide assistance to students through courses, tutoring and a writing center. Academic accommodations for students with learning disabilities are coordinated through The Learning

Center based on documented needs. English as a foreign language instruction is offered in The Learning Center as are workshops and individual sessions to improve students' study habits.

The Learning Center serves as the coordinating department for the university's skills assessment testing program and for academic progress records. The center's services are available to all university students.

Courses

•indicates courses which cannot be challenged.

ENG 193-194 English as a Foreign Language

Designed for foreign students and others for whom English is a second language, 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 them a reasonable expectation of success later in WRT 100, which is required of all undergraduate students. While it is customary for students to complete both ENG 193 and 194, students do not need to have completed ENG 193 before enrolling in ENG 194.

- six semester hours

LSK 020 Intensive Reading

A basic reading course designed to develop reading proficiency, especially the type of reading required of college students. Its primary aim is for students to develop the reading habit and to read confidently and skillfully. The course also covers college study strategies, including reading college textbooks, and vocabulary development.

- noncredit

LSK 040 College Reading and Study Skills

An advanced reading and study skills course that provides instruction in improving literal and analytical comprehension skills, college study strategies, and vocabulary development. Instruction is directly related to the reading and studying that students will do for a content-area course. Note: All students in LSK 040 must also be registered for SSC 110, "Introduction to Social Science."

- noncredit

LSK 045 Vocabulary Enrichment

A weekly seminar designed to increase students' college-level vocabulary and to enhance students' reading and communication skills. Emphasis is given to etymology and to understanding and using words in context.

- noncredit

LSK 098 Writing Workshop

This course is designed to prepare students for the demands of college writing. Students practice a variety of planning, revising, and editing strategies while learning about various modes of writing. Conventions of academic discourse are emphasized.

- noncredit

LSK 095 Basic Math

An individualized course for students who require a review of, or introduction to, basic mathematics. The course is designed to teach the methodology of arithmetic and basic algebra. Topics include fractions, decimals, proportions, percents, and beginning algebra through the solving of basic linear equations that contain rational numbers.

- noncredit

LSK 100 Math Workshop

A course for students who require a review of, or introduction to, basic algebra. Topics include: simplifying and evaluating linear expressions; signed numbers; adding, subtracting, multiplying, dividing, and factoring polynomials; simplifying, adding, subtracting, and multiplying rational expressions; factoring in quadratic expressions; and solving quadratic equations.

- noncredit

Tutoring

Tutoring is provided in many courses at the university. The service is free and the tutors are students who have high academic averages and have taken the course being tutored. To apply, students complete application forms which are available in the center. When a completed request form is received, a tutor will call to arrange a schedule of two hour long meetings per week. All tutors are trained by the professional staff.

English as a Foreign Language

Each semester the university offers instruction in English to both international students and students who come from another language background. Enrollment in the class is restricted to those who have exhibited a need for additional instruction prior to enrollment in Writing 100 or English 100. Those who wish to enroll should make their request at The Learning Center.

University Writing Center

The University Writing Center is located within The Learning Center. Faculty members 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 composing strategies for improving writing skills.

Niagara University Opportunity Program



UOP seeks to make higher education possible for students who are both educationally and economically disadvantaged. NUOP is a comprehensive program designed for those students who have potential for and interest in furthering education but would not ordinarily be admissible to Niagara University 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.

The Niagara University Opportunity Program is funded jointly by the university and the New York State 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 and educationally disadvantaged.”

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. 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 help, 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.



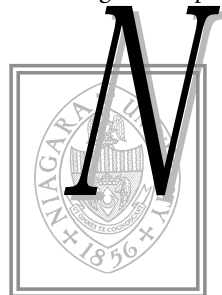
Preprofessional Programs

Prelaw Advisement Program

Peter J. Baxter, J.D./Ph.D., Prelaw Adviser

pjb@niagara.edu

www.niagara.edu/prelaw



Niagara University offers preprofessional programs in prelaw, premedical and pre dental studies.

Goals

In keeping with the advice of the American Bar Association, Niagara University offers prospective law school applicants the opportunity to benefit from a well-rounded liberal arts education while participating in the prelaw advisement program. While there are many law-related courses offered in the departments of political science, criminal justice, and commerce, no one major is necessarily the “ideal” major for law school.

Prelaw advisement at Niagara University 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 help focus their own future. Niagara University students benefit from small class size and from close professional relationships with their professors and with the prelaw adviser. Combined with personal attention and a dedication to excellence, the office of prelaw advisement at NU seeks to make sure 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 the expert advice and exposure that prepare them for their future academic and professional careers.

It is recommended that early in their undergraduate studies, students wishing to pursue a law degree contact the university’s prelaw adviser, Dr. Peter J. Baxter, 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.

Premedical/Dental/Health Professions Advisement Program

Robert S. Greene, Ph.D., Adviser

rsg@niagara.edu

www.niagara.edu/biology

In keeping with the desire of medical schools to have a diversity of interests among their students, there is no fixed premedical curriculum. However, certain courses are required by all medical schools, others are required by some medical schools, and still others are recommended by varying numbers of medical schools. Traditionally, the great majority of students throughout the country that apply to medical schools come from the biology or the chemistry majors. 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 Association of American Medical Colleges and this is an excellent source for all types of pertinent information.

Comments given above in regard to preparation for medicine are generally true for dentistry as well as the other health professions such as optometry, podiatry, 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 premedical, pre dental, or other preprofessional student should consult the university prehealth professions adviser, Dr. Robert Greene, regarding selection of courses and preparation for admission application.

Committee on Recommendations for Premedical and Pre-Health Professions Students

This committee, which is chaired by Dr. Robert S. Greene, professor and chair of the department of biology, is made up of the dean of the College of Arts and Sciences and other individuals chosen from various scholastic areas. All recommendations for prehealth profession 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, and others who may have a sound first-hand basis for appraising the applicant. No other official evaluation will be made unless individual letters are specifically requested by an admissions committee. Should this occur, the applicant should make the request for a particular individual recommendation through the chairman of the committee. The committee welcomes pertinent information from the faculty for use in arriving at the fairest possible evaluation of each candidate.

The Office of the Adviser on Graduate Scholarships

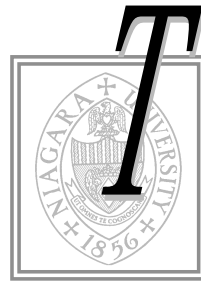
This is a student service designed to assist, by way of counsel and information, students who wish to extend their education beyond the baccalaureate level in graduate or professional schools.

The faculty adviser 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 adviser 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.

Office of External Programs



The primary focus of the Office of External Programs is the development, marketing, implementation and evaluation of noncredit and professional development programs. It supports the academic departments and colleges in the planning of evening, weekend and summer programming and in the delivery of credit programs at satellite locations. The office also oversees the university's conference program.

Summer Session

A variety of classes are offered to current Niagara students, as well as to students enrolled in colleges nationwide returning to the area during the summer. Day, evening and weekend classes are offered. Through these offerings students are provided with the opportunity to accelerate progress toward degree objectives, make up deficiencies, or distribute their course work over a longer period of time.

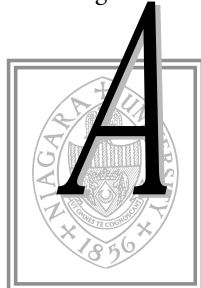


Study Abroad

Bernadette Brennen-Hilts, Study Abroad Coordinator

bmb@niagara.edu

www.niagara.edu/sap



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 adviser as early as their freshman year to plan their international experience. It is important to meet with the study-abroad adviser at least one semester prior to departure.

NU encourages students going abroad to continue matriculation at Niagara. The dean and the study-abroad adviser 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.

N.U.-Affiliated Programs

VST 485 **Lille, France - summer**

VST 486 **Lille, France - semester**
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.

VST 487 **Monterrey, Mexico**
www.itesm.mx/study@itesm

ITESM (Instituto Tecnológico y de Estudios Superiores de Monterrey), also known as Monterrey TEC, is one of the best private universities in all Latin America. TEC is widely known for its excellent degree programs and state-of-the-art facilities as well as its highly developed programs for learning different topics such as: Spanish, business in Mexico and Mexican culture. TEC has campuses in Cuernavaca, Guadalajara, Mazatlan, Mexico City, Monterrey and Queretaro. All offer programs for international students; all have international student advisers and support systems for students from abroad.

VST 488 **Santiago, Chile – semester**

VST 489 **Santiago, Chile – summer**

The newest study abroad center for Niagara University is located 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. At the end of the study-abroad semester, NU students will be able to visit the UST campus in Argentina for a tour of Mar del Plata and the surrounding region.

VST 492 **London, England**
(www.schiller.edu)

A unique study-abroad program was designed for Niagara University students at the central London campus of Schiller International University. 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. Schiller's London campus is located within a short walking distance of Parliament, Westminster Abbey, Buckingham Palace, Trafalgar Square, Piccadilly Circus, the theater district, and the great museums of London.

VST 493 **Seville, Spain**
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.*

VST 494 **Angers, France – semester**

VST 495 **Angers, France – summer**

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, theater, philosophy and theology. Students also have the option to pursue official certification in the French language by the Alliance Francaise and by the French Chamber of Commerce.*

VST 496 Tullamore, Ireland
www.quest-campus.com/combined.html

The Quest program is available to all students in good standing during the spring or fall semesters at Niagara University. The program, housed in Charleville Castle, brings American college students to Tullamore, County Offaly, Ireland, where they learn Irish culture and business skills that are necessary for successful interaction with European businesses. The courses are taught by Irish professors who have been recruited from several Irish colleges. A major advantage of the program is that it focuses on experiential learning and the development of leadership skills. Students can work at internships during their stay in Ireland.

VST 498 Engelberg, Switzerland
www.schiller.edu

A unique study-abroad program has been designed for Niagara University's tourism and hospitality students at the Engelberg, Switzerland, campus of Schiller International University. The program will also accept students from any major during this seven-week summer term abroad. Students learn about different cultures, see issues from a non-U.S. perspective and learn how international students and faculty view America. Classes are scheduled from Monday through Thursday to facilitate weekend travel throughout Europe.

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 adviser.

**Additional information on the Angers and Seville programs is located in the modern and classical languages section on page 95.*

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.
- (2) There are two types of study-abroad programs with which financial aid may be concerned:
 - a. **Niagara University-affiliated programs** (at present Angers, Lille, Seville, London, Engelberg and Tullamore) for which N.U. credit is given. Students enrolled in a Niagara University-affiliated program may be eligible for institutional, federal, and New York state aid.
 - b. **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.





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Members of the faculty and officers for 2001-2003 are listed alphabetically with their highest degree and year of appointment to the full-time faculty of Niagara University.

VINCENT AGNELLO (1979)
Associate Professor of Law
J.D., SUNY Buffalo

KRISTINE AUGUSTINIAK (2000)
Assistant Professor of Education
Ph.D., SUNY Buffalo

ALBERT E. BAGGS (1964)
Professor of History
Ph.D., SUNY Buffalo

ROBERT L. BAILEY (1964)
Associate Professor of Mathematics
Ed.D., SUNY Buffalo

MARK R. BARNER (1995)
Associate Professor of Communication Studies
Ph.D., Ohio University

PETER J. BAXTER (1990)
Associate Professor of Political Science
Prelaw Adviser
J.D., Ph.D. SUNY Buffalo

BRIAN P. BENNETT (2001)
Assistant Professor of Religious Studies
Ph.D., University of Chicago

PREM D. BHARADWAJ (1962)
Professor of Physics
Ph.D., SUNY Buffalo

KEVIN D. BLAIR (1994)
Associate Professor of Social Work
Ph.D., SUNY Buffalo

ALICE BLAKE-STALKER (1997)
Assistant Professor of Education
Ph.D., University of Georgia

WILLIAM L. BOECK (1965)
Research Professor of Physics &
Computer and Information Sciences
Ph.D., University of Notre Dame

DENNIS BONNETTE (1967)
Professor of Philosophy
Ph.D., University of Notre Dame

DOLORES A. BOWER (1996)
Dean, College 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

PETER BUTERA (1985)
Professor of Psychology
Ph.D., Purdue University

FRANK F. CALZI (1990)
Associate Professor of Education
Ed.D., SUNY Buffalo

GERALD CARPENTER (1978)
Professor of History
Ph.D., Tulane University

MAUREEN T. CARR STEVENS (1996)
Assistant Professor of Theater and Fine Arts
M.F.A. University of Illinois at Urbana-Champaign

VICTORIA CARTY (2001)
Assistant Professor of Sociology
Ph.D., University of New Mexico

PEGGY CHOONG (1998)
Assistant Professor of Marketing
Ph.D., SUNY Buffalo

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Ph.D., Cornell University

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