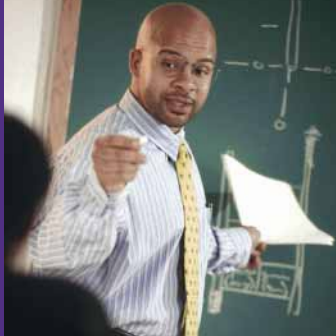


EDUCATION 2020-2021



Check it out at niagarau.ca

NIAGARA
UNIVERSITY
in Ontario



PRESIDENT'S MESSAGE



Welcome to Niagara University. We are delighted that you have chosen to join, or rejoin, our community to further your education at this exciting time in the university's history.

Since its founding in 1856, Niagara University has equipped students with the tools to succeed in a global marketplace through the delivery of high-quality, accredited academic programs in a personalized, cutting-edge learning environment.

Forging reality from vision, Niagara University in Ontario, is evident in our track record of preparing graduates who are highly sought after, advance rapidly in their careers, and make a marked impact on their professions and within their communities.

As a graduate student at Niagara University, you'll be immersed in outstanding academic programs that emphasize one-on-one learning with accomplished faculty. Our professors are masterful teachers who adeptly combine research and theory with hands-on, practical application. This approach is a major reason why NU's graduate degrees are well-respected on both sides of the international border — and worldwide.


Today, more and more graduate students are coming to NU from around the world, which speaks to our esteemed reputation and adds to the cultural richness, international perspective and diversity of your academic experience.

You'll also have peace of mind knowing that our programs have continuously met or exceeded the highest standards of prestigious national and international accrediting agencies. Our College of Business Administration is one of less than five percent of the world's business schools to hold accreditation from the Association to Advance Collegiate Schools of Business (AACSB) International. Our Faculty of Education is accredited by the Ontario College of Teachers (OCT), and all of our Ontario programs are recognized by the Ontario Ministry of Colleges and Universities.

Rest assured, you will grow as a professional and as a person while at Niagara, for that is our mission as a Catholic and Vincentian university. We — Niagara's faculty, staff and administrators — are here to prepare you to excel in your career and to be a change-leader in your chosen field.

Thank you once again for choosing Niagara University. Welcome to our community.

Sincerely,


James J. Maher, C.M.
President

THE SPIRIT OF NIAGARA

For more than 150 years, Niagara University has provided outstanding educational opportunities to thousands of undergraduate and graduate students from all walks of life. A Catholic, liberal arts institution founded by the Congregation of the Mission (Vincentians), Niagara is a uniquely values-centered university with top accreditations in our academic programs, serving over 3,500 students in more than 50 fields of study.

Niagara University in Ontario offers a bachelor's degree in teacher education with programs in primary — junior and intermediate — senior teacher preparation and a master's degree in educational leadership. These programs are offered with written consent of the Ministry of Training, Colleges and Universities. The teacher education program is accredited by the Ontario College of Teachers.

Earning Your Bachelor of Teacher Education

Niagara University in Ontario offers two programs leading to the Bachelor of Professional Studies in Teacher Education:

Elementary Certification: Primary–Junior

Primary: Junior Kindergarten – Grade 3

Junior: Grade 4 – Grade 6

Secondary Certification: Intermediate–Senior

Intermediate: Grade 7 – Grade 10

Senior: Grade 11 – Grade 12

Both programs are four terms, 60 credit hours, with more than 650 hours of integrated practicum field experience. All course work and field experiences are completed in Ontario.



Cohort-Based Programs Enhance Your Learning Experience

The cohort approach takes a diverse group of students and creates a community of teacher-learners. You'll attend courses and field experiences with a specific group, earning your degrees together in a professional learning community. Extraordinarily noncompetitive, cohort-based learning ensures that the learning of each individual will assist the learning of all others in the group.

This model is based on the principles of constructivism and reflective practice, which foster cooperative learning and are consistent with research findings on successful professional growth practices. In addition, the programs include a focus on literacy and the special needs of all learners while embedding practicum experiences across all terms of study. Candidates and professors alike benefit from the positive and dynamic learning experience.



Niagara University offers quality graduate programs in elementary (primary/junior) and secondary (intermediate/senior) concentrations (Teachers College), and advanced programs in educational leadership. Thousands of alumni from Ontario have already attended Niagara University. More than twenty Ontario school boards have Niagara University practicum placements, with even more participating in the recruitment of graduates.

With written consent under the Ontario Minister of Training, Colleges and Universities and accreditation by the Ontario College of Teachers for teacher education programs with Niagara University in Ontario offers:

- A proven record of quality programs in education
- Full-time doctoral faculty with extensive leadership experiences and knowledge of curriculum, assessment and policy in the province of Ontario
- Ongoing professional learning through OCT approved Additional Qualifications courses.
- Programs based on current data, theory and research
- Convenient on-site classes in the Greater Toronto Area

These features place Niagara University at the head of the class.

Education at Niagara University seeks to prepare teachers and educational leaders who demonstrate the knowledge, skills and dispositions needed to serve others and who embody the values and practices of their respective professions.



Earning Your Master of Science in Educational Leadership

This 36 credit-hour master’s program is for individuals in Ontario and holds written consent under the Ontario Minister of Training, Colleges and Universities. Courses are offered on site in Ontario and provide advanced study in theory/research of educational leadership balanced with practical application. The courses are taught by qualified professors from Ontario with extensive school/leadership experiences and knowledge of “best practices” in school administration.

The educational leadership program prepares candidates for leadership roles. Classroom teachers may want to enroll in the educational leadership program to prepare themselves to serve in a variety of leadership roles with their school and board (team leaders, chairpersons, coordinators, vice principals, principals, and supervisory officers).

Additional Qualification Courses

Niagara University supports Ontario teachers through its OCT approved Additional Qualifications courses. These courses are completely online and cover a wide range of topics. For more information go to [www.https://niagarau.ca/academics/programs/additional-qualifications/](https://niagarau.ca/academics/programs/additional-qualifications/).

Academic Excellence

Niagara University is accredited by the Middle States Association of Colleges and Schools. Our business programs are AACSB-accredited by The International Association for Management Education. Our programs in education are

accredited by the Council for the Accreditation of Educator Preparation, The Ontario College of Teachers and has Ontario Ministerial Consent through the Ministry of Training, Colleges and Universities. The university is a member of the American Council on Education, the Association of University Evening Colleges, the College Entrance Examination Board, the Commission on Independent Colleges and Universities, the Council of Graduate Studies in the United States, the Middle Atlantic Association of Colleges of Business Administration, the American Library Association, and other organizations.

Outstanding Faculty

All classes are taught by Ph.D.s or professionally qualified faculty. They are widely published in first-tier journals and have presented their research nationally and internationally. Faculty members are committed to experiential learning, often involving students in their research. In addition, many faculty members, especially in the graduate and professional programs, bring extensive real-world experience to their lectures and research, enriching the educational experience and providing you with valuable insights into issues affecting your profession and career.

Successful Alumni

As a Niagara alumnus, you’ll join more than 33,000 graduates who enjoy success in a wide and varied array of careers. The university maintains a close relationship with alumni through our alumni magazine, the Eagle, keeping graduates informed about their university and classmates. Regional alumni chapters across the country sponsor sports outings, golf tournaments, cocktail parties, dinners and more to help you keep in touch with the greater NU community of alumni, faculty, friends and benefactors wherever you go.



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The NU Seal

Niagara University was founded in 1856 by the Congregation of the Mission (Vincentian Fathers and Brothers). 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 Monteaagle 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 Niagara University education: “That All May Know You.”

NIAGARA UNIVERSITY, NY 14109
TELEPHONE: 716.285.1212

NIAGARA UNIVERSITY IN ONTARIO:
905.294.7260

Foundation

Congregation of the Mission (Vincentian Community) — 1856

Charter

New York State Legislature

Chapter 190 of the Laws of 1863 - April 20, 1863

Chapter 92 of the Laws of 1883 - March 12, 1883

Chapter 232 of the Laws of 1884 - May 3, 1884

University Status

University of the State of New York - August 7, 1883

Graduate Accreditations

Council for the Accreditation of Educator Preparation

The Middle States Association of Colleges & Schools

New York State Education Department

AACSB International

Ontario College of Teachers

Ontario Ministry of Training, Colleges and Universities

Memberships

American Association of Colleges for Teacher Education

Association of Catholic Colleges & Universities

Association of Independent Liberal Arts Colleges of Teacher Education

Commission on Independent Colleges & Universities

Middle Atlantic Association of Colleges of Business Administration

Western New York Library Resources Council

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.

This catalog is published for the faculty and the present and prospective students of the graduate Division of Education of Niagara University. The university reserves the right to make revisions on any or all specifications contained herein and to apply such revisions to current and new students alike. The provisions in this catalog are to be considered directive in character and not as an irrevocable contract between the student and graduate division.

While this catalog was prepared on the basis of the best information available at the time, all information, including statements of fees, course offerings and admission and graduation requirements, is subject to change without notice or obligation.

For additional information, contact:

Faculty of Education

2904 Highway, Vaughan, ON, L4K 0K4

905.294.7260, www.niagarau.ca

ACADEMIC CALENDAR

Fall 2020

Monday, Aug. 31

Classes begin

Monday, Sept. 7

Labour Day — Holiday

Friday, Oct. 16

Mid-term ends

Monday, Oct. 12

Canadian Thanksgiving — Holiday

Tuesday, Oct. 13

Holiday

Wednesday, Oct. 14

Classes resume

Friday, Nov. 13

Last day for course withdrawal
without permission

Monday-Thursday, Nov. 16-19

Spring 2020 registration week

Tuesday, Nov. 24

American Thanksgiving recess
begins after last class

Monday, Nov. 30

Classes resume

Friday, Dec. 11

Examination week begins

Thursday, Dec. 17

Fall semester ends

Spring 2021

Monday, Jan. 18

Classes begin

Monday, Feb. 15

Ontario Family Day — Holiday

Friday, March 12

Mid-term ends

Saturday, March 13

Spring break begins after last class

Monday, March 22

Classes resume

Friday, March 26

Last day for course withdrawal
without permission

Wednesday, March 31

Easter recess begins after last class

Tuesday, April 6

Classes resume

Monday-Thursday, April 19-22

Summer and fall 2021 registration week

Wednesday, May 5

Examination week begins

Tuesday, May 11

Spring semester ends

Thursday, June 3

Vaughan Commencement

Ontario Summer Sessions 2021

Undergraduate

Session I: Monday, May 25 – Thursday, June 17, 2021

Session II: Monday, June 21 – Thursday, July 15, 2021

Session III: Monday, July 19 – Thursday, Aug. 12, 2021*

Cross Session: Monday, May 25 – Monday, July 19, 2021

15 Week Graduate

Session I: Monday, May 25 – Saturday, June 19, 2021

Session II: Monday, June 21 – Saturday, July 17, 2021

Session III: Monday, July 19 – Monday, Aug. 16, 2021*

*Holidays: Monday, May 24, Thursday, July 1, and Monday, Aug. 2

Ontario AQ 2020-21 Calendar

Fall 2020: Monday, Sept. 28 – Friday, Dec. 11, 2020

Spring 2021 I: Monday, Jan. 18 – Friday, March 26, 2021 (10 weeks)

Spring 2021 II: Monday, March 29 – Friday, June 4, 2021 (10 weeks)

Summer 2021 I: Tuesday, May 25 – Friday, July 2, 2021 (6 weeks)

Summer 2021 II: Monday, July 5 – Friday, Aug. 13, 2021 (6 weeks)

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.

Dates subject to change.

GENERAL INFORMATION

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.

Affirmative Action Policy

Consistent with our Catholic mission, it is the policy of Niagara University that there shall be no discrimination against any individual in educational or employment opportunities because of sex, sexual orientation, race, color, creed, national origin, age, marital status, Vietnam Era or disabled veteran status, disability, predisposing genetic characteristic, or other categories protected by law. Also, there shall be no discrimination based on age,



although the university shall abide by state and federal laws, regulations, and guidelines with regard to retirement plans and bona fide occupational qualifications. Furthermore, the university maintains an affirmative action program in order to promote equal employment opportunities and to ensure nondiscrimination in all educational programs and activities. All programs that implement this policy are reviewed on an annual basis. For purposes of this affirmative action policy, the term "employment opportunities" applies to all regular full- and part-time positions. Temporary student positions (i.e., those temporary positions awarded to students because of their status as students on a school-year basis or less) are not considered "employment opportunities" for purposes of this policy.

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

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

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

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 2,800 undergraduates, 850 graduate students, and continuing and community education.

In January 2007, Niagara University, with Ministerial Consent and accreditation by the Ontario College of Teachers began to offer its Bachelor of Professional Studies program leading to Ontario Teacher Certification. Since then, program has graduated more than 600 teachers.

Organization

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

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

Alumni

Niagara University's approximately 33,000 alumni have assumed positions in virtually every career area. The many and varied accomplishments of our alumni are a measure of the university's success in achieving its goal of career preparation.

Significant numbers of graduates are employed in the field of education as teachers, administrators and counselors.

A system of regional alumni chapters exists throughout Canada to foster camaraderie among alumni, as well as to encourage university support. Various social, athletic, and cultural events are held throughout the year by the local chapters. These events include golf tournaments, cocktail parties, dinners, theater events and networking evenings. For information on chapter activities in your area, call the alumni relations office at 716.286.8787 or email the office at alumni@niagara.edu.

Another way to find out the latest alumni events and news is the Eagle's Nest. Located on the web at www.niagaraalumni.com, the Eagle's Nest allows alums to connect, network, and update contact information online. The latest alumni events are always on the Eagle's Nest and alums can go there to check out who's attending or to register themselves!

The Eagle magazine, published three times a year, is another way that graduates stay informed about university activities. The

magazine features news and stories about the university community, as well as a personal message from the university president. In addition, alumni are updated on the activities of their classmates through the "Alumni Notes" feature.

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

Scholarships

Niagara University offers three annual scholarships from its Ontario Teacher Education Fund for up to \$2,000 each. The applications are due towards the end of the first semester of study and the scholarships awarded at the beginning of the second semester and applied to the tuition for that semester. The applications are made available online. In order to be eligible for a scholarship a student must have been accepted as a student or be a current student at Niagara University, and have demonstrated academic excellence with a GPA of 3.0 or higher at the end of the first semester of study.

Office of Academic Support

The Office of Academic Support contributes to the growth and academic achievement of all students, and fosters their independence as learners through developmental programs in analytical and critical literacy skills, academic mentoring, and support for students with disabilities.

Office of Career Services

Career Services seeks to provide students and alumni with the best possible assistance in developing and achieving their career objectives as they work toward the goal of lifelong career satisfaction. The Office Career Services also facilitates internship placements and the award of academic credit for work-integrated learning.

Teacher Certification Services

The Faculty of Education offers assistance with the applications for processing of teacher certification documents for New York state, the province of Ontario, and other state jurisdictions. The college

prides itself on working directly with candidates and providing specific individual assistance in navigating the successful completion of applications.

Technology

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

All students are given a personal e-mail account, an account to myNU (a Web-based personalized student portal system), and an account to a system which allows faculty to make course material available over the Internet. This is used both to support classroom courses and to provide distance-learning courses. Niagara University partners with Google to offer the full Google Apps suite to students, offering such services as calendars, contacts, email (Gmail), Google+, websites, and more. Students can use Google Drive to store their files and collaborate in the cloud for access on campus or off.

Information Technology can be reached via email at helpdesk@niagara.edu; via phone at 716.286.8040; and through their Web page at <https://niagarau.ca/students-and-alumni/student-it-services/>.

Faculty

Niagara University's faculty are characterized by a dedication to excellence in research and service. They are widely published in first-tier journals and have presented their research nationally and internationally.

All classes are taught by professionally qualified faculty, as well as several who earned the highly coveted award of Excellence in Teaching. Faculty are committed to experiential learning and many involve students in their research. As a result, students are made aware of current practices and global issues. A strong relationship between students and faculty is also encouraged through advisement which is done by faculty members.

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

Fields of Study

In Ontario, the Faculty of Education offers programs leading to an M.S.Ed. in educational leadership and a Bachelor of Professional Studies (B.P.S.) in education (primary/junior and intermediate/senior).

Additional Qualification

(AQ) Courses

Niagara University has had a longstanding tradition of offering professional development for Ontario teachers with its Master's of Science in Education: Education Leadership degree program. There are several hundred alumni of that program currently teaching/administering in Ontario schools — from lead teacher to principal to director of education.

Niagara University is firmly committed to ongoing professional learning and is pleased to provide Additional Qualification (AQ) courses for teachers to expand and enhance their skills and qualifications and to undertake professional development in core areas as well as three-part specialist qualifications for teachers who aspire to curriculum leadership roles in their schools.

Niagara University currently offers AQ courses approved by Ontario College of Teachers. All courses follow the 125-hour guidelines set out by the Ontario College of Teachers. Niagara University courses will be in a totally online Blackboard format.

As we continue to develop more AQ courses, our goal at Niagara University is to be able to support your ongoing professional development. See page 25 for additional information.

Certifications

The B.P.S. in education leads to the certificate of qualification to teach in the primary/junior or intermediate/senior divisions.

Accreditation

All programs at Niagara University are accredited by the Middle States Commission on Higher Education at 3624 Market St., 2nd Floor West, Philadelphia, PA 19104; phone: 267.284.5000; email: info@msche.org. These programs are registered by the Board of Regents of the University of the State of New York to confer the degrees listed under the degree program section. In addition, all the programs in education are accredited by the Council for the Accreditation of Educator Preparation (CAEP) in the United States. The Faculty of Education has Ministerial Consent to conduct courses at selected sites in the province of Ontario, Canada, from the Ontario Ministry of Advanced Education and Skills Development (MAESD), colleges and universities. The B.P.S. program is accredited through the Ontario College of Teachers.

Academic Regulations

General Regulations

- (1) The university reserves the right to modify its regulations in accordance with accepted academic standards and requirements.
- (2) Students are expected to acquaint themselves with the university's overall academic policies and with the policies relevant to the specific academic discipline.

Admission

- (1) Specific admission requirements appear under each program.
- (2) All documents pertaining to admission to education should be sent to the graduate director of education, P.O. Box 1930, Niagara University, N.Y. 14109.
- (3) Applicants for nonmatriculated status are required to submit a completed application for nonmatriculated status and all undergraduate and graduate transcripts. An application fee of \$30, payable to Niagara University, must accompany the application.
- (4) Foreign students whose native language is not English are required to submit their scores on the Test of English as a Foreign Language (TOEFL). Test scores are not required for applicants seeking nonmatriculated status.
- (5) All credentials submitted for admission become and remain the property of the university.
- (6) Challenge exams are not acceptable.

- (7) Misrepresentations on application forms may result in expulsion or degree revocation.

Study Abroad

Students in education programs have the opportunity to take study-abroad trips to learn program-relevant content at the study site. Travel usually includes a class-sized grouping of students with accompanying professors, and substantial opportunity to explore the history and culture of the study site while learning the course content. This can be a powerful and enriching learning experience and is an option in most graduate programs at NU, especially if considered at the start of the degree study.

Transfer Credit

Transfer credit is allowed for graduate-level courses taken at an accredited U.S. institution, or at an institution included in the Association of University and Colleges for Canada (AUCC), if taken in Ontario. Courses must be documented on a graduate transcript, the grade must be at least a B and, in the judgment of the dean, acceptable in the student's program. A maximum of six credit hours may be transferred in the M.S.Ed. in educational leadership program.

Graduate courses that are more than 10 years old are not acceptable for transfer credit.

Transfer credits are not permitted for the BPS program.

Classification of Students

- (1) Matriculated students are those who have received from the dean written acceptance into a program leading to a degree.
- (2) Nonmatriculated students are those who are not requesting admission into any program, or who are awaiting a decision concerning their admission. Once admitted to nonmatriculated status by the dean, they may register for courses for which they are qualified. No more than six credit hours earned as a nonmatriculant student may be applied to any program.

Grading System

Courses will be marked as follows:

A+		4.00 quality pts.
A	Superior	4.00 quality pts.
A-		3.67 quality pts.
B+		3.33 quality pts.
B	Very Good	3.00 quality pts.
B-		2.67 quality pts.
C+		2.33 quality pts.
C	Average	2.00 quality pts.
C-		1.67 quality pts.
D+		1.33 quality pts.
D	Passable	1.00 quality pts.
D-		0.67 quality pts.
F	Failure	0.0 quality pts.
P	Pass	
I	Incomplete	
N	Audit	
W	Withdrawal	
S	Satisfactory	
U	Unsatisfactory	

Students must maintain an overall grade point average of 3.0 in graduate studies and 2.5 at the undergraduate level to advance. A student will be subject to review if less than satisfactory grades occur. The grade I (incomplete) is used when the professor is not prepared to give a definite mark for the term in view of illness or some other justifiable delay in the completion of certain assignments on the part of the student.

An incomplete must be removed within 30 days after the beginning of the next regular semester or be replaced by an N (no credit).

The grade W (withdrawal) is assigned when a student withdraws from a course after the drop/add period.

Courses for which a student received I, W, N, S or U are not computed in the QPA.

An overall average of B is required for graduation. It is the student's responsibility to ascertain that all requirements are fulfilled in a degree program.

Repeat Course Policy

A student can use this policy to repeat a course taken at Niagara University that he/she has:

- Failed and not received credit
- Previously passed and earned credit

In either case, under this policy, the student is limited to receiving credit for

up to 6 repeated courses in the calculation of his/her cumulative GPA. The grade received for the second attempt of the course — for up to six courses — will be calculated in the student's cumulative GPA regardless of whether the grade is better or worse than the original grade earned, not including W's.

If a student wishes to repeat a course for which he/she has already passed and received credit, the student must consult with Financial Aid to discuss possible financial aid implications. In most cases, a course for which a student has already received credit cannot be used to satisfy full time status requirements. In most cases, a student must be enrolled in twelve or more "new" credit attempts in order to receive funding for the repeat of a course for which he/she has already received credit.

A student may repeat any course taken at Niagara University, including courses which the student completed before the new Repeat Course Policy became effective (May 2012). The repeated course must be repeated at Niagara University and must be the same course as the one taken the first time even if it is a Special Topics course. The grade change can only be processed (calculated in the student's cumulative GPA) after the course has been completed a second time.

Please consult the complete policy on myNU.

Quality Point Average (QPA)

To determine a student's quality point average, consider each course taken at Niagara University for which the student has received A+, A, A-, B+, B, B-, C+, C, C- or F. Convert this mark 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 marks of A+ to F. Courses for which a student received I, W, N, S, U or R are not computed in the QPA.

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.

Attendance

For students enrolled in the B.P.S. program, regular class attendance is expected. Although policies with respect to class attendance and class participation will be determined by the professor of each class, these requirements do not supersede the university attendance requirement. As both the university and the B.P.S. program are accredited, and as the expectation of these independent accreditations is that students attend classes in accordance with the university definition of a credit hour, four or more absences (equivalent to 29 percent or more of the required face-to-face time scheduled) that have not been approved by the instructor or for which there is no documentation of an accommodation that has been reviewed by Disability Services, will result in credit not being awarded for the course. In accordance with policy on maintaining eligibility in the BPS program, this shall result in a student not being eligible to continue in the program and may, in turn, result in the student being placed on Academic Warning or dismissal from the program. The student may appeal a decision to the BPS Progress Committee, and if not successful at that level, the student may appeal to the provost. The decision of the provost is final and not subject to further appeal.

Maintaining Eligibility in the Program

Students enrolled in the Bachelor of Professional Studies (B.P.S.) program must meet all the following criteria to advance in the program:

- (1) Maintain an overall Grade Point Average (G.P.A.) of not less than 2.5 in each semester of study. Successfully complete all coursework required in each semester of study;
- (2) Maintain acceptable dispositions defined as a minimum score of 3 on all items of the dispositions instrument. Successfully complete a minimum of 75 hours of field experiences in Semester 1.

- (3) Successfully complete a minimum of 75 hours of field experiences in Semester 2.
- (4) Achieve a minimum average grade of B- or better across all required methods classes;
- (5) Successfully complete a minimum of 50 days of Practicum in Semester 3.
- (6) Successfully complete a minimum of 50 days of Practicum in Semester 4.

PROCESS

At the end of each semester of study, students' progress in the program will be evaluated by a university-appointed officer. Students who do not meet one or more of the requirements identified in the policy will receive through mail and university email, from the Office of the dean in the Faculty of Education, official notice. This notice will identify the concern and the appropriate next steps to be taken.

OSAP

Students who are receiving OSAP and who are not meeting program requirements, resulting in their being placed on academic warning or in more severe cases being dismissed from the program, will be immediately reported to OSAP in accordance with OSAP reporting requirements.

PROCEDURE

Students who do not maintain good standing are subject to actions that result in a warning and/or dismissal.

Overall Program Requirements

- (1) **Failure to achieve a minimum G.P.A. of 2.5 in each semester of study**

At the end of each semester of study, student grades are reviewed by the university-appointed officer and the results shared with the academic dean, associate dean and chair. Students who do not meet the minimum G.P.A. of 2.5 at the end of a semester of study will be placed on academic warning, if this is a first occurrence. During the next semester of study, a student who is placed on academic warning must raise his or her overall G.P.A. to a minimum 2.5. This may require students to retake certain courses. Students may, in accordance with the undergraduate policy of course repeats, repeat up to a maximum of six courses. This policy does not supersede the requirement to maintain a minimum 2.5

overall G.P.A. Students who do not meet the minimum G.P.A. requirement will not be eligible to continue in the program and will be dismissed from the university. Students who fail to achieve a minimum G.P.A. of 2.5 in two semesters over the course of the program will not be eligible to continue in the program and will be dismissed from the university. Students must have a minimum G.P.A. of 2.5 to be eligible to graduate from the program. Students who do not meet this requirement will not be eligible to graduate. In accordance with the dismissal policy, a student dismissed from the program may appeal to the BPS Progress Committee and if not successful at that level, may appeal to the provost. The decision of the provost is final and is not subject to further appeal.

- (2) **Failure to complete successfully all coursework**

At the end of each semester of study, the university-appointed officer reviews student grades and the results shared with the academic dean, associate dean and chair. A student who was not successful in one or more courses at the end of the first or second semester of study will be placed on academic warning if this is a first occurrence. A student who is placed on academic warning must successfully complete during the summer intercession (i.e., prior to the commencement of the third semester of study) the course or courses for which credit(s) were not awarded. Students who fail a course during the third semester of study may apply in writing to retake the course during the fourth semester. Granting of this request will come from the chair, subject to approval from the academic dean or where designated by the dean, the associate dean. Otherwise, the student will not be permitted to graduate and will be required to retake and to complete the course or courses successfully during the summer intercession following the fourth semester of study.

Students who fail a course during the fourth semester of study will not be permitted to graduate and will be required to retake and successfully complete the course or courses following their fourth semester of study. Students may, in accordance with the undergraduate policy of course repeats, repeat up to a maximum of six courses. This policy does not

supersede the requirement to maintain a minimum 2.5 overall G.P.A. Students who do not meet the minimum G.P.A. requirement will not be eligible to continue in the program and will be dismissed from the program and from the university. Students who fail two or more semesters over the course of the program will not be eligible to continue in the program and will be dismissed from the university. Students must have a minimum G.P.A. of 2.5 to be eligible to graduate from the program. Students who do not meet this requirement will not be eligible to graduate. In accordance with the dismissal policy, if dismissed from the program, the student may appeal to the BPS Progress Committee, and if not successful at that level, the student may appeal to the academic dean. The final step in the process, if necessary, is to appeal to the provost. The decision of the provost is final and not subject to further appeal.

- (3) **Failure to achieve a minimum grade of B- or better in each of their methods classes**

Students must achieve an average grade minimum grade of B- across all required methods classes in order to be eligible to continue in the program. Students who do not meet this requirement will be placed on academic warning and will not be permitted to continue on to the next semester of study until a plan of action to correct the condition has been submitted by the student and has been approved. This requirement does not supersede the G.P.A. requirement.

- (4) **Failure to maintain acceptable dispositions in each semester of study**

- a. During orientation, students will be presented with Niagara University's dispositions of good teaching (see orientation handbook). It will be explained that these dispositions are what the Faculty of Education expects them to exemplify in their behavior throughout the program.
- b. In addition to the copy provided in the orientation handbook, students will receive from a university-appointed officer a copy of the "Statement of Commitment to Dispositions" which each student is required to read, sign and return to the university-appointed officer at the end of the orientation session. The university-appointed

officer will give the results to the chair for review and placement in the student's file for the duration of the student's program. The dispositions must be adhered to regardless of signature on the statement.

- c. All instructors will be provided with copies of the Disposition Instructor Form at the beginning of the year. New instructors and returning faculty and instructors are to be provided with an in-service conducted by the chair or designate regarding the expectations for scoring.
- d. At the end of the semester, all faculty/instructors shall complete and submit electronically to the department the evaluations for each student by class.
- e. The college data person will aggregate the data, remove faculty identifiers and sort them according to student number. Students who receive two or more scores below the acceptable ranged are identified. The list of identified students and their scores are sent to the chair for follow through action.
- f. If this is a first offence, the student will receive a letter from the chair identifying the areas of concern. Students are then required to write a reflective paper that includes a plan of action to correct the behavior. The action plan must be accepted by the chair. If accepted a copy of this letter and action plan will be placed in the student's file.
- g. If this is a second offence, the student is required to meet with the BPS Progress Committee to discuss the inappropriate behavior(s). This committee will meet with the student to discuss options (i.e., whether he or she will be dismissed from the program or provided another opportunity to succeed). If dismissed from the program, in accordance with the dismissal policy, the student may appeal to the dean, and if not successful at that level, the student may apply to the provost. The decision of the provost is final and not subject to further appeal.

Field Placement and Practicum

(1) Failure to complete successfully a minimum of 75 hours of field experiences in Semester One

Students must provide evidence of successful completion of 75 hours of field experience during their first semester of study. Students who do not complete a minimum of 75 hours of field experience during this first semester of study will not be permitted to continue in the program until such time as they can provide evidence that the 75-hour requirement has been successfully met and documentation of the evidence has been provided to the coordinator of field experiences. Students who were not successful in their placement will be placed on academic warning. If placed on academic warning, students must make satisfactory progress during their teaching assistantship experience. Students who have been placed on academic warning and who are not successful in their teaching assistantship experience will be dismissed from the program. Students who were removed from the school at the request of the host teacher and/or a representative of the school board will be dismissed from the program immediately. In accordance with the dismissal policy, if dismissed from the program, the student may appeal to the BPS Progress Committee, and if not successful at that level, the student may appeal to the provost. The decision of the provost is final and not subject to further appeal.

(2) Failure to complete successfully a minimum of 75 hours of field experiences in Semester Two (Teaching Assistantship)

Students must provide evidence of successful completion of 75 hours of field experience during their second semester of study. Students who do not complete a minimum of 75 hours of field experience during this second semester will not be permitted to continue in the program until such time as they can provide evidence that the 75-hour requirement has been successfully met and documentation of such evidence has been provided to the coordinator of field experiences. Students who were not successful in their teaching assistantship placement will be placed on academic warning. If placed on academic warning, a

student must make satisfactory progress during the first practicum experience as evidenced by the midpoint evaluation. Students who have been placed on academic warning and who are not successful at the midpoint of their first practicum experience will be dismissed from the program. Students who were removed from the school at the request of the host teacher and/or a representative of the school board will be subject to dismissal from the program. Those students will be required to meet with the BPS Progress Committee to determine whether they should be dismissed from the program or whether there are extenuating circumstances that should be considered by the committee. In accordance with the dismissal policy, if dismissed from the program, the student may appeal to the BPS Progress Committee, and if not successful at that level, the student may appeal to the provost. The decision of the provost is final and not subject to further appeal.

(3) Failure to complete successfully the seminar aligned with Practicum in Semesters Three and Four

Students must successfully complete the seminar aligned with practicum during their third and fourth semesters of study. Students who do not receive passing grades in the seminar in their third semester will not be permitted to continue in the program until a plan of action to correct the condition has been submitted by the student and approved by the BPS Progress Committee. Students who do not receive passing grades in the seminar in their fourth semester will not be permitted to graduate until such time as they



can provide evidence that the seminar requirement has been successfully met. This may result in a student being dismissed from the program. In accordance with the dismissal policy, if dismissed from the program, the student may appeal to the BPS Progress Committee, and if not successful at that level, the student may appeal to the provost. The decision of the provost is final and not subject to further appeal.

(4) Failure to complete successfully a minimum of 50 days of Practicum in Semester Three

Students must provide evidence of successful completion of 50 days of practicum during their third semester of study. Students who do not complete a minimum of 50 days of practicum during this third semester will not be permitted to participate in the fourth semester program practicum until such time as they can provide evidence that the third semester 50-day requirement has been successfully met and documentation of such evidence has been provided to the coordinator of field experiences. It is the coordinator of field experiences, and not the associate teacher, who is the official professor of record in charge of determining the final grade for the course. Students who completed the 50-day requirement but who did not receive passing grades in their first practicum placements will not be eligible to continue and may be dismissed from the program. Students who were removed from the school at the request of the host teacher and/or a representative of the school board will be subject to dismissal from the program. The student will be required to meet with the BPS Progress Committee to determine whether he or she should be dismissed from the program or whether there are extenuating circumstances that should be considered by the committee. In accordance with the dismissal policy, if dismissed from the program, the student may appeal to the BPS Progress Committee, and if not successful at that level, the student may appeal to the provost. The decision of the provost is final and not subject to further appeal.

(5) Failure to complete successfully a minimum of 50 days of Practicum in Semester Four

Students must provide evidence of successful completion of 50 days of practicum during

their fourth semester of study. Students who do not complete a minimum of 50 days of practicum during this fourth semester will not be permitted to graduate until such time as they can provide evidence that the 50-day requirement has been successfully met and documentation of such evidence has been provided to the coordinator of field experiences. It is the coordinator of field experiences, and not the associate teacher, who is the official professor of record in charge of determining the final grade for the course. Students who completed the 50-day requirement but who did not receive passing grades in their second practicum placements may not be permitted to graduate and will be dismissed from the program. Students who were removed from the school at the request of the host teacher and/or a representative of the school board will be subject to dismissal from the program. The student will be required to meet with the BPS Progress Committee to determine whether he or she should be dismissed from the program or whether there are extenuating circumstances that should be considered by the committee. In accordance with the dismissal policy, if dismissed from the program, the student may appeal to the BPS Progress Committee, and if not successful at that level, the student may appeal to the provost. The decision of the provost is final and not subject to further appeal.

(6) Practicum Requirements

All absences from practicum must be made up to the satisfaction of the associate teacher and the university as determined by the professor of record. The teacher candidate must notify the assigned school or classroom teacher and the university supervisor in advance of an anticipated absence or as soon as possible on the day of an emergency absence. The teacher candidate is responsible for providing all assigned lesson plans to the associate teacher in advance of any absence. Teacher candidates are required to attend all scheduled professional seminars and meetings with field supervisors.

It is recognized that teacher candidates are guests in the school, and as such, conditions may arise which have the potential to cause the placement to be terminated. Termination of a placement is subject to dismissal from the program. The student in such a circumstance will be required to meet with

the BPS Progress Committee to determine whether s/he should be dismissed from the program or whether there are extenuating circumstances that should be considered by the committee. Any of the following conditions (see below) will be considered as potential causes for termination of a placement. This termination may be brought forward by an associate teacher or by other representatives of the school board in which the teacher candidate is placed, or by the coordinator of field experiences as the official professor of record.

- a. Associate teacher and/or principal have notified the Practicum Office that the school is no longer willing to allow the student teacher to be in the classroom.
- b. Pupils' progress in the school is impeded by the performance of the teacher candidate due to any of the following:
- c. Inadequate planning;
- d. Inadequate classroom management/discipline;
- e. Lack of content knowledge; and/or
- f. Deficiency in oral or written communication skills
- g. Documented evidence indicates that the Niagara University teacher candidate has engaged in inappropriate personal or professional behavior;
- h. Documented evidence indicates that the Niagara University teacher candidate has engaged in ethical impropriety, in violation(s) of community standards or policies, or in improper professional judgments.

Appeal Process

In accordance with the dismissal policy, a student dismissed from the program may appeal to the BPS Progress Committee, and if not successful at that level, may appeal to the provost. The decision of the provost is final and is not subject to further appeal. Grounds for appeal for academic reasons are covered under the Academic Grade Appeal and Academic Integrity policies. As such, appeals concerning dismissal are restricted to the following two conditions:

- Due process was not followed
- New or mitigating information which may relate to the initial decision to dismiss

Process for Appeal of Dismissal

The name of a committee tasked with oversight of satisfactory academic progress toward degree completion will be the BPS Progress Committee (BPC). This committee will be determined at the beginning of each academic year and its responsibilities will continue for a twelve-month period. The committee will be comprised of three members: the department chair, a college representative appointed by the dean of the Faculty of Education, and a university representative appointed by the provost. This committee will elect a chair to communicate the decision of the committee to the student, the registrar, and the dean of the Faculty of Education.

- (1) Any appeal of a notice of dismissal will be submitted by the student to the BPS Progress Committee (BPC) for review within 10 academic days of the official notice. The appeal shall include an explanatory cover letter and any other relevant materials the student believes will support the claim to have the decision of dismissal reversed;
- (2) The BPC will notify the dean of the Faculty of Education that an appeal and has been filed.
- (3) The BPC will convene to hear the case within 10 days of notice;
- (4) The student and the person given official oversight of the program from which the student was dismissed shall cooperate as needed. The committee may request additional information from any party when making its decision.
- (5) A decision will be made within 10 days from the time when the record on appeal is complete. This decision will be forwarded through official university email by the committee chair to the student, the registrar, and the dean of the Faculty of Education;
- (6) Any appeal of the BPC decision to uphold the dismissal may be submitted by either the student or the dean of the College of Education, to the provost for review within five university days of the official notice. The appeal shall include an explanatory cover letter and any other relevant materials the student believes will support the claim to have the decision of dismissal reversed.
- (7) A complete record of materials shall be forwarded by the BPC chair to the provost.

- (8) The provost will review the case and within 10 days return a decision to the student, the chair of the BPC and the dean of the Faculty of Education.
- (9) The decision of the provost is final and will not subject to further appeal.

Graduation

It is the student's responsibility to submit all required forms and information to the office of the dean at the beginning of the semester in which the degree is expected to be received. If, for some reason, the student fails to graduate at that time, the data must be reactivated by the student for subsequent graduation.

Registration

- (1) All students must register each term in which courses are taken.
- (2) Registration takes place at the time noted in the graduate course schedule. All returning students must edit their profile prior to every registration session. Log in to your myNU located on the home page, www.niagarau.ca.
- (3) Certain graduate courses are open to qualified undergraduates for undergraduate credit, provided the undergraduates have the approval of their dean. Generally, this applies to seniors only, and requires the written permission of the dean.
- (4) After students have registered for research direction for a thesis or a capstone project, they should promptly consult with the departmental chairperson concerning the assignment of a director for the thesis or project. Once the director has been assigned, the student should take the initiative in arranging for regular conferences.
- (5) Students who wish to add or drop courses after registration may do so during the drop/add period at the beginning of the semester. No charge is incurred when the student drops a course before the first class meets. Dropping one class and adding another class results in no charge during the drop/add period. A student should contact the Student Records and Financial Services Office or relevant graduate division office for drop/add dates.

New Student Orientation

Just prior to the start of the fall semester, a special program is held to introduce and welcome new graduate students to the university. Orientation connects students with each other and provides information regarding programs and services offered to students.

Time Limit

All requirements for degrees must be completed within five years. Extensions or exceptions to the rule require permission from the dean.

An extension of program may be approved by the dean based on a written request. The time granted for the extension does not count toward determining the time spent in the program.

File Reactivation and Readmission Procedures

The files of students who do not register for any courses in one to four consecutive semesters (summer sessions are not included) are deactivated. In order for the student to register in a current semester, it is necessary for the student's file to be reactivated.

If the student has failed to register for five or more consecutive semesters (summer sessions are not included), the student must file for re-admission into his/her degree program.

Below are the procedures for graduate students to reactivate their file or request readmission into their degree program.

Reactivation of Student File Procedure

To return his/her file to active status, the student must file a Reactivation and Readmission Form in order to continue to register for courses in his/her degree program. On the reactivation form, the student should check the box labeled "file reactivation."

Readmission Procedure

On the Reactivation and Readmission Form, the student should check the box labeled "readmission."

Where to Obtain the Form

The Reactivation and Readmission Form is available in the main office of the college in which the student's program is located in the director's office.

How to Process the Form

The completed Reactivation and Readmission Form should be returned to the director's office.

Transcripts of Records

Transcripts of academic records are available in the records office. Transcripts bearing the seal of the university are ordinarily forwarded from the records office directly to the authorized agencies. However, if you need an official transcript, you can receive it in a sealed envelope. Unofficial transcripts are available online at myNU.

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.

Student Rights Under FERPA

The Family Educational Rights and Privacy Act affords students certain rights with respect to their education records. They are:

- (1) The right to inspect and review your education records within 45 days from the day the university receives a request for access.

If you would like to review your records you must submit to the registrar, dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) you wish to inspect. The university official will make arrangements for access and notify you of the time and place where your records may be inspected. If the records are not maintained by the university official to whom the request was submitted, that official will advise you of the correct official to whom the request should be addressed.

- (2) The right to request the amendment of your education records that you believe are inaccurate or misleading.

You may ask the university to amend a record that you believe is inaccurate

or misleading. You must write the university official responsible for the record, clearly identify the part of the record that you want changed, and specify why it is inaccurate or misleading.

If the university decides not to amend the record as you requested, you will be notified of the decision and advised of your right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to you when notified of the right to a hearing.

- (3) The right to consent to disclosures of personally identifiable information contained in your education records, except to the extent that FERPA authorizes disclosure without consent.

"Directory Information" is limited to: student's name, student's ID number, address, telephone listing, electronic mail address, date and place of birth, photographs, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, grade level, enrollment status (e.g., full time or part time; undergraduate or graduate), degrees, honors and awards received, and the most recent previous education agency or institution attended.

"Directory Information" may be released without the student's consent. Currently enrolled students may withhold disclosure of "Directory Information." To withhold disclosure, written notification must be received annually in the records office prior to Oct. 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.

A second exception which permits disclosure without consent is to officials of another school in which the student seeks or intends to enroll, or where the student is already enrolled so long as the disclosure is for the purpose related to the student's enrollment or transfer.

- (4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the university to comply with the requirements of FERPA. The name and address of the office that administers FERPA are:
Family Policy Compliance Office
U.S. Department of Education
600 Independence Avenue, SW
Washington, DC 20202-4605

FIPPA and its Application to Niagara University

Universities operating under ministerial consent in the province of Ontario are covered by the www.e-laws.gov.on.ca/html/statutes/english/elaws_statutes_90f3_1_e.htm, Freedom of Information and Protection of Privacy Act (the Act), which supports access to university records and protection of privacy.

Some key purposes of the Act are:

- (1) To provide the public a right of access to university information subject to limited exemptions; and
- (2) To protect the privacy of individuals with respect to personal information about themselves held by universities and to provide individuals with a right of access to that information.

Niagara University in Ontario values and has long-standing practices associated with respect to access and privacy of information which are consistent with FIPPA principles.

What information is covered by the Act?

Most records in the custody or under the control of the university are subject to the Act and the great majority of these will be available if requested. Some types of records, however are specifically excluded under the Act. A few other types are covered by the Act but exempt from disclosure to protect public concerns, privacy, university operations or other important interests.

Access to Academic Records

It is Niagara University in Ontario's policy to afford students certain rights with respect to their education records. They are in keeping with the Municipal Freedom of Information and Protection of Privacy Act and include:

- (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 authorized through public disclosures without consent.

"Directory Information" is limited to: student's name, address, telephone listing, electronic mail address, date and place of birth, photographs, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, grade level, enrollment status (e.g. full time or part time; undergraduate or graduate), degrees, honors and awards received, and the most recent previous education agency or institution attended.

"Directory Information" may be released without the student's consent. Currently enrolled students may withhold disclosure of "Directory Information." To withhold disclosure, written notification must be received annually in the records office prior to Oct. 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.

Academic Integrity

The Niagara University mission statement expresses the truth of Catholic and Vincentian traditions and is given meaning via teaching and learning activities throughout the university which foster a passion for learning, allow students to experience the vision of gospel-based education, inspire students to serve the poor and oppressed, and develop the whole person. Academic honesty — being honest and truthful in academic settings, especially in the communication and presentation of ideas — is required to experience and fulfill this mission. Academic dishonesty — being untruthful, deceptive, or dishonest in academic settings in any way — subverts the university mission, harms faculty and students, damages the reputation of the university, and diminishes public confidence in higher education.

All members of the university community share the responsibility for creating conditions that support academic integrity. In particular:

- (1) Students must abstain from any violations of academic integrity and set examples for each other by assuming full responsibility for their academic and personal development, including informing themselves about and following the university's academic policy.
- (2) Faculty members must foster a climate that is conducive to the development of student responsibility. They should provide guidance as to what constitutes violations of the Academic Integrity Policy and educate students about the ethical and educational implications of their actions. For instance, syllabi must call attention to the Academic Integrity Policy.
- (3) Faculty members, furthermore, have the authority and the responsibility to make the initial judgment regarding

violations of academic integrity in the context of the courses that they teach. They may impose sanctions up to and including failure of a course at their own discretion in cases involving a violation of academic integrity policies. In cases such as alleged plagiarism, it is important that faculty members distinguish between an intentional violation of the Academic Integrity Policy and a technical error or careless work.

- (4) Deans of the various colleges, with the support of the associate vice president for academic affairs or his/her designee and the chair of the Academic Integrity Board, are responsible for ensuring that their faculty, particularly new faculty and part-time faculty, are aware of the university's Academic Integrity Policy and of their responsibilities in this regard, to maintain the integrity of the academic review process.

These efforts are supported by detailed guidelines and procedures that are designed to deal with violations, to maintain the integrity of the institution and to ensure that university standards are upheld.

Violations of Academic Integrity

Violations of academic integrity include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources, alteration or falsification of academic records; academic misconduct; complicity; and copyright violation. This policy applies to all courses, program requirements, and learning contexts in which academic credit is offered, including experiential and service-learning courses, study-abroad programs, internships, student teaching and the like. If an instructor finds that a student has violated the Academic Integrity Policy, the appropriate initial sanction is at the instructor's discretion. Actions taken by the instructor do not preclude the college or the university from taking further action, including dismissal from the university. Conduct that is punishable under the Academic Integrity Policy could also result in criminal or civil prosecution.

Cheating

Cheating is any action that violates university expectations or instructor's guidelines for the preparation and submission of assignments. This includes but is not limited to unauthorized access to examination materials prior to the examination itself; use or possession of unauthorized materials during the examination or quiz; having someone take an examination in one's place; copying from another student; unauthorized assistance to another student; or acceptance of such assistance.

Plagiarism

Plagiarism is a major form of academic dishonesty involving the presentation of the work of another as one's own. Plagiarism includes but is not limited to the following:

- The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or part, without proper acknowledgement that it is someone else's.
- Copying of any source in whole or part without proper acknowledgement.
- Submitting as one's own work a report, examination paper, computer file, lab report or other assignment that has been prepared by someone else. This includes research papers purchased from any other person or agency.
- The paraphrasing of another's work or ideas without proper acknowledgement.

Fabrication, Falsification or Sabotage of Research Data

Fabrication, falsification or sabotage of research data is any action that misrepresents, willfully distorts or alters the process and results of scholarly investigation. This includes but is not limited to making up or fabricating data as part of a laboratory, fieldwork or other scholarly investigation; knowingly distorting, altering or falsifying the data gained by such an investigation; stealing or using without the consent of the instructor data acquired by another student; representing the research conclusions of another as one's own; and undermining or sabotaging the research investigations of another person.

Destruction or Misuse of the University's Academic Resources

Destruction or misuse of the university's academic resources includes but is not limited to unauthorized access to or use of university resources including equipment and materials; stealing, destroying or deliberately damaging library materials; preventing, in an unauthorized manner, others' access to university equipment, materials or resources; using university equipment, materials or resources to destroy, damage or steal the work of other students or scholars. Given the importance of computers to the academic functioning of the university, computer usage is of particular concern under this general heading. Violations of this nature may also fall under the Code of Student Conduct and Judicial Proceedings.

Alteration or Falsification of Academic Records

Alteration or falsification of academic records includes any action that tampers with official university records or documents. This includes but is not limited to: any alteration through any means whatsoever of an academic transcript, a grade or grade change card; unauthorized use of university documents including letterhead; and misrepresentation of one's academic accomplishments, awards or credentials. Violations of this nature may also fall under the Code of Student Conduct and Judicial Proceedings.

Academic Misconduct

Academic misconduct is any action that deliberately undermines the free exchange of ideas in the learning environment, threatens the impartial evaluation of the students by the instructor or adviser, or violates standards for ethical or professional behavior established by a course or program. This includes but is not limited to: attempts to bribe an instructor or adviser for academic advantage; persistent hostile treatment of, or any act or threat of violence against, an instructor, adviser or other students; and/or actions or behavior that violate standards for ethical or professional behavior established by a course or program in an off-campus setting and could damage the university's relation-

ship with community partners and affiliated institutions. Violations of this nature may also fall under the Code of Student Conduct and Judicial Proceedings.

Complicity

Complicity is any intentional attempt to facilitate any of the violations described above. This includes but is not limited to: allowing another student to copy from a paper or test document; providing any kind of material — including one's research, data, or writing — to another student if one believes it might be misrepresented to a teacher or university official; providing information about or answers to test questions.

Copyright Infringement

Copyright infringement, which is the unprivileged use of another's original work of authorship, is an offense distinct from plagiarism, although the two can overlap. Copyright infringement can occur when a large amount of a work is copied (with or without credit), if a film or song is duplicated (digitally or otherwise), or a translation or sequel is created. Students who must sample significant quantities of a work protected by copyright should familiarize themselves with the academic "Fair Use" defense to infringement to ensure they are engaging in privileged activity. Examples of copyright infringement could include: unauthorized downloading of an entire movie from the Internet, even for purposes of academic criticism; copying an entire poem into a thesis; use of a photograph without permission; translating a protected work and publishing it online.

Niagara University adopted a new Academic Integrity Policy, effective fall semester, 2007. The complete text of the policy, including the university's "Academic Integrity Disciplinary Procedures" is available at <https://niagarau.ca/academics/academic-integrity/>. It is expected that students with familiarize themselves with and abide by this policy.

Academic Freedom

Students should review the Niagara University "Policy on Ownership of Student-Created Intellectual Property," so they can learn about this aspect of Academic Freedom.

Student Code of Conduct

Studying at Niagara University is a privilege best safeguarded by each student's contributed use of good judgment and consideration for the rights and property of others. The Student Code of Conduct and procedures is aimed to support the educational mission and Vincentian values of the university and to encourage the mutual respect for all community members and their surroundings.

Behavior that violates university standards of conduct will be subject to educative action through the appropriate student conduct process. Graduate Students will be expected to abide by the Student Code of Conduct, university rules and procedures, and all federal, state and local laws.

Student Code of Conduct System

Statement of Purpose

The Student Code of Conduct forms the foundation for behavioral expectations in the Niagara University community. Working within the educational mission and Vincentian values of the university, the Student Code of Conduct strives to instill moral and ethical values, integrity and respect for the human dignity of community members. The enforcement of the Student Code of Conduct protects the rights, health and safety of all members so that they may pursue their educational goals without unwarranted interference. Students, along with members of the faculty, administration and staff, share the responsibility for the building and maintaining of an environment conducive to learning and development.

By their voluntary attendance at Niagara University, students agree to comply with the regulations and procedures set forth by the Student Code of Conduct. It is an expectation that all students read and understand the code. Students should expect to be held accountable for their actions and behavior both on and off campus and will be afforded the opportunity to contribute to the review of their actions.

Guiding Principles

Studying at Niagara University is a privilege best safeguarded by each student's contributed use of good judgment and consideration for the rights and property of others. The Student Code of Conduct and procedures is aimed to support the educational mission and Vincentian values of the university and to encourage the mutual respect for all community members and their surroundings.

Integrity

Consistent, continuing truthfulness to oneself and to others. Community members are expected to act in a positively honest and ethical manner in all aspects of the college environment, both in and outside the classroom.

Respect for Others

Community members are expected to respect the God-given dignity of every person regardless of religion, race, ethnicity, national origin, gender or gender identity, sexual orientation, political view, physical abilities, age or intelligence.

Respect for Surroundings

It is a shared responsibility to respect both university property and the private property of all community members.

Citizenship and Service

Encouraging civility, care and respect for individuals and responsibility to the broader community.

Educational

The Student Conduct process is educational in that sanctions will be assigned in an effort to encourage behaviors that contribute to the well being of campus. Sanctions will be used to promote the expectations put forth by the Student Code of Conduct.

Students are not immune from local, state or federal laws because of their affiliation with Niagara University. The university reserves the right to take disciplinary action, independent of local authorities, for violations that take place off campus that may reflect negatively on the university. When appropriate, the university will advise appropriate officials when violations of civil or criminal law have been committed on campus. In instances where conduct violations could be actionable in

court, the university's student conduct procedures will proceed normally and will not be subject to challenge on the ground that criminal charges regarding the same incident have been dismissed or reduced.

Student Code of Misconduct

This policy and procedure applies to any incident wherein a student is the reporting party or the accused/respondent. In the event a faculty member, other employee or campus guest is involved, additional procedures and requirements may govern university response; however, the protections, rights, and resources for students set out in this document are assured, regardless of whoever else is involved. Please see the complete policy, which is available at: <https://mynu.niagara.edu/mynu2/policy/documents/policy-Sexual-Misconduct-Policy-2016-2%20copy.pdf>.

Student Complaints

Niagara University is committed to the respectful and fair treatment of students. Students who believe they have not been treated in this manner may submit a grievance to the dean of students. The dean of students will act in accordance with the university policy on student complaints.

Student-Owned Intellectual Property

Unless otherwise provided for in a written, signed instrument, students at Niagara University own the copyright, trademark, patent, or trade secrets (collectively "intellectual property") that are their original works of authorship or novel intentions. To that end, Niagara University faculty, administration, staff, and students are expected to create an environment where awareness and respect for intellectual property are regarded as critical aspects of academic freedom. Procedures to implement this policy are available in our policy database.

Sexual Harassment/Assault

Sexual Harassment

Sexual harassment is a form of sex discrimination, which is illegal under the Ontario Human Rights Code. The university views sexual harassment as a form of misconduct, which undermines

the integrity of academic and employment relationships. Accordingly, the university maintains mechanisms for reporting and investigating instances of alleged or apparent incidents.

Sexual harassment may be described as unwelcome sexual advances, requests for sexual favors and other physical, expressive behavior of a sexual nature where:

- Submission to such conduct is made explicitly or implicitly a term or condition of an individual's employment or education;
- Submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions affecting an individual; or
- Such conduct has the purpose or effect of substantially interfering with an individual's academic or professional performance, or academic environment.

Sexual harassment threatens the relationship between teacher and student or supervisor and subordinates. Through such measures as grades, wage increases, recommendations for further study or employment, promotion, or tenure, a teacher or supervisor exercises a decisive influence on a student's or employee's success and career both at the university and beyond. Such harassment, however, is not confined to the relationships described previously, but may include relationships between co-workers and students at any level of the university.

An employee or student has the right to raise the issue of sexual harassment without fear of reprisal. Management at all levels is responsible for taking corrective action to prevent such harassment in the workplace. All reports of alleged sexual harassment will be investigated by one of the university sexual harassment officers as dictated by the specific circumstance. Investigation will be conducted in as confidential a manner as possible. Any individual filing a complaint will be advised of the results of the investigation and any action taken.

In cases where a student is alleged to have sexually harassed another NU student, a report should be filed with the office of the dean of student affairs (716.286.8566) or the assistant dean of student affairs (716.286.8566). Students found to be responsible for committing

offenses of sexual harassment may be issued warnings, educational and community service projects, disciplinary probation, suspension or expulsion from the university. Counseling and support is available through the counseling services or campus ministry offices.

In cases where a university employee is either the victim of sexual harassment or the accused, a report should be filed with the director of human resources (716.286.8690) for investigation.

Any employee who engages in sexual harassment will be subject to such corrective action and/or penalty as deemed warranted by the university. Such action may include discipline or discharge.

Sexual Assault

Pursuant to the Ontario Human Rights Code, the university:

- Acknowledges and adheres to the applicable provisional legislation which governs sexual assault, from aggravated sexual abuse to rape in the first degree.
- Encourages survivors to report cases of sexual assault to the civil authorities. If the accused is found guilty, he/she faces the applicable penalties.
- Can adjudicate the case through the university judicial system, wherein the accountable party would face sanctions ranging from loss of privileges to university expulsion. Expulsion remains on the student's permanent academic record.
- Maintains mental health resources during the academic year. Campus ministers also are available for support and assistance.

The university is committed to updating and informing the campus community with respect to sexual assault cases and preventative measures. The following avenues are used to disseminate this information: offices of the vice president for student affairs and the dean of student affairs.

Substance Abuse

Niagara University shares public concern about irresponsible drinking and the socially unacceptable behavior that may result from alcohol abuse. The university's policy pertains to all members of the campus community and visitors.

The possession, sale, use or distribution of any type of controlled substance, illicit or “bootleg drug” is considered a serious violation of the university’s disciplinary rules. Additionally, the possession, sale, use or distribution of any drug-related paraphernalia is considered a violation. The prohibition against controlled substances does not apply to those medications prescribed for the user by a physician when used according to directions.

The following definitions are intended to aid students in understanding this policy:

Sale: Selling, exchanging, giving or disposing of a controlled substance to another or offering the same.

Use: The direct application of the substance whether by injection, inhalation or ingestion either by the user or by another person administering the substance which is not pursuant to a lawful prescription or the items thereof.

Illicit or “Bootleg”: Any substance which is not prescribed by a physician or which cannot be bought over the counter.

Noncompliance with institutional policy regarding controlled substances can jeopardize a student’s continuing attendance at the university. The sale of any controlled substance, including marijuana, will result in expulsion. Any involvement with controlled substances subjects students to very serious disciplinary actions.

Disability Services for Ontario Students

Qualified students with disabilities are entitled to accommodation under the

Ontario Human Rights Code. A qualified student with a disability is defined as one who can meet the admission requirements for both the university and the specific program of study which he/she wishes to pursue and who has a life-affecting disability within the meaning of the Ontario Human Rights Code.

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:

- Test modifications (e.g., extended time, separate location, readers)
- Classroom accommodations.
- Liaison with faculty, 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 the coordinator of disability services, Seton Hall, First Floor, 716.286.8541; kadams@niagara.edu; or fax: 716.286.8063. Documentation must be current and submitted by a qualified professional. The documentation must clearly identify a disability, its impact on the student’s current level of functioning and support the student’s request for accommodation. Depending on the disability and the type of assistance requested, a graduate student may be referred to additional university service providers as needed.

TUITION *and* FEES

Tuition and fees are delineated below. All candidates in Ontario programs are required to sign a registration agreement that identifies the tuition rate. A monthly payment plan is required for candidates in the Ontario programs. Current rates may be obtained from the appropriate director or the Office of Student Accounts.

Fees 2020-2021

Per Credit Hour

Master's of Science in Education
Educational Leadership\$460 (CAD)

Bachelor of Professional
Studies.....\$535 (CAD)

Additional Qualifications.....\$710 (CAD)

Additional Qualifications — dicounted
price for NU graduates\$640 (CAD)

Arrangements are available for all candidates to pay their tuition fees online using Visa and MasterCard credit cards.

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

Refund of Tuition

A student officially withdraws from the university when he/she writes a letter or sends an email from their Niagara email account to

his/her dean stating his/her intention to withdraw. The following are refund policies for complete or partial (course revision) withdrawal from the university.

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. If a student registers for a class, does not attend or drop the course, an automatic administration fee will be charged up to \$500, if the student subsequently requests to have the course backdated. The percent refunded shall be applied to tuition, semester fees, room and board.

The student officially withdraws from a semester-long class:

Week	Refund
Week one	100%
Week two	80%
Week three.....	60%
Week four	40%
Week five	20%
After Week 5.....	0%

If a student withdraws from an accelerated class with eight or fewer classes:

Number of Classes	Refund
First class	100%
Second class.....	40%
Third class	0%

Course Revision

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 following schedule and will be charged the full hourly tuition rate for the course added.

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

Withdrawal Refund

Committee on Refunds

An appeal for refund of tuition may be made to the Committee on Refunds provided that continued attendance 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, are 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.

Additional Information

The board of trustees of NU reserves the right to alter the schedule of fees. Payments are to be made monthly by money order or credit cards payable to Niagara University. Please refer to your program information for additional information. Failure on the part of any student to settle any outstanding account in full may prevent that student from receiving academic credit, professional certificates, transcripts of records, recommendations, or any degree.

Financial Liability

When a student registers it is understood that he/she will pay in full all charges assumed at registration. Failure to attend classes does not alter the charges or entitle the student to a refund. Students will not be permitted to receive their final official transcripts or diploma unless their student account is satisfied in full. In the event that Niagara University has to hire a collection company

or attorney to collect delinquent accounts, the student must reimburse Niagara University for reasonable collection fees, or attorney fees and court costs.

Ontario Student Assistance Program (OSAP)

Students enrolled in the Bachelor of Professional Studies in Education Program may be eligible, if qualified, for loans, grants, or awards granted under the Ontario Student Assistance Program (OSAP).

Online application is recommended as there are no application fees; website (osap.gov.on.ca) is available 24 hours a day, and students can get an on-the-spot estimate of the amount of funding they may receive. For complete details, access the OSAP website at osap.gov.on.ca.

OSAP Repayment Policy

The amount of OSAP that a student must repay is determined via the OSAP Formula for Return of OSAP funds. A repayment may be required when cash has been disbursed to a student in excess of the amount of aid a student earned during the term.

If more OSAP aid was disbursed than was earned, the amount of OSAP aid that must be returned is determined by subtracting the amount earned from the amount actually disbursed.

The responsibility for returning unearned aid lies with the student.

FACILITIES, ENVIRONMENT *and* SERVICES

Identification Cards

Students in the B.P.S. program are expected to carry their ID cards with them at all times. The on-line process for obtaining an ID card is outlined in registration materials provided to accepted students. The first card is free, and any subsequent card requested will be charged a minimal fee.

Loss of an ID card or any problems with one should be immediately reported. Temporary cards are not issued. Replacement fees for a card are nonrefundable. However, if students find their original cards, they may have them reactivated free of charge.

Library

Students in the Ontario program have full access to Niagara University's library through myNU.

Research Assistance

If you need immediate assistance, such as obtaining passwords to get into NU databases from off campus, you can contact the library reference desk by sending an e-mail to reflib@niagara.edu or by calling 716.286.8022 to speak to the reference librarian personally. Reference librarians are on duty all hours the library is open.

Do Research 24/7

From Your Home or Office

The library provides remote access through the World Wide Web to most of its databases, which means you can access millions of magazine, journal and newspaper articles. There are many research resources including databases with access to full-text, scholarly journal articles and quality websites specific to your major and program within the library databases.

If you need an article from a journal, we will photocopy it from the print collection, or if we don't own it, we will obtain a copy from another institution and have the article delivered to you via email, to your Ontario location, or by mail to your home.

Borrowing Materials

The library's collection consists of 200,000 books and 28,000 periodical titles in print and electronic formats that support your research needs. Your university ID card is your library card, and you may borrow and keep out 25 books at a time. If you need books that the library owns, you can visit the library in person or fill out the online request form. We will deliver the book to you at your Ontario location.

Interlibrary Loan and Document Delivery

All enrolled students can request books from the NU library collection. Remember, you can use local Canadian public libraries as an additional resource to obtain materials not available from the NU library collection. If you need an article from a journal, we will photocopy it from our print collection. If we don't own it, we will obtain a copy from another institution and have it delivered to you via email.

Fax Service

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

Hours:

School Year:

Monday–Thursday: 8 a.m.–Midnight

Friday: 8 a.m.–8 p.m.

Saturday: 10 a.m.–5 p.m.

Sunday: Noon–Midnight

Summer:

Monday–Thursday: 8 a.m.–9 p.m.

Friday: 8 a.m.–4 p.m.

Saturday: 10 a.m.–4 p.m.

Sunday: Closed

For more information, please call 716.286.8000 or visit our website at <https://niagara.libguides.com/ontario>.



FACULTY *of* EDUCATION

Chandra Foote, Ph.D.
Dean, Faculty of Education

Rob Leone, Ph.D.
Associate Dean

Faculty
Christian Elia, Ph.D.
Chair

Carmen Cicchello
Coordinator of Field Placements

Ru Ramjee
OSAP Coordinator

Carmela Vitale
Assistant Director

Admission Requirements

Submit your application and all application materials in one packet to:
Niagara University in Ontario
Graduate Education Office
Academic Complex, Room 225,
P.O. Box 1930

Niagara University, N.Y. 14109

- (1) Niagara University in Ontario graduate education application.
- (2) Two references from individuals in administration describing your leadership skills, abilities and potential in sealed envelopes with the referee's signature across the seal. (Please use the Niagara University reference form.)
- (3) Official transcripts of all colleges and universities attended in a sealed institution envelope.
- (4) Statement of Intent. Two-page, double-spaced, typewritten statement discussing your philosophy of educational leadership, professional goals, objectives, strengths, and weaknesses.

For Master of Science in Educational Leadership program only, an individual interview with the program director is required. Please schedule an interview with the program director at 905.294.7260.

For students whose native language is not English, scores on the TOEFL are required. For the Internet-based TOEFL iBT, Niagara University requires a total score of 103, with scores of at least 23 in listening, 24 in reading, 28 in writing, and 28 in speaking.

Mission

Purpose

To develop skilled, ethical professionals who advocate for positive change by learning, leading, and serving all members of society, especially those who are disadvantaged or marginalized.

Guiding Values

(1) Vincentian tradition of Niagara University: We are inspired to serve all members of society, especially those living in poverty and oppression, in local communities and in the larger world.

(2) Constructivist practice: We consider the experiences, values, and multiple identities of the individuals we serve as the foundation from which to facilitate learning and development.

(3) Evidence-based best practice: We implement practices and strategies drawn from the best available research and data generated within our own professional contexts.

(4) Reflective practice: We promote self-assessment, peer-assessment, and critical examination of the efficacy of one's own practice as essential for the continuous improvement of all professionals.

(5) Professional Commitment and Responsibility: We demonstrate dedication and accountability to our respective professions through professional, passionate, lawful and ethical behaviors.

(6) Professional Relationships: We maintain high expectations for ourselves, our colleagues, and those we serve, while respecting diversities of background, experience, opinion and perspective; and working collaboratively to support one another.

Conceptual Framework

The Conceptual Framework for the Faculty of Education embraces three dimensions as follows:

Student-Centering Through Constructivist Practice

This orientation is based on the belief that knowledge is created and developed by learners and is influenced by experiences, values and multiple identifies (e.g., race, class, culture, gender, nationality, exceptionality,

and language of individuals.) Grounded in Dewey's progressive educational philosophy, predicated on the learning theories of Piaget and Vygotsky, and furthered through the research of such modern leaders as Darling-Hammond, Shulman, Gardner, Perkins, and Danielson, this perspective drives us to place the prior knowledge and experiences of students at the core of our practice and facilitate their development through meaningful exploration.

Evidence-Based Best Practice

Throughout our programs, we emphasize that professionals are most effective when they integrate the best available research with pedagogical and clinical practice. Practitioners, therefore, in their design and implementation of effective programming, should draw from the extant research base and implement their own field based evaluations of program appropriateness and efficacy. This data-based decision-making integrates the fullest range of evidence that should be considered in order to promote and enhance effective outcomes within a profession or discipline.

Reflective Practice

Self-assessment, peer-assessment, and critical examination of the efficacy of one's own practice are essential dispositions for all professionals. Pedagogy that poses problems rather than transmits content encourages reflective thinking and doing. Reflection and metacognition enhances our own professional practice, and encourages these practices among others.

Faculty members in the college seek to extend and promote these dimensions through modeling related pedagogical practices and instilling in our candidates a desire to promote such practices in their professional lives.

Advisement

Upon application to a degree program, the applicant is immediately assigned an adviser. Students should meet with the assigned adviser to plan the courses that will be acceptable in the degree program. Courses taken outside of this advisement procedure may not be credited toward the applicant's degree program.

TEACHER EDUCATION PROGRAMS

The Bachelor of Professional Studies (B.P.S.) in teacher education offered by Niagara University in Ontario is consistent with and reflects the Ontario College of Teachers' Standards of Practice for the Teaching Profession (the Standards) and the Ethical Standards for the Teaching Profession. The program itself is based on best practice research and provides a forum and context for faculty and teacher candidates to contribute to the knowledge base of the profession. As a professional degree, the program emphasizes the importance of integrating theory into practice. Candidates learn that effective teaching is based on sound research and that as reflective practitioners who consistently seek to improve themselves, they need to continually seek out new approaches to teaching.

The Standards and Program Goals

The Bachelor of Professional Studies (B.P.S.) in teacher education is consistent with and reflects the Ontario College of Teachers' Standards of Practice for the Teaching Profession (the Standards) as evidenced through the alignment with the Standards to the conceptual framework of the college, the course embedded requirements outlined in course syllabi, and the 10 program goals. Although the Standards are holistically enveloped throughout the content, and pedagogy of the program each course is aligned to one of the Standards:

- **Commitment to Students and to Student Learning.** The commitment to student learning begins with our conceptual framework which seeks to promote service to the greater community and in particular to those less fortunate and in need. The commitment extends throughout courses required field experiences.
- **Professional Knowledge.** The teacher candidates' ability to understand and apply to their teaching Ontario law and policy, foundational knowledge of content, and research in pedagogy is emphasized during the first term of study in the program. Required course work emphasizes foundational knowledge including a wide array of researchers and educational theory.

- **Professional Practice.** The Ontario curriculum and professional practices in teaching emphasize the importance of teachers addressing the needs of all learners as found in a multicultural pluralist society. During the methods courses and methods assistantship, emphasis is placed on overall and specific expectations as they align with content specific methods courses.
- **Leadership in Learning Communities.** Throughout the program in all phases of field experiences and in the student teaching practicum, candidates collaborate with their colleagues and other professionals, with parents/guardians and with other members of the community to enhance school programs and student learning.
- **Ongoing Professional Learning.** The program incorporates the need for teachers to be lifelong learners who continually strive to improve themselves as a means of better serving the needs of their students.

These standards are reflected in the 10 goals of the program. The abilities and experiences of teacher candidates are documented in their program portfolio which requires evidence of successful implementation of learning, a theoretical rationale for why a particular practice did or did not work, and a reflection detailing personal growth and how they believe the experience would impact their future practices. The following program goals are achieved through the combination of course work, practicum experience, and on-going assessment:

- (1) The teacher candidate understands the central concepts, tools of inquiry, and structure of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful to students.
- (2) The teacher candidate understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.
- (3) The teacher candidate understands how students differ in their approaches to learning and creates instructional



opportunities that are adapted to diverse learners.

- (4) The teacher candidate understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
- (5) The teacher candidate encourages an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interactions, active engagement in learning, and self-motivation.
- (6) The teacher candidate uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- (7) The teacher candidate plans instruction based on knowledge of subject matter,

students, the community, the overall and specific curriculum expectations, and achievement chart (planning courses and assessments).

- (8) The teacher candidate understands and uses formative and summative assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner; and implements assessment in accordance with the expectations delineated in the achievement charts.
- (9) The teacher candidate is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents/ guardians, and other professionals) and who actively seeks out opportunities to grow professionally.
- (10) The teacher candidate fosters relationships with school colleagues, parents/guardians, and agencies in the larger community to support students' learning and well being.

The program goals are achieved through the combination of course work, practicum experience, and on-going assessment.

The program is also consistent with and reflects the Ontario College of Teachers Ethical Standards for the Teaching Profession (Ethical Standards) — standards of care, respect, trust, and integrity. This occurs through the conceptual framework of the program and the integration of professional dispositions.

The conceptual framework of the program is based on the Vincentian mission of the university. Our teacher candidates, therefore, are introduced to the high ethical standards of the profession through the mission of Niagara University — this occurs through both course work and learning experiences in the field which include preservice field placements in the foundations term, teacher assistantship placements during the methods term and student teaching during the final term of study.

Teacher candidates are expected to demonstrate three core dispositional values: professional commitment, professional relationships, and critical thinking and reflective practice. The professional dispositions are directly aligned with the Ethical Standards and

serve to extend the standards across courses and field experiences. All teacher candidates are provided with a copy of these dispositions and the respective observable indicators. The candidate keeps one copy and signs and returns a second which is kept on file.

At the end of each term of study, candidates are evaluated by all members of the faculty on these dispositions. Identified issues related to the Ethical Standards and program dispositions may result in a plan of intervention for continuing enrollment in the program.

Required Field Experiences

Teacher candidates apply theory in practice throughout the program by fulfilling requirements along a continuum of practical experiences. These experiences begin with observations and small group lessons, lead into the application of methods to actual teaching practice, and culminate in full-time teaching during the practica. Teacher candidates complete 75 hours of field experience in the first term of the program. A pair of two-week placements, called Teacher Assistantships, in the second semester resulting in 18 full days prior to the student teaching (practica). These field experiences are tied to course work, organized by program faculty and staff, and supervised by associate teachers and university supervisors.

Primary/Junior Division

(Junior kindergarten to grade 6)

For individuals who are not certified teachers, this 60 credit-hour program leads to initial certification in primary/junior education in Ontario (junior kindergarten-grade 6). Upon completion of this program, graduates will hold a Bachelor of Professional Studies degree in teacher education.

Prerequisites:

- Baccalaureate degree with sufficient content core and liberal arts and sciences studies
- Ability to pursue full-time study with day and evening courses each week
- Other admissions criteria stated elsewhere

Program requirements:

- Field experiences: 75 clock-hours in first semester, 75 clock-hours in 18 full days in the second semester

- Portfolio requirement

Schedule of courses:

- Five courses (15 credit hours) in first semester
- Five courses (15 credit hours) in second semester
- Four courses (15 credit hours) in third and fourth semester (practicum semesters with each practicum = six credit hours)

Primary/Junior Sequence

Semester one: Foundations
(15 credit hours)

- EDU 423 Foundations and Legal Principles of Education in Ontario
- EDU 430 Methods of Teaching in the Primary/Junior Division
- EDU 436 Human Development, Learning and Motivation
- EDU 439 Teaching Students with Special Needs
- EDU 448 Foundations of Literacy Instruction

Semester two: Methods
(15 credit hours)

- EDU 431 Methods of Teaching Math/Science in the Primary/Junior Division
- EDU 432 Methods of Teaching Health/ P.E. and the Arts in the Primary/Junior Division
- EDU 433 Methods of Teaching Social Studies and Language Arts in the Primary/Junior Division
- EDU 451 Assessment of Learning
- EDU 498 Instructional Technology

Semester three: Practicum
(15 credit hours)

- EDU 417 Professional Seminar in Primary/Junior Education
- EDU 425 Methods and Materials in Early Learning
- EDU 447 Primary/Junior Practicum I (six credit hours)
- EDU 495 Introduction to Educational Research and Statistics

Semester four: Practicum
(15 credit hours)

- EDU 449 Primary/Junior Practicum II
- EDU 490 Professional Seminar in Primary/Junior Education

Two electives*:

- EDU 420 Foundations of Catholic Education

- EDU 428 Equity, Diversity and Inclusion
 EDU 455 Assessment of Students with Special Needs
 EDU 476 Language Arts Integration
 *Three additional electives to be determined

Catholic candidates who wish to teach in a catholic school board are required to take the Foundations of Catholic Education pre-service course, EDU 420.

Intermediate/Senior Division

(Grades 7 to 12)

For individuals who are not certified teachers, this 33 credit-hour program leads to initial certification in intermediate/senior education in Ontario (grades 7–12). Upon completion of this program, graduates will hold a Bachelor of Professional Studies degree in teacher education.

Prerequisites:

- Three- or four-year bachelor's degree with sufficient concentration of studies to teach in two teachable subject areas
- Ability to pursue full-time study with day and evening courses each week
- Other admissions criteria stated elsewhere

Program requirements:

- Field experiences: 75 clock-hours in first semester, 75 clock-hours in second semester
- Portfolio requirement

Schedule of courses:

- Five courses (15 credit hours) in first semester
- Five courses (15 credit hours) in second semester
- Four courses (15 credit hours) in third and fourth semester (practicum semesters with each practicum = six credit hours)

Intermediate/Senior Sequence

Semester one: Foundations

(15 credit hours)

- EDU 423 Foundations and Legal Principles of Education in Ontario
 EDU 436 Human Development, Learning and Motivation
 EDU 439 Teaching Students with Special Needs
 EDU 448 Foundations of Literacy Instruction
 EDU 460 Methods of Teaching in the Intermediate/Senior Division

Semester two: Methods

(15 credit hours)

- EDU 451 Assessment of Learning
 EDU 452 Middle Childhood Philosophy and Practice
 EDU 459-466 Specific Content Methods Intermediate/Senior (two required)
 EDU 498 Instructional Technology

Semester three: Practicum

(15 credit hours)

- EDU 418 Professional Seminar in Intermediate/Senior Education
 EDU 428 Equity, Diversity and Inclusion
 EDU 440-446 Intermediate/Senior Practicum — content specific (six credit hours)
 EDU 495 Introduction to Educational Research and Statistics

Semester four: Practicum

(15 credit hours)

- EDU 440-446 Intermediate/Senior Practicum — content specific (six credit hours)
 EDU 491 Professional Seminar in Intermediate/Senior Education

Two electives*:

- EDU 420 Foundations of Catholic Education
 EDU 455 Assessment of Students with Special Needs
 EDU 476 Language Arts Integration

*Three additional electives to be determined

Catholic candidates who wish to teach in a catholic school board are required to take the Foundations of Catholic Education pre-service course, EDU 420.

Teachables for:

- Intermediate/Senior Education
 Business Studies – Accounting
 Business Studies – Entrepreneurship
 Business Studies – General
 Business Studies – Information and Communication Technology
 Computer Studies
 Dramatic Arts
 Economics
 English
 French as a Second Language
 Geography
 History
 International Languages – Italian

- International Languages – Spanish
 Mathematics
 Politics
 Religious Education
 Science – Biology
 Science – Chemistry
 Science – General
 Science – Physics
 Social Sciences – General
 Visual Arts

Portfolio Assessment

Teacher candidates are required to complete a comprehensive portfolio that is designed to assess the 10 program goals and the Standards of Professional Practice. During each term of study, teacher candidates successfully complete one entry for each Standard of Professional Practice aligned to each of their core courses. Portfolio submissions are assessed by members of the faculty with feedback provided after each submission. Candidates have a maximum of three attempts to successfully complete the submission (pass or fail). The portfolio requirement includes a reflection as well as evidence of meeting the goal (artifacts). In order to successfully complete the program, all candidates must satisfactorily complete the comprehensive portfolio. Portfolio submissions are completed electronically through the use of Chalk and Wire; an on-line electronic assessment and portfolio storage tool.

Student Teaching Practicum

Students will be assessed on their readiness for the student teaching practicum. Based on this assessment, the student teaching practicum may be delayed until the student is ready.

In order to student teach, students are required to have at least a B in methods courses, passed each of the portfolio standards, completed all field experience hours, and achieved an overall Q.P.A. of 2.5.

Student teaching consists of a 20-week, full-time teaching experience. Teacher candidates complete a pair of ten-week placements that are evaluated by an associate teacher (who is a member in good standing with OCT) and a university supervisor.

The practicum is a comprehensive experience that requires the student's exclusive attention. During the practicum, students are encouraged to register for only six credit hours (the student teaching practicum, three credit hours; and the professional seminar, three credit hours), and, if possible, not to work. It is to the student's advantage that his/her practicum receives the best possible evaluation. The methods class and student teaching are available only to students who have matriculated full time into the teacher education programs.

Teacher candidates must successfully complete the practicum in order to complete the program, receive their degree (B.P.S.) and be recommended to the Ontario College of Teachers for the certificate of qualifications.

Police Check

According to the Criminal Records Act a Vulnerable Sector Screening must be performed for a position, whether paid or volunteer, when that position is one of authority or trust relative to those persons under the age of 18. Therefore, it is imperative that all students understand and comply with this requirement. Please note that this requirement is aligned with the following and failure to meet the program may jeopardize a student's ability to successfully complete the program.

Field experiences (Impact, Teacher Assistantship, and Practicum) are all requisite parts of the Niagara University Teacher Education program and students must successfully complete each phase in order to maintain eligibility in the program.

- (1) In order for a student to participate in Field Experiences, all School Boards of Education in Ontario require that the student present to them a "Full Disclosure Vulnerable Sector Criminal Record Check" and "Health and Safety Certificate".
- (2) That as a teacher candidate, students are required to provide a Criminal Record Check that is satisfactory to the district board in which he or she will be placed prior to the commencement of any duties and it is the responsibility of the student to familiarize himself or herself with the specific procedures and protocols for the district board in which the placements will occur.
- (3) That the Criminal Record Check must meet all the conditions outlined below:
 - It must have been completed by a police service within the preceding six months.
 - It must include a Vulnerable Sector Screening (VSS) including a search of the pardoned Sex Offender Database.
 - It must be an original and must be accepted as valid by your board until the end of the student's specific placement.
- (4) That it is the student's responsibility to ensure that the above conditions are met and that any cost related to obtaining the Criminal Record Check is solely the responsibility of the applicant.
- (5) That the police check must be obtained from the Police Service that is responsible for the area in which the student is a resident and that depending on the police department the process may take up to six weeks. In order to avoid delay with placements students should apply as soon as possible as the student may not begin a placement until such a time as he or she has completed the process and submitted the required Full Disclosure Vulnerable Sector Criminal Record Check to the school board.
- (6) Many school boards insist that the Criminal Record Check includes a section that allows the police to screen for contacts with the Police Service under the Mental Health Act and that this will be on the "Consent to Disclosure Form."
- (7) It is the student's responsibility to meet WSIB Health and Safety training requirements by completing the Ministry of Labour's worker awareness training webinar/video at www.labour.gov.on.ca/english/hs/training/workers.php. Upon completion of the training, a certificate of completion will be generated to be presented at host school boards.
- (8) The process is dictated by where the student lives and/or by the requirements of the hosting school boards where the student will be placed.

EDUCATIONAL LEADERSHIP

Master of Science in Educational Leadership — Ontario

The M.S.Ed. in educational leadership has been offered in Ontario, Canada, with ministerial consent since 1984. It is offered to Ontario candidates who wish to pursue leadership positions and receive a master's degree, and in collaboration with public and Catholic Greater Toronto area boards and additional sites. This program does not lead to New York state certification.

- EDU 528 Multicultural Education*
- EDU 595 Introduction to Educational Research
- EDU 615 Educational Leadership
- EDU 649 Capstone for the School Building Leader
- EDU 632 The School Principalship
- EDU 635 Ontario School Law
- EDU 644 Instructional Supervision
- EDU 645 Curriculum Planning: Design, Implementation and Evaluation
- EDU 684 Research in Educational Leadership

EDU 694 Administrative Internship

Two electives in educational administration

*Fulfills requirement for course in another discipline

Further Requirements

Pass Administrative Internship

Pass Comprehensive Exam

Total Graduate Hours 36

Requirements for the Completion of the Educational Leadership Program

The program requires the completion of all program courses, passing of the written comprehensive examination, and successful completion of the internship. Six credits from other universities may be accepted into the M.S.Ed. program provided the credits have been earned at an accredited institution and carry a grade of B. The study for which the credits were earned must fulfill program requirements.



Course Descriptions

EDU 228 Multicultural Education

This course examines the theories and practices of multicultural education which are presented as central to teaching and learning, not as marginal or added on to the “regular” curriculum. Study of multi-cultural concepts (e.g., inclusion, accurate representation, multiple perspectives, indigenous scholarship) will reveal how diverse knowledge bases have been historically muted in educational and other discourses. In order to avoid replicating this exclusionary practice, prospective teachers will explore ways in which students’ (and their own) multiple identities are embedded in teaching and learning that accurately represents diverse knowledge bases. Such an approach is multicultural and therefore emancipatory because it encourages students to become thinkers and producers of knowledge-practices that increase students’ opportunities and life chances.

— three credit hours

EDU 417 Profprofessional Seminar Primary/Junior Division II

This seminar is designed to provide the primary junior teacher candidate with knowledge and understanding of those competencies that are essential to successful teaching and student learning. The course will address aspects of knowledge and skills which link both course work and the practicum.

— three credit hours

EDU 418 Professional Seminar Intermediate/Senior Education

This seminar is designed to provide the intermediate senior teacher candidate with knowledge and understanding of those competencies that are essential to successful teaching and student learning. The course will address aspects of knowledge and skills which link both course work and the practicum.

— three credit hours

EDU 423 Foundations and Legal Principle of Education in Ontario

This course is a reflective examination of the educational system in Ontario, its laws, and the ways in which diverse disciplines (e.g., history, philosophy,

psychology, sociology, multiculturalism, economics, and ethics) are the bases upon which Western educational practices are built. Course experiences will involve candidates gaining knowledge with which to analyze the effects of these educational foundations on the school experience in the past and present. Candidates will use their evolving foundational framework to examine educational paradigms, theories, and practices that either strengthen and expand the democratic possibilities of schooling or maintain the current correspondence between educational success and students’ socioeconomic and cultural identities. Candidates will be required to participate in a preservice practicum placement. Failure to complete 75 hours of preservice practicum placement will result in a failing grade for the course.

— three credit hours

EDU 425 Methods in Early Learning

This course is designed to examine theories, resources and design principles for creating programming to facilitate children’s development and early learning. Program and activity planning to promote physical, cognitive, social, and emotional development through the observation and assessment of children’s development, interests and family and cultural context will be examined.

— three credit hours

EDU 428 Diversity, Equity and Inclusion

This course examines the theories and practices of equity and inclusive education which are presented as central to teaching and learning, and not marginal or added on to the ‘regular’ curriculum.

— three credit hours

EDU 430 Methods of Teaching in the Primary/Junior Division

This course is designed to provide teacher candidates with the knowledge, skills, and affective dispositions necessary to plan, deliver and assess effective standards-based learning experiences for students in grades K-6. The goal is to prepare candidates for careers as successful teachers in the changing world of school that is now marking the Western pluralist democratic societies’ attempts to educate all of its

children to never before realized levels of cognitive development.

Candidates will examine their own preset notions of what teachers do and what for them meant effective teaching. Against their metacognitive framework based upon their own previous 15 plus years as students observing teachers, candidates will begin to formulate their own new idea of how to be an effective teacher. Candidates will do this by viewing student learning within a constructivist framework emphasizing the knowledge and experience that they bring to the classroom and how to build on that knowledge.

Candidates will learn how to implement the Ontario expectations, assess student learning, and understand how technology enhances the development of student knowledge. Candidates will learn how to develop lesson plans across the curriculum that will engage learners of diverse backgrounds and needs. Portfolio entries will continue to evolve as candidates evidence their growth in developing lesson plans.

During the second semester of study, candidates will be required to complete two 9-day placements in the schools for field experiences. Failure to complete the two preservice practicum placements will result in the candidate receiving a failing grade for the course.

— three credit hours

EDU 431 Methods of Teaching Math, Science in the Primary/Junior Division

This course defines the scope and sequence of the Ontario primary/junior curriculum in the core areas of mathematics, science, and the developmental learning of students in grades K-6. Prospective teachers will view student learning within a constructivist framework emphasizing the knowledge and experience that they bring to the classroom and how to build on that knowledge. Prospective teachers will learn how to implement the math, science and technology curriculum as delineated in the Ontario Expectations, assess student learning, and understand how technology enhances the development of student knowledge in the area of math and science. Candidates will also develop lesson plans across the curriculum that will engage

learners of diverse backgrounds and needs. Candidates will be required to participate in a teaching assistantship practicum. Failure to complete 75 hours of teaching assistantship practicum will result in a failing grade for the course.

— three credit hours

EDU 432 Methods of Teaching Health/P.E. and the Arts in the Primary/Junior Division

This course defines the scope and sequence of the Ontario primary/junior curriculum in the core areas of health/P.E. and the arts and the developmental learning of students in grades K- 6. Prospective teachers will view student learning within a constructivist framework emphasizing the knowledge and experience that they bring to the classroom and how to build on that knowledge. Prospective teachers will learn how to implement the health/ P.E. and the arts curricula as delineated in the Ontario Expectations, assess student learning, and understand how technology enhances the development of student knowledge in the area of health/P.E. and the arts. Prospective teachers will also develop lesson plans across the curriculum that will engage learners of diverse backgrounds and needs. Candidates will be required to participate in a teacher assistantship practicum placement. Failure to complete 75 hours of teacher assistantship practicum will result in a failing grade for the course.

— three credit hours

EDU 433 Methods of Teaching Social Studies and Language Arts in the Primary/Junior Division

This course defines the scope and sequence of the Ontario primary/junior curriculum in the core areas of language arts and social studies and the developmental learning of students in grades K-6. Prospective teachers will view student learning within a constructivist framework emphasizing the knowledge and experience that they bring to the classroom and how to build on that knowledge. Prospective teachers will learn how to implement the language arts and social studies curricula as delineated in the Ontario Expectations, assess student learning, and understand how technology enhances the development of student

knowledge in these core areas. Candidates will also develop lesson plans across the curriculum that will engage learners of diverse backgrounds and needs. Candidates will be required to participate in a teaching assistantship practicum. Failure to complete 75 hours of teaching assistantship practicum will result in a failing grade for the course.

— three credit hours

EDU 436 Human Development, Learning and Motivation

This course is designed to introduce the prospective teacher to the theories of human learning, development, and motivation and the applications of these theories in the learning environment. Each of the developmental stages of early childhood, childhood, preadolescence and adolescence will be focused upon to gain awareness of human learning, maturation, and motivation. Prospective teachers will be required to participate in a school-based preservice practicum placement 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. Failure to complete 75 hours of preservice practicum will result in a failing grade.

— three credit hours

EDU 439 Teaching Students With Special Needs

This course introduces prospective teachers to the characteristics of students with physical, cognitive and emotional/ behavioral challenges. Candidates will review legislation and the IPRC process, as well as be introduced to such skills as reading and implementing IEPs and running an effective inclusion classroom. Candidates will explore the role of students, family and education professionals. As part of this course candidates will reflect upon observations and interactions with students with disabilities. Candidates will be required to participate in a pre-service practicum placement. Failure to complete 75 hours of preservice practicum placement will result in a failing grade for the course.

— three credit hours

EDU 440-446 Intermediate/Senior Practica I

This field experience is designed to enable teacher candidates to develop competence in teaching adolescents in the intermediate/ senior classrooms. Teacher candidates are expected to demonstrate attitudes, know-ledge and skills essential to effective teaching consistent with Ontario curriculum expectations. Teacher candidates will develop their final showcase portfolio throughout the semester in conjunction with the professional seminar. Teacher candidates are supervised by an experienced associate teacher and the university supervisor.

— six credit hours

EDU 447 Primary/Junior Practicum I

This field experience is designed to enable teacher candidates to develop competence in teaching primary junior school age students in the diverse elementary classroom. Teacher candidates will be assessed in accordance with the Ontario College of Teachers core competencies.

— six credit hours

EDU 448 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 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. Candidates will be required to participate in a preservice practicum placement. Failure to complete 75 hours of preservice practicum placement will result in a failing grade for the course.

— three credit hours

EDU 449 Primary/Junior Practicum II

This field experience is designed to enable teacher candidates to develop competence

in teaching primary junior school age students in the diverse elementary classroom. Teacher candidates will be assessed in accordance with the Ontario College of Teachers core competencies.

— three credit hours

**EDU 450 Early Childhood
Philosophy and Practice**

This course is designed to provide the prospective teacher with a comprehensive study of early childhood educational philosophy, curriculum, and programming. Exemplary early childhood education models will be examined, including the practices of multiage teaching, Montessori Schooling, and integrated curricula. The teaching assistantship field experience during this course will take place in a middle childhood educational setting.

— three credit hours

EDU 451 Assessment of Learning

This course serves as an introduction to the basic principles of measurement and evaluation (diagnostic, formative and summative), with emphasis upon test construction in accord with instructional objectives, more specifically the overall and specific expectations described in the Ontario curriculum. A study of procedures of evaluation will be made including numerical, alphabetical, and narrative forms. Consideration is given to the statistical principles of validity and reliability, and the variety, selection and use of standardized achievement and aptitude tests (e.g., provincial grades 3 and 6 literacy and math, grade 9 math and grade 10 literacy). Treatment is also given to the evaluation of procedures, products, and typical behaviours, including the problems and cautions in the use and interpretation of test results. The method of assigning marks and grades to primary/junior and intermediate/senior grades will be examined in accord with the provincial achievement charts, and the Program Planning and Assessment Guide. Candidates will be required to participate in a preservice practicum placement. Failure to complete 75 hours of preservice practicum placement will result in a failing grade for the course.

— three credit hours

**EDU 452 Middle Childhood
Philosophy and Practice**

This course is designed to provide the prospective teacher with a comprehensive study of middle childhood educational philosophy, curriculum, and programming. Exemplary middle school education models will be examined, including the practices of teaming, cooperative learning, and integrated curricula. The teaching assistantship field experience during this course will take place in a middle childhood educational setting.

— three credit hours

**EDU 455 Assessment of Students
With Special Needs**

The intent of this course is to provide teacher candidates with knowledge of various assessment practices, skills in the assessment of learners with disabilities, and an understanding of the legal, moral and social issues associated with assessment in special education. The course will focus on the assessment of the following four areas: intelligence, achievement, behavior, and social-emotional well-being. Teacher candidates will work in teams to prepare an Individualized Education Plan for a student for whom all four types of assessments have been performed.

— three credit hours

**EDU 459A Specific Methods of Teaching
Visual Arts in the
Intermediate/Senior
Divisions**

This course is to be taken concurrently with EDU 460 providing the prospective teacher with experiences that combine general teaching strategies with teaching visual arts. Candidates enrolled in this course will study methods of teaching visual arts and engage in field experiences relevant to the teaching of visual arts. This course deals with issues of technology, grade-level curricular specificity, classroom management, multicultural content and the construction of tests and other assessments as outlined by the Ontario Ministry of Education relevant to the teaching in this content area. Candidates' portfolio entries will evidence their growth in developing lesson plans with a variety of teaching strategies specific to this content area. Candidates will be

required to participate in 75 hours of teaching assistantship and teach a minimum of two lessons. Failure to complete the 75 hours of teaching assistantship will result in a failing grade for the course.

— three credit hours

**EDU 459B Specific Methods of
Teaching Dramatic Arts
in the Intermediate/
Senior Divisions**

This course is to be taken concurrently with EDU 460 providing the prospective teacher with experiences that combine general teaching strategies with teaching drama. Candidates enrolled in this course will study methods of teaching drama and engage in field experiences relevant to the teaching of drama. This course deals with issues of technology, grade-level curricular specificity, classroom management, multicultural content and the construction of tests and other assessments as outlined by the Ontario Ministry of Education relevant to the teaching in this content area. Candidates' portfolio entries will evidence their growth in developing lesson plans with a variety of teaching strategies specific to this content area. Candidates will be required to participate in 75 hours of teaching assistantship and teach a minimum of two lessons. Failure to complete the 75 hours of teaching assistantship will result in a failing grade for the course.

— three credit hours

**EDU 460 Methods of Teaching in
the Intermediate/Senior
Division**

This course is designed to provide teacher candidates with the knowledge, skills, dispositions and experiences necessary to plan, deliver and assess effective standards-based learning experiences for diverse adolescents in the intermediate division. The goal is to prepare candidates for careers as successful teachers in the changing world of school that is now marking the Western pluralist democratic societies' attempts to educate all of its teenagers to never before realized levels of cognitive development. Candidates will be required to participate in two preservice practicum placements. Failure

to complete these preservice practicum placements will result in a failing grade for the course.

Work in this course is directly aligned with the Expectations of the Ontario Curriculum.

— three credit hours

EDU 461 Specific Methods of Teaching English in the Intermediate/Senior Divisions

This course is to be taken concurrently with EDU 460 providing the prospective teacher with experiences that combine general teaching strategies with teaching the English language arts. Candidates enrolled in this course will study methods of teaching English language arts and engage in field experiences relevant to the teaching of the visual arts language. This course deals with issues of technology, grade-level curricular specificity, classroom management, multicultural content and the construction of tests and other assessments as outlined by the Ontario Ministry of Education relevant to the teaching in this content area. Candidates' portfolio entries will evidence their growth in developing lesson plans with a variety of teaching strategies specific to this content area. Candidates will be required to participate in 75 hours of teaching assistantship and teach a minimum of two lessons. Failure to complete the 75 hours of teaching assistantship will result in a failing grade for the course.

— three credit hours

EDU 462A Specific Methods of Teaching French as a Second Language in the Intermediate/Senior Divisions

This course is to be taken concurrently with EDU 460 providing the prospective teacher with experiences that combine general teaching strategies with teaching the French language. Candidates enrolled in this course will study methods of teaching French and engage in field experiences relevant to the teaching of the French language. This course deals with issues of technology, grade-level curricular specificity, classroom management, multicultural content and the construction

of tests and other assessments as outlined by the Ontario Ministry of Education relevant to the teaching in this content area. Candidates' portfolio entries will evidence their growth in developing lesson plans with a variety of teaching strategies specific to this content area. Candidates will be required to participate in 75 hours of teaching assistantship and teach a minimum of two lessons. Failure to complete the 75 hours of teaching assistantship will result in a failing grade for the course.

— three credit hours

EDU 462B Specific Methods of Teaching International Language — Spanish in the Intermediate/Senior Divisions

This course is to be taken concurrently with EDU 460 providing the prospective teacher with experiences that combine general teaching strategies with teaching the Spanish language. Candidates enrolled in this course will study methods of teaching Spanish and engage in field experiences relevant to the teaching of the Spanish language. This course deals with issues of technology, grade-level curricular specificity, classroom management, multicultural content and the construction of tests and other assessments as outlined by the Ontario Ministry of Education relevant to the teaching in this content area. Candidates' portfolio entries will evidence their growth in developing lesson plans with a variety of teaching strategies specific to this content area. Candidates will be required to participate in 75 hours of teaching assistantship and teach a minimum of two lessons. Failure to complete the 75 hours of teaching assistantship will result in a failing grade for the course.

— three credit hours

EDU 462C Specific Methods of Teaching International Language — Italian in the Intermediate/Senior Divisions

This course is to be taken concurrently with EDU 460 providing the prospective teacher with experiences that combine

general teaching strategies with teaching the Italian language. Candidates enrolled in this course will study methods of teaching Italian and engage in field experiences relevant to the teaching of the Italian language. This course deals with issues of technology, grade-level curricular specificity, classroom management, multicultural content and the construction of tests and other assessments as outlined by the Ontario Ministry of Education relevant to the teaching in this content area. Candidates' portfolio entries will evidence their growth in developing lesson plans with a variety of teaching strategies specific to this content area. Candidates will be required to participate in 75 hours of teaching assistantship and teach a minimum of two lessons. Failure to complete the 75 hours of teaching assistantship will result in a failing grade for the course.

— three credit hours

EDU 463A Specific Methods of Teaching Mathematics in the Intermediate/Senior Divisions

This course is to be taken concurrently with EDU 460 providing the prospective teacher with experiences that combine general teaching strategies with teaching mathematics. Candidates enrolled in this course will study methods of teaching mathematics and engage in field experiences relevant to the teaching of mathematics. This course deals with issues of technology, grade-level curricular specificity, classroom management, multicultural content and the construction of tests and other assessments as outlined by the Ontario Ministry of Education relevant to the teaching in this content area. Candidates' portfolio entries will evidence their growth in developing lesson plans with a variety of teaching strategies specific to this content area. Candidates will be required to participate in 75 hours of teaching assistantship and teach a minimum of two lessons. Failure to complete the 75 hours of teaching assistantship will result in a failing grade for the course.

— three credit hours

EDU 463B Specific Methods of Teaching Computer Studies in the Intermediate/Senior Divisions

This course is to be taken concurrently with EDU 460 providing the prospective teacher with experiences that combine general teaching strategies with teaching computer studies. Candidates enrolled in this course will study methods of teaching computer studies and engage in field experiences relevant to the teaching of computer studies. This course deals with issues of technology, grade-level curricular specificity, classroom management, multicultural content and the construction of tests and other assessments as outlined by the Ontario Ministry of Education relevant to the teaching in this content area. Candidates' portfolio entries will evidence their growth in developing lesson plans with a variety of teaching strategies specific to this content area. Candidates will be required to participate in 75 hours of teaching assistantship and teach a minimum of two lessons. Failure to complete the 75 hours of teaching assistantship will result in a failing grade for the course.

— three credit hours

EDU 464A Specific Methods of Teaching Biology in the Intermediate/Senior Divisions

This course is to be taken concurrently with EDU 460 providing the prospective teacher with experiences that combine general teaching strategies with teaching biology. Candidates enrolled in this course will study methods of teaching biology and engage in field experiences relevant to the teaching of biology. This course deals with issues of technology, grade-level curricular specificity, classroom management, multicultural content and the construction of tests and other assessments as outlined by the Ontario Ministry of Education relevant to the teaching in this content area. Candidates' portfolio entries will evidence their growth in developing lesson plans with a variety of teaching strategies specific to this content area. Candidates will be required to participate in 75 hours of teaching assistantship and teach a

minimum of two lessons. Failure to complete the 75 hours of teaching assistantship will result in a failing grade for the course.

— three credit hours

EDU 464B Specific Methods of Teaching Chemistry in the Intermediate/Senior Divisions

This course is to be taken concurrently with EDU 460 providing the prospective teacher with experiences that combine general teaching strategies with teaching chemistry. Candidates enrolled in this course will study methods of teaching chemistry and engage in field experiences relevant to the teaching of chemistry. This course deals with issues of technology, grade-level curricular specificity, classroom management, multicultural content and the construction of tests and other assessments as outlined by the Ontario Ministry of Education relevant to the teaching in this content area. Candidates' portfolio entries will evidence their growth in developing lesson plans with a variety of teaching strategies specific to this content area. Candidates will be required to participate in 75 hours of teaching assistantship and teach a minimum of two lessons. Failure to complete the 75 hours of teaching assistantship will result in a failing grade for the course.

— three credit hours

EDU 464C Specific Methods of Teaching Science — General in the Intermediate/Senior Divisions

This course is to be taken concurrently with EDU 460 providing the prospective teacher with experiences that combine general teaching strategies with teaching general science. Candidates enrolled in this course will study methods of teaching general science and engage in field experiences relevant to the teaching of general science. This course deals with issues of technology, grade-level curricular specificity, classroom management, multicultural content and the construction of tests and other assessments as outlined by the Ontario Ministry of Education relevant to the teaching in this content area. Candidates'

portfolio entries will evidence their growth in developing lesson plans with a variety of teaching strategies specific to this content area. Candidates will be required to participate in 75 hours of teaching assistantship and teach a minimum of two lessons. Failure to complete the 75 hours of teaching assistantship will result in a failing grade for the course.

— three credit hours

EDU 464D Specific Method of Teaching Science — Physics in the Intermediate/Senior Divisions

This course is to be taken concurrently with EDU 460 providing the prospective teacher with experiences that combine general teaching strategies with teaching physics. Candidates enrolled in this course will study methods of teaching physics and engage in field experiences relevant to the teaching of physics. This course deals with issues of technology, grade-level curricular, specificity, classroom management, multi-cultural content and the construction of tests and other assessments as outlined by the Ontario Ministry of Education relevant to the teaching in this content area. Candidates' portfolio entries will evidence their growth in developing lesson plans with a variety of teaching strategies specific to this content area. Candidates will be required to participate in 75 hours of teaching assistantship and teach a minimum of two lessons. Failure to complete the 75 hours of teaching assistantship will result in a failing grade for the course.

— three credit hours

EDU 465A Specific Methods of Teaching History in the Intermediate/Senior Divisions

This course is to be taken concurrently with EDU 460 providing the prospective teacher with experiences that combine general teaching strategies with teaching history. Candidates enrolled in this course will study methods of teaching history and engage in field experiences relevant to the teaching of history. This course deals with issues of technology, grade-

level curricular specificity, classroom management, multi-cultural content and the construction of tests and other assessments as outlined by the Ontario Ministry of Education relevant to the teaching in this content area. Candidates' portfolio entries will evidence their growth in developing lesson plans with a variety of teaching strategies specific to this content area. Candidates will be required to participate in 75 hours of teaching assistantship and teach a minimum of two lessons. Failure to complete the 75 hours of teaching assistantship will result in a failing grade for the course.

— three credit hours

EDU 465C Specific Methods of Teaching Social Sciences (General) in the Intermediate/Senior Divisions

This course is to be taken concurrently with EDU 460 providing the prospective teacher with experiences that combine general teaching strategies with teaching social sciences – general. Candidates enrolled in this course will study methods of teaching social sciences (general) and engage in field experiences relevant to the teaching of social sciences (general). This course deals with issues of technology, grade-level curricular specificity, classroom management, multi-cultural content and the construction of tests and other assessments as outlined by the Ontario Ministry of Education relevant to the teaching in this content area. Candidates' portfolio entries will evidence their growth in developing lesson plans with a variety of teaching strategies specific to this content area. Candidates will be required to participate in 75 hours of teaching assistantship and teach a minimum of two lessons. Failure to complete the 75 hours of teaching assistantship will result in a failing grade for the course.

— three credit hours

EDU 465D Specific Methods of Teaching Religious Education in the Intermediate/Senior Divisions

This course is to be taken concurrently with EDU 460 providing the prospective teacher

with experiences that combine general teaching strategies with teaching religious education. Candidates enrolled in this course will study methods of teaching religious education and engage in field experiences relevant to the teaching of religious education. This course deals with issues of technology, grade-level curricular specificity, classroom management, multi-cultural content and the construction of tests and other assessments as outlined by the Ontario Ministry of Education relevant to the teaching in this content area. Candidates' portfolio entries will evidence their growth in developing lesson plans with a variety of teaching strategies specific to this content area. Candidates will be required to participate in 75 hours of teaching assistantship and teach a minimum of two lessons. Failure to complete the 75 hours of teaching assistantship will result in a failing grade for the course.

— three credit hours

EDU 465E Specific Methods of Teaching Politics in the Intermediate/Senior Divisions

This course is to be taken concurrently with EDU 460 providing the prospective teacher with experiences that combine general teaching strategies with teaching politics. Candidates enrolled in this course will study methods of teaching politics and engage in field experiences relevant to the teaching of politics. This course deals with issues of technology, grade-level curricular specificity, classroom management, multi-cultural content and the construction of tests and other assessments as outlined by the Ontario Ministry of Education relevant to the teaching in this content area. Candidates' portfolio entries will evidence their growth in developing lesson plans with a variety of teaching strategies specific to this content area. Candidates will be required to participate in 75 hours of teaching assistantship and teach a minimum of two lessons. Failure to complete the 75 hours of teaching assistantship will result in a failing grade for the course.

— three credit hours

EDU 465F Specific Methods of Teaching Geography in the Intermediate/Senior Divisions

This course is to be taken concurrently with EDU 460 providing the prospective teacher with experiences that combine general teaching strategies with teaching geography. Candidates enrolled in this course will study methods of teaching geography and engage in field experiences relevant to the teaching of geography. This course deals with issues of technology, grade-level curricular specificity, classroom management, multicultural content and the construction of tests and other assessments as outlined by the Ontario Ministry of Education relevant to the teaching in this content area. Candidates' portfolio entries will evidence their growth in developing lesson plans with a variety of teaching strategies specific to this content area. Candidates will be required to participate in 75 hours of teaching assistantship and teach a minimum of two lessons. Failure to complete the 75 hours of teaching assistantship will result in a failing grade for the course.

— three credit hours

EDU 466A Specific Methods of Teaching Business (Accounting) in the Intermediate/Senior Divisions

This course is to be taken concurrently with EDU 460 providing the prospective teacher with experiences that combine general teaching strategies with teaching accounting. Candidates enrolled in this course will study methods of teaching accounting and engage in field experiences relevant to the teaching of accounting. This course deals with issues of technology, grade-level curricular specificity, classroom management, multi-cultural content and the construction of tests and other assessments as outlined by the Ontario Ministry of Education relevant to the teaching in this content area. Candidates' portfolio entries will evidence their growth in developing lesson plans with a variety of teaching strategies specific to this content area. Candidates will be required to participate in 75 hours of teaching assistantship and teach a minimum of two lessons. Failure to complete the 75 hours of

teaching assistantship will result in a failing grade for the course.

— three credit hours

EDU 466B Specific Methods of Teaching Economics in the Intermediate/Senior Divisions

This course is to be taken concurrently with EDU 460 providing the prospective teacher with experiences that combine general teaching strategies with teaching economics. Candidates enrolled in this course will study methods of teaching economics and engage in field experiences relevant to the teaching of economics. This course deals with issues of technology, grade-level curricular specificity, classroom management, multi-cultural content and the construction of tests and other assessments as outlined by the Ontario Ministry of Education relevant to the teaching in this content area. Candidates' portfolio entries will evidence their growth in developing lesson plans with a variety of teaching strategies specific to this content area. Candidates will be required to participate in 75 hours of teaching assistantship and teach a minimum of two lessons. Failure to complete the 75 hours of teaching assistantship will result in a failing grade for the course.

— three credit hours

EDU 466C Specific Methods of Teaching Business (Entrepreneurship) in the Intermediate/Senior Divisions

This course is to be taken concurrently with EDU 460 providing the prospective teacher with experiences that combine general teaching strategies with teaching entrepreneurship. Candidates enrolled in this course will study methods of teaching entrepreneurship and engage in field experiences relevant to the teaching of entrepreneurship. This course deals with issues of technology, grade-level curricular specificity, classroom management, multi-cultural content and the construction of tests and other assessments as outlined by the Ontario Ministry of Education relevant to the teaching in this content area. Candidates' portfolio entries will evidence their growth in developing lesson plans with a variety of teaching strategies specific

to this content area. Candidates will be required to participate in 75 hours of teaching assistantship and teach a minimum of two lessons. Failure to complete the 75 hours of teaching assistantship will result in a failing grade for the course.

— three credit hours

EDU 466D Specific Methods of Teaching Business (General) in the Intermediate/Senior Divisions

This course is to be taken concurrently with EDU 460 providing the prospective teacher with experiences that combine general teaching strategies with teaching business (general). Candidates enrolled in this course will study methods of teaching business (general) and engage in field experiences relevant to the teaching of business (general). This course deals with issues of technology, grade-level curricular specificity, classroom management, multicultural content and the construction of tests and other assessments as outlined by the Ontario Ministry of Education relevant to the teaching in this content area. Candidates' portfolio entries will evidence their growth in developing lesson plans with a variety of teaching strategies specific to this content area. Candidates will be required to participate in 75 hours of teaching assistantship and teach a minimum of two lessons. Failure to complete the 75 hours of teaching assistantship will result in a failing grade for the course.

— three credit hours

EDU 466E Specific Methods of Teaching Information and Communication Technology in the Intermediate/Senior Divisions

This course is to be taken concurrently with EDU 460 providing the prospective teacher with experiences that combine general teaching strategies with teaching information and communication technology. Candidates enrolled in this course will study methods of teaching information and communication technology and engage in field experiences relevant to the teaching of information and communication technology. This course deals with issues of

technology, grade-level curricular specificity, classroom management, multicultural content and the construction of tests and other assessments as outlined by the Ontario Ministry of Education relevant to the teaching in this content area. Candidates' portfolio entries will evidence their growth in developing lesson plans with a variety of teaching strategies specific to this content area. Candidates will be required to participate in 75 hours of teaching assistantship and teach a minimum of two lessons. Failure to complete the 75 hours of teaching assistantship will result in a failing grade for the course.

— three credit hours

EDU 476 Language Arts Integration

This course is designed to prepare prospective teachers for teaching the language arts (reading, writing, listening, speaking, viewing, and visually representing) in the primary/elementary classroom using an integrated approach. Prospective teachers will learn how to guide students through each stage of the reading and writing processes and how to incorporate technology into each process. They will also learn how to utilize effective practices and strategies that enable elementary students at all levels of literacy development to read, write, listen, and speak for information and understanding; for literary response and expression; for critical analysis and evaluation; and for social interaction. Emphasis is placed on making meaningful connections for students, building strong home-school connections, and using ongoing assessment of student progress to guide instruction.

— three credit hours

EDU 477 Content Literacy Methods

This course provides prospective intermediate/senior teachers with strategies for integrating the language arts (listening, speaking, reading, writing, viewing visual works and constructing visual works) into specific content-area instruction. Topics include techniques for teaching technical vocabulary; locating and selecting relevant sources; note taking from oral, print and electronic sources; organizing, writing, editing and revising papers; conforming to conventions of source citation and conventions of standard written English; writing

informational and other types of essays; using content area learning logs; viewing graphics and art, and creating graphics and art related to content area concepts.

— three credit hours

EDU 490 Professional Seminar in Intermediate/Senior Divisions

This course is designed to provide the teacher candidate with knowledge and understanding of those competencies that are essential to successful teaching. The seminar focuses upon the student teacher's professional role as a classroom practitioner. In addition, responsibilities for classroom organization and management and the development 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 credit hours

EDU 491 Professional Seminar in Primary/Junior Divisions

This course is designed to provide the teacher candidate with knowledge and understanding of those competencies that are essential to successful teaching. The seminar focuses upon the student teacher's professional role as a classroom practitioner. In addition, responsibilities for classroom organization and management and the development 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 credit hours

EDU 495 Research and Statistics

The course is designed to introduce the students to basic research principles. Students will analyze the literature in their area of study and synthesize the results into material that can be applied in a diverse school setting.

— three credit hours

EDU 498 Instructional Technology

This course is designed to offer teachers and administrators the opportunity to use and to implement the many forms of technology in delivering curriculum and instructional content to their students.

— three credit hours

EDU 528 Multicultural Education

This course examines the theories and practices of multicultural education which are presented as central to teaching and learning, not as marginal or added on to the "regular" curriculum. Study of multicultural concepts (e.g., inclusion, accurate representation, multiple perspectives, indigenous scholarship) will reveal how diverse knowledge bases have been historically muted in educational and other discourses. In order to avoid replicating this exclusionary practice, prospective and practicing teachers will explore ways in which students' (and their own) multiple identities are embedded in teaching and learning that accurately represents diverse knowledge bases. Such an approach is multicultural and therefore emancipatory because it encourages students to become thinkers and producers of knowledge-practices that increase students' opportunities and life chances.

— three semester hours

EDU 595 Introduction to Educational Research and Statistics

This course is designed to introduce graduate students to the principles of research in education. Students will become effective consumers of educational research by analyzing the literature in a particular area of study and synthesizing the results into material that can be applied to diverse educational settings. Students will also develop practical research skills that they might use to assist them in their own professional development. Practitioners enrolled in this course will complete a field-based research project pertaining to their area of study.

— three semester hours

EDU 615 Introduction to Educational Leadership

This is a required introductory course for all candidates in the Educational Leadership program. This course is one of the first courses taken in the program.



Students outside of the Educational Leadership concentration may register with the permission of the instructor.

In this course, leadership theory will be applied through the use of individual assessment instruments i.e., analysis of video tapes, case studies, article critiques, role playing and self-assessment critiques. The importance of style of leadership and influences that effect style will be emphasized. Other major concepts will be analyzed utilizing the Niagara University Leadership Matrix model. These concepts include the attributes and skills to facilitate the leadership process for managing a school building organization. The focus of this analysis is to help to assess the candidate's acquisition of administrative attributes and skills in the context of school leadership.

— three semester hours

EDU 629 Effecting Dynamic Change

As leaders deal with the issue of effecting dynamic change, they will need to consider four strategies: 1) training and support for staff; 2) realigning formal roles and relationships; 3) establishing collaborative cultures; and 4) providing transition rituals. Addressing these strategies is the focus of the course.

— three semester hours

EDU 632 Leadership and the School Building Leader

This is a required introductory course for all candidates in the educational leadership program. This course is one of the first courses taken in the program. In this course, leadership theory will be applied through the use of individual assessment instruments i.e., analysis of video tapes, case studies, article critiques, role playing and self-assessment critiques. The importance of style of leadership and influences that effect style will be emphasized. Other major concepts will be analyzed utilizing the Niagara University Leadership Matrix model. These concepts include the attributes and skills to facilitate the leadership process for managing a school building organization. The focus of this analysis is to help to assess the candidate's acquisition of administrative attributes and skills in the context of school leadership.

— three semester hours

EDU 635 Ontario School Law

This course includes a study of the current Ontario Statutes and Regulations which govern the schools of Ontario. Students research the legislation both online and in class (hard copy) using a series of questions as a guide and through class discussion examine closely the language, and its implications in a school (district) setting. The history of school law is studied to show how the law changes in response to priorities, issues, and trends. Case studies are used to allow candidates to apply board policy and Ontario law to a given situation of interest. The candidates examine the consistency and/or discrepancies of the policy with law, formulate their response to the situation and present it to the class. Various trends, reports, and court cases which have resulted in changes in the law are also examined. The court cases are presented by teams of candidates in class and used to promote discussion of the interpretation of aspects of the statutes and regulations.

— three semester hours

EDU 638 Community Interrelationships

The course will consider social structures operating within a community. Principles and techniques of working with school personnel, organizations and members of the community will be the focus of the course with a view to promoting better public relations.

— three semester hours

EDU 639 Seminar/Issues in Educational Leadership — Administering Special Education Programs

The seminars/issues in educational leadership will focus on a single concept in leadership which is current in the field and not addressed in depth in other educational leadership courses. The topic of the seminars will be determined by the educational leadership department. This course will focus on the role of the administrator in the implementation of the various legislations and policies in Ontario which impact on the provision of educational programs and services on behalf of students with special education needs. The course includes an in-depth review of the legislation and policies with

respect to special education from the perspective of the administrator's role; building positive partnerships with parents and advocates; creating and managing the school support team; and an exploration of "best practices" with respect to supporting students in their quest for educational success.

— three semester hours

EDU 644 Instructional Supervision

This offering orients the individual to the functions and major principles of instructional supervision. Attention is devoted to the critical examination of current research and publications about effective supervisory behavior. Models for clinical supervision are introduced and emphasized within the framework of improving teaching performance and its impact on student achievement. Appropriate strategies for developing and implementing supervisory programs are stressed.

— three semester hours

EDU 645 Curriculum Planning: Design, Implementation and Evaluation

This course is designed to give the participants a background in the plan, design, implementation, and evaluation of various curriculum and educational programs.

— three semester hours

EDU 649 Capstone for the School Building Leader

The capstone course is an interdisciplinary approach to concepts of leadership as they relate to the school administrator. The course includes a comprehensive survey of studies and readings relative to models, styles, behaviors and problems in educational leadership. The course includes the study of motivation, job satisfaction, decision making, ethical professional behavior and the role of an educational leader as change agent and innovator in a changing society. A major focus of the course is the development of a school reform plan for a building.

— three semester hours

EDU 650 Capstone for the School District Leader

This course assesses acquired administrative skills and is one of the last to be completed in the certification

program for the school district leader. The assessment component will incorporate authentic performance approaches, including written analysis, work-sample products, focused responses, oral responses, simulations and a portfolio. As a requirement for the portfolio, the student will be expected to assemble evidence of various specified experiences and expectations from previous courses. A major focus of the course is to develop a plan of action for a school district reform. The role of the urban superintendent will be emphasized throughout this process.

— three semester hours

EDU 684 Research in Educational Leadership

Each candidate's prior acquired knowledge from program courses and applied field experiences in the educational research program will provide the base for research study, application and writing for this course. Candidates will work with a graduate professor on an individual basis. Candidates will study advanced research concepts, processes and approaches including the concomitant statistical techniques and procedures necessary to bring an investigation to a successful completion and subsequent publication.

— three semester hours

EDU 690 Preservice Religious Education

The course is designed to enhance the professional knowledge, skills, and dispositions of candidates preparing to teach in Catholic schools in Ontario. To that end, this course will begin by introducing teacher candidates to the Catholic educational tradition in Ontario discussing such topics as the: history of Catholic education in Ontario, the philosophical underpinnings of a Catholic school system, the critical assessment of values embedded in the curriculum and the support system presently available to Ontario Catholic teachers. The course will also include the principles of moral and faith development, an introduction to the Hebrew and Christian scriptures, the content and rationale of religious education curriculum, and the Church and sacramental life.

— three credit hours

EDU 694 Administrative Internship

This course provides the internship experience requirement for the master's program in Ontario. Candidates will complete 300 internship hours. The course includes seminar sessions through-out the internship. The internship experiences are aligned with the program standards from Educational Leadership Constituent Council.

— three semester hours

ADDITIONAL QUALIFICATIONS (AQ's)

Niagara University's Additional Qualification courses are designed to provide ongoing professional development to Ontario certified teachers interested in perfecting their teaching expertise. Niagara offers a wide variety of courses throughout the year in various time formats to accommodate the busy schedule of teachers. The courses are completely online which facilitates the accessibility for all teachers. All AQ courses have been developed with a minimum expectation of 125 hours of course work as stipulated by the Ontario Faculty of Education. The online courses are delivered through the Canvas Learning Management System (LMS). For more information visit <https://niagarau.ca/academics/programs/additional-qualifications/>.

ABQ 506	Additional Basic Qualification- Primary Division
AQS 511	Teaching English Language Learners Part I
AQS 512	Teaching English Language Learners Part II
AQS 513	Special Education Part I
AQS 514	French as a Second Language Part I
AQS 515	Teaching in the Catholic School System
AQS 516	Reading Part I
ABQ 516	Additional Basic Qualification — Intermediate Division — Health and Physical Education
AQS 517	Teaching English Language Learners Specialist
AQS 518	Special Education Part II
AQS 519	Adapting Curriculum for the Catholic School System
AQS 520	Reading Part II
AQS 521	French as a Second Language Part II
AQS 522	Integration of Information and Computer Technology in Instruction Part I
AQS 523	Reading, Specialist
AQS 524	Guidance and Career Education Part I
AQS 525	Integration of Information and Computer Technology in Instruction Part II
AQS 526	Mathematics Primary/Junior Part I
AQS 527	Special Education Specialist

AQS 528	Kindergarten Part I
AQS 529	French as a Second Language Specialist
AQS 530	Guidance and Career Education Part II
AQS 531	Mathematics Primary/Junior Part II
AQS 532	Teacher Librarian, Part I
AQS 533	Integration of Information and Computer Technology in Instruction Specialist
AQS 534	Kindergarten Part II
AQS 535	Mathematics Primary/Junior Specialist
ABQ 536	Additional Basic Qualification — Junior Division
AQS 537	Teacher Librarian Part II
AQS 538	Kindergarten Specialist
AQS 539	Guidance and Career Education Specialist
AQS 540	Teacher Librarian Specialist
AQS 541	Mathematics Grade 7 and 8
AQS 542	Use and Knowledge of Assistive Technology
AQS 543	Student Assessment and Evaluation
AQS 544	Teaching Students with Communication Needs (Autism Spectrum Disorders)

Course Descriptions

ABQ 506 Additional Basic Qualification — Primary Division

This course is designed to provide candidates with the knowledge and skills necessary to teach students in the primary division. Candidates will be involved in activities that will involve study in the cognitive, emotional and physical development of these primary students. Candidates will be exposed to: learning theory, program planning, development and implementation, instructional design and practices, assessment and evaluation and the learning environment necessary for teaching and learning in the primary division.

Successful completion of the course leading to the *Primary Division* Additional Qualification listed in the *Teachers' Qualifications Regulation* is recorded on the Certificate of Qualification and Registration.

AQS 511 Teaching English Language Learners Part I

This course has been developed to introduce participants to the theory and practice of second language teaching and learning from a classroom teacher perspective. The course will prepare participants to effectively teach English language learners in a class or subject specific course as well as provide a basis for teaching an ESL or ELD assignment. This course will examine underlying theories of language acquisition, the development of a safe, welcoming and equitable environment, assessment and programming as it pertains to English language learners and explore parent and community connections.

AQS 512 Teaching English Language Learners Part II

This course develops teacher expertise in the theory and practice of second language teaching and learning from an ESL/ELD teacher perspective. The course will explore theories of language acquisition in depth, and consider the implementation of a safe, welcoming and equitable environment that adheres to the ESL Policy. It will develop expertise in ongoing and initial language proficiency assessment, programming development and modification. It will finally explore parent and community connections necessary for success.

AQS 513 Special Education Part I

This course will include an overview of the Special Education policies and practices in the province of Ontario. Practical strategies for working with students who have special needs are explored through research, theory and personal observation. Throughout the course, special emphasis is on the process by which students become identified as exceptional and ways of programming and planning for students who are identified as exceptional. Writing I.E.P.s and the I.P.R.C. process for both identified and non-identified students will be examined in the light of new technology support. Participants will gain skills in working with parents and community agencies.

AQS 514 French as a Second Language (FSL) Part I

The AQ French Second Language Part One is an introduction to the theory and practice

of classroom teaching in French second language. This course will give you the opportunity to teach French as a second language in Ontario. As the first step towards specialization, you will gain knowledge and basic skills necessary to teach French as a second language at various levels: structure, immersion and intensive. You will have the opportunity to explore and reflect on the curriculum, programs and policies of the Department of Education, the standards of the teaching profession and ethics, theories of second language acquisition, strategies learning, teaching and assessment and other elements relevant to education in an atmosphere online and interactive practice. Action research is the culmination of this course.

AQS 515 Teaching in the Catholic School System

Publicly funded Catholic schools are an enduring gift to our students and the province. This course is designed to acquaint participants with the most important features of leading learning in Ontario Catholic schools. Using online and constructivist learning principles, the course answers these key questions:

- What is the story and mandate of Catholic education and why is it important?
- What is our place in the Church as it interacts with the world? Why is this mission significant?
- What is the Religious and Family Life Education for Catholic Schools? Why does it matter?
- How can we serve the needs of students in Catholic Schools?
- How and why do we bring curriculum to life?

ABQ 516 Additional Basic Qualification Intermediate Division — Health and Physical Education

The Additional Basic Qualification course explores and enhances professional practice, program planning and leadership within the Intermediate Division. This ABQ will extend professional knowledge, skills and pedagogies within this specific area of study and explore the theoretical foundations associated with supporting the adolescent learner. The curriculum document used for content is Health and Physical Education.

AQS 516 Reading Part I

The course is a comprehensive introduction to the foundations of the complex task of teaching literacy skills for the twenty-first century. A focus on the components that create an engaging, cross-curricular literacy program will enable the participants to develop a solid understanding of what is important in effective instruction in reading and writing at all elementary grade levels.

AQS 517 Teaching English Language Learners Specialist

This course develops teacher leadership in ESL/ELD. The course will prepare participants to effectively lead and instruct colleagues in the development of ESL programs, and in teaching English language learners. This course will explore the relationship between theories of language acquisition and professional development and consider the implementation Ministry and local ESL policy to achieve a safe, welcoming and equitable environment for ELLs. The course will develop expertise in delivering a variety of professional development vehicles to instruct teachers in the areas of ESL/ELD programming and assessment. It will explore parent and community policies, frameworks and connections necessary for success.

AQS 518 Special Education Part II

This course is designed to deepen knowledge regarding students identified as exceptional; however, all classroom teachers may wish to better prepare themselves for teaching students with special needs who are included in the regular classroom. This course focuses on developing programs based on appropriate assessment for students identified as exceptional and fosters discussion on important issues that culminate in a Practical Teaching Project relevant to the participants.

AQS 519 Adapting Curriculum for the Catholic School System

Participants enrolled in this course will examine the dual mandate of Catholic education regarding the adaptation of Ministry of Education curriculum expectations from a Catholic perspective. Participants will reflect on the characteristics of Catholic schools that enable students to develop academically and spiritually within a safe, nurturing learning environment. Participants will examine the issues of developing inclusive schools and how to align

assessment and evaluation guidelines within a Catholic perspective. This course will benefit all candidates but especially those seeking positions of responsibility as the course addresses the current issues of the uniqueness of Catholic education in the province as distinct but also reflecting Ministry policy.

AQS 520 Reading Part II

This course facilitates participants to develop a deeper understanding of the foundations of reading instruction first explored in Reading Part One. The course will focus on creating literate learners for the twenty-first century. The overwhelming exposure of our students to a variety of texts of all forms in the world beyond the doors of the classroom requires participants to consider what it means to be literate in today's world and to bring the world of the students into the classroom environment through comprehensive literacy instruction.

AQS 521 French as a Second Language (FSL) Part II

This course aims to deepen your knowledge and skills acquired during the Part I of this AQ. This course will enrich your theories and teaching practices through research, online interaction with your colleagues, and significant review of resources for your teaching profession. You will demonstrate your knowledge, your skills and creativity in the action research or reflective practice project.

AQS 522 Integration of Information and Computer Technology in Instruction Part I

This is an introductory course primarily intended for elementary and secondary teachers who are interested in learning how to extend and enrich students' learning through information and communication technology. It focuses on the theory and practice underpinning the delivery of curriculum through the integration of information and communication technology within the classroom setting.

AQS 523 Reading Specialist

Candidates will enhance their professional practice and extend and apply knowledge and skills in the curriculum leadership of reading programs. They will collaborate in the modeling of a positive learning environment that reflects care, professional

knowledge, ethical practice, leadership and ongoing learning as they refine skills related to teaching and learning across the divisions of the elementary panel. Emphasis will be placed on providing leadership in the implementation of the Ontario Ministry of Education curriculum, policies and guidelines in relation to theoretical understanding, program planning, assessment, and collaboration with the school and broader community.

AQS 524 Guidance and Career Education Part I

This course is an introductory course that explores principles in school guidance in the following areas: theory, diverse learners, their preferences, and environments, program planning and implementation, assessment and evaluation, shared support for learning, and ethical considerations related to teaching and learning.

Guidance and Career Education, Part I is a course taken by teachers with aspirations to work in a guidance department and it is also beneficial for any classroom teacher as it provides tools for teachers:

- To support students in their classrooms — both academically, socially and emotionally;
- To guide student experiencing issues - both inside and outside of the classroom;
- To help students set short and long-term goals;
- To advise students with planning their futures;
- To create positive, inclusive and safe learning environments;
- To instruct, assess and evaluate according to ministry standards; and more.

AQS 525 Integration of Information and Computer Technology in Instruction Part II

This course is intended to enhance professional practice and extend and apply knowledge and skills in the design and delivery of Integration of Information and Computer Technology in Instruction. The course explores the theoretical foundations, the development of learners, program planning and implementation, assessment, the learning environment and ethical considerations related to teaching and learning. There is an emphasis on job-embedded action research, asking measurable questions and carrying out the “processes” of effective inquiry on any issue

deemed relevant to the candidate related to program planning and assessment.

AQS 526 Mathematics Primary and Junior Part I

Mathematics instruction is a priority in today’s classroom and as teachers we want our students to enjoy, understand and to be successful in the learning of mathematics. Making sense of the mathematics that students are learning is the key to building confidence and a sense that they are able to do it. This course focuses on improving teaching practices in the area of mathematics content, assessment and evaluation, creating a problem-solving environment, and effective lesson planning. The course will hopefully build greater confidence in making sense of the mathematics that is being taught and in turn help students do mathematics with understanding and confidence. This course will also provide you with numerous online resources to support your professional learning of mathematics and programming for mathematics.

AQS 527 Special Education Specialist

This course extends the knowledge and skills of Part 2 and continues to focus on theory and practice in special education. Critical to the delivery of special education is the ability of teachers to ensure positive learning experiences for students. As well, the course focuses on leadership in the field of special education. The course continues to foster discussion on important issues that culminate in a Practical Leadership Project relevant to candidates.

AQS 528 Kindergarten Part I

This introductory course will allow participants to explore theoretical foundations of early childhood, child development, play-based learning environments, instructional pedagogy that supports the early learner, assessment practices that make children’s learning and thinking visible and the power of shared partnerships with families and other early year professionals. Participants will explore current research and knowledge and re-think traditional practices in the teaching of Kindergarten. Participants will be immersed in learning opportunities that include professional reading, learning through media, reflection, action research and dialogue with colleagues.

AQS 529 French as a Second Language (FSL) Specialist

This course which includes a unit on leadership focuses on a deep understanding of the different basic FSL programs. It is enhanced and enriched with immersion. The participants will have the opportunity to reflect on the subject matter, communicate and apply what they learn in a meaningful and practical manner. The assignments will reflect the standards of the teaching profession as well as the ethical standards of the profession.

AQS 530 Guidance and Career Education Part II

This course is designed to build upon the knowledge gleaned from Guidance and Career Education Part I to further enhance professional practice and extend and apply knowledge and skills in the design and delivery of Guidance and Career Education courses.

“Part II explores the theoretical foundations, the development of diverse learners, program planning and implementation including curriculum implementation and delivery, learning preferences, assessment and evaluation, the learning environment and ethical considerations related to teaching and learning across the divisions.” (Ontario College of Teachers, 2011).

AQS 531 Mathematics Primary and Junior Part II

“As teachers become more familiar with which ideas are more complex for students and why, they are better able to ensure that their instruction is at the appropriate developmental level for students, and that it challenges students’ mathematical conceptions in appropriate ways. This minimizes the likelihood of students developing mathematical misconceptions.” (Small, M. (2009). *Making Math Meaningful to Canadian Students, K–8*. Toronto, ON: Nelson Education).

All educators — classroom teachers, early childhood educators, school principals and other instructional leaders in the education system — use a variety of critical thinking and problem-solving strategies to engage all students in making connections between content and process as they work toward a thorough understanding of mathematics.

This course will elaborate on many of the ideas listed in “Focus on Mathematics.” The

list was created by “The Mathematics Working Group”. Its group task was to advise the Ministry on ways to bring about a positive change in the teaching and learning of mathematics and to ensure better results for all students.

AQS 532 Teacher Librarian Part I

This course is an introductory course for potential teacher-librarians. The course aims to enhance professional practice and extend knowledge and skills that will prepare teachers to co-ordinate an integrated school curriculum as part of the School Library Information Centre. The following aspects of the school librarianship are explored: the role of the teacher-librarian in student achievement and school-wide initiatives; evidence of the teacher-librarian's potential impact; collaboration; integration of technology and connecting with parents/guardians and the community. Also included are the fundamentals of school library management.

AQS 533 Integration of Information and Computer Technology in Instruction Specialist

This specialist provides candidates with a strong foundation and understanding of the vision and underlying philosophy related to information and communication technology and its integration within a 21st century learning framework. The course is based on an in-depth knowledge of information and communication technology to support and enrich the curriculum and includes a focus on leadership skills. Candidates will have opportunities to reflect, communicate and apply their learning through practical experiences.

AQS 534 Kindergarten Part II

This course employs a critical lens to explore in a holistic and integrated manner theoretical foundations, the development of learners, program planning and implementation, instructional practices, assessment, the learning environment and ethical considerations related to teaching and learning. Critical to the implementation of this course is the modeling of a positive learning environment that reflects care, diversity and equity. This course supports the enhancement of professional knowledge, ethical practice, leadership and ongoing learning.

AQS 535 Mathematics Primary and Junior Specialist

The Additional Qualification Course: Mathematics Primary and Junior, Specialist explores the theoretical foundations, the development of learners, program planning and implementation, assessment, the learning environment and ethical considerations related to teaching and learning across the divisions. Critical to the implementation of this course is the modeling of a positive learning environment that reflects care, professional knowledge, ethical practice, leadership and ongoing learning.

ABQ 536 Additional Basic Qualification – Junior Division

The purpose of this Additional Basic Qualification course is to extend the skills and knowledge for teaching in the junior division and subject-specific junior division program. At least one half of the course concentrates on subject specific content. Successful completion of the course developed from this guideline enables teachers to receive the Additional Basic Qualification: Junior Division.

AQS 537 Teacher Librarian Part II

This course is intended for elementary or secondary teacher-librarians and or teachers who aim to further develop professional practice and extend knowledge and skills learned in Teacher Librarian, part 1. The focus of the course is on the school library as a key component of student education. You will explore further the teacher-librarian's role in programming for students and teachers given that recent research provides strong evidence that school libraries and teacher-librarians have a positive impact on student achievement. You will acquire skill in incorporating current information technologies in to your practice as a teacher from the stand point of their contribution to curriculum as well as program advocacy. You will examine issues that you may face around selection of materials and strategies used to develop balanced collections for all learners.

AQS 538 Kindergarten Specialist

Candidates who participate in the Additional Qualification Online Course Kindergarten Specialist will enhance their professional practice, extend and apply

knowledge and skills in the curriculum leadership of Kindergarten programs. This course uses a critical lens to further explore and consolidate the learning from Kindergarten Parts 1 and 2 to develop a comprehensive understanding of all aspects of kindergarten programming. Emphasis is placed on providing leadership in the implementation of Ontario Ministry of Education curriculum, policies and guidelines as they relate to:

- theoretical foundations
- planning for and creating play-based learning environments
- leadership in the instructional setting and the early learner
- observation, assessment and evaluation
- shared partnerships

AQS 539 Guidance and Career Education Specialist

This course is designed to build upon the knowledge gleaned from Guidance and Career Education Part 1 and Part 2 to further enhance professional practice and extend and apply knowledge and skills in the curriculum leadership of Guidance and Career Education courses. The Guidance and Career Education, Specialist course explores the theoretical foundations, school-wide Guidance programming, the development of diverse learners, program planning and implementation, including curriculum implementation and delivery, learning preferences, assessment and evaluation, the learning environment and ethical considerations related to teaching and learning across the divisions. Critical to the implementation of this course is the modeling of a positive learning environment that reflects care, professional knowledge, ethical practice, leadership and ongoing learning.

AQS 540 Teacher Librarian Specialist

This course is designed to build upon the knowledge gleaned from Teacher Librarian, Parts 1 and 2. Emphasis is placed on assuming educational leadership responsibilities in the school.

Leadership in:

- curriculum design principles and model instruction, assessment and evaluation
- strategic planning for the school library
- providing in-service for staff and community partners
- promoting safe, equitable and ethical

- practices to meet the needs of all learners
- participating in local, regional and global information networks
- developing initiatives to support student achievement and parent engagement
- leading initiatives in support of the school improvement plan
- integration of current technologies and electronic communication

AQS 541 Mathematics Grade 7 and 8

The Additional Qualification Course: Mathematics, Grades 7 and 8 is aligned with current Ontario curriculum, relevant legislation, government policies, frameworks, strategies and resources. Course candidates are also encouraged to critically explore the policies, practices and resources available at school and board levels that inform teaching and learning related to Mathematics, Grades 7 and 8.

This course is designed to extend the candidates' knowledge and skills in providing an effective math program for students in grades 7 and 8. Candidates will explore how to implement differentiated instruction in the delivery of the math program and how to use varied and multiple strategies to engage students in math.

AQS 542 Use and Knowledge of Assistive Technology

This course focusses on the use of technology to accommodate students' needs and support their learning. Areas of study will include, but are not limited to: differentiated instruction, equity, diversity and inclusion, accommodations and modifications, assessment and evaluation, and the regulations governing special education in Ontario.

AQS 543 Student Assessment and Evaluation

This course focusses on the assessment, evaluation and reporting of student achievement for all students in publicly funded schools in Ontario. Areas of study will include, but are not limited to: differentiated instruction, EQAO, special education, diversity, equity and inclusion, and the connection between curriculum and assessment.

AQS 544 Teaching Students with Communication Needs (Autism Spectrum Disorders)

This course uses a critical, pedagogical lens to explore theoretical foundations, learning theory, program planning, development

and implementation, instructional design and practices, assessment and evaluation, the learning environment, research and ethical considerations related to teaching and learning of students with communication needs, specifically, autism spectrum disorders.

AQS 545 The Principal's Qualification Program, Part I (PQP-I)

The PQP-I supports the candidates in developing leadership skills necessary to be an effective principal in today's diverse and complex schools. In their role, principals need to develop and sustain positive and dynamic relationships in order to communicate clearly, identify and solve problems, anticipate and resolve conflict and make decisions that reflect the best interests of students, staff, parents/guardians and the school community.

Five leadership domains will be explored and analyzed:

- Setting Directions
- Relationships and Capacity Building
- Developing the Organization to Support Desired Practices
- Improving the Instructional Program
- Securing Accountability

In PQP-I, candidates need to identify a mentor who is a practicing principal. In collaboration with their mentors, candidates will develop a Leadership Practicum Proposal that is a plan to strategically and intentionally apply their developing leadership skills in a school setting.

There are specific eligibility requirements for this course. Please refer to <https://niagarau.ca/academics/programs/additional-qualifications/>.

AQS 546 The Principal's Qualification Program, Part II (PQP-II)

Part II further develops the leadership skills that were a focus for part I of the PQP. The five leadership domains from the Ontario Leadership Framework will be further explored:

- Setting Directions
- Relationships and Capacity Building
- Developing the Organization to Support Desired Practices
- Improving the Instructional Program
- Securing Accountability

Emphasis will be on guiding and supporting candidates in building and sustaining learning communities that will promote and support diversity, equity,

inclusion, student achievement, ethical decision-making and public trust in Ontario's educational system.

In PQP-II, candidates will continue to collaborate with their mentor from PQP-I to implement the Leadership Practicum Proposal through the Leadership Practicum that will allow them to demonstrate their leadership skills in a real-world setting. This Leadership Practicum consists of a 60-hour leadership experience.

There are specific eligibility requirements for this course. Please refer to <https://niagarau.ca/academics/programs/additional-qualifications/>.

AQS 547 The Supervisory Officer's Qualification Program (SOQP)

The SOQP is designed to provide opportunities to enhance candidates' professional knowledge, efficacy, capacities and leadership resources from a system perspective. Candidates will critically explore effective processes for collaboratively working with a wide range of educators, families, caregivers, trustees, the Ontario Teachers' Federation and its affiliates, principal organizations, representatives from Ministries and stakeholders. Candidates will also have an opportunity to reflect on the role of the supervisory officer in relation to policies, legislation and the regulatory context of publicly funded education (from OCT SOQP guideline, 2017).

The SOQP is comprised of four modules and a Leadership Practicum. Each module is 50 hours in length. The duration of the Leadership Practicum will also be a minimum of 50 hours. Candidates must complete all four modules and the Leadership Practicum within five years of beginning the SOQP.

Module 1:

Personal Leadership Perspective

Module 2:

Leadership and Organizational Change

Module 3:

Provincial Leadership Perspective

Module 4:

System Leadership Perspective

There are specific eligibility requirements for this course. Please refer to <https://niagarau.ca/academics/programs/additional-qualifications/>.

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Faculty of Education

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Lecturer
Faculty of Education

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Faculty of Education

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Lecturer
Faculty of Education

William Macdonald

Field Supervisor and Lecturer
Faculty of Education

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Lecturer
Faculty of Education

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Lecturer
Faculty of Education

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Lecture
Faculty of Education

Stephanie Tuters
Lecturer
Faculty of Education

Mary Valtellini
Field Supervisor
Faculty of Education

Carmela Vitale
Assistant Director, NU Ontario
Programs
AQ Administrator
Faculty of Education

Barry White
Lecturer
Faculty of Education

Gregory Wilson
Lecturer
Faculty of Education

Kathleen Wong
Lecturer
Faculty of Education

Sanna Yu
Senior Lecturer
Faculty of Education

CAMPUS CONTACTS

Academic Departments

Provost

Timothy O. Ireland, Ph.D.
716.286.8342
toi@niagara.edu

Ontario Administration

Vincent Rinaldo, Ph.D.
905.294.7260 ext. 1101
vjr@niagara.edu

Arts and Sciences, College of

Dean: Peter Butera, Ph.D.
716.286.8060
pbutera@niagara.edu

M.S. in Criminal Justice Administration

Contact: Timothy Lauger, Ph.D.
716.286.8403
tlauger@niagara.edu

M.A. in Interdisciplinary Studies

Contact: Mustafa Gökçek, Ph.D.
716.286.8195
gokcek@niagara.edu

Business Administration, College of

Dean: Mark Frascatore, Ph.D.
716.286.8177
frascatore@niagara.edu

Director of Graduate Programs:
Ann Rensel, Ph.D.
716.296.8312
adr@niagara.edu

Education, College of

Dean: Chandra Foote, Ph.D.
716.286.8560
cjf@niagara.edu

Graduate Education Admissions

Director: Tammy Bruno
716.286.8233
tbruno@niagara.edu

Ontario Programs

Associate Dean of Education:
Rob Leone, Ph.D.
905.294.7260
rleone@niagara.edu

Director: Vincent Rinaldo, Ph.D.
905.294.7260
vrj@niagara.edu

Assistant Director: Carmela Vitale
416.533.7039
cvitale@niagara.edu

Coordinator of (BPS) Field Placement

Carmen Cichello
905.294.7260 ext. 1106
ccichello@niagara.edu

Ontario Educational Studies Department

Chair: Christian Elia, Ph.D.
905.294.7260
celia@niagara.edu

Hospitality and Tourism Management, College of

Interim Dean: Youngsoo Choi, Ph.D.
716.286.8269
ychoi@niagara.edu

Director of Sport Management

Michael Gentile, J.D.
716.286.8652
mgentile@niagara.edu

University Departments

Staff and Faculty Directory

www.niagara.edu/people

Academic Support

Director: Diane Stoelting
716.286.8072
ds@niagara.edu

Disability Services

Coordinator: Kelly Adams Engert
716.286.8541
kadams@niagara.edu

Admissions (Graduate)

Associate Director of Graduate Studies:
Evan F. Pierce
716.286.8327
epierce@niagara.edu

Admissions (Ontario)

Director: Tammy Bruno
716.286.8233
tbruno@niagara.edu

Campus Ministry

Director: Kristina Daloia
716.286.8414
kdaloia@niagara.edu

Campus Store (Barnes & Noble)

Manager: Jennifer Nagelhout
716.286.8370
store@niagara.edu

Career Services

Director: Stephanie Morris
716.286.8538
smorris@niagara.edu

Castellani Art Museum

Curator of Exhibitions and Special Projects: Michael Beam
716.286.8286
cam@niagara.edu

Counseling Services

716.286.8536

Financial Aid

Director: Katie L. Kocsis
716.286.8669
kkocsis@niagara.edu

Health Services

Director: Adrienne O. Kasbaum
716.286.8390
health@niagara.edu

Human Resources

Director: Donna Mostiller
716.286.8689
hr@niagara.edu

I-20/Student Visa

Contact: Sarina Munzi
716.286.8728
smunzi@niagara.edu

Information Technology

Director: Richard Kernin
716.286.8040
rpk@niagara.edu

Library

Director: David Schoen
716.286.8000
schoen@niagara.edu

University Registrar

Harry Gong
716.286.8716
hgong@niagara.edu

Student Accounts

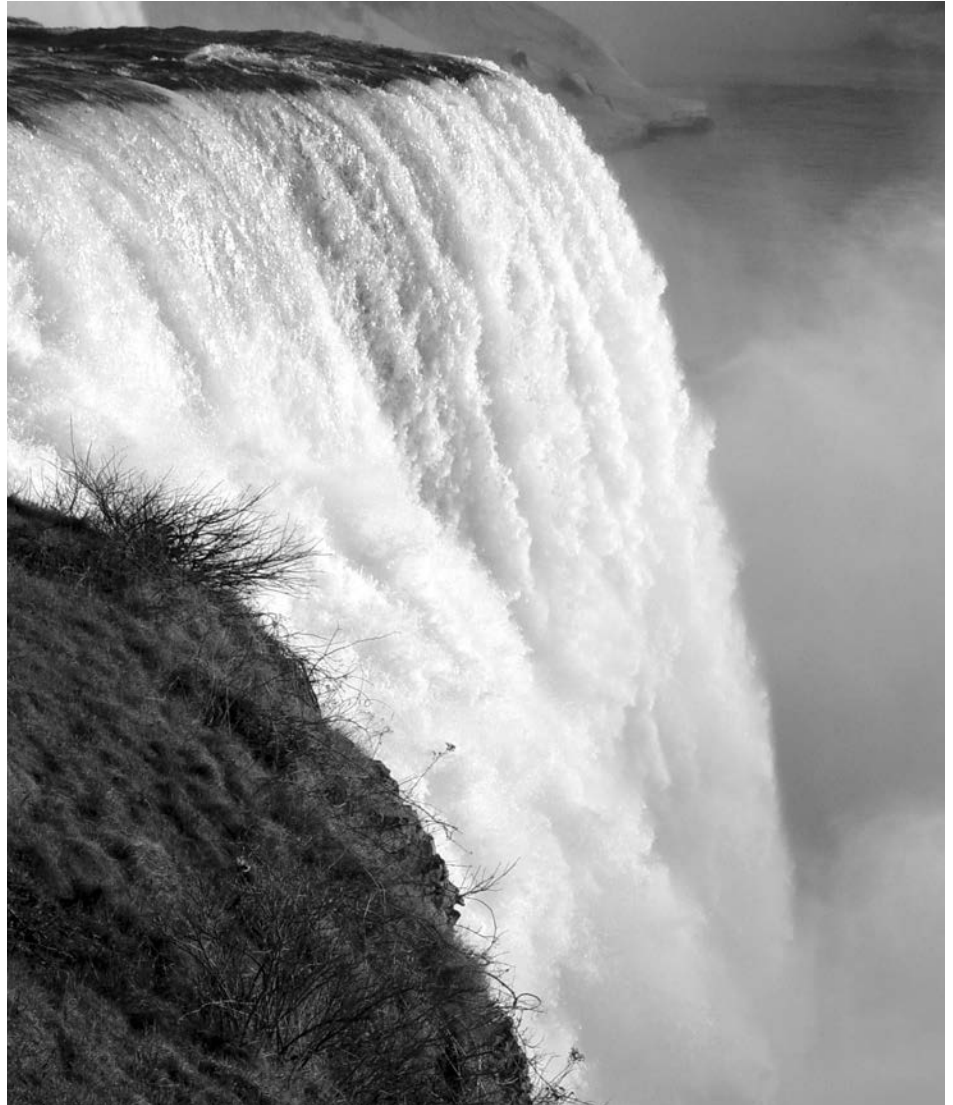
Director: Martie Howell
716.286.8300
meh@niagara.edu

Student Affairs

Dean of Students: Jason Jakubowski
716.286.8405
jjakubowski@niagara.edu

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