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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

The Middle States Association of Colleges & Schools

The National Council for Accreditation of Teacher Education

New York State Education Department

AACSB International

Memberships

American Association of Colleges for Teacher Education

Association of Catholic Colleges & Universities

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 divisions of Arts and Sciences, Business Administration and 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:

College of Arts & Sciences

Dunleavy Hall, P.O. Box 2026, Niagara University, NY 14109

716-286-8060 • www.niagara.edu/crj • www.niagara.edu/interdisciplinary/index.htm

College of Business Administration

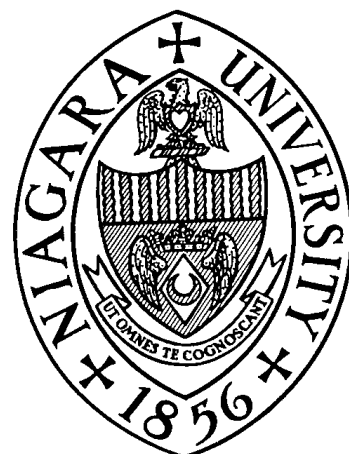
Bisgrove Hall, P.O. Box 2201, Niagara University, NY 14109

716-286-8051 • www.niagara.edu/mba

College of Education

Academic Complex, P.O. Box 2042, Niagara University, NY 14109

716-286-8560, www.niagara.edu/education/graduate



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 Monteaegle 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



Academic Calendar

Fall 2008

Friday, Aug. 22

Advisement and late registration for new students from 1-3:30 p.m.

Monday, Aug. 25

Classes begin

Monday, Sept. 1

Labor Day — holiday

Monday, Oct. 13

Columbus Day — holiday

Tuesday, Oct. 14

Holiday

Friday, Oct. 17

Midterm ends

Friday, Oct. 31

Last day for course withdrawal without permission

Tuesday, Nov. 25

Thanksgiving recess begins after the last class

Monday, Dec. 1

Classes resume

Monday, Dec. 8

Examination week begins

Friday, Dec. 12

Fall semester ends

Spring 2009

Tuesday, Jan. 13

Advisement and late registration for new students from 1-4 p.m.

Wednesday, Jan. 14

Classes begin

Monday, Jan. 19

Martin Luther King Jr. Day — holiday

Saturday, Feb. 28

Winter recess begins after the last class

Monday, March 9

Classes resume

Friday, March 13

Midterm ends

Friday, March 27

Last day for course withdrawal without permission

Wednesday, April 8

Easter recess begins after the last class

Tuesday, April 14

Classes resume

Tuesday, May 5

Examination week begins

Saturday, May 9

Spring semester ends

Saturday, May 16

Graduate graduation

Sunday, May 17

Undergraduate graduation

2009 Graduate Summer Session

Holidays: May 25 and July 3, 2009

Session I: Monday, May 18 – Saturday, June 13

Session II: Monday, June 15 – Saturday, July 11

Session III: Monday, July 13 – Saturday, Aug. 8

The academic calendar for fall 2009 and spring 2010

is available online at

www.niagara.edu/records/calendars.htm

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.



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.

Fields of Graduate Study

Niagara University has three graduate divisions: Arts and Sciences, Business Administration and Education. The Graduate Division of Arts and Sciences offers a program leading to an M.S. in criminal justice administration and an M.A. in interdisciplinary studies. The Graduate Division of Business Administration offers programs leading to a general management MBA; an MBA degree with concentrations in accounting, finance, strategic marketing, strategic management, international business, or human resource management; and an MBA in professional accountancy. The Graduate Division of Education offers programs leading to an M.A. and M.S. in education in foundations of teaching, literacy instruction, special education, school counseling, educational leadership (building and district leader), school business leadership, early childhood and childhood education, and middle childhood and adolescence education;

and the advanced certificate in educational leadership (district, building or business), school counseling (for New York state certification). The College of Education also offers an M.S. degree and advanced certificate in mental health counseling and school psychology.

It is the students' responsibility to ascertain that all requirements are fulfilled in a degree program and to notify the graduate director of their expected graduation by Feb. 1 of the year in which graduation is to occur.

Study Abroad

Students in graduate 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.

Certifications

The M.S. in early childhood/childhood and middle childhood/adolescence leads to initial certification to teach in New York state. The M.S. in education in literacy instruction or special education leads to initial and professional certification to teach in New York state.

The master of science in education (educational leadership and school counseling) leads to initial and professional certification as a school district leader (SDL), a school building leader (SBL), and school counselor.

The advanced certificate programs lead to initial and/or professional New York state certification as a school district leader (SDL), a school building leader (SBL), a school business leader (SBL), a school counselor, or a school psychologist (M.S. and advanced certificate) provided all other New York state certification requirements are met.

The certificate of advanced study in special education leads to New York state initial/professional certification teaching

students with disabilities, 1-6 or 7-12.

The M.S. and CAS in school psychology leads to New York state provisional certification as a school psychologist and qualifies students to apply for national certification.

The master of science in mental health counseling also offers a university-sponsored advanced certificate program. This program is licensure designated.

Accreditation

All graduate programs at Niagara University are accredited by the Middle States Association of Colleges and Schools. 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 offered by the Graduate Division of Education are accredited by the National Council for Accreditation of Teacher Education (NCATE). The Graduate Division of Education has Ministerial Consent to conduct graduate education extension courses at selected sites in the province of Ontario, Canada, from the Ontario Ministry of Training, Colleges and Universities. The MBA program has been accredited by AACSB International — The Association to Advance Collegiate Schools of Business.

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) The graduate division is open to all students regardless of race, color, creed, national origin, sexual orientation, age or handicap, who hold a baccalaureate degree from an accredited institution. Specific admission requirements appear under each graduate division.

- (2) All documents pertaining to admission to the graduate division should be sent to the graduate director of the specific college: Arts and Sciences, Business Administration or Education, Niagara University, NY 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 (U.S. funds), 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) Graduate Record Examination or Miller Analogy Test scores five or more years old are not acceptable to fulfill admission requirements for education programs. GMATs are required for the MBA programs.
- (7) Challenge exams are unacceptable at the graduate level.
- (8) Misrepresentations on application forms may result in expulsion or degree revocation.

Immunization Requirements

New York State Public Health Laws 2165 and 2167 requires students attending colleges and universities in New York to demonstrate immunity to measles, mumps and rubella and to be educated about the risk of meningococcal disease. These laws apply to all students registered for six or more credits who were born on or after Jan. 1, 1957.

(1) Measles, Mumps and Rubella:

First Dose – administered after the age of 12 months.

Second Dose – administered more than 30 days after the first dose and after the age of 15 months.

As an alternative, the student can present laboratory proof of immunity. The student must submit a

dated, legible copy of the lab report to the health services director.

- (2) **Meningitis:** A record of meningococcal meningitis immunization within the past 10 years, **OR** acknowledgment of meningococcal disease risks and a signed refusal of immunization by the student.

Pursuant to both laws, students will be deregistered from classes, removed from residence housing and not allowed on campus until they have shown proof of immunization compliance. The Physical Examination Form and Immunization Record is mailed with the university preadmission packet to all incoming graduate students by the department with which you have registered. Deadlines for submission of these forms are strictly enforced per state and university requirements. Students who have not satisfied public health law immunization deadline requirements are also subject to nonrefundable fines placed on their accounts.

Medical Insurance

While medical insurance is not required for attendance, students are highly encouraged to carry private medical insurance to cover nonhealth center medical expenses for such items as lab work, diagnostic tests, referrals to specialists, and emergency room/urgent care facility visits. Students without coverage may choose to purchase a plan available to NU students. The cost of medical insurance and knowledge of the coverage of a specific insurance plan are the sole responsibilities of the student.

International Students

Proof of medical insurance effective for one year is mandatory for all international students. In addition to basic coverage, the student's insurance must provide for both repatriation and medical evacuation. No international student will be permitted to check into campus housing or register for classes until all the specified information is part of the student's permanent record. If the insurance policy of record lapses during university attendance, the student will be subject to suspension from the university until such time as health coverage is renewed.

For more information, visit www.niagara.edu/healthcenter.

Visa Requirements

International/Canadian graduate students must file for a Certificate of Eligibility I-20 (I-20) in order to be admitted into the United States for the purpose of study. See "Canadian & International Students – Student Visas" later in this section of the catalog. Information is also available at www.niagara.edu/international or by calling the records office at 716-286-8728.

Transfer Credit

Transfer credit is permitted 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, 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 nine credit hours may be transferred in the criminal justice program. A maximum of six credit hours may be transferred in the education programs with the exception of mental health counseling, which allows the transfer of nine credit hours. However, the advanced certificate programs in education permit the transfer of 36 credit hours. For the MBA program, a maximum of six credit hours at the 600 level may be used as transfer credit.

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

Classification of Students

- (1) Matriculated students are those who have received from the dean written acceptance into a program leading to a master's degree and/or advanced certificate program.
- (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.

- (3) Auditor is a term applied to matriculated or nonmatriculated students when they register for a particular course but not for credit. When students are auditors in a particular course, they are expected to attend classes, but are not responsible for assignments or examinations.
- (4) Special students are undergraduate students completing their baccalaureate degree program who plan to matriculate into a graduate program.

Classification of Courses

In some divisions, courses numbered 501-599 are open to advanced and qualified undergraduates and to graduates. A qualified undergraduate student may register in one of these courses only with the written permission of the appropriate dean. Courses numbered 600-999 are open only to graduate students and those seniors who are in a five-year graduate program.

Grading System

Beginning summer 2005, courses for graduate credit will be graded as follows:

A+	Distinguished	4.33 quality pts.
A	Superior	4.00 quality pts.
A-		3.67 quality pts.
B+	Very Good	3.33 quality pts.
B	Good	3.00 quality pts.

Quality of work required of all degree candidates

B-		2.67 quality pts.
<i>Somewhat below the quality of work required of degree candidates</i>		

C+		2.33 quality pts.
C		2.00 quality pts.
C-		1.67 quality pts.
F	Failure	0.0 quality pts.
S	Satisfactory	(ungraded)
U	Unsatisfactory	
N	No credit	(auditing)
I	Incomplete	
W	Withdrawal	
R	Repeated	

Students must maintain an overall grade point average of 3.0 in graduate

studies 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.

MBA students must repeat any course for which they receive a grade of F. M.S. criminal justice students must repeat any required course for which they receive a grade of F. Successful completion of that course with a grade of B or better will change the F grade to an R (repeated). The grade of B or better, and not the F, will be computed into the quality point average. This policy applies to one F grade and only to MBA, education, and M.S. criminal justice students. Students may avail themselves of this policy prior to the completion of their degree.

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.

Kappa Gamma Pi

Kappa Gamma Pi is the national Catholic college graduate honor society. Members are graduates who have demonstrated academic excellence and leadership during their college years. As candidates, they pledge to continue to provide examples of scholarship, leadership, and service in their personal and professional lives. This commitment distinguishes nomination to Kappa Gamma Pi as the most relevant and prestigious award on campus.

Attendance

Regular class attendance is expected. Policies with respect to class attendance, class participation and course requirements will be set by the professor of each class. Judgment of failure to meet minimum standards, with the consequence of failure in the course, will be the prerogative of the individual professor.

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.niagara.edu.
- (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 project or a problem (601, 602, 603, 606 series or CRJ 650 or CRJ 659/660), 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.
In the College of Education, EDU 595, Introduction to Educational Research, is a prerequisite for EDU 681-2-3, Independent Study and EDU 606, Thesis Direction.
- (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 records office or relevant graduate division office for drop/add dates.

Time Limit

All requirements for graduate 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 graduate 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 graduate student to register in a current semester, it is necessary for the student's file to be reactivated.

If the graduate student has failed to register for five or more consecutive semesters (summer sessions are not included), the student must file for readmission 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 Graduate 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 Graduate Reactivation and Readmission Form, the student should check the box labeled "readmission."

Where to Obtain the Form

The Graduate Reactivation and Readmission Form is available in the main office of the college in which the student's graduate program is located or from his/her graduate program adviser. The Graduate Reactivation and Readmission Form is also available on the Web at www.niagara.edu/pdfs/reactivation_of_student_file.pdf.

How to Process the Form

The completed Graduate Reactivation and Readmission Form should be returned to the main office of the college in which the student's graduate program is located or to his/her graduate program adviser for processing.

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, 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.

- (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

Canadian and International Students — Student Visas

All international students should obtain a student visa prior to attending Niagara University. Each student should complete an application for the Certificate of Eligibility Form I-20 (I-20) and submit it to the records office at Niagara University well in advance of their expected start date. If a student has

been accepted to Niagara University and has submitted an I-20 application with appropriate documentation, Niagara University will provide the student with the I-20 to present to the U.S. Consulate when applying for a student visa.

Canadian citizens may present the Form I-20 at the bridge for processing and should not go to a U.S. Consulate.

By June 2009, citizens of the United States, Canada, Mexico, and Bermuda will be required to present a valid passport or passport card (or NEXUS) to enter the United States by land and sea. Already in effect, as of Jan. 23, 2007, federal regulations require these same citizens to have a valid passport to enter the United States by air.

Canadian nationals who commute from Canada may attend on a part-time or full-time basis, while all other international students must attend on a full-time basis to maintain their F1 student visa status. Canadian students attending part time are not eligible for the same full-time F1 visa benefits.

All international students with an I-20, including Canadians, must report to the records office within the first week of **EACH** semester to complete the international student check-in; failure to do so could jeopardize the student's visa status.

More information about student visas is available at www.niagara.edu/international or by contacting the records office at 716-286-8728

Sexual Assault

The university's mission advocates a caring, just and educationally stimulating campus community. No action could be considered more antiethical to this ideal than that of sexual assault. Under no circumstances will the university tolerate physical or emotional abuse of any students.

Pursuant to N.Y.S. Educational Law Amendment (Sec. 6450.1.a.) the university:

- Acknowledges and adheres to the applicable local, county and state laws which govern 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 possibility of fines up to \$1,000 and a jail term up to 25 years depending on whether the conviction is a felony or misdemeanor.

- Can adjudicate student cases 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 a campus counseling center and on-call mental health resources during the academic year. In addition to individual and support group counseling, the center also provides a referral service to outside agencies with expertise in sexual assault survivor counseling. Campus ministers also are available for support and assistance.

In general, these occurrences have been found to precede sexual assaults:

- Use or abuse of alcohol (almost exclusively) or drugs are involved.
- The situation tends to take place during or after a social event or party.
- The assailant knows the intended victim and/or the victim knows the assailant, who is considered a friend or acquaintance; and/or
- The assailant or victim asks to be accompanied elsewhere, to be alone, or to have some privacy.

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 life and the dean of student affairs; campus safety office; First-Year Niagara; Campus Programming Board; resident assistant staff training programs and R.A. educational programs for students; NU Student Handbook; and informational flyers and posters.

Sexual Harassment

Sexual harassment is a form of sex discrimination, which is illegal under Title VII of the Civil Rights Act of 1964, as it relates to employees, and under Title IX of the Education Amendments of 1972, as related to students. 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 and dictated by the specific circumstance. Investigation will be con-

ducted 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. The director of university housing (716-286-8100), and the assistant dean of student affairs (716-286-8566) are available to investigate reports of sexual harassment. Students found to be responsible for committing offenses of sexual harassment may be issued warnings, educational and community service projects, residence hall reassignment, disciplinary probation, residence hall expulsion, 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.

Substance Abuse

Niagara University shares public concern about irresponsible drinking and the socially unacceptable behavior that may result from alcohol abuse. While social gatherings can enhance the quality of life at Niagara, we recognize and respond to the challenge of responsible alcoholic consumption. The university's policy pertains to all members of the campus community and visitors.

Policy violations subject students to formal judicial action and the imposition of sanctions, to include fines and mandated referrals for related counseling.

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.



Degree Programs

Program Title or School	NY State Degree	Area of Concentration	Hegis No.	Certification
College of Arts & Sciences	M.S.	Criminal Justice Administration	2105	
	M.A.	Interdisciplinary Studies	4999	
College of Business Administration	MBA	Business and Commerce	0501	
	MBA	Accounting Concentration	0501	
	MBA	Professional Accountancy	0502	CPA
	MBA	Business Administration	0506	
College of Education	M.A.Ed.	Foundations of Teaching	0801	Professional
	M.S.Ed.	Foundations of Teaching, 1-6 or 7-12	0801	Professional
	M.S.Ed.	Special Education, 1-6 or 7-12	0808	Initial/Professional
	M.S.Ed.	Literacy Instruction, B-6 or 5-12	0830	Initial/Professional
	M.S.Ed.	School Counselor	0826.01	Prv/Permanent
	M.S.Ed.	Educational Leadership: School District/Building Leader	0827	Initial/Professional
	M.S.Ed.	School Business Leadership	0828	Professional
	M.S.Ed.	School Administration and Supervision (Ontario)	0820	
	M.S.Ed.	Early Childhood and Childhood, B-6	0802	Initial/Professional
	M.S.Ed.	Middle Childhood and Adolescence		
	M.S.Ed.	Biology, 5-12	0401.01	Initial/Professional
	M.S.Ed.	Business Education, 5-12	0838	Initial/Professional
	M.S.Ed.	Chemistry, 5-12	1905.01	Initial/Professional
	M.S.Ed.	English, 5-12	1501.01	Initial/Professional
	M.S.Ed.	Foreign Language, 5-12	1199.01	Initial/Professional
	M.S.Ed.	French, 5-12	1199.01	Initial/Professional
	M.S.Ed.	Spanish, 5-12	1199.01	Initial/Professional
	M.S.Ed.	Mathematics, 5-12	1701.01	Initial/Professional
	M.S.Ed.	Social Studies, 5-12	2201.01	Initial/Professional
	M.S.	Mental Health Counseling	2104.10	License Eligible
M.S.	School Psychology	0826.02	Prv/Permanent	
Advanced Certificate Programs		School Psychology	0826.02	Prv/Permanent
		School Counselor	0826.01	Permanent
		School District Leader	0899.50	Professional
		Educational Leadership: School Building	0828	Initial/Professional
		Educational Leadership: School District	0827	Professional
		School Business Leadership	0827	Professional
		Mental Health Counseling	2104.10	
		Special Education, 1-6	0808	Initial/Professional
		Special Education, 7-12	0808	Initial/Professional

Tuition and Fees

Tuition and fees are subject to change for the academic year. Current rates may be obtained from the appropriate director or the Office of Student Accounts.

Fees 2008-2009

Application Fee	.....\$30
Registration Fee	.....\$25

Tuition Per Credit Hour

MBA	.....\$685
Criminal Justice	.....\$545
Interdisciplinary	.....\$545
Teacher Education Cohort	.....\$560
<i>(with one-time comprehensive fee of \$150)</i>	
Educational Leadership	.....\$535
Foundations of Teaching	.....\$535
Literacy Instruction	.....\$535
Mental Health Counseling	.....\$535
School Counseling	.....\$535
School Psychology	.....\$535
Special Education	.....\$535
Ontario Administration and Supervision\$315

Comprehensive Fee:

Education Cohort Programs\$150
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Auditing Fee\$75
<i>(per semester hour – nonrefundable)</i>	

Transcript\$5
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Parking Fees

Full year\$50
One semester\$35
Summer only\$30
Each additional family vehicle\$10
Lost decal	.....60 percent
of original cost for replacement	

Late Registration Fee

(Nonrefundable)

A late registration fee is imposed on all students who register after Oct. 1 for the fall semester and Feb. 15 for the spring semester. The fee is \$50 per course up to a maximum of \$200 per semester.

Refund of Tuition

A student officially withdraws from the university when he/she writes a letter to his/her dean stating his/her intention to withdraw. For more information, please go to www.niagara.edu/accounts/withdrawal.

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. The percent refunded shall be applied to tuition, semester fees, room and board. The schedule of refunds will be available to students prior to the beginning of each academic year and may be obtained by contacting the Office of Student Accounts.

Refunds of room and board will be determined by the effective date of withdrawal from university housing. Because the housing contract is signed for an academic year, a \$200 termination fee is charged to the student who breaks the contract. Niagara University reserves the right to further prorate the room charge if another student occupies the vacated space.

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. The refund schedule for the summer semester is contained in the summer catalog.

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%

Committee on Refunds

An appeal for refund of tuition, room and board may be made to the Committee on Refunds provided that continued attendance and/or residence by the student is made impossible by reasons of serious ill-

ness (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. (See the section on withdrawal from the university for proper procedures.)

Additional Information

The board of trustees of NU reserves the right to alter the schedule of fees. All fees are payable each session in advance or by an authorized payment plan. Payments are to be made by check or money order payable to Niagara University. Banks will not accept personal checks drawn on foreign banks payable in U.S. funds. Bank drafts and money orders should be used in place of foreign currency and made payable in U.S. funds.

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.

Financial Aid

All applicants for financial aid should submit a Free Application for Federal Student Aid (FAFSA) available in the Office of Financial Aid, located in the lower level of the Gallagher Center, or on the Internet at www.fafsa.ed.gov. In addition, graduate students must submit the graduate financial aid application available in the Office of Financial Aid or at www.niagara.edu/financialaid (click on "graduate students").

To receive federal financial aid, students must not owe any refunds on federal Pell grants or other awards paid, or be in default on repayment of any student loan. All federal programs require the recipient to be enrolled as a regular student working toward a degree or certificate in an eligible program at the university, a U.S. citizen or eligible noncitizen (federal definition) and, if applicable, registered with the selective service. Students must make satisfactory academic progress to maintain eligibility for federal aid. Students on NU's warning and probation status are eligible for federal and institutional aid. The maximum allowable period of time to receive financial aid is indicated on the satisfactory academic progress chart on page 13.

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

All federal programs are contingent upon actual Congressional appropriation.

Student Employment Programs Graduate Resident Director Assistantships (GRD)

A graduate resident director assistantship is awarded under the auspices of the university's student life division. This position offers a qualified graduate student an

opportunity to work with staff and residents in developing and promoting an extracurricular environment conducive to maximum student growth in a residential setting.

The GRD is primarily responsible for the overall administration and supervision of the assigned hall and staff. This responsibility includes the oversight of minor policy violations and the implementation of educational and social programming within the building. GRDs are expected to focus their efforts on creating a hall environment that enhances the academic learning, personal development, physical comfort, and safety and security of each resident student.

Candidates must possess a bachelor's degree, have prior residence hall staff experience, and be accepted into a graduate program at NU. The GRD position is a 10-month live-in position with opportunities for summer employment and housing.

Awards are made for one year and are renewable for a second term upon demonstration of satisfactory performance. Remuneration for service includes:

- (1) a monthly stipend.
- (2) annual tuition waiver for up to 18 hours of graduate studies at Niagara University.
- (3) partially furnished living facilities.
- (4) a meal plan.

Interested candidates should submit a letter of interest and resume to:

Dean of Student Affairs
O'Shea Hall, Niagara University
Niagara University, NY 14109

Federal Work Study Program (FWSP)

Application Procedures: Application is made through the Free Application for Federal Student Aid (FAFSA). Eligibility for FWSP is determined on the basis of financial need. A separate job application is required for placement purposes only. Forms are available in the financial aid office.

Selection of Recipients and Allocation of Awards: Niagara University makes employment reasonably available to all eligible students in the institution who are in need of financial aid. In the event that

more students are eligible for FWSP than there are funds and/or positions available, preference is given to students who have great financial need and who must earn a part of their education expenses.

Award Schedule: Niagara University arranges jobs on campus, or off campus, with public or private nonprofit agencies. The program encourages community-service work and work related to students' course of study.

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

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

Rights and Responsibilities of Recipients: Satisfactory job performance.

Grant Programs

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

Tuition Scholarships

Niagara University offers a limited number of full or partial tuition scholarships for a two-year master's program.

The scholarships are granted on the basis of scholastic achievement and individual departmental criteria.

Applications should be written and contain a rationale and pertinent supporting documents. Scholarship requests should be sent to the director of the MBA program, the dean of the College of Education, or the dean of the College of Arts and Sciences.

Graduate Assistantships

NU offers a limited number of graduate assistantships in various departments on campus to qualified matriculated students in one of NU's master's degree programs.

Awards are made for one year and may be renewable for a second year upon satisfactory performance. Awards vary and may include tuition remission up to 18 credit hours per academic year (fall and spring semesters) and a monthly stipend. Recipients are responsible for all fees. Duties are assigned by the department head.

Candidates should submit a letter of interest and resume to:

Associate Director of Financial Aid
Niagara University
Niagara University, NY 14109

Army ROTC Scholarships

Graduate students are entitled to full tuition Army ROTC scholarships including books (\$900 yearly) and stipend (\$4,500 first year and \$5,000 second year). Scholarship recipients are required to attend the four-week leadership training course prior to beginning their programs at Niagara. For more information contact the ROTC department at rotc@niagara.edu or 716-286-8230.

Religious Reduction

Tuition discount offered to members of a Roman Catholic religious order (priest, brother, nun).

Federal Loan Programs

Federal Perkins Loans

Niagara University participates in the Federal Perkins Loan Program which provides loan money to graduate students. The loans are repayable beginning nine months after termination of schooling at a 5 percent interest charge. Graduate students may borrow up to \$6,000 per year, with a cumulative maximum of \$40,000 for both undergraduate and graduate education. Awards are based on exceptional financial need and available funding.

Loan repayment is deferred during periods of at least half-time study, during service in the armed forces, and several other periods.

Further details of the program may be requested from the financial aid office. Application is made through the Free Application for Federal Student Aid (FAFSA).

Federal Stafford Student Loans

Graduate students who have been accepted as matriculated students and are enrolled at least half time at Niagara University may apply for a loan through the Federal Stafford Student Loan Program. Eligibility is based on students' cost of attendance and financial need.

Graduate students may borrow up to \$8,500 per year on a subsidized basis. Students can borrow up to an additional \$12,000 per year on an unsubsidized basis (loan accrues interest during in-school periods).

The maximum aggregate amount a student can borrow for graduate and undergraduate education is \$138,500. (Only \$65,500 of this amount may be in subsidized loans.)

The interest rate is set by the federal government at a fixed rate of 6.8 percent effective July 1, 2006. Depending on your lender, there may be a 2.0 percent origination/default fee deducted from the loan amount. Students must complete the Free Application for Federal Student Aid (FAFSA) to begin the application process for this loan. First-time borrowers are required to complete an entrance interview. Exit interviews are required at graduation or withdrawal from the university.

The federal student aid ombudsman of the U.S. Department of Education helps borrowers resolve disputes and solve other problems with federal student loans. The ombudsman office is where borrowers can turn after trying other ways to resolve a student loan dispute. Contact the ombudsman by:

Telephone: 877-557-2575 (toll free)
202-377-3800 (toll call)

Fax: 202-275-0549

Mail: U.S. Department of
Education
FSA Ombudsman
830 First Street N.E.
Washington, D.C. 20202-5144

Online: www.ombudsman.ed.gov

E-mail: fsaombudsmanoffice@ed.gov

Federal PLUS Loans for Graduate Students

As of July 1, 2006, eligible graduate students can borrow under the PLUS Loan

Program up to their cost of attendance minus other estimated financial assistance. Requirements include a determination that the applicant does not have an adverse credit history, repayment beginning on the date of the last disbursement of the loan, and a fixed interest rate of 8.5 percent in the FFEL program. Loan amounts may be reduced by four percent as an origination/insurance fee depending on your lender. Applicants for these loans are **required** to complete the Free Application for Federal Student Aid (FAFSA). They also must have applied for their annual loan maximum eligibility under the Federal Subsidized and Unsubsidized Stafford Loan program before applying for a graduate PLUS loan.

NU Student Emergency Loan Program

An emergency student loan fund has been made available by Niagara University which enables students to borrow amounts up to \$500 on a short-term emergency basis at a nominal service charge. The office is located in the lower level of the Gallagher Center.

State Programs

**Please note that New York state currently defines full time as 12 credit hours per semester for all New York state financial aid programs.*

Tuition Assistance Program (TAP)

The Tuition Assistance Program is an entitlement program. There is neither a qualifying examination nor a limited number of awards. The applicant must:

- (1) Be a New York state resident and a U.S. citizen or permanent resident alien.
- (2) Be enrolled full time* and matriculated at an approved New York state postsecondary institution in an approved program of study.
- (3) Meet income eligibility requirements. All income data are subject to verification with the New York State Department of Taxation and Finance.
- (4) Not be in default on any government guaranteed student loan.

Students apply annually by first completing the Free Application for Federal Student Aid (FAFSA) and then linking to Higher Education Services Corp. (HESC) at www.hesc.org.

The amount of the TAP award is scaled according to net taxable income. Award schedules are subject to state appropriation. Current schedules are available in the financial aid office.

All students applying for state financial assistance, such as TAP, must meet the minimum standards for satisfactory academic progress and program pursuit as listed below in order to comply with section 145-2.2 of the New York State Education Department's regulations and to continue their eligibility for state financial assistance.

The state education department's regulations concerning program pursuit are as follows: a student must achieve a passing or failing grade in the following percentages of a full-time program (which is a minimum of 12 credits a term) in each semester he/she receives TAP in order to continue to be eligible for TAP payments in the subsequent semester. The percentages are:

First year of TAP payment: 50 percent of full-time program must be completed.

Second year of TAP payment: 75 percent of full-time program must be completed.

Third and fourth years of TAP payment: 100 percent of full-time program must be completed.

If the graduate TAP recipient received TAP as an undergraduate, the number of undergraduate TAP payments received determines what level of program pursuit the first-time graduate student must meet. For example, if the graduate recipient has already received four or more undergraduate TAP payments, he/she would be at 100 percent program pursuit level through each semester of graduate study.

Students must meet both the program pursuit requirements and the following satisfactory academic progress requirements in each term of TAP payment in order to continue TAP eligibility. Students not complying with the state standards for program pursuit and satisfactory

academic progress will have their eligibility reestablished only after evidencing ability to successfully complete an approved program.

Canadian Higher Education Loan Program

CanHELP Graduate Loan

The International Education Finance Corp. has developed the credit-based CanHELP Graduate Loan which is available to Canadian citizens who are enrolled at least half time in TERI-approved institutions in the United States.

All non-U.S. applicants require a U.S. co-signer. For more information and an application, go to www.internationalstudentloan.com or call (866) 229-8900.

Ontario Student Assistance Program (OSAP)

The Ontario Student Assistance Program offers financial assistance to help students from lower income families meet the costs of postsecondary education. OSAP assistance is intended to supplement financial resources of students and their families. (A student must be a Canadian citizen or permanent resident of Canada or a protected person.)

Assistance is based on financial need as established by the federal and/or provincial governments and as determined by the Ontario Student Assistance Program. The amount of loan students are eligible to receive is based on the information they provide.

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

For complete details, access the OSAP Web site at osap.gov.on.ca.

Canadian Lifelong Learning Plan (LLP) — Form RC96

The Lifelong Learning Plan allows individuals to withdraw up to \$10,000 a calendar year from their registered retirement savings plans (RRSPs) to finance full-time training or education. To participate in the LLP you must be an RRSP owner with a qualifying RRSP plan. To make an LLP withdrawal, use Form RC96 (Lifelong Learning Plan Request to Withdraw Funds from an RRSP).

Form RC96 can be accessed on the Web site www.cra.gc.ca along with detailed program information.

Standards of Satisfactory Academic Progress for Federal and New York State Aid — Graduate Definition for Master's Programs in Education, Business, and Arts and Sciences

At the completion of this full-time semester	1	2	3	4	5	6
A student must have completed this number of hours	6	12	21	30	45	60
A student must have the required QPA	2.5	2.6	2.75	3.0	3.0	3.0

Calendar: Semester

A student may have the above standards waived once as a graduate student if a special waiver is certified and documented by the university. For information about the process of filing for a waiver, please contact the Office of Financial Aid.

Facilities, Environment and Services

The 42 buildings on NU's 160-acre campus provide a pleasant contrast between the stately ivy-covered structures and those of more contemporary design.

Classrooms are located in St. Vincent's, DePaul, Bisgrove and Dunleavy halls. Laboratories for the behavioral and natural sciences, communication studies, fine arts, and language are located in DePaul, Dunleavy and St. Vincent's halls. They provide a resource for students to engage in experimentation, practice and research based on the practical application of theoretical concepts learned in the classroom.

Administration

The locations of the colleges offering graduate programs are:

Business Administration

Bisgrove Hall
716-286-8050

Education

Academic Complex
716-286-8560

Arts and Sciences

Dunleavy Hall
716-286-8060

The offices of student accounts, financial aid and records are located in the lower level of the Gallagher Center.

Banking

An HSBC Bank automatic teller machine is located in the lower level of the Gallagher Center. The ATM currently accepts the Cirrus, PLUS, Master Card, Maestro, Discover/Novus, and VISA cash service groups.

Campus Activities, Programs and Services

Graduate students are eligible to fully participate in campus life by selecting any number of the following options. Semester fees, which are subject to change each academic year, are set for:

Athletics (\$62) — On-campus NCAA Division I athletic events, to include basketball and hockey.

Fitness and recreation (\$90) — Unlimited access to the Kiernan Center's facilities and programs during posted operational hours.

Student activities (\$96) — Events offered through the campus activities office, including concerts, lectures, sporting events, field trips, etc.

Theater (\$16) — One ticket per university production.

Health services (\$72) — Access to benefits provided through the university's health center.

Payments may be made at the student accounts office in the lower level of the Gallagher Center.

Campus Ministry/Chapel

Situated on the second floor of Alumni Hall, Alumni Chapel is open from 6 a.m. until 11 p.m. to all students for private prayer regardless of denomination. Daily Mass is celebrated Mondays, Wednesdays, and Fridays at 12:15 p.m. and on Tuesdays and Thursdays at 12:35 p.m. Sunday Mass is held at 11 a.m., 4:30 p.m., and 10 p.m. (Schedule subject to change during semester breaks.) Requests are accepted for prayer intentions for each liturgy. Contact the Office of Campus Ministry at 716-286-8400 or ministry@niagara.edu for more information.

Faithful to NU's rich Vincentian tradition, campus ministry places a special emphasis on outreach to the poor. Brothers and Sisters in Christ (BASIC) is a unique service program involving students in a weeklong urban or rural immersion experience during semester breaks. At Christmas, Easter or in the summer, students engage in Christian service while living with those they are serving. Reflective activities help participants to integrate their experience into a lifelong commitment to service and action.

In addition, campus ministry provides outreach to students in the area of faith formation, spiritual direction and pastoral counseling. A monthly newsletter outlining upcoming programs and Mass schedules is available in the chapel and in the Gallagher Center, or see the Web

site to print a copy:
www.niagara.edu/ministry.

Campus Store

The campus store is located on the north side of the campus between Varsity Village and the post office. In addition to prescribed and recommended texts and supplies, there is a wide range of gifts, clothing and personal items to meet the needs of NU students, guests and visitors.

The bookstore is open year-round with extended hours for special events, accelerated programs and evening classes. Hours are posted at the bookstore entrance. For more information, call 716-286-8370 or see the Web site <http://niagara.bncollege.com>.

Hours:

(September through graduation in May):

Monday–Friday: 9 a.m.–5 p.m.

Saturday: 10 a.m.–2 p.m.

Sunday & holidays: Closed

Career Development

As part of the educational process at Niagara University, the Office of Career Development provides individualized services to assist students and alumni in developing and fulfilling their career objectives, with the goal of obtaining lifelong career satisfaction. OCD staff offer a comprehensive program of career exploration and counseling, cooperative education and internship experiences, graduate and professional school information, job recruitment opportunities, and job search training. Specialized career planning workshops are conducted on topics such as: resume and cover letter preparation; job search strategies; identification and research of employers; and interview techniques. Career counseling is available for students seeking guidance in career exploration, planning, and decision making. The OCD also is licensed to offer students access to an Internet-based career guidance program.

The department's recruitment program includes a variety of career-specific, on-campus career fairs, teacher recruitment days, and the coordination of on-campus interviews with visiting employers. Practice interviews are provided to prepare students for recruitment opportunities. The department also coordinates an annual Get Hired Month in the spring semester, which includes a Dining for Success etiquette dinner, Dress for Success professional image fashion show, and nationally recognized speakers on career-related topics. In addition, the department establishes and maintains credentials files at the request of students seeking employment in educational career fields.

The career library houses a selection of timely career and graduate school related resources and a bank of computer stations with Internet access to locate employment opportunities, research employers and prepare resume and cover letters. Additional career and graduate school related resources are housed in a special "Career and College Success" collection in the main library.

For more information on OCD programs, services, events, and resources, visit www.niagara.edu/career.

Castellani Art Museum

A beautiful marble-faced building, the Castellani Art Museum is located at the center of the Niagara University campus. The museum offers an exciting collection of 19th century, modern and contemporary art accessible to the NU community, as well as to the general public, with no admission charge. Exhibitions and programming include historic art, contemporary art with visiting artists, traditional folk arts, and exciting collaborative programs with area school districts. The museum recently opened "Freedom Crossing: The Underground Railroad in Greater Niagara," a permanent exhibition that is part of the New York State Heritage Trails initiative. The museum's permanent collection includes such well-known artists as Picasso, Miro, Dali, Calder, Nevelson, Warhol, and many others. Museum staff members teach



fine arts and art history courses in the adjoining galleries and classroom. In addition to using the museum's collection as an educational resource, Niagara students, faculty and staff are invited to take part in a variety of exhibitions, lectures and performances each year. The museum offers a well-stocked and affordable gift shop featuring unique merchandise from around the world. The museum can be reached via e-mail at cam@niagara.edu and through its Web page at www.niagara.edu/cam.

Castellani Art Museum at the Falls

Conference Center Niagara Falls
101 Old Falls Street
Niagara Falls, NY 14202

The museum's satellite gallery, part of the refurbished Niagara Falls Conference Center, showcases artwork of interest for the thriving downtown tourist audience.

Community Resources

There are 14 colleges and universities and eight junior colleges and institutes in Western New York. The museums and libraries of the region, as well as the many cultural and corporate resources of the Niagara Frontier, make it an ideal setting for dynamic partnerships between higher education and industry.

Western New York and Southern Ontario offer a variety of cultural, entertainment and recreational options, from the popular theater, musical entertainment and shopping districts in Buffalo and

Toronto, to an array of award-winning wineries in scenic Niagara County and Ontario's Niagara-on-the-Lake, to a wide variety of fine-dining establishments on either side of the border. Among the top cultural offerings located on the Niagara University campus are the Castellani Art Museum and the Leary Theatre. A short distance away are the Earl W. Brydges Artpark in Lewiston; Old Fort Niagara in Youngstown; and in Buffalo, Kleinhan's Music Hall, home of the Buffalo Philharmonic Orchestra, and the renowned Albright-Knox Art Gallery. Across the bridge in Niagara Falls, Ontario, visitors can enjoy such attractions as a horticultural park with a butterfly conservatory, Fort George, bicycle trails along the Niagara Escarpment, and family-friendly parks and museums. The world-famous Niagara Falls is only four miles from campus.

For sports enthusiasts, professional football, baseball and hockey are played in Toronto and Buffalo, and two nearby Great Lakes, Erie and Ontario, offer sailing and prime sport fishing. Skiing and snowboarding resorts abound just south of Buffalo.

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

Counseling Services

The counseling services office, located in the lower level of Seton Hall, offers professional mental health counseling that gives students an opportunity to explore and share any situation, question or difficulty they may be experiencing.

Counseling can help students get to know themselves, learn how to use counseling resources, and develop a wellness lifestyle.

The office is committed to providing assistance to students who may be dealing with everyday life stressors and more difficult problems or circumstances. Services offered include: individual and group mental health counseling; personal wellness counseling; support groups; workshops; consultation; and alcohol and drug assessment referral. All counseling sessions are confidential.

Hours:

Monday–Friday: 9 a.m.–5 p.m.

Fitness and Recreation

Athletics

Graduate students may purchase a pass to gain admission to men's/women's basketball and hockey games. Tickets also can be purchased at the door in the Gallagher Center or at the ticket office in Dwyer Arena. For more information, call 716-286-8622.

Dwyer Arena

Niagara University's Dwyer Arena is home to the men's and women's NCAA Division I hockey teams, as well as the men's ACHA hockey team and the women's club hockey team. Intramural broomball leagues are offered for staff and students. Public skating is offered year round for staff, students and local communities. The arena consists of two full-sized (National Hockey League) rinks. The main arena can accommodate 1,800 spectators and the auxiliary 200. An entertainment area overlooks the main arena which can host company, birthday and private parties. There are 10 locker rooms within the complex.

Kiernan Center

The Kiernan Center offers 43,000 square feet of recreational space for student use. The complex includes: a six-lane swimming and diving pool; racquetball

and basketball courts; a weight room; fitness rooms equipped with cardiovascular and strength-training units; saunas; and an aerobic and dance area. The university also maintains a number of outdoor recreational areas: tennis courts; baseball and softball fields; soccer fields; and large areas available for football, Frisbee and other outdoor sports.

The center is open seven days a week while school is in session and is available for use by graduate students for a per visit or semester fee. Children and spouses of graduate students who pay the user's fee may use the center at no cost during the center's established family hours. See www.niagara.edu/kiernancenter/member.htm.

Graduate students are invited and encouraged to participate in a wide variety of intramural and recreational activities offered in the Kiernan Center. There is a fee for graduate student intramural teams which allows all team members to enter the Kiernan center during the team's scheduled activities. Students have found that use of the facility and participation in the programs the center offers greatly enhances the quality and vitality of collegiate life.

During the summer months, the Kiernan Center offers one of the area's finest youth summer camps. Graduate students may register their children for summer camp and receive the university employee discount rate. This is also a fantastic employment option for graduate students.

Food Service

Commuter Plans

30 Block Plan — This plan enables the student to eat any 30 meals throughout the semester in the Clet Dining Commons. The student also receives a \$200 declining balance account, usable in Clet Dining Commons, Gallagher Center Snack Bar, or Jazzman's Café. Meals must be used in the semester that they are purchased. Any unused declining balance from the fall semester will be carried forward to the spring semester. All unused balances at the end of the spring semester will be zeroed out, and are nonrefundable.

60 Block Plan — This plan enables

the student to eat any 60 meals throughout the semester in the Clet Dining Commons. The student also receives a \$200 declining balance account, usable in Clet Dining Commons, Gallagher Center Snack Bar, or Jazzman's Café. Meals must be used in the semester that they are purchased. Any unused declining balance from the fall semester will be carried forward to the spring semester. All unused balances at the end of the spring semester will be zeroed out, and are nonrefundable.

Gallagher Gold Account — Gallagher Gold account is a declining balance account. The student will receive an 8 percent saving in Clet Dining Commons, Gallagher Center Snack Bar, and Jazzman's Café when using his/her declining balance account. The student may add to this account at any time. Any unused declining balance from the fall semester will be carried forward to the spring semester. All unused balances at the end of the spring semester will be zeroed out, and are nonrefundable.

Dining Facilities

Clet Dining Commons — The Clet Dining Commons is a pay-one-price, all-you-can-eat dining facility. Clet Dining Commons has stations which offer deli menu, grill menu, vegetarian menu, pizza, salad bar, and classic (traditional) menus.

Gallagher Center Snack Bar — The snack bar, renovated summer of 2008, is located in the lower level of the Gallagher Center. It offers Grill 486, Freshen's Ice Cream & Smoothies, Western New York Classics (pizza, wings, beef on weck menu), and Mid-Town Deli (salads and sandwich menu). The Gally convenience store carries a large assortment of grab and go menu items.

Jazzman's Café — Also located in the lower level of the Gallagher Center, Jazzman's offers espresso, cappuccinos, coffee smoothies, fruit smoothies, fresh baked pastries, specialty salads and sandwiches.

The Coffee Nook — Located in Bisgrove Hall, the Coffee Nook offers Green Mountain coffees, fresh baked pastries, specialty salads and sandwiches.

Health Services

The Slesman Student Health Center provides services during the academic year to enrolled full- and part-time graduate students who have paid the health services fee and submitted the required Medical History, Physical Examination and Immunization Record forms.

The facility is staffed with part-time nurse practitioners, RNs, and a part-time physician who provides a weekly morning clinic. Patients are seen on an appointment basis during the spring and fall semesters. The student health center provides care for acute episodic illnesses or injuries common to healthy college students. Services include:

- diagnosis and treatment of minor acute illnesses.
- first aid for minor injuries.
- simple laboratory testing, such as the quick strep test for evaluation of sore throats, urine testing for urinary tract infections, anemia screening, and blood glucose testing.
- eye examinations for New York state driver license renewals.
- educational materials on many topics pertinent to college students.
- physical examinations and immunizations for class attendance.
- dispensing pharmacy to fill prescriptions ordered by university health center providers for a nominal co-pay charged to the student's account or campus funds.

Housing Facilities

Housing facilities for male and female graduate students are offered based on space availability. Graduate students are eligible to apply for resident status in May as soon as they are accepted into a graduate degree program. Application does not guarantee that a room will be available. Students are informed in mid-August whether placement can be made.

Resident graduates are expected to adhere to the same policies and procedures under the university's residence hall agreement as the undergraduate population, including a commitment to room and board for the full academic



year. Exceptions to the one-year obligation can be made for those who are only at the university attending classes for one semester.

Graduate students desiring on-campus placement should contact the director of university housing prior to Aug. 15 for information on availability of housing. Those wishing to live on campus will be placed based on availability of spaces set aside for graduate students.

Housing may also be available to graduate students, on a limited basis, in the residence halls at \$30 per night (which includes two meals) during the academic year. Inquiries may be directed to the university housing office in O'Shea Hall.

Identification Cards

Students are expected to carry their ID cards with them at all times. To obtain an ID card, students are asked to go to St. Vincent's Hall room 106. The first card is free, and any subsequent card requested will be charged a minimal fee.

ID cards are used to gain entrance into residence halls, student computer labs, and student events. A valid NU ID must be shown at the library and recreational facilities and can be used on campus to purchase food at Clet dining hall and the Gallagher Center snack bar, as well as at vending machines. The ID card can also be used to purchase books and other items at the campus store.

Loss of an ID card or any problems with one should be immediately reported at St. Vincent's Hall room 106. 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.

Services such as the library copy machine, beverage and snack vending machines, campus store, and Gallagher Center require students to put money on their cards. This can be done at the student accounts office, or on the Web at www.niagara.edu/it/onlinecardoffice. A machine in the lower level Gallagher Center or St. Vincent's Hall can also be used to put money on for campus funds.

For ID office hours, please call 716-286-7310.

Library

The library, located on the south end of the campus, offers an array of services and collections that will make your research easier.

Research Assistance

Reference librarians are on duty all hours the library is open. You can even reach us via e-mail or phone. Subject specialists are available to help you with research in your major.

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

The library provides remote access through the World Wide Web to most of its databases, which means you can access millions of magazine, journal and newspaper articles.

Borrowing Materials

The library's collection consists of 200,000 books and 19,000 periodical titles in print and electronic formats that support your research needs. We also offer a recreational collection with entertaining novels and DVDs. Your university ID card is your library card, and you may borrow and keep out 25 books at a time.

Interlibrary Loan and Document Delivery

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

Study Rooms

There are three group study rooms in the library, and all three have a TV, DVD player and VCR. Two of the group study rooms have entertainment and foreign language TV channels. There is also a silent study room.

Food and Drink

You can eat and drink in the library. Vending machines are located on the second floor.

Fax Service

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

Computers

The library maintains a computer training lab on the basement level. When it is not in use, it is available for you to work individually using library databases, the Internet or Microsoft Office. There are additional computers in the reference department that you can also use. Black and white and color printers are available. You can also borrow a laptop or bring your own to the library and connect to the wireless campus network.

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 Web site at www.niagara.edu/library.

Lockers

Commuter students wishing to use a locker in the student center may contact the Office of Campus Activities in the lower level of the Gallagher Center at 716-286-8510.

Lost and Found

The lost and found areas are located in the Office of Campus Activities in the lower level of the Gallagher Center and at the Office of Campus Safety in its building across from Dwyer Arena.

Parking

Each vehicle operated or parked on campus must be registered with the campus safety office. All vehicles must display at all times a current parking permit. Parking permits are issued for a full year or for one semester. They are available 24 hours a day, seven days a week, at the campus safety office located across from Dwyer Arena. Unregistered vehicles will be ticketed, immobilized or towed at the owner's expense. Parking fees and violation fines are charged to the student's account.

Persons driving an unregistered vehicle on campus are expected to stop at the campus safety office to obtain a daily parking pass. Officers will assist with information on registration and parking locations. A copy of parking and motor vehicle regulations is issued when a vehicle is registered. Students are expected to park in yellow-lined spaces.

Parking Registration Fees*:

Full academic year \$50

One semester only \$35

Summer sessions only \$30

Each additional family vehicle . . . \$10

Decals are replaced at 60 percent of their original cost.

**Fees are subject to change.*

To learn more about parking, visit www.niagara.edu/safety.

Post Office

The post office is located in the Marian House. Post office boxes may be rented for an annual fee. For more information, call 716-286-8070.

Hours

Window Services

Monday–Thursday: 7:30 a.m.–4 p.m.

Friday: 7:30 a.m.–1 p.m.

Saturday: 8–11 a.m.

Box Lobby

Monday–Saturday: 7 a.m.–7 p.m.

Security on Campus

A number of emergency blue-light call boxes are strategically located throughout the campus. These telephones are connected directly to the campus safety office, accessed by either a button or activated handset in the units. Students may use the phones to report problems or call for an escort to or from class in the evening hours.

In accordance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, information is distributed annually to all students and employees and offered to any person making an inquiry regarding university admission or employment. Statistics are specified for the three preceding calendar years, with terms defined according to the FBI's National Incident-Based Reporting System. The data reflects all reported incidents occurring on campus, in campus residences, off-campus university properties, or public property adjoining the campus. To access the data reported to the United States Department of Education, go to www.ope.ed.gov/security/InstDetail.asp.

To obtain a copy of the statistics, contact the director of campus safety at 716-286-8111.

Services for Students with Disabilities

Graduate students with a documented disability are eligible to receive reasonable accommodations on a case-by-case/course-by-course basis as stipulated under Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and other pertinent state and federal regulations. The purpose of accommodations and modifications is to reduce or eliminate any disadvantages that may exist because of an individual's disability. Services for students with disabilities may include, but are not limited to:

- Test modifications (e.g., extended time, separate location, readers) and 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, 716-286-8076; ds@niagara.edu; or fax: 716-286-8063.

Documentation must be current and submitted by a qualified professional. The documentation must clearly identify a disability and its impact on the student's current level of functioning. Depending on the disability and the type of assistance requested, a graduate student may be referred to additional university service providers as needed.

For more information, call the Office of Academic Support, 716-286-8072.

Student Center

The hub of campus activity is the Gallagher Center, where students can gather in a relaxed atmosphere. Located in the lower level are the snack and coffee bars with adjacent vending machines, group study rooms, lounges, a game room, computer kiosks, an ATM, and a change machine. Some administrative and student offices also can be found in

the building. Lockers may be checked out through the campus activities office. The upper level houses the university's main gymnasium and athletics offices.

Technology

The Office of Information Technology, located in St. Vincent's Hall, provides computing services to all Niagara University students. There are several computer labs available for student use on the first floor of St. Vincent's Hall. These lab computers feature the latest software and are connected to our local area network, offering a high-speed connection to the Internet and our local network resources. A student help desk is also available on the first floor of St. Vincent's Hall to assist students in the use of technology services on campus.

Many instructors use the Blackboard system in their courses, which is a course support system providing online instructional resources for students. This system is located at blackboard.niagara.edu. Niagara University offers Web-based student e-mail accounts which are located at mail.niagara.edu. There is also a student portal system called myNU for student use, which offers personalized content including course schedules, news, events, job opportunities, and much more; it is located at mynu.niagara.edu. Brochures are available at the help desk to offer instruction on the use of the various information systems on campus. The Office of Information Technology Web site, www.niagara.edu/it, offers assistance to students online and features frequently asked question lists and support information.

Information technology, such as computers, telecommunications, video, and network-related systems including both voice and electronic mail which is the property of Niagara University, will be used, maintained and controlled by university policy. The university regards such facilities as important to educational and administrative endeavors and mandates that such facilities be legally utilized by students in accordance with applicable policies, standards, licenses, and contracts. Violations may result in suspension of privileges to access such facil-

ities, disciplinary action and/or possible criminal prosecution under federal and state laws. Niagara reserves the right to curtail certain information technology activities when in its judgment they are considered to interfere with NU's mission or educational objectives.

Hours

Terminal and

Microcomputer Room

Monday–Thursday: 9 a.m.–11 p.m.

Friday: 9 a.m.–5 p.m.

Saturday: Noon–5 p.m.

Sunday: 2–10 p.m.

Hours during vacation, summer school and school breaks are posted on doors to the rooms.

For more information, call 716-286-8040.

Theater

Niagara University Theatre performs about eight to 10 productions each year. Tickets can be purchased at the NU box office, located in the Dwyer Arena, Monday through Friday from 11 a.m. to 4:30 p.m., or by calling 716-286-8622. A semester pass may be purchased at the student accounts office.

Veterans Affairs

The veterans affairs office is located on the lower level of the Gallagher Center in the financial aid suite.



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

Complicity

Complicity is any intentional attempt to facilitate any of the violations described above. This includes but is not limited to: allowing another student to copy from a paper or test document; providing any kind of material — including one's research, data, or

writing — to another student if one believes it might be misrepresented to a teacher or university official; providing information about or answers to test questions.

Copyright Infringement

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

Niagara University adopted a new Academic Integrity Policy, effective fall semester, 2007. The complete text of the policy, including the university's "Academic Integrity Disciplinary Procedures" is available at www.niagara.edu/academicintegrity. It is expected that students with familiarize themselves with and abide by this policy.



College of Arts and Sciences

Master of Science in Criminal Justice Administration Master of Arts in Interdisciplinary Sciences

Dean: Nancy E. McGlen, Ph.D.
www.niagara.edu/coas

Full-time Faculty

Talia R. Harmon, Ph.D.
Director, M.S. in Criminal Justice
Administration

Diana Falco, M.S.
Timothy O. Ireland, Ph.D.
Craig Rivera, Ph.D.
Paul Schupp, Ph.D.
David B. Taylor, Ph.D.

Thomas A. Chambers, Ph.D.
Director, MA-IS

Master of Science in Criminal Justice Administration Admission Requirements

Candidates for admission must send the following materials directly to:

Director, Criminal Justice Program
Graduate Division of Arts and Sciences
Niagara University, NY 14109

- (1) The application, accompanied by a \$30 fee (U.S. funds), payable to Niagara University. An electronic version of the application is available at www.niagara.edu/crj/masters/form.htm. If you apply via the Internet, the application fee is waived.
- (2) Official transcripts of all previous college and university work, to be sent directly from the registrar of each institution.
- (3) Two letters of recommendation to be sent directly to Niagara University by persons who know your qualifications and can assess your ability to perform graduate work.
- (4) A personal statement of no more than 500 words that explains why you wish to pursue the master's degree program.
- (5) Scores on the GRE aptitude test, to be sent directly to Niagara

University from the Educational Testing Service (which administers the exam). Niagara University alumni who received a B.A. or B.S. from the College of Arts and Sciences in the previous five years may waive the GRE requirement if their overall undergraduate QPA was 3.0 or better. Also, GRE scores may be waived by the department depending upon professional experience and undergraduate performance. For further details, please contact the department.

- (6) For students whose native language is not English, scores on the TOEFL must be sent directly by the testing service.

Goals

The master's degree program in criminal justice administration has two goals:

- (1) To provide advanced education and professional development in criminal justice administration for those currently working in the criminal justice system.
- (2) To provide advanced education for those seeking future leadership positions in the criminal justice field.

The program serves two student populations: those currently working full time in criminal justice who seek further education in the field, and those not yet working in criminal justice who plan to pursue criminal justice-related careers in operations, research or teaching.

The philosophy of the program is closely intertwined with the mission of Niagara University. It is designed to prepare its graduates for productive roles in society, as well as to provide them the opportunity to fulfill their potential. A holistic education is offered through an integrated program that encourages students to develop powers of discrimination and judgment, and fosters their commitment to ethical, intellectual and social values. The program aims to accomplish these objectives through a core of courses that develops skills in management, statistics, methodology, research, justice, ethics, liability, writing, and speaking.

As the curriculum suggests, the program aims to do more than train competent managers and administrators. It also strives to inculcate communication, analytical and decision-making skills, as well as professional ethics that will enable graduates to function as effective leaders in any organizational environment. The curriculum also helps graduates to anticipate, address and correct problems faced in the criminal justice professions in an efficient, effective and ethical manner.

Program of Study

The master of science degree in criminal justice administration consists of an 11-course sequence totaling 33 semester hours. All courses earn three credits. All classes are offered at 4 p.m. or later, and convenient class scheduling permits students to take two courses on some class evenings.

Six of the 11 courses are core requirements, the remainder are electives. The master's degree program is designed for completion in one calendar year for full-time students and two calendar years for part-time students.

Master of Science in Criminal Justice Administration

(33 semester hours)

Core Requirements *(six courses)*

CRJ 500	Seminar in System-Wide Issues in Criminal Justice
CRJ 510	Seminar in Criminal Justice Management
CRJ 520	Introduction to Statistical Analysis
CRJ 530	Seminar in Professional Ethics and Liability
CRJ 540	Research, Planning, and Evaluation Methods in Criminal Justice
CRJ 650	Criminal Justice Policy Paper <i>(three semester hours)</i>

OR

CRJ 659/660 Master's Thesis
(six semester hours)

Electives

(Students choose five electives in policy paper option, or four electives with master's thesis option)

- CRJ 550 Seminar in Police Administration and Behavior
- CRJ 555 Seminar in Theories of Crime
- CRJ 560 Seminar in Law and Legal Policy: Capital Punishment
- CRJ 565 Seminar in Organized and White-Collar Crime
- CRJ 570 Constitutional Criminal Procedure
- CRJ 572 Seminar in Penal Policy
- CRJ 575 Seminar in Comparative Crime and Justice
- CRJ 580 Seminar in Restorative Justice
- CRJ 582 Race, Gender and Class in the Criminal Justice System
- CRJ 585 Seminar in Special Problems in Criminal Justice
- CRJ 600 Supervised Readings in Criminal Justice

Unique Program Characteristics

The courses combine a variety of skills, information and concrete applications for a gratifying educational experience. Small class size, computer availability for all students, and state-of-the-art library facilities provide a supportive learning environment.

All faculty members in the graduate program hold earned doctorates in criminology, criminal justice, or a related field, an attribute not found in any comparable regional program. All are published authors and experts in a variety of specializations within the field. They are all experienced teachers and regularly make presentations at professional conferences. The faculty draws upon a wealth of knowledge and expertise that makes the learning experience both enlightening and enjoyable.

Administration skills, computer applications, professional ethics, and low student-faculty ratios are combined

with an interdisciplinary flavor. Several classes can be taken as electives in the university's M.S. in counseling program. Included in this sequence are: 651, 654, 658, 617 and 669.

A combined maximum of four courses (12 credit hours) including transfer credit from an accredited institution and courses outside of the criminal justice administration department at Niagara University may be allowed. Preapproval by the director of the criminal justice master's program to take any courses outside of the criminal justice department at Niagara University (MBA or EDU counseling courses) must be obtained by the student prior to registration for the course(s).

Courses

CRJ 500 Seminar in System-Wide Issues in Criminal Justice

This course is designed to provide an overview of significant criminal justice policies, practices, and decision making that cuts across the agencies of law enforcement, the courts, and corrections. Especially important for the student with little academic background in criminal justice, this course will offer insights into the common problems of regulating discretion, application of legal rules in practice, and implementation of public policy in nonsystem or independent criminal justice agencies.

— three semester hours

CRJ 510 Seminar in Criminal Justice Management

An assessment of the management and administration of criminal justice agencies as a special problem of public administration. The differences between public and private sector management with special emphasis on approaches to organizational change, leadership and public service will be discussed. Individual and group behavior in criminal justice organizations will be assessed as will integrity and commitment to values.

— three semester hours

CRJ 520 Introduction to Statistical Analysis

This course is designed to provide the student with the necessary skills to analyze

data and to evaluate published research. The course will cover the fundamental steps of hypothesis testing through more sophisticated multivariate techniques. Emphasis will be placed on identifying the appropriate statistical technique for a particular research question, the use of the computer to analyze the data, and the interpretation of results obtained.

— three semester hours

CRJ 530 Seminar in Professional Ethics and Liability

How ethical considerations can and should affect every important decision in criminal justice. Some of these decisions include: police arrest decisions, prosecutor charging decisions, defendant plea decisions, defense strategy decisions, judicial evidentiary rulings, sentencing decisions, and probation and parole decisions. The results of unethical decisions will be examined in terms of deviance and civil and criminal liability faced by criminal justice professionals.

— three semester hours

CRJ 540 Research, Planning, and Evaluation Methods in Criminal Justice

Research and planning techniques as they apply to policy making and evaluation in criminal justice agencies. Principles of research design, planning methods, and evaluation techniques will be presented. Emphasis will be placed on selection of the appropriate research design, planning method, or evaluation tool, given case studies of problems and issues faced by criminal justice agencies.

— three semester hours

CRJ 550 Seminar in Police Administration and Behavior

The history, organization and administration of law enforcement as it attempts to achieve a balance among peace, order and individual rights. The constraints imposed by law, policy, public interest, politics, and training will each be assessed. Ways to improve the effectiveness of law enforcement, while maintaining respect for the rights of suspects and the safety of citizens, will be assessed.

— three semester hours

CRJ 555 Seminar in Theories of Crime

An examination of theories and typologies of criminal behavior among intimates and strangers and its effects on victims. Since criminology is a multidisciplinary field, biological, psychological and social theories of crime will be discussed. The impact of violent crime will be emphasized. The focus of the course will be the development of the skills necessary to evaluate and apply criminological theories in criminal justice settings.

— three semester hours

CRJ 560 Seminar in Capital Punishment

The passage of a law or program designed to address a particular problem is often assumed to resolve that issue. In actuality, however, the law itself may generate more problems than it solves. This course examines some of the problems in the application of laws that have come to light through the use of social science research, or that can be minimized through an empirical investigation of the problem.

— three semester hours

CRJ 565 Seminar in Corporate and White-Collar Crime

The nature, extent and impact of illicit behavior on the part of corporations, illicit organizations, government agencies, and employees. The causes, enforcement, prosecution, sentencing, and prevention of organized criminal behavior will be examined. Political, white-collar, organized, and corporate crime are assessed, and their similarities and differences evaluated in terms of investigation, prosecution, defense, and sentencing strategies.

— three semester hours

CRJ 570 Constitutional Criminal Procedure

This course examines the constitutional rules and principles that help shape the law of criminal procedure. The issues covered include: pretrial rights and proceedings, the adversarial system, interrogation and confessions, and search and seizure. Attention will be given to U.S. Supreme Court decisions that interpret and apply federal constitutional provisions to these issues.

— three semester hours

CRJ 572 Seminar in Penal Policy

This course will address various issues which are relevant to the handling of the offender in the community and the institution. It is assumed that entry into the correctional system, both in terms of community-based and institutional alternatives, engenders certain problems for the system and signifies that offenders have various problems and needs that must be addressed if we are to deal with their potential for reform and recidivism.

— three semester hours

CRJ 575 Seminar in Comparative Crime and Justice

This course will consider the operation of the criminal justice system in various parts of the world. The principal concern is to develop an understanding of common problems shared by all countries in dealing with crime and to provide an understanding of how effective these countries are in administering justice. These countries will be compared in terms of the crime rate, types of crimes, police practices, legal traditions, court practices, sentencing schemes and penal policies.

The goal is to alert the student to what is taking place in other parts of the world and to encourage consideration of practices in other countries as offering possible solutions to current dilemmas at home.

— three semester hours

CRJ 580 Seminar in Restorative Justice

This course will critically examine the philosophy and practice of restorative justice. It will begin with an overview of the philosophical framework, as well as some strengths and weaknesses, of our current justice system. The course will then cover the history, philosophy, and practices of restorative justice, including objections to this approach and methods and results of evaluating current programs.

— three semester hours

CRJ 582 Race, Gender and Class in the Criminal Justice System

This course considers the interrelationships among race, gender and class in the criminal justice system. Examined are the patterns and variations in crime across these variables. The assumptions, biases and relative strengths and weak-



nesses of theories of crime as applied across race and gender will be addressed. Attention will be given to women and minorities as offenders, victims and professionals in criminal justice with particular emphasis given to criminal justice sanctioning of crimes by and against women and minorities.

— three semester hours

CRJ 585 Seminar in Special Problems in Criminal Justice

This seminar is designed to examine a current issue in criminology and criminal justice of particular concern. Topics such as the future of crime and justice, mala prohibita offenses and their adjudication, or the criminal or juvenile justice system and contemporary social problems may be offered depending on the critical issues of the period. This course may be taken more than once as long as the subject matter differs.

— three semester hours

CRJ 600 Supervised Readings in Criminal Justice

This course is designed for the student who wishes to pursue specific readings on a subject not otherwise available in the curriculum. With approval of the instructor, the student will select a topic, organize a reading list, complete it, and compose a paper based on these readings in consultation with the instructor.

— three semester hours

CRJ 650 Criminal Justice Policy Paper — Capstone

For students who select this option, the policy paper is a capstone course that provides the forum to apply critically the substance and method of the completed curriculum to a criminal justice problem of interest and public concern. The product of this course will be a policy paper that attempts to address the policy issue in contemporary society.

— *three semester hours*

CRJ 659/660 Master's Thesis

For students who select this option, the master's thesis is a capstone course that offers the student the opportunity to apply critically the substance and method of the field to a specific criminal justice issue. The thesis is a research project that either tests an untested hypothesis or replicates research findings that are not conclusive. The product of this course will be a research thesis of publishable quality for a criminal justice journal.

— *six semester hours*

Master of Arts Degree in Interdisciplinary Studies Admission Requirements

Candidates for admission must send the following materials directly to:

Director, M.A.-IS Program

Graduate Division of Arts and Sciences
Niagara University, NY 14109

- (1) Official transcripts of all previous college and university work, to be sent directly from the registrar of each institution. Minimum undergraduate G.P.A. of 3.0.
- (2) Scores on the GRE aptitude test, to be sent directly to Niagara University from Educational Testing Service.
- (3) Two letters of recommendation, to be sent directly to Niagara University by persons who know your academic qualifications and can assess your ability to perform graduate work.
- (4) A personal statement of no more than 1,500 words that explains why you wish to pursue this master's degree program and potential areas of study.

- (5) For students whose native language is not English, scores on the TOEFL must be forwarded to Niagara University.

Goals

The Master of Arts-Interdisciplinary Studies degree offers students an opportunity to integrate a variety of methodological perspectives and modes of inquiry under a single degree program and course of study. By combining these approaches, students construct an innovative curriculum that crosses traditional disciplinary boundaries, often to answer a specific question or to address a theme of interest to the individual student. The M.A.-I.S. builds upon Niagara University's established graduate programs in the College of Education, the College of Business Administration, and the College of Arts and Sciences, as well as the diverse offerings of other departments across the university. Graduates will gain an in-depth understanding of graduate-level research and current trends in interdisciplinary scholarship, as well as preparation for advancement in their chosen career field.

Program of Study

The degree requires 33 credit hours of study in a diverse mix of courses, from methodological seminars to thematic courses to independent studies to internships. All courses earn three credits. Many courses may be taken as an independent study.

Each student takes three foundational and core courses that lead to a self-designed curriculum focused on a particular theme, problem, or mode of inquiry. A substantial thesis, internship, or independent project provides a capstone experience.

Full-time students can complete the degree program in three semesters. Part-time study must be completed in three calendar years.

Master of Arts in Interdisciplinary Studies

(33 credit hours)

Requirements

Component A: Introductory Seminar
(three credit hours)

IDS 500 Interdisciplinary Methods

Component B: Disciplinary Core

(six credit hours)

At least two courses must be taken from two different departments that outline basic research methods and current topics in the relevant field. Selected as part of the Introductory Seminar, they provide the methodological basis for the individually-designed degree program. Appropriate courses are drawn from existing graduate courses and graduate-level special topics courses in relevant arts and sciences fields.

Component C: Self-Designed Curriculum

(18 credit hours)

Each student develops a program of study that may be individualized or follow a model curriculum to meet his/her own intellectual and professional goals. Self-designed programs might cover themes such as nonprofit leadership, women's studies, ethnic studies, heritage tourism, professional writing and communication, religion and science, or American culture, to name just a few. A maximum of 12 transfer credit hours may be included in this component.

Component D: Capstone

(six credit hours)

IDS 600/601 Capstone

Two semesters of individual study primarily designed by the student in consultation with the program director. A significant project that reflects the preceding course work may include a thesis (50 pages minimum), internship with outside evaluation, or another initiative (e.g., leading a grassroots environmental campaign or designating a historic landmark). The capstone interdisciplinary project will be conducted over two semesters to allow sufficient time for design, research, revision, and self-evaluation. Successful completion of the program requires an oral defense of the capstone before program faculty.

Courses

IDS 500 Interdisciplinary Methods

This course is designed to familiarize students with the research methods and scholarly debates in a variety of disciplines. Students gain familiarity with a variety of research methods, read and analyze examples of interdisciplinary research, and develop their own research proposal and program of study.

Gateway course for the program.

— three semester hours

IDS 520 Fundraising Fundamentals

In this course, students will be taught the major aspects of fundraising for nonprofit institutions. Students will examine the fundamentals of advancement services, gift accounting, grant writing, gift cultivation and solicitation, and methods of mass fundraising. Students will also use the techniques taught in the class to create a sample campaign.

— three semester hours

IDS 550 Supervised Readings

Students work with the instructor to compile and complete a reading list focused on a specific interdisciplinary topic not covered by regular course offerings. Weekly meetings discuss the readings, and a significant research paper is required. May be repeated for credit with a substantially different topic.

— three semester hours

IDS 600 Interdisciplinary Research Project I

Students will conceive, propose and complete a major interdisciplinary research project. The final product may take a variety of forms, including a thesis, internship with significant leadership or research responsibilities, or a major initiative (e.g. leading a grassroots environmental campaign or designating a historic landmark). This semester focuses on conceptualization, writing a final proposal, and initiating research.

— three semester hours

IDS 601 Interdisciplinary Research Project II

Prerequisite: IDS 600

Students will conceive, propose and complete a major interdisciplinary research project. The final product may take a variety of forms, including a thesis, internship with significant leadership or research responsibilities, or a major initiative (e.g. leading a grassroots environmental campaign or designating a historic landmark). This semester emphasizes project completion and evaluation.

— three semester hours

CMS 550 Special Topics

This course is designed as a one-time graduate-level course to be offered whenever departmental resources are sufficient to do so. It will deal with special topics in the mass media, journalism, or broadcasting according to the research agenda and interests of a particular professor. Topics could include, but are not limited to: ethical, legal, theoretical, and societal issues in the mass media; practical applications of video, photographic, print, and/or computer-based media production.

— three semester hours

ENG 545 Science Writing

This course examines the forms of communication undergirding science. Students analyze and write in a variety of scientific genres as they learn the rhetorical dynamics of research. Emphasis is also placed on the public understanding of science, including representations of science in fine art and film.

— three semester hours

ENG 546 Visual Rhetoric

Students analyze and synthesize the rhetorical principles by which visuals are produced and used to inform, educate, advocate, and persuade. Students also consider the cultural contents for visual communication, how visuals work with other forms of communication, and the ethical implications of how visuals are used for rhetorical purposes.

— three semester hours

ENG 548 Ethnography and Travel Writing

This course focuses on nonfiction writing about culture. Students use participant-observation and interviewing as tools for developing vivid characters, scenes, dialog, and story elements, while reading Latin American and Hispanic ethnography for exemplars. Emphasis is placed on writing that promotes cultural awareness and understanding of the changing American demographic.

— three semester hours

Cross-listed undergraduate courses may be applied toward the degree requirements, as can relevant independent study courses.



College of Business Administration

Master of Business Administration

Dean: Mark Wilson, Ph.D.

MBA Director: Peggy Choong, Ph.D.

www.niagara.edu/mba

Full-time Faculty

Vincent Agnello, J.D.

Abdiweli Ali, Ph.D.

William Angus, J.D.

Peggy Choong, Ph.D.

Shih-Jen Kathy Ho, Ph.D.

James Kling, Ph.D.

Tenpao Lee, Ph.D.

Stephen Mayer, Ph.D.

Mikhail Melnik, Ph.D.

George J. Neimanis, M.A. (*Emeritus*)

Alfonso R. Oddo, M.B.A., C.P.A.

William Peek, Ph.D.

Ann D. Rensel, Ph.D.

Paul Richardson, Ph.D.

Philip Scherer, Ph.D. (*Emeritus*)

Craig Seal, Ph.D.

Daniel L. Tompkins, Ph.D.

Robin Wilber, Ph.D.

Admission Requirements

Candidates for admission must send the following documents directly to:

College of Business Administration
MBA Director, Bisgrove Hall
Niagara University, NY 14109

- (1) The application, accompanied by a \$35 fee (in U.S. funds), payable to Niagara University.
- (2) Official transcripts of all previous college and university work, to be sent directly by the registrar of each institution.
- (3) Two letters of recommendation, to be sent directly by persons who know your ability to complete the MBA degree program.
- (4) Scores on the Graduate Management Admission Test (GMAT) sent directly by the testing service.
- (5) For students whose native language is not English, scores on the TOEFL, sent directly by the testing service.

Goals and Benefits

Niagara University's master in business administration degree is internationally accredited by the AACSB, the most prestigious international accreditation that can be earned by business schools. It is directed at providing business executives or those interested in a business career with the skills necessary to become successful managers. The program is designed to serve the needs of both fully employed and full-time students.

The Niagara University MBA program:

- prepares you for leadership in your career by providing top-level management training with current technology in state-of-the-art facilities.
- equips you to be successful in the business and world communities by developing leadership, communication, interpersonal and ethical decision-making skills.
- prepares you for global success by providing a global, integrative perspective of business through relevant, real-world applications.
- allows you to join an exclusive global network of executives and businesses to better position yourself for success in the global economy.
- has five distinguished business centers that offer you opportunities for research, network and practical training.
- offers study-abroad opportunities in Europe, Asia and South America.

Convenience and Flexibility

Our Saturday format is the most convenient program for busy executives. Qualified candidates can complete the program in as little as 16 months by attending classes once a week on Saturday. The second option is to attend in the evening, with individual courses meeting one evening per week over the semester. Students may register for one to four courses per semester.

We offer year-round admission and start dates to fit your schedule.

Expertise

Choose from at least six highly relevant and highly sought-after concentrations:

- Accounting
- Finance
- Strategic Management
- Strategic Marketing
- Human Resource Management
- International Business

Program of Study

The program of study is taken by those students who have a baccalaureate degree. Candidates for the MBA degree must complete the majority of the credit hours in residence. A maximum of six credit hours at the 600 level may be used as transfer credit from another accredited graduate program.

Prior to the initial registration for courses, the student is requested to meet with the MBA director to discuss the sequencing of courses. It is the responsibility of the student to initiate advisement and track his/her course load. Advisement is available through the MBA office.

The prerequisite courses (Block I) are completed first. These courses will develop quantitative skills, effective writing and speaking style and analytical capabilities. These are necessary for the effective business decision maker, and serve as the foundation for the core courses. Students may satisfy the requirements of foundations courses through prior academic studies. The core courses (Blocks II and III) provide an overview of the functional fields of business. Once the core courses have been completed, the student will command knowledge of the individual decision-making processes for business entities. The student completes three elective courses (Block IV) to add greater depth and breadth to the curriculum. These electives may be used to complete a concentration in accounting, finance, strategic marketing management, human resource management, international management, strategic management, or to create one's own concentration. The capstone course (Block V) uses case studies and a strategic-planning

project to provide the student with an overall managerial perspective of the functioning of today's corporation and the environment in which it operates.

Classes emphasize communication and team-building skills. Group projects and case studies are required in most of the courses. A major objective of the program is the development of strong interpersonal skills.

During each summer, the MBA program has offered weeklong study-abroad options.

BBA/MBA in Professional Accountancy

Niagara University offers an integrated 154-hour program in which students earn a BBA degree after four years and an MBA degree after five years. The program prepares students for careers in public accounting, and is a New York state CPA 150 licensure-qualifying program for the CPA exam. In the first three years of the program students take a common core of accounting, business and liberal arts courses. Students begin taking up to two MBA courses in the fourth year of the program, and can complete the BBA/MBA program in one additional year comprising the summer, fall and spring semesters. Students are awarded the BBA degree after completing BBA requirements (usually four years), and the MBA degree after completing MBA requirements (one additional year).

One year of public accounting experience and successful completion of the CPA exam are required for the CPA certification.

Beta Alpha Psi

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

AACSB-accredited schools recognition of achievement.

Beta Gamma Sigma

The mission of Beta Gamma Sigma is to encourage and honor academic achievement in the study of business and to foster personal and professional excellence among its members. Membership in Beta Gamma Sigma is the highest recognition a business student anywhere in the world can receive in a business program accredited by AACSB International.

M.B.A. Curriculum

Block I

MBA Prerequisite Courses

(three-credit-hour courses)

ACC 505	Financial and Management Accounting
MGT 515	Analysis of Quantitative Data
ECO 525	Economics for Managers
MGT 560	Law and Business Ethics
MGT 565	Communications for Executives
MGT 570	Management Principles

18 hours

Block II

Core Courses (Required)

(three-credit-hour courses)

ACC 601	Strategic Accounting Analysis and Planning
MGT 611	Advanced Quantitative Methods
MKG 631	Strategic Marketing
FIN 641	Corporate Financial Policy I
MGT 651	Strategic MIS
MGT 670	People in Organizations

15 hours

Block III

Restricted Elective

(Take one course)

(Prerequisites: MGT 515, MGT 611)

MGT 673	Production and Operations Management
MGT 674	Strategic Supply Chain Management

3 hours

Block IV

Concentration (Elective) Courses

(Take three courses)

Accounting Concentration

Prerequisite: ACC 601

ACC 602	Advanced Business Tax Strategy
ACC 603	Advanced Accounting Theory
ACC 604	Advanced Auditing

Strategic Marketing Management Concentration

Prerequisite: MKG 631

MKG 632	Product and Integrated Marketing Communication Strategy
MKG 633	Marketing Engineering
MKG 634	Global Marketing

Finance Concentration

Prerequisite: FIN 641

FIN 643	Corporate Financial Policy II
FIN 644	Investments
FIN 645	International Finance

Human Resource Management Concentration

*(*Prerequisites: MGT 570, MGT 670)*

MGT 675	Strategic Human Resource Management*
MGT 677	Organizational Development
MGT 678	Labor and Industrial Relations*

International Management Concentration

FIN 645	International Finance <i>(Prerequisite: Fin 641)</i>
MGT 676	International Management <i>(Prerequisite: MGT 570)</i>
ECO 621	Global Economic Perspective <i>(Prerequisite: ECO 525)</i>

Strategic Management Concentration

MGT 674	Strategic Supply Chain Management <i>(Prerequisite: MGT 611)</i>
MGT 675	Strategic Human Resource Management <i>(Prerequisite: MGT 670)</i>
MGT 677	Organizational Development

General Management Concentration

Student selects, with the MBA director, three 600-level elective courses to create his/her own concentration.

Additional Electives

- MGT681 Study Abroad
(Prerequisite: permission of director)
- MGT 682 MBA Special Topics/ Consulting Projects
(Prerequisite: permission of director)
- MGT 683 MBA Co-op (noncredit)
(Prerequisite: permission of director)

Block V

Capstone Course (Final course)

- MGT 691 Business Research Strategy and Planning

Grand Total 51 hours

Satisfactory Academic Progress, Warning, Probation, Dismissal

To graduate, an MBA student must earn a 3.0 quality point average (Q.P.A.). The student's progress is evaluated regularly to ensure that this standard is met. There are three levels of admonitions to inform the student of falling below the standard. These are warning, probation and dismissal.

Warning

Warning is defined as failing to achieve an acceptable level of academic performance. Any student who has taken between 12 and 21 credit hours and who fails to achieve a 3.0 quality point average is placed on warning. This alerts the student at an early stage that academic progress is deficient and improvement to meet the overall Q.P.A. requirement is necessary.

Probation

Probation is a more serious condition than warning. Students who have taken at least 24 credit hours and fail to achieve a 3.0 Q.P.A. are placed on probation. A student on probation will face dismissal if academic performance does not immediately improve. Performance levels will be set for an MBA student placed on probation.

Dismissal

Dismissal is a separation from the MBA program. This occurs when a student's academic performance is no longer acceptable. A student is dismissed from the MBA program if, after completing 27 or more credit hours, a quality point average of at least a 3.5 is required in his/her remaining courses to earn a cumulative 3.0 Q.P.A.

MBA students are dismissed if their Q.P.A. is less than or equal to the following quality point average: (assumes 51 credit hours must be completed)

Sem. Hours Completed	Q.P.A.
27	2.50
30	2.61
33	2.70
36	2.77
39	2.85
42	2.88
45	2.93
48	2.97

Courses

ACC 505 Financial and Management Accounting

This course covers fundamental concepts and procedures of financial and management accounting for business decisions. Financial accounting provides information primarily for external decision makers such as investors, creditors, suppliers, and government agencies. Management accounting serves the needs of managers to fulfill organizational objectives. Case studies will illustrate accounting and ethical issues. Topics include generally accepted accounting principles, international accounting standards, financial accounting procedures, financial reporting, inventory and depreciation methods, and cost analysis.

— three semester hours

MGT 515 Analysis of Quantitative Data

The course focuses on: (1) graphical and arithmetical description of data; (2) the use of computer software in solving statistical problems; (3) the theory of prob-



ability; (4) probability distributions and sampling distributions; and (5) estimation and hypothesis testing.

— three semester hours

ECO 525 Economics for Managers

This course covers the basic tools of economic analysis. The microeconomic component of the course examines decision making by the individual economic unit, addressing such topics as demand and supply, price and output determination, cost behavior, profit maximization, and competition. The macroeconomic component examines models to explain: national output, inflation, and unemployment; and how fiscal and monetary policies stabilize the economy.

— three semester hours

MGT 560 Law and Business Ethics

This course combines the regulatory and political foundations upon which businesses operate in the United States and Canada, as well as the ethical implications of business decisions. Ethical theories and their application to practical business decision making will be explored. The course delves into the legal environment in which businesses operate as well as a basic understanding of solving problems using legal rules. This includes the sources and origins of law, the court system, the constitution, torts, administrative agencies, and consumer law.

— three semester hours

MGT 565 Communications for Executives

An examination of the process of communication within the business enterprise and an analysis of its basic components. The presentation will include report writing, meeting leadership skills, and effective speaking and listening skills. All this

is done within the appropriate technological framework, including PowerPoint and associated software.

— three semester hours

MGT 570 Management Principles

An introduction to the theory and practice of management. Instruction in the managerial functions of planning, organizing, leading and controlling draws from many disciplines in the social and behavioral sciences. This course examines management from various theoretical perspectives stressing application to the real world and using case studies. Topics studied include theories of management, decision making, leadership, communication, motivation, group dynamics, organizational design and strategic planning.

— three semester hours

ACC 601 Strategic Accounting Analysis and Planning

Prerequisites: ACC 505, MGT 515

An advanced core course in strategic accounting which focuses on the interpretation and analysis of accounting information for business decisions. Case studies will be used to illustrate strategic decision processes. International accounting issues will be addressed. Topics include financial statement analysis, cash flow, case studies in budgeting, total quality management, activity-based management, target costing, job-order cost systems, cost allocation methods, and variable costing.

— three semester hours

ACC 602 Advanced Business Tax Strategy

Prerequisites: ACC 505, ACC 601

This course begins with an overview of business taxation in the United States, and international tax planning issues. This foundation serves as a basis for the development of business tax strategies for successful competition in the global marketplace. Research and case studies of international tax issues are explored. Topics include tax planning and administration, choice and tax implications of business entities, international tax principles, wealth management, and ethical issues.

— three semester hours

ACC 603 Advanced Accounting Theory

Prerequisites: ACC 505, ACC 601

This course explores the underlying concepts of financial accounting theory and its application to current accounting practice. Standards of the U.S. Financial Accounting Standards Board (FASB) and the International Accounting Standards Board (IASB) are emphasized. Topics include the conceptual framework of accounting, financial accounting and reporting standards, and the rationale for generally accepted accounting standards. Research into the development of accounting theory is included.

— three semester hours

ACC 604 Advanced Auditing

Prerequisites: ACC 505, ACC 601

An advanced course in audit theory and practice, covering auditing concepts and procedures, audit research, computer auditing, and Securities Exchange Commission (SEC) audits. Computerized audit problems and case studies illustrate audit concepts and practice.

— three semester hours

MGT 611 Advanced Quantitative Methods

Prerequisite: MGT 515

This course stresses practical applications of statistics in business. Topics covered include analysis of variance, nonparametric statistics, chi-square, simple and multiple regression, time series analysis, statistical forecasting, model building, and statistical process control. Each student is required to complete a project using statistical methods in solving a realistic business problem.

— three semester hours

ECO 621 Global Economic Perspective

Prerequisite: ECO 525

This course examines the interdependence of economies to explain macroeconomic developments in a global context. Models are developed to explain Gross Domestic Product, unemployment, inflation, interest rates, exchange rates, and how economic policy at the national level is impacted by economic policy and economic conditions abroad. This course examines capital markets, foreign exchange markets, and labor

markets in both a national and international context. Case studies and current economic developments are examined in a global perspective.

— three semester hours

MKG 631 Strategic Marketing

This advanced marketing course aims to avail the students with marketing tools and concepts to engage in strategic marketing planning. Students learn about the marketing concept, value creation and the development, implementation and control of the strategic plan.

— three semester hours

MKG 632 Product and Marketing Communication Strategy

Prerequisite: MKG 631

Products are crucial to the achievement of strategic objectives within the organization and they can and should be managed to optimize their performance. This course is designed to avail students of the best approaches to marketing management decisions in the areas of product management, product development and integrated marketing communication.

— three semester hours

MKG 633 Marketing Engineering

Prerequisite: MKG 631

An advanced marketing class which integrates concepts, analytic marketing techniques, marketing models, and computer decision models in making marketing management decisions. It applies marketing science methodologies to areas of product strategy, integrated marketing communication, sales force and channel design, consumer choice, and pricing strategy.

— three semester hours

MKG 634 Global Marketing

Prerequisite: MKG 631

This course aims to provide an understanding of the issues, contextual factors, mechanisms and organizational processes central to successfully establishing and maintaining an effective global marketing strategy. It aims to provide students with opportunities to enhance their strategic decision-making skills for global market success.

— three semester hours

FIN 641 Corporate Financial Policy I

Using a balanced approach of theory and application, this class focuses on the analytical techniques involved in financial planning and decision making in the firm. Primary emphasis is placed on the importance of strategic investment and financing choices and the logic behind these critical decisions made by the financial manager. Case method will be used to apply principles developed in managerial finance to situations involving financial planning, valuation, capital budgeting risk analysis, and cost of capital.

— three semester hours

FIN 643 Corporate Financial Policy II

Prerequisite: FIN 641

This is an advanced course emphasizing capital market theory, risk management and financial planning. Through study of the theory and case discussion, the course applies many of the analytical techniques studied in FIN 641.

— three semester hours

FIN 644 Investments

Prerequisite: FIN 641

This course deals with the theories, analysis and management of fixed income and equity securities in a global capital market. The emphasis is on the application of finance, economics, accounting and statistics to the valuation of the aggregate stock market, alternative industries, asset pricing models, and portfolio management.

— three semester hours

FIN 645 International Finance

Prerequisites: ACC 505, FIN 641

The focus of this course is on the international financial environment in which business firms operate and in which financial service providers compete. Attention is given to foreign direct investment, risk analysis, capital budgeting, international banking, and portfolio management. In addition, advanced topics such as international taxation, currency, and interest rate risk management will be discussed. The material presented will assist in the understanding of global management, international banking operations, and international financial institutions.

— three semester hours

MGT 651 Strategic MIS

This course provides knowledge of how information technology impacts effective management activities, especially in the area of strategic decision making. Topics include organizational information system design, management control of information technology, strategic and competitive aspects of information technology, social issues, and the globalization of information technology.

— three semester hours

MGT 670 People in Organizations

Prerequisite: MGT 570

This course provides today's managers with the background and skills necessary to lead and motivate an increasingly diverse, team-based work force. Topics include the structuring of effective teams, leading and participating in teams, communicating with and motivating others, and recognizing and valuing individual differences. Using current theories from the social and behavioral sciences, students are provided with negotiation and conflict resolution techniques that will enable effective conflict management with employees and other organizational stakeholders.

— three semester hours

MGT 673 Productions and Operation Management

Prerequisites: MGT 515, MGT 611

This course provides a management overview of the planning, coordinating and executing of all activities that create goods and services. Topics include productivity, demand and capacity planning, quality measurement systems, network analysis, supply chain interface and production-related information technologies.

— three semester hours

MGT 674 Strategic Supply Chain Management

Prerequisites: MGT 515, MGT 611

This course is designed to view the supply chain from a strategic perspective so that purchasing, materials management, and transportation logistics can be leveraged for competitive advantage. Specific topics include supply chain re-engineering, improving customer service, inventory management, outsourcing, supplier certification, supplier/buyer ethical considerations, and global procurement issues. You

can visit this course's Web site at: www.niagara.edu/supplychain/mba_strategic_scm_course.htm.

— three semester hours

MGT 675 Strategic Human Resource Management

Prerequisite: MGT 570

The course studies human resource practices and their impact on firms' competitive advantage and corporate structure. This nexus is specifically studied as it relates to costing human resources, environmental scanning, mergers and acquisitions, and the internationalization of HRM. The importance of human resource planning to strategic choice, staffing, compensating, and employee and labor relations is also addressed. The student is taught skills for maximizing firm objectives via appropriate human resource practices.

— three semester hours

MGT 676 International Management

Prerequisite: MGT 570

An overview of the concepts, institutions, and policies that influence international business. The course evaluates the importance of economic, sociocultural, political, and legal variables of operating in a global marketplace. In addition, the course examines structures, leadership styles, motivation strategies, and communication channels appropriate for the transnational firm. Topics include developing economies, entrepreneurship, regional trading blocs, international human resource management, and the shift from planned to market-based economies.

— three semester hours

MGT 677 Organizational Development

This course considers organizational development as a process of planned change to improve an organization's problem-solving skills, creativity, innovation, and its overall effectiveness within a changing and complex environment. Students will study intervention strategies to help individuals and organizations achieve their goals.

— three semester hours



MGT 682 Special Topics and Consulting Projects

Prerequisite: permission of instructor and the MBA director
 This course provides the career-minded student the flexibility to design an individually tailored course of study. Students will, with the concurrence of a faculty adviser, complete a special project intended to improve their employment opportunities. This may be an individualized program of study, a supervised consultation project with a government, not-for-profit, or business organization, or some other learning experience salient to the student's career goals.

— three semester hours

MGT 683 MBA Co-op

Prerequisite: permission of the MBA director
 An advanced-level elective course providing relevant paid employment experience. The objective of the course is to integrate classroom theory and practical work experience for students not fully employed. The student must work full time in an approved work environment for either the fall or spring semester or an equivalent number of hours in the summer.

— noncredit course

MGT 691 Business Research Strategy and Planning

Final course: All other prerequisites must be completed before enrollment in this course is allowed.

This capstone course synthesizes the knowledge gained in the functional areas of the firm to enable the student to formulate business decisions and policies. The course uses techniques of research developed throughout the program to analyze comprehensive business problems. A major component of the course is a special project requiring a practical exercise in strategic planning.

— three semester hours

*The master's degree
 in business
 administration
 offered by
 Niagara University
 is a practitioner-
 focused degree
 directed at
 providing business
 persons, or those
 interested in a
 business career,
 with the skills
 necessary to become
 successful managers
 at both
 the middle and
 strategic levels of the
 enterprise.*

MGT 678 Labor and Industrial Relations

Prerequisites: MGT 570

A survey of industrial relations issues confronting management and the economy. Attention is focused on developments in both unionized and nonunionized business firms. Topics include the history, development, structures and process of the labor movements. Attention is directed at union organizing, collective bargaining, dispute resolution, and grievance handling. Instruction is theory based with practical applications. All material is presented in its environmental context including the economy, the legal system, and societal values. The pedagogy includes negotiation and grievance case studies.

— three semester hours

MGT 681 Study Abroad

Prerequisite: permission of the MBA director
 Insight into the operation of business in a global context is obtained through traveling overseas where students attend classes/seminars at institutions associated with the university. Living and studying in another land provides first-hand insight into foreign ideas, concepts, institutions, and policies that shape the operation of firms engaged in international business. The educational experience is enhanced via exposure to other cultures, histories, languages and peoples. The student is required to not only study, but also to live, work and play in a foreign environment.

— three semester hours

Dean: Debra A. Colley, Ph.D.
www.niagara.edu/education

Full-time Faculty

Chandra J. Foote, Ph.D., Chair,
Dept. of Teacher Education
Barbara Iannarelli, Ph.D., Chair,
Dept. of Educational Leadership
and Counseling

Kristine Augustyniak, Ph.D.
 Mary Ellen Bardsley, Ph.D.
 Roselind Bogner, Ph.D.
 Jason Blokhuis, M.S.Ed., L.L.B.
 Morgan Brooks, Ph.D.
 Kathleen Brown, Ph.D.
 Sherriann Cianca, Ph.D.
 Peter A. Cowden, Ph.D.
 James J. D'Angelo, M.Ed.
 Rev. Stephen J. Denig, C.M., Ed.D.
 Robin W. Erwin, Jr., Ph.D.
 Haoua M. Hamza, Ph.D.
 Raphael C. Heaggans, Ed.D.
 Shannon Hodges, Ph.D.
 Jinyan Huang, Ph.D.
 Lisa Kilanowski-Press, M.S.
 Alice Kozen, Ph.D.
 Tracia McKissic, M.Ed.
 James Mills, Ph.D.
 David Moffat
 Donna Kester Phillips, Ph.D.
 Walter Polka, Ed.D.
 Tom Quarantillo, M.S.
 Vincent Joseph Rinaldo, Ph.D.
 Thomas J. Sheeran, Ed.D.
 Michael Smith, Ph.D.
 Helen Snider, Ed.D.
 Susan Sze, Ph.D.
 Sylvia Valentin, Ph.D., J.D.
 Paul J. Vermette, Ed.D.
 Michael Zambon, Ph.D.

Admission Requirements

Niagara University's graduate education application process is self-managed. Please submit this application and ALL application materials (including official transcripts) in one packet to:

Graduate Education Office
 Academic Complex, P.O. Box 1930
 Niagara University, NY 14109

Once all materials are received, your file will be sent for review to a program

adviser, the chair and the dean. Some programs may require an interview with the faculty adviser.

Application checklist:

- (1) Niagara University graduate education application (www.niagara.edu/advance)
- (2) \$30 U.S. application fee payable to Niagara University.
- (3) Official transcripts of all colleges and universities attended in a sealed institution envelope included with your application.
- (4) Two references (academic or professional) in sealed envelopes with the referee's signature across the seal included with your application. Please use the Niagara University graduate education reference form (www.niagara.edu/advance)
- (5) Statement of Intent. Two-page, double-spaced, typewritten statement discussing your desired program-specific philosophy (ex. teacher education, educational leadership, special education, counseling, etc.), professional goals, objectives, strengths and weaknesses.
- (6) Mental health counseling, school counseling and educational leadership applicants are required to take the Graduate Record Examination (GRE- General Test Score) or the Miller Analogy Test (MAT). Niagara University graduates with a final (or last two years of course work) GPA of 3.0 or above are not required to take the GRE/MAT.

School psychology applicants, including Niagara University students/graduates, must take the GRE.

Teacher education, special education and literacy applicants are not required to take the GRE/MAT, but applicants with an undergraduate GPA of less than 3.0 may be required to compete a personal interview and writing sample.

***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. ***

All Niagara University students (matriculated and nonmatriculated) must meet health requirements before registering. Niagara University Health Services Packet (www.niagara.edu/advance).

Mission

It is the mission of the College of Education to prepare educational and mental health leaders who demonstrate the knowledge, skills and dispositions needed to serve others and who further the values and practices of their respective professions. We seek to inspire our candidates in the Vincentian tradition, and to foster core values of professional commitment and responsibility, professional relationships, and critical thinking and reflective practice.

As a faculty, we are committed to developing programs with courses, clinical experiences and assessments based on the following three complementary orientations:

(1) Student Centering Through Constructivist Practice

This orientation is based on the belief that knowledge is created and developed by learners and is influenced by the experiences, values and multiple identities (e.g., race, class, culture, gender, nationality, exceptionality, language of individuals). This perspective drives us to place the prior knowledge and experiences of students at the core of our instructional practice and facilitate their development through meaningful exploration. Constructivist practice invites candidates to be active participants in their own development and to view knowledge — in theory and in practice — as fluid social constructions that are made and remade through reflective interactions with social, cultural and natural phenomena.

(2) A Process-Product Framework

Throughout our programs, we also emphasize that education and counseling

are most effective when they acknowledge the interdependence of process and product. These are not opposites; rather, they are part of each other as seen, for example, when candidates use a process of critical and creative thought to produce and implement pedagogical approaches or counseling strategies. These outcomes or “products” are themselves part of processes because they represent points on each candidate’s developmental continuum. With this individualized framework for growth, there are multiple paths to effective practice and we encourage educators and counselors to continuously examine and implement a wide range of research-based best practices.

(3) Reflective Practice

Self-assessment, peer assessment and critical examination of the efficacy of one’s own practice are essential dispositions for all professionals. We believe that reflective practice can be taught in the context of courses that view students as knowledge producers in search of meaning. Pedagogy that poses problems rather than transmits content encourages reflective thinking and doing. Educators and mental health professionals must be reflective and metacognitive themselves in order to encourage these practices in those they serve. We also believe that interaction with current and future practitioners both extends and promotes such reflection.

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

Kappa Delta Pi

Kappa Delta Pi is an international honor society in education. Graduate students who exhibit the ideals of scholarship, high personal standards, and promise in teaching and allied professions are invited to be inducted into this prestigious honor society.

New Applicants to Niagara University in the Graduate Division of Education

Application

The application provides the student with admission to nonmatriculated status. Nonmatriculated status does **NOT** guarantee admission to the degree program for which the student has applied. As a nonmatriculated applicant, the student will have one semester to complete the application procedure. When the file is complete, it will be submitted to the admissions committee for consideration for acceptance into the degree program requested.

Nonmatriculated Two-Course Limit

Students applying for admission are expected to provide all supporting documentation at that time. If supporting documentation is not provided, a student may be admitted as a nonmatriculant. In that instance, a student may register for a total of only two courses in the M.S.Ed. programs and three courses in the M.S. in mental health counseling. If the student should register for more than the six or nine credit hours or the two or three courses allowed, there is no guarantee that these courses will be applied to his/her degree program. Any courses registered for beyond the two or three courses mentioned above will have no effect on the student’s acceptance into a degree program. Students who wish to take more than two or three courses (six or nine credit hours), not to be applied to a degree program, must have the signed permission of the dean of education.

Tuition Waivers for Professional Service

Tuition costs (up to three credits) will be waived for the service performed on behalf of the College of Education by off-campus educators. Fees are not included in the waiver.

If this waiver is transferred to another person within the holder’s school system or agency, its value will be 90 percent of tuition.

The Tuition Waiver for Professional Service may not be used by anyone outside the school system or agency in which the service was performed.



The tuition waiver is valid for the three semesters listed.

Holders of tuition waivers who are not or do not wish to enroll in a program in education at Niagara University may register as a nonmatriculated student. Courses taken beyond the six credit hours, using the Tuition Waiver for Professional Services, will not be counted toward a degree program for students registered as nonmatriculated and not accepted into a Niagara University degree program in education.

Advisement

Upon application to a graduate degree program, the applicant is immediately assigned a faculty adviser. While awaiting acceptance to the degree program, applicants should meet with the assigned

faculty 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.

Transfer Credit

A maximum of six graduate credit hours may be transferred into M.S.Ed. programs. Nine transfer credit hours are allowed in the M.S. in mental health counseling.

Transfer credit is not permitted in the graduate teacher education program or in the 24 credit-hour advanced certificate programs. Graduate courses that are more than 10 years old are not acceptable for transfer credit.

Programs of Study

The College of Education offers programs leading to the:

- M.S.Ed. Special Education
(*Grades 1-6 or 7-12*)
- M.S.Ed. Literacy Instruction
(*Birth-grade 6 or grades 5-12*)
- M.S.Ed. Educational Administration and Supervision (*Ontario program*)
- M.S.Ed. Educational Leadership
(*School building and school district*)
- M.S.Ed. MBA/School Business Leader
- M.S.Ed. School Counselor
- M.S.Ed. Middle and Adolescence Education (*Grades 5-12*)
- M.S.Ed. Early Childhood and Childhood Education
(*Birth-grade 6*)
- M.S. Mental Health Counseling
- M.S. School Psychology

Advanced Certificate Programs:

- Mental Health Counseling
- School District Leader
- School Building Leader
- School District Business Leader
- School Counseling
- School Psychology
- Special Education

The master's degree in education may qualify students for professional/permanent elementary, special and/or secondary teaching certification in an

academic or a special subject area, provided all other New York state certification requirements are met. The M.S. in Education in school counseling leads to provisional New York state certification in school counseling. The programs in educational leadership may qualify students for New York state certification as a school building leader, a school district leader, or a school business leader.

The master of science in education degrees are available to assist graduates with a bachelor's degree in an approved subject area or concentration in completing the professional requirements for adolescence or childhood certification, initial/professional in New York state or interim letter of eligibility in Ontario, Canada.

Students seeking first-time certification in New York state must take the state-mandated qualifying test and the seminar course requirements on the identification of child abuse, drug and alcohol abuse, and school violence.

Teacher Education Programs

Candidates in programs leading to initial certification are expected to demonstrate competency in each of the Interstate New Teacher Assessment and Support Consortium (INTASC) standards. Candidates in programs leading to professional certification are expected to demonstrate competency in the National Board for Professional Teaching Standards (NBPTS). In addition, candidates in all teacher education programs must demonstrate competency in each of the standards associated with the nationally recognized associations aligned with the areas of certification they seek. These associations include:

Birth to grade 2: National Association for the Education of Young Children (NAEYC), www.naeyc.org.

Grades 1 to 6: Association for Childhood Education International (ACEI), www.acei.org.

Science grades 5 to 12 (biology or chemistry): National Science Teachers Association (NSTA), www.nsta.org.

Social studies grades 5 to 12: National Council for the Social Studies (NCSS), www.ncss.org.

English grades 5 to 12: National Council of Teachers of English (NCTE), www.ncte.org.

Foreign language grades 5 to 12: American Council on the Teaching of Foreign Languages (ACTFL), www.actfl.org.

Mathematics grades 5 to 12: National Council for Teachers of Mathematics (NCTM), www.nctm.org.

TESOL birth to grade 12: Teachers of English to Speakers of Other Languages (TESOL), www.tesol.org.

Special education grades 1 to 6 or 7 to 12: Council for Exceptional Children (CEC), www.cec.sped.org.

Reading Specialist birth to grade 6 or grades 5 to 12: International Reading Association (IRA), www.ira.org.

Early Childhood and Childhood (Birth–grade 6 — New York State Primary/Junior — Ontario)

For individuals who are not certified teachers, this 39 credit-hour program leads to initial certification in early childhood and childhood education, birth-grade 6 (primary/junior for candidates seeking certification in Ontario).

Prerequisites:

- Liberal arts 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 second semester
- State-required seminars and certification tests LAST ATS-W, CST
- Comprehensive exam and portfolio

Schedule of courses:

- Five courses in first semester
- Five courses in second semester
- Two courses (nine credits) in third semester (student-teaching semester)

First semester

- EDU 523 Foundations of Education
- EDU 536 Human Learning, Development and Motivation

- EDU 539 Characteristics of Students with Exceptional Needs
- EDU 571 Foundations of Literacy Instruction
- EDU 595 Introduction to Educational Research

Second semester

- EDU 505 Measurement and Evaluation in Education
- EDU 528 Multicultural Education
- EDU 529 Curricular Applications in Elementary/Inclusive Education
- EDU 576 Integrating Language Arts in the Elementary Curriculum
- EDU 767 Methods of Teaching Elementary/Inclusive Education

Third semester

- EDU 787 Student Teaching in the Elementary Classroom
- EDU 791 Professional Seminar in Elementary Education

Middle Childhood and Adolescence

(Grades 5–12 — New York State Intermediate/Senior — Ontario)

For individuals who are not certified teachers, this 39 credit-hour program leads to initial certification in middle childhood and adolescence education, grades 5-12 (intermediate/senior for candidates seeking certification in Ontario).

Prerequisites:

- Liberal arts degree with sufficient concentration of studies to teach in one specific subject area (or if Canadian candidate, sufficient concentration of studies to teach in two specific subject areas). Subject areas for New York state include biology, business education, chemistry, English, French, math, Spanish, social 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 second semester

- State-required seminars and certification tests LAST, ATS-W, CST
- Comprehensive exam and portfolio

Schedule of courses:

- Five courses in first semester
- Five courses in second semester
- Two courses (nine credits) in third semester (student-teaching semester)

First semester

- EDU 523 Foundations of Education
- EDU 528 Multicultural Education

- EDU 539 Characteristics of Students with Exceptional Needs

- EDU 571 Foundations of Literacy Instruction

- EDU 595 Introduction to Educational Research

Second semester

- EDU 505 Measurement and Evaluation in Education

- EDU 536 Human Learning, Development and Motivation

- EDU 577 Content Literacy Methods
- EDU 760 Methods of Teaching Secondary Education (content specific)

- EDU 761-766 Special Methods of Teaching in the Academic Subject Areas of Secondary Education

- EDU 761-766 Special Methods of Teaching in the Academic Subject Areas of Secondary Education

Third semester

- EDU 781-786 Student Teaching in the Secondary Classroom

- EDU 790 Professional Seminar in Secondary Education

Student Teaching

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 and completed all field experience hours, and achieved an overall Q.P.A. of 3.0.

The practicum is a comprehensive experience that requires the student's exclusive attention. During the practicum, students are encouraged to register for only nine credit hours (the student teaching

practicum, six 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. Student teaching is available only to students who have matriculated full time into the graduate teacher education programs.

Comprehensive Exam

The M.S.Ed. candidates in early childhood and childhood, and middle childhood and adolescence must pass a comprehensive exam prior to graduation.

Learning is a constructive process and one that is enhanced by critical reflection. Therefore, the purpose of the comprehensive exam is for candidates to demonstrate their knowledge of educational theory and research in an integrated fashion. A candidate must receive a satisfactory rating to complete the program.

New York State Teacher Certification Examination (NYSTCE)

Graduates of the College of Education seeking initial certification in New York state must pass the three NYSTCE examinations — one in liberal arts (LAST), one in professional education (ATS-W), and one in the content specialty (CST). It is advisable to take the liberal arts test (LAST) by the end of the first semester of study, the content specialty test (CST) after the second semester, and the professional education test (ATS-W) during student teaching. Advanced candidates complete the CST in their new area of certification (e.g. literacy or special education).

Title II Reporting

As reported in the 2005-2006 Annual Institution Report, 99 percent of NU's program completers passed the LAST, 100 percent passed the ATS-W, 96 percent passed the multsubject CST and 95 percent passed the English, math, biology and social studies CST, 96 percent passed the students with disabilities CST, and 100 percent passed the literacy CST.

The NYSTCE 2008-2009 registration information is available online at www.nystce.nesinc.com.

Child Abuse Identification and Reporting Seminar, Violence Prevention Seminar, and Fingerprinting Requirements

Students seeking initial certification must complete the two-hour Child Abuse Seminar, an alcohol and drug prevention workshop, and the two-hour Violence Prevention Seminar. These are generally provided as part of the student-teaching professional seminar.

Effective July 1, 2001, the Schools Against Violence in Education (SAVE) legislation requires the commissioner of education and the New York State Education Department (SED) to request a fingerprinting-supported, criminal history background check for applicants for certification as well as prospective employees of school districts, charter schools and boards of cooperative educational services (BOCES).

Special Education (Grades 1–6 or 7–12)

For practicing teachers, this 40 credit-hour program leads to initial/professional certification in teaching students with disabilities, grades 1-6, or teaching students with disabilities, grades 7-12. Candidates must hold a baccalaureate degree from an accredited institution and existing teaching certificate in either elementary or secondary education. The degree can also be applied to satisfy requirements for professional (permanent) certification.

Required Foundations Courses

(15 credit hours)

- EDU 528 Multicultural Education
- EDU 530 Behavioral Management and Classroom Motivation
- EDU 539 Characteristics of Students with Exceptional Needs
- EDU 565 Assessment of Students with Exceptionalities
- EDU 595 Introduction to Educational Research

Required Advanced Courses

(12 credit hours)

- EDU 572 Reading Difficulties: Identification and Intervention
- EDU 700 Educational and Assistive Technology
- EDU 720 Current Issues in Special Education
- EDU 768 Methods of Teaching Children with Disabilities
OR
- EDU 770 Methods of Teaching Special Education on the Secondary Level with Practicum

Required Field Courses

(six credit hours)

- EDU 794 Seminar in Special Education
- EDU 795 Practicum in Special Education

Supplemental Electives

(six credit hours)

- EDU 561 Literacy: Early Grades
- EDU 562 Literacy: Intermediate Grades Syllabus
- EDU 558 Using Literacy Technology
- EDU 575 Literacy: Upper Grades
- EDU 745 Advanced Classroom Management Theory and Practice
- EDU 746 Individuals with Moderate to Severe Disabilities
- EDU 747 Consultation and Collaboration

Required Culminating Experience

(one credit hour)

- EDU 799 Comprehensive Portfolio Advise ment

Literacy Instruction

(Birth–grade 6 or grades 5–12)

For practicing teachers, this 37 credit-hour program leads to initial/professional certification in literacy, birth–grade 6, or literacy, grades 5–12. Candidates must hold a teaching certification in early childhood, childhood, middle-childhood or adolescence education (elementary or secondary). This degree may be used to satisfy the requirements for professional (permanent) certification.

Required Literacy Courses

(18 credit hours)

- EDU 552 Applied Children's and Adolescent Literature
- EDU 555 Literacy Foundations
- EDU 558 Using Literacy Technology
- EDU 561 Literacy: Early Grades
OR
- EDU 575 Literacy: Upper Grades
- EDU 562 Literacy: Intermediate Grades Syllabus
- EDU 572 Reading Difficulties: Identification and Intervention

Required Field Courses

(six credit hours)

- EDU 796 Practicum in Literacy Instruction
- EDU 798 Seminar in Literacy Instruction

Required Foundations Course

(three credit hours)

- EDU 595 Introduction to Educational Research

Elective Foundations Courses

(nine credit hours)

- EDU 515 Foundations in Applied Reading Research — Part I
- EDU 516 Foundations in Applied Reading Research — Part II (*prerequisite: EDU 515*)
- EDU 579 Developing ELL Literacy Through Multicultural Literature
- EDU 554 Teaching of Composition
- EDU 574 Differentiating Reading Instruction
- EDU 747 Consultation and Collaboration

Required Comprehensive Portfolio

(one credit hour)

- EDU 799 Comprehensive Portfolio Advise ment

Foundations of Teaching

Grades 1–6 or 7–12

For practicing teachers, this 37 credit-hour program leads to professional certification at same level as the initial certificate. Candidates must hold a baccalaureate degree from an accredited institution and an initial/provisional teaching certificate in elementary or secondary education.

Required Foundations Courses

(12 credit hours)

EDU 528	Multicultural Education
EDU 530	Behavioral Management and Classroom Motivation
EDU 595	Introduction to Educational Research
EDU 645	Curriculum Planning: Design, Implementation and Evaluation

Internship Courses

(12 credit hours)

EDU 741	Content, Theory and Practice — Mentoring Internship I
EDU 743	Content, Theory and Practice — Seminar I
EDU 742	Content, Theory and Practice — Mentoring Internship II
EDU 744	Content, Theory and Practice — Seminar II

Advanced Electives

(six credit hours)

To be completed after the required course work. Choose four courses in designated areas.

Capstone Course

(one credit hour)

EDU 799	Comprehensive Portfolio Advisement
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Certificate of Advanced Studies in Special Education

The College of Education offers a program leading to a certificate of advanced studies (CAS) in special education. The CAS may qualify students for certification in grades 1-6 or 7-12 provided all other New York state certification requirements are met.

The CAS in special education is open to students who hold a baccalaureate degree from an accrediting institution and have completed an M.S. in education from an accrediting institution.

Application

The admissions criteria for the CAS are that candidates must:

- Hold a current, valid teaching certificate in either elementary or secondary education.

- Hold a master's degree in education.
- Demonstrate a 3.0 QPA in the master's degree.
- Meet prerequisite course requirements: two foundational courses — one in special education (e.g., EDU 539 Characteristics of Students with Exceptional Needs) and one in working/teaching diverse learners (e.g., EDU 528 Multicultural Education). The prerequisite courses may be taken at other universities (an official graduate transcript will be needed).

Required Courses

(24 credit hours)

The certificate of advanced study will include a total of 24 graduate credits in special education. Additionally, candidates will be required to meet prerequisite course requirements (six credit hours).

EDU 572	Reading Difficulties: Identification and Intervention
EDU 565	Assessment of Students with Exceptionalities
EDU 745	Advanced Classroom Management: Theory and Practice
EDU 746	Individuals with Moderate/Severe Disabilities (<i>field work requirement</i>)
EDU 747	Consultation and Collaboration in Special Education
EDU 768	Methods of Teaching Children with Disabilities
	OR
EDU 770	Methods of Teaching Special Education on the Secondary Level with Practicum
EDU 794	Seminar in Special Education
EDU 795	Practicum in Special Education

Educational Leadership Programs

The educational leadership programs in the College of Education are founded on a commitment to developing practitioners who, in the Vincentian tradition, foster professional commitment and

responsibility, professional relationships, and critical thinking and reflective practice.

Additionally, we expect candidates within these programs to demonstrate the following knowledge, skills and dispositions recognized by the Educational Leadership Constituent Council.

Standard 1: Facilitating the development, articulation, implementation and stewardship of a school or district vision of learning that is shared and supported by the school community.

Standard 2: Advocating, nurturing and sustaining a school culture and institutional program conducive to students learning and staff professional growth.

Standard 3: Ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment.

Standard 4: Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 5: Acting with integrity, fairness and in an ethical manner.

Standard 6: Understanding, responding to and influencing the larger political, social, economic legal and cultural context.

Standard 7: The internship provides significant opportunities for candidates to synthesize and apply the knowledge and skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.



M.S. in Ed. Program in Educational Leadership with Certification in School Building Leadership and School District Leadership

This master's program (36 credit hours) is appropriate for New York state certified teaching professionals with a first master's degree who wish to pursue administrative positions at either the school or district level. This program leads to NYS certification as a school building leader (SBL) and school district leader (SDL).

Prerequisites

Educational master's degree; one teacher certification; EDU 595 Educational Research and Statistics or equivalent; evidence that the candidate has met the New York state requirements for 1) school violence prevention and (2) identification and reporting of suspected child abuse or maltreatment.

Phase One:

- EDU 632 Leadership and the School Building Leader
- EDU 649 Capstone for School Building Leader
- EDU 693 Administrative Internship School Building and School District Leader
- EDU 644 Instructional Supervision
- EDU 645 Curriculum Planning: Design, Implementation and Evaluation
- EDU 598 Instructional Technology

Phase Two:

- EDU 631 Leadership and the School District Leader
- EDU 650 Capstone for School District Leader
- EDU 634 School Business Administration
- EDU 635 School Law (NY state)

Electives:

(Select two from the following courses)

- EDU 599 Technology, Data Analysis and School Improvement (Can be substituted for EDU 598.)
- EDU 637 Personnel Administration and Employer-Employee Relations in Education

- EDU 628 Policy and Politics in Education
- EDU 639 Seminar/Issues in Educational Leadership
- EDU 684 Research in Educational Leadership

Further requirements:

Intensive Internship and Portfolio Comprehensive Exam

Candidates graduating after Feb. 1, 2009, must pass the New York state certification examinations for school building leader and school district leader to meet program graduation and certification requirements.

Total Graduate Hours 36

Post-Master's Programs Leading to an Advanced Certificate

The department of educational leadership offers four certificates of advanced study (CAS) in the field of educational leadership. These programs offer educational professionals the opportunity through advanced study to acquire New York state certification in one of the administrative areas: school building leader (SBL), school district leader (SDL) or school district business leader (SDBL).

Post-Master's Program (24 hours) Leading to an Advanced Certificate as School Building Leader (SBL)

Prerequisites: 36 hours, master's degree, one teacher certification and EDU 595 or equivalent

- EDU 632 Leadership and the School Building Leader
- EDU 649 Capstone for the School Building Leader
- EDU 691 Administrative Internship School Building Leader
- EDU 644 Instructional Supervision
- EDU 645 Curriculum Planning: Design, Implementation and Evaluation
- EDU 598 Instructional Technology

Two electives in educational leadership
Candidates graduating after Feb. 1, 2009, must pass the New York state certification examination for school building leader to meet certification requirements.

Post-Master's Program (24 hours) Leading to an Advanced Certificate as School District Leader (SDL)

Prerequisites: 36 hours, master's degree, one teacher certification and EDU 595 or equivalent

- EDU 631 Leadership and the School District Leader
- EDU 650 Capstone for the School District Leader
- EDU 692 Administrative Internship School District Leader
- EDU 647 Instructional Supervision and Curriculum Design for the School District
- EDU 634 School Business Administration
- EDU 635 School Law (NY state)

Two electives in educational leadership
Candidates graduating after Feb. 1, 2009, must pass the New York state certification examination for school district leader to meet program graduation and certification requirements.

Post-Master's Program Leading to an Advanced Certificate as School District Business Leader (SDBL)

Prerequisites: 36 hours, MBA, (including equivalent to ACC 505 Financial and Management Accounting), and EDU 595 or equivalent

- EDU 631 Leadership and the School District Leader
- EDU 650 Capstone for the School District Leader
- EDU 692 Administrative Internship School District Leader
- EDU 634 School Business Administration
- EDU 635 School Law (NY state)
- EDU 633 Public School Finance
- EDU 637 Personnel Administration and Employer-Employee Relations in Education

One elective in educational leadership
Candidates graduating after Feb. 1, 2009, must pass the New York state certification examination for school district business leader to meet program graduation and certification requirements.

Post-Master's Program Leading to an Advanced Certificate as School District Leader — Alternative (24 hours)

This CAS program offers professionals in other fields with a master's degree to pursue a New York state alternative certification for administrative positions at the school district level.

Prerequisites: MBA or master's degree, 36 hours, leadership experience and EDU 595 or equivalent

- EDU 631 Leadership and the School District Leader
- EDU 650 Capstone for the School District Leader
- EDU 692 Administrative Internship School District Leader
- EDU 647 Instructional Supervision and Curriculum Design for the School District
- EDU 634 School Business Administration
- EDU 635 School Law (NY state)

Two electives in educational leadership

Master's Program MBA/SDBL Master's in Business Administration with New York State Certification as School District Business Leader

This M.S. program is offered to combine the school district business leader (SDBL) certificate with an MBA program preparing business leaders.

*Prerequisites: ACC 505 Financial and Managerial Accounting
MGT 515 Analysis of Quantitative Data
ECO 525 Economics for Managers
MGT 560 Law and Business Ethics
MGT 565 Communications for Executives*

- MGT 570 Management Principles*
- MGT 601 Strategic Accounting Analysis and Planning
- MGT 611 Advanced Quantitative Methods
- MKT 631 Strategic Marketing
- FIN 641 Corporate Financial Policy I
- MGT 651 Strategic MIS
- MGT 673 Productions and Operations Management
- MGT 674 Strategic Supply Chain Management

- EDU 631 Leadership and the School District Leader
- EDU 633 Public School Finance
- EDU 634 School Business Administration
- EDU 635 School Law (NY state)
- EDU 637 Personnel Administration and Employer-Employee Relations in Education
- EDU 650 Capstone for School District Leaders
- EDU 692 Internship for School District Leaders

Elective in educational leadership

Total Graduate Hours 45

Candidates graduating after Feb. 1, 2009, must pass the New York state certification examination for school business district leader to meet program graduation and certification requirements.

Master of Science in Educational Administration and Supervision — Ontario

The master of science degree in educational administration and supervision 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 595 Educational Research and Statistics
- EDU 615 Introduction to Educational Leadership
- EDU 649 Capstone for the School Leader
- EDU 632 The School Principalship
- EDU 635 Ontario School Law
- EDU 644 Instructional Supervision
- EDU 645 Curriculum Planning: Design, Implementation and Evaluation
- EDU 694 Administrative Internship Part I
- EDU 695 Administrative Internship Part II
- EDU 528 Multiculturalism in Education*

Two electives in educational administration

**Fulfills requirement for course in another discipline*

Further requirements:

Administrative Internship: 600 hours
Comprehensive Exam

Total Graduate Hours 36

Requirements for the Completion of the Educational Leadership Programs

The programs in educational leadership require 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.

Comprehensive Exam

All educational programs (master's and advanced) require candidates to pass a comprehensive exam prior to graduation.

Learning is a constructive process and one that is enhanced by critical reflection. Therefore, the purpose of the comprehensive exam is to require candidates to demonstrate their knowledge of educational leadership theory and research and to require candidates to reflect on their perceived ability to function as an educational leader in critical areas of school administration. The exam is focused on the standards that have been developed by the Educational Leadership Constituent Council. Candidates' exams are rated for each standard. A candidate must receive a minimum score of 12 or better. A candidate must receive a satisfactory or exemplary rating on all six standards.

Internship Requirements

The internship experience includes embedded field experiences throughout required course work in the programs as well as an intensive culminating experience. The candidate will log a minimum of 300 internship hours through the embedded field experiences and

additional 300 internship hours in a culminating internship assignment, for a total of 600 hours.

The internship experiences are aligned with the program standards from the Educational Leadership Constituent Council.

The internship experiences provide administrative experiences that merge theory and practice. They provide an opportunity to learn through direct work experience under the guidance and supervision of experienced professional administrators. The internship focuses on the concepts of leadership and the application of leadership skills.

Counseling Programs

The counselor preparation programs in the College of Education are founded on a commitment to developing practitioners and leaders in the counseling field who, in the Vincentian tradition, foster professional commitment and responsibility, professional relationships, and critical thinking and reflective practice within a culturally diverse context. Additionally, candidates within these programs are expected to demonstrate the knowledge, skills, dispositions, and ethical standards as set forth by the Council for the Accreditation of Counseling and Related Educational Programs including the areas of:

- (1) Professional identity
- (2) Social and cultural diversity
- (3) Human growth and development
- (4) Career development
- (5) Helping relationships
- (6) Group work
- (7) Assessment
- (8) Research and program evaluation

School Counselor

(36 credit hours)

The following M.S.Ed. program leads to New York state provisional certification as a school counselor.

Required Courses

EDU 595	Introduction to Educational Research
EDU 617	Group Dynamics
EDU 651	Introduction to Counseling

EDU 652	Multicultural Counseling
EDU 654	Counseling Theory and Practice
EDU 655	Lifespan Development and Behavior
EDU 657	Assessment in Counseling
EDU 658	Counseling Process
EDU 659	Wellness and the Counseling Process
EDU 664	Career Counseling and Planning
EDU 676	School Counseling Practicum
EDU 677	School Counseling Internship

NOTES

- (1) *The student will be required to complete a midpoint program assessment as part of the EDU 658 Counseling Process course.*
- (2) *As a culminating assessment of their development, students will defend a portfolio with their faculty adviser. Should a student fail to successfully defend the portfolio, he/she would need to reschedule a second defense at a later date.*

Counseling Practicum and Counseling Internship (EDU 676 and EDU 677)

All students receiving an M.S. in education with a concentration in counseling are required to complete both EDU 676 and EDU 677.

Students will apply for a school setting experience after completion of EDU 617, 651, 652, 654, 655, 657, 658 and 664.

The practicum provides students with experience in the planning and development of guidance programs, counseling students, appraising student's needs, networking with people within the school, and consulting with parents and staff.

The internship requires students to demonstrate skills in individual and group counseling.

Students must participate in a practicum and/or a counseling internship in a school setting at least one day a week throughout the academic year. In addition, the students must meet in a weekly seminar on campus. All students will be supervised every week by the site supervisor and by the university supervisor during the weekly seminar session.

Comprehensive Evaluation in the School Counseling Area of Studies

The comprehensive evaluation is designed to assess the student's ability to integrate theoretical knowledge into an effective counseling style. The program is based upon an eclectic counseling perspective which encourages students to learn various techniques from different theoretical counseling models.

Comprehensive Student Evaluation

- (1) During the semester when enrolled in EDU 676, the student will:
 - (a) Prepare a counseling tape demonstrating competencies in the use of microskills within the counseling session.
 - (b) Prepare a typescript of the tape.
 - (c) Write a critique of the tape which:
 - Discusses the issues with the client.
 - Identifies strengths and limitations of the counselor in exploring issues with the client.
 - Explains which theoretical techniques were used and why.
 - (d) Submit the above to the university supervisor of EDU 676.
- (2) During the first month of the semester in which the student is enrolled in the counseling internship (EDU 677), the university supervisor will:
 - (a) Assess the information gathered (the tape, critique, feedback from the field experience supervisor).
 - (b) Discuss with the student any limitations noted.
 - (c) Prescribe activities to overcome any limitations noted.

NOTE

Admission to the graduate program in school counseling does not guarantee completion of the program. Successful completion of the master's degree in school counseling reflects the following:

- (1) *Completion of 36 graduate hours in good academic standing (cumulative GPA of 3.00 or above).*
- (2) *Satisfactory, regular class attendance.*
- (3) *Demonstration of professional ethical standards as established by the American Counseling Association (ACA) and affiliated organizations.*

(4) *Satisfactory performance (S for pass) in counseling practicum (EDU 676) and internship (EDU 677).*

- *Successful results on the mid-program and comprehensive exams.*
- *Successful defense of the counseling portfolio.*

(5) *The university supervisor will conduct a final evaluation of the student by:*

- Consulting the counseling internship supervisors in the school/agencies.*
- Observing students in the counseling internship seminars.*

Post-Master's Program Leading to the Advanced Certificate for the School Counselor and Provisional and/or Permanent New York State Certification as a School Counselor*

(24 credit hours)

*New York state certificate regulations require two years of school experience in the field of pupil personnel services for permanent certification as a school counselor.

Requirements for admission are those identified for the graduate programs in education.

NOTES

- Students enrolled in the master's program and planning to apply for the advanced certificate program for the school counselor should declare their intent to the dean's office prior to registering for post-master's courses in counseling.*
- Once matriculated, the student should meet with the assigned adviser to plan the program of study.*
- The student will be advised not to continue taking courses in counseling if he/she fails to meet the requirements for admission to the advanced certificate program which leads to permanent New York state certification.*
- Responsibility for meeting time plan requirements rests with the students.*

Requirements for Program Completion

The program requires a total of 54 graduate credits as specified, plus six elective graduate credits in, or related to, the field of school counselor. Of the 60 graduate credits, a minimum of 24 must be earned at Niagara University.

Any or all of the remaining 36 graduate credits may be accepted by the counselor education committee for meeting the requirements of the program, either from previous work done at Niagara University or from work completed at other accredited institutions provided that, in the judgment of the committee, they are the equivalent of the Niagara University courses in whose place they are accepted and that they carry at least a B. A time limit for the completion of the post-master's program will be set at the time of matriculation.

Courses and/or Experiences

(18 credit hours)

EDU 662	Organization and Administration of the Guidance Program
EDU 666	Abnormal Psychology
EDU 668	Family Counseling
EDU 669	Group Theory and Application
EDU 674	Consultation in Counseling
EDU 678	School Counseling Advanced Internship <i>Available to students matriculated in the 60-hour program. It is arranged on an individual basis and designed to develop and enhance the skills necessary for success as an effective school counselor.</i>

Elective Courses

(six credit hours)

Candidates must choose six credit hours from the courses listed below or chosen with their adviser depending upon their needs, interests and aspirations and with the approval of their adviser. All courses are three credit hours.

EDU 671	Psychopharmacy
EDU 672	Bases to Drug and Alcohol Addictions
EDU 683	Independent Study
EDU 803	Counseling and Behavior Therapy with Children

Total 60

Mental Health Counselor

The master of science degree (60 credit hours) in mental health counseling is designed for persons seeking employment in an agency counseling setting. The program qualifies students to be eligible for state licensure as a licensed mental health counselor (LMHC) and certification as a professional counselor (NCC) and clinical mental health counselor (CCMHC). (Additional years of experience are required for the license and certifications.) The mental health program is aligned with the standards of the Council for the Accreditation for Counseling and Related Educational Programs.

Application Procedures

The admission requirements are similar to those in graduate education. All students attend an interview.

During the application process, the applicant has a nonmatriculated status and may register for three graduate courses in the mental health program. Courses taken during the nonmatriculated status do not guarantee acceptance into the program.

Required Courses

EDU 595	Introduction to Educational Research
EDU 619	Mediation and Conflict Resolution
EDU 651	Introduction to Counseling
EDU 652	Multicultural Counseling
EDU 654	Counseling Theory and Practice
EDU 655	Lifespan Development and Behavior
EDU 657	Assessment in Counseling
EDU 658	Counseling Process
EDU 659	Wellness and the Counseling Process
EDU 669	Group Theory and Application
EDU 664	Career Counseling and Planning
EDU 666	Abnormal Psychology
EDU 668	Family Counseling
EDU 670	Differential Diagnosis and Treatment Planning
EDU 679	Mental Health Practicum
EDU 685	Mental Health Internship I

EDU 686 Mental Health Internship II
 EDU 687 Mental Health Internship III

Focus Area Options

Criminal Justice

CRJ 555 Seminar in Theories of Crime
 CRJ 572 Seminar in Penal Policy
 CRJ 582 Race, Gender and Class in the Criminal Justice System

Other Electives

EDU 671 Psychopharmacology
 EDU 672 Bases to Drug and Alcohol Addictions
 EDU 803 Counseling and Behavior Therapy with Children

Or other focus area based on meeting with adviser.

NOTE

A comprehensive portfolio is required.

Recommended Cycle of Required Courses for Full-Time Students

First Fall Semester

EDU 651
 EDU 654
 EDU 655

First Spring Semester

EDU 595
 EDU 657
 EDU 658

First/Second/Third Summer Semester

EDU 652
 EDU 659
 EDU 666
 EDU 686

Second Fall Semester

EDU 617
 EDU 670
 EDU 679

Second Spring Semester

EDU 664
 EDU 668
 EDU 685

Second Summer Semester

EDU 686
 Elective

Third Fall Semester

EDU 669
 EDU 687
 Elective

Portfolio

The Comprehensive Evaluation in the Mental Health Counseling Area of Studies (Portfolio)

The comprehensive evaluation is designed to assess the student's ability to integrate theoretical knowledge into an effective counseling style. The program is based upon an eclectic counseling perspective which encourages students to learn various techniques from different theoretical counseling models.

Candidates complete a comprehensive portfolio demonstrating their knowledge, skills and dispositions in each of the Council for the Accreditation for Counseling and Related Educational Programs (CACREP) core areas:

- (1) Professional identity
- (2) Social and cultural diversity
- (3) Human growth and development
- (4) Career development
- (5) Helping relationships
- (6) Group work
- (7) Assessment
- (8) Research and program evaluation

NOTE The faculty is responsible for recommending to the dean any student whose level of academic performance and/or personal characteristics require remediation or possible termination from the program. This may occur at any time during the student's program of study.

Internships

The program includes a three credit-hour counseling practicum and a nine credit-hour internship for a total of 1,000 clock hours of supervised experience.

Registration

The master of science degree and the certificate of advanced studies programs in mental health counseling have been approved and registered by the New York State Education Department. The New York State Education Department licenses mental health counselors. The Niagara University mental health counseling program meets NYS Education Department requirements for licensure.

Post-master's Program Leading to an Advanced Certificate in Mental Health Counseling (CAS)

A CAS program is available for persons with a related master's degree. The application process is similar to that of other graduate programs.

School Psychology

Completion of this 61 credit-hour graduate program will provide candidates with an M.S. and a Certificate of Advanced Studies (CAS) in school psychology. Graduates will be eligible for provisional certification as a school psychologist by New York state and will be qualified to apply for national certification (NCSP). (Additional years of experience are required for permanent New York state certification.)

Requirements for admission are those identified for the graduate programs in education.

Required courses and recommended sequence:

Fall

EDU 595 Introduction to Educational Research
 EDU 654 Counseling Theory and Practice
 EDU 800 Intelligence Theory and Assessment
 EDU 801 Perspectives in School Psychology

Spring

EDU 536 Human Learning, Development and Motivation

OR

EDU 539 Characteristics of Students with Exceptional Needs
 EDU 658 Counseling Process
 EDU 802 Psychological Assessment of Children and Adolescents
 EDU 803 Counseling and Behavior Therapy with Children

Fall

EDU 572 Reading Difficulties: Identification and Intervention
 EDU 669 Group Theory and Application

EDU 804 Psychological Assessment of Infants and Preschoolers
 EDU 805 School Psychology Practicum I

Spring

EDU 652 Multicultural Counseling
 EDU 655 Lifespan Development and Behavior

EDU 671 Psychopharmacology
 EDU 806 School Psychology Practicum II

Summer

EDU 670 Differential Diagnosis and Treatment Planning

Fall

EDU 807 School Psychology Internship I

Spring

EDU 808 School Psychology Internship II

NOTES

- (1) Practicum clock hours must total 400 by the end of two semesters.
- (2) Internship clock hours must total 1,200 by the end of two semesters.
- (3) Successful completion of a comprehensive examination, as described in course requirements for EDU 806, is required prior to enrollment in internship.
- (4) Successful completion of a comprehensive portfolio, as described in course requirements for EDU 808, is required in order to attain degree.

Courses

EDU 505 Measurement and Evaluation in Education

This course is designed to provide students with an introduction to the basic principles of measurement and evaluation of learning with emphasis upon test construction in accord with instructional objectives. Consideration is given to the statistical principles of validity and reliability, and the variety, selection and use of standardized assessments for all learners. Methods of assigning grades to students will also be explored.

— three semester hours



EDU 515 Foundations in Applied Reading Research — Part I

This course has been developed to help build teachers' knowledge and skills in scientifically based reading research which will enable them to teach all children to master reading by the end of grade three. By providing teachers and instructional support personnel with quality training through the application of scientifically based reading research, to reading instruction, assessment, diagnosis, progress monitoring and intervention, reading instructional effectiveness will occur. This course will cover modules one through four. Module one: Reading and Language Arts: The Context of Change. Module two: Phonological Awareness and Phonemic Awareness. Module three: The Alphabetic Principle and Phonics. Module four: Word Study.

— three semester hours

EDU 516 Foundations in Applied Reading Research — Part II

This course has been developed to help build teachers' knowledge and skills in scientifically based reading research which will enable them to teach all chil-

dren to master reading by the end of grade three. By providing teachers and instructional support personnel with quality training through the application of scientifically based reading research, to reading instruction, assessment, diagnosis, progress monitoring and intervention, reading instructional effectiveness will occur. This course will cover modules five through eight. Module five: Fluency. Module six: Vocabulary. Module seven: Comprehension I. Module eight: Comprehension II.

— three semester hours

EDU 523 Foundations of Education

This course examines the ways in which diverse disciplines (e.g., history, philosophy, psychology, sociology, multiculturalism, economics, ethics, law) are the basis upon which Western educational practices are built. These interconnected foundations continuously shape school characteristics and conditions including curriculum, pedagogy, classroom organization, technology and the expectations held of teachers, students, parents, administrators, and the community. Course experiences will involve prospective teachers in gaining knowledge with which to

analyze the effects of these educational foundations on the school experience in the past and present. Prospective teachers will 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.

— *three semester 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 529 Curricular Applications in Elementary/Inclusive Education

This course defines the scope and sequence of the elementary school curriculum in the core areas of math, science and social studies and the developmental learning of students in grades Pre-K to 6. The prospective teachers will view the students 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 New York State Standards or Ontario Expectations, assess student learning, and understand

how technology enhances the development of student knowledge. Prospective teachers will also develop lesson plans across the curriculum which will engage learners of diverse backgrounds and needs.

— *three semester hours*

EDU 530 Behavioral Management and Classroom Motivation

This course introduces practicing teachers to motivation and classroom management strategies that address all students in an inclusive classroom. Teacher participants will examine motivation and classroom management strategies, and analyze and evaluate them based on the four primary categories of teaching models (the social family, the information-processing family, the personal family, and the behavioral systems family). Finally, practicing teachers will implement this information in the design of a motivation and management plan for their particular classroom.

— *three semester hours*

EDU 531 Early Childhood Development

The intent of this course is to provide prospective teachers with a thorough knowledge of early childhood development. The course will focus on understanding research and theory as it impacts developmentally appropriate practices for infants to grade 2 students. By becoming familiar with the growth and development of young children, prospective teachers will be able to develop their own theories of children and understand their growth and development. The teaching assistantship field experience during this course will take place in an early childhood setting.

— *three semester hours*

EDU 532 Adolescent Psychology

This course provides an analytical study of the physical, cognitive, social and moral transitions faced by adolescents. The course will focus on the applications of theory and research to help guide the decisions and behaviors of professionals and parents who interact with youth on a regular basis. Special emphasis will be given to the needs of the younger adolescents and their middle school experience.

— *three semester hours*

EDU 533 Psychology of Human Learning

A study of processes, conditions and techniques of the acquisition of knowledge, skills and behavioral patterns in humans. Learning theories and their applicative aspects will be considered, as will such problems as motivation, guidance, retention and forgetting, problem solving, meanings and insight, and the role of punishment and reinforcement.

— *three semester hours*

EDU 536 Human Learning, Development and Motivation

The course is designed to introduce the prospective teacher to the theories of human learning, development and motivation and the applications of these theories in the learning environment. Each of the developmental stages of early childhood, childhood, preadolescence and adolescence will be focused upon to gain awareness of human learning, maturation and motivation. Prospective teachers will be required to participate in a school-based learn and serve field 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.

— *three semester hours*

EDU 539 Characteristics of Students with Exceptional Needs

This course introduces prospective and practicing teachers to the characteristics of students with physical, cognitive and emotional/behavioral challenges. The participants will be introduced to legislation issues including ADA, IDEA, IEPs, transition services, inclusion, etc. Participants will explore the role of students, family and education professionals. As part of this course, participants will reflect upon observations and interactions with students with disabilities.

— *three semester hours*

EDU 552 Applied Children's and Adolescent Literature

The course examines a variety of teaching strategies using literature written for children and adolescents. Among the topics addressed are how to locate and evaluate the text and illustrations in children's

books, how to integrate literature into the K-12 curriculum across multiple content areas, and how to stimulate and evaluate a variety of student responses to literature.

— *three semester hours*

EDU 554 Teaching of Composition

This course will provide participants with a deeper knowledge of how to deliver writing instruction more effectively. Participants will gain knowledge of the America's Choice writing standards, New York state writing standards, writing genres, components of writer's workshop, writing conferences, and how to analyze students' writing using rubrics. Participants will review and discuss strategies to help strengthen the workshop approach in the classroom. Writing standards will be defined clearly to help guide instruction as well as to communicate with parents and other educators the expectations of each grade level's writing program.

— *three semester hours*

EDU 555 Literacy Foundations

This course is designed to provide practicing teachers with a foundation for literacy instruction in K–12 classrooms. Teacher participants will examine literacy in terms of its definition, the factors contributing to its development, the stages of literacy growth, and the role of literacy in enabling full societal participation. The teacher's role in providing effective, appropriate instruction to ensure that all students reach their literacy potential will be emphasized. This will include an awareness of the New York State Learning Standards and the Ontario Expectations as guides to levels of literacy achievement. In addition, participants will examine effective instructional practices across the grade levels and explore how they can develop families as literacy partners, address diverse needs of students, use effective assessment to guide instruction, and incorporate technology into literacy instruction.

— *three semester hours*

EDU 558 Using Literacy Technology

This course introduces practicing teachers to multiple uses of technology in literacy education. It provides them with the

knowledge and experience to use technology as a tool to improve literacy teaching and learning for all students. Teachers examine and evaluate literacy software in terms of applicability to a variety of educational settings. Teachers learn to teach students how to access literacy information and resources using the Internet. Teachers also learn how to guide students in Web publishing.

— *three semester hours*

EDU 561 Literacy: Early Grades

This course presents the emergent literacy view of early reading which acknowledges children as active participants in the process of becoming literate long before formal reading and writing instruction begins. It recognizes the dynamic relation between oral and written language such that reading and writing each influence the course of development of the other. Ongoing research by the Center for the Improvement of Early Reading Achievement is presented to provide the prospective teacher with empirical foundations for sound practices to increase children's early reading achievement. In addition, a flexible, organizational framework for establishing a balanced early literacy program will be presented as a way of thinking about the range of reading and writing activities essential for promoting early literacy. The following components of a balanced early literacy program will be examined in depth: reading aloud, shared reading, guided reading, independent reading, shared writing, interactive writing, guided writing or writing workshop, independent writing, and letter and word study.

— *three semester hours*

EDU 562 Literacy: Intermediate Grades

This course is designed to develop effective teachers of literacy for learners in the intermediate grades 3-6, examining both theory and practice. Practicing teachers will examine effective instructional practices that address the New York State Standards and Ontario Expectations, integration of the language arts, the diverse needs of students, the use of technology for literacy learning, and assessment.

— *three semester hours*

EDU 565 Assessment of Students with Exceptionalities

The intent of this course is to provide teachers 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. Teachers will work in teams to prepare an Individualized Education Plan for a student for whom all four types of assessments have been performed.

— *three semester hours*

EDU 568 Middle School Philosophy and Curriculum

This course is designed to provide the student with a comprehensive study of middle-level philosophy, curriculum and programming. Examination of the development of middle schools with particular attention to exemplar models will be the focus of the initial aspect of this course. A clinical component is required. Field components will be conducted in the local on-site middle schools by middle-level educators.

— *three semester hours*

EDU 570 From Theory to Practice: Instructional Research and Implementation

Prerequisite: EDU 595

This course is designed to help prepare teachers for modern schools by equipping them with the knowledge base, the attitudes of reflection and the skills necessary for effective decision making. The course will be structured collaboratively. Teams of learners will read, discuss and evaluate studies, design applications, and analyze effects. Case studies will provide the opportunities to apply the knowledge base. Videotape analysis of one's own teaching and that of others will be a focus of the course.

— *three semester hours*



EDU 571 Foundations of Literacy Instruction

This course is designed to help prospective teachers develop the knowledge and skills to deliver literacy instruction effectively. Participants will learn how to: create a literate environment that wraps literacy around all areas of the curriculum; implement the New York State Learning Standards or Ontario Expectations following principles of effective instruction; incorporate technology into instruction; use a wide range of literature, including multicultural literature, across the curriculum; cultivate partnerships with parents to encourage and enhance literacy development; and use literacy assessments to make decisions about instruction for diverse learners.

— *three semester hours*

EDU 572 Reading Difficulties: Identification and Intervention

This course is designed to help practicing teachers develop greater effectiveness in teaching reading diagnostically in K-12 classrooms, especially in individualized or small group settings. Teacher participants will examine a variety of factors that influence literacy acquisition, discuss and identify various reading problems, learn to conduct a diagnostic assessment of a student's reading performance, analyze the assessment, and plan for appropriate reading instruction.

— *three semester hours*

EDU 574 Differentiating Reading Instruction

This course will provide participants with a deeper knowledge of how to deliver reading instruction to students with diverse learning needs. Focus will

be placed on planning instruction, accessing and developing resources and conducting assessments for students from different cultural backgrounds and learning abilities.

— *three semester hours*

EDU 575 Literacy: Upper Grades

This course offers the grade 7-12 teacher the opportunity to design instructional and assessment materials in reading, writing and study skills in the content subjects for his/her own classroom use. This course will sensitize the practicing teacher to the important role that reading plays in learning any subject. The course will provide a knowledge base about the reading process and opportunities to use that knowledge in instruction, assessment and program organization.

— *three semester hours*

EDU 576 Integrating Language Arts in the Elementary Curriculum

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, literary response and expression, critical analysis and evaluation, and 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 semester hours*

EDU 577 Content Literacy Methods

This course provides prospective teachers with strategies for integrating the language arts (listening, speaking, reading, writing, viewing visual works and constructing visual works) into the instruction of their specific content areas. Topics include

techniques for teaching technical vocabulary; locating and selecting relevant sources; note taking from oral, print and electronic sources; organizing, writing, editing and revising papers; conforming to conventions of source citation and conventions of standard written English; writing informational and other types of essays; using content-area learning logs; viewing graphics and art, and creating graphics and art related to content-area concepts.

— *three semester hours*

EDU 578 Foundations of Bilingual Education & Teaching English to Speakers of Other Languages (TESOL)

This course provides the basic theories, issues and concepts related to teaching bilingual students in Pre-K-12 classrooms. Program models will be presented that employ bilingual education and integrated English as a Second Language (ESL) services as well as other models. Classroom strategies impacting student behavior and student learning are discussed. Current issues are discussed and provide students with opportunities to complete library research. Graduate students will complete a significant research project as part of this course. Field experience required.

— *three semester hours*

EDU 579 Developing Literacy in English Language Learners Through Multicultural Literature (ELLs)

This course takes a global approach to the promotion of literacy. Focusing on juvenile and children's literature as well as on literature applicable to adolescents, the course will provide an in-depth study of literacy beyond our national borders. Methods of teaching literacy — reading, writing, speaking, comprehending, and thinking — to ELL students will be infused in the course. Students will develop lessons, literature-teaching modules, and development materials for use in future classroom work. Field experience required.

— *three semester hours*

EDU 580 Language and Linguistics in the ESL Classroom

This course will present current theories of second language acquisition (SLA) as well as provide an overview of linguistic phenomena in phonology, morphology, syntax, semantics, and discourse analysis germane to the second language classroom. Language transfer, BICS vs. CALP, hypotheses of major theorist in the fields of SLA and linguistics will be discussed. The course will analyze fundamental concepts, such as SLA in adults and children, in formal and informal learning contexts, and in diverse sociocultural settings, and take an interdisciplinary approach, encouraging students to consider SLA from linguistic, psychological and social perspectives. The course will emphasize how to teach pronunciation, vocabulary, grammar/syntax, and discourse in an ESL classroom and allow students to apply research-based practices.

EDU 581 Sociolinguistic Considerations in Teaching English as a Second Language (TESOL)

This course will approach sociolinguistic considerations germane to the ESL classroom from a humanities perspective. After reviewing models of first and second language acquisition, this course will discuss sociolinguistic phenomena such as code switching, dialects and idiolects, language transfer, loan words, and appropriate discourse. Students will apply theoretical models to ESL classroom practice through research and projects.

EDU 595 Introduction to Educational Research

(Middle Childhood, Early Childhood, Literacy, Special Education, Counseling, School Psychology or Administration)

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. Preservice teachers and practitioners enrolled in this course will complete a field-based research project pertaining to their area of study.

— *three semester hours*

EDU 597 Computer Technology and Utilization in Educational Administration

This introductory offering has as its major focus the many administrative uses of the computer in the field of education. A major goal is to ensure that every graduate student in educational administration has a comprehensive understanding of current and future roles that computer technology creates for the school system, of the use of the computer in short- and long-term planning, and of the impact that computers can and will have on administrative duties and responsibilities. Particular emphasis will be placed on the ability of the administrator to utilize computer technologies at the district, school and classroom levels. A range of administrative uses will be presented to ensure sound computer administrative practices.

— *three semester hours*

EDU 598 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. Using the many models and technology tools, (i.e., hardware and software, graphics, hypermedia) allows classroom teachers the opportunity to frame their curriculum program for instant educational retrieval and to make the course content available for its immediate use.

— *three semester hours*

EDU 599 Technology, Data Analysis & School Improvement

This course is designed to prepare future school building and school district leaders with the knowledge of theory and research in school improvement and the analysis of school and district data for decision making. Techniques for examining data and decision making for student achievement will be reviewed. Current technology resources useful in the school improvement process or the district management

process will be demonstrated. Collection and analysis of school data will be integrated into the current themes in the educational process. The action research process as it applies to school indicators of student success will also be addressed.

— *three semester hours*

EDU 606 Thesis Direction

Prerequisite: EDU 595

An exploration of general and specific directives relative to thesis direction; research, format, and composition; personal guidance provided by one's director through regular meetings.

— *six semester hours*

EDU 607 Thesis I

Prerequisite: EDU 595

This individual study is directed toward students who are interested in conducting a major research project, and preparing and defending a thesis proposal. The approval of the department chair, the dean and the adviser is required.

— *three semester hours*

EDU 608 Thesis II

Prerequisite: EDU 607

This individual study is designed for students who have completed EDU 607 successfully. Through EDU 608 students complete and defend the thesis. The approval of the department chair, the dean and the adviser is required.

— *three semester hours*

EDU 615 Educational Leadership (Ontario program only)

This course focuses on assessment for all candidates enrolled in the administration and supervision program. It is one of the first courses taken. The theories learned will be applied through the use of individual assessment (i.e., analysis of video tapes, case studies, article critiques, role-playing and self-assessment critiques). Major concepts that will be analyzed include leadership, decision making/ problem solving and professional fitness. This course is designed not only to assess the candidate's acquisition of administrative attributes and skills, but to understand the situational influences that may affect one's leadership style.

— *three semester hours*

EDU 617 Group Dynamics

This course is designed to promote an increased understanding of group dynamics and to develop specific skills and positive attitudes toward the use of group procedures.

— *three semester hours*

EDU 619 Mediation and Conflict Resolution

This graduate course is designed to provide graduate students in the mental health counseling program and other graduate programs practical education and experience in professional mediation and conflict resolution. While this course has a generalist focus, topics such as family mediation, divorce mediation, victim-offender mediation, mediation between organizations, cultural groups, etc. will also be covered.

— *three semester hours*

EDU 628 Policy and Practice in Education

This course examines the development, establishment, and monitoring of educational policies in New York state. In examining these policies, the political framework in which educational policy and practice occurs is addressed. Students will be expected to read and understand recent policy documents as approved by the State Education Department and Board of Regents. In addition, written assignments will include a research paper on a specific educational issue and the preparation of a grant to solve a particular educational issue or problem.

— *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 631 Leadership & the School District Leader

Superintendents function in a challenging environment. With school closings, instructional changes, state standards, safety concerns, budget gaps, personnel considerations, community expectations and other issues facing them each day, they are often caught in the center of a societal debate. This course will examine the various roles and responsibilities of the school superintendent. The necessary relationships with the board of education, various community groups, school staff, students and other constituencies will be discussed and analyzed, including the importance of those relationships during these times of educational changes.

— *three semester hours*

EDU 632 Leadership and the School Building Leader

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 NU 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 633 Public School Finance

The course is designed to provide the student with an understanding of the role of the local, state and federal government in the financing of public education. Various programs for state aid and equalization will be discussed. Students will receive instruction through class and field experiences in the following competencies: basic accounting procedures, auditing reports, and the budget, including budget calendar and the actual steps in building a budget.

— *three semester hours*

EDU 634 School Business Administration

The course is designed to assist students in an understanding of the operation, financing, and reporting procedures of the following business functions: insurance, cafeteria, transportation, investments, various school accounts, purchasing, inventory, and maintenance.

— *three semester hours*

EDU 635 School Law

This course will provide the student with an understanding of public school law through an examination of federal and state laws affecting public and private schools in the United States.

— *three semester hours*

EDU 635 Ontario School Law

A study of the Education Act and the regulations which govern the schools of Ontario. The history of school law will be studied. Various beliefs, reports, and court cases which have resulted in changes in the law will be examined.

— *three semester hours*

EDU 637 Personnel Administration & Employer-Employee Relations in Education

This is a course for administrators, principals, supervisors and those preparing for such positions. It is expected that the student will have competencies to deal extensively with major problems and issues confronting the profession such as recruitment, preparation, certification, salaries and salary schedules, collective bargaining, ethics, teacher selection, assignment and load, induction, legal provisions, inservice education, morale, legal rights, tenure and retirement of staff.

— *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

This course provides a seminar study for candidates seeking certification as school building or school district leader in New York state. The seminar 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 seminar will be determined by the educational leadership department.

— *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 647 Instructional Supervision & Curriculum Design for the School District

This course is designed to survey the major functions and principles of instructional supervision and curriculum design. A review of current research, theory and literature in both areas will be addressed. Specific models of supervision will be reviewed in the context of district programs and planning. In addition, the course will provide a review of processes applicable to the planning, design, implementation and evaluation of 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 651 Introduction to Counseling

This course explores the basic counseling process, including developing active listening skills, building rapport and facilitating client awareness. The course will also examine the settings in which a professional counselor can practice, such as schools, community and mental health agencies, career counseling centers, rehabilitation programs, and addiction programs. Professional roles, ethical standards and professional credentialing will be introduced in this course.

— *three semester hours*

EDU 652 Multicultural Counseling

As an introduction to the issues which arise in counseling multicultural and diverse populations, this course will focus upon understanding the differences and similarities in values, goals and challenges of individuals from diverse backgrounds. Personal exploration into attitudes and behaviors toward others from different backgrounds will be emphasized.

— *three semester hours*

EDU 654 Counseling Theory and Practice

This course will examine the various theoretical perspectives and techniques in the field of counseling. Through application of various counseling theories to the analysis of case studies and personal growth challenges, the student will begin to develop a personal style of counseling.

— *three semester hours*

EDU 655 Lifespan Development and Behavior

This course examines the theories of development from psychology, biology, sociology and cultural anthropology. Emphasis is placed on understanding how normal and abnormal behavior develops. Through learning about the developmental milestones and crises in the human experience, the counselor will develop skills to plan effective intervention strategies.

— *three semester hours*

EDU 657 Assessment in Counseling

Fundamentals of educational/psychological tests. This course also examines foundational principles of standardized testing and assessment.

— *three semester hours*

EDU 658 Counseling Process

Prerequisite: EDU 651, EDU 654

This course is designed to give students the opportunity to practice the various counseling strategies and techniques learned in previous courses. Focus will be on developing the skills necessary to select the counseling intervention methods most appropriate for the specific life challenges facing the client(s).

— *three semester hours*

EDU 659 Wellness and the Counseling Process

This course will introduce the student to the counseling experience as an active participant. This personal growth experience will utilize the programs and services of the NU counseling center with primary focus on the personal wellness process.

— three semester hours

EDU 662 Organization and Administration of the Guidance Program

This course is designed to develop a philosophy of guidance activities with emphasis on the major services, plans of organizing them, school personnel needed and their functions, continual growth of the services, and the evaluation of the effectiveness of the program.

— three semester hours

EDU 663 Interpersonal Communications

This course is designed to give professionals knowledge and behavior skills which are applicable to face-to-face communication; one's own unique style of communicating; group and organizational factors which affect communications; and continued improvement of one's own communication skills.

— three semester hours

EDU 664 Career Counseling and Planning

This course critically examines the factors involved in career development including intellectual ability, aptitudes, personality, interests, and environmental influences. The value of theories of career development and what theories can be used to understand career development are also stressed.

— three semester hours

EDU 666 Abnormal Psychology

Prerequisite: EDU 655

Understanding the Diagnostic Statistical Manual of Mental Disorders – IV will be the focus of this course. Some prior knowledge of the etiology of behavioral disorders and the impact of these disorders upon society is assumed. Developing differential diagnostic skills through the analysis of case studies will be emphasized.

— three semester hours

EDU 668 Family Counseling

Prerequisites: EDU 651, EDU 658, EDU 654, EDU 617

The theoretical perspectives guiding counselors will be examined. Exploration of personal family dynamics through the use of different theories will facilitate the student's awareness of various family system models. Beginning skills in family intervention will be developed through role-playing, small interaction groups and case studies.

— three semester hours

EDU 669 Group Theory and Application

Prerequisites: EDU 651, EDU 654, EDU 658, EDU 617

This course examines the various counseling theories applicable to group counseling. Through an experimental mode of learning, the student will develop beginning skills for facilitating groups and in planning intervention strategies.

— three semester hours

EDU 670 Differential Diagnosis and Treatment Planning

Prerequisites: EDU 655, EDU 657

Students will develop advanced skills in diagnosis through integrating material for the intake, initial interview, social histories, and psychiatric/psychological reports. In addition, they will develop the crucial skills in client care/management including creating and implementing appropriate treatment programs, writing reports, keeping records and consulting with all professionals in the total managed care system.

— three semester hours

EDU 671 Psychopharmacology

This course is an overview of the field of pharmacology. Physiological effects, psychological effects, withdrawal characteristics, drug interactions and treatment applications are the focus of the course.

— three semester hours

EDU 672 Bases to Drug and Alcohol Addictions

Examination of the psychological, sociological and biological reasons for addictions will lead to understanding the models for treating addictions. One focus



of the course is on recognizing physical, behavioral, emotional, social and spiritual symptoms of chemical dependence and other addictions. Another focus is on learning the counseling and treatment methods commonly used in treating the chemically dependent and addicted.

— three semester hours

EDU 674 Consultation in Counseling

By examining the models of consultation as they apply to the counselor, the student will develop an awareness of the issues in the process of consultation. Through role-playing, analysis of case studies and personal exploration, the student will begin to develop effective consultation skills.

— three semester hours

EDU 676 School Counseling Practicum

Prerequisites: EDU 651, EDU 654, EDU 658

The counseling field experience is a school-based work experience in guidance activities. Under the supervision of a certified, qualified school counselor, the student will be involved in all aspects of the guidance program. This course is mandatory and will precede EDU 677. On-campus seminars will be held for the sharing and discussion of experiences and for further supervision by the Niagara University instructor.

— three semester hours

EDU 677 School Counseling Internship

Prerequisites: EDU 651, EDU 654, EDU 658, EDU 676

The counseling practicum is a school-based experience in counseling. The major emphasis is on the counseling situation in an individual or group setting. The student will be supervised both by a certified counselor and by the univer-

sity instructor. Feedback will be provided on techniques, application of theory and counseling styles. On-campus seminars and individual supervision will be held to share experiences and for further supervision by the university instructor.

— *three semester hours*

EDU 678 School Counseling Advanced Internship

Prerequisites: EDU 676, EDU 677

The advanced practicum is designed for those students completing requirements for the certificate of advanced studies in school counseling. This course will be conducted on an individual basis under the supervision of a university instructor. By prior arrangement, students will study/practice particular aspects of the counseling process they want to further explore.

— *three semester hours*

EDU 679 Mental Health Practicum

*Prerequisites: EDU 651, EDU 654,
EDU 658*

This course is designed to provide students with an introduction to mental health practice in preparation for the subsequent counseling internships (EDU 685, 686, 687). Students will be placed in a counseling setting for 100 clock hours, and will have weekly individual supervision as well as biweekly seminars/group supervision.

— *three semester hours*

EDU 680 Rehabilitation Counseling

The historical roots of modern rehabilitation including the major vocational rehabilitation acts and subsequent amendments will be examined. Developing awareness of the philosophical and theoretical frameworks for evaluation and treatment will be emphasized. Understanding the role and function of the rehabilitation counselor will be the major focus of the course.

— *three semester hours*

EDU 681-683 Independent Study I, II and III

Individual study consists of individual readings, study and work on a research project, field study, or an educational problem related to the student's area of concentration and/or a course within that concentration. It may also be related to one's major teaching, administrative and counseling field. The approval of

the departmental chairperson, the dean, and the adviser is required.

— *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 685-687 Mental Health Internship I, II and III

*Prerequisites: EDU 679, EDU 651,
EDU 654, EDU 658*

Students will be placed in mental health settings consistent with their personal goals for growth in the field of mental health. Each internship experience will be uniquely designed to meet the needs of each individual student. Basic commonalities across internships include 300 clock hours on site for each internship (total 900 clock hours); 80 hours of direct service with clients for each internship (total 240); a minimum of one hour per week of individual supervision throughout all internships and biweekly seminars/group supervision of three hours in length throughout the internships.

— *nine semester hours*

EDU 690 Methodologies of Religious Education in Ontario

This course will examine various religious education theories and evaluate those theories in the light of the Catholic separate school system. Attention will be focused on the insights of Scripture and sacramental theology, and how these insights are incorporated into the Canadian religious education program. This can be used for equivalency for Religious Education Part I, jointly issued by the Ministry of Education and O.E.C.T.A./O.S.S.T.A.

— *three semester hours*

EDU 691 Administrative Internship School Building Leader

This course provides the internship experience requirement for the advanced study educational leadership program for school building leader. Candidates will complete 600 internship hours. Approximately half of the hours are embedded in course activities completed throughout the program. EDU 691 is the culminating, intensive internship for the school building leader certification. The internship experiences are aligned with the program standards from Educational Leadership Constituent Council.

— *three semester hours*

EDU 692 Administrative Internship School District Leader

This course provides the internship experience requirement for the advanced study educational leadership program for school district leader. Candidates will complete 600 internship hours. Approximately half of the hours are embedded in course activities completed throughout the program. EDU 692 is the culminating, intensive internship for the school building leader certification. The course includes seminar sessions throughout the internship. The internship experiences are aligned with the program standards from Educational Leadership Constituent Council.

— *three semester hours*

EDU 693 Administrative Internship School Building and School District Leader

This course provides the internship experience requirement for the educational leadership master's program for school building leader and school district leader. Candidates will complete 600 internship hours. In addition to hours embedded in courses completed throughout the program, a culminating, intensive internship for the school building leader and school district leader certification is required. The course includes seminar sessions throughout the internship. The internship experiences are aligned with the program standards from Educational Leadership Constituent Council.

— *three semester hours*

**EDU 694 Administrative Internship
Part I**

This course provides the first half of the internship experience requirement for the master's program in Ontario.

Candidates will complete 300 internship hours. The course includes seminar sessions throughout the internship. The internship experiences are aligned with the program standards from Educational Leadership Constituent Council.

— *three semester hours*

**EDU 695 Administrative Internship
Part 2**

This course provides the second half of the internship experience requirement for the master's program in Ontario.

Candidates will complete 300 internship hours. The course includes seminar sessions throughout the internship. The internship experiences are aligned with the program standards from Educational Leadership Constituent Council.

— *three semester hours*

**EDU 700 Educational and Assistive
Technology**

This course provides an overview of ways technology can be used to facilitate the education of learners with disabilities. It also offers advance study of various technological devices that assist individuals with disabilities in performing functional tasks and achieving independence. The course emphasizes the integration of assistive technology into the home, community, school, and workplace. The course also provides opportunities in the use of software such as word processing, database management, graphics, and electronic spreadsheet to enhance the personal productivity of special educators.

— *three semester hours*

**EDU 720 Current Issues in Special
Education**

The course examines divergent perspectives on critical issues or questions in the field of special education. The course is designed to enhance reflective thought on current topics in special education including, but not limited to: inclusion, collaborative and consulting teacher models, technology, legal aspects of special education

including revisions to the IDEA Act, the IEP, dual diagnosis, transition services, and noncategorical approaches to teaching.

— *three semester hours*

**EDU 741-742 Content, Theory
and Practice — Mentoring
Internship I and II**

This course is designed to assist novice teachers as they develop within their profession. Teachers enrolling in this course must have a current teaching position within a school district participating in the Foundations of Teaching Program Partnership, and must be simultaneously registered for EDU 743-744. As part of the course, novice teachers will work with a mentor teacher in their home district who is certified in their subject area, and will demonstrate their development in the National Board of Professional Teacher Standards for their initial certification area (elementary or secondary subject areas). Portfolios will be developed evidencing the candidate's professional achievement in the initial certification area, including subject area content, learning standards and curriculum, instructional resources for specific content areas (including instructional technology), and assessments that are discipline-specific, with the professional goal of helping all students learn.

— *six semester hours*

(*three in first semester
and three in second semester*)

**EDU 743-744 Content, Theory and
Practice — Seminar I and II**

This course is designed to assist novice teachers develop within their profession. Teachers enrolled in this course must have a current teaching position within a school district participating in the Foundations of Teaching Program Partnership and must be simultaneously registered for EDU 741-742. An education faculty member and arts and sciences faculty members will teach the course jointly. Participants will reflect and evaluate their effectiveness in teaching the New York State Learning Standards, with a focus on linking content and pedagogy for all learners.

— *six semester hours*

(*three in first semester and
three in second semester*)

**EDU 745 Advanced Classroom
Management: Theory and
Practice**

This course is designed to provide candidates with the various theories, principles and practical applications of behavioral strategies as they relate to the diverse nature of students that represent schools today. Specific techniques drawn from various theories and principles will provide a framework for exploration, discussion and analysis. Candidates will be required to observe and analyze both student and teacher behaviors within the classroom. Based upon the observation, classroom and/or individual behavior management plans will be developed.

— *three semester hours*

**EDU 746 Individuals with Moderate/
Severe Disabilities**

This course is designed to focus on a cross-categorical model for providing services to individuals with a variety of disabilities, behavioral disorders and physical impairments. Curricula and instructional methodologies relevant to support students with diverse needs in the least restrictive environment are covered. Through field work and projects, the needs of individuals with moderate/severe disabilities and their families will be explored.

— *three semester hours*

**EDU 747 Consultation and
Collaboration**

This course is designed to provide candidates with advanced knowledge and application of consultation as a service delivery model for students with diverse needs and the application of collaboration as a framework for working in inclusive settings. The course focuses on pedagogical theories, skills for consultation and collaboration through field work and best practices for working as an effective educational consultant and collaborator.

— *three semester hours*

**EDU 750 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 early childhood educational setting.

— *three semester hours*

EDU 752 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 semester hours*

EDU 760 Methods of Teaching Secondary Education (content-specific)

This course is designed to provide prospective teachers with knowledge and skills for curriculum development, planning, classroom management, and student assessment within the academic subject area of their teaching certificate. The participants will develop lesson plans aligned with the New York State Standards and Ontario Expectations using a variety of teaching strategies to engage students of diverse backgrounds and needs. Portfolio entries will continue to evolve as prospective teachers evidence their growth in developing lesson plans within a specified academic subject area. A 50-hour practicum in a secondary subject area is an integral component of this course.

— *three semester hours*

EDU 761-766 Special Methods of Teaching in the Academic Subject Areas of Secondary Education

This course is to be taken concurrently with EDU 760 providing the prospective teacher with experiences that combine general teaching strategies with components of special subject methods and field experiences. Each course deals with the concerns of its own particular academic area (for example, laboratories in

science, values issues in social studies) and the general issues of technology, grade-level curricular specificity, classroom management, multicultural content and the construction of tests and other assessments. Students' portfolio entries will evidence their growth in developing lesson plans with a variety of teaching strategies specific to the content area.

— *three semester hours*

EDU 767 Methods of Teaching Elementary/Inclusive Education

This course is designed to provide the prospective teachers with knowledge and skills for curriculum development and planning, classroom management, and student assessment. The participants will develop lesson plans aligned with the New York State Standards and Ontario Expectations using a variety of teaching strategies to engage students of diverse backgrounds and needs. Portfolio entries will continue to evolve as prospective teachers evidence their growth in developing lesson plans. A 50-hour practicum is an integral part of this course.

— *three semester hours*

EDU 768 Methods of Teaching Children with Disabilities

This course is designed to guide practicing teachers through the exploration of recent special education research and teaching practices. Participants will become familiar with specific issues including the use of assistive and adaptive technology, curriculum adaptation and individualization, IEP development and implementation, and collaboration among family and related service professionals for children with special needs. Teachers in this course must complete field work in an elementary special education setting.

— *three semester hours*

EDU 770 Methods of Teaching Special Education on the Secondary Level

The course provides practicing teachers with the opportunity to modify the secondary curriculum to meet the needs of students with physical, cognitive and emotional/behavioral challenges as outlined in the New York State Learning Standards. Focus will be on the development of the

Individualized Education Plan (IEP) and its implementation. Teachers will create appropriate modifications and transition plans through the use of a variety of teaching strategies including technology and cooperative learning. Teachers in this course must complete field work in a secondary special education setting.

— *three semester hours*

EDU 781-786 Student Teaching in the Secondary Classroom

Taken concurrently with EDU 790

This field experience is designed to enable teacher candidates to develop competence in teaching secondary school age students in the secondary education classroom. Teacher candidates are expected to demonstrate attitudes, knowledge and skills essential to effective teaching consistent with New York Learning Standards and Ontario Expectations. Teacher candidates will develop their final showcase portfolio throughout the semester in conjunction with the professional seminar. Student teachers are supervised by an experienced cooperating teacher and the university supervisor.

— *six semester hours*

EDU 787 Student Teaching in the Elementary Classroom

Taken concurrently with EDU 791

This field experience is designed to enable teacher candidates to develop competence in teaching elementary school age students in the elementary classroom. Teacher candidates are expected to demonstrate attitudes, knowledge and skills essential to effective teaching consistent with New York Learning Standards and Ontario expectations. Teacher candidates will develop their final showcase portfolio throughout the semester in conjunction with the professional seminar. Student teachers are supervised by an experienced cooperating teacher and the university supervisor.

— *six semester hours*

EDU 790 Professional Seminar in

Secondary Education

Taken concurrently with EDU 781-786

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 semester hours

EDU 791 Professional Seminar in Elementary Education

Taken concurrently with EDU 787

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 semester hours

EDU 794 Seminar in Special Education

Taken concurrently with EDU 795

This seminar is designed to enable practicing teachers to analyze and evaluate the teaching of students with special needs. Practicing teachers will reflect on their teaching practices as they perform the activities of a special education teacher in inclusion situations. Practicing teachers are expected to demonstrate attitudes, knowledge and skills commensurate with effective, reflective teaching in multiculturally sensitive and gender equitable classrooms.

— three semester hours



EDU 795 Practicum in Special Education

Taken concurrently with EDU 794

This course is designed to enable the practicing teacher to develop competence in teaching students with special needs. Practicing teachers will be observed by university-designated supervisors as they perform the activities of a special education teacher in inclusion, self-contained and consultant contexts. Practicing teachers are expected to demonstrate attitudes, knowledge and skills commensurate with effective teaching for all students.

— three semester hours

EDU 796 Practicum in Literacy Instruction

Taken concurrently with EDU 798

The literacy practicum is designed to enable practicing teachers to develop and demonstrate competence in teaching literacy. Candidates are expected to demonstrate the attitudes, knowledge and skills commensurate with effective literacy instruction. Candidates will be observed by university-designated supervisors as they perform the activities of a reading teacher in a variety of contexts.

— three semester hours

EDU 798 Seminar in Literacy Instruction

Taken concurrently with EDU 796.

This course discusses advanced topics in literacy instruction, including the connection of theory and practice as related to effective instructional practices that address the New York State Standards and Ontario Expectations in literacy, the diverse literacy needs of students, the use of technology in the literacy classroom, and literacy assessment.

— three semester hours

EDU 799 Comprehensive Portfolio Advisement

This course is designed to assist candidates in the advanced graduate programs in the College of Education as they develop their comprehensive portfolios that evidence the knowledge, skills, and dispositions recognized by the highest national and international professional organizations within their program areas. The course will explore the general and specific directives of portfolio preparation including format and composition. Personal guidance will be provided by the instructor through regular meetings.

— one semester hour

EDU 800 Intelligence Theory and Assessment

This lab/seminar course provides students with a framework for understanding the historical development and theoretical underpinnings of intelligence assessment. To adequately prepare professionals, exposure is given to a broad range of topics such as controversies in the field of assessment, individual differences, culturally and linguistically diverse populations, measurement constructs, ethics, and the complex relationship of genetic and environmental influences on human intelligence. Through lab experience and actual case studies, students will benefit from hands-on experience with state-of-the-art assessment instrumentation.

— three semester hours

EDU 801 Perspectives in School Psychology

This seminar course provides students with a framework for understanding the development of school psychology as a specialty within the field of psychology. The focus will be on examining the role and function of the school psychologist, legal and ethical issues in the practice of school psychology, and current and future trends in service delivery.

— three semester hours

EDU 802 Psychological Assessment of Children and Adolescents

Prerequisite: EDU 800

This lab/seminar course provides students with a framework for understanding the complex set of challenges in assessing the strengths and needs of children and adolescents who have or are at risk for disabilities. Exposure is given to a broad range of assessment instrumentation and topics. Through lab experiences and actual case studies, students will benefit from hands-on experience with state-of-the-art assessment instrumentation and innovative approaches in assessing skills and abilities of children and adolescents.

— three semester hours

EDU 803 Counseling and Behavior Therapy with Children

Prerequisite: EDU 654

This lab/seminar course is designed to give students the opportunity to practice the various counseling strategies and techniques learned in previous courses and to refine the skills and knowledge base specific to counseling with child and adolescent populations. The focus will be on learning the research and developing the skills necessary to select the counseling intervention methods most appropriate for the specific life challenges facing school-age children.

— three semester hours

EDU 804 Psychological Assessment of Infants and Preschoolers

Prerequisites: EDU 800, EDU 802

This lab/seminar course provides candidates with a framework for understanding the complex set of challenges in working with infants, toddlers and preschoolers who have or are at risk for disabilities. To adequately prepare professionals entering the field of early intervention services, exposure is given to a broad range of topics such as normative and exceptional child development, the history of and new theoretical orientations in psychoeducational assessment, legislative and programmatic issues related to early intervention, and an overview of the multiple settings in which very young children interactively develop. Through lab experience and actual case studies, candidates will benefit from hands-on experience with state-of-the-art assessment instrumentation and innovative approaches in assessing skills and abilities of young children.

— three semester hours

EDU 805-806 School Psychology Practica I and II

Prerequisites: EDU 800, EDU 801, EDU 802, EDU 803, EDU 804

These courses are designed to provide candidates with an introduction to school psychology practice in preparation for the subsequent counseling internships (EDU 807 and EDU 808). Candidates will be placed in a school setting for a minimum total of 400 clock hours, of which at least 150 hours are to be direct service experience. Candidates will have at least one hour equivalent weekly individual supervision as well as biweekly seminars/group supervision.

— five semester hours each

EDU 807-808 School Psychology Internship I and II

Prerequisites: EDU 805, EDU 806

Students will be placed in school/therapeutic settings consistent with their personal goals for growth in the field of school psychology. Each internship experience will be uniquely designed to meet the needs of each individual student. Basic commonalities across internships include a total of 1200 clock hours on site for the two-semester internship, 450 hours of which must be hours of direct service with students and their families. A minimum of two hours per week of on-site, individual supervision and biweekly seminars/group supervision of three hours in length will be provided throughout the internships.

— three semester hours each

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*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.*