

# Niagara University in Ontario

GRADUATE STUDIES 2020-2021



NIAGARA   
UNIVERSITY  
*in Ontario*

Check it out at [niagarau.ca](http://niagarau.ca)

## PRESIDENT'S MESSAGE



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

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

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

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


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

You'll also have peace of mind knowing that our programs have continuously met or exceeded the highest standards of prestigious national and international accrediting agencies. Our College of Business Administration is one of less than 5 percent of the world's business schools to hold accreditation from the Association to Advance Collegiate Schools of Business (AACSB) International. Our Faculty of Education is accredited by the Ontario College of Teachers (OCT), and all of our Ontario programs are recognized by the Ontario Ministry of Colleges and Universities.

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

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

Sincerely,

  
James J. Maher, C.M.  
President

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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 - Aug. 7, 1883

Graduate Accreditations

Accredited by the Middle States Commission on Higher Education

3624 Market Street, 2nd Floor West, Philadelphia, PA 19104

The National Council for Accreditation of Teacher Education (NCATE)

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 financial assistance.

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 in Ontario. 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:

**Office of Graduate Admissions Ontario**

113-2904 Hwy 7, Vaughan, ON L4K 0K4

905.923.7260

[www.niagarau.ca](http://www.niagarau.ca) • Email: [graduateontario@niagara.edu](mailto:graduateontario@niagara.edu)

Niagara University does not print its catalogs annually, so some of the information in this issue may be out of date. For the most accurate information, please visit the university website at [www.niagara.edu](http://www.niagara.edu) or call the Office of Academic Affairs at 716.286.8342.



## 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, over-looking the Niagara gorge. The eagle bears a purple diamond displaying a silver heart, symbol of Vincent de Paul. The motto at the base of the shield, “Ut Omnes Te Cognoscant” (Jn 17, 3) expresses the purpose of a Niagara University education: “That All May Know You.”

NIAGARA UNIVERSITY, NY 14109

TELEPHONE: 716.285.1212

NIAGARA UNIVERSITY IN ONTARIO:

905.294.7260

# ACADEMIC CALENDAR

## Fall 2020

Aug. 31	Monday	Classes begin
Sept. 7	Monday	Labour Day — Holiday
Oct. 12-13	Monday	Columbus Day/Canadian Thanksgiving Holiday
Oct. 16	Friday	Mid-term ends
Nov. 13	Friday	Last day for course withdrawal without permission
Nov. 16-19		Spring 2021 Registration Week
Nov. 24	Tuesday	Thanksgiving recess begins after the last class
Nov. 30	Monday	Classes resume
Dec. 10	Thursday	Reading day
Dec. 11	Friday	Examination week begins
Dec. 17	Thursday	Fall semester ends

## Spring 2021

Jan. 28	Thursday	Classes begin
Feb. 15	Monday	Family Day — Holiday
Feb. 24	Wednesday	No classes — Self-Care Day
March 12	Friday	Mid-term ends
March 18	Thursday	No classes — Self-Care Day
April 1	Thursday	Last day for course withdrawal without permission Easter recess begins after the last class
April 5	Monday	Classes resume
April 13	Tuesday	No classes — Self-Care Day
April 19-22		Summer and Fall 2021 Registration Week
May 7	Friday	Last day of classes
May 10	Monday	Reading Day
May 11	Tuesday	Exams begin
May 18	Tuesday	Spring semester ends
June 3	Thursday	Vaughan Graduation

## Summer Sessions 2021

**Holidays: May 24, July 1, and Aug. 2, 2021**

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

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

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

**The academic calendar for fall 2020 and spring 2021 is available online at [www.niagara.edu/academic-calendars/](http://www.niagara.edu/academic-calendars/)**

Students whose religious affiliation demands that they recognize certain days of religious observance may be absent from class, reschedule an exam or register without penalty. These days are not university holidays. Students who expect to be absent from class on these days should inform their professors in advance.

The board of trustees and administration reserve the right to change this calendar as may be deemed necessary.

# GENERAL INFORMATION

## The University and its Mission

Niagara University offers graduate degrees that advance careers, inspire quality research, prepare for further study and transform individuals, organizations and communities.

## 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 extra-curricular 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 provincial 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, Black Canadians, Hispanics, Asians, Pacific Islanders, Indigenous Peoples, 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 in Ontario has three graduate divisions: Arts and Sciences, Business Administration, and Education. The Graduate Division of Arts and Sciences offers a program leading to a M.S. in Information Security and Digital Forensics. The Graduate Division of Business Administration offers programs leading to a M.B.A. degree with concentrations in accounting, finance, strategic marketing, strategic management, healthcare administration, and global supply chain management. In addition, to the M.B.A. it also offers a M.S. in Finance.

The Graduate Division of Education offers a Master of Science in Educational Leadership (M.S.Ed.).

## Organization

The university is governed by a 30-member board of trustees, of whom not more than one-third may be Vincentian priests. The president is the chief executive officer of the university. He is aided in administering the various colleges and schools within the university by the executive vice president, the vice president for academic affairs, the vice president for student life, the vice president for administration and the vice president for institutional advancement. The deans and directors of each college and school coordinate the educational affairs of the various undergraduate and graduate programs. The goals of each college and school are in harmony with those of the university.

## Alumni

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

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

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

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

The Eagle magazine, published three times a year, is another way that graduates stay informed about university activities. The magazine features news and stories about the university community, as well as a personal message from the university president. In addition, alumni are updated on the activities of their classmates through the "Alumni Notes" feature.

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

## 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.

## Accreditation

All graduate programs at Niagara University are accredited by the Middle States Commission on Higher Education, 3624 Market St., 2nd Floor West, Philadelphia, PA 19104. 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, the MBA program has been accredited by AACSB International — The Association to Advance Collegiate Schools of Business. All Graduate programs have received Consent from the Ministry of Colleges and Universities, to offer the programs at our Vaughan site.

## Academic Success Center

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

## 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 submitted via [www.niagara.edu/graduate](http://www.niagara.edu/graduate).

- (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 (CAD funds), payable to Niagara University, must accompany the application.
- (4) English Language Proficiency: Nonnative English speakers seeking admission to Niagara University must verify their proficiency in English by

NU Admission Requirement	
TOEFL Paper	600
TOEFL iBT	100
IELTS	7.0
TOEFL CBT	250

taking the Test of English as a Foreign Language (TOEFL). A TOEFL score of 600 (paper exam) is required for admission. Students may take the TOEFL PBT until it is discontinued in their area and submit the scores for two years after the test date. Niagara University will also accept TOEFL internet-based, the International English Language Testing System (IELTS) or the College English Test. Students meeting the admission requirements may also need to provide a writing sample and a conversation evaluation before classes begin.

- (5) All credentials submitted for admission become and remain the property of the university.
- (6) See specific program for additional admissions requirements.
- (7) Challenge exams are not permitted at the graduate level.
- (8) Misrepresentations on application forms may result in expulsion or degree revocation.

## Faculty

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

All classes are taught by professionally qualified faculty, as well as several who earned the highly coveted award of Excellence in Teaching. Faculty are committed to experiential learning and many involve students in their research. As a result, students are made aware of current

practices and global issues. A strong relationship between students and faculty is also encouraged through advisement which is done by faculty members.

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

## Technology

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

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

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

## International Student Visa Requirements

Niagara University is not recognized as a Designated Learning Institution (DLI) in Canada, which is a requirement for individuals seeking Canadian student study visas. International students wishing to pursue their studies at our Vaughan site must already be eligible to study in Canada.

## Transfer Credit

Graduate transfer work is evaluated on a program-by program basis with specific requirements and limitations per individual program. Please verify the particular transfer policy of your program with the appropriate program director.

## Semester Credit Hour Policy and Compliance

### Purpose

To define the University's policy on the assignment of semester credit hours and the method by which the University's compliance with credit hour assignment is assured.

### Policy

All units of credit awarded will conform to the federal and state guidelines (see appendix). These guidelines require a minimum of 2250 instructional minutes (37.5 seat-hours) per 3 hour class with an additional 4500 minutes (75 hours) of work outside of class. This meets the requirement of 2250 minutes per credit hour.

Further information is in the guidance section below. These guidelines are also in compliance with policies set forth by the Middle States Commission on Higher Education generally follows a semester system with fall and spring semesters consisting of a minimum of 15 weeks, which includes one week for exams. Alternate terms are typically less than 15 weeks but adhere to the policy in terms of meeting time and the amount of work required.

### Guidance for Credit Hours

The following provides general guidance on the how the credit hour translates to the particular instruction method. Please note that the credit-hour definition does not specify exact amounts of classroom time versus out-of-class student work — the information below serves as general guidance only.

**Lecture and Seminar:** Courses with multiple students which meet to engage in various forms of group instruction under the direct supervision of a faculty member. In-class plus out-of-class total 2250 minutes per credit hour, with 1/3 of that total being in-class instructional time (1:2 ratio).

**Clinicals:** Courses with a focus on experiential learning under the direct supervision of a faculty member wherein the student performs substantive work in a

clinical setting. The minimum contact time per credit is three times that of a lecture (3:1 ratio), depending upon the amount of outside work assigned.

**Individual Study:** Courses of study designed in instances where enrollment has fallen below established standards but under conditions where a student or students require that course be offered in order to progress academically (such as the need for a particular course in order to graduate). The faculty member will work with the student(s) to arrange meeting times which may or may not match the normal course schedule. These courses must match the total amount of work using the examples listed above (2250 total minutes per credit hour). The faculty member is required to keep records of the meeting times and student work assigned so that contact hours can be calculated.

**Independent Study:** Courses of study in which a faculty member regularly interacts and directs student outcomes with periodic contact. Minimum credit hours are determined based on faculty instructional contact minutes and student outside work time. These courses must match the total amount of work using the examples listed above (2250 total minutes per credit hour). The faculty member is required to keep records of the meeting times and student work assigned so that contact hours can be calculated.

**Internship/Practicum/Field Experience:** Courses of study where a faculty member regularly directs student outcomes with periodic contact, but the learning environment is off-campus at an approved site. This should involve a site supervisor/preceptor and directed learning outside of a lecture setting. Contact time and outside work requirements must be established and documented and must match the total.

The Curriculum Committee is charged with following the policy on credit hours in their review and approval of all courses and curricula and for determining that the expected student learning for the course meets the credit hour standard. Approved courses are sent to the Registrar's Office for inclusion in the University Catalog. The Registrar's Office reviews the class schedules prior to the start of each semester to ensure that all classes are scheduled for the minimum number of minutes or otherwise

notes when course schedules do not match assigned credit hours. Any discrepancies are brought to the attention of the appropriate department for correction or explanation.

Students are encouraged to consider internship opportunities early in their academic planning. Those unsure of their career goals are particularly encouraged to pursue an internship. For more information about internship opportunities contact the Career Services, Bailo Hall, or call 716.286.8530.

**Online Courses and Hybrid Courses:** See established Niagara University Policy for these courses that are in keeping with the policy articulated here.

### 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 2012, courses for graduate credit will be graded as follows:

A+	Distinguished	4.00 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.
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Somewhat below the quality of work required of degree candidates

C+		2.33 quality pts.
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C		2.00 quality pts.
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C-		1.67 quality pts.
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F	Failure	0.0 quality pts.
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S	Satisfactory	(ungraded)
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U	Unsatisfactory	
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N	No credit	(auditing)
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I	Incomplete	
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W	Withdrawal	
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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 of Incomplete (I) indicates there is still a possibility of credit, after further work. It is used when the instructor is not prepared to give a definite mark for the term in view either of student illness or some justifiable delay in the completion of certain work. It is not used when failure to meet course requirements is due to delinquency on the part of the student.

An incomplete must be removed within 30 days after the beginning of the next regular semester or be replaced by an F grade.

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.

For more information on maintaining eligibility in graduate programs please review the University Policy on Satisfactory Graduate Program Progression.

Graduate students may repeat up to 2 (two) courses previously taken at Niagara University. Under this policy, the student is limited to receiving credit for up to 2 (two) repeated courses in the calculation of his/her cumulative GPA. The grade received for the retake attempt of the course — will be calculated in the student's cumulative GPA regardless of whether the grade is

better or worse than the original grade earned. For full description of this policy, please go to MyNU. Graduate students must repeat any course for which they receive a grade of F.

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.

### Internships

An Internship enables the student to gain professional experience while they study. They can be paid or unpaid, but they must be approved by the student's program director for academic credit. Students are encouraged to discuss pursuing an internship with their academic advisor and Career Services early in their academic planning.

### 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. Failure to attend classes on a regular basis could jeopardize international/Canadian student's visa status in the United States.

### 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](http://www.niagara.edu).
- (3) Certain graduate courses are open to qualified undergraduates for undergrad-



uate credit, provided the undergraduates have the approval of their dean. Generally, this applies to seniors only, and requires the written permission of the dean.

- (4) After students have registered for research direction for a thesis or a capstone project, they should promptly consult with the departmental chairperson concerning the assignment of a director for the thesis or project. Once the director has been assigned, the student should take the initiative in arranging for regular conferences.
- (5) Students who wish to add or drop courses after registration may do so during the drop/add period at the beginning of the semester. No charge is incurred when the student drops a course before the first class meets. Dropping one class and adding another class results in no charge during the drop/add period. A student should contact the Student Records and Financial Services Office or relevant graduate division office for drop/add dates.

## **New Graduate Student Orientation**

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

## **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 re-admission into his/her degree program.

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

### **Reactivation of Student File Procedure**

To return his/her file to active status, the student must file a 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 dean's office of the college in which the student's graduate program is located or from his/her graduate program advisor.

### **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 advisor 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 through Web Advisor.

Only written requests can be accepted. Transcripts will not be furnished to students who have not settled all accounts.

## **Student Rights Under FERPA**

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

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

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

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

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

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

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

"Directory Information" is limited to: student's name, student's ID number, address, telephone listing, electronic mail address, date and place of birth,

photographs, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, grade level, enrollment status (e.g., full time or part time; undergraduate or graduate), degrees, honors and awards received, and the most recent previous education agency or institution attended.

“Directory Information” may be released without the student’s consent. Currently enrolled students may withhold disclosure of “Directory Information.” To withhold disclosure, written notification must be received annually in the records office prior to Oct. 1. Forms requesting the withholding of “Directory Information” are available in the records office. Niagara University assumes that failure on the part of any student to specifically request the withholding of categories of “Directory Information” indicates individual approval.

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the university in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the university has contracted (such as an attorney, auditor, collection agent or clearinghouse); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

A second exception which permits disclosure without consent is to officials of another school in which the student seeks or intends to enroll, or where the student is already

enrolled so long as the disclosure is for the purpose related to the student’s enrollment or transfer.

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

### **FIPPA and its Application to Niagara University**

Universities operating under ministerial consent in the province of Ontario are covered by the [www.e-laws.gov.on.ca/html/statutes/english/elaws\\_statutes\\_90f31\\_e.htm](http://www.e-laws.gov.on.ca/html/statutes/english/elaws_statutes_90f31_e.htm), Freedom of Information and Protection of Privacy Act (the Act), which supports access to university records and protection of privacy.

Some key purposes of the Act are:

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

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

#### **What information is covered by the Act?**

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

#### **Access to Academic Records**

It is Niagara University in Ontario’s policy

to afford students certain rights with respect to their education records. They are in keeping with the Municipal Freedom of Information and Protection of Privacy Act and include:

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

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

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

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

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

- (3) The right to consent to disclosures of personally identifiable information contained in your education records, except to the extent authorized through public disclosures without consent.

“Directory Information” is limited to: student’s name, address, telephone listing, electronic mail address, date and place of birth, photographs, major field of study, participation in officially recognized activities and sports, weight and height of

members of athletic teams, dates of attendance, grade level, enrollment status (e.g. full time or part time; undergraduate or graduate), degrees, honors and awards received, and the most recent previous education agency or institution attended.

“Directory Information” may be released without the student’s consent. Currently enrolled students may withhold disclosure of “Directory Information.” To withhold disclosure, written notification must be received annually in the records office prior to Oct. 1. Forms requesting the withholding of “Directory Information” are available in the records office. Niagara University assumes that failure on the part of any student to specifically request the withholding of categories of “Directory Information” indicates individual approval.

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the university in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the university has contracted (such as an attorney, auditor, collection agent or clearinghouse); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the university discloses records without consent to officials of another school in which a student seeks or intends to enroll.

## Student Code of Conduct

Studying at Niagara University is a privilege best safeguarded by each student’s contributed use of good judgment and consideration for the rights and property of others. The Student Code of Conduct and procedures is aimed to support the educational mission and Vincentian values

of the university and to encourage the mutual respect for all community members and their surroundings.

Behavior that violates university standards of conduct (for a complete list of student conduct policies please visit [www.niagara.edu/student-code-of-conduct](http://www.niagara.edu/student-code-of-conduct)) will be subject to educative action through the appropriate student conduct process. Graduate Students will be expected to abide by the Student Code of Conduct, university rules and procedures, and all federal, state and local laws.

## Student Code of Conduct System

### Statement of Purpose

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

By their voluntary attendance at Niagara University, students agree to comply with the regulations and procedures set forth by the Student Code of Conduct. It is an

expectation that all students read and understand the code. Students should expect to be held accountable for their actions and behavior both on and off campus and will be afforded the opportunity to contribute to the review of their actions.

### Guiding Principles

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

### Integrity

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

### Respect for Others

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

### Respect for Surroundings

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



*Photo courtesy of Tim Wilkes Photography*

## **Citizenship and Service**

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

## **Educational**

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

Students are not immune from local, state or federal laws because of their affiliation with Niagara University. The university reserves the right to take disciplinary action, independent of local authorities, for violations that take place off campus that may reflect negatively on the university. When appropriate, the university will advise appropriate officials when violations of civil or criminal law have been committed on campus. In instances where conduct violations could be actionable in court, the university's student conduct procedures will proceed normally and will not be subject to challenge on the ground that criminal charges regarding the same incident have been dismissed or reduced.

## **Student Code of Misconduct**

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

## **Student Complaints**

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

## **Student-Owned Intellectual Property**

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

## **Sexual Misconduct Policy**

For purposes of this section, "sexual assault," "dating violence," "domestic violence," and "stalking" are as defined by federal regulations, and are collectively referred to as "Sexual Misconduct." Harassment and other forms of gender discrimination that do not fall under this definition of Sexual Misconduct are addressed by the university's harassment policy, which may be found at [policies.niagara.edu](http://policies.niagara.edu).

If you have questions regarding this policy, or if you have witnessed or been the victim of a sexual assault on campus or in association with university program or activity, you may call Chris Sheffield, Title IX Coordinator, for immediate assistance at 716.286.8425 or the Office of the Dean of Students at 716.286.8405. If it is after business hours and you need immediate assistance, please call Campus Safety at 716.286.8111 and/or contact a member of the residence life staff and say "I need to report Sexual Misconduct (sexual assault/domestic violence/dating violence/ stalking)." This will put you in touch with a trained responder. The university will use all reasonable efforts to keep your report as private as you request.

If you are a student and experience sexual assault, dating violence, domestic violence, stalking, either on campus, in association with our programs, when studying abroad, or while you are a student, you may make a private complaint to a member of the Residence Life staff, the Dean of Students, the Title

IX Coordinator, Campus Safety, Human Resources, or the General Counsel's Office. THIS INCLUDES THE OPTION — BUT NOT THE REQUIREMENT — TO REPORT THE MATTER TO LAW ENFORCEMENT, AND THE OPTION TO WITHDRAW YOUR COMPLAINT AT ANY TIME, AND FOR ACTION UNDER THIS POLICY TO CEASE (unless there is a risk of danger to the campus). Please know that students may be entitled to interim protections, including but not limited to: re-arranged living arrangements and class times to limit interactions with a reported abuser; for a full recitation of student rights, please see [www.niagara.edu/sexual\\_assault\\_bill\\_of\\_rights](http://www.niagara.edu/sexual_assault_bill_of_rights).

## **Sexual Harassment**

Sexual harassment is a form of gender discrimination, and is not allowed at Niagara University. Sexual harassment consists of behavior, based on gender, that excludes or makes someone so uncomfortable that they no longer have equal access their education.

Sexual harassment could be in the form of bullying, jokes, intimidation and exclusion made on the basis of gender, or it can consist of "quid pro quo" bargaining of dates and sexual favors for grades.

If you are the target of or witness to sexual harassment on campus or in connection with Niagara University programs, report it to the dean of students, the title IX officer, or the director of human resources. The university's full policy on sexual harassment may be found on MyNU under "Policy" or at <http://mynu.niagara.edu/mynu2/policy/documents/HARASSMENT.pdf>.

## **Substance Abuse**

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

The possession, sale, use or distribution of any type of controlled substance, illicit or "bootleg drug" is considered a serious violation of the university's disciplinary rules. Additionally, the possession, sale, use or

distribution of any drug-related paraphernalia is considered a violation. The prohibition against controlled substances does not apply to those medications prescribed for the user by a physician when used according to directions.

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

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

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

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

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

All student policies can be found at [policies.niagara.edu](http://policies.niagara.edu).

## **Disability Services for Ontario Students**

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

The purpose of accommodations and modifications is to reduce or eliminate any disadvantages that may exist because of an individual's disability.

Services for students with disabilities may

include, but are not limited to:

- Test modifications (e.g., extended time, separate location, readers)
- Classroom accommodations.
- Liaison with faculty, local, state and federal agencies
- Assistance in acquiring special equipment
- Advocacy

Individuals with disabilities seeking accommodations, adjustments, and/or auxiliary aids and services must contact and provide documentation of disability to the coordinator of disability services, Seton Hall, First Floor, 716.286.8541; [kadams@niagara.edu](mailto:kadams@niagara.edu); or fax: 716.286.8063. Documentation must be current and submitted by a qualified professional. The documentation must clearly identify a disability, its impact on the student's current level of functioning and support the student's request for accommodation. Depending on the disability and the type of assistance requested, a graduate student may be referred to additional university service providers as needed.

# DEGREE PROGRAMS

<b>Program Title or School</b>	<b>NY State Degree</b>	<b>Area of Concentration</b>	<b>Hegis No.</b>	<b>Certification</b>
<b>Faculty of Arts &amp; Sciences</b>	M.S.	Information Security & Digital Forensics	0799	
<b>Faculty of Business Administration</b>	MBA	Business Administration	0506	
	M.S.	Finance	0504	
<b>Faculty of Education</b>	M.S.Ed.	Educational Leadership	0828	

# 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. Student fees can be paid in the Records and Financial Services Office.

## Fees 2020-2021

### Tuition Per Credit Hour

Challenge Examination Fee .....\$225

Niagara University applies program based tuition. For specific up-to-date information on program tuition and fees visit [www.niagarau.ca/studentsand-alumni/student-payments/](http://www.niagarau.ca/studentsand-alumni/student-payments/).

## Payments

The board of trustees of Niagara University reserves the right to alter the schedule of fees. All fees are payable each session in advance or by an authorized payment plan. Information regarding a payment plan is available in the student accounts and financial aid offices. Payments can be made by cash, check, money order, Visa, MasterCard or Discover. All amounts due are payable in Canadian funds. Failure on the part of any student to settle his/her account could prevent him/her from attending classes; making schedule changes; taking final examinations; or receiving academic credit, professional certificates, transcripts of record, recommendations, or a diploma. Any known financial awards appear as deductions from the amount due. Students are responsible for the payment of variances due to a reduction in actual awards.

### Late Registration Fee

(Nonrefundable)

A late registration fee can be 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 or sends an email from their Niagara email account to his/her dean stating his/her intention to

withdraw. The following are refund policies for 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. Niagara will follow the chart below to determine the correct amount of tuition refund. A \$100 administrative fee as provided by law will reduce the calculated refund. If a student registers for a class, does not attend or drop the course, an automatic administration fee can be charged up to \$500, if the student subsequently requests to have the course backdated. The percent refunded shall be applied to tuition and semester fees.

### Course Revision

If a student should decide to withdraw from a course after the drop/add period and add another course, he/she will be refunded for the course dropped according to the following schedule and will be charged the full hourly tuition rate for the course added.

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

The official withdrawal date is determined using the following criteria:

- Date student began Niagara's withdrawal process or date student otherwise provided official notice
- Date related to circumstance beyond student's control

## Committee on Refunds

An appeal for refund of tuition, room and board may be made to the Committee on Refunds provided that continued attendance and/or residence by the student is made impossible by reasons of serious illness (supported by a doctor's certificate) or by changes in conditions of the student's employment (supported by the employer's certificate) or other emergencies which, in the opinion of the

committee, 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 semester by the initial due date or by an authorized payment plan. Payments can be made by credit card, cash, check, money order, or bank draft made payable to Niagara University. Banks will not accept personal checks drawn on foreign banks 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, an official transcripts or diploma.

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.

## Financial Liability

All students sign the Financial Responsibility Agreement prior to registration. In a published Niagara University policy, it is understood a student 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. If a student registers, receives aid, and then drops classes after receiving a refund they must make arrangements for repayment of any unearned aid. If no satisfactory repayment arrangements are made their account will be sent to a collection agency, which may



be based on a percentage at a maximum of 33.33 percent of the debt, and reported to national credit reporting agencies. 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. Venue for any dispute shall be Niagara County unless otherwise designated by the University.

### **Ontario Student Assistance Program (OSAP)**

Students enrolled in the MBA, MS Finance or MS ISDF programs may be eligible, if qualified, for loans, grants, or awards granted under the Ontario Student Assistance Program (OSAP).

Online application is recommended as there are no application fees; website ([osap.gov.on.ca](http://osap.gov.on.ca)) is available 24 hours a

day, and students can get an on-the-spot estimate of the amount of funding they may receive. For complete details, access the OSAP website at [osap.gov.on.ca](http://osap.gov.on.ca).

### **OSAP Repayment Policy**

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

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

The responsibility for returning unearned aid lies with the student.



# FINANCIAL AID

## Assistantships and Scholarships

For more information on scholarships, please visit [www.niagarau.ca/students-and-alumni/scholarships/](http://www.niagarau.ca/students-and-alumni/scholarships/).

## NU Student Emergency Loan Program

An emergency student loan fund has been made available by Niagara University which enables students to borrow loans on a short-term emergency basis at a nominal service charge. The office is located in the Office of Student Records and Financial Services, Butler Building.

## Other Information

Over-awards: Each semester a number of financial aid recipients become “over-awarded” as the result of receiving additional assistance after receiving their initial financial aid package or because the students enrollment status changes. As a result, some students may have received refunds for which they are no longer eligible which may result in owing a balance back to the university. To avoid this problem, students are urged to notify the Financial Aid Office promptly when they receive additional funds from any source not listed in their award letters or when students change their enrollment status.

Students must reapply for financial assistance each year. The academic year begins with the summer session and continues with the fall and spring semesters. Students who attend in the fall and spring and then wish to attend Niagara University the FOLLOWING summer session must complete a new FAFSA as the summer begins a new academic year. The FAFSA is available at [www.fafsa.gov](http://www.fafsa.gov).

## Good Standing

Students are considered to be in good academic standing as long as they have met all of the requirements to continue in the program, have not been placed on academic warning and are permitted by their Dean to remain in a graduate degree program. Students who do not maintain good standing are subject to the following:

## Policy

Students enrolled in Master’s programs must meet all the following criteria to advance in their programs of study:

1. Maintain an overall Grade Point Average (G.P.A.) of not less than 3.0. Students who do not meet this criterion will not be eligible to continue in the program and will be subject to the process identified below.
2. Successfully complete all coursework.
3. Maintain the professional and ethical standards of the profession, the college, and the accrediting agencies as applicable to the specific program of study.

### I. Grievances Specifically Excluded from this Process

- a. Complaints directly related to academic integrity, grade appeal, student grievance, student code of conduct, student-athlete code of conduct, and matters controlled by NUSGA bylaws are exempt from this policy and should be resolved via the procedures in the relevant policies and controlling documents.
- b. Students concerned that their lack of progress was based in part or wholly on the basis of discrimination based on race, color, gender, sexual orientation, military status, disability, predisposing genetic characteristics, marital status, or other status, should consult the Title IX Coordinator before taking any action under this policy.

### II. Oversight of the Graduate Student Eligibility Policy

If any situation occurs that is not covered in the procedure of this policy, the academic dean of the college in which the program resides, in consultation with the provost, will issue guidance consistent with the overall fair and respectful spirit of the policy. This decision regarding the procedure to be followed will be final.

### III. Revision of this Policy

Any revision of this policy must be approved by the provost in consultation

with the academic deans for each college and from the Academic Senate.

## IV. General Student Guidelines

- a. In general, it is the responsibility of the student to contest a dismissal on his or her behalf.
- b. To demonstrate adherence to deadlines, students are required to make requisite submissions via official Niagara University email accounts.

## Procedure

### Actions Resulting in Warning and/or Dismissal

#### I. Failure to achieve a minimum G.P.A. of 3.0 in each semester of study

Students will be reviewed for satisfactory academic progress after completion of nine (9) graduate credit hours. If the student’s GPA is below a 3.0, the student will be placed on Academic Warning. A student who is placed on academic warning must, during the next nine (9) credit hours of study, raise his or her overall GPA to a minimum of 3.0. This may require students to retake certain courses. Students may, in accordance with the Graduate Course Retake Policy, repeat up to a maximum of two courses. This policy does not replace the requirement to maintain a minimum 3.0 overall GPA.

If the student’s GPA is still below a 3.0 after eighteen (18) graduate credit hours, the student will be subject to dismissal. Each dean of a college in which a graduate program is located will review the satisfactory academic progress of his or her graduate students to ensure compliance with this policy.

Students who are below a GPA of 3.0 after nine (9) graduate credit hours of completed graduate coursework will be notified of their academic status. Students who are below a GPA of 3.0 after eighteen (18) graduate credit hours of completed graduate coursework will be dismissed, subject to appeal. A notice of dismissal will be provided within 10 university days (counted as Monday through Friday) after the final day for the submission of

grades. This decision may be appealed in accordance with the Appeal Process listed below.

## II. Failure to successfully complete all coursework

A maximum of two (2) final grades below a B- will be permitted. Students who have earned more than two (2) grades below B- must, retake the number of courses required to bring them into compliance with this requirement up to a maximum number allowed under the Graduate Course Retake Policy. Students who do not meet this requirement will not be eligible to continue in the program and will be dismissed from the university. When a student receives a second grade below a B- he or she will be placed on academic warning.

A student who is placed on academic warning must, during the next nine (9) credit hours of study, must resolve the issue of grades below a B- pursuant to applicable university policies. This policy does not replace the requirement to maintain a minimum 3.0 overall GPA.

If the student has not resolved the issue within the next nine (9) graduate credit hours, the student will be subject to dismissal. Each dean of a college in which a graduate program is located will review the program progression of his or her graduate students to ensure compliance with this policy. Students who have not resolved this issue will be dismissed from the university. A notice of dismissal will be provided by the dean within 10 university days after the final day for the submission of grades. This decision may be appealed in accordance with the Appeal Process listed below.

## III. Maintain all program requirements

Each program shall set its own requirements and standards. As such there may be additional requirements beyond those specifically stated above that must be successfully attained. It is the responsibility of the student to verify program requirements with the program director, chair or dean.

## Appeal Process

### I. Grounds for Appeal of Dismissal

Grounds for appeal for academic reasons are covered under the Academic Grade Appeal and Academic Integrity Policies. As such, appeals concerning dismissal are restricted to the following two conditions:

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

### I. Process for Appeal of Dismissal

The name of a committee tasked with oversight of graduate student satisfactory academic progress toward degree completion will be the Graduate Academic Progress Committee (GAP). This committee will be comprised of three members as follows: one member designated by the registrar, and the associate dean from each college, or his or her designee, where a conflict may exist. A panel of three members shall constitute a quorum. This committee will elect a chair to communicate the decision of the committee to the student, the registrar, and the dean of the college which housed the program from which the student was dismissed.

1. Any appeal of a notice of dismissal will be submitted by the student to the Graduate Academic Progress Committee (GAP) for review within 10 university days of the official notice. The appeal shall include an explanatory cover letter and any other relevant materials the student believes will support the claim to have the decision of dismissal reversed;
2. The GAP will notify the dean of the college from which the student was dismissed, that an appeal and has been filed.
3. The GAP will convene to hear the case within 10 university days of notice;
4. The student and the person given official oversight of the program from which the student was dismissed shall cooperate as needed. The committee may request additional information from any party when making their decision.
5. A decision will be made within 10 university days from the time when

the record on appeal is complete. This decision will be forwarded through official university email by the committee chair to the student, the registrar, and the dean of the college which housed the program from which the student was dismissed student;

6. Any appeal of the GAP decision to uphold the dismissal may be submitted by either the student or the dean of the department from which the student was dismissed, to the provost for review within five university days of the official notice. The appeal shall include an explanatory cover letter and any other relevant materials the student believes will support the claim to have the decision of dismissal reversed.
7. A complete record of materials shall be forwarded by the GAP chair to the provost.
8. The provost will review the case and within 10 university days return a decision to the student, the chair of the GAPC and the dean of the college offering the program from which the student was dismissed.
9. The decision of the provost is final and will not subject to further appeal.

## 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 and/or grant students are eligible to receive is based on the information they provide.

Online application is recommended as there are no application fees; website ([osap.gov.on.ca](http://osap.gov.on.ca)) is available 24 hours a day,

and students can get an on-the-spot estimate of the amount of funding they may receive.

For complete details, access the OSAP website at [osap.gov.on.ca](http://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 website [www.cra.gc.ca](http://www.cra.gc.ca) along with detailed program information.

# FACILITIES, ENVIRONMENT *and* SERVICES

## Identification Cards

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

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

## Library

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

## Research Assistance

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

## Do Research 24/7 From Your On-Campus Room, Home or Office

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

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

## Borrowing Materials

The library's collection consists of 200,000 books and 28,000 periodical titles in print and electronic formats that support your research needs. Your university ID card is

your library card, and you may borrow and keep out 25 books at a time. If you need books that the library owns, you can visit the library in person or fill out the online request form. We will deliver the book to you at your Ontario location.

## Interlibrary Loan and Document Delivery

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

## Fax Service

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

### Hours:

#### School Year:

Monday–Thursday: 8 a.m.–Midnight

Friday: 8 a.m.–8 p.m.

Saturday: 10 a.m.–5 p.m.

Sunday: Noon–Midnight

#### Summer:

Monday–Thursday: 8 a.m.–9 p.m.

Friday: 8 a.m.–4 p.m.

Saturday: 10 a.m.–4 p.m.

Sunday: Closed

For more information, please call 716.286.8000 or visit our website at [www.niagara.edu/library](http://www.niagara.edu/library).

## Office of Academic Support

The services available for graduate students through the Office of Academic Support include writing assistance and support for students with disabilities.

The Writing Center offers help to all enrolled students with their writing at any point in the process. There are two locations: the Office of Academic Support on the first floor of Seton Hall and the library behind the reference desk on the main floor. Center hours are posted at the beginning of each semester at [www.niagara.edu/oas-writing-center-hours](http://www.niagara.edu/oas-writing-center-hours). Students can sign up to meet with a tutor by logging

into their myNU under the “Resources” tab and clicking on Writing Center Registration. For more information, please contact Martha Krupa, Coordinator of Tutorial Services, at 716.286.8075 or [mkrupa@niagara.edu](mailto:mkrupa@niagara.edu).

Graduate students with documented disabilities are eligible to receive reasonable accommodations such as time extensions for tests, in-class notetaking support, and other types of accommodations each semester. Students must contact the Disability Services staff each semester to request assistance. For more information, please go to [www.niagara.edu/oas-disability-services](http://www.niagara.edu/oas-disability-services).

## Career Services

Career Services provides students and alumni with the best possible assistance in developing and achieving their career objectives as they work toward the goal of lifelong career satisfaction. The office also facilitates internship placements and the award of academic credit for work-integrated learning. For more information about career opportunities and internships, students and alumni can contact Career Services in Bailo Hall, 716.286.8530, or [careers@niagara.edu](mailto:careers@niagara.edu).

## Counseling Services

The Counseling Services Office 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, learn how to use 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 circumstances. Services offered include: individual and group mental health counseling; personal wellness counseling; medication management support groups; workshops; consultation; and substance use assessment and referral. All counseling sessions are confidential.

For more information visit <https://niagarau.ca/students-and-alumni/student-affairs/counseling-services>.

# 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](http://www.niagara.edu/academicintegrity). It is expected that students will familiarize themselves with and abide by this policy.

#### **Academic Freedom**

Students should review the Niagara University "Policy on Ownership of Student-Created Intellectual Property," found at [www.niagara.edu/policyonstudentip](http://www.niagara.edu/policyonstudentip) so they can learn about this aspect of Academic Freedom.



# FACULTY *of* ARTS *and* SCIENCES

## Master of Science in Information Security and Digital Forensics

Dean: Peter Butera, Ph.D.

[www.niagarau.ca/academics/programs/msi/sdf/](http://www.niagarau.ca/academics/programs/msi/sdf/)

### Full-time Faculty

Petter Lovaas, D.Sc.

Perry W. Benson, Ph.D.

Glenn R. Papp Jr.

### Admission Requirements

Candidates for admission must submit application materials via [www.niagarau.ca/students-and-alumni/admissions](http://www.niagarau.ca/students-and-alumni/admissions).

For specific program requirements please visit <https://niagarau.ca/students-and-alumni/admissions/requirements-by-program>.

### Goals

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

- (1) To provide advanced education and professional development in information security and digital forensics for those currently working in the world of cyber security.
- (2) To provide advanced education for those seeking future leadership positions in the world of cybersecurity.

The program serves two student populations: those currently working full time who seek further education in the field, and those not yet working in the field who plan to pursue information security and digital forensics 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, data privacy, software security, research, 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 world of data privacy and security in an efficient, effective, and ethical manner.

### Program of Study

The master of science degree in information security and digital forensics consists of a 12-course sequence totaling 36 semester hours. All courses earn three credits. All classes are offered in weeknights and on Saturdays and convenient class scheduling permits students to maintain a healthy work-school balance.

All 12 courses are core requirements. The master's degree program is designed for completion in four semesters for full-time students.

### Master of Science in Information Security and Digital Forensics

(36 semester hours)

Core Requirements  
(six courses)

CIS 500	Principles of Information Security and Federal Law
CIS 510	Data Privacy
CIS 520	Managing Security Risks
CIS 530	Ethical Hacking
CIS 540	Network Security
CIS 550	Software Security
CIS 565	Computer Forensics I
CIS 585	Computer Forensics II
CIS 580	Modern Cryptography
CIS 595	Mobile Forensics and Security
CIS600	Capstone Project/Research Project I
CIS601	Capstone Project/Research Project II

### 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, MA Interdisciplinary Studies, or EDU counseling courses) must be obtained by the student prior to registration for the course(s).

### Courses

#### CIS 500 — Principles of Information Security and Federal Law

Presents students with the opportunity to explore and discuss information security, to learn about current information security threats and how to protect information. Students will gain experience in the use of network protection mechanisms such as firewalls, intrusion detection systems, and other security tools.

*three semester hours*

### **CIS 510 — Data Privacy**

Introduces the students to research and topics in Data Privacy. Privacy is increasingly becoming critical to both organizations and private citizens. This course explores privacy from various fronts including its impact on businesses. Additionally, students will examine privacy from a global perspective, in particular, how international privacy policies concerning information security compare to those in the U.S.

*three semester hours*

### **CIS 520 — Managing Security Risks**

A study of the existing risk management frameworks, models, processes and tools to equip students with the theory, science and practical knowledge to operationalize risk management in an organization or government agency.

*three semester hours*

### **CIS 530 — Ethical Hacking**

Presents students with the opportunity to explore and discuss ethical hacking, and to specifically learn about methods used to prevent unauthorized access to networks. Students will gain experience in the use of penetration testing tools, vulnerability assessment tools as well as reporting. Furthermore, students will look at exploits in detail to understand preventative measures.

*three semester hours*

### **CIS 540 — Network Security**

Introduces network firewall security. It will cover basic installation techniques, discuss how to make an intelligent choice of firewall technology and present basic firewall troubleshooting. Moreover, it will cover different intrusion detection systems and their signatures. Students will complete hands-on exercises and case projects for testing and evaluating various firewall techniques.

*three semester hours*

### **CIS 550 — Software Security**

Introduces students to research in foundations of software security. Basic static and dynamic enforcement of security policies to enhance software security will be investigated. Language-based security and tools for specifying

security policies for different programming languages will also be discussed.

*three semester hours*

### **CIS 565 — Computer Forensics I**

Introduces students to the techniques and tools of computer forensic investigations. Students will learn how to utilize computer forensic tools in investigations. The course maps to the objectives of the IACIS certification. Topics include coverage of the latest technology including cell phones, and portable devices.

*three semester hours*

### **CIS 585 — Computer Forensics II**

Advances student's knowledge of computer forensics and allows students to sit for the ACE certification. Topics include password recovery, network forensics and forensic case investigations. Additionally, students will research current computer forensics issues in a changing digital world.

*three semester hours*

### **CIS 580 — Modern Cryptography**

Introduces students to the foundations of modern cryptography, with an eye toward practical applications. The objective of this course is to provide a foundation of cryptography in an applied manner so that students can grasp its importance in relation to the rest of the information security field. The course covers the principles of number theories and cryptographic algorithms and cryptanalysis.

*three semester hours*

### **CIS 595 — Mobile Forensics and Security**

Will familiarize students with mobile devices and technology used by carriers as it relates to mobile forensics. Students will identify data that can be retrieved from mobile devices, such as cell phones, smartphones, and GPS devices. Recovered data will be analyzed and investigated to recreate crime scenes.

*three semester hours*

### **CIS 600 — Capstone Project/Research Project I**

The combination of theory, principles, best practices, methodologies, tools, and technologies associated with Information Security and digital forensics. The Capstone seminar uses scholarly research methods to develop analytics, problem-solving, and research skills required to solve a real-world information security challenges.

*three semester hours*

### **CIS 601 — Capstone Project/Research Project II**

The combination of theory, principles, best practices, methodologies, tools, and technologies associated with Information Security and digital forensics. The Capstone seminar uses scholarly research methods to develop analytics, problem-solving, and research skills required to solve a real-world information security challenges. CIS 600/601 require ISDF students to present their findings/research to an open forum on campus.

*three semester hours*





# FACULTY *of* BUSINESS ADMINISTRATION

Master of Business Administration  
Master of Science in Finance

Dean: Mark Frascatore, Ph.D.

MBA Director: Ann Rensel, Ph.D.

M.S. Finance: Hoontaek Seo, Ph.D.  
Chair, Department of Finance

Christopher Wright, Ph.D.  
Chair, Department of Management

[www.niagarau.ca/academics/programs](http://www.niagarau.ca/academics/programs)

## Full-time Faculty

Galina Boiarintseva, Ph.D.

Chang Jie Ju, Ph.D.

Ann D. Rensel, Ph.D.

Paul Richardson, Ph.D.

Patrick O'Meara, CFP, CMA/CPA

## Admission Requirements

Candidates for admission must submit application materials via <https://niagarau.ca/academics>.

For specific program requirements please visit <https://niagarau.ca/students-and-alumni/admissions/requirements-by-program>.

## Goals and Benefits

Niagara University's graduate programs within the Faculty of Business Administration are internationally accredited by the AACSB, the most prestigious international accreditation that can be earned by business schools. The graduate programs are designed for students and professionals who wish to pursue careers in business or related fields. Two graduate programs are offered: the Master of Business Administration (MBA) and the Master of Science in Finance (M.S. Finance).

## Convenience and Flexibility

Classes can be taken on Saturdays from 9 a.m.–5 p.m. or weekdays in the evening. Saturday classes operate on a five-week accelerated basis. Evening classes meet once a week for semester-long blocks. An online option is also available for students who prefer to take classes off campus. Depending upon qualifications and background, the graduate programs can be completed in as few as 12–16 months.

This flexibility of class times and format, along with our superior faculty and facilities, makes our graduate business programs the preferred choice.

## Master of Business Administration (MBA)

The MBA program delivers the high-impact learning and analytical skills required for career success. The MBA program serves students who wish to take courses on a full-time basis, managers who desire a part-time curriculum as they further advance their careers, and executives who may desire a more personalized online approach. Regardless of career goals, the Niagara University MBA:

- 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, and interpersonal skills with a focus on ethical decision-making.
- Positions you for global success by providing a global and integrative perspective of business through relevant, real-world applications.
- Offers a suite of specialized learning opportunities including trade visits to China, new product commercialization, and advanced portfolio management.
- Introduces a global alumni and stakeholder network of executives and businesses for success in the global economy.

## A Wealth of Concentrations

Niagara University offers six areas of concentrations which include:

- Accounting
- Finance
- Global Business and Supply Chain Management (GBSCM)
- Strategic Management
- Strategic Marketing
- Healthcare Administration

## Master of Science in Finance (M.S.F.)

The master of science in finance provides students with rigorous advanced study in the areas of corporate finance, investments, and

financial risk management.

The program consists of twelve courses and can be completed within a one-year period by attending evening and Saturday classes. Eight required courses provide a thorough foundation in the field of finance; the remaining four courses allow students select from distinct tracks based on the desired career path.

Students completing the program are qualified to work in banking, investment management, consulting, and financial planning.

## Programs of Study

Both the MBA and the M.S. Finance programs require that students have a four-year baccalaureate degree. 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, students should request a meeting with the director of their respective program. Advisement is available through the Faculty of Business Administration's Office of Graduate Studies.

## MBA Program

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 prerequisite 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, health care administration, 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. This course should be taken only after students have completed 33 credit hours of course work.

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.

## MBA 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 610	Financial Management
MGT 651	Strategic MIS*
MGT 670	People in Organizations

**18 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**

\*Students in the Global Business and Supply Chain

concentration must take MGT 674

### Block IV

#### Concentration (Elective) 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 (Select any three)

Prerequisite: MKG 631

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

##### Healthcare Administration

##### Concentration

MPH 663	Management and Policy in Healthcare Organizations
ACC 664	Financial and Managerial Accounting in Healthcare Organizations
MPH 668	Strategic Management in Healthcare Organizations
MBA 682	Healthcare Executive Placement

##### Finance Concentration (Select any three)

Prerequisite: FIN 641

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

##### Global Business and Supply Chain

##### Concentration

\*MGT 674 is a prerequisite for MGT 654 and MGT 655

MGT 676	International Management
MGT 655	Global Transportation Systems
MGT 654	Global Sourcing and Risk Management

##### Strategic Management Concentration

(Select any three courses)

MGT 673	Production and Operations Management
MGT 675	Strategic Human Resource Management (Prerequisite: MGT 670)

MGT 677 Organizational Development

### Block V

#### Capstone Course (Final course)

Prerequisite: must have completed 30 credit hours at time of registration

MGT 691	Business Research Strategy and Planning
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**3 hours**

## M.S. Finance Program

The M.S.F. prerequisites need to be completed prior to beginning the M.S. Finance core courses. These courses help develop quantitative, written, oral, and analytical skills. Students may satisfy the requirements for the prerequisite courses through prior academic studies.

## M.S. Finance Curriculum

(three-credit-hour courses)

### Block One — M.S. Finance Prerequisites

(three credit-hour courses)

ACC 505	Fundamentals of Financial and Managerial Accounting
ECO 525	Economics for Managers
MGT 515	Analysis of Quantitative Data
FIN 320/FIN 610	Financial Management

**12 Hours**

### Block Two — M.S. Finance Core

(30 credit hours)

ACC 601	Strategic Accounting Analysis and Planning
ECO 640	Econometrics
FIN 615	Valuation and Financial Modeling
FIN 643	Corporate Financial Policy
FIN 644	Investments
FIN 645	International Finance
FIN 681	Derivative Securities
FIN 685	Fixed Income Securities
FIN 686	Derivative Strategies for Financial Institutions
FIN 690	Applied Portfolio Management

\*capstone course

## Satisfactory Academic Progress, Warning, Probation, Dismissal

To graduate with a graduate degree from the College of Business Administration, a student must earn a 3.0 quality point average (QPA). The student's progress is evaluated regularly to ensure that this

standard is met. There are three levels of admonitions to inform the student if they are falling below the standard. These are (1) Warning, (2) Probation, (3) 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 graduate program within the College of Business Administration. This occurs when a student's academic performance is no longer acceptable. A student is dismissed from the graduate program if, after completing 27 or more credit hours, a quality point average of at least 3.0 has not been achieved.

Graduate students are dismissed if their QPA is less than or equal to the following values: (assures 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

**College of Business Administration 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 probability; (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

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

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*

### **MKG 631 — Marketing Strategy and Tactics**

This course introduces principles of marketing, the key foundations of marketing strategy, the levers of marketing tactics, and the essential elements of effective marketing planning with a focus on competing in today's dynamic, fast-changing environment. Real-world applications, case studies, and simulations are integrated into the material. Students complete the course understanding how to conceive, create, and engage in long-term value creation for market success using

the latest strategic thinking and tools.

*three semester hours*

### **MKG 632 — Social Media, Networks, and Communication**

Prerequisite: MKG 631

Integrating social media, broadcast communications, event marketing, sales promotion, and personal selling into a network of touchpoints to create and sustain value is a key challenge for today's business. This course addresses these cutting-edge topics through real-world campaigns, hands-on learning, and analysis of new and traditional media definitions and opportunities. Students complete the course understanding how to build, grow, and measure a network of communication effects that leverage social media and broadcast communication to maximize brand value.

*three semester hours*

### **MKG 633 — Marketing Analytics, Insight, and Action**

Prerequisite: MKG 631

Successful marketing requires the ability to launch, monitor, assess, and direct strategic resources to achieve multiple goals and outcomes while leveraging a portfolio of marketing investments. This challenge is met by implementing digital analytic platforms through which market performance metrics are disseminated via user-friendly dashboards and notification systems. In this course, students learn how to leverage digital analytics for marketing insight, action, and success.

*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*

### **ECO 640 — Econometrics**

The objective of this course is to prepare students for empirical work in economics. Specifically, topics covered will include basic data analysis, regression analysis, testing and forecasting. Students are provided the

opportunity to use economic data to test economic theories. We will utilize computer software in all facets of our approach. This is believed to be a more applied course, ultimately knowing the limits of software packages and what theories mean for empirical analysis will be stressed.

*three semester hours*

### **FIN 610 — Financial Management**

This course takes the perspective of the corporate financial manager attempting to pursue strategies that increase shareholder wealth. Basic tools necessary for analyzing and interpreting financial data will be developed. In FIN 610 we will emphasize the corporate investment decisions or capital budgeting decisions. Topics covered will include financial statement analysis, pricing bonds and stocks, the relationship between risk and return, cost of capital and capital budgeting.

*three semester hours*

### **FIN 643 — Corporate Financial Policy**

Prerequisite: FIN 610

This course focuses on the financial decisions. The course will include cases that illustrate different real-world financial situations faced by corporations. This course should help prepare students for careers in commercial and investment banking, corporate financial management, as well as more general business careers that have a substantial finance component. Topics covered will include capital structure, payout policy, security issues, mergers and acquisitions, and risk management.

*three semester hours*

### **FIN 644 — Investments**

Prerequisite: FIN 610

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 610

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 654 — Global Sourcing and Risk Management**

The widespread practice of purchasing finished goods, parts and supplies from all regions of the world creates inherent complexity and risks. This course addresses how to manage these challenges through supplier and global sourcing strategies, logistics partner selection, quality assurance, and the understanding of INCOTERMS and instruments of international payment to manage risk and accurately determine landed costs. Understanding government regulations, sustainability issues, differing language, social, legal, and ethical issues across cultures are also topics.

*three semester hours*

#### **MGT 655 — Global Transportation Systems**

This course focuses on global transportation systems that are essential to international trade including air freight, ocean freighters, containerships and cross-border land transport in North America. Topics will include pricing, security, distribution strategies, and how to utilize third party logistics providers of international services. Important current issues related to regulation, domestic security, the environment, energy usage, and risks to transportation in politically unstable regions are discussed.

*three semester hours*

#### **MHA 652 — Information Management in Healthcare**

This course provides the healthcare management student with a foundation in the concepts of information management within common and specialized data structures. This course will focus on the understanding, manipulating and use of data stored in multiple data systems for data-driven operational analysis, organizational performance and decision making.

*three semester hours*

#### **MPH 663 — Management and Policy in Healthcare Organizations**

This course examines the legislative process and patterns of health legislations. Students analyze the issues and political processes involved in the current health legislation and health legislative proposals at the national and state levels. Upon completion, students will develop an in-depth understanding of the persistent issues facing the healthcare system, the law and its application to the industry and be able to think critically about current and future issues in healthcare management.

*three semester hours*

#### **MPH 668 — Strategic Management in Healthcare**

Prerequisites: MPH 663, ACC 664

This course integrates theory in business administration and healthcare administration using a strategic management framework. Students completing this course will have an ability to evaluate the strategic planning options and process that healthcare organizations must employ to ensure viability and success as they adapt to the change in the environmental, regulatory and competitive healthcare industry, determine the impact of health policy on the strategic planning and management process of healthcare organizations, and analyze the management of providing effective services in a healthcare delivery system with limited resources. Principles and methods of strategic planning in the healthcare environment will be addressed through readings, cases and research.

*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 website at: [www.niagara.edu/supply\\_chain/mba\\_strategic\\_scm\\_course.htm](http://www.niagara.edu/supply_chain/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 inter-nationalization 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*

### **FIN 681 — Derivative Securities**

This course is an introduction to the analysis and use of derivative securities, such as options, futures, forwards and swaps. Topics covered will include arbitrage, Binomial and Black Scholes pricing models, hedging, swaps and the increasingly critical role of derivatives in the financial system.

*three semester hours*

### **MBA 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*

### **FIN/MGT/MKG 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*

### **ACC/FIN/MGT/MKG 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.

*up to three semester hours*

### **ACC 685 — CPA Research, Practice, and Strategy**

Prerequisites: ACC 601, ACC 602, ACC 603

This course is designed to give students a comprehensive review of the advanced topics in auditing and attestation; the general business environment; regulation, including tax and business law; and financial accounting and reporting. The course is intended for students who plan to pursue a career in public accounting. Students are required to complete CPA exam practice problems according to a rigorous schedule. Instructors will lecture on research methods, contemporary accounting issues, strategies for passing the CPA exam. A fee is required for a user license for a CPA exam review program.

*three semester hours*

### **FIN 686 — Financial Institution Management**

This course is a comprehensive review of the structure, function and operation of financial institutions. Its focus is primarily with commercial banks, savings banks, investment banks, hedge funds, insurance companies and investment management firms. The course has a special emphasis on identifying, quantifying and managing the risks faced by each of these organizations, including interest rate risk, credit risk, liquidity risk, market risk and foreign exchange risk. For each of these risks specific tools and techniques to manage these risks are examined and tested, such as asset liability matching, securitization, forwards, futures, swaps, caps, floors and collars.

*three semester hours*

### **MGT 691 — Business Research Strategy and Planning**

33 semester hours completed are required before registering for this course.

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



# FACULTY *of* EDUCATION

Dean: Chandra J. Foote, Ph.D.  
www.niagarau.ca

Roberto Leone, Ph.D.  
Associate Dean, Ontario

## Ontario Studies

James N. Mills  
Chair, Leadership Studies  
Patricia Briscoe, Ed.D.  
Carol Doyle-Jones, Ph.D.  
Zuhra Abawi, Ph.D.

## Admission Requirements

- a. **Official Transcripts:** Official transcripts of all colleges and universities attended in a sealed institution envelope. If you have not yet graduated and/or your degree has not been conferred, please enclose an in-progress letter.
- b. Two references (academic, professional or volunteer) are submitted online as part of the application process. After submitting your online application, you will be able to directly email your references to request a recommendation.
- c. **Statement of Intent:** Two-page, double-spaced, typewritten statement discussing your academic and/or research background, your career goals, personal philosophy, and how Niagara University's graduate program will help you meet your career and educational goals. Please include your name at the top of this uploaded document.
- d. **Résumé and/or Experience Profile — Online (Optional):** Résumé and/or profile including all professional experiences relating to the intended field of study.
- e. **Graduate Testing Requirements:** Score reports should be sent to the Office of Graduate Education at the address below.
  1. **Teacher Education and Advanced Education Applicants:** Testing is not required for students seeking admission to Educational Leadership, CAS Teaching English to Speakers of Other Languages, CAS Special Education, or Applied Behavior Analysis Advanced Certificate unless otherwise request by the dean.

2. Applicants are required to submit one of the following: General Record Examination (GRE), Miller Analogies Test (MAT), Accuplacer Examination (Offered on NU campus), SAT or ACT scores.
3. **Testing information is available using the following links:** www.gre.org (GRE), www.pearsonassessments.com/postsecondaryeducation/graduate\_admissions/mat.html (MAT), www.accuplacer.collegeboard.org (Accuplacer), www.collegeboard.org (SAT), and www.act.org (ACT).
4. Applicants with an undergraduate GPA of less than 3.0 may also be required to complete a personal interview and writing sample.
5. **School Counseling and Clinical Mental Health Counseling Applicants:** Applicants are required to take the GRE. Niagara University students/graduates with a final (or last two years of course work) GPA of 3.0 or above are NOT required to take the GRE.

## 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.

## Mission

It is the mission of the Faculty of Education to prepare leaders in educational and clinical professions, who demonstrate the knowledge, skills and dispositions needed to serve others and who further the values and practices of their respective professions in a global society. We seek to inspire our candidates in the Vincentian tradition, and to foster core professional dispositions of professional commitment and responsibility (fairness), professional relationships (includes belief that all children can learn), and critical thinking and reflective practice. As a faculty, we are committed to developing programs with courses, clinical experiences and assessments based on our Conceptual Framework.

## Conceptual Framework

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

### Student-Centering Through Constructivist Practice

This orientation is based on the belief that knowledge is created and developed by learners and is influenced by experiences, values and multiple identities (e.g., race, class, culture, gender, nationality, exceptionality, and language of individuals.) Grounded in Dewey's progressive educational philosophy, predicated on the learning theories of Piaget and Vygotsky, and furthered through the research of such modern leaders as Darling-Hammond, Shulman, Gardner, Perkins, and Danielson, this perspective drives us to place

the prior knowledge and experiences of students at the core of our practice and facilitate their development through meaningful exploration.

### Evidence-Based Best Practice

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

### Reflective Practice

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

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

### Advisement

Upon application to a graduate degree program, the applicant is immediately assigned a faculty advisor. While awaiting acceptance to the degree program, applicants should meet with the assigned faculty advisor 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 clinical mental health counseling.

Transfer credit is generally 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 Faculty of Education offers programs leading to the:

M.S.Ed. Educational Leadership (Ontario)

### Master of Science in Educational Leadership — Ontario

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

- EDU 528 Multicultural Education\*
- EDU 595 Introduction to Educational Research
- EDU 615 Educational Leadership
- EDU 649 Capstone for the School Building Leader
- EDU 632 The School Principalship
- EDU 635 Ontario School Law
- EDU 644 Instructional Supervision
- EDU 645 Curriculum Planning: Design, Implementation and Evaluation
- EDU 684 Research in Educational Leadership
- EDU 694 Administrative Internship

Two electives in educational administration

\*Fulfills requirement for course in another discipline

### Further Requirements

- Pass Administrative Internship
- Pass Comprehensive Exam

**Total Graduate Hours 36**

### Internship Requirements

The internship experience starts with embedded field experiences throughout required course work and culminates with two internship courses designed to provide an intensive authentic leadership experience aligned to the ELCC Standards. A minimum of 600 clock hours is required to complete the internship requirement.

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. Candidates complete the internship in one or two semesters. Candidates are required to register for EDU 697 (1 credit) for an extension of the internship beyond this timeline.

### Faculty of Education Courses

#### 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 530 — Managing Culturally Responsive Classrooms**

This course introduces teacher candidates to motivation and classroom management strategies that engage all students in an inclusive classroom. Candidates will 1. recognize personal/cultural lenses and biases, 2. develop knowledge and respect of students' cultural backgrounds, 3. examine the broader social, economic, and political context, 4. use culturally appropriate motivation and management strategies, and 5. commit to building caring classroom communities.

*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 615TL — Educational Leadership for Teachers**

This course studies the research and theories of educational leadership and their application in schools. Candidates will study and apply leadership theories and practice in the context of their schools. They will analyze leadership styles, and determine their own style and its impact in schools. The course will provide opportunities to examine and practice a variety of leadership roles. In addition, this course will incorporate the program themes of reflective practice, communication, diversity and technology.

*three semester hours*

### **EDU 617 — Group Dynamics**

This course examines the various counseling theories applicable to group counseling. Through an experiential mode of learning, the student will develop beginning skills for facilitating groups and in planning intervention strategies. The importance of evidence-based practice in group counseling will be explored. Special emphasis will be placed on the formulating of plans to evaluate the success of group interventions and the overall efficacy of group programs.

*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 628TL — Policy and Practice in Education for Teachers**

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. Candidates for Teacher Leader Certificate will be expected to read and understand recent policy documents as approved by the State Education Department and Board of Regents and analyze their impact in schools. Candidates will acquire skills related to the preparation and submission of an educational grant to address an educational problem. In addition, this course will incorporate the program themes of reflective practice, communication, diversity and technology.

*three semester hours*

### **EDU 629 — Effecting Dynamic Change**

A 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 629TL — Effecting Dynamic Change for Teachers**

This course is designed to study the change process as it applies to teachers and school programs and practice. Teacher leaders will learn how to effect dynamic change in the classroom and school to increase student achievement for all students. Through application to real contexts of schools, teacher leaders will apply and practice building relationships, establishing collaborative cultures, and providing transition rituals for teachers in the change process. In addition this course will incorporate the program themes of reflective practice, communication, diversity and technology.

*three semester hours*

### **EDU 631 — Leadership and 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 — 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 and 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 644TL — Instructional Supervision for Teachers**

This course provides an overview of the functions and major principles of instructional supervision. A critical examination of current research and leadership literature regarding instructional coaching is included. Models of supervision and coaching will be studied and applied within a framework of improving teaching performance and its impact on student achievement. The course will emphasize coaching skills and process to provide opportunity for direct application to resolve instructional problems in real classrooms. Personal and collaborative professional growth planning and how to establish, lead and support school learning communities will be included. In addition this course will incorporate the program themes of reflective practice, communication, diversity and technology.

*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 and 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 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 820 — Internship School Building Leader Part One**

This course provides the first half of the required two-course sequence internship experience for the advanced study educational leadership program for school building leader. The internship experiences

are aligned with program standards from the Educational Leadership Constituent Council. Candidates will complete a minimum of 300 of the 600 internship hours required in the program, and one-half of the course required portfolio requirements. Candidates are required to participate in on-line seminars. Some required hours are embedded in course activities completed throughout the program. This course is a prerequisite for EDU 821.

*three semester hours*

### **EDU 821 — Internship School Building Leader Part Two**

Prerequisites: EDU 820

This course provides the second half of the required two-course sequence internship experience for the advanced study educational leadership program for school building leader. Candidates will complete their remaining hours towards the 600 internship hours required in the program as well as the remaining portion of the course required portfolio requirements. Candidates are required to participate in online seminars. Some required hours are embedded in course activities completed throughout the program. The internship experiences are aligned with the Educational Leadership Constituent Council.

*three semester hours*

### **EDU 822 — Internship School District Leader Part One**

This course provides the first half of the required two-course sequence internship experience for the advanced study educational leadership program for school district leader. The internship experiences are aligned with program standards from the Educational Leadership Constituent Council. Candidates will complete a minimum of 300 of the 600 internship hours required in the program, and one-half of the course required portfolio requirements. Candidates are required to participate in on-line seminars. Some required hours are embedded in course activities completed throughout the program. This course is a prerequisite for EDU 823.

*three semester hours*

### **EDU 823 — Internship School District Leader Part Two**

Prerequisites: EDU 822

This course provides the second half of the

required two-course sequence internship experience for the advanced study educational leadership program for school district leader. Candidates will complete their remaining hours towards the 600 internship hours required in the program as well as the remaining portion of the course required portfolio requirements. Candidates are required to participate in online seminars. Some required hours are embedded in course activities completed throughout the program. The internship experiences are aligned with the Educational Leadership Constituent Council.

*three semester hours*

### **EDU 824 — Internship School Building/District Leader Part One**

This course provides the first half of the required internship experience for the educational leadership master's program for school building and school district leader. The internship experiences are aligned with program standards from the Educational Leadership Constituent Council. Candidates will complete a minimum of 300 of the 600 internship hours required in the program, and one-half of the course required portfolio requirements. Candidates are required to participate in on-line seminars. Some required hours are embedded in course activities completed throughout the program. This course is a prerequisite for EDU 825.

*three semester hours*

### **EDU 825 — Internship School Building/District Leader Part Two**

Prerequisites: EDU 824

This course provides the second half of the required two-course sequence internship experience for the educational leadership master's program for school building and school district leader. Candidates will complete their remaining hours towards the 600 internship hours required in the program as well as the remaining portion of the course required portfolio requirements. Candidates are required to participate in online seminars. Some required hours are embedded in course activities completed throughout the program. The internship experiences are aligned with the Educational Leadership Constituent Council.

*three semester hours*



### **EDU 826 — School District Business Internship Part One**

This course provides the first half of the required two-course sequence internship experience for the advanced study educational leadership program for school district business leader. The internship experiences are aligned with program standards from the Educational Leadership Constituent Council. Candidates will complete a minimum of 300 of the 600 internship hours required in the program, and one-half of the course required portfolio requirements. Candidates are required to participate in on-line seminars. Some required hours are embedded in course activities completed throughout the program. This course is a prerequisite for EDU 827.

*three semester hours*

### **EDU 827 — School District Business Internship Part Two**

Prerequisites: EDU 826

This course provides the second half of the required two-course sequence internship experience for the advanced study educational leadership program for school district business leader. Candidates will complete their remaining hours towards the 600 internship hours required in the program as well as the remaining portion of the course required portfolio requirements. Candidates are required to participate in on-line seminars. Some required hours are embedded in course activities completed throughout the program. The internship experiences are aligned with the Educational Leadership Constituent Council.

*three semester hours*

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