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## Foundation

Congregation of the Mission (Vincentian Community) — 1856

## Charter

New York State Legislature

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

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

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

## University Status

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

## Graduate Accreditations

The Middle States Association of Colleges & Schools

The National Council for Accreditation of Teacher Education

New York State Education Department

AACSB International

## Memberships

American Association of Colleges for Teacher Education

Association of Catholic Colleges & Universities

Commission on Independent Colleges & Universities

Middle Atlantic Association of Colleges of Business Administration

Western New York Library Resources Council

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

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

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

For additional information, contact:

### College of Arts & Sciences

Dunleavy Hall, P.O. Box 2026, Niagara University, NY 14109  
716.286.8060 • [www.niagara.edu/crj](http://www.niagara.edu/crj) • [www.niagara.edu/interdisciplinary/index.htm](http://www.niagara.edu/interdisciplinary/index.htm)

### College of Business Administration

Bisgrove Hall, P.O. Box 2201, Niagara University, NY 14109  
716.286.8051 • [www.niagara.edu/mba](http://www.niagara.edu/mba)

### College of Education

Academic Complex, P.O. Box 2042, Niagara University, NY 14109  
716.286.8560, [www.niagara.edu/education/graduate](http://www.niagara.edu/education/graduate)



## The NU Seal

Niagara University was founded in 1856 by the Congregation of the Mission (Vincentian Fathers and Brothers). The official seal of the university presents in symbol its history and purpose. The first title of Niagara University, Our Lady of Angels, is signified in the lower half of the coat of arms by the crown, the wings and the crescent moon inscribed in a diamond. The upper half of the coat of arms depicts wavy vertical lines symbolizing the grandeur and power of Niagara Falls. At the top of the shield, on a wreath in purple and white (the university colors), is a golden eagle, indicating the location of the university atop Monteaegle Ridge, overlooking the Niagara gorge. The eagle bears a purple diamond displaying a silver heart, symbol of Vincent de Paul. The motto at the base of the shield, "Ut Omnes Te Cognoscant" (Jn 17, 3) expresses the purpose of a Niagara University education: "That All May Know You."

**NIAGARA UNIVERSITY, NY 14109**  
**TELEPHONE: 716.285.1212**

# Academic Calendar

## Fall 2011

**Thursday, Sept. 1**

Advisement and late registration for new students from 12:30-3 p.m.

**Tuesday, Sept. 6**

Classes begin

**Monday, Oct. 10**

Columbus Day — holiday

**Friday, Oct. 21**

Midterm ends

**Friday, Nov. 11**

Last day for course withdrawal without permission

**Tuesday, Nov. 22**

Thanksgiving recess begins after the last class

**Monday, Nov. 28**

Classes resume

**Thursday, Dec. 15**

Examination week begins

**Wednesday, Dec. 21**

Fall semester ends

## Spring 2012

**Friday, Jan. 13**

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

**Monday, Jan. 16**

Classes begin

**Friday, March 2**

Midterm ends

**Saturday, March 3**

Spring break begins after the last class

**Monday, March 12**

Classes resume

**Friday, March 30**

Last day for course withdrawal without permission

**Wednesday, April 4**

Easter recess begins after the last class

**Tuesday, April 10**

Classes resume

**Tuesday, May 1**

Study day

**Wednesday, May 2**

Examination week begins

**Tuesday, May 8**

Spring semester ends

**Saturday, May 12**

Graduate graduation

**Sunday, May 13**

Undergraduate graduation

### 2012 Graduate Summer Session Holidays: May 28 and July 4, 2012

Session I: Monday, May 21 – Saturday, June 16, 2012

Session II: Monday, June 18 – Saturday, July 14, 2012

Session III: Monday, July 16 – Saturday, Aug. 11, 2012

The academic calendar for fall 2011 and spring 2012

is available online at

[www.niagara.edu/records/calendars.htm](http://www.niagara.edu/records/calendars.htm)

Students whose religious affiliation demands that they recognize certain days of religious observance may be absent from class, reschedule an exam or register without penalty. These days are not university holidays.

Students who expect to be absent from class on these days should inform their professors in advance.

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

## Enabling goals:

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

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

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

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

## Affirmative Action Policy

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



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

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

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

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

## Fields of Graduate Study

Niagara University has three graduate divisions: Arts and Sciences, Business Administration and Education. The Graduate Division of Arts and Sciences offers a program leading to an M.S. in criminal justice administration and an M.A. in interdisciplinary studies. The Graduate Division of Business Administration welcomes applications from all undergraduate disciplines, eg., science, humanities, engineering, arts and so on. It offers programs leading to a general management MBA; an MBA degree with concentrations in accounting, finance, strategic marketing, strategic management, international business, healthcare administration or human resource management; an MBA in professional accountancy (students may design a program that includes several concentrations); and an MBA/M.S. in school district business leader. The Graduate Division of Education offers programs leading to an M.A. and M.S. in education in foundations of

teaching (math, science and technology), literacy instruction, special education, school counseling, educational leadership (building and district leader), school business leadership, early childhood and childhood education, and middle childhood and adolescence education; and the advanced certificate in educational leadership (district, building or business), school counseling (for New York state certification). The College of Education also offers an M.S. degree and advanced certificate in mental health counseling and school psychology, as well as a Ph.D. in leadership and policy.

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

### Study Abroad

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

### Certifications

The M.S.Ed. in early childhood/childhood and middle childhood/adolescence leads to initial certification to teach in New York state. The M.S.Ed. in literacy instruction or special education leads to initial and professional certification to teach in New York state. The M.S.Ed. in foundations of teaching (math, science, technology) leads to professional certification in specific subject areas.

The M.S.Ed. in educational leadership leads to initial and professional certification as a school district leader (SDL) and a school building leader (SBL); the M.S.Ed. in school counseling leads to provisional certification as a school counselor.

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

The certificate of advanced study in special education leads to New York state initial/professional certification teaching students with disabilities, 1-6 or 7-12.

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

The M.S. and CAS in mental health counseling is licensure designated.

### Accreditation

All graduate programs at Niagara University are accredited by the Middle States Association of Colleges and Schools. These programs are registered by the Board of Regents of the University of the State of New York to confer the degrees listed under the degree program section. In addition, the MBA program has been accredited by AACSB International — The Association to Advance Collegiate Schools of Business. All the programs in education offered by the Graduate Division of Education are accredited by the National Council for Accreditation of Teacher Education (NCATE). The Graduate Division of Education has Ministerial Consent to conduct graduate education extension courses at selected sites in the province of Ontario, Canada, from the Ontario Ministry of Training, Colleges and Universities.

### Academic Regulations

#### General Regulations

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

### Admission

- (1) The graduate division is open to all students regardless of race, color, creed, national origin, sexual orientation, age or handicap, who hold a baccalaureate degree from an accredited institution. Specific admission requirements appear under each graduate division.
- (2) All documents pertaining to admission to the graduate division should be sent to the graduate director of the specific college: Arts and Sciences, Business Administration or Education, Niagara University, NY 14109.
- (3) Applicants for nonmatriculated status are required to submit a completed application for nonmatriculated status and all undergraduate and graduate transcripts. An application fee of \$30 (U.S. funds), payable to Niagara University, must accompany the application.
- (4) English Language Proficiency: Nonnative English speakers seeking admission to Niagara University must verify their proficiency in English by taking the Test of English as a Foreign Language. A TOEFL score of 500 (paper exam) or 61+ (Internet exam) is acceptable for the College of Business Administration. A TOEFL score of 550 (paper exam) or 79+ (Internet exam) is required for the College of Arts and Sciences. The College of Education requires a TOEFL score of 520 (paper exam) or 68+ (Internet exam).
- (5) All credentials submitted for admission become and remain the property of the university.
- (6) GMATs are required for only the MBA programs. Graduate Record Examination or Miller Analogy Test scores five or more years old are not acceptable to fulfill admission requirements for education programs.
- (7) Challenge exams are unacceptable at the graduate level.
- (8) Misrepresentations on application forms may result in expulsion or degree revocation.

## Immunization Requirements

New York State Public Health Laws 2165 and 2167 require students attending colleges and universities in New York taking six or more credit hours and born on or after Jan. 1, 1957, to demonstrate immunity to measles, mumps and rubella and to be educated about the risk of meningococcal disease.

### (1) Measles, Mumps and Rubella:

*First Dose* – administered after the age of 12 months.

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

As an alternative, the student can present laboratory proof of immunity. The student must submit a dated, legible copy of the lab report to the health services director.

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

An informational letter explaining all medical requirements is provided to all graduate students by the department with which they have registered or are available at [www.niagara.edu/healthcenter](http://www.niagara.edu/healthcenter).

Students must submit required forms directly online at [www.niagara.edu/healthcenter](http://www.niagara.edu/healthcenter) and access the link: Required Student Health Forms, then Graduate Forms.

Deadline for submission of all immunization requirements is 30 days before the first day of classes. As per New York state law and university policy, students who fail to submit required documents by the first day of classes will be deregistered from classes, removed from campus housing and prohibited on campus until their records have been processed. This may have implications for financial aid.

## Medical Insurance

While medical insurance is not required for attendance, students are strongly encouraged to carry private medical insurance to cover nonhealth center medical expenses for such items as lab work, diagnostic tests, referrals to specialists, and emergency room/urgent care facility visits. Students without coverage

may choose to purchase a plan available to NU students. The cost of medical insurance and knowledge of the coverage of a specific insurance plan are the sole responsibilities of the student.

## International Students

Proof of worldwide medical insurance effective for one year is mandatory for all international students. In addition to basic coverage, the student's insurance must provide at least \$10,000 for both repatriation and medical evacuation. No international student will be permitted to check into campus housing or register for class until all the specified information is part of the student's permanent record. International students who fail to submit required insurance documents to health services by the first day of classes will automatically have the university sponsored insurance plan charged to their student account. If the student's insurance policy of record lapses during university attendance, the student will be subject to suspension from the university until such time as health coverage is renewed.

For more information, visit [www.niagara.edu/healthcenter](http://www.niagara.edu/healthcenter).

## Visa Requirements

International/Canadian graduate students must file for a Certificate of Eligibility I-20 (I-20) in order to be admitted into the United States for the purpose of study. See "Canadian & International Students – Student Visas" later in this section of the catalog. Information is also available at [www.niagara.edu/international](http://www.niagara.edu/international) or by calling the records office at 716.286.8728.

## Transfer Credit

Transfer credit is permitted for graduate-level courses taken at an accredited U.S. institution, or at an institution included in the Association of University and Colleges for Canada, if taken in Ontario. Courses must be documented on a graduate transcript, the grade must be at least a B and, in the judgment of the dean, acceptable in the student's program. A maximum of nine credit hours may be transferred in the criminal justice program. A maximum of 12

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

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

## Classification of Students

- (1) Matriculated students are those who have received from the dean written acceptance into a program leading to a master's degree and/or advanced certificate program.
- (2) Nonmatriculated students are those who are not requesting admission into any program, or who are awaiting a decision concerning their admission. Once admitted to nonmatriculated status by the dean, they may register for courses for which they are qualified. No more than six credit hours earned as a nonmatriculant student may be applied to any program.
- (3) Auditor is a term applied to matriculated or nonmatriculated students when they register for a particular course but not for credit. When students are auditors in a particular course, they are expected to attend classes, but are not responsible for assignments or examinations.
- (4) Special students are undergraduate students completing their baccalaureate degree program who plan to matriculate into a graduate program.

## Classification of Courses

In some divisions, courses numbered 501-599 are open to advanced and qualified undergraduates and to graduates. A qualified undergraduate student may register in one of these courses only with the written permission of the appropriate dean. Courses numbered

600-999 are open only to graduate students and those seniors who are in a five-year graduate program.

## Grading System

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

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

*Quality of work required of all degree candidates*

B-		2.67 quality pts.
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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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R	Repeated	
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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 I (incomplete) is used when the professor is not prepared to give a definite mark for the term in view of illness or some other justifiable delay in the completion of certain assignments on the part of the student.

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

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

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

MBA students must repeat any course for which they receive a grade of F. M.S. criminal justice students must repeat any required course for which they receive a grade of F. Successful completion of that course with a grade of B or better will change the F grade to

an R (repeated). The grade of B or better, and not the F, will be computed into the quality point average. This policy applies to one F grade and only to MBA, education, M.A. interdisciplinary studies and M.S. criminal justice students. Students may avail themselves of this policy prior to the completion of their degree.

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

## Kappa Gamma Pi

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

## Cooperative Education

A cooperative education experience enables students to explore the world of work firsthand by providing a unique opportunity for them to earn while they learn. MBA and criminal justice graduate students are eligible to participate in the co-op program, enabling them to gain academic credit as well as paid work experiences in their field of study. The cooperative education program increases career choices for students, and helps employers to train and hire better qualified personnel.

Students are encouraged to consider co-op program opportunities early in the planning of their studies. Those unsure of their career goals are particularly encouraged to experience paid, on-the-job training through a co-op position. The program has proven to be an effective means of exploring and evaluating career interests, as well as a solid preparation for professional life. For more information about cooperative education, contact the co-op coordinator in the Office of Career Services, lower level Seton Hall, or call 716.286.8530.

## Attendance

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

## Graduation

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

## Registration

- (1) All students must register each term in which courses are taken.
- (2) Registration takes place at the time noted in the graduate course schedule. All returning students must edit their profile prior to every registration session. Log in to your myNU located on the home page, [www.niagara.edu](http://www.niagara.edu).
- (3) Certain graduate courses are open to qualified undergraduates for undergraduate credit, provided the undergraduates have the approval of their dean. Generally, this applies to seniors only, and requires the written permission of the dean.
- (4) After students have registered for research direction for a thesis or a project or a problem (601, 602, 603, 606 series or CRJ 650 or CRJ 659/660), they should promptly consult with the departmental chairperson concerning the assignment of a director for the thesis or project. Once the director has been assigned, the student should take the initiative in arranging for regular conferences.  
In the College of Education, EDU 595, Introduction to Educational Research, is a prerequisite for EDU 681-2-3, Independent Study and EDU 606, Thesis Direction.
- (5) Students who wish to add or drop courses after registration may do so

during the drop/add period at the beginning of the semester. No charge is incurred when the student drops a course before the first class meets. Dropping one class and adding another class results in no charge during the drop/add period. A student should contact the records office or relevant graduate division office for drop/add dates.

### **Time Limit**

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

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

### **File Reactivation and Readmission Procedures**

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

If the graduate student has failed to register for five or more consecutive semesters (summer sessions are not included), the student must file for 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 main office of the college in which the student's graduate program is located or from his/her graduate program adviser. The Graduate Reactivation and Readmission Form is also available on the Web at [www.niagara.edu/pdfs/reactivation\\_of\\_student\\_file.pdf](http://www.niagara.edu/pdfs/reactivation_of_student_file.pdf).

### **How to Process the Form**

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

### **Transcripts of Records**

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

A fee of \$5 is charged for each transcript. Only written requests can be accepted. Transcripts will not be furnished to students who have not settled all accounts.

### **Student Rights Under FERPA**

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

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

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

the request was submitted, that official will advise you of the correct official to whom the request should be addressed.

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

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

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

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

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

"Directory Information" may be released without the student's consent. Currently enrolled students may withhold disclosure of "Directory Information." To withhold disclosure, written notification must be received annually in the records office prior to Oct. 1. Forms requesting the withholding of "Directory Information" are available in the records office.

Niagara University assumes that failure on the part of any student to specifically request the withholding of categories of "Directory Information" indicates individual approval.

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

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

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

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

## Canadian and International Students — Student Visas

All international students should obtain a student visa prior to attending Niagara University. Each student should complete

an application for the Certificate of Eligibility Form I-20 (I-20) and submit it to the Records Office at Niagara University well in advance of their expected start date. After a student has been accepted to Niagara University and has submitted an I-20 application with appropriate documentation, Niagara University will provide the student with the I-20 to present to the U.S. Consulate when applying for a student visa. Canadian citizens may present the Form I-20 at the bridge for processing and should not go to a U.S. Consulate.

As of June 1, 2009, citizens of the United States, Canada, Mexico, and Bermuda are required to present a valid passport, passport card, NEXUS, or enhanced driver's license to enter the United States by land and sea. Already in effect, as of Jan. 23, 2007, federal regulations require these same citizens to have a valid passport to enter the United States by air.

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

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

More information about student visas is available at [www.niagara.edu/international](http://www.niagara.edu/international) or by contacting the Records Office at 716.286.8728

## Sexual Assault

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

Pursuant to N.Y.S. Educational Law Amendment (Sec. 6450.l.a.), the university:

- Acknowledges and adheres to the applicable local, county and state

laws which govern sexual assault, from aggravated sexual abuse to rape in the first degree.

- Encourages survivors to report cases of sexual assault to the civil authorities. If the accused is found guilty, he/she faces the possibility of fines up to \$1,000 and a jail term up to 25 years depending on whether the conviction is a felony or misdemeanor.
- May adjudicate student cases through the university judicial system, wherein the accountable party would face sanctions ranging from loss of privileges to university expulsion. Expulsion remains on the student's permanent academic record.
- Maintains a campus counseling center and on-call mental health resources during the academic year. In addition to individual and support group counseling, the center also provides a referral service to outside agencies with expertise in sexual assault survivor counseling. Campus ministers also are available for support and assistance.

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

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

The university is committed to updating and informing the campus community with respect to sexual assault cases and preventative measures. The following avenues are used to disseminate this information: offices of the vice president for student life, the dean of students and campus safety; First-Year Niagara; Campus Programming Board; resident assistant staff training programs; R.A. educational programs for students; NU Student Handbook; and informational flyers and posters.



## Sexual Harassment

Sexual harassment is a form of sex discrimination, which is illegal under Title VII of the Civil Rights Act of 1964, as it relates to employees, and under Title IX of the Education Amendments of 1972, as related to students. The university views sexual harassment as a form of misconduct, which undermines the integrity of academic and employment relationships. Accordingly, the university maintains mechanisms for reporting and investigating instances of alleged or apparent incidents.

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

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

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

An employee or student has the right to raise the issue of sexual harassment without fear of reprisal. Management at all levels is responsible for taking corrective action to prevent such harassment in the workplace. All reports of alleged sexual harassment will be investigated by one of the university sexual harassment officers as dictated by the specific

circumstance. Investigation will be conducted in as confidential a manner as possible. Any individual filing a complaint will be advised of the results of the investigation and any action taken.

In cases where a student is alleged to have sexually harassed another NU student, a report should be filed with the Office of the Dean of Students. The director of residence life (716.286.8100), and the assistant dean of students (716.286.8566) are available to investigate reports of sexual harassment. Students found to be responsible for committing offenses of sexual harassment may be issued warnings, educational and community service projects, residence hall reassignment, disciplinary probation, residence hall expulsion, suspension or expulsion from the university. Counseling and support are available through the counseling services or campus ministry offices.

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

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

## Substance Abuse

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

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

The possession, sale, use

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

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

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

*Salé:* 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.

Niagara students are expected to abide by all federal, state, local, and foreign laws. Noncompliance with these and institutional policies regarding controlled substances can jeopardize a student's continuing attendance at the university. The sale of any controlled substance, including marijuana, can result in expulsion. Any involvement with controlled substances subjects students to very serious disciplinary actions.



# 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>College of Arts &amp; Sciences</b>	M.S.	Criminal Justice Administration	2105	
	M.A.	Interdisciplinary Studies	4999	
<b>College of Business Administration</b>	MBA	Professional Accountancy	0502	CPA
	MBA	Business Administration	0506	
	MBA	School Business Leadership	0828	
<b>College of Education</b>	M.A.Ed.	Foundations of Teaching	0801	Professional
	M.S.Ed.	Foundations of Teaching: Math, Science, Technology	0801	Professional
	M.S.Ed.	Special Education, 1-6 or 7-12	0808	Initial/Professional
	M.S.Ed.	Literacy Instruction, B-6 or 5-12	0830	Initial/Professional
	M.S.Ed.	School Counselor	0826.01	Prv/Permanent
	M.S.Ed.	Educational Leadership: School District/Building Leader	0827	Initial/Professional
	M.S.Ed.	School Business Leadership	0828	Professional
	M.S.Ed.	School Administration and Supervision (Ontario)	0828	
	M.S.Ed.	Early Childhood and Childhood, B-6	0802	Initial/Professional
	M.S.Ed.	Biology, 5-12	0401.01	Initial/Professional
	M.S.Ed.	Business Education, 5-12	0838	Initial/Professional
	M.S.Ed.	Chemistry, 5-12	1905.01	Initial/Professional
	M.S.Ed.	English, 5-12	1501.01	Initial/Professional
	M.S.Ed.	French, 5-12	1102.01	Initial/Professional
	M.S.Ed.	Spanish, 5-12	1105.01	Initial/Professional
	M.S.Ed.	Mathematics, 5-12	1701.01	Initial/Professional
	M.S.Ed.	Social Studies, 5-12	2201.01	Initial/Professional
	M.S.	Mental Health Counseling	2104.10	License Eligible
	M.S.	School Psychology	0826.02	Prv/Permanent
	Ph.D.	Leadership and Policy	2102.00	
<b>Advanced Certificate Programs</b>		School Psychology	0826.02	Prv/Permanent
		School Counselor	0826.01	Permanent
		School District Leader	0899.54	Professional
		Educational Leadership: School Building	0828	Initial/Professional
		Educational Leadership: School District	0827	Professional
		School Business Leadership	0827	Professional
		Mental Health Counseling	2104.10	
		Special Education, 1-6	0808	Initial/Professional
		Special Education, 7-12	0808	Initial/Professional
		Teacher Leadership	0828	
		Foundations of Teaching: Math Science, Technology	0801	

# Tuition and Fees

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

## Fees 2011-2012

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

## Tuition Per Credit Hour

MBA . . . . .	\$757
Criminal Justice . . . . .	\$613
Interdisciplinary . . . . .	\$613
Teacher Education Cohort . . . . .	\$633
<i>(with one-time comprehensive fee of \$150)</i>	
Educational Leadership . . . . .	\$597
Foundations of Teaching . . . . .	\$597
Literacy Instruction . . . . .	\$597
Mental Health Counseling . . . . .	\$597
School Counseling . . . . .	\$597
School Psychology . . . . .	\$597
Special Education . . . . .	\$597
Ontario Administration and Supervision . . . . .	\$340
Ph.D. in Leadership and Policy . . . . .	\$750

## Comprehensive Fee:

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

<b>Transcript</b> . . . . .	\$5
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## Parking Fees

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

## Late Registration Fee

*(Nonrefundable)*

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

## Refund of Tuition

A student officially withdraws from the university when he/she writes a letter to his/her dean stating his/her intention to

withdraw. The following are refund policies for complete or partial (course revision) withdrawal from the university.

### Complete Withdrawal

The refund will be based on the number of weeks remaining in the semester at the date of withdrawal. No refund will be granted after 60 percent of the enrollment period has passed (nine weeks). A \$100 administrative fee as provided by law will reduce the calculated refund. The percent refunded shall be applied to tuition, semester fees, room and board.

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

The student officially withdraws from a semester-long class:

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

If a student withdraws from a four- to six-week class:

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

### Course Revision

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

summer catalog.

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

### Federal Programs (Title IV)

Regulations require each educational institution to have a written policy for the refund and repayment of federal aid received by students who officially withdraw during a term for which payment has been received.

These policies are effective only if a student completely terminates enrollment or stops attending classes before completing more than 60 percent of the enrollment period. Federal aid is earned in a prorated manner on a per diem basis based on the academic calendar up to the 60 percent point in the semester. Federal aid and all other aid is viewed as 100 percent earned after that point in time. A copy of the worksheet used for this calculation can be requested from the Financial Aid Office. After the dollar amount to be refunded to the federal programs has been determined, the refund is applied to the accounts in the following sequence: Unsubsidized Federal Direct Stafford Student Loan, Subsidized Federal Direct Stafford Student Loan, Federal Perkins Loan, Federal PLUS Loan, and Federal Teach Grant. An official withdrawal is required, a student's failure to complete the appropriate forms as outlined in the chapter on general academic information may result in a smaller refund.

The official withdrawal date is determined using the following criteria:

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



reasons, together with supporting certifications. (See the section on withdrawal from the university for proper procedures.)

### **Additional Information**

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

Failure on the part of any student to settle any outstanding account in full may prevent that student from receiving academic credit, professional certificates, transcripts of records, recommendations, or any degree.

### **Financial Liability**

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

Examples of academically related activities:

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

### **Federal Program Repayment Policy**

The amount of Title IV aid that a student must repay is determined via the Federal Formula for Return of Title IV funds as specified in Section 484B of the Higher Education Act. This law also specifies the order of the return of the Title IV funds to the programs from which they were awarded, which is listed above. A repayment may be required when cash has been disbursed to a student from financial aid funds in excess of the amount of aid a student earned during the term. The amount of Title IV aid is earned by multiplying the total Title IV aid (excluding Federal Work Study) for which the student qualified by the percentage of time during the term that the student was enrolled. If less aid was paid than earned, the student may receive a late disbursement for the difference. If more aid was disbursed than was earned, the amount of Title IV aid that must be returned is determined by subtracting the amount earned from the amount actually disbursed.

The responsibility for returning unearned aid is allocated between the university and the student according to the portion of disbursed aid that could have been used to cover university charges and the portion that could have

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

### **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

# Financial Aid

All applicants for financial aid should submit a Free Application for Federal Student Aid (FAFSA) at [www.fafsa.gov](http://www.fafsa.gov). In addition, graduate students must submit the graduate financial aid application available in the Office of Financial Aid or at [www.niagara.edu/financialaid](http://www.niagara.edu/financialaid) (click on "graduate students").

To receive federal financial aid, students must not owe any refunds on federal Pell grants or other awards paid, or be in default on repayment of any student loan. All federal programs require the recipient to be enrolled as a regular student working toward a degree or certificate in an eligible program at the university, a U.S. citizen or eligible noncitizen (federal definition) and, if applicable, registered with the selective service. Students must make satisfactory academic progress to maintain eligibility for federal aid. Students on NU's warning and probation status (if reinstated) are eligible for federal and institutional aid. The maximum allowable period of time to receive financial aid is indicated on the satisfactory academic progress chart on page 16.

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

All federal programs are contingent upon actual Congressional appropriation.

## Student Employment Programs Graduate Resident Director Assistantships (GRD)

A graduate resident director assistantship is awarded under the auspices of the university's student life division. This position offers a qualified graduate student an opportunity to work with staff and residents in developing and promoting an extracurricular environment conducive to

maximum student growth in a residential setting.

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

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

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

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

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

Director of Residence Life  
O'Shea Hall, Niagara University  
Niagara University, NY 14109

## Federal Work Study Program (FWSP)

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

**Selection of Recipients and Allocation of Awards:** Niagara University makes employment reasonably available to all eligible students in the institution who are in need of financial aid. In the event that more students are eligible for FWSP than there are funds and/or positions available,

preference is given to students who have great financial need and who must earn a part of their education expenses.

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

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

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

**Rights and Responsibilities of Recipients:** Satisfactory job performance.

## Grant Programs

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

## Tuition Scholarships

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

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

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

## Graduate Assistantships

NU offers a limited number of graduate assistantships in various departments on campus to qualified matriculated students in one of NU's master's degree programs. Awards are made for one year and may

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

Candidates should submit a letter of interest and resume to:

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

### **Army ROTC Scholarships**

Graduate students can apply for full tuition Army ROTC scholarships including books (\$1,200 yearly) and stipend (\$4,500 first year and \$5,000 second year). Scholarship recipients are required to attend the four-week leadership training course prior to beginning their programs at Niagara. For more information contact the ROTC department at [rotc@niagara.edu](mailto:rotc@niagara.edu) or 716.286.8235/8230.

### **Religious Reduction**

Tuition discount offered to members of a Roman Catholic religious order (priest, brother, nun). For more information, contact the Financial Aid Office at [finaid@niagara.edu](mailto:finaid@niagara.edu) or 716.286.8686.

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

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

Students must apply annually.

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

*Award Schedule:* Awards may range up to \$4,000. Recipients must sign an Agreement to Serve and Promise to Pay with the U.S. Department of Education. If teaching service requirements are not fulfilled, a recipient must repay the grant as a Federal Direct Unsubsidized Loan, with



interest accrued from date grant funds were first disbursed.

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

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

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

*Revenue-sharing arrangements:* Per the 2008 Higher Education Opportunity Act, a "revenue-sharing arrangement," means any arrangement between an institution and lender (making loans per Title IV), wherein the institution recommends the lender or the loan products of the lender and in exchange, the lender pays a fee or provides other material benefits, including revenue or profit sharing, to the institution, an office or employee of the institution.

Niagara University and its employees will not enter into any type of revenue-sharing arrangement with any lender.

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

*Contracting Arrangements:* Employees of the financial aid office may not accept from a lender, or affiliate of any lender any fee, payment or other financial benefit as compensation for any type of consulting arrangement or other contract to provide services to a lender or on behalf of a lender relating to educational loans.

*Borrower Choice:* The Office of Financial Aid may not assign a borrower's student loan to a particular lender. The borrower will be responsible for deciding who to borrow his/her loan through after review of lender benefits and services. Niagara University will not

refuse to certify, or delay certification of, any loan based on the borrower's selection of a particular lender or guaranty agency.

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

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

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

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

### **Federal Perkins Loans**

Niagara University participates in the Federal Perkins Loan Program which provides loan money to graduate students. The loans are repayable beginning nine months after termination of schooling at a 5 percent interest charge. Graduate students may borrow up to \$8,000 per year, with a cumulative maximum of \$60,000 for both undergraduate and graduate education. Awards are based on exceptional financial need and available funding.

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

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

### **Federal Direct Student Loans**

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

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

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

The interest rate is set by the federal government at a fixed rate of 6.8 percent. There may be an origination/default fee deducted from the loan amount. Students must complete the Free Application for Federal Student Aid (FAFSA) to begin the application process for this loan. First-time borrowers are required to complete a Master Promissory Note and entrance counseling at StudentLoans.gov. Exit counseling is required at graduation or withdrawal from the university.

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

Telephone: 877.557.2575 (toll free)  
202.377.3800 (toll call)

Fax: 202.275.0549

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

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

E-mail: [fsaombudsmanoffice@ed.gov](mailto:fsaombudsmanoffice@ed.gov)

### **Federal Direct PLUS Loans for Graduate Students**

Eligible graduate students can borrow under the PLUS Loan Program up to their cost of attendance minus other estimated financial assistance. Requirements include a determination that the applicant does not have an adverse credit history and a fixed interest rate of 7.9 percent. Loan amounts are reduced by four percent as an origination fee with a 1.5 percent up-front interest rebate. Applicants for these loans are *required* to complete the Free Application for Federal Student Aid (FAFSA). They also must have applied for their annual loan maximum eligibility under the Federal Subsidized and Unsubsidized Direct Loan program before applying for a graduate PLUS loan.

### **NU Student Emergency Loan Program**

An emergency student loan fund has been made available by Niagara University which enables students to borrow 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).

### Satisfactory Academic Progress

Each student's progress will be evaluated at the end of each payment period (summer, fall, spring). Satisfactory Academic Progress is achieved by maintaining an appropriate academic average (GPA) and a minimum number of successfully completed hours.

The first time a student is not making satisfactory academic progress, the student may receive an automotive waiver, be permitted to remain matriculated at Niagara University, and remain eligible to receive federal student aid.

A student who is not making satisfactory academic progress a second or third subsequent time may appeal to the Satisfactory Academic Progress Committee. The appeal letter must include:

- (1) a description of why the student failed to make academic progress.
- (2) An explanation of what has changed in the student's situation that would enable him/her to demonstrate Satisfactory Academic Progress at the next evaluation period.

- (3) A description of how the student will meet SAP during the next evaluation period, or, in the case where it will take more than one semester to regain SAP, an academic plan that, if followed, will enable him/her to make SAP in the specific timeframe.

If the SAP committee accepts the appeal, the student will be readmitted to the university, placed on Academic Probation for the semester reinstatement, and will remain eligible to receive federal student aid for that semester. If the committee denies the appeal, the student will be dismissed which requires total separation from the university.

### Appeal of Decision

A student may appeal the decision of the Satisfactory Academic Progress Committee to the associate vice president for academic affairs for programs and policies. The decision of the AVPAA is final.

### Ontario Student Assistance Program (OSAP)

The Ontario Student Assistance Program offers financial assistance to help students from lower income families meet the costs of postsecondary education. OSAP assistance is intended to supplement financial resources of students and their families. (A student must be a

Canadian citizen or permanent resident of Canada or a protected person.)

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

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

For complete details, access the OSAP 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.

### Standards of Satisfactory Academic Progress for Federal Aid Programs — Graduate Definition for Programs in Education, Business, and Arts and Sciences

At the completion of this full-time semester	1	2	3	4	5	6
A student must have completed this number of hours	6	12	21	30	45	60
A student must have the required GPA	2.5	2.6	2.75	3.0	3.0	3.0
<i>Calendar: Semester</i>						



# Facilities, Environment and Services

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

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

## Administration

The locations of the colleges offering graduate programs are:

### Business Administration

Bisgrove Hall  
716.286.8050

### Education

Academic Complex  
716.286.8560

### Arts and Sciences

Dunleavy Hall  
716.286.8060

The offices of student accounts, financial aid and records are located in the Butler Building.

## Banking

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

## Campus Activities, Programs and Services

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

Athletics (\$70) — On-campus NCAA Division I athletic events, to include basketball and hockey.

Fitness and recreation (\$100) — Unlimited access to the Kiernan Recreation Center's facilities and programs during posted operational hours.

Student activities (\$105) — Events offered through the campus activities office, including concerts, lectures, sporting events, field trips, etc.

Theatre (\$20) — One ticket per university production.

Health services (\$80) — Access to benefits provided through the university's health center.

Payments may be made at the Student Accounts Office in the Butler Building.

## Campus Ministry/Chapel

Situated on the second floor of Alumni Hall, Alumni Chapel is open from 6 a.m. until 11 p.m. to all students for private prayer regardless of denomination. Daily Mass is celebrated Mondays through Fridays at 12:15 p.m. Sunday Mass is held at 11 a.m. and 10 p.m. (Schedule subject to change during semester breaks.) Requests are accepted for prayer intentions for each liturgy. Contact the Office of Campus Ministry at 716.286.8400 or [ministry@niagara.edu](mailto:ministry@niagara.edu) for more information.

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

In addition, campus ministry provides outreach to students in the area of faith formation, spiritual direction and pastoral counseling. A monthly newsletter outlining upcoming programs and Mass schedules is available in the chapel and in the Gallagher Center, or see the website to print a copy: [www.niagara.edu/ministry](http://www.niagara.edu/ministry).

## Campus Store

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

### Hours:

Monday–Friday: 9 a.m.–5 p.m.

Saturday: 10 a.m.–2 p.m.

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

## Career, Academic and Service Experience (CASE)

The Office of Career, Academic & Service Experience was created to integrate three outstanding student service departments: the Academic Exploration program, Career Services, and Learn & Serve Niagara. Our mission is to provide a holistic, developmental approach to global, experiential learning that assists students in identifying and pursuing their lifelong personal and professional goals through career, academic and service experiences.

CASE strives to provide a welcoming campus environment as we work in collaboration with faculty, staff and students. Our knowledgeable professionals assist students in discovering and building

self-awareness and help them to find their individual passions. It is our belief that providing professional and service opportunities that encourage students to reflect on their Vincentian values is imperative as students participate in active, integrative learning.

CASE consists of the following three offices:

### **Academic Exploration Program**

The Academic Exploration Program helps students identify their interests, abilities, and values to make an educated and confident major selection. AEP has been recognized by the National Academic Advising Association with an Outstanding Institutional Advising Award and the Outstanding Advising Administrator Award. AEP strives to provide the most innovative and best advisement for students and consequently attracts 15-20 percent of the incoming freshman class each fall. Advisors in AEP provide a supportive environment that encourages student academic success and aids in the transition to college life.

### **Career Services**

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

### **Learn & Serve Niagara**

The Niagara University experience embodies the altruistic spirit of St. Vincent de Paul. As declared in its mission statement, the university "... seeks to instill in its students a deep concern for the rights and dignity of the human person, especially for the poor, the suf-

fering, the handicapped, and the out-cast. It expects that the same concerns will inspire and motivate faculty and staff in the educative process." Niagara University's service-learning program, which combines community outreach with credit course work, has been named one of the nation's top programs of its kind by U.S. News & World Report and chosen for the President's Higher Education Community Service Honor Roll for exemplary service to the community five different times.

For more information, please visit [www.niagara.edu/case](http://www.niagara.edu/case).

### **Castellani Art Museum**

The Castellani Art Museum serves as a cultural resource for the university and its surrounding community, as well as regional and international tourists. Exhibitions of nationally known and emerging contemporary artists as well as traditional folk arts are presented each year. Artist talks, workshops and educational programming accompany each exhibition. Niagara County's only collecting art museum, the Castellani has a permanent collection of more than 5,700 works of art, including well-known artists such as Picasso, Miro, Dali, Calder, Nevelson, Warhol and many others. The museum is also home to *Freedom Crossing: The Underground Railroad in Greater Niagara*, a permanent exhibition that is part of the New York State Heritage Trail.

Education is central to the Castellani Art Museum's mission. Museum staff members teach art and art history courses in the classroom and galleries, using the museum collection as a teaching tool to make art come alive. Faculty and students frequently partner with the museum in a variety of tours and projects, where art is the catalyst for integrative learning. Work study and internship opportunities are available.

Admission is free, and students, faculty and staff are always welcome. For more information, visit [www.castellaniartmuseum.org](http://www.castellaniartmuseum.org). Information about the Underground Railroad interpretive center is available at [\[niagara.com\]\(http://niagara.com\). The museum is open to the public Tuesday – Saturday, 11 a.m.-5 p.m. and 1-5 p.m. on Sundays.](http://www.freedomcrossing</a></p></div><div data-bbox=)

### **Community Resources**

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

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

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

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

## Counseling Services

The Counseling Services Office, located in the lower level of Seton Hall, offers professional mental health counseling that gives students an opportunity to explore and share any situation, question or difficulty they may be experiencing. Counseling can help students get to know themselves, learn how to use counseling resources, and develop a wellness lifestyle.

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

### Hours:

Monday–Friday: 9 a.m.–5 p.m.

## Fitness and Recreation

### Athletics

Graduate students may purchase a pass to gain admission to men's/women's basketball and hockey games. Tickets also can be purchased at the door in the Gallagher Center or at the ticket office in Dwyer Arena. For more information, call 716.286.8622.

### Dwyer Arena

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

### Kiernan Recreation Center (KRC)

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

two racquetball courts; four basketball courts; a weight room; two fitness areas that include cardiovascular and strength-training equipment; and an aerobic and dance area. The university also maintains a number of outdoor recreational areas: a lighted turf field; tennis courts; basketball courts; baseball and softball fields; soccer fields; and large areas available for football, Frisbee and other outdoor sports.

The center is open seven days a week while school is in session and is available for use by graduate students for a per-visit or semester fee. Children and spouses of graduate students who pay the membership fee may use the center at no cost during the center's established family hours. Visit the Kiernan Recreation Center website for more information at [www.niagara.edu/kiernan-recreation-center/](http://www.niagara.edu/kiernan-recreation-center/).

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

During the summer months, the KRC offers one of the area's finest youth summer camps. Graduate students are welcome to register their children for the camp. This is also a fantastic employment option for graduate students.

## Food Service

### Commuter Plans

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

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

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

## Dining Facilities

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

*Gallagher Center Snack Bar* — The snack bar is located in the lower level of the Gallagher Center. It offers Mid-Town Deli, Western NY Classics (pizza, wings, and other WNY favorites), Freshen's Smoothies (fresh fruit smoothies), and Grill 486.

*Gally Market* — The Gally Market also offers a variety of grab and go items, Green Mountain coffees, and a full line of bottled beverages. It also offers a full line of candy, snacks, and cleaning supplies.

*Tim Hortons Caf  & Bakery* — Offering Tim Hortons coffee, bagels, donuts, Ice Capps and espresso.

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

## Health Services

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

The facility is staffed with a full-time nurse practitioner, registered nurses, and a part-time physician who provides a weekly morning clinic. Patients are seen on an appointment basis during the spring and fall semesters. Appointments may be scheduled through the student's MyNU accounts.

The student health center provides care for acute episodic illnesses or injuries common to healthy college students.

Services include, but are not limited to:

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

## Housing Facilities

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

Resident graduates are expected to adhere to the same policies and procedures

under the university's residence hall agreement as the undergraduate population, including a commitment to room and board for the full academic year. Exceptions to the one-year obligation can be made for those who are only at the university attending classes for one semester.

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

Housing may also be available to graduate students, on a limited basis, in the residence halls at \$35 per night during the academic year. Inquiries may be directed to the Office of Residence Life in O'Shea Hall.

## Identification Cards

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

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

Loss of an ID card or any problems with one should be immediately reported at St. Vincent's Hall room 106. Temporary cards are not issued. Replacement fees for a card are nonrefundable. However, if students find their original cards, they may have them reactivated free of charge.

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

used to put money on for campus funds.

For ID office hours, please call 716.286.7310.

## Library

The library offers an array of services and collections that will make your research easier.

### Research Assistance

Staff is on duty to help you during all hours the library is open. You can also reach us via email, phone, or online chat. Subject specialists are available to help you with research in your major.

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

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

### Computers

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

### Borrowing Materials

The library's collection consists of more than 200,000 books and more than 5,000 DVDs. We also offer a recreational collection with entertaining novels and DVDs. Your university ID card is your library card, and you may borrow and keep out 25 books at a time.

### Interlibrary Loan and Document Delivery

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

### Study Rooms

There are three group study rooms in the library, and each has a TV and DVD player. There is also a silent study room.

### Food and Drink

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

### Fax Service

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

#### Hours:

##### *School Year*

Monday–Thursday: 8 a.m.–1 a.m.

Friday: 8 a.m.–8 p.m.

Saturday: 10 a.m.–6 p.m.

Sunday: 11 a.m.–1 a.m.

##### *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.library.niagara.edu](http://www.library.niagara.edu).

### Lockers

Commuter students wishing to use a locker in the student center may contact the Office of Campus Activities in the lower level of the Gallagher Center at 716.286.8510.

### Lost and Found

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

### Parking

Each vehicle operated or parked on campus must be registered with the Campus Safety Office. All vehicles must display at all times a current parking permit. Parking permits are issued for a full year or for one semester. They are available 24 hours a day, seven days a week, at the Campus Safety Office located across from Dwyer Arena. Unregistered vehicles will be ticketed, immobilized or towed at the owner's

expense. Parking fees and violation fines are charged to the student's account.

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

#### Parking Registration Fees\*:

Full academic year . . . . . \$50

One semester only . . . . . \$35

Summer sessions only . . . . . \$30

Each additional family vehicle . . . \$10

*Decals are replaced at 60 percent of their original cost.*

*\*Fees are subject to change.*

To learn more about parking, visit [www.niagara.edu/safety](http://www.niagara.edu/safety).

### U.S. Postal Service

The post office is located in the Marian House at 1 Sophomore Drive. The Niagara University post office can accept U.S. passport applications. See [travel.state.gov](http://travel.state.gov) for application requirements and costs.

Post office boxes may be rented for an annual fee. For more information, call 716.286.8070.

#### Hours

##### *Window Services*

Monday–Thursday: 7:30 a.m.–4 p.m.

Friday: 7:30 a.m.–1 p.m.

Saturday: 8–11 a.m.

##### *Box Lobby*

Monday–Saturday: 7 a.m.–7 p.m.

### Security on Campus

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

In accordance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, information is distributed annually to all stu-

dents and employees and offered to any person making an inquiry regarding university admission or employment. Statistics are specified for the three preceding calendar years, with terms defined according to the FBI's National Incident-Based Reporting System. The data reflects all reported incidents occurring on campus, in campus residences, off-campus university properties, or public property adjoining the campus. To access the data reported to the United States Department of Education, go to [www.ope.ed.gov/security/InstDetail.aspx](http://www.ope.ed.gov/security/InstDetail.aspx).

To obtain a copy of the statistics, contact the director of Campus Safety at 716.286.8111.

### Services for Students with Disabilities

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

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

Individuals with disabilities seeking accommodations, adjustments, and/or auxiliary aids and services must contact and provide documentation of disability to the coordinator of disability services, Seton Hall, First Floor, 716.286.8076; [ds@niagara.edu](mailto:ds@niagara.edu); or fax: 716.286.8063.

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

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

For more information, call the Office of Academic Support at 716.286.8072.

### **Student Center**

The hub of campus activity is the Gallagher Center, where students can gather in a relaxed atmosphere. Located in the lower level are a food court and a coffee bar with adjacent vending machines, group study rooms, lounges, a game room, computer kiosks, an ATM, and a change machine. Some administrative and student offices also can be found in the building. Lockers may be checked out through the campus activities office. The upper level houses the university's main gymnasium and athletics offices.

### **Student Outreach and Support (SOS)**

The Office of Student Outreach and Support is dedicated to assisting students in any challenges they should encounter at Niagara University. We guide students toward solving problems and foster awareness of university services and resources.

### **Technology**

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

Many instructors use the Blackboard system in their courses, which is a course support system providing online instructional resources for students. This system is located at [blackboard.niagara.edu](http://blackboard.niagara.edu).

Niagara University offers Web-based student email accounts which are located at [mail.niagara.edu](mailto:mail.niagara.edu). There is also a student portal system called myNU for student use, which offers personalized content including course schedules, news, events, job opportunities, and much more; it is located at [mynu.niagara.edu](http://mynu.niagara.edu). Brochures are available at the help desk to offer instruction on the use of the various information systems on campus. The Office of Information Technology website, [www.niagara.edu/it](http://www.niagara.edu/it), offers assistance to students online and features frequently asked question lists and support information.

Information technology, such as computers, telecommunications, video, and network-related systems including both voice and electronic mail which is the property of Niagara University, will be used, maintained and controlled by university policy. The university regards such facilities as important to educational and administrative endeavors and mandates that such facilities be legally utilized by students in accordance with applicable policies, standards, licenses, and contracts. Violations may result in suspension of privileges to access such facilities, disciplinary action and/or possible criminal prosecution under federal and state laws. Niagara reserves the right to curtail certain information technology activities when in its judgment they are considered to interfere with NU's mission or educational objectives.

#### **Hours**

*Terminal and*

*Microcomputer Room*

Monday–Thursday: 9 a.m.–11 p.m.

Friday: 9 a.m.–5 p.m.

Saturday: Noon–5 p.m.

Sunday: 2–10 p.m.

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

For more information, call 716.286.8040.

### **Theatre**

Niagara University Theatre produces approximately eight productions each

year. Tickets may be purchased online at <http://theatre.niagara.edu>. Graduate students may purchase tickets at the youth rate of \$7. Tickets may also be purchased at the theatre box office Monday through Friday from 2:30–5:30 p.m. or one hour prior to curtain. Messages may be left on the box office voice mail at 716.286.8685 or [theatre@niagara.edu](mailto:theatre@niagara.edu).

### **Veterans Affairs**

Niagara University has been listed as a military friendly school in the G.I. JOBS 2011 guide and is a proud member of the Yellow Ribbon Program. As a result of this participation, veterans who are 100 percent covered under the Post 9/11 GIBill pay nothing toward tuition, fees or books at NU. Niagara has a full-time student veterans services coordinator. The Veterans Services Office is responsible for assisting veterans and their dependents receive their tuition assistance from the Veterans Affairs and helping military personnel transition from military to academic life. It has been approved for two work-study positions. Veteran students also have access to a private lounge with computer and printer. Niagara University has the first chapter of Student Veterans Association in Western New York. The Veteran Services Office is located in the Gallagher Center or call 716.286.8341, or visit [www.niagara.edu/veterans/](http://www.niagara.edu/veterans/).

# 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 acknowledgment that it is someone else's.

- Copying of any source in whole or part without proper acknowledgment.
- 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 with familiarize themselves with and abide by this policy.





# College of Arts and Sciences

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

Dean: Nancy E. McGlen, Ph.D.  
[www.niagara.edu/coas](http://www.niagara.edu/coas)

### Full-time Faculty

#### Ronald R. Winkley Director, M.S. in Criminal Justice Administration

Elizabeth Brown, Ph.D.  
Diana Falco, Ph.D.  
Talia R. Harmon, Ph.D.  
Timothy O. Ireland, Ph.D.  
Craig Rivera, Ph.D.  
Paul Schupp, Ph.D.  
David B. Taylor, Ph.D.

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

## Master of Science in Criminal Justice Administration Admission Requirements

Candidates for admission must send the following materials directly to:

- Director, Criminal Justice Program  
Graduate Division of Arts and Sciences  
Niagara University, NY 14109
- (1) The application, accompanied by a \$30 fee (U.S. funds), payable to Niagara University. An electronic version of the application is available at [www.niagara.edu/crj/masters/form.htm](http://www.niagara.edu/crj/masters/form.htm). If you apply via the Internet, the application fee is waived.
  - (2) Official transcripts of all previous college and university work, to be sent directly from the registrar of each institution.
  - (3) Two letters of recommendation to be sent directly to Niagara University by persons who know your qualifications and can assess your ability to perform graduate work.
  - (4) A personal statement of no more than 500 words that explains why you wish to pursue the master's degree program.

- (5) Scores on the GRE aptitude test, to be sent directly to Niagara University from the Educational Testing Service (which administers the exam). NU alumni who received a B.A. or B.S. from the College of Arts and Sciences in the previous five years may waive the GRE requirement if their overall undergraduate QPA was 3.0 or better. Also, GRE scores may be waived by the department depending upon professional experience and undergraduate performance. For further details, please contact the department.
- (6) For students whose native language is not English, scores on the TOEFL must be sent directly by the testing service.

### Goals

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

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

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

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

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

### Program of Study

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

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

## Master of Science in Criminal Justice Administration

(33 semester hours)

### Core Requirements

(six courses)

- |             |  |
|-------------|--|
| CRJ 500     | Seminar in System-Wide<br>Issues in Criminal Justice                 |
| CRJ 510     | Seminar in Criminal<br>Justice Management                            |
| CRJ 520     | Introduction to Statistical<br>Analysis                              |
| CRJ 530     | Seminar in Professional<br>Ethics and Liability                      |
| CRJ 540     | Research, Planning, and<br>Evaluation Methods in<br>Criminal Justice |
| CRJ 650     | Criminal Justice Policy<br>Paper<br>(three semester hours)           |
|             | <b>OR</b>  |
| CRJ 659/660 | Master's Thesis<br>(six semester hours)                              |

## Electives

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

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

## Unique Program Characteristics

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

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

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

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

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

## Courses

### CRJ 500 Seminar in System-Wide Issues in Criminal Justice

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

— three semester hours

### CRJ 510 Seminar in Criminal Justice Management

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

— three semester hours

### CRJ 520 Introduction to Statistical Analysis

This course is designed to provide the

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

— three semester hours

### CRJ 530 Seminar in Professional Ethics and Liability

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

— three semester hours

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

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

— three semester hours

### CRJ 555 Seminar in Theories of Crime

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

— three semester hours

**CRJ 560 Seminar in Capital Punishment**

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

— *three semester hours*

**CRJ 565 Seminar in Corporate and White-Collar Crime**

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

— *three semester hours*

**CRJ 570 Constitutional Criminal Procedure**

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

- *three semester hours*

**CRJ 572 Seminar in Penal Policy**

This course will consider issues relevant to punishment policy and politics in America. The ways in which crime control issues are identified and constructed and how punishment policies are framed and enacted will be addressed. The goal in this course will be to examine critically policy objectives, constraints, and outcomes in contemporary American punishment.

— *three semester hours*

**CRJ 575 Seminar in Comparative Crime and Justice**

This course will consider the operation of the criminal justice system in various parts of the world. The principal concern is to develop an understanding of common problems shared by all countries in dealing with crime and to provide an understanding of how effective these countries are in administering justice. These countries will be compared in terms of the crime rate, types of crimes, police practices, legal traditions, court practices, sentencing schemes and penal policies. The goal is to alert the student to what is taking place in other parts of the world and to encourage consideration of practices in other countries as offering possible solutions to current dilemmas at home.

— *three semester hours*

**CRJ 580 Seminar in Restorative Justice**

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

- *three semester hours*

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

This course considers the interrelationships among race, gender and class in the criminal justice system. Examined are the patterns and variations in crime across these variables. The assumptions, biases and relative strengths and weaknesses of theories of crime as applied across race and gender will be addressed. Attention will be given to women and minorities as offenders, victims and professionals in criminal justice with particular emphasis given to criminal justice sanctioning of crimes by and against women and minorities.

— *three semester hours*

**CRJ 585 Seminar in Special Problems in Criminal Justice**

This seminar is designed to examine a current issue in criminology and criminal



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

— *three semester hours*

**CRJ 600 Supervised Readings in Criminal Justice**

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

— *three semester hours*

**CRJ 650 Criminal Justice Policy Paper — Capstone**

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

— *three semester hours*

### **CRJ 659/660 Master's Thesis**

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

— *six semester hours*

### **Master of Arts Degree in Interdisciplinary Studies Admission Requirements**

Candidates for admission must send the following materials directly to:

Director, M.A.-IS Program

Graduate Division of Arts and Sciences  
Niagara University, NY 14109

- (1) Official transcripts of all previous college and university work, to be sent directly from the registrar of each institution. Minimum undergraduate G.P.A. of 3.0.
- (2) Scores on the GRE aptitude test, to be sent directly to Niagara University from Educational Testing Service.
- (3) Two letters of recommendation, to be sent directly to Niagara University by persons who know your academic qualifications and can assess your ability to perform graduate work.
- (4) A personal statement of no more than 1,500 words that explains why you wish to pursue this master's degree program and potential areas of study.
- (5) For students whose native language is not English, scores on the TOEFL must be forwarded to Niagara University.

### **Goals**

The Master of Arts-Interdisciplinary Studies degree offers students an opportunity to integrate a variety of methodological perspectives and modes of inquiry under a single degree program and course of study. By combining these

approaches, students construct an innovative curriculum that crosses traditional disciplinary boundaries, often to answer a specific question or to address a theme of interest to the individual student.

The M.A.-I.S. builds upon Niagara University's established graduate programs in the College of Education, the College of Business Administration, and the College of Arts and Sciences, as well as the diverse offerings of other departments across the university. Graduates will gain an in-depth understanding of graduate-level research and current trends in interdisciplinary scholarship, as well as preparation for advancement in their chosen career field.

### **Program of Study**

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

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

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

### **Master of Arts in Interdisciplinary Studies**

(33 credit hours)

#### **Requirements**

#### **Component A: Introductory Seminar**

(three credit hours)

IDS 500 Interdisciplinary Methods

#### **Component B: Disciplinary Core**

(six credit hours)

At least two courses must be taken from two different departments that outline basic research methods and current topics in the relevant field. Selected as part of the Introductory Seminar, they provide the methodological basis for the individually-designed

degree program. Appropriate courses are drawn from existing graduate courses and graduate-level special topics courses in relevant arts and sciences fields.

#### **Component C: Self-Designed Curriculum**

(18 credit hours)

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

#### **Component D: Capstone**

(six credit hours)

IDS 600/601 Capstone

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

### **Courses**

#### **IDS 500 Interdisciplinary Methods**

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

— *three semester hours*



### **IDS 520 Fundraising Fundamentals**

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

— *three semester hours*

### **IDS 550 Supervised Readings**

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

— *three semester hours*

### **IDS 585 Internship**

Students will work cooperatively with a government agency, nonprofit organization, corporation, community group or educational institution to solve a problem, complete a project or begin a new initiative. The internship must meet the organization's needs and fit the student's curricular plan. Written approval by the program director and partner required.

— *three semester hours*

### **IDS 600 Interdisciplinary Research Project I**

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

— *three semester hours*

### **IDS 601 Interdisciplinary Research Project II**

*Prerequisite: IDS 600*

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

— *three semester hours*

### **CMS 550 Special Topics**

This course is designed as a one-time graduate-level course to be offered when-

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

— *three semester hours*

### **ENG 545 Science Writing**

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

— *three semester hours*

### **ENG 546 Visual Rhetoric**

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

— *three semester hours*

### **ENG 548 Ethnography and Travel Writing**

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

— *three semester hours*

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

# College of Business Administration

## Master of Business Administration

Dean: Mark Wilson, Ph.D.

MBA Director: Peggy Choong, Ph.D.

[www.niagara.edu/mba](http://www.niagara.edu/mba)

### Full-time Faculty

Vincent Agnello, J.D.

Abdiweli Ali, Ph.D.

Christopher P. Aquino, CMA, CFM,  
M.B.A.

Mark Buxton, Ph.D.

Peggy Choong, Ph.D.

Lei Han, Ph.D.

John Hannon, Ph.D.

Shih-Jen Kathy Ho, Ph.D.

Edward W. Hutton, CFA

James W. Ingham, M.B.A.

James Kling, Ph.D.

Tenpao Lee, Ph.D.

Stephen Mayer, Ph.D.

Anna McNab, Ph.D.

Mikhail Melnik, Ph.D.

John Overbeck, M.B.A.

William Peek, Ph.D.

Bohdan Pikas, M.B.A., M.S.

Kristine Principe, Ph.D.

Ann D. Rensel, Ph.D.

Paul Richardson, Ph.D.

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

Hoontaek Seo, Ph.D.

Daniel L. Tompkins, Ph.D.

Lisa Williams, Ph.D.

Christopher Wright, M.B.A.

### Admission Requirements

Candidates for admission must send the following documents directly to:

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

- (1) The application, accompanied by a \$35 fee (in U.S. funds), payable to Niagara University.
- (2) Official transcripts of all previous college and university work, to be sent directly by the registrar of each institution.
- (3) Two letters of recommendation, to be sent directly by persons who know your ability to complete the MBA degree program.

- (4) Scores on the Graduate Management Admission Test (GMAT) sent directly by the testing service. Students with a GPA of 3.2 or above are not required to submit their GMAT.
- (5) Nonnative English speakers seeking admission to Niagara University must verify their proficiency in English by taking the Test of English as a Foreign Language. A TOEFL score of 500 (paper exam) or 61 (Internet exam) is acceptable for the College of Business Administration.

### Goals and Benefits

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

The Niagara University MBA program:

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

### Convenience and Flexibility

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

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

### Expertise

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

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

Students may also design a program that includes several concentrations.

### Program of Study

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

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

The prerequisite courses (Block I) are completed first. These courses will develop quantitative skills, effective writing and speaking style and analytical capabilities. These are necessary for the effective business decision maker, and serve as the foundation for the core courses. Students may satisfy the requirements of 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.

### **BBA/MBA in Professional Accountancy**

Niagara University offers an integrated 154-hour program in which students earn a BBA degree after four years and an MBA degree after the fifth year. The program prepares students for careers in public accounting, and is a New York state CPA 150 licensure-qualifying program for

the CPA exam. In the first three years of the program students take a common core of accounting, business and liberal arts courses. Students begin taking up to two MBA courses in the fourth year of

the program, and can complete the BBA/

MBA program in one additional year comprising the summer, fall and spring semesters. Students are awarded the BBA degree after completing BBA requirements (usually four years), and the MBA degree after completing MBA requirements (one additional year).

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

### **Beta Alpha Psi**

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

### **Beta Gamma Sigma**

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

## **M.B.A. Curriculum**

### **Block I**

#### **MBA Prerequisite Courses**

*(three-credit-hour courses)*

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

**18 hours**

### **Block II**

#### **Core Courses (Required)**

*(three-credit-hour courses)*

ACC 601	Strategic Accounting Analysis and Planning
MGT 611	Advanced Quantitative Methods
MKG 631	Strategic Marketing
FIN 641	Corporate Financial Policy I
MGT 651	Strategic MIS*
MGT 670	People in Organizations
MGT 682	MBA Co-op

**18 hours**

\* Healthcare administration concentration requires MGT 682 instead.

### **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**

\* Financial Planning & Strategic Wealth Management concentrations complete FIN 646 (Applied Portfolio Management) for restricted elective

### **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
MGT 682	MBA Co-op

**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
- MGT 683 MBA Co-op

**Healthcare Administration****Concentration**

- MPH 663 Management and Policy in Healthcare Organizations
- MPH 664 Financial and Managerial Accounting in Healthcare Organizations
- MPH 668 Strategic Management in Healthcare Organizations

**Finance Concentration** *(Select any three)**Prerequisite: FIN 641*

- FIN 643 Corporate Financial Policy II
- FIN 644 Investments
- FIN 645 International Finance
- MGT 683 MBA Co-op

**Human Resource Management****Concentration** *(Select any three)**\*Prerequisites: MGT 570, MGT 670*

- MGT 675 Strategic Human Resource Management\*
- MGT 677 Organizational Development
- MGT 678 Labor and Industrial Relations\*
- MGT 683 MBA Co-op

**Financial Planning Concentration***Prerequisite: FIN 641*

- FIN 671 Retirement and Employee Benefits
- FIN 672 Insurance & Risk
- FIN 673 Estate Planning

**Strategic Wealth Management****Concentration***Prerequisite: FIN 641*

- FIN 644 Investments
- FIN 674 Tax Planning
- MGT 683 MBA Co-op

**International Management****Concentration** *(Select any three)*

- FIN 645 International Finance  
*(Prerequisite: Fin 641)*

MGT 676 International Management  
*(Prerequisite: MGT 570)*

ECO 621 Global Economic Perspective  
*(Prerequisite: ECO 525)*

MGT 683 MBA Co-op

**Strategic Management Concentration***(Select any three courses)*

MGT 674 Strategic Supply Chain Management  
*(Prerequisite: MGT 611)*

MGT 675 Strategic Human Resource Management  
*(Prerequisite: MGT 670)*

MGT 677 Organizational Development

MGT 683 MBA Co-op

**General Business Concentration**

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

**Financial Planning and Strategic Wealth Management Concentrations**

Students interested in careers in financial planning and investment management are encouraged to complete the concentrations in financial planning, strategic wealth management, or both. These concentrations feature FIN 646 Applied Portfolio Management as the restricted Block III elective, and FIN 678 Cases in Personal Financial Planning as the Block V capstone course. Students who complete the requirement for both financial planning and strategic wealth management concentrations will meet the education requirements to sit for the Certified Financial Planner CFP® examination.

**9 hours****Additional Electives**

MGT681 Study Abroad  
*(Prerequisite: permission of director)*

MGT 682 MBA Special Topics/ Consulting Projects  
*(Prerequisite: permission of director)*

MGT 683 MBA Co-op (up to three credits)  
*(Prerequisite: permission of director.)*

*It is highly recommended that international students and students with minimal work experience enroll in a credit-bearing MBA co-op before the end of their second semester.*

**Block V****Capstone Course (Final course)***Prerequisite: must have completed 30 credit hours at time of registration*

MGT 691 Business Research Strategy and Planning

**3 hours**

\* Financial planning and strategic wealth management concentrations complete FIN 678 (Cases in Personal Financial Planning) for capstone requirement.

**Satisfactory Academic Progress, Warning, Probation, Dismissal**

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

**Warning**

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

**Probation**

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

**Dismissal**

Dismissal is a separation from the MBA program. This occurs when a student's academic performance is no longer acceptable. A student is dismissed from



the MBA program if, after completing 27 or more credit hours, a quality point average of at least a 3.5 is required in his/her remaining courses to earn a cumulative 3.0 Q.P.A.

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

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

## Courses

### ACC 505 Financial and Management Accounting

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

— three semester hours

### MGT 515 Analysis of Quantitative Data

The course focuses on: (1) graphical and arithmetical description of data; (2) the use of computer software in solving statistical problems; (3) the theory of 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, MGT 515*

An advanced core course in strategic accounting which focuses on the interpretation and analysis of accounting information for business decisions. Case

studies will be used to illustrate strategic decision processes. International accounting issues will be addressed. Topics include financial statement analysis, cash flow, case studies in budgeting, total quality management, activity-based management, target costing, job-order cost systems, cost allocation methods, and variable costing.

— three semester hours

### ACC 602 Advanced Business Tax Strategy

*Prerequisites: ACC 505, ACC 601*

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

— three semester hours

### ACC 603 Advanced Accounting Theory

*Prerequisites: ACC 505, ACC 601*

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

— three semester hours

### ACC 604 Advanced Auditing

*Prerequisites: ACC 505, ACC 601*

An advanced course in audit theory and practice, covering auditing concepts and procedures, audit research, computer

auditing, and Securities Exchange Commission (SEC) audits. Computerized audit problems and case studies illustrate audit concepts and practice.

— *three semester hours*

### **MGT 611 Advanced Quantitative Methods**

*Prerequisite: MGT 515*

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

— *three semester hours*

### **ECO 621 Global Economic Perspective**

*Prerequisite: ECO 525*

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

— *three semester hours*

### **MKG 631 Strategic Marketing**

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

— *three semester hours*

### **MKG 632 Product and Marketing Communication Strategy**

*Prerequisite: MKG 631*

Products are crucial to the achievement of strategic objectives within the organiza-

tion and they can and should be managed to optimize their performance. This course is designed to avail students of the best approaches to marketing management decisions in the areas of product management, product development and integrated marketing communication.

— *three semester hours*

### **MKG 633 Marketing Engineering**

*Prerequisite: MKG 631*

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

— *three semester hours*

### **MKG 634 Global Marketing**

*Prerequisite: MKG 631*

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

— *three semester hours*

### **FIN 641 Corporate Financial Policy I**

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

— *three semester hours*

### **FIN 643 Corporate Financial Policy II**

*Prerequisite: FIN 641*

This is an advanced course emphasizing capital market theory, risk management

and financial planning. Through study of the theory and case discussion, the course applies many of the analytical techniques studied in FIN 641.

— *three semester hours*

### **FIN 644 Investments**

*Prerequisite: FIN 641*

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

— *three semester hours*

### **FIN 645 International Finance**

*Prerequisites: ACC 505, FIN 641*

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

— *three semester hours*

### **FIN 646 Applied Portfolio Management**

*Prerequisite: FIN 350 or FIN 644*

This course blends theoretical concepts of equity analysis and portfolio management with practical experience in running the Monteaule Fund, Niagara University's student-run investment fund. Students conduct analysis of potential stock investments and monitor existing portfolio holdings.

— *three semester hours*

### **FIN 671 Insurance Planning and Risk Management**

*Prerequisite: FIN 641*

This course introduces students to risk

management and insurance decisions in personal financial planning. Topics include insurance for life, health, disability, property and liability risk, as well as annuities, group insurance and longterm care. This course is intended to provide coverage of required topics under the current topic list of the Certified Financial Planner Board of Standards (CFP).

— three semester hours

### **FIN 672 Retirement Planning**

*Prerequisite:* FIN 641

This course will include the importance of retirement planning, how to prepare an analysis of client's needs, an understanding of the Social Security and Medicare, as well as qualified and non-qualified retirement plans. This course is intended to provide coverage of required topics under the current topic list of the Certified Financial Planner Board of Standards (CFP).

— three semester hours

### **FIN 673 Estate Planning**

*Prerequisite:* FIN 641

This course focuses on the efficient conservation and transfer of wealth consistent with a client's goals and situation. It is the study of the legal, tax, financial and nonfinancial aspects of this process, covering such topics as trusts, wills, probate, advanced directives, charitable giving, wealth transfer and related taxes. This course is intended to provide coverage of required topics under the current topic list of the Certified Financial Planner Board of Standards (CFP).

— three semester hours

### **FIN 674 Income Tax Planning**

*Prerequisite:* FIN 641

This course focuses on principles and current law and practice in income taxation and its impact on financial planning for individuals, couples and families in their role as investors, employees, and business owners. This course is intended to provide coverage of required topics under the current topic list of the Certified Financial Planner Board of Standards (CFP).

— three semester hours

### **FIN 678 Cases in Personal Financial**

### **Planning**

*Prerequisites:* FIN 641, FIN 644 FIN 672, FIN 673, FIN 674

This course is an examination of the critical factors involved in determining the optimal allocation between asset classes and investment choices for individual investors. Students study how to prepare a recommended financial plan, with specific recommendations for investments percentages in equity, fixed income, cash, and alternative assets, based on an analysis of client goals, constraints and risk tolerance.

— 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

### **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 664 Financial and Managerial Accounting in Healthcare Organizations**

Healthcare institutions, both profit and not-for-profit, are under significant pressure to contain costs and improve the quality of services and products. Today's complex environment places greater emphasis on the financial implications of both managerial and clinical decisions. This course is intended to

provide students with an understanding of the principles and theory of both managerial accounting and financial management in healthcare organizations. On completion, students will also have a good overview of the current and historical healthcare financial issues.

— three semester hours

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

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/supplychain/mba\\_strategic\\_scm\\_course.htm](http://www.niagara.edu/supplychain/mba_strategic_scm_course.htm).

— three semester hours

### **MGT 675 Strategic Human Resource Management**

*Prerequisite: MGT 570*

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

— three semester hours

### **MGT 676 International Management**

*Prerequisite: MGT 570*

An overview of the concepts, institutions, and policies that influence international business. The course evaluates the importance of economic, sociocultural, political, and legal variables of operating in a global marketplace. In addition, the course examines structures, leadership styles, motivation strategies, and communication channels appropriate

for the transnational firm. Topics include developing economies, entrepreneurship, regional trading blocs, international human resource management, and the shift from planned to market-based economies.

— three semester hours

### **MGT 677 Organizational Development**

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

— three semester hours

### **MGT 678 Labor and Industrial Relations**

*Prerequisites: MGT 570, MGT 670*

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

— three semester hours

### **MGT 681 Study Abroad**

*Prerequisite: permission of the MBA director*

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

— three semester hours

### **MGT 682 Special Topics and Consulting Projects**

*Prerequisite: permission of instructor and the MBA director*

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

— three semester hours

### **MGT 683 MBA Co-op**

*Prerequisite: permission of the MBA director*

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

— up to three credit hours

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

*Prerequisite: All MBA prerequisite courses and all core courses must be completed at time of registration.*

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

— three semester hours

# College of Education

**Dean: Debra A. Colley, Ph.D.**  
[www.niagara.edu/education](http://www.niagara.edu/education)

## Full-time Faculty

**Chandra J. Foote, Ph.D., Chair,**  
**Early Childhood and Childhood**  
**Education (B-6)**

**Vincent Rinaldo, Ph.D., Chair**  
**Middle and Adolescence**  
**Education (5-12)**

**Kristine Augustyniak, Ph.D.,**  
**Chair, Professional Studies**

Alice Ajanga, Ph.D.

Mary Ellen Bardsley, Ph.D.

Roselind Bogner, Ph.D.

Morgan Brooks, Ph.D.

Kathleen Brown, Ph.D.

Sherriann Cianca, Ph.D.

Michelle R. Ciminelli, Ph.D.

Rev. Stephen J. Denig, C.M., Ed.D.

Robin W. Erwin, Jr., Ph.D.

Leticia Hahn, Ph.D.

Haoua M. Hamza, Ph.D.

Raphael C. Heaggans, Ed.D.

Shannon Hodges, Ph.D.

Jinyan Huang, Ph.D.

Barbara Iannarelli, Ph.D.

Lisa Kilanowski-Press, D.Ed.

Alice Kozen, Ph.D.

Kathleen McGrath, Ph.D.

Donna Kester Phillips, Ph.D.

Walter Polka, Ed.D.

Thomas J. Sheeran, Ed.D.

Michael Smith, Ph.D.

Susan Sze, Ph.D.

Sylvia Valentin, Ph.D., J.D.

Paul J. Vermette, Ed.D.

## Admission Requirements

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

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

Once all materials are received, your file will be sent for review to a program adviser, the chair and the dean. Some programs may require an interview with the faculty advisor.

Application checklist:

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

School psychology and Ph.D. applicants, including Niagara University students/graduates, must take the GRE. Additional requirements for admission to the Ph.D. program are included on page 48.

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

\*\*\*For students whose native language is not English, scores on the TOEFL are required. For the Internet-based TOEFL iBT Niagara University requires a total score of 103 with scores of at least

23 in listening, 24 in reading, 28 in writing and 28 in speaking. \*\*\*

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

## Mission

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

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

### (1) *Student Centering Through Constructivist Practice*

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

### (2) *Evidence-Based Practice*

Throughout our programs, we also emphasize that education and counseling

are most effective when they acknowledge and use current best-evidence in their professional practice. Candidates use a systematic process of critical and creative thought to produce and implement pedagogical approaches or counseling strategies. With an individualized framework for growth, there are multiple paths to effective practice and we encourage candidates to continuously examine and implement a wide range of research-based best practices and integrate the best research evidence with field experiences and comprehensive clinical practice that meets the needs of all learners.

### **(3) Reflective Practice**

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

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

### **Kappa Delta Pi**

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

## **New Applicants to Niagara University in the Graduate Division of Education**

### **Application**

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

### **Nonmatriculated Two-Course Limit**

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

### **Tuition Waivers for Professional Service**

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

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

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

The tuition waiver is valid for the

three semesters listed.

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

### **Advisement**

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

### **Transfer Credit**

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

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

### **Programs of Study**

The College of Education offers programs leading to the:

- M.S.Ed. Special Education  
(*Grades 1-6 or 7-12*)
- M.S.Ed. Literacy Instruction  
(*Birth-grade 6 or grades 5-12*)
- M.S.Ed. Math, Science, and  
Technology
- M.S.Ed. Educational Leadership  
(*Ontario*)
- M.S.Ed. Educational Leadership  
(*School building and school district*)
- M.S.Ed. MBA/School District  
Business Leader
- M.S.Ed. School Counselor
- M.S.Ed. Middle and Adolescence  
Education (*Grades 5-12*)

M.S.Ed. Early Childhood and  
Childhood Education  
(*Birth-grade 6*)

M.S. Mental Health Counseling

M.S. School Psychology

Ph.D. Leadership and Policy

#### **Advanced Certificate Programs:**

Mental Health Counseling

School District Leader

School Building Leader

School District Business Leader

School Counseling

School Psychology

Special Education

Teacher Leadership

Math, Science, Technology

The master's degree in education may qualify students for initial/professional teaching certification in early childhood, childhood, special, literacy and/or middle and adolescence in an academic or a special subject area, provided all other New York state certification requirements are met. The M.S.Ed. in school counseling leads to provisional New York state certification in school counseling. The programs in educational leadership may qualify students for New York state certification as a school building leader, a school district leader, or a school district business leader.

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

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

#### **Teacher Education Programs**

Candidates in programs leading to initial certification are expected to demonstrate competency in each of the Interstate New Teacher Assessment and Support Consortium (INTASC) standards. Candidates in programs leading to pro-

fessional certification are expected to demonstrate competency in the National Board for Professional Teaching Standards (NBPTS). In addition, candidates in all teacher education programs must demonstrate competency in each of the standards associated with the nationally recognized associations aligned with the areas of certification they seek. These associations include:

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

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

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

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

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

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

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

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

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

Literacy birth to grade 6 or grades 5 to 12: International Reading Association (IRA), [www.ira.org](http://www.ira.org).

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

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

Prerequisites:

- Baccalaureate degree with sufficient content core and liberal arts and sciences studies

- Ability to pursue full-time study with day and evening courses each week
- Other admissions criteria stated elsewhere

Program requirements:

- Field experiences: minimum of 75 clock-hours in first semester and 75 clock-hours in second semester
- State-required seminars and certification tests LAST ATS-W, CST
- Comprehensive exam and portfolio

Schedule of courses:

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

#### **First semester**

EDU 523	Foundations of Education
EDU 536	Human Learning, Development and Motivation
EDU 539	Characteristics of Students with Exceptional Needs
EDU 571	Foundations of Literacy Instruction
EDU 595	Introduction to Educational Research

#### **Second semester**

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

#### **Third semester**

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

#### **Middle Childhood and Adolescence**

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

For individuals who are not certified teachers, this 39 credit-hour program leads to initial certification in middle

childhood and adolescence education, grades 5-12 (intermediate/senior for candidates seeking certification in Ontario).

Prerequisites:

- Baccalaureate degree with sufficient concentration of studies to teach in one specific subject area (or if Canadian candidate, sufficient concentration of studies to teach in two specific subject areas). Subject areas for New York state include biology, business education, chemistry, English, French, math, Spanish, social studies.
- Ability to pursue full-time study with day and evening courses each week
- Other admissions criteria stated elsewhere

Program requirements:

- Field experiences: minimum of 75 clock-hours in first semester and 75 clock-hours in second semester
- State-required seminars and certification tests LAST, ATS-W, CST
- Comprehensive exam and portfolio

Schedule of courses:

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

#### First semester

EDU 523	Foundations of Education
EDU 528	Multicultural Education
EDU 536	Human Learning, Development and Motivation
EDU 571	Foundations of Literacy Instruction
EDU 595	Introduction to Educational Research

#### Second semester

EDU 505	Measurement and Evaluation in Education
EDU 539	Characteristics of Students with Exceptional Needs
EDU 577	Content Literacy Methods
EDU 760	Methods of Teaching Secondary Education (content specific)
EDU 761-766	Special Methods of Teaching in the Academic Subject Areas of Secondary Education

#### Third semester

EDU 781-786	Student Teaching in the Secondary Classroom
EDU 790	Professional Seminar in Secondary Education

#### Student Teaching

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

In order to student teach, students are required to have at least a B in methods courses, completed all field experience hours, demonstrated acceptable dispositions, and achieved an overall Q.P.A. of 3.0.

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

#### Comprehensive Exam

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

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

#### New York State Teacher Certification Examination (NYSTCE)

Graduates of the College of Education seeking initial certification in New York state must pass the three NYSTCE examinations — one in liberal arts (LAST),

one in professional education (ATS-W), and one in the content specialty (CST). It is advisable to take the liberal arts test (LAST) by the end of the first semester of study, the content specialty test (CST) after the second semester, and the professional education test (ATS-W) during student teaching. Advanced candidates complete the CST in their new area of certification (e.g. literacy or special education).

#### Title II Reporting

As reported in the 2009-2010 Annual Institution Report, 99 percent of NU's program completers passed the LAST, 100 percent passed the ATS- and the multisubject CST, 97 percent/average percent passed the English, math, biology and social studies CST, 99 percent passed the students with disabilities, and 100 percent passed the literacy CST, and the business CST. In educational leadership, 90 percent passed school building leader and 100 percent passed school district leader and school business leader.

The NYSTCE 2011-2012 registration information is available online at [www.nystce.nesinc.com](http://www.nystce.nesinc.com).

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

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

In addition, a fingerprinting-supported, criminal history background check for applicants for certification as well as prospective employees of school districts, charter schools and boards of cooperative educational services (BOCES) is required (SAVE legislation).

#### Special Education (Grades 1-6 or 7-12)

For certified teachers, these 40 credit-hour programs lead to initial/professional certification in teaching students with disabilities, grades 1-6, or special education, 7-12, generalist. Candidates must



hold a baccalaureate degree from an accredited institution and existing teaching certificate in either elementary or secondary education. Candidates for the special education, 7-12, generalist program must have a content concentration in one or more of the liberal arts and sciences and six credits in each of English language arts, math, science and social studies. The degree can also be applied to satisfy requirements for professional certification.

### Required Foundations Courses

(15 credit hours)

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

### Required Advanced Courses

(12-15 credit hours)

EDU 572	Reading Difficulties: Identification and Intervention
EDU 700	Educational and Assistive Technology
EDU 720	Current Issues in Special Education
EDU 747	Consultation and Collaboration (7-12 only)
EDU 768	Methods of Teaching Children with Disabilities
	<b>OR</b>
EDU 770	Methods of Teaching Special Education on the Secondary Level with Practicum

### Required Field Courses

(six credit hours)

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

### Supplemental Electives

(three to six credit hours)

EDU 561	Literacy: Early Grades
EDU 562	Literacy: Intermediate Grades Syllabus
EDU 558	Using Literacy Technology
EDU 575	Literacy: Upper Grades

EDU 745 Advanced Classroom Management Theory and Practice

EDU 746 Individuals with Moderate to Severe Disabilities

### Required Culminating Experience

(one credit hour)

EDU 799 Comprehensive Portfolio Advisement

## Certificate of Advanced Studies in Special Education

The College of Education offers a 24-credit-hour program leading to a certificate of advanced studies (CAS) in special education. The CAS may qualify students for certification in grades 1-6 or 7-12 generalist provided all other New York state certification requirements are met.

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

### Application

The admissions criteria for the CAS are that candidates must:

- Hold a current, valid teaching certificate in either elementary or secondary education.
- Hold a master's degree in education.
- Demonstrate a 3.0 QPA in the master's degree.
- Meet prerequisite course requirements: two foundational courses — one in special education (e.g., EDU 539 Characteristics of Students with Exceptional Needs) and one in working/teaching diverse learners (e.g., EDU 528 Multicultural Education). The prerequisite courses may be taken at other universities (an official graduate transcript will be needed).
- Meet content requirements for 7-12 generalist.

### Required Courses

(24 credit hours)

The certificate of advanced study will include a total of 24 graduate credits in special education. Additionally, candidates

will be required to meet prerequisite course requirements (six credit hours).

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

## Literacy Instruction

(Birth-grade 6 or grades 5-12)

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

### Required Literacy Courses

(18 credit hours)

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

### Required Field Courses

(six credit hours)

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

### Required Foundations Course

(three credit hours)

- EDU 595 Introduction to Educational Research

### Elective Foundations Courses

(nine credit hours)

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

### Required Comprehensive Portfolio

(one credit hour)

- EDU 799 Comprehensive Portfolio Advisement

## Foundations of Teaching

### Math, Science and Technology

The foundations of teaching program is designed for certified teachers. The 37-credit-hour program leads to professional certification at the same level as the initial certification for individuals with general teaching certification. A 24-credit certificate of advanced studies (CAS) is also available in this field of study. Candidates must hold a teaching certification and this degree may be used to satisfy the requirements for professional certification. The program is aligned to the National Board of Professional Teaching Standards (NBPTS) and each of the assessments is based on these standards. In addition to the NBPTS standards candidates must demonstrate proficiency in the diversity and technology goals outlined by the department.

### Required Foundations Courses

(M.S.Ed. only)

(12 credit hours)

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

### Math/Science/Technology Core Courses

(M.S.Ed. and CAS)

(21 credit hours)

- EDU 557 Math, Science, and Technology  
EDU 558 Using Literacy Technology  
EDU 597 Computer Technology and Utilization  
EDU 598 Instructional Technology  
EDU 700 Assistive and Adaptive Technology

### \*Birth-6 Concentration

- EDU 550 Improving Math Instruction Birth to Grade 6  
EDU 541 Improving Early Science Instruction Birth to Grade 6

### \*Grades 5-12 Concentration

- EDU 553 Improving Math Instruction Grades 5-12  
EDU 542 Improving Science Instruction Grades 5-12

### Internship (M.S.Ed. and CAS)

(3 credit hours)

- EDU 740 Math, Science, and Technology Practicum

### Required Culminating Experience

(M.S.Ed. only)

(one credit hour)

- EDU 799 Comprehensive Portfolio Experience  
Comprehensive portfolio defense

*\*Candidates must hold general branch certification at this level to follow the appropriate concentration — M.S.Ed and CAS.*

## Educational Leadership Programs

The educational leadership programs in the College of Education are founded on a commitment to developing practi-

tioners who, in the Vincentian tradition, foster professional commitment and responsibility, professional relationships, and critical thinking and reflective practice.

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

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

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

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

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

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

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

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

The educational leadership programs are offered on campus and through distance-education formats.

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

This master's program (36 credit hours) is appropriate for New York state certified teaching professionals with a first master's degree who wish to pursue administrative positions at either the school or district

level. This program leads to NYS certification as a school building leader (SBL) and school district leader (SDL).

**Prerequisites**

Educational master's degree; permanent or professional certificate in classroom or pupil personnel services; EDU 595 Educational Research and Statistics or equivalent; evidence that the candidate has met the New York state requirements for (1) school violence prevention and (2) identification and reporting of suspected child abuse or maltreatment.

- EDU 632 Leadership and the School Building Leader
- EDU 649 Capstone for School Building Leader
- EDU 693 Administrative Internship School Building and School District Leader
- EDU 644 Instructional Supervision
- EDU 645 Curriculum Planning: Design, Implementation and Evaluation
- EDU 599 Technology Data Analysis and School Improvement
- EDU 631 Leadership and the School District Leader
- EDU 650 Capstone for School District Leader
- EDU 634 School Business Administration
- EDU 635 School Law (NY state)

**Electives:**

*(Select two from the following courses)*

- EDU 637 Personnel Administration and Employer-Employee Relations in Education
- EDU 628 Policy and Politics in Education
- EDU 639 Seminar/Issues in Educational Leadership
- EDU 684 Research in Educational Leadership

**Further requirements:**

Pass Intensive Internship and Portfolio Pass Program Comprehensive Exam for SBL & SDL

Pass New York State Educational Leadership Assessments – SBL & SDL

Candidates must pass the New York State Education Leadership Assessment for School District Leader to graduate from the program.

Candidates must pass the New York State Educational Leadership Assessments for School Building Leader AND School District Leader to obtain the New York state certifications in these areas.

**Total Graduate Hours 36**

**Post-Master's Programs Leading to an Advanced Certificate**

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

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

*Prerequisites: 36 hours, master's degree, permanent or professional certificate in classroom or pupil personnel service, and EDU 595 or equivalent*

- EDU 632 Leadership and the School Building Leader
- EDU 649 Capstone for the School Building Leader
- EDU 691 Administrative Internship School Building Leader
- EDU 644 Instructional Supervision
- EDU 645 Curriculum Planning: Design, Implementation and Evaluation
- EDU 599 Technology Data Analysis and School Improvement

Two electives in educational leadership

**Further requirements:**

Pass Intensive Internship and Portfolio Pass Program Comprehensive Exam Pass New York State Educational Leadership Assessment – SBL

Candidates must pass the New York State Educational Leadership Assessment for School Building Leader to obtain New York state certification in this area.

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

*Prerequisites: 36 hours, master's degree, permanent or professional certificate in classroom or pupil personnel service, and EDU 595 or equivalent*

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

Two electives in educational leadership

**Further requirements:**

Pass Intensive Internship and Portfolio Pass Program Comprehensive Exam Pass New York State Educational Leadership Assessment – SDL

Candidates must pass the New York State Education Leadership Assessment for School District Leader to complete the program and be recommended for New York state certification in this area.

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

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

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

One elective in educational leadership

**Further requirements:**

Intensive Internship and Portfolio Program Comprehensive Exam  
New York State Educational Leadership Assessment – SDBL. Candidates must pass the New York State Educational Leadership Assessment, SDBL, to complete the program and be recommended for certification.

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

This CAS program offers professionals in other fields with a master's degree to pursue a New York state alternative certification for administrative positions at the school district level. The program is completed while candidates serve in an administrative position requiring an SDL in an educational system.

*Prerequisites: Master's degree, 36 hours, leadership experience and EDU 595 or equivalent; administrative position*

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

Two electives in educational leadership

**Further requirements:**

Pass Intensive Internship and Portfolio Program Comprehensive Exam  
Pass New York Educational Leadership Assessment – SDL

Candidates must pass the New York State Education Leadership Assessment for School District Leader to complete the program and obtain state certification in this area.

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

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

*Prerequisites: ACC 505 Financial and Managerial Accounting*

*MGT 515 Analysis of Quantitative Data*

*ECO 525 Economics for Managers*

*MGT 560 Law and Business Ethics*

*MGT 565 Communications for Executives*

*MGT 570 Management Principles*

MGT 601	Strategic Accounting Analysis and Planning
MGT 611	Advanced Quantitative Methods
MKT 631	Strategic Marketing
FIN 641	Corporate Financial Policy I
MGT 651	Strategic MIS
MGT 673	Productions and Operations Management
MGT 674	Strategic Supply Chain Management
EDU 631	Leadership and the School District Leader
EDU 633	Public School Finance
EDU 634	School Business Administration
EDU 635	School Law (NY state)
EDU 637	Personnel Administration and Employer-Employee Relations in Education
EDU 650	Capstone for School District Leaders
EDU 692	Internship for School District Leaders

Elective in educational leadership

**Total Graduate Hours 45**

**Further requirements:**

Intensive Internship and Portfolio Program Comprehensive Exam  
New York State Educational Leadership Assessment SDBL

Candidates must pass the New York State Educational Leadership Assessment SDBL to complete the program and be recommended for certification in this area.

**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	Multiculturalism in Education*
EDU 595	Educational Research and Statistics
EDU 615	Introduction to Educational Leadership
EDU 649	Capstone for the School Leader
EDU 632	The School Principalship
EDU 635	Ontario School Law
EDU 644	Instructional Supervision
EDU 645	Curriculum Planning: Design, Implementation and Evaluation
EDU 684	Research in Educational Leadership
EDU 694	Administrative Internship Part I
EDU 695	Administrative Internship Part II

One elective in educational administration

*\*Fulfills requirement for course in another discipline*

**Further requirements:**

Pass Administrative Internship  
Pass Comprehensive Exam

**Total Graduate Hours 36**

**Requirements for the Completion of the Educational Leadership Programs**

The programs in educational leadership require the completion of all program courses, passing of the written comprehensive examination, and successful completion of the internship. Six credits from other universities may be accepted into the M.S.Ed. program provided the credits have been earned at an accredited institution and carry a grade of B. The

study for which the credits were earned must fulfill program requirements.

### Comprehensive Exam

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

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

### Internship Requirements

The internship experience includes embedded field experiences throughout required course work in the programs as well as an intensive culminating experience. The candidate will log internship hours through the embedded field experiences and additional internship hours in a culminating internship assignment, for a total of 600 hours.

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

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

### Teacher Leadership Certificate of Advanced Study

As more and more school districts understand, appreciate and value the transformational effect of empowering faculty and staff, there is an ever increasing need for teacher leaders.

Teacher leaders are teachers who are passionate about student success in and beyond the classroom and use their leadership ability to participate directly in the creation of a dynamic learning community focused on success for all students.

The Teacher Leadership Certificate of Advanced Study is designed to provide candidates with the knowledge, skills and dispositions to be a successful teacher leader of teachers. Upon completion of the program, candidates serving in teacher leadership positions should be able to provide positive leadership based upon best practices in leadership and current research.

Prerequisites:

- Master's degree
- Three years of teaching
- Permanent or professional New York state certification

#### Courses

EDU 615	Educational Leadership
EDU 628	Policy and Practice in Education
EDU 644	Instructional Supervision
EDU 629	Effecting Dynamic Change
EDU 741	Content, Theory and Practice — Seminar Teacher Leadership & Mentoring I
EDU 742	Content, Theory and Practice: Seminar Teacher Leadership & Mentoring II

#### Program Culminating Project

All candidates in the Teacher Leader Certificate of Advanced Study will complete and submit a Teacher Leader Action Research project incorporating the knowledge and skills acquired in the program course work and demonstrating success for all students. The project will be a focal point of the seminar course EDU 741 and EDU 742.

#### NOTE

*The Teacher Leadership Certificate of Advanced Study program does not lead to any New York state certification. The 18-credit sequence provides advanced learning and development which will lead to increased opportunities for teachers to become leaders in their schools and com-*

*munities (examples: mentors, coaches, chairpersons, committee leaders etc.)*

**Total Graduate Hours 18**

### Counseling Programs

The counselor preparation programs in the College of Education are founded on a commitment to developing practitioners and leaders in the counseling field who, in the Vincentian tradition, foster professional commitment and responsibility, professional relationships, and critical thinking and reflective practice within a culturally diverse context.

Additionally, candidates within these programs are expected to demonstrate the knowledge, skills, dispositions, and ethical standards as set forth by the Council for the Accreditation of Counseling and Related Educational Programs including the areas of:

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

### School Counselor

*(48 credit hours)*

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

#### Required Courses

EDU 595C	Educational Research and Statistics
EDU 651	Introduction to Counseling Techniques
EDU 652	Multicultural Counseling
EDU 653	Foundations and Ethics of School Counseling
EDU 654	Counseling Theory and Practice
EDU 655	Lifespan Development and Behavior
EDU 657	Assessment in Counseling
EDU 658	Counseling Process
EDU 662	Organization and Administration of the School Counseling Programs

EDU 664	Career Counseling and Planning
EDU 668	Family Counseling
EDU 669	Group Theory and Application
EDU 674	Consultation and Counseling
EDU 676	School Counseling Practicum (100 hours)
EDU 677I	School Counseling Internship (300 hours)
EDU 678II	School Counseling Internship (300 hours)

**NOTES**

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

**Counseling Practicum and Counseling Internship (EDU 676, EDU 677 and EDU 678)**

All students receiving an M.S. in education with a concentration in counseling are required to complete EDU 676, EDU 677 and EDU 678.

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

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

Students must participate in a practicum (EDU 676) at three schools for a total of 100 hours. Students must participate in counseling internship I (EDU 677) and counseling internship II (EDU 678) in a school setting at least two days a week throughout the academic year. In addition, the students must meet in a weekly seminar on campus. All students will be supervised every week by the site supervisor and by the university supervisor during the weekly seminar session.

**Comprehensive Evaluation in the School Counseling Area of Studies**

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

**Comprehensive Student Evaluation**

- (1) During the semester when enrolled in EDU 677, the student will:
  - (a) Prepare a counseling tape demonstrating competencies in the use of microskills within the counseling session.
  - (b) Prepare a typescript of the tape.
  - (c) Write a critique of the tape which:
    - Discusses the issues with the client.
    - Identifies strengths and limitations of the counselor in exploring issues with the client.
    - Explains which theoretical techniques were used and why.
  - (d) Submit the above to the university supervisor of EDU 677.
- (2) During the first month of the semester in which the student is enrolled in the counseling internship II (EDU 678), the university supervisor will:
  - (a) Assess the information gathered (the tape, critique, feedback from the field experience supervisor).
  - (b) Discuss with the student any limitations noted.
  - (c) Prescribe activities to overcome any limitations noted.

**NOTE**

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

- (1) *Completion of 48 graduate hours in good academic standing (cumulative GPA of 3.00 or above).*
- (2) *Satisfactory, regular class attendance.*
- (3) *Demonstration of professional ethical standards as established by the American School Counselor Association (ASCA) and the*

- American Counseling Association (ACA) and affiliated organizations.*
- (4) *Satisfactory performance (S for pass) in counseling practicum (EDU 676) and internships (EDU 677).*
    - *Successful results on the mid-program and comprehensive exams.*
    - *Successful defense of the counseling portfolio.*
  - (5) *The university supervisor will conduct a final evaluation of the student by:*
    - (a) *Consulting the counseling internship supervisors in the school/agencies.*
    - (b) *Observing students in the counseling internship seminars.*

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

*(12 credit hours)*

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

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

**NOTES**

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

**Requirements for Program Completion**

The program requires a total of 60 graduate credits as specified, plus six elective graduate credits. Of the 60 graduate

credits, a minimum of 24 must be earned at Niagara University.

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

### Courses and/or Experiences

(12 credit hours)

Candidates may choose alternate courses with their adviser depending upon their experience, needs, interests and aspirations. All course are three credit hours.

- EDU 666 Abnormal Psychology
- EDU 670 Differential Diagnosis and Treatment Planning
- EDU 671 Psychopharmacology
- EDU 803 Counseling and Behavior Therapy with Children

### Mental Health Counseling

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

### Application Procedures

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

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

### Curriculum

- EDU 595 Introduction to Educational Research
- EDU 651 Introduction to Counseling
- EDU 652 Multicultural Counseling
- EDU 654 Counseling Theory and Practice
  
- EDU 655 Lifespan Development and Behavior
- EDU 657 Assessment in Counseling
- EDU 658 Counseling Process
- EDU 659 Wellness and the Counseling Process
- EDU 664 Career Counseling and Planning
- EDU 666 Psychopathology
- EDU 668 Family Counseling
- EDU 669 Group Theory and Application
- EDU 670 Differential Diagnosis and Treatment Planning
- EDU 671 Psychopharmacology
- EDU 672 Bases to Addiction
- EDU 673 Foundations and Ethics of Mental Health Counseling
- EDU 679 Mental Health Practicum
- EDU 685 Mental Health Internship I
- EDU 686 Mental Health Internship II
- EDU 687 Mental Health Internship III

### NOTE

*A comprehensive portfolio is required.*

### Recommended Cycle of Required Courses for Full-Time Students

First Fall Semester

- EDU 651
- EDU 654
- EDU 655

First Spring Semester

- EDU 595
- EDU 657
- EDU 658

First/Second/Third Summer Semester

- EDU 652
- EDU 659
- EDU 666
- EDU 673

Second Fall Semester

- EDU 669
- EDU 670
- EDU 679

Second Spring Semester

- EDU 664
- EDU 668
- EDU 685

Second Summer Semester

- EDU 671
- EDU 686

Third Fall Semester

- EDU 672
- EDU 687

Portfolio

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

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

Candidates complete a comprehensive portfolio demonstrating their knowledge, skills and dispositions in each of the Council for the Accreditation for Counseling and Related Educational

Programs (CACREP) core areas:

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

### NOTE

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

### Internships

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

### Registration

The master of science (M.S.) degree and the certificate of advanced studies pro-

grams in mental health counseling have been approved and registered by the New York State Education Department. The New York State Education Department licenses mental health counselors. The Niagara University mental health counseling program meets NYS Education Department requirements for licensure.

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

A 24 graduate-credit-hour CAS program is available for persons with a related master's degree. The application process is similar to that of other graduate programs.

### School Psychology

Completion of this 63 credit-hour graduate program will provide candidates with an M.S. and a Certificate of Advanced Studies (CAS) in school psychology. Graduates will be eligible for provisional certification as a school psychologist by New York state and will be qualified to apply for national certification (NCSP). (Additional years of experience are required for permanent New York state certification.)

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

#### Required courses and recommended sequence:

Fall 1	
EDU 595	Educational Research and Statistics
EDU 654	Counseling Theory and Practice
EDU 800	Intelligence Theory and Assessment
EDU 801	Perspectives in School Psychology
Spring 1	
EDU 539	Characteristics of Students with Exceptional Needs
EDU 658	Counseling Process
EDU 802	Psychological Assessment of Children and Adolescents
EDU 803	Counseling and Behavior Therapy with Children

Summer 1	
EDU 652	Multicultural Counseling
EDU 669	Group Therapy and Applications
Fall 2	
EDU 536	Human Learning, Development and Motivation
EDU 572	Reading Difficulties: Identification and Intervention
EDU 804	Psychological Assessment of Infants and Preschoolers
EDU 805	School Psychology Practicum I
Spring 2	
EDU 655	Lifespan Development
EDU 671	Psychopharmacology
EDU 777	Consultation and Intervention
EDU 806	School Psychology Practicum II
Summer 2	
EDU 670	Differential Diagnosis
Fall 3	
EDU 807	School Psychology Internship I
Spring 3	
EDU 808	School Psychology Internship II

#### NOTES

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

### Ph.D. in Leadership and Policy

The Niagara University Ph.D. program in leadership and policy is designed to prepare doctorate-level-qualified leaders who can implement systemic change to further organizational and community goals in international, cross-disciplinary and diverse contexts. The program offers an innovative and unique cohort model. The Ph.D. program focuses on the

mission of Niagara University in bringing social justice and empowerment of those most in need to the forefront of research and provides a course of study in which professionals from various disciplines become change agents. This Ph.D. degree program is designed to enhance the research and policy leadership acumen of practicing professionals who are already established in their respective career paths. It prepares them for an enriched life of research and scholarship.

The Ph.D. requires 60 credit hours beyond a master's degree, with at least 51 of those credit hours completed at Niagara University. The program admits candidates who have evidence of scholarly work and who are established leaders.

The program consists of two key components: the leadership and policy study core (30 credits) and the research study core (30 credits). All candidates for the Ph.D. in leadership and policy complete required courses as cohort members and have the opportunity to work individually toward their dissertation topic. During the first year of study, cohort members fulfill the doctoral residency requirements by completing nine credit hours in the fall semester and nine credit hours in the spring semester.

#### Requirements for Admission

The admission requirements for Niagara University's Ph.D. program in leadership and policy are as follows:

- (1) Master's degree from an accredited college or university.
- (2) Two years post-master's professional work experience.
- (3) GPA of 3.50 on a 4.00 scale.
- (4) Scores at or above the 50 percent level on one of the following standardized assessments:
  - Graduate Record Examination (GRE)
  - Graduate Management Admissions Test (GMAT)
  - Law School Admissions Test (LSAT)
- (5) A professional writing sample consisting of one of the following:
  - Single-author, referred journal article or single-author conference paper.
  - Critical review of a book, article, video, etc. (750 words or more).



- Chapter of a graduate thesis representative paper from a graduate class.

- (6) Curriculum vita or professional résumé.
- (7) A goal statement of at least 500 words that answers the question: “How will this doctoral program in leadership and policy address my future professional goals?”
- (8) Personal interview: If distance is an issue, a phone or Skype-type Internet interview will may substitute.
- (9) Three letters of professional recommendation.
- (10) Foreign applicants must submit the results of Test of English as a Foreign Language (TOEFL).

**Required Courses**  
**Leadership and Policy Core**

*(30 credit hours)*

There are seven required content courses (21 credits) in the leadership and policy core:

ADS 710	Organizational Theory, Development and Strategic Change
ADS 720	Process, Politics and Evaluation of Public and Social Policy
ADS 730	Organizational Assessment and Accountability
ADS 740	Leadership in a Global Society
ADS 750	Diversity in Organizations
ADS 760	Ethical Practices in Leadership and Policy
ADS 770	Economic and Financial Policy Leadership in a Global Society

Candidates are able to select three additional graduate courses (nine credit hours) in their respective concentration field of study.

**Research Core**

*(30 credit hours)*

There are six required research courses (18 credits) and three required dissertation courses (nine credits) in the research study core. A total of nine ADS research core courses are required (27 credits):

ADS 805	Research and Statistics
ADS 807	Geographical Information Systems and Research
ADS 810	Research Seminar

ADS 820	Advanced Quantitative Research
ADS 830	Advanced Qualitative Research
ADS 840	Doctoral Seminar
ADS 850	Dissertation
ADS 852	Dissertation
ADS 855	Dissertation

Candidates are able to select one additional graduate course related to their dissertation topic (three credit hours) as a research study core elective.

**Requirements for the Completion of the Ph.D. Program in Leadership and Policy**

In order to successfully complete the Ph.D. program and be awarded the degree, all candidates are required to:

- Successfully complete all required and concentration elective courses
- Successfully complete the comprehensive doctoral studies examination (including approval of dissertation proposal)
- Successfully defend (public defense) and publish an approved research dissertation.

**Courses**

**EDU 505 Measurement and Evaluation in Education**

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

— *three semester hours*

**EDU 515 Foundations in Applied Reading Research — Part I**

This course has been developed to help build teachers’ knowledge and skills in scientifically based reading research which will enable them to teach all children to master reading by the end of grade three. By providing teachers and instructional support personnel with quality training through the application

of scientifically based reading research, to reading instruction, assessment, diagnosis, progress monitoring and intervention, reading instructional effectiveness will occur. This course will cover modules one through four.

Module one: Reading and Language Arts: The Context of Change.

Module two: Phonological Awareness and Phonemic Awareness.

Module three: The Alphabetic Principle and Phonics.

Module four: Word Study.

— *three semester hours*

**EDU 516 Foundations in Applied Reading Research — Part II**

This course has been developed to help build teachers’ knowledge and skills in scientifically based reading research which will enable them to teach all children to master reading by the end of grade three. By providing teachers and instructional support personnel with quality training through the application of scientifically based reading research, to reading instruction, assessment, diagnosis, progress monitoring and intervention, reading instructional effectiveness will occur. This course will cover modules five through eight.

Module five: Fluency..

Module six: Vocabulary.

Module seven: Comprehension I.

Module eight: Comprehension II.

— *three semester hours*

**EDU 523 Foundations of Education**

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

ers will use their evolving foundational framework to examine educational paradigms, theories and practices that either strengthen and expand the democratic possibilities of schooling or maintain the current correspondence between educational success and students' socioeconomic and cultural identities.

— *three semester hours*

### **EDU 528 Multicultural Education**

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

— *three semester hours*

### **EDU 529 Curricular Applications in Elementary/Inclusive Education**

This course defines the scope and sequence of the elementary school curriculum in the core areas of math, science and social studies and the developmental learning of students in grades Pre-K to 6. The prospective teachers will view the students learning within a constructivist framework emphasizing the knowledge and experience that they bring to the classroom and how to build on that knowledge. Prospective teachers will learn how to implement the New York State Standards or Ontario Expectations, assess student learning, and understand how technology enhances the development of student knowledge. Prospective teachers will also develop lesson plans

across the curriculum which will engage learners of diverse backgrounds and needs.

— *three semester hours*

### **EDU 530 Motivation and Classroom Management Strategies**

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

— *three semester hours*

### **EDU 531 Early Childhood Development**

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

— *three semester hours*

### **EDU 532 Adolescent Psychology**

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

— *three semester hours*

### **EDU 533 Psychology of Human Learning**

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

— *three semester hours*

### **EDU 535 Child Development**

The course will explore child development from the preschool to the primary years (ages 4-8) and in the intermediate elementary grades (ages 9-12) in all of the aspects — physical, social, emotional, mental, cognitive and educational. Attention will be given to the exceptional child, his/her identification and methods of working with the "exceptions." Classroom observations and field experiences will be an integral part of the course.

— *three semester hours*

### **EDU 536 Human Learning, Development and Motivation**

The course is designed to introduce the prospective teacher to the theories of human learning, development and motivation and the applications of these theories in the learning environment. Each of the developmental stages of early childhood, childhood, preadolescence and adolescence will be focused upon to gain awareness of human learning, maturation and motivation. Prospective teachers will be required to participate in a school-based learn and serve field placement to experience the application of theories; observe the interaction of a child/adolescent within the school, family and peer systems; and reflect upon their learning through a case-study project.

— *three semester hours*

### **EDU 539 Characteristics of Students with Exceptional Needs**

This course introduces prospective and practicing teachers to the characteristics of students with physical, cognitive and emotional/behavioral challenges. The participants will be introduced to legislation issues including ADA, IDEA,

IEPs, transition services, inclusion, etc. Participants will explore the role of students, family and education professionals. As part of this course, participants will reflect upon observations and interactions with students with disabilities.

— *three semester hours*

#### **EDU 541 Science Concepts Gr. 3-6**

This course is designed to provide practicing teachers with knowledge and skills to improve science instruction in early childhood and elementary classrooms. The course will emphasize the importance of exposing science concepts in early childhood levels. Literacy, mathematics and technology will be interwoven into the curriculum, which will focus on the nature of science, scientific inquiry, science in the community, contemporary issues in science, and safety and welfare in the science classroom.

— *three semester hours*

#### **EDU 542 Science Applications Gr 7-9**

This course is designed to provide practicing math and science teachers with knowledge and skills to improve science instruction at the secondary level. The course will emphasize the importance of scientific reasoning and communication. Literacy, mathematics and technology will be interwoven into the curriculum which will focus on the nature of science, scientific inquiry, science in the community, contemporary issues in science, safety, ethics, and welfare in the science classroom.

— *three semester hours*

#### **EDU 550 Early Childhood Math P-2**

This course is designed to provide practicing teachers with knowledge and skills to improve mathematics instruction in early childhood and elementary classrooms. The course will emphasize the importance of exposing math concepts in early childhood levels. Literacy, science and technology will be interwoven into the curriculum which will focus on number sense, operations, algebra, probability and statistics, and geometry.

— *three semester hours*

#### **EDU 551 Math Middle Level Gr 7-9**

This course is designed to provide practicing math and science teachers with knowledge and skills to improve mathematics instruction at the middle and

high school levels. The course will emphasize the importance of mathematical reasoning and communication. Literacy, science and technology will be interwoven into the curriculum which will focus on algebra, trigonometry and calculus, measurement and geometry, probability and statistics.

— *three semester hours*

#### **EDU 552 Applied Children's and Adolescent Literature**

The course examines a variety of teaching strategies using literature written for children and adolescents. Among the topics addressed are how to locate and evaluate the text and illustrations in children's books, how to integrate literature into the K-12 curriculum across multiple content areas, and how to stimulate and evaluate a variety of student responses to literature.

— *three semester hours*

#### **EDU 553 Math Middle Level Grades 7-9**

This course is designed to provide practicing math and science teachers with knowledge and skills to improve mathematics instruction at the middle and high school levels. The course will emphasize the importance of mathematical reasoning and communication. Literacy, science and technology will be interwoven into the curriculum which will focus on algebra, trigonometry and calculus, measurement and geometry, probability and statistics.

— *three semester hours*

#### **EDU 554 Teaching of Composition**

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

— *three semester hours*

#### **EDU 555 Literacy Foundations**

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

— *three semester hours*

#### **EDU 556 Geometries for Secondary School Teachers**

A study of transformational, Euclidean, non-Euclidean geometries for teachers, with special emphasis on application to secondary school mathematics.

— *three semester hours*

#### **EDU 557 Math, Science, and Technology Literacy**

This course explores how students develop knowledge, understanding, and application of literacy in the disciplines of mathematics, science, and technology. Specifically, teachers will focus on MST reading, writing, listening, speaking, viewing, and visually representing. They will integrate New York State Learning Standards in MST and ELA to enhance learning in both domains.

— *three semester hours*

#### **EDU 558 Using Literacy Technology**

This course introduces practicing teachers to multiple uses of technology in literacy education. It provides them with the knowledge and experience to use technology as a tool to improve literacy

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

— *three semester hours*

### **EDU 561 Literacy: Early Grades**

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

— *three semester hours*

### **EDU 562 Literacy: Intermediate Grades**

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

— *three semester hours*

### **EDU 565 Assessment of Students with Exceptionalities**

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

— *three semester hours*

### **EDU 568 Middle School Philosophy and Curriculum**

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

— *three semester hours*

### **EDU 570 From Theory to Practice: Instructional Research and Implementation**

*Prerequisite: EDU 595*

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

— *three semester hours*

### **EDU 571 Foundations of Literacy Instruction**

This course is designed to help prospective teachers develop the knowledge and skills to deliver literacy instruction effectively. Participants will learn how to: create a literate environment that wraps

literacy around all areas of the curriculum; implement the New York State Learning Standards or Ontario Expectations following principles of effective instruction; incorporate technology into instruction; use a wide range of literature, including multicultural literature, across the curriculum; cultivate partnerships with parents to encourage and enhance literacy development; and use literacy assessments to make decisions about instruction for diverse learners.

— *three semester hours*

### **EDU 572 Reading Difficulties: Identification and Intervention**

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

— *three semester hours*

### **EDU 574 Differentiating Reading Instruction**

This course will provide participants with a deeper knowledge of how to deliver reading instruction to students with diverse learning needs. Focus will be placed on planning instruction, accessing and developing resources and conducting assessments for students from different cultural backgrounds and learning abilities.

— *three semester hours*

### **EDU 575 Literacy: Upper Grades**

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

— *three semester hours*

**EDU 576 Integrating Language Arts in the Elementary Curriculum**

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

— *three semester hours*

**EDU 577 Content Literacy Methods**

This course provides prospective teachers with strategies for integrating the language arts (listening, speaking, reading, writing, viewing visual works and constructing visual works) into the instruction of their specific content areas. Topics include techniques for teaching technical vocabulary; locating and selecting relevant sources; note taking from oral, print and electronic sources; organizing, writing, editing and revising papers; conforming to conventions of source citation and conventions of standard written English; writing informational and other types of essays; using content-area learning logs; viewing graphics and art, and creating graphics and art related to content-area concepts.

— *three semester hours*

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

This course provides the basic theories, issues and concepts related to teaching bilingual students in Pre-K-12 classrooms. Program models will be presented that employ bilingual education and integrated English as a Second Language (ESL)

services as well as other models. Classroom strategies impacting student behavior and student learning are discussed. Current issues are discussed and provide students with opportunities to complete library research. Graduate students will complete a significant research project as part of this course. Field experience required.

— *three semester hours*

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

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

— *three semester hours*

**EDU 580 Language and Linguistics in the ESL Classroom**

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

— *three semester hours*

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

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

— *three semester hours*

**EDU 595 Introduction to Educational Research**

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

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

— *three semester hours*

**EDU 597 Computer Technology and Utilization in Educational Administration**

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

the administrator to utilize computer technologies at the district, school and classroom levels. A range of administrative uses will be presented to ensure sound computer administrative practices.  
— *three semester hours*

### **EDU 598 Instructional Technology**

This course is designed to offer teachers and administrators the opportunity to use and to implement the many forms of technology in delivering curriculum and instructional content to their students. Using the many models and technology tools, (i.e., hardware and software, graphics, hypermedia) allows classroom teachers the opportunity to frame their curriculum program for instant educational retrieval and to make the course content available for its immediate use.  
— *three semester hours*

### **EDU 599 Technology, Data Analysis & School Improvement**

This course is designed to prepare future school building and school district leaders with the knowledge of theory and research in school improvement and the analysis of school and district data for decision making. Techniques for examining data and decision making for student achievement will be reviewed. Current technology resources useful in the school improvement process or the district management process will be demonstrated. Collection and analysis of school data will be integrated into the current themes in the educational process. The action research process as it applies to school indicators of student success will also be addressed.  
— *three semester hours*

### **EDU 606 Thesis Direction**

*Prerequisite: EDU 595*

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

### **EDU 607 Thesis I**

*Prerequisite: EDU 595*

This individual study is directed toward students who are interested in conducting a major research project, and preparing

and defending a thesis proposal. The approval of the department chair, the dean and the adviser is required.  
— *three semester hours*

### **EDU 608 Thesis II**

*Prerequisite: EDU 607*

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

### **EDU 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 & the School District Leader**

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

### **EDU 632 Leadership and the School Building Leader**

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

### **EDU 633 Public School Finance**

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

the actual steps in building a budget.  
— *three semester hours*

### **EDU 634 School Business Administration**

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

### **EDU 635 School Law**

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

### **EDU 635 Ontario School Law**

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

### **EDU 637 Personnel Administration & Employer-Employee Relations in Education**

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

### **EDU 638 Community Interrelationships**

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

### **EDU 639 Seminar/Issues in Educational Leadership**

This course provides a seminar study for candidates seeking certification as school building or school district leader in New York state. The seminar will focus on a single concept in leadership which is current in the field and not addressed in depth in other educational leadership courses. The topic of the seminar will be determined by the educational leadership department.  
— *three semester hours*

### **EDU 644 Instructional Supervision**

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

### **EDU 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 & Curriculum Design for the School District**

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

— *three semester hours*

**EDU 649 Capstone for the School Building Leader**

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

— *three semester hours*

**EDU 650 Capstone for the School District Leader**

This course assesses acquired administrative skills and is one of the last to be completed in the certification program for the school district leader. The assessment component will incorporate authentic performance approaches, including written analysis, work-sample products, focused responses, oral responses, simulations and a portfolio. As a requirement for the portfolio, the student will be

expected to assemble evidence of various specified experiences and expectations from previous courses. A major focus of the course is to develop a plan of action for a school district reform. The role of the urban superintendent will be emphasized throughout this process.

— *three semester hours*

**EDU 651 Introduction to Counseling**

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

— *three semester hours*

**EDU 652 Multicultural Counseling**

This course is designed to illuminate the relationship between culture and the counseling process. Multiple aspects of diversity, including the culture of distinct groups, socioeconomic diversity, and diversity in sexual orientation, among others, will be discussed. Through inquiry into the influence that culture exerts on ones' personal identity and psychological functioning in mainstream society, exploration of the cultural and social worldviews of various population groups, including those of the counselor, will be a central focus of the course. The student will evaluate her/his own personal biases in relationship to their work with various populations via exploration of the psychological, sociological, and political challenges facing diverse groups.

— *three semester hours*

**EDU 653 Foundations and Ethics in School Counseling**

This course is designed to provide school counseling graduate students with an introduction to the history of the professional school counselor. The expectations of various stakeholders (students, parents, administrators, and teachers) will be explored in relationship to the 21st century role of a school counselor. The importance of imple-

menting comprehensive, standards-based accountable school counseling programs will be stressed. An emphasis is placed on the American School Counselor Association (ASCA) and American Counseling Association (ACA) ethical codes.

— *three semester hours*

**EDU 654 Counseling Theory and Practice**

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

— *three semester hours*

**EDU 655 Lifespan Development and Behavior**

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

— *three semester hours*

**EDU 657 Assessment in Counseling**

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

— *three semester hours*

**EDU 658 Counseling Process**

*Prerequisite: EDU 651, EDU 654*

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

— *three semester hours*

**EDU 659 Wellness and the Counseling Process**

This course will introduce the student to the counseling experience as an active participant. This personal growth experience will utilize the programs and services of



the NU counseling center with primary focus on the personal wellness process.

— *three semester hours*

### **EDU 662 Organization and Administration of the Guidance Program**

This course focuses on the knowledge, skills and dispositions necessary to apply the American School Counselor Association (ASCA) Model for the development and implementation of comprehensive school counseling programs. Students will compare and contrast the New York State School Counseling model with the ASCA model and other state models. Accountability and data-driven decision making strategies will be stressed. Students will learn how to construct and teach a lesson plan for instructional purposes as part of the delivery system of the national model.

— *three semester hours*

### **EDU 663 Interpersonal Communications**

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

— *three semester hours*

### **EDU 664 Career Counseling and Planning**

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

— *three semester hours*

### **EDU 666 Psychopathology**

*Prerequisite: EDU 655*

The comprehension and application of DSM diagnosis will be the focus of this course. Prior knowledge of behavioral disorders, including etiology and social implications, is assumed. Cultivation of differential diagnostic skills through case study analysis will be emphasized.

— *three semester hours*

### **EDU 668 Family Counseling**

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

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

— *three semester hours*

### **EDU 669 Group Theory and Application**

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

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

— *three semester hours*

### **EDU 670 Differential Diagnosis and Treatment Planning**

*Prerequisites: EDU 655, EDU 657*

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

— *three semester hours*

### **EDU 671 Psychopharmacology**

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

— *three semester hours*

### **EDU 672 Bases to Drug and Alcohol Addictions**

Examination of the psychological, sociological and biological reasons for addictions will lead to understanding the models for treating addictions. One focus of the course is on recognizing physical, behavioral, emotional, social and spiritual symptoms of chemical dependence and

other addictions. Another focus is on learning the counseling and treatment methods commonly used in treating the chemically dependent and addicted.

— *three semester hours*

### **EDU 673 Foundations and Ethics of Mental Health Counseling**

This course is designed to provide graduate counseling students with an introduction to mental health practice in preparation for practicum (EDU 679) and internships (EDU 685, EDU 686, & EDU 678). This course addresses ethical, legal and professional issues in counseling and adheres to the Code of Ethics of the American Counseling Association (ACA) and those of the American Mental Health Counselors Association (AMHCA). Canadian students may wish to consult the Canadian Counseling Association (CCA). Students are also expected to gain relevant skills, especially in the realm of consultation with other mental health professionals.

— *three semester hours*

### **EDU 674 Consultation in Counseling**

This three-credit course examines models of consultation to be used by school counselors in dealing with students, parents, teachers, administrators, social workers, psychologists, and other educators and personnel within schools and the community. Students will develop effective consultation skills through case study analysis, role playing and/or practical experiences in schools.

— *three semester hours*

### **EDU 676 School Counseling Practicum**

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

This course serves as the first 100 hours of a total 700-hour required practicum and internship of school-based experience in school counseling activities. Under the supervision of a certified, qualified school counselor, the student will be actively involved in many aspects of the school counseling program. This course is mandatory and will precede EDU 677 School Counseling Internship I and EDU 678 School Counseling Internship II. On-campus seminars will be held for the purpose of



providing required group supervision while students are engaged in their school based experience.

— *three semester hours*

### **EDU 677 School Counseling Internship I**

*Prerequisites: EDU 651, EDU 653, EDU 654, EDU 658, EDU 676*

This course serves as the first 300 hours of a total 600-hour required internship of school-based experience in school counseling activities. Under the supervision of a certified, qualified school counselor, the student will be actively involved in all aspects of the school counseling program. This course is mandatory and will precede EDU 678 School Counseling Internship II. On campus seminars will be held for the purpose of providing required group supervision while students are engaged in their school based experience.

— *three semester hours*

### **EDU 678 School Counseling Advanced Internship II**

*Prerequisites: EDU 651, EDU 653, EDU 654, EDU 658, EDU 676, EDU 677*

This course serves as the second 300 hours of a total 600-hour required internship of school-based experience in school counseling activities. Under the supervision of a certified, qualified school counselor, the student will be actively involved in all aspects of the school counseling program. This course is mandatory. On campus seminars will be held for the pur-

pose of providing required group supervision while students are engaged in their school based experience.

— *three semester hours*

### **EDU 679 Mental Health Practicum**

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

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

— *three semester hour*

### **EDU 680 Rehabilitation Counseling**

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

— *three semester hours*

### **EDU 681-683 Independent Study I, II and III**

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

— *three semester hours*

### **EDU 684 Research in Educational Leadership**

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

bring an investigation to a successful completion and subsequent publication.

— *three semester hours*

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

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

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

— *nine semester hours*

### **EDU 690 Methodologies of Religious Education in Ontario**

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

— *three semester hours*

### **EDU 691 Administrative Internship School Building Leader**

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

— *three semester hours*

### **EDU 692 Administrative Internship School District Leader**

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

— *three semester hours*

### **EDU 693 Administrative Internship School Building and School District Leader**

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

— *three semester hours*

### **EDU 694 Administrative Internship Part I**

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

— *three semester hours*

### **EDU 695 Administrative Internship Part 2**

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

— *three semester hours*

### **EDU 700 Educational and Assistive Technology**

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

— *three semester hours*

### **EDU 720 Current Issues in Special Education**

The course examines divergent perspectives on critical issues or questions in the field of special education. The course is designed to enhance reflective thought on current topics in special education including, but not limited to: inclusion, collaborative and consulting teacher models, technology, legal aspects of special education including revisions to the IDEA Act, the IEP, dual diagnosis, transition services, and noncategorical approaches to teaching.

— *three semester hours*

### **EDU 740 Mathematics, Science and Technology Practicum**

This course is designed to assist novice teachers as they develop skills in teaching math, science and technology. Teachers will work with a mentor in their home district who is certified in their subject area, and will demonstrate their devel-

opment in the National Board of Professional Teacher Standards for their initial certification area. This course will be coordinated by an education faculty member. Portfolios will be developed evidencing the candidate's professional achievement in the initial certification area, including subject area content, learning standards and curriculum, instructional resources for specific content areas (including math, science, and instructional technology), and assessments that are discipline-specific, with the professional goal of helping all students learn. Teachers enrolling in this course must have a current teaching position within a school district participating in the Improving Math, Science, and Technology Instruction Program.

— *three semester hours*

### **EDU 741-742TL Content, Theory and Practice — Seminar Teacher Leadership & Mentoring**

This course is designed for candidates in the Teacher Leader Certificate program for the application of teacher leadership knowledge and skills to real context. Through continuous reflection and feedback in the seminar context, candidates will hone their skills to become effective teacher leaders. The seminar approach will allow candidates to analyze, restructure and process the knowledge, skills and dispositions for becoming a teacher leader. A major emphasis will be the study, application and development of the skills for mentoring novice teachers through peer coaching, professional dialogue and providing professional development through learning communities. In addition this course will incorporate the program themes of reflective practice, communication, diversity and technology.

— *six semester hours*

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

This course is designed to provide candidates with the various theories, principles and practical applications of behavioral strategies as they relate to the diverse nature of students that represent

schools today. Specific techniques drawn from various theories and principles will provide a framework for exploration, discussion and analysis. Candidates will be required to observe and analyze both student and teacher behaviors within the classroom. Based upon the observation, classroom and/or individual behavior management plans will be developed.

— *three semester hours*

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

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

— *three semester hours*

#### **EDU 747 Consultation and Collaboration**

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

— *three semester hours*

#### **EDU 750 Early Childhood Philosophy and Practice**

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

— *three semester hours*

#### **EDU 752 Middle Childhood Philosophy and Practice**

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

— *three semester hours*

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

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

— *three semester hours*

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

This course is to be taken concurrently with EDU 760 providing the prospective teacher with experiences that combine general teaching strategies with components of special subject methods and field experiences. Each course deals with the concerns of its own particular academic area (for example, laboratories in science, values issues in social studies) and the general issues of technology, grade-level curricular specificity, classroom management, multicultural content and the construction of tests and other assessments. Students' portfolio entries will evidence their growth in developing lesson

plans with a variety of teaching strategies specific to the content area.

— *three semester hours*

#### **EDU 767 Methods of Teaching Elementary/Inclusive Education**

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

— *three semester hours*

#### **EDU 768 Methods of Teaching Children with Disabilities**

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

— *three semester hours*

#### **EDU 770 Methods of Teaching Special Education on the Secondary Level**

The course provides practicing teachers with the opportunity to modify the secondary curriculum to meet the needs of students with physical, cognitive and emotional/behavioral challenges as outlined in the New York State Learning Standards. Focus will be on the development of the Individualized Education Plan (IEP) and its implementation. Teachers will create appropriate modifications and transition plans through the use of a variety of teaching strategies including technology and cooperative learning. Teachers in this course must complete field work in a sec-

ondary special education setting.

— *three semester hours*

### **EDU 777 Consultation and Intervention**

This course provides students with comprehensive instruction in contemporary, best-practice approaches in instructional consultation and the development of individual, group, and systems-level intervention programs within and exclusive of a Response to Intervention framework. Particular emphasis is placed on the importance of collaborative problem solving and data-based decision making in the conceptualization, implementation, and evaluation of student intervention across academic and behavioral domains.

— *three semester hours*

### **EDU 781-786 Student Teaching in the Secondary Classroom**

*Taken concurrently with EDU 790*

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

— *six semester hours*

### **EDU 787 Student Teaching in the Elementary Classroom**

*Taken concurrently with EDU 791*

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

nar. Student teachers are supervised by an experienced cooperating teacher and the university supervisor.

— *six semester hours*

### **EDU 790 Professional Seminar in Secondary Education**

*Taken concurrently with EDU 781-786*

This course is designed to provide the teacher candidate with knowledge and understanding of those competencies that are essential to successful teaching. The seminar focuses upon the student teacher's professional role as a classroom practitioner. In addition, responsibilities for classroom organization and management and the development of multiculturally sensitive and gender equitable classrooms; attitudes toward teaching, learning, and assessment; knowledge of ethics and a basic understanding of school systems and community characteristics are considered.

— *three semester hours*

### **EDU 791 Professional Seminar in Elementary Education**

*Taken concurrently with EDU 787*

This course is designed to provide the teacher candidate with knowledge and understanding of those competencies that are essential to successful teaching. The seminar focuses upon the student teacher's professional role as a classroom practitioner. In addition, responsibilities for classroom organization and management and the development of multiculturally sensitive and gender equitable classrooms; attitudes toward teaching, learning, and assessment; knowledge of ethics and a basic understanding of school systems and community characteristics are considered.

— *three semester hours*

### **EDU 794 Seminar in Special Education**

*Taken concurrently with EDU 795*

This seminar is designed to enable practicing teachers to analyze and evaluate the teaching of students with special needs. Practicing teachers will reflect on their teaching practices as they perform the activities of a special education teacher in inclusion situations. Practicing teachers are expected to demonstrate attitudes, knowl-

edge and skills commensurate with effective, reflective teaching in multiculturally sensitive and gender equitable classrooms.

— *three semester hours*

### **EDU 795 Practicum in Special Education**

*Taken concurrently with EDU 794*

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

— *three semester hours*

### **EDU 796 Practicum in Literacy Instruction**

*Taken concurrently with EDU 798*

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

— *three semester hours*

### **EDU 798 Seminar in Literacy Instruction**

*Taken concurrently with EDU 796.*

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

— *three semester hours*

### **EDU 799 Comprehensive Portfolio Advisement**

This course is designed to assist candidates in the advanced graduate programs in the College of Education as they develop their comprehensive portfolios that evi-

dence the knowledge, skills, and dispositions recognized by the highest national and international professional organizations within their program areas. The course will explore the general and specific directives of portfolio preparation including format and composition. Personal guidance will be provided by the instructor through regular meetings.  
— one semester hour

### **EDU 800 Intelligence Theory and Assessment**

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

### **EDU 801 Perspectives in School Psychology**

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

### **EDU 802 Psychological Assessment of Children and Adolescents**

*Prerequisite: EDU 800*  
This lab/seminar course provides students with a framework for understanding the complex set of challenges in assessing the strengths and needs of children and adolescents who have or are at risk for disabilities. Exposure is given to a broad range of assessment instrumentation and topics. Through lab experiences and actual case studies, students will benefit from hands-on experience with state-of-

the-art assessment instrumentation and innovative approaches in assessing skills and abilities of children and adolescents.  
— three semester hour

### **EDU 803 Counseling and Behavior Therapy with Children**

*Prerequisite: EDU 654*  
This lab/seminar course is designed to give students the opportunity to practice the various counseling strategies and techniques learned in previous courses and to refine the skills and knowledge base specific to counseling with child and adolescent populations. The focus will be on learning the research and developing the skills necessary to select the counseling intervention methods most appropriate for the specific life challenges facing school-age children.  
— three semester hours

### **EDU 804 Psychological Assessment of Infants and Preschoolers**

*Prerequisites: EDU 800, EDU 802*  
This lab/seminar course provides candidates with a framework for understanding the complex set of challenges in working with infants, toddlers and preschoolers who have or are at risk for disabilities. To adequately prepare professionals entering the field of early intervention services, exposure is given to a broad range of topics such as normative and exceptional child development, the history of and new theoretical orientations in psychoeducational assessment, legislative and programmatic issues related to early intervention, and an overview of the multiple settings in which very young children interactively develop. Through lab experience and actual case studies, candidates will benefit from hands-on experience with state-of-the-art assessment instrumentation and innovative approaches in assessing skills and abilities of young children.  
— three semester hours

### **EDU 805-806 School Psychology Practica I and II**

*Prerequisites: EDU 800, EDU 801, EDU 802, EDU 803, EDU 804*  
These courses are designed to provide candidates with an introduction to school psychology practice in preparation for the subsequent counseling internships

(EDU 807 and EDU 808). Candidates will be placed in a school setting for a minimum total of 400 clock hours, of which at least 150 hours are to be direct service experience. Candidates will have at least one hour equivalent weekly individual supervision as well as biweekly seminars/group supervision.  
— three semester hours each

### **EDU 807-808 School Psychology Internship I and II**

*Prerequisites: EDU 805, EDU 806*  
Students will be placed in school/therapeutic settings consistent with their personal goals for growth in the field of school psychology. Each internship experience will be uniquely designed to meet the needs of each individual student. Basic commonalities across internships include a total of 1200 clock hours on site for the two-semester internship, 450 hours of which must be hours of direct service with students and their families. A minimum of two hours per week of on-site, individual supervision and biweekly seminars/group supervision of three hours in length will be provided throughout the internships.  
— three semester hours each

### **ADS 710 Organizational Theory, Development and Strategic Change**

In this course, students will study various organizations in the context of their environments to understand the internal and external processes that promote and inhibit organizational change. The focus is the essential role that organizational leaders play in identifying these processes, guiding their development, and filtering and disseminating challenges and information to the organization. Special attention will be given to the development of the resources of the organization, especially the human resources.  
— three semester hours

### **ADS 720 Process, Politics and Evaluation of Public and Social Policy**

This course will provide graduate students with an opportunity to reflect on both public and social policies from economic, social and political theories and perspectives. Students will study



current issues including: discrimination in hiring and housing, funding of public and private organizations, labor negotiations, personal health, clean environment and insurance concerns. They will analyze several decision-making models in use on the federal, state, and local levels. Of special concern is the role that politics plays in the development and implementation of policy.

— *three semester hours*

#### **ADS 730 Organizational Assessment and Accountability**

This course is designed to provide the theoretical basis of organizational assessment and accountability, and to provide the conceptual and practical tools to conduct that assessment and accountability. Special attention will be given to the role that research and data play in such assessment and accountability of an organization and its policies.

— *three semester hours*

#### **ADS 740 Leadership in a Global Society**

This course is designed to facilitate reading and discussion of some of the classic and current theories on leadership. The perspective taken in this course is that the leader can not think only in terms of local and regional issues, but must think also of the impact that world events have on the organization and how the organization affects the global society. This course is framed within a constructivist perspective, encouraging candidates to learn to view problems and issues from multiple per-

spectives, constructing knowledge from their interpretations of the world. The use of the Internet will be an integral component of this course as candidates will be expected to communicate with organizational leaders in different parts of the world regarding the implementation and evaluation of various leadership concepts, strategies and tactics.

— *three semester hours*

#### **ADS 750 Diversity in Organizations**

This course is designed to an understanding of the current research on how diversity among stakeholders in the organization affect the organization and the impact that the organization has on diverse groups. Doctoral students will utilize critical theories in order to analyze the strategies, techniques and programs that are currently used by business, education, and public service organizations in order to create and sustain ethical, human, and professional organizations reflective of contemporary diversity. Since today's labor market is not homogenous, special emphasis will be placed on the recruitment, selection, induction, and continuing development of diverse adults.

— *three semester hours*

#### **ADS 760 Ethical Practices in Leadership and Policy**

This course is designed to look at the micro and macro trends of organizations in order to understand the ethical implications of the assumptions and practices that drive organizations. Doctoral students will examine the ethical founda-

tions that guide the organizational leader in the creation and implementation of policy.

— *three semester hours*

#### **ADS 770 Economic and Financial Policy Leadership in a Global Society**

In this course, doctoral students will study various national and regional economies in the context of their macroenvironments and will analyze their respective impact on the mega global environment as well as the reciprocal impact of global economics upon individual nation states. Specific focus will be given to global economic issues such as unemployment, inflation, interest rates, and exchange rates and their impact on capital markets, foreign exchange markets, and labor markets. In addition, the international financial environment in which contemporary international businesses operate and in which financial service providers compete will be assessed.

— *three semester hours*

#### **ADS 805 Research and Statistics**

This course is designed to introduce doctoral students to the principles and processes of research. Candidates will become effective consumers of research by analyzing the literature in a particular area of study and synthesizing the results for application to diverse settings. Candidates will also develop research skills that they might use to assist them in their own research and study. In addition, doctoral students will further enhance a positive research disposition that will compel them to use research in their leadership positions. This includes intensive exposure to the Niagara University library and its reference services to assist Ph.D. candidate research.

— *three semester hours*

#### **ADS 807 Geographical Information Systems and Research**

This course is a broad and intensive study of Geographical Information Systems (GIS). Using this extensive computer-based mapping software, doctoral candidates will learn the nature and models of spatial data, organize, manage, and present such data, as well

as plan, conduct, and present research. Applications in various professional settings will be introduced and discussed. The course will emphasize the use of GIS in administrative and policy-making settings.

— *three semester hours*

#### **ADS 810 Research Seminar**

This research seminar is the first semester of each candidate's program. Doctoral students participate in seminars at which prominent researchers from the various disciplines make scholarly presentations. Students are expected to conduct research under the direction of a full-time faculty member with the assistance of library reference personnel. An integral component of this course will be the refinement of the research knowledge and reference skills of each doctoral student in keeping with the specific area of concentration and advanced study.

— *three semester hours*

#### **ADS 820 Advanced Quantitative Research**

*Prerequisite: EDU 595*

This course is designed to provide doctoral candidates with theoretical and practical preparation in quantitative research. Course work includes creation and development of hypotheses, conducting literature search, collection of data, designing research, analysis of data, and drawing appropriate conclusions. Candidates will become familiar with the ethics of quantitative research, especially the protocols for dealing with human subjects. They will be provided with hands-on experiences in using statistical software in order to complete various complex analysis of variance and regression procedures. Candidates will be expected to actively participate in a class quantitative research project.

— *three semester hours*

#### **ADS 830 Advanced Qualitative Research**

*Prerequisite: EDU 595*

This course is designed to provide doctoral candidates with theoretical and practical preparation in qualitative research. Course work will include methodology for conducting historical, philosophical, ethnographic, and action research. Candidates will become familiar with the ethics of qualitative research, especially the protocols for dealing with human subjects. They will be provided with hands-on experiences in studying archives and original sources, conducting interviews, and observing subjects. Candidates will be expected to actively participate in a class qualitative research project.

— *three semester hours*

#### **ADS 840 Doctoral Seminar**

This course is taken in the final semester of a candidate's program. In regularly scheduled meetings with the professor, candidates will be assisted in developing and presenting a dissertation proposal. A reference librarian, who has been designated as the library liaison to the doctoral program, will be available to assist candidates throughout the course. Candidates will participate in a "Mock First Defense" during this course to prepare them for the dissertation defense protocols and procedures.

— *three semester hours*

#### **ADS 850 Dissertation**

Candidates work individually with their doctoral committee in researching and writing their dissertations with specific emphasis in this first dissertation course given to successfully completing Chapter One of the dissertation relating to the purpose, need and scope of the candidate's proposed research study. Also, Chapter 2, "Review of Related Research and Literature" will be further

developed and refined as part of this dissertation course.

— *three semester hours*

#### **ADS 852 Dissertation**

Candidates work individually with their doctoral committee in researching and writing their dissertations with specific emphasis in this second dissertation course given to successfully completing both Chapter Two "Review of Related Literature and Research" and Chapter Three "Methodology" of the dissertation. Candidates should be ready to schedule their first defense of their dissertation with their committee. Also, by the conclusion of this course, the candidate should be ready to submit their respective IRB documentation and have finalized their research instruments.

— *three semester hours*

#### **ADS 855 Dissertation**

Candidates work individually with their doctoral committee in researching and writing their dissertations with specific emphasis in this final dissertation course given to successfully completing the research component of their dissertation and finalizing Chapter Four "Summary of Research Findings" of the dissertation. Also, by the conclusion of this course, candidates should be ready to schedule the final defense of their dissertation and should be finalizing Chapter Five of the dissertation, "Conclusions, Summary and Recommendations Based on the Research."

— *three semester hours*



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



## Directions to Niagara University

### **By Car**

**From east and west**, take the New York State Thruway (I-90) to Exit 50. Take I-290 to I-190 North, Grand Island. Cross both bridges to exit 25A. Turn left and continue straight ahead .8 miles to the second light. Turn left after crossing the Niagara Power Project forebay.

**From points south**, after entering New York state please follow the directions above.

**From North Tonawanda**, follow Niagara Falls Boulevard N. to the 190 North. Follow the 190 North and follow directions above.

**From Lockport**, follow Route 31 across Military Road to Hyde Park Boulevard (Route 61). Turn right to the university.

**From Canada via Toronto**, take the QEW to Niagara Falls, Ontario. Enter the United States via the Rainbow Bridge onto Niagara Street. Move into the left lane. At the second traffic

light, make a left onto 284 North (Rainbow Boulevard). Stay in the center lane. Once you reach the first traffic light, continue straight and follow signs for the Robert Moses Parkway, Whirlpool State Park, Power Vista, Fort Niagara.

Continue on the parkway and exit at the sign for Devil's Hole, Power Vista, Niagara University. Turn left at the stop sign. At the first traffic light, bear to the right, and you will see the entrance to NU.

**From Canada via Niagara Falls, Ontario**, cross the Lewiston-Queeston Bridge and follow Route 104 West. The campus will be on your left after crossing the Niagara Power Project forebay.

**From Canada via Detroit/Windsor**, use Route 3 to Fort Erie. Take the QEW to Niagara Falls, Ontario, and cross at the Rainbow Bridge to Niagara Street. Move into the left lane. At the second traffic light, make a left onto 384 North (Rainbow

Boulevard). Stay in the center lane. Once you reach the first traffic light, continue straight and follow signs for the Robert Moses Parkway, Whirlpool State Park, Power Vista, Fort Niagara.

### **By Air**

**Buffalo/Niagara International Airport**, served by several major airlines, is approximately 30 minutes from campus. Both shuttle and taxi services are available from the airport.

### **By Train**

**The Niagara Falls Train Station**, which is serviced by Amtrak, is approximately 2 miles from campus. Please check with a local travel agency for additional information.

### **By Bus**

Niagara University is serviced by the Niagara Falls city bus line as well as the Buffalo bus terminal. Please contact a travel agency for additional information.