

EDUCATION 2016-2017



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NIAGARA

UNIVERSITY
in Ontario

President's message



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

As an institution, Niagara University has had a strong presence in Ontario, Canada, for the past four decades, educating Canadian students at various sites in the greater Toronto region of Canada.

Our College of Education holds Council for the Accreditation of Educator Preparation (formerly NCATE) accreditation in the U.S., Ministerial Consent through the Ministry of Training, Colleges and Universities in the Province of Ontario, and accreditation through the Ontario College of Teachers.

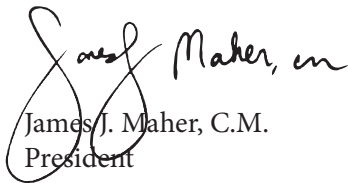
This catalog will guide you through the process of becoming a Niagaran and help you to get better acquainted with Niagara's mission, academic programs and other important information.

We draw our inspiration from St. Vincent de Paul, who was able to pool the good will and skills of his contemporaries to respond compassionately to people's needs. Whatever your faith background is, a Niagara University education will ask you to open your heart and mind to the needs of others and to use your education to make a positive difference in the world.

I can assure you that from this day forward, Niagara University's faculty and staff will do all that they can to help you accomplish your personal and professional goals. All that we ask in return is that you use your education to make a difference in the lives of others.

Again, I thank you for choosing Niagara University and welcome you to our community.

Kind regards,


James J. Maher, C.M.
President

THE Spirit OF NIAGARA

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

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

Earning Your Bachelor of Teacher Education

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

Elementary Certification:

Primary–Junior

Primary: Junior Kindergarten – Grade 3

Junior: Grade 4 – Grade 6

Secondary Certification:

Intermediate–Senior

Intermediate: Grade 7 – Grade 10

Senior: Grade 11 – Grade 12

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



Cohort-Based Programs Enhance Your Learning Experience

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

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



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

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

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

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

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



Earning Your Master of Science in Educational Leadership

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

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

Additional Qualification Courses

Niagara University supports Ontario teachers through its OCT approved Additional Qualifications courses. These courses are completely online and cover a wide range of topics. For more information go to www.niagara.edu/faq.

Academic Excellence

Niagara University is accredited by the Middle States Association of Colleges and Schools. Our business programs are AACSB-accredited by The International Association for Management Education. Our programs in education are accredited by the Council for the Accreditation of Educator Preparation, The Ontario College of Teachers and has

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

Outstanding Faculty

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

Successful Alumni

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



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Foundation

Congregation of the Mission (Vincentian Community) — 1856

Charter

New York State Legislature

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

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

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

University Status

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

Graduate Accreditations

Council for the Accreditation of Educator Preparation

The Middle States Association of Colleges & Schools

New York State Education Department

AACSB International

Ontario College of Teachers

Ontario Ministry of Training, Colleges and Universities

Memberships

American Association of Colleges for Teacher Education

Association of Catholic Colleges & Universities

Association of Independent Liberal Arts Colleges of Teacher Education

Commission on Independent Colleges & Universities

Middle Atlantic Association of Colleges of Business Administration

Western New York Library Resources Council

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

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

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

For additional information, contact:

College of Education

Academic Complex, Room 221, Niagara University, NY 14109

716.286.8560, www.niagara.edu/education/graduate



The NU Seal

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

NIAGARA UNIVERSITY, NY 14109

TELEPHONE: 716.285.1212

NIAGARA UNIVERSITY IN ONTARIO:

905.294.7260

Academic Calendar

Fall 2016

- Monday, Aug. 29**
Term One and Term Three — Classes begin
- Monday, Sept. 5**
Labour day — Holiday
- Monday, Oct. 10**
Canadian Thanksgiving — Holiday
- Tuesday, Oct. 11**
Holiday
- Wednesday, Oct. 12**
Classes resume
- Friday, Oct. 21**
Mid-term ends
- Friday, Nov. 4**
Last day for course withdrawal without permission
- Tuesday, Nov. 22**
American Thanksgiving recess begins after last class
- Monday, Nov. 28**
Classes resume
- Thursday, Dec. 8**
Last day of classes
- Friday, Dec. 9**
Reading day
- Monday, Dec. 12**
Examination week begins
- Friday, Dec. 16**
Fall semester ends

Spring 2017

- Monday, Jan. 16**
Classes begin
- Monday, Feb. 20**
Family Day – Holiday
- Friday, March 10**
Spring break begins after last class
Mid-term ends
- Monday, March 20**
Classes resume
- Wednesday, April 12**
Easter recess begins after last class
- Tuesday, April 18**
Classes resume
- Monday, May 1**
Last day of classes
- Tuesday, May 2**
Reading day
- Wednesday, May 3**
Examination week begins
- Monday, May 8**
Spring semester ends

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

Dates subject to change.

General Information

The University and its Mission

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

Enabling goals

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

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

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

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

History

Founded in 1856 by the Congregation of the Mission (Vincentians) Niagara University was first chartered in 1861 as a seminary. In 1883, Niagara was rechartered as a university for "the instruction of youth in the learned languages and in the liberal and useful arts and sciences." In the years since its founding, NU has retained this tradition of emphasis on both the liberal and useful arts and sciences while it has grown into a mid-sized university of approximately 2,800 undergraduates,



850 graduate students, and continuing and community education.

In January 2007, Niagara University, with Ministerial Consent and accreditation by the Ontario College of Teachers began to offer its Bachelor of Professional Studies program leading to Ontario Teacher Certification. Our sixth group of candidates are currently studying in the program, which has graduated more than 600 teachers.

Organization

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

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

Alumni

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

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

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

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

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

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

Faculty

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

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

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

Fields of Study

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

Additional Qualification (AQ) Courses

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

Niagara University is firmly committed to ongoing professional learning and is pleased to provide Additional Qualifi-

cation (AQ) courses for teachers to expand and enhance their skills and qualifications and to undertake professional development in core areas as well as three-part specialist qualifications for teachers who aspire to curriculum leadership roles in their schools.

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

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

Certifications

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

Accreditation

All programs at Niagara University are accredited by the Middle States Association of Colleges and Schools. These programs are registered by the Board of Regents of the University of the State of New York to confer the degrees listed under the degree program section. In addition, all the programs in education are accredited by the Council for the Accreditation of Educator Preparation (CAEP) in the United States. The College of Education has Ministerial Consent to conduct courses at selected sites in the province of Ontario, Canada, from the Ontario Ministry of Training, Colleges and Universities. The B.P.S. program is accredited through the Ontario College of Teachers.

Academic Regulations

General Regulations

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

Admission

- (1) Specific admission requirements appear under each program.
- (2) All documents pertaining to admission to education should be sent to the graduate director of education, P.O. Box 1930, Niagara University, 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, payable to Niagara University, must accompany the application.
- (4) Foreign students whose native language is not English are required to submit their scores on the Test of English as a Foreign Language (TOEFL). Test scores are not required for applicants seeking nonmatriculated status.
- (5) All credentials submitted for admission become and remain the property of the university.
- (6) Challenge exams are not acceptable.
- (7) Misrepresentations on application forms may result in expulsion or degree revocation.

Study Abroad

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

Transfer Credit

Transfer credit is allowed for graduate-level courses taken at an accredited U.S. institution, or at an institution included in the Association of University and Colleges for Canada (AUCC), if taken in Ontario. Courses must be documented on a graduate

transcript, the grade must be at least a B and, in the judgment of the dean, acceptable in the student's program. A maximum of six credit hours may be transferred in the M.S.Ed. in educational leadership program.

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

Classification of Students

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

Grading System

Courses will be marked as follows:

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

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

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

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

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

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

Repeat Course Policy

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

- a. Failed and not received credit
- b. Previously passed and earned credit

In either case, under this policy, the student is limited to receiving credit for up to six repeated courses in the calculation of his/her cumulative GPA. The grade received for the second attempt of the course — for up to six courses — will be calculated in the student's cumulative GPA regardless of whether the grade is better or worse than the original grade earned.

If a student wishes to repeat a course for which he/she has already passed and received credit, the student must consult with Financial Aid to discuss possible financial aid implications. In most cases, a course for which a student has already received credit cannot be used to satisfy full-time status requirements. In most cases, a student must be enrolled in 12 or more "new" credit attempts in order to receive funding for the repeat of a course for which he/she has already received credit.

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

Please consult the complete policy on myNU.

Quality Point Average (QPA)

To determine a student's quality point average, consider each course taken at Niagara University for which the student has received A+, A, A-, B+, B, B-, C+, C, C- or F. Convert this mark to the corresponding quality points given in the preceding chart. For each course, multiply the number of quality points by the number of semester hours assigned to that course. (Number of semester hours are indicated at the end of the course descriptions in this catalog.)

Compute the quality point average by adding these products and dividing by the total number of semester hours for which a student received marks of A+ to F. Courses for which a student received I, W, N, S, U or R are not computed in the QPA.

Good Standing

Students are considered to be in good academic standing as long as they are permitted by their dean to remain in school matriculated toward a degree.

Attendance

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

Graduation

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

Registration

- (1) All students must register each term in which courses are taken.
- (2) Registration takes place at the time noted in the graduate course schedule. All returning students must edit their profile prior to every registration session. Log in to your myNU located on the home page, www.niagara.edu.

- (3) Students who wish to add or drop courses after registration may do so during the drop/add period at the beginning of the semester.

Time Limit

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

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

File Reactivation and Readmission Procedures

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

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

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

Reactivation of Student File Procedure

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

Readmission Procedure

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

Where to Obtain the Form

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

How to Process the Form

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

Transcripts of Records

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

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

Access to Academic Records

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

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

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

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

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

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

information regarding the hearing procedures will be provided to you when notified of the right to a hearing.

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

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

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

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

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

Academic Integrity

All members of the university community share the responsibility for creating conditions that support 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.

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

Student-Owned Intellectual Property

Unless otherwise provided for in a written, signed instrument, students at Niagara University own the copyright, trademark, patent, or trade secrets (collectively "intellectual property") that

are their original works of authorship or novel intentions. To that end, Niagara University faculty, administration, staff, and students are expected to create an environment where awareness and respect for intellectual property are regarded as critical aspects of academic freedom. Procedures to implement this policy are available at www.niagara.edu.

Sexual Harassment/Assault

Sexual Harassment

Sexual harassment is a form of sex discrimination, which is illegal under the Ontario Human Rights Code. The university views sexual harassment as a form of misconduct, which undermines the integrity of academic and employment relationships. Accordingly, the university maintains mechanisms for reporting and investigating instances of alleged or apparent incidents.

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

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

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

An employee or student has the right to raise the issue of sexual harassment without fear of reprisal. Management at all levels is responsible for taking corrective action to

prevent such harassment in the workplace. All reports of alleged sexual harassment will be investigated by one of the university sexual harassment officers as dictated by the specific circumstance. Investigation will be conducted in as confidential a manner as possible. Any individual filing a complaint will be advised of the results of the investigation and any action taken.

In cases where a student is alleged to have sexually harassed another NU student, a report should be filed with the office of the dean of student affairs (716.286.8566) or the assistant dean of student affairs (716.286.8566). Students found to be responsible for committing offenses of sexual harassment may be issued warnings, educational and community service projects, disciplinary probation, suspension or expulsion from the university. Counseling and support is available through the counseling services or campus ministry offices.

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

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

Sexual Assault

Pursuant to the Ontario Human Rights Code, the university:

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

during the academic year. Campus ministers also are available for support and assistance.

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

Substance Abuse

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

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

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

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

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

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

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

Disability Services for Ontario Students

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

Appropriate accommodation is determined on a case-by-case basis by the coordinator of disability services at Niagara University. In order to receive accommodation (e.g., alternate format, text enlargement, test accommodations, interpreters, etc.) students must:

- Initiate requests in writing for specific accommodations each semester in a timely manner by contacting Diane Stoelting, coordinator of disability services, Seton Hall, first floor, Niagara University, N.Y., 14109, 716.286.8076, or ds@niagara.edu.

- Provide documentation of disability and needs to disability services. Documentation must include a description of the current functional limitations the student is likely to have at college due to his/her disability; must be current and comprehensive and from a qualified provider (unrelated to the student) who is treating, or has assessed, the specific disability for which accommodation is being requested; and must include explicit connection between the individual's functional limitation(s) and any recommended accommodations. All information is considered confidential and released only to appropriate personnel on a need-to-know basis.
- Participate in discussions regarding possible accommodation solutions with disability services and the director of the Ontario Education Program.
- Meet essential academic and program requirements.



Tuition and Fees

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

Fees 2016-2017

Application Fees

Ontario Educational
Leadership \$30 (USD)
Ontario Bachelor's Teacher
Education Program \$30 (CAD)

Registration Fees

Ontario Educational
Leadership \$30 (USD)
Ontario Bachelor of Professional
Studies (B.P.S.) \$30 (CAD)

Tuition Per Credit Hour

Ontario Educational
Leadership \$425 (CAD)
Ontario Additional Qualifications
. \$695 (CAD)/per course
Ontario Bachelor of Professional
Studies ETEP \$425 (CAD)

Arrangements are available for all candidates to pay their tuition fees online using major credit card carriers.

Refund of Tuition

A student officially withdraws from the university when he/she completes the appropriate forms and follows the procedures outlined in the chapter on general academic information. 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). The percent refunded shall be applied to tuition and semester fees.

Course revision

Calendar week of	Refund %
The week classes begin	100%
First full week of classes	100%
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 full week of classes	0%

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.

Withdrawal Refund

Committee on Refunds

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

An application for refund may be filed in person or by mail in the records office and must be made in writing on the form provided for that purpose. If the student is prevented by illness or distance from obtaining the regular form of such application, he/she should address a letter to the records office indicating the courses to be dropped and carefully explaining his/her reasons, together with supporting certifications.

Additional Information

The board of trustees of NU reserves the right to alter the schedule of fees. Payments are to be made monthly by money order or

credit cards payable to Niagara University. Please refer to your program information for additional information. Failure on the part of any student to settle any outstanding account in full may prevent that student from receiving academic credit, professional certificates, transcripts of records, recommendations, or any degree.

Financial Liability

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

Ontario Student Assistance Program (OSAP)

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

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

Online application is recommended as there are no application fees; website (osap.gov.on.ca) 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.

Facilities, Environment and Services

Identification Cards

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

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

Library

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

Research Assistance

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

Do Research 24/7

From Your Home or Office

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

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

Borrowing Materials

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

Interlibrary Loan and Document Delivery

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

Fax Service

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

Hours:

School Year:

Monday–Thursday: 8 a.m.–Midnight

Friday: 8 a.m.–8 p.m.

Saturday: 10 a.m.–5 p.m.

Sunday: Noon–Midnight

Summer:

Monday–Thursday: 8 a.m.–9 p.m.

Friday: 8 a.m.–4 p.m.

Saturday: 10 a.m.–4 p.m.

Sunday: Closed

For more information, please call 716.286.8000 or visit our website at www.niagara.edu/library.



College of Education

Chandra Foote, Ph.D.
Interim Dean, College of Education
www.niagara.edu/education

Tom Donovan, M.S.Ed., MBA, M.Sc.
Director of Ontario Programs

Laila Sisca, M.Ed., B.Ed., B.A.
Associate Director of Ontario Programs

Faculty

Peter Cowden, Ph.D., Chair
Christian Elia, Ph.D.
Patricia Briscoe, Ed.D.

Supervisors

Paul Bottoni, M.A.
Coordinator of Field Placement
Oksana Kawun
William Macdonald, Ed.D.
Carmela Vitale, M.S. Ed.

Admission Requirements

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

Niagara University, NY 14109

- (1) Niagara University in Ontario graduate education application.
- (2) \$30 nonrefundable application fee.
- (3) Two references from individuals in administration describing your leadership skills, abilities and potential in sealed envelopes with the referee's signature across the seal. (Please use the Niagara University reference form.)
- (4) Official transcripts of all colleges and universities attended in a sealed institution envelope.
- (5) Statement of Intent. Two-page, double-spaced, typewritten statement discussing your philosophy of educational leadership, professional goals, objectives, strengths, and weaknesses.

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

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

Mission

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 further the values and practices of their respective professions. We seek to inspire our candidates in the Vincentian tradition, and to foster core professional dispositions of commitment and responsibility (includes fairness), professional relationships (includes belief that all children can learn), and critical thinking and reflective practice. As a faculty, we are committed to developing programs with courses, practical 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 Framework*

Throughout our programs, we also emphasize that education and counseling are most effective when they acknowledge the interdependence of process and product. These are not opposites; rather, they are part of each other as seen, for example, when candidates use

a process of critical and creative thought to produce and implement pedagogical approaches or counseling strategies. These outcomes or “products” are themselves part of processes because they represent points on each candidate’s developmental continuum. With this individualized framework for growth, there are multiple paths to effective practice and we encourage educators to continuously examine and implement a wide range of research-based best practices.

(3) *Reflective Practice*

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

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

Advisement

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

Transfer Credit

A maximum of six graduate credit hours may be transferred into M.S.Ed. in Educational Leadership. Transfer credit is not permitted in the teacher education program. Graduate courses that are more than 10 years old are not acceptable for transfer credit.

Teacher Education Programs

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

The Standards and Program Goals

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

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

researchers and educational theory.

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

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

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



opportunities that are adapted to diverse learners.

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

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

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

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

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

Teacher candidates are expected to demonstrate three core dispositional values: professional commitment, professional relationships, and critical thinking and reflective practice. The professional

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

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

Required Field Experiences

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

Primary/Junior Division (Junior kindergarten to grade 6)

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

Prerequisites:

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

Program requirements:

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

Schedule of courses:

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

Primary/Junior Sequence

Semester one: Foundations
(15 credit hours)

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

Semester two: Methods
(15 credit hours)

EDU 431	Methods of Teaching Math/Science in the Primary/Junior Division
EDU 432	Methods of Teaching Health/P.E. and the Arts in the Primary/Junior Division
EDU 433	Methods of Teaching Social Studies and Language Arts in the Primary/Junior Division
EDU 451	Assessment of Learning
EDU498	Instructional Technology

Semester three: Practicum
(15 credit hours)

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

Semester four: Practicum
(15 credit hours)

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

Two electives*:

- EDU 420 Foundations of Catholic Education
EDU 428 Equity, Diversity and Inclusion
EDU 455 Assessment of Students with Special Needs
EDU 476 Language Arts Integration

*Three additional electives to be determined

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

Intermediate/Senior Division (Grades 7 to 12)

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

Prerequisites:

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

Program requirements:

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

Schedule of courses:

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

Intermediate/Senior Sequence

Semester one: Foundations
(15 credit hours)

- EDU 423 Foundations and Legal Principles of Education in Ontario

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

Semester two: Methods
(15 credit hours)

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

Semester three: Practicum
(15 credit hours)

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

Semester four: Practicum
(15 credit hours)

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

Two electives*:

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

*Three additional electives to be determined

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

Teachables for Intermediate/Senior Education

- Business Studies – Accounting
Business Studies – Entrepreneurship
Business Studies – General

- Business Studies – Information and Communication Technology
Computer Studies
Dramatic Arts
Economics
English
French as a Second Language
Geography
History
International Languages – Italian
International Languages – Spanish
Mathematics
Politics
Religious Education
Science – Biology
Science – Chemistry
Science – General
Science – Physics
Social Sciences – General
Visual Arts

Portfolio Assessment

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

Student Teaching Practicum

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

In order to student teach, students are required to have at least a B in methods courses, passed each of the portfolio

standards, completed all field experience hours, and achieved an overall Q.P.A. of 2.5.

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

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

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

Police Check

Because you will be interacting with students on a regular basis, beginning with first-semester placements, you are required to provide a criminal record check that is satisfactory to the board prior to commencement of any duties. Everyone will need to have a Vulnerable Sector Screening (VSS), including a search of the pardoned sex offenders database. The criminal record check must meet all the conditions outlined below:

- Must have been completed by a police service in the jurisdiction where you live within the preceding six months.
- Must be an original.

It is the responsibility of the applicant to ensure that the above conditions are met. This process may take four to twelve weeks to be completed.

Educational Leadership

The educational leadership program of the College of Education is founded on a commitment to developing practitioners who, in the Vincentian tradition, foster professional commitment and responsibility, professional relationships, and critical thinking and reflective practice.

Additionally, we expect candidates within these programs to demonstrate the following knowledge, skills and dispositions recognized by the Educational Leadership Consistent 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 in a way that promotes a safe, efficient and effective learning environment as informed through research in the discipline.

Standard 4: Collaborating with families and other community interests and needs, and mobilizing community resources through a critical awareness and evaluation of issues/resources.

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

Standard 6: Understanding, responding to and influencing the larger political, social, economic, legal, and cultural context directed by current issues, research and scholarship in the discipline of educational leadership.

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.

Master of Science in Educational Leadership

- EDU 528 Multiculturalism in Education
EDU 595 Educational Research and Statistics

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

Electives (*select two*)

- EDU 629 Effective Dynamic Change
EDU 638 Community Interrelationships
EDU 639 Seminar/Issues in Educational Leadership: Administering Special Education Programs
EDU 650 Capstone School District Leader

Further requirements:

- Administrative internship 694 totals 300 hours.
- Candidates are required to successfully complete a comprehensive exam.

Total Graduate Hours 36

Requirements for the Completion of the Educational Leadership Program

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



Course Descriptions

EDU 228 Multicultural Education

This course examines the theories and practices of multicultural education which are presented as central to teaching and learning, not as marginal or added on to the “regular” curriculum. Study of 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 teachers will explore ways in which students’ (and their own) multiple identities are embedded in teaching and learning that accurately represents diverse knowledge bases. Such an approach is multicultural and therefore emancipatory because it encourages students to become thinkers and producers of knowledge-practices that increase students’ opportunities and life chances.

— *three credit hours*

EDU 417 Profprofessional Seminar Primary/Junior Division II

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

— *three credit hours*

EDU 418 Professional Seminar Intermediate/Senior Education

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

— *three credit hours*

EDU 423 Foundations and Legal Principals of Education in Ontario

This course is a reflective examination of the educational system in Ontario, its laws, and the ways in which diverse

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

— *three credit hours*

EDU 425 Methods in Early Learning

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

— *three credit hours*

EDU 428 Diversity, Equity and Inclusion

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

— *three credit hours*

EDU 430 Methods of Teaching in the Primary/Junior Division

This course is designed to provide teacher candidates with the knowledge, skills, and affective dispositions necessary to plan, deliver and assess effective standards-based learning experiences for students in grades K-6. The goal is to prepare candidates for careers as successful teachers in the changing world of school that is now marking the Western pluralist democratic societies’ attempts to educate all of its children to never before realized levels of cognitive development.

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

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

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

— *three credit hours*

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

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

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

— *three credit hours*

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

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

— *three credit hours*

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

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

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

— *three credit hours*

EDU 436 Human Development, Learning and Motivation

This course is designed to introduce the prospective teacher to the theories of human learning, development, and motivation and the applications of these theories in the learning environment. Each of the developmental stages of early childhood, childhood, preadolescence and adolescence will be focused upon to gain awareness of human learning, maturation, and motivation. Prospective teachers will be required to participate in a school-based preservice practicum placement to experience the application of theories; observe the interaction of a child/ adolescent within the school, family and peer systems; and reflect upon their learning through a case study project. Failure to complete 75 hours of preservice practicum will result in a failing grade.

— *three credit hours*

EDU 439 Teaching Students With Special Needs

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

— *three credit hours*

EDU 440-446 Intermediate/Senior Practica I

This field experience is designed to enable teacher candidates to develop competence in teaching adolescents in the intermediate/ senior classrooms. Teacher candidates are expected to demonstrate attitudes, know-

ledge and skills essential to effective teaching consistent with Ontario curriculum expectations. Teacher candidates will develop their final showcase portfolio throughout the semester in conjunction with the professional seminar. Teacher candidates are supervised by an experienced associate teacher and the university supervisor.

— *six credit hours*

EDU 447 Primary/Junior Practicum I

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

— *six credit hours*

EDU 448 Foundations of Literacy Instruction

This course is designed to help prospective teachers develop the knowledge and skills to deliver literacy instruction effectively. Students will learn how to: (a) create a literate environment that wraps literacy around all areas of the curriculum, (b) implement the Ontario Expectations following principles of effective instruction, (c) incorporate technology into instruction, (d) use a wide range of literature, including multicultural literature, across the curriculum, (e) cultivate partnerships with parents to encourage and enhance literacy development, and (f) use literacy assessments to make decisions about instruction for diverse learners. Candidates will be required to participate in a preservice practicum placement. Failure to complete 75 hours of preservice practicum placement will result in a failing grade for the course.

— *three credit hours*

EDU 449 Primary/Junior Practicum II

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

— *three credit hours*

**EDU 450 Early Childhood
Philosophy and Practice**

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

— *three credit hours*

EDU 451 Assessment of Learning

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

— *three credit hours*

**EDU 452 Middle Childhood
Philosophy and Practice**

This course is designed to provide the prospective teacher with a comprehensive study of middle childhood educational philosophy, curriculum, and programming. Exemplary middle school education models will be examined, including the practices of

teaming, cooperative learning, and integrated curricula. The teaching assistantship field experience during this course will take place in a middle childhood educational setting.

— *three credit hours*

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

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

— *three credit hours*

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

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

— *three credit hours*

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

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

— *three credit hours*

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

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

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

— *three credit hours*

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

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

— *three credit hours*

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

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

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

— *three credit hours*

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

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

— *three credit hours*

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

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

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

— *three credit hours*

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

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

— *three credit hours*

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

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

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

— *three credit hours*

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

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

— *three credit hours*

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

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

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

— *three credit hours*

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

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

— *three credit hours*

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

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

— *three credit hours*

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

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

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

— *three credit hours*

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

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

— *three credit hours*

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

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

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

— *three credit hours*

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

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

— *three credit hours*

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

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

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

— *three credit hours*

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

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

— *three credit hours*

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

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

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

— *three credit hours*

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

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

— *three credit hours*

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

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

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

— *three credit hours*

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

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

— *three credit hours*

EDU 476 Language Arts Integration

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

— *three credit hours*

EDU 477 Content Literacy Methods

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

— *three credit hours*

EDU 490 Professional Seminar in Intermediate/Senior Divisions

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

management and the development of multiculturally sensitive and gender equitable classrooms; attitudes toward teaching, learning, and assessment; knowledge of ethics and a basic understanding of school systems and community characteristics are considered.

— *three credit hours*

EDU 491 Professional Seminar in Primary/Junior Divisions

This course is designed to provide the teacher candidate with knowledge and understanding of those competencies that are essential to successful teaching. The seminar focuses upon the student teacher's professional role as a classroom practitioner. In addition, responsibilities for classroom organization and management and the development of multiculturally sensitive and gender equitable classrooms; attitudes toward teaching, learning, and assessment; knowledge of ethics and a basic understanding of school systems and community characteristics are considered.

— *three credit hours*

EDU 495 Research and Statistics

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

— *three credit hours*

EDU 498 Instructional Technology

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

— *three credit hours*

EDU 528 Multicultural Education

This course examines the theories and practices of multicultural education which are presented as central to teaching and learning, not as marginal or added on to the "regular" curriculum. Study of multicultural concepts (e.g., inclusion, accurate representation, multiple perspectives, indigenous scholarship) will reveal how diverse knowledge bases have been historically muted in educational and other discourses.

In order to avoid replicating this exclusionary practice, prospective and practicing teachers will explore ways in which students' (and their own) multiple identities are embedded in teaching and learning that accurately represents diverse knowledge bases. Such an approach is multicultural and therefore emancipatory because it encourages students to become thinkers and producers of knowledge-practices that increase students' opportunities and life chances.

— *three semester hours*

EDU 595 Introduction to Educational Research and Statistics

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

— *three semester hours*

EDU 615 Introduction to Educational Leadership

This is a required introductory course for all candidates in the Educational Leadership program. This course is one of the first courses taken in the program. Students outside of the Educational Leadership concentration may register with the permission of the instructor.

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



administrative attributes and skills in the context of school leadership.

— *three semester hours*

EDU 629 Effecting Dynamic Change

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

— *three semester hours*

EDU 632 Leadership and the School Building Leader

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

— *three semester hours*

EDU 635 Ontario School Law

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

the situation and present it to the class. Various trends, reports, and court cases which have resulted in changes in the law are also examined. The court cases are presented by teams of candidates in class and used to promote discussion of the interpretation of aspects of the statutes and regulations.

— *three semester hours*

EDU 638 Community Interrelationships

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

— *three semester hours*

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

The seminars/issues in educational leadership will focus on a single concept in leadership which is current in the field and not addressed in depth in other educational leadership courses. The topic of the seminars will be determined by the educational leadership department. This course will focus on the role of the administrator in the implementation of the various legislations and policies in Ontario which impact on the provision of educational programs and services on behalf of students with special education needs. The course includes an in-depth review of the legislation and policies with respect to special education from the perspective of the administrator's role; building positive partnerships with parents and advocates; creating and managing the school support team; and an exploration of "best practices" with respect to supporting students in their quest for educational success.

— *three semester hours*

EDU 644 Instructional Supervision

This offering orients the individual to the functions and major principles of instructional supervision. Attention is devoted to the critical examination of current research and publications about effective supervisory behavior. Models for clinical supervision are

introduced and emphasized within the framework of improving teaching performance and its impact on student achievement. Appropriate strategies for developing and implementing supervisory programs are stressed.

— *three semester hours*

EDU 645 Curriculum Planning: Design, Implementation and Evaluation

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

— *three semester hours*

EDU 649 Capstone for the School Building Leader

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

— *three semester hours*

EDU 650 Capstone for the School District Leader

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

— *three semester hours*

EDU 684 Research in Educational Leadership

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

— *three semester hours*

EDU 690 Preservice Religious Education

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

— *three credit hours*

EDU 694 Administrative Internship

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

— *three semester hours*

Additional Qualifications (AQ's)

Niagara University's Additional Qualification courses are designed to provide ongoing professional development to Ontario certified teachers interested in perfecting their teaching expertise. Niagara offers a wide variety of courses throughout the year in various time formats to accommodate the busy schedule of teachers. The courses are completely online which facilitates the accessibility for all teachers. All AQ courses have been developed with a minimum expectation of 125 hours of course work as stipulated by the Ontario College of Education. The online courses are delivered through the Blackboard Learning Management System (LMS). For more information visit www.niagara.edu/aq.

AQS 511	English as a Second Language Part I
AQS 512	English as a Second Language Part II
AQS 513	Special Education Part I
AQS 514	French as a Second Language Part I
AQS 515	Teaching in the Catholic School System
AQS 516	Reading Part I
AQS 517	English as a Second Language Specialist
AQS 518	Special Education Part II
AQS 519	Adapting Curriculum for the Catholic School System
AQS 520	Reading Part II
AQS 521	French as a Second Language Part II
AQS 522	Integration of Information and Computer Technology in Instruction Part I
AQS 523	Reading Specialist
AQS 524	Guidance and Career Education Part I
AQS 525	Integration of Information and Computer Technology in Instruction Part II
AQS 526	Mathematics Primary/Junior Part I
AQS 527	Special Education Specialist
AQS 528	Kindergarten Part I
AQS 529	French as a Second Language Specialist
AQS 530	Guidance and Career Education Part II

AQS 531	Mathematics Primary/Junior Part II
AQS 532	Librarianship Part I
AQS 533	Integration of Information and Computer Technology in Instruction Specialist
AQS 534	Kindergarten Part II
AQS 535	Mathematics Primary/Junior Specialist
ABQ 536	Additional Basic Qualification — Junior Division
AQS 537	Librarianship Part 2
AQS 538	Kindergarten Specialist
AQS 539	Guidance and Career Education Specialist
AQS 540	Librarianship Specialist

Course Descriptions

AQS 511 English as a Second Language (ESL) Part One

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

AQS 512 English as a Second Language (ESL) Part Two

English as a Second Language Part Two develops teacher expertise in the theory and practice of second language teaching and learning from an ESL/ELD teacher perspective. The course will prepare participants to effectively teach English language learners as a specialist ESL or ELD teacher. This course will explore theories of language acquisition in depth, and consider the implementation of a safe, welcoming and equitable environment that adheres to the ESL Policy. It will develop expertise in ongoing and initial language proficiency assessment, programming development and modification. It will

finally explore parent and community connections necessary for success.

AQS 513 Special Education Part One

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

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

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

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

Le cours de qualification additionnelle français langue seconde partie 1, est une introduction à la théorie et aux pratiques de salle de classe dans l'enseignement du français langue seconde. Ce cours vous donnera la possibilité d'enseigner le français langue seconde en Ontario. Étant le premier pas vers la spécialisation, il vous permettra d'acquérir

des connaissances et des compétences de base nécessaires pour enseigner le français langue seconde de divers niveaux: cadre, immersion et intensif. Vous aurez l'occasion d'explorer et de réfléchir sur le curriculum, les programmes et politiques du ministère de l'Éducation, les normes de la profession enseignante et la déontologie, les théories d'acquisition d'une langue seconde, les stratégies d'apprentissage, d'enseignement et d'évaluation et bien d'autres éléments pertinents à l'enseignement dans une atmosphère en ligne interactive et pratique. La recherche-action est le point culminant de ce cours.

AQS 515 Teaching in the Catholic School System

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

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

AQS 516 Reading Part One

The course is a comprehensive introduction to the foundations of the complex task of teaching literacy skills for the twenty-first century. A focus on the components that create an engaging, cross-curricular literacy program will enable the participants to develop a solid understanding of what is important in effective instruction in reading and writing at all elementary grade levels. Participants will engage in independent reading and reflection of the current research and theories of literacy instruction around five modules: The Reading Framework, Using Data to Drive Reading Instruction, Moving Our Students Forward, Comprehensive Literacy, and All Kids Are Our Kids.

AQS 517 English as a Second Language (ESL) Specialist

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

AQS 518 Special Education Part Two

Special Education Part Two is open to all teachers who have a basic qualification in general studies or technological studies who wish to deepen their knowledge regarding students identified as exceptional; however, all classroom teachers may wish to better prepare themselves for teaching students with special needs who are included in the regular classroom. This course focuses on developing programs based on appropriate assessment for students identified as exceptional and fosters discussion on important issues that culminate in a Practical Teaching Project relevant to the participants.

AQS 519 Adapting Curriculum for the Catholic School System

Participants enrolled in this course will examine the dual mandate of Catholic education regarding the adaptation of Ministry of Education curriculum expectations from a Catholic perspective. Participants will reflect on the characteristics of Catholic schools that enable students to develop academically and spiritually within a safe, nurturing learning environment. Participants will examine the issues of developing inclusive schools and how to align assessment and evaluation guidelines within a Catholic perspective. This course will benefit all candidates but especially those seeking positions of responsibility as the course addresses the current issues of the uniqueness of Catholic education in the province as distinct but also reflecting Ministry policy.

AQS 520 Reading Part Two

This course facilitates participants to develop a deeper understanding of the foundations of reading instruction first explored in Reading Part One. The course will focus on creating literate learners for the twenty-first century. The over-whelming exposure of our students to a variety of texts of all forms in the world beyond the doors of the classroom requires participants to consider what it means to be literate in today's world and to bring the world of the students into the classroom environment through comprehensive literacy instruction. Topics of study in the five modules include: Reading Instruction; An Effective and Comprehensive Literacy Program; Digging Deeper with Effective Strategies; Assessment For, As, and Of Learning; and Involving Critical Stakeholders.

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

The Additional Qualification course French as a Second Language Part Two aims to deepen your knowledge and skills acquired during the Part One AQ. This course will enrich your theories and teaching practices through research, online interaction with your colleagues, and significant review of resources for your teaching profession. You will demonstrate your knowledge, your skills and creativity in the action research or reflective practice project.

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

Le cours de qualification additionnelle français langue seconde partie 2 a pour but d'approfondir vos connaissances et vos compétences acquises durant la partie 1. Ce cours vous permettra d'enrichir vos théories et pratiques d'enseignement à travers la recherche, l'interaction en ligne avec vos collègues du cours pour accumuler ainsi des ressources importantes à votre profession. Vous aurez à démontrer vos connaissances, vos compétences et votre créativité dans la recherche-action.

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

Integration of Information and Computer Technology Part One is an introductory course primarily intended for elementary and secondary teachers who are interested in learning how to extend and enrich students'

learning through information and communication technology. It focuses on the theory and practice underpinning the delivery of curriculum through the integration of information and communication technology within the classroom setting. The course explores practical use of Web tools, Ministry of Ontario licensed software and their applicability to the classrooms across both panels.

AQS 523 Reading Specialist

Candidates who participate in the Additional Qualification Online Course Reading Specialist will first and foremost enhance their professional practice, and extend and apply knowledge and skills in the curriculum leadership of reading programs.

They will collaborate in the modeling of a positive learning environment that reflects care, professional knowledge, ethical practice, leadership and ongoing learning as they have the opportunity to learn with and from fellow candidates in skills related to teaching and learning across the divisions of the elementary panel.

Candidates for the Reading Specialist will be able to consolidate the learning from the Parts 1 and 2, in order to develop a comprehensive understanding of all aspects of reading instruction. Emphasis will be placed on providing leadership in the implementation of the Ontario Ministry of Education curriculum, policies and guidelines in relation to theoretical understanding, program planning, assessment, and collaboration with the school and broader community. Candidates will benefit from engaging in ongoing inquiry, dialogue and reflection in order to enhance their professional knowledge in support of student learning.

AQS 524 Guidance and Career Education Part One

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

Guidance and Career Education, Part 1 is a course taken for teachers with aspirations to work in a guidance department and it is also

beneficial for any classroom teacher as it provides tools for teachers:

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

This course will provide an overview of policies and practices in Guidance and Career Education in Ontario. Candidates will gain practical strategies for working with students through the exploration of theory and research, by sharing with other candidates, personal and professional reflection, and by observation in the classroom and guidance area.

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

This course is intended to enhance professional practice, and extend and apply knowledge and skills in the design and delivery of Integration of Information and Computer Technology in Instruction.

The Additional Qualification Course Integration of Information and Computer Technology in Instruction, Part II explores the theoretical foundations, the development of learners, program planning and implementation, assessment, the learning environment and ethical considerations related to teaching and learning.

This Part II course has an emphasis on job-embedded action research, asking measurable questions and carrying out the “processes” of effective inquiry on any issue deemed relevant to the candidate related to program planning and assessment. The course requires constant feedback by the instructor as well as technical support to ensure successful completion.

The design, course content and implementation of the Additional Qualification Course: Integration of Information and Computer Technology in Instruction, Part II support effective teacher education practices. The following course components support and inform effective professional knowledge and practice within

the Additional Qualification Course: Integration of Information and Computer Technology in Instruction.

The ethical Standards for the Teaching Profession and the Standards of Practice for the Teaching Profession are embedded within the overall expectations of this course.

AQS 526 Mathematics Primary and Junior Part One

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

AQS 527 Special Education Specialist

Special Education Specialist is open to all elementary or secondary teachers who have a basic qualification in general studies or technological studies and who wish to deepen further their knowledge regarding students identified as exceptional.

Candidates enrolled in this course have obtained the pre-requisite qualification course, Special Education Part 2. The Additional Qualification course: Special Education Specialist extends the knowledge and skills of Part 2 and continues to focus on theory and practice in special education. Critical to the delivery of special education is the ability of teachers to ensure positive learning experiences for students. The Additional Qualification course — Special Education Specialist provides candidates with more in depth information and practice in special education.

As well, it focuses on leadership in the field of special education. The course continues to foster discussion on important issues that culminate in a Practical Leadership Project relevant to candidates.

AQS 528 Kindergarten Part One

This introductory course will allow participants to explore theoretical foundations of early childhood, child development, play-based learning environments, instructional pedagogy that supports the early learner, assessment practices that make children's learning and thinking visible and the power of shared partnerships with families and other early year professionals. This course is aligned with the Full-Day Early Learning Kindergarten Program (Draft 2010) and other supportive, current Ontario resources, legislation, policies and materials. It is grounded in the Ethical Standards for the Teaching Profession and the Standards of Practice for the Teaching Profession. Participants will explore current research and knowledge and re-think traditional practices in the teaching of Kindergarten. Participants will be immersed in learning opportunities that include professional reading, learning through media, reflection, action research and dialogue with colleagues.

AQS 529 French as a Second Language (FSL) Specialist

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

The assignments will reflect the standards of the teaching profession as well as the ethical standards of the profession which are set in the learning expectations of the first part of the course leading to the French as a second language (FSL) AQ.

AQS 529 French as a Second Language (FSL) Specialist

Ce cours qui comprend un volet sur le leadership, est accès sur la connaissance approfondie des divers programmes de FLS: de base, enrichi et d'immersion. Les participants ont l'occasion de réfléchir sur la matière, de communiquer et de mettre leur apprentissage en application dans le cadre d'expériences pratiques.

La formation doit refléter les Normes d'exercice de la profession enseignante et les Normes de déontologie de la profession enseignante qui sont enchâssées dans les attentes en matière d'apprentissage de la première partie

du cours menant à la qualification additionnelle de français langue seconde.

AQS 530 Guidance and Career Education Part 2

This course is designed to build upon the knowledge gleaned from Guidance and Career Education Part 1, to further enhance professional practice, and extend and apply knowledge and skills in the design and delivery of Guidance and Career Education courses.

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

Guidance and Career Education, Part 2 is a course taken for teachers with aspirations to work in a guidance department and it is also beneficial for any classroom teacher as it provides tools for teachers to:

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

AQS 531 Mathematics Primary and Junior Part 2

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

All educators — classroom teachers, early childhood educators, school principals and other instructional leaders in the education system — use a variety of critical thinking and problem-solving strategies to engage all

students in making connections between content and process as they work toward a thorough understanding of mathematics.

This course will elaborate on many of the ideas listed in "Focus on Mathematics." The list was created by "The Mathematics Working Group". Its group task was to advise the Ministry on ways to bring about a positive change in the teaching and learning of mathematics and to ensure better results for all students.

AQS 532 Librarianship Part 1

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

AQS 533 Integration of Information and Computer Technology in Instruction Specialist

The Additional Qualification course: Computers in the Classroom, Specialist provides candidates with a strong foundation and understanding of the vision and underlying philosophy related to information and communication technology and its integration within a 21st century learning framework. The course is open to candidates who meet the entry requirements identified in Regulation 184/97. The College recognizes that candidates will have a need to explore in an integrated delivery model, topics and issues of particular relevance to the educational context in which they work or may work. Critical to the delivery of Computers in the Classroom is the ability of teachers to ensure positive and interactive learning experiences for all students. Teachers are skilled at combining their knowledge of child and/or adolescent development and learning with their understanding of information and communication technology to facilitate active student engagement. The course is

based on an in depth knowledge of information and communication technology to support and enrich the curriculum and includes a focus on leadership skills. Candidates will have opportunities to reflect, communicate and apply their learning through practical experiences.

AQS 534 Kindergarten Part 2

The Additional Qualification Course: Kindergarten Part II employs a critical lens to explore in a holistic and integrated manner theoretical foundations, the development of learners, program planning and implementation, instructional practices, assessment, the learning environment and ethical considerations related to teaching and learning.

Critical to the implementation of this course is the modeling of a positive learning environment that reflects care, diversity and equity. This course supports the enhancement of professional knowledge, ethical practice, leadership and ongoing learning.

AQS 535 Mathematics Primary and Junior Specialist

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

ABQ 536 Additional Basic Qualification — Junior Division

The underlying purpose of the Additional Basic Qualification course is to extend the skills and knowledge for teaching in the junior division and subject-specific junior division program. At least one half of the course concentrates on subject specific content.

Successful completion of the course developed from this guideline enables teachers to receive the Additional Basic Qualification: Junior Division.

AQS 537 Librarianship Part 2

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

AQS 538 Kindergarten Specialist

Candidates who participate in the Additional Qualification Online Course Kindergarten Specialist will enhance their professional practice, extend and apply knowledge and skills in the curriculum leadership of Kindergarten programs.

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

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

AQS 539 Guidance and Career Education Specialist

This course is designed to build upon the knowledge gleaned from Guidance and Career Education Part 1 and Part 2, to further enhance professional practice, and extend and apply knowledge and skills in the curriculum leadership of Guidance and Career Education courses.

The Guidance and Career Education, Specialist course explores the theoretical foundations, school-wide Guidance programming, the development of diverse learners, program planning and implementation, including curriculum implementation and delivery, learning preferences, assessment and evaluation, the learning environment and ethical considerations related to teaching and learning across the divisions. Critical to the implementation of this course is the modeling of a positive learning environment that reflects care, professional knowledge, ethical practice, leadership and ongoing learning (Ontario College of Teachers).

This Guidance and Career Education Specialist course is designed for teachers with aspirations to work in and take a leadership role in a guidance department.

AQS 540 Librarianship Specialist

This course is designed to build upon the knowledge gleaned from Librarianship Part 1 and Part 2. Particular emphasis is placed on assuming educational leadership responsibilities in the school.

Topics include:

- demonstrating leadership in curriculum design principles and model instruction, assessment and evaluation according to ministry standards
- strategic planning for the school library
- providing in-service for staff and community partners
- promoting safe, equitable and ethical practices to meet the needs of all learners
- participating in local, regional and global information networks
- developing initiatives to support student achievement with an emphasis on literacy and parent engagement
- leading initiatives in support of the school improvement plan
- integration of current technologies and electronic communication
- new developments in librarianship
- development of Inquiry Portfolios and Action Research

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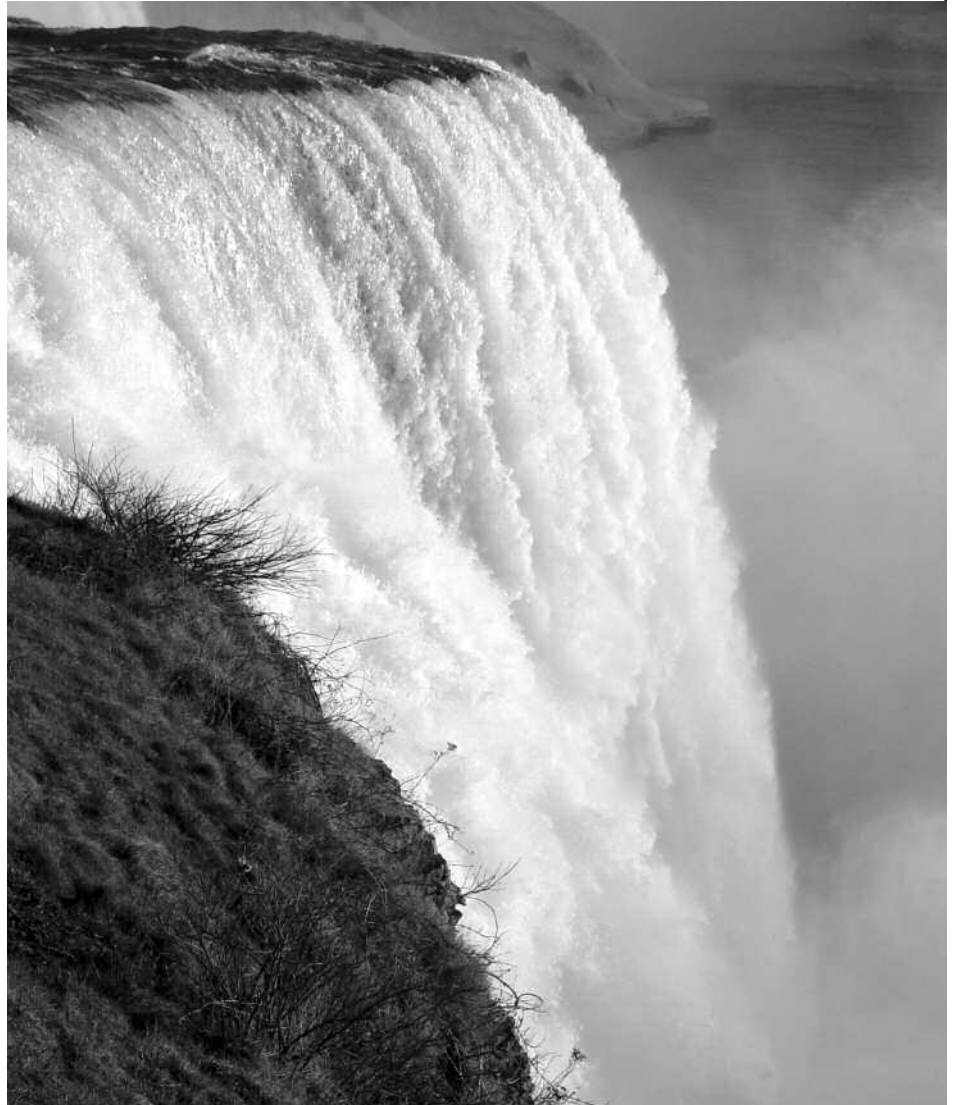
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