



Graduate  
**Academic  
Catalog**  
2019-20



**Medaille  
College**

**Buffalo Campus**

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Buffalo, NY 14214  
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**Rochester Campus**

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**[medaille.edu](http://medaille.edu)**

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## GRADUATE CATALOG

This Graduate Catalog is for informational purposes only and is subject to change without notice. The provisions of the Graduate Catalog do not constitute a contract, express or implied, between any applicant, student or faculty member and Medaille College. The College reserves the right to withdraw courses or programs at any time, to change fees or tuition, calendar, curriculum, faculty assignments, degree requirements, graduation procedures, and any other requirements affecting students. Changes will become effective whenever determined by the College and will apply to both prospective students and those already enrolled. Courses are not necessarily offered each semester or each year. Students should always consult with their College advisors to confirm all information. The College retains the exclusive right to judge academic proficiency and may decline to award any degree, certificate, or other evidence of successful completion of a program, curriculum, or course of instruction based thereupon. While some academic programs described in the Graduate Catalog are designed for the purposes of qualifying students for registration, certification, or licensure in a profession, successful completion of any such program in no way assures registration, certification, or licensure by an agency other than Medaille College.

### DISCLOSURE STATEMENT

The student should be aware that some information in the catalog may change. It is recommended that students considering enrollment check with the college director (or designee) to determine if there is any change from the information provided in the catalog. In addition, a catalog will contain information on the school's teaching personnel and courses/curricula offered. Please be advised that the State Education Department separately licenses all teaching personnel and independently approves all courses and curricula offered. Therefore, it is possible that courses/curricula listed in the school's catalog may not be approved at the time that a student enrolls in the school or the teaching personnel listed in the catalog may have changed. It is again recommended that the student check with the school director to determine if there are any changes in the courses/curricula offered or the teaching personnel listed in the catalog.

### HIGHER EDUCATION OPPORTUNITY ACT (HEOA) COMPLIANCE

Information regarding Medaille College's compliance with the Higher Education Opportunity Act (HEOA) is published on the College's website, available here: [www.medaille.edu/heoa](http://www.medaille.edu/heoa).

### INFORMATION FOR STUDENTS AND PROSPECTIVE STUDENTS

Pursuant to the New York State Education Department's *Title 8 Chapter II Regulations of the Commissioner Part 53 Information for Students and Prospective Students*, Medaille College publishes information regarding "financial assistance available to students, costs of attending the institution, the refund policy of the institution, and the instructional programs and other related aspects of the institution" to students and prospective students. This information is provided in the *Graduate Catalogs* and program-specific handbooks, where appropriate. Catalogs and handbooks are available here: <http://www.medaille.edu/academics/catalogs>.

## ACCREDITATION

Medaille College is chartered by the Board of Regents of The University of the State of New York. It is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104, (215) 662-5606. The Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and The Council for Higher Education Accreditation. The College's degree programs are registered by the New York State Education Department, Office of Higher Education, Cultural Education Center, Room 5B28, Albany, NY 12230, (518) 474-5851.

More information is available here: <http://www.medaille.edu/about-medaille/accreditations>

### PROGRAM-SPECIFIC ACCREDITATION

#### International Assembly for Collegiate Business Education (IACBE)

Medaille College has received specialized accreditation for its business programs through the International Assembly for Collegiate Business Education ([IACBE](#)) located at 11374 Strang Line Road in Lenexa, Kansas, USA. The business programs in the following degrees are accredited by the IACBE:

- [Master of Business Administration](#)
- [Master of Organizational Leadership](#)
- [Bachelor of Business Administration](#)
- [Bachelor of Science in Business Administration](#)
- [Bachelor of Science in Sport Management](#)

The IACBE requires that every member disclose his or her learning outcomes assessment. The assessment results can be found in the annual reports, available here: [IACBE Annual Report 2013-14 \(Business\)](#) and here: [IACBE Annual Report 2013-14 \(Management and Leadership\)](#)

#### Teacher Education Accreditation Council (TEAC)

The Teacher Education Program at Medaille College is awarded [TEAC](#) accreditation by the inquiry Brief Commission of the [Council for the Accreditation of Educator Preparation \(CAEP\)](#) for a period of seven years, from April 2015 to April 2022. The accreditation does not include individual education courses that the EPP offers to P-12 educators for professional development, re-licensure, or other purposes.

## COLLEGE MEMBERSHIPS

The College's memberships include the Commission on Independent Colleges and Universities, Council for Higher Education Accreditation, the Association of Governing Boards of Universities and Colleges, The Council of Independent Colleges, Association of American Colleges and Universities, Western New York College Consortium, The Council for Opportunity in Education, Northeast Regional Honors Council, CompTIA, and the Western New York Service-Learning Coalition (WNYSLC).

[www.medaille.edu](http://www.medaille.edu)

## TITLE IX

Medaille College is an affirmative action/equal opportunity employer. Further, it admits students of any race, color, national and ethnic origin, and age to all rights, privileges, programs, and activities generally accorded its students. In conformance with Title IX, 1972 Education Amendments, it does not discriminate on the basis of sex, race, color, handicap, national and ethnic origin or age in the administration of its educational policies, admissions policies, scholarship and local programs, and athletic and other institutionally administered programs.

More information about Title IX may be found here: <http://www.medaille.edu/offices/human-resources/title-ix>.

## STUDENTS WITH DISABILITIES

In compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Medaille College does not discriminate on the basis of disability. Medaille College endeavors to assist students on an individual basis with any expressed concerns. The Office of Accessibility Services assists students with registered disabilities in all aspects of College life. Based on the submission of appropriate documentation, College personnel do as much as is reasonable to ensure that individuals with disabilities achieve independence and fully participate in the educational process in a comprehensively accessible environment. Students requesting services and/or accommodations must directly contact the Coordinator of Accessibility Services. Additional information may be found here: <http://www.medaille.edu/disability-services>.

## GENERAL INFORMATION

### ACADEMIC CALENDAR

Medaille College's 2019-2020 Academic Calendars can be found by following the link below: <http://www.medaille.edu/academics/academic-calendar>.

\*\*Note: There are multiple calendars, depending upon the academic program an individual is enrolled in. Any questions about academic dates may be directed to the Office for Academic Affairs located in the Main Building, Room 202 or by phone (716) 880-2240.

## HISTORY

With locations in Buffalo and Rochester, and online, Medaille College is a private, four-year college committed to serving the higher education needs of Western New York. Known for its flexible delivery systems, the college offers associate, bachelors, master's and doctoral degrees through day, evening, weekend, and online programs to a diverse regional student population. Medaille traces its roots to 1875 when the Sisters of Saint Joseph founded an institute for the preparation of teachers. In 1937, the Sisters received a charter from New York State to grant

baccalaureate degrees in education to women in religious orders, and the institute was named Mount Saint Joseph Teachers' College.

In 1968, the Sisters of St. Joseph, led by Alice Huber, SSJ, Ph.D., initiated a change in the charter that would create a co-educational college. New York State issued the charter and Medaille College was born. Granted by the Board of Regents, this charter established the College as an independent institution governed by a self-perpetuating Board of Trustees.

Medaille experienced significant growth in the 1970s and student enrollment has risen steadily ever since. During the 1980s and 1990s, the College strengthened programs and services for a growing and diverse student body.

In 1991, the College implemented a residence program, attracting students from across New York State and Southern Ontario. Three years later, the Kevin I. Sullivan Campus Center opened, offering students a setting for dining, recreational and co-curricular activities. With the Trbovich Alumni Tower welcoming all visitors, the Sullivan Center serves as home to the Mavericks' - men's and women's National Collegiate Athletic Association Division III sports programs.

The Buffalo campus has continued to expand its facilities and services to meet the needs of a growing college population. Major capital investments have enhanced students' learning opportunities and access to support services while encouraging a vibrant student life experience. With two residence halls, technologically enhanced classrooms, academic programs that integrate liberal and pre-professional learning and practical problem solving, and an array of extra- and co-curricular opportunities, the campus has evolved into a vital learning environment within the historic Olmsted crescent of Buffalo.

In 2010, Medaille initiated its online program, which continues to grow with new degree options. In the fall of 2011, the college completed a construction project that doubled the size of Huber Hall with a Student Success Center that integrates academic and student support services under one roof. In September 2012, the Sullivan Center expansion was completed, creating a 3,000-square-foot fitness center, an events arena with a 750-person capacity, locker rooms, and student group meeting spaces. In addition, September 2017 saw the completion of Medaille's latest construction projects, a 1,600-square-foot science lab.

In June 2015, Medaille welcomed its seventh president, Dr. Kenneth M. Macur. Under his leadership, the College looks to expand program offerings, post-baccalaureate partnerships, and enrollments.

With an economic impact on the community that exceeds \$147 million, Medaille's leadership role continues to grow. The College has nearly 80 full-time and more than 250 part-time faculty members.

The growth of Medaille College throughout its history has been guided by a commitment to being the "college of opportunity" for the region that it serves. As the College continues to innovate and respond to the higher education needs of the 21st century, it embraces this ethos even more.

Medaille and has set a strategic direction that seeks to extend and deepen what “opportunity” means for both its students and the community in which they live and learn.

## **COLLEGE MISSION**

The mission of Medaille College is to educate and develop empowered individuals for academic achievement, career success and civic engagement, thereby contributing to a healthy, diverse democracy.

## **COLLEGE VISION**

Medaille College will be known as a leader in providing inspiration and opportunity for students, faculty, staff, alumni and community by supporting academic development, positive personal transformation and a strong sense of civic-mindedness.

## **COLLEGE VALUES**

### **CURIOSITY**

Medaille is committed to inspiring intellectual curiosity and wonder as a foundation for academic, professional and civic achievement. Medaille is dedicated to preserving and supporting an educational environment of creativity, passion and innovation.

### **EXCELLENCE**

Medaille seeks to maintain and support a culture of intellectual and personal growth. Medaille encourages the pursuit of the highest levels of academic, civic and personal achievement.

### **INTEGRITY**

Medaille is dedicated to providing an atmosphere of trust, and will actively engage the world with honesty, respect, responsibility, dignity and compassion. Medaille holds itself to the highest standards of ethics and personal responsibility.

### **COMMUNITY**

Medaille values community as a coming together of diverse individuals who endeavor to create an inclusive, supportive and collaborative society.

## **STRATEGIC PLAN**

Medaille College’s Strategic Plan can be found by following the link below:  
<http://www.medaille.edu/about-medaille/strategic-plan>.

[www.medaille.edu](http://www.medaille.edu)

## LOCATIONS

### BUFFALO CAMPUS

The Buffalo Campus is located in Buffalo, New York, on an attractive, 13-acre, tree-lined urban campus at the intersection of Route 198 (Scajaquada Expressway) and Parkside Avenue. The campus is located within the Olmsted Crescent, a historic area of parkways and landscape designed by Frederick Law Olmsted. Adjacent to Delaware Park and the Buffalo Zoological Gardens, the Buffalo Campus is easily accessible by car, bus or Metro Rail. The College is served by the Humboldt-Hospital NFTA rapid transit station, and a circulator shuttle runs frequently between auxiliary parking at the Buffalo Zoo and campus. In addition, Medaille is close to the world-famous Albright-Knox Art Gallery, the Buffalo and Erie County Historical Society Building, the Buffalo Museum of Science, and the Buffalo and Erie County Public Library. The Buffalo Campus is home to academic degree programs, athletic facilities, administrative offices, residence halls, student support, academic support, and the Huber Hall Library.

### 2 AGASSIZ

2 Agassiz houses the Campus Public Safety Office and the Office of Research, Grants and Assessment.

### 73 HUMBOLDT

73 Humboldt houses the College Relations Office, which includes Alumni Relations, Development, and Communication and Marketing operations. The first floor houses the offices of *Perspective*, the campus newspaper, and *Incite*, the campus magazine. Entrances are available at the front and back of the house.

### 77 & 81 HUMBOLDT

77 & 81 Humboldt are home to the Department of Education. The Department of Education encompasses undergraduate and graduate programs, and the Reading Center. More information on the Reading Center is available here: <http://www.medaille.edu/reading>. Faculty and administrative offices, as well as conference areas, are located in these building. The main entrances are located at the back of the buildings.

### 85 HUMBOLDT

Medaille College's Adult, Graduate and Online Admissions team is located 85 Humboldt.

### 91 HUMBOLDT

The Upward Bound team is located in 91 Humboldt.

### **103 HUMBOLDT**

103 Humboldt contains faculty offices the Department of Counseling and Clinical Psychology, as well as a conference area.

### **107 HUMBOLDT**

107 Humboldt Parkway houses Medaille College's Information Technology staff and equipment. The IT Helpdesk, equipped to assist students, faculty, and staff with network password difficulties, computer hardware issues, and other technology questions, is located in this building. The IT website is available here: <http://it.medaille.edu>.

### **117 HUMBOLDT**

117 Humboldt houses the [Wellness Center](#). This building is home to the Health Services and Counseling Center.

### **121 HUMBOLDT**

121 Humboldt Parkway houses additional Information Technology supported staff.

### **ADMISSIONS BUILDING**

This architecturally distinctive building is home to the Undergraduate Admissions Office.

### **DOWNEY SCIENCE BUILDING**

The Downey Science Building, opened in 1987, contains a chemistry lab, two biology labs, an animal technology lab, and faculty offices. It is connected to the Main Building by an atrium and to Huber Hall by an enclosed walkway. The building is named in honor of Dr. Leo R. Downey, President of the College, 1978-1987.

### **HUBER HALL**

Huber Hall contains the Student Success Center, which includes the Advisement Center, Academic Support Center, Career Planning, Accessibility Services, the TRiO program, and the Office of Multicultural and Community-Based Learning. Huber Hall also contains classrooms, faculty offices, the Academic Computing Center, and the [Medaille College Library](#). The building is named in honor of Dr. Alice Huber, S.S.J., President of the College, 1968–1974.

### **KEVIN I. SULLIVAN CAMPUS CENTER**

The Kevin I. Sullivan Campus Center, opened in 1994, is the primary facility for campus activities. The Sullivan Center houses Student Development, Athletics, the college store, dining facilities, Residence Life Student Activities, Student Involvement, and meeting spaces for clubs and organizations. Additional features include a multipurpose/campus event center with a seating

[www.medaille.edu](http://www.medaille.edu)



capacity of over 600 people; 3,000-square-foot fitness center; and the President's Dining Room, which serves as a special event and entertainment suite venue overlooking the multipurpose center and gymnasium. The building is named in honor of Kevin I. Sullivan, President of the College, 1987–2001. More information is available here: <http://www.medaille.edu/sully>

### MAIN BUILDING

Centrally located on campus, the Main Building houses offices for Academic Affairs, [Student Accounts](#), [Financial Aid](#), [Registrar](#), and the [President](#). The Information Office, the College radio lab, TV studio, photography laboratory, classrooms, departments, and faculty offices are also located in the Main Building. The fourth floor is a dedicated Academic Commons space for students, faculty, staff, and visitors. The Academic Commons features seating for studying and relaxing, a flat-screen high definition television, computer stations, and a student-run café. Elevator service for the handicapped is available in this building. A lift provides accessibility from the exterior and skywalks allow access to Huber Hall and the Kevin I. Sullivan Campus Center. An auditorium/lecture hall and a Veterinary Technology animal housing facility, containing a modern clinical laboratory, computer instructional lab and offices, are connected to the Main Building.

### NORTH RESIDENCE HALL

The North Residence Hall offers spacious apartments for the upper-class resident students and comfortable suites for entering freshman and current resident students. Both facilities offer a card-access security feature.

### SOUTH RESIDENCE HALL

The South Residence Hall offers double occupancy rooms, with private bathrooms, laundry facilities and computer stations per floor. Attractive lounges, overlooking the campus quad and Main Building, offer a convenient place of study, programming and conversation.

### ROCHESTER CAMPUS

The Rochester Campus offers undergraduate and graduate degrees through the Adult and Graduate program. Located at Cambridge Place, 1880 South Winton Road in Brighton, New York. The campus is situated near Rochester's Outer Loop (I-390/590) in Brighton, just a short distance from exit 1 on I-590. The Rochester campus contains nine classrooms, each with a capacity of 24 students. Classrooms are equipped with audio-visual aids and are wired for Internet accessibility. The library includes student computer stations and a multipurpose/conference room. Administrative offices located at this campus include Student Services, and Admissions. Financial Aid and Student Account representatives hold regular office hours at the Rochester Campus. Comprehensive information regarding Medaille College's locations, including campus maps, directions, and virtual tours are available here: <http://www.medaille.edu/campus/medaille-college-rochester-campus>.



## PARKING

- Additional parking information may be found here: <http://www.medaille.edu/public-safety/parking-and-busses>.
- Limited student, faculty, and staff parking is provided on the Buffalo Campus. Appropriate parking permits are required. Visitor parking, temporary parking permits, and parking for those requiring handicapped spaces are also available. Parking permits are available in the [Campus Public Safety Office](#) located at 2 Agassiz Circle.
- Rochester Campus students, staff, and faculty must obtain a parking permit at the Rochester Campus. This permit is also accepted at the Buffalo Campus.
- Students should obey handicapped space restrictions as well as identified site-specific parking constraints.
- Vehicles without permits are subject to ticketing. Medaille College is not responsible for theft or damage for any vehicle parked in its parking lots or to any personal property contained within. The College reserves the right to have unauthorized or improperly parked vehicles ticketed or towed at the expense of the owner.

## CAMPUS EMERGENCY CLOSURE

In the event of a campus emergency closure, students are required to log on to their Blackboard course link to continue with course requirements and to communicate with instructors. Students should access this course link early in the semester to familiarize themselves with it. Any access or usage problems should be reported to the course instructor. Students are encouraged to sign up for immediate alerts by text, phone, or email. Sign up here: <http://www.medaille.edu/current-students/public-safety/emergency-information>.

## APPLYING FOR ADMISSIONS

Students are encouraged to visit the [Admissions](#) homepage for more information.

## ADMISSION POLICY

### Admission Policy with Full Standing

Individual graduate programs have specific admission requirements. Prospective applicants should consult the Adult and Graduate Office of Admissions and individual program policies directly to learn about program-specific requirements.

All applicants should keep in mind that the admission decisions are based on the merit of each individual applicant, taking into account each applicant's motivation, maturity, and ability as well as the academic record. Consideration is given to academic background, as well as life and work experience as it pertains to the program that the student is applying to. In conformance with [Title IX, 1972 Education Amendments](#), the College does not discriminate on the basis of sex, race, color, handicap, national and ethnic origin or age in the administration of its educational policies, admissions policies, scholarship and local programs, and athletic and other institutionally administered programs.

[www.medaille.edu](http://www.medaille.edu)

Medaille College has a rolling admissions policy and students may be admitted for the Fall Semester, Spring Semester, or, for some programs, March, May, and October. However, to ensure adequate time to apply for Financial Aid and to secure space within their program of study, students are encouraged to apply at least 3 months prior to the start of a semester.

See the College's Academic Calendar to find out when each semester begins. Contact the Adult and Graduate Office of Admissions to find out the priority deadline for each. The Academic Calendar is available here: <http://www.medaille.edu/academics/academic-calendar>.

### **Probationary Admission**

Probationary admission may be granted for those who do not meet the criteria for full admission into a master's program, provided there is other evidence that the applicant has the ability to do satisfactory graduate work. Such evidence might include an excellent record of postgraduate work at another institution, two letters of recommendation from those in position to evaluate the student's abilities for graduate study, or high scores on the Graduate Record Examination. Those who wish to take the Graduate Record Examination should visit: <http://www.ets.org/gre>.

Full standing is attained upon completion of at least 6 hours of course work for graduate credit with a grade of B or better, and upon the removal of any deficiency which was specified at the time of the admission. Students admitted on probation may be denied continued enrollment if they do not achieve full standing within the specified time period.

### **Conditions of Probationary Admittance**

1. The student with probationary admission is allowed to be enrolled in one semester of courses
2. A registration hold will be placed on the students' record, preventing future term registration
3. The student must earn a minimum 3.0 cumulative GPA by the end of the first semester
4. The student who does not earn a minimum 3.0 cumulative GPA in the first semester is academically dismissed from Medaille College and can reapply in six months
5. The student who earns a minimum 3.0 cumulative GPA in the first semester may continue in their program. The registration hold will be removed, and registration completed
6. The student with probationary admission who earns a minimum 3.0 GPA in the first semester and continues must then maintain a minimum cumulative GPA of a 3.0 through the rest of the program
7. In the remainder of the program, in the event the cumulative GPA falls below a 3.0, the student will be placed on Academic Probation.

\*\*Note: The Probation Status Acknowledgment form must be completed and submitted before beginning online courses.

### **Conditional Acceptance**

Students may be conditionally accepted for admission to the College with the expectation that they will be able to submit appropriate documentation.

Documents such as:

[www.medaille.edu](http://www.medaille.edu)

1. Teacher Certification/Licenses
2. Official Transcripts

Conditional acceptance is only valid for one term/semester. If a conditional acceptance is not met after the first term/semester, students will be administratively removed from the College and will have to reapply for admission.

## HOW TO APPLY

Obtain an application: Individuals may request an application by telephoning the Graduate Admissions Office at (716) 880-2568 (or toll-free 1-800-292-1582, ext. 2568), or by emailing [AdultGradAdmissions@medaille.edu](mailto:AdultGradAdmissions@medaille.edu). Individuals may also apply online at <http://www.medaille.edu/admissions/how-apply/graduate-admissions>.

### 1. Submit the **application** and the following additional documents:

#### **Master of Business Administration (MBA) and Master of Arts in Organizational Leadership (MAOL)**

- Official transcripts from each college or university attended
- Any Undergraduate Bachelorette Degree
- Undergraduate GPA of 2.7 or above
- Resume
- Two years' work experience, desired but not required

#### **Master of Science in Accounting (MSA)**

- Official transcripts from each college or university attended
- Any Undergraduate Bachelorette Degree with an Accounting Core
- Undergraduate GPA of 3.0 or above
- Resume

#### **Master of Arts in Clinical Mental Health Counseling**

- Official transcripts from each college or university attended
- Resume or Curriculum Vitae
- Letter of intent, which addresses the following aspects of personal reflection:
  - Describe how career goals align with the focus of Medaille's Clinical Mental Health Program.
  - Discuss the preparations made for study at the master's level and how to be successful in the program.
  - Explain how to be successful in forming effective counseling relationships. In addition, inform the reader of the importance in actively demonstrating respect for cultural differences.
- Interview with the Faculty Admissions Committee: Prospective students who pass the initial admissions screening will be invited to participate in an interview with members of the Faculty Admissions Committee. This may be conducted in person, Skype or phone depending upon the prospective student's availability
- Three (3) professional or academic reference letters with the required [reference form](#).  
[www.medaille.edu](http://www.medaille.edu)

### **Doctoral Program in Clinical Psychology**

- Official transcripts from each college or university attended
- Resume or Curriculum Vitae
- Autobiographical Statement
- GRE scores sent to Medaille College
- [3 Reference forms](#)

### **Master of Arts in Psychology**

- Official transcripts from each college or university attended
- Resume
- Personal/professional goal statement with a self-appraisal of qualifications for the profession (educational summary, professional experience, assessment of knowledge, skills and abilities)
- [Two professional references](#)

### **Master of Arts in Marriage and Family Therapy**

- Official transcripts from each college or university attended
- Resume
- Personal/professional goal statement with a self-appraisal of qualifications for the profession (Educational summary, professional experience, assessment of knowledge, skills and abilities)
- Interview with the Faculty Admissions Committee: Prospective students who pass the initial admissions screening will be invited to participate in an interview with members of the Faculty Admissions Committee. This may be conducted in person, Skype or phone depending upon the prospective student's availability
- [Three letters of recommendation](#)

### **Master of Science in Education, Adolescent/Secondary Education**

- Official transcripts with a 3.0 GPA or above
- Resume
- **Entrance Exams:** Applicants are required to take one of the following examinations, which include reading math, and writing subtests: ACT ([www.act.org](http://www.act.org)), SAT ([www.collegeboard.org](http://www.collegeboard.org)), Graduate Record Exam ([www.gre.org](http://www.gre.org)), *Praxis* Core ([www.ets.org/praxis](http://www.ets.org/praxis)). Score reports should be sent to the Graduate Admissions Office.
- Statement of Intent
- Interview

### **Master of Science in Education, Elementary Education**

- Official transcripts with a 3.0 GPA or above
- Resume
- **Entrance Exams:** Applicants are required to take one of the following examinations, which include reading math, and writing subtests: ACT ([www.act.org](http://www.act.org)), SAT

([www.collegeboard.org](http://www.collegeboard.org)), Graduate Record Exam ([www.gre.org](http://www.gre.org)), Praxis Core ([www.ets.org/praxis](http://www.ets.org/praxis)). Score reports should be sent to the Graduate Admissions Office.

- Statement of Intent
- Interview

**Master of Science in Education, Literacy (LIT)**

- Official transcripts with a 3.0 GPA or above
- Resume
- **Entrance Exams:** Applicants are required to take one of the following examinations, which include reading math, and writing subtests: ACT ([www.act.org](http://www.act.org)), SAT ([www.collegeboard.org](http://www.collegeboard.org)), Graduate Record Exam ([www.gre.org](http://www.gre.org)), Praxis Core ([www.ets.org/praxis](http://www.ets.org/praxis)). Score reports should be sent to the Graduate Admissions Office.
- Statement of Intent
- Interview

**Master of Science in Education, Students with Disabilities (SWD)**

- Official transcripts with a 3.0 GPA or above
- Resume
- **Entrance Exams:** Applicants are required to take one of the following examinations, which include reading math, and writing subtests: ACT ([www.act.org](http://www.act.org)), SAT ([www.collegeboard.org](http://www.collegeboard.org)), Graduate Record Exam ([www.gre.org](http://www.gre.org)), Praxis Core ([www.ets.org/praxis](http://www.ets.org/praxis)). Score reports should be sent to the Graduate Admissions Office.
- Statement of Intent
- Interview

**Post-Master's Advanced Certificate in Literacy (LIT)**

- Official (or unofficial) Graduate transcripts indicating eligibility for initial certification with a 3.0 GPA or above

**Post-Master's Advanced Certificate in Students with Disabilities (SWD)**

- Official (or unofficial) Graduate transcripts indicating eligibility for initial certification with a 3.0 GPA or above

- **Entrance Exams:** Applicants are required to take one of the following examinations, which include reading math, and writing subtests: ACT ([www.act.org](http://www.act.org)), SAT ([www.collegeboard.org](http://www.collegeboard.org)), Graduate Record Exam ([www.gre.org](http://www.gre.org)), Praxis Core ([www.ets.org/praxis](http://www.ets.org/praxis)). Score reports should be sent to the Graduate Admissions Office.
- **Provisional Admit:** Students will need to earn a **B or better** in all classes during the first semester to be allowed to continue in the program.
- **Conditions:** All admissions requirements will need to be submitted before the end of the first semester. A student would be admitted with conditions if missing any of the required pieces. Note: We can also admit with unofficial transcripts, but official transcripts then become a condition.
- **Transcript Review:** All MSED EI Ed, Adol., and SWD-without certification must have a transcript review to determine the number of undergraduate prerequisites met. If more than 12-15 are needed, the applicant may be advised to delay entrance into the program.
- **Interview:** Required interview may be waived by the program director except for applicants with a GPA below 3.0.

**\*\*Selection of weekday or weekend cohorts:** Applicants must give their final decision one month prior to the start of classes.

## 2. Submit Transcripts

Applicants applying either with graduate credit or as a first-time graduate need to submit official transcripts from all colleges previously attended.

### a. Official Transcript Policy

Students are responsible for submitting official transcripts no later than the completion of their first term/semester.

Students who fail to submit official transcripts will be administratively withdrawn from the College.

Students may reapply for admission once official transcripts are received by the College.

## 3. Review by the Admissions Committee

Applications will be reviewed and evaluated by the Admissions Committee. Applications and all supportive credentials become the property of Medaille College and will not be returned to the applicant.

## 4. Notification/Acceptance

Medaille College follows a policy of rolling admissions for most programs. Applicants will be notified of the Admissions Committee. If accepted, applicants will receive information about orientation, immunization forms, and registering for courses.

## 5. The Tuition Deposit

To reserve a position in a program of study at Medaille, the student may be required to submit an [Enrollment Confirmation Form](#), or pay a \$100 tuition deposit. Contact Admissions for the amount due toward the specific program. Students should submit the deposit within one month of [www.medaille.edu](http://www.medaille.edu)

acceptance. The deposit is non-refundable and will be credited to the first semester’s tuition. Contact Student Accounts here: 1-800-292-1582 (ext. 2235).

### 6. Proof of Immunization

New York State law requires that any college student born on or after January 1, 1957 must provide medical proof of immunity for measles, mumps, and rubella prior to enrollment. New York State also requires colleges to inform students about meningococcal disease and require vaccination within the last five years or students must sign a waiver to decline the meningococcal vaccination. Contact the Wellness Center for further information. Immunization information is also available here:

<http://www.medaille.edu/sites/default/files/pdf/admissions/Immunization-Form.pdf>

Contact the Wellness Center for further information, by calling (716) 880-2112.

## INTERNATIONAL STUDENTS

International students enrolled in Buffalo Campus graduate programs must meet the standard admission criteria of Medaille College. In addition, they must present evidence that they have command of the English language. An English language proficiency test; the minimum acceptable scores are as follows:

TOEFL IBT	Paper-Based TOEFL	IELTS	iTEP	Pearson	Eiken
79	550	6	3.5	53	2A

Official transcripts of all secondary and college work must be submitted. Certified translations must also be provided for documents supplied in a language other than English. A certified course-by-course evaluation of foreign credentials is required for all college work. Certified transcripts of secondary and college work must be submitted. All non-US transcripts should be accompanied by certified translations. Certified translations can be attained through one of the following agencies: [www.wes.org](http://www.wes.org) (World Education Services) or [www.ece.org](http://www.ece.org) (Educational Credential Evaluators). This procedure is necessary for official credit, grade, and language conversion. The Admissions Office will not review academic credentials without evaluation from one of the above agencies. Since federal and/or state financial aid is not available to international students, they are required to present certified evidence of sufficient funding to cover their educational expenses.

## GRADUATE MATRICULATION

Students accepted by the College as degree/certificate-seeking candidates in a specific program are considered to be matriculated. With the approval of the appropriate Department Chair, graduate students may take up to 12 credits in a graduate program on a non-matriculated basis. In this case, students are considered non-matriculated.



**\*\*Note:** Financial aid is not available to non-matriculated students. Transcripts from other institutions are not required for non-matriculated students. Non-matriculated students apply to the College through the Admissions Office; and register for courses through the Registrar's Office.

Upon completion of 12 graduate credits, non-matriculated students must apply through Admissions for degree/certificate-seeking status.

## **TRANSFER FROM ONE GRADUATE PROGRAM TO ANOTHER**

Any student wishing to change from one program to another must apply through Admissions and satisfy all admissions requirements of the new program. Students wishing to enroll in a second program must have the approval of the original Program Director before being accepted into the new program.

## **TRANSFER CREDITS**

Medaille College's transfer policy permits acceptance of up to 9 graduate credits earned at other accredited colleges and institutions of higher learning. Students must also be in good standing of a letter grade of B or above. Students must also choose a major before being accepted into a graduate program. Students who wish to have credit(s) from previous institutions counted toward a Medaille College graduate degree may petition the appropriate Program Director/Department Chair for transfer credit, in writing, at the beginning of their program. The Program Director/Department Chair will determine if graduate coursework completed at another institution can transfer into the program as an equivalency for an existing graduate course. Upon review of the transfer request, the Program Director/Department Chair will inform the Registrar's Office, in writing, of his/her decision, and will specify which course is to be allowed as transfer credit for a specific Medaille course. The Provost makes final approval. This documentation will be placed in the student's permanent file. Only credit is transferable; grades, quality points, and cumulative averages do not transfer.

Information, including admissions requirements, program deadlines, and necessary documentation required for the admissions process is available here: <http://www.medaille.edu/admissions/how-apply/graduate-admissions>. Admission to graduate study is granted by Medaille College upon the recommendation of the Department Chair/Program Directors of graduate programs, or in some cases, by a Graduate Admissions Committee.

Applicants should see that each undergraduate or graduate institution previously attended sends official transcripts to the attention of Office of Admissions. The Office of Admissions should receive the transcripts as soon as possible before the time the student expects to enroll. All transcripts become part of the student's official file and may not be returned.



## STUDENT SERVICES

### SERVICES FOR NEW STUDENTS

#### Student Identification Cards

Identification cards are required for all students and can be obtained through the Public Safety Office. They must be shown to use the Computer labs, the Kevin Sullivan Campus Center, or to borrow books from the Library. ID cards are also important for admission to many student events.

### ACADEMIC AND STUDENT SUPPORT SERVICES

#### Academic Advisement Center

The Academic Advisement Center is located in the Student Success Center. Only select graduate programs are advised through the Advisement Center. Students will be notified if they are to be advised through the Center. To schedule an appointment with an advisor, or speak to a member of the Center's staff, please call: 880-2227. More information is available through the Center's web site: <http://www.medaille.edu/academics/academic-services/student-success-center/academic-advisement-center-aac>.

#### Academic Support Center (ASC)

The Academic Support Center offers a full range of learning services. Peer and professional tutoring in a variety of disciplines are available on-site and online. Computers with Internet access, instructional software, assistive technology, study skills workshops, reference materials, and space for study sessions are all provided in the Center. More information is available here: <http://www.medaille.edu/academic-programs/academic-resources/student-success/academic-support-center-asc>.

#### Accessibility Services

The Office of Accessibility Services, located in the Student Success Center in Huber Hall, assists students with disabilities in all aspects of their College life. Students requesting services and/or accommodations should contact the Coordinator of Accessibility Services. The Office of Accessibility Services also maintains a comprehensive website with additional information, policies, forms, and resources. The website is available here: <http://www.medaille.edu/academics/academic-services/student-success-center/disability-services>.

#### TRiO Office

Medaille College's Student Support Services (SSS) Program is a federally funded TRiO Program that provides services to help eligible students graduate from College. SSS counselors meet with students regularly to create an Individual Graduation Plan, and provide services such as academic coaching, supplemental grant aid, textbook library, workshops, tutoring, and assistance with financial aid. Learn more here: <http://www.medaille.edu/academics/student-success/trio-student-support-services-program>.

## MULTICULTURAL AND COMMUNITY-BASED LEARNING

The Office of Multicultural and Community-Based Learning (MCBL) encompasses Medaille Global and Community-Based Learning (CBL). Medaille Global includes the International Student and the Study Abroad Programs. Serving a dual role on the Medaille College campus, MCBL supports the international student population and the Medaille community while engaging the greater Buffalo community at large. Located in Huber Hall 109 in a shared suite with the Office of Career Planning and the Diversity and Inclusion Office, MCBL is committed to the development of advocates for social justice and the empowering of respectful global citizens. Medaille Global coordinates international student academic coaching, programing, cultural awareness events, class presentations, and workshops. In addition, students interested in studying abroad during their time at Medaille are encouraged to stop into the office to plan early. CBL establishes partnerships with numerous local organizations where students, faculty, and staff are connected with community engagement opportunities inside and outside of the classroom.

## ADMISSIONS OFFICE

The [Admissions Offices](#) provide potential students with pre-college counseling regarding Medaille's academic programs and the admissions requirements for these programs.

## CAMPUS CENTER

The programs and services offered through the Kevin I. Sullivan Campus Center are a vital part of the educational experience at Medaille. The Kevin I. Sullivan Campus Center program serves students, faculty, staff, alumni, and guests in developing well-rounded individuals working together to enhance the educational opportunities provided through the College. The facility serves as a focal point for College community life and a training ground for students in assuming social responsibility and leadership. The cultural, social, educational, and recreational programs are intended to make free-time activity a cooperative venture with classroom learning.

The Center houses a regulation NCAA basketball court, volleyball courts, jogging track, weight and exercise room, locker rooms, training room, food service area/multi-purpose room, College store, student lounges, student club and organization area, and a private dining room. It also houses the Office of Student Development, including the Vice President for Student Development, Student Involvement, Residence Life, and Intercollegiate Athletics.

## CAREER PLANNING

The Career Planning Center provides services to all students and graduates. Career Planning's goal is to assist the student in meeting professional goals. Career Planning provides students with the tools and resources students need to succeed. More about the Career Planning Center is available here: <http://www.medaille.edu/current-students/career-planning/resources>.

Career Planning provide:

[www.medaille.edu](http://www.medaille.edu)

- **Consultations** – Career professionals consult with individuals on their career options, applying skills toward new industries, and providing information about new trends in a changing job market.
- **Connections** – Career professionals will assist students in making connection with employers through [Mavsjobs](#).
- **Networking** – Career professionals help to develop networks in order to understand companies, and to make connections in the competitive job market.
- **Preparation Skills** – Career professionals help in preparing students and their documents for the job search, conducting research through utilizing the website and/or the Career Library.

The Career Planning Center provides the assistance, knowledge, and support individuals require. Whether a student is completing their first graduate degree, returning to school for a second degree or changing their career, Career Planning recognizes individual needs and is prepared to offer the assistance each student requires to achieve their established goals.

### COLLEGE BOOKSTORE

Textbooks, school supplies, and Medaille College clothing and souvenir items are offered for sale online through [eFollett](#) and on the Buffalo Campus.

### COMPUTING CENTERS

There are a number of computer access centers located throughout the Buffalo Campus for general student use as well as four PC classrooms. In addition to the newly renovated PC Lab located on the second floor of Huber Hall there are Academic Computing Centers (ACC) located in the Library, Residence Halls, Student Success Center, Main Building's fourth floor Commons, the Student Tech Lounge and the Sullivan Center's student activity rooms and kiosk zones.

One PC Classroom is upgraded annually, and the most recent equipment is the Dell OptiPlex 7040 PC with an Intel Core i5 processor, 8 GB of RAM, DVD +/-RW drive and a 22" widescreen LCD with easy-access USB ports. There are over 300 PCs available to students on the Buffalo campus.

All ACC computers run Microsoft Windows 10 Pro and are networked via fiber optic backbone accessing the Internet through a 500 Meg MPLS Ethernet Circuit. The ACC runs the Microsoft Office Professional Plus 2016 suite along with a variety of course-specific software applications and standard utility applications. Select lab machines have an attached scanner. For enhanced presentations and visual demonstrations PC classrooms are equipped with an interactive, touch sensitive SmartBoard. Each PC classroom contains a laser printer; the PC lab contains a color LaserJet printer as well as a standard LaserJet printer.

Visit Medaille College's [IT Support Site](#) for more information.

## WELLNESS CENTER

### Counseling Services

The Student Counseling Center is housed on the second floor of the Wellness Center at 117 Humboldt Parkway and is staffed by Licensed Clinicians who provide free and confidential services to matriculated Medaille students. The office is open daily with evening hours by appointment. Counseling services are designed to help students understand themselves better, resolve problems, and come to terms with difficult issues. Individual counseling, group counseling, and wellness workshops are provided. Assistance with referrals to outside professionals is also provided when necessary. Additionally, the Student Counseling Office disseminates self-help materials on a wide variety of topics. Substance Abuse educational programming is also provided. This includes participation in the National Collegiate Alcohol Awareness Week. Workshops and symposiums addressing alcohol and drug use and abuse are provided throughout the year. Students may also be referred to meet with an addictions specialist if they are concerned about their alcohol/drug abuse/use. This referral can be arranged through the Student Counseling Center. Further information about the Student Counseling Center may be found at <http://www.medaille.edu/student-faq/wellness-center/counseling-services>.

### Case Management

In addition to Counseling, Case Management services are offered to help students safely and effectively navigate challenges and stay on the path towards academic success. The Student Advocate may help student access on- and off-campus resources, identify and problem-solve barriers to academic and personal success, overcome obstacles in accessing help, transition back to campus after a medical leave of absence, hospitalization, or difficult life circumstance and proactively address problems/stressors to avert difficulties that are more serious. A student can be referred to case management services by faculty/staff, family or a fellow student when they have concerns for a student's well-being. A student may also self-refer. Referral can be made by completing the online form at: <https://medaille.forms-db.com/view.php?id=17617> or by calling the Student Counseling Center at (716) 880-2246 or (716) 880-2339.

\*\*Note: The student must be aware and agreeable to being referred to case management.

### Psychological and Cognitive Testing

Psychological and cognitive testing is possible through collaboration with the Medaille College PsyD department and is dependent on availability. Faculty or staff may make a referral for this service. Please complete the referral form at: <https://medaille.forms-db.com/view.php?id=12539> or call (716) 880-2246 for more information on these services.

### Substance Abuse Education

Medaille College provides educational programming related to substance abuse. This includes participation in the National Collegiate Alcohol Awareness Week. Workshops and symposiums addressing alcohol and drug use and abuse are provided throughout the year. Personal counseling is available through the Counseling Center. Students may also volunteer to meet with an addictions specialist if they are concerned about their own alcohol/drug abuse. This can be arranged through the Counseling Center. More information may be found here: <http://www.medaille.edu/current-students/wellness-center>.

[www.medaille.edu](http://www.medaille.edu)

## **Health Services**

The Health Office is located on the first floor of Wellness Center at 117 Humboldt Parkway and is staffed by a full-time Registered Nurse. The office is open daily with evening hours by appointment and there is no charge for services. In addition, the services of a physician are available for students one afternoon per week by appointment. The office coordinates health records, immunization compliance, provides for health and wellness needs, first aid, health insurance assistance, and educational programming. Additional information may be found here: <http://www.medaille.edu/current-students/wellness-center>.

## **FINANCIAL AID OFFICE**

All students are urged to visit the [Financial Aid Office](#) to learn about the types of aid available. Financial aid is available to Medaille students through a variety of sources. The Financial Aid Office provides information about the following topics: financial aid programs (eligibility requirements, selection procedures, and disbursement schedules), Satisfactory Academic Progress (SAP), rights and responsibilities of students receiving financial aid, loan repayment, terms and conditions of student employment, costs of attending Medaille, and the Liability Policy at Medaille. Students are encouraged to investigate the following funding sources when planning their college finances. Students may also inquire about other types of scholarships and loans available.

## **FOOD SERVICE**

A wide selection of dining plans and healthy food options are available at the Kevin I. Sullivan Student Center. Dining operations are run by Chartwell's. Hours of operation, menus, and other information is available here: <http://www.medaille.edu/campus-life/dining-services>.

## **INFORMATION OFFICE**

The Information Office can help with locating offices, instructors, misplaced items, and more. If the Information Office cannot answer questions, they will direct students to the appropriate individuals(s)/office(s). The Information Office is a combination mailroom, switchboard, and lost and found. Facsimile services are also available at a reasonable charge.

## **INFORMATION TECHNOLOGY (IT)**

Comprehensive information regarding IT services and support for students, faculty, and staff is available here: <http://it.medaille.edu/>. Students should familiarize themselves with IT policies, available here: <http://it.medaille.edu/policies>.

## **LIBRARIES**

The Medaille College Libraries are located on the Buffalo and Rochester Campuses. The largest library is located in Huber Hall on the Buffalo Campus. The Medaille College Libraries collections contain approximately 49,000 print volumes, over 148,000 electronic books, and subscriptions to more than 220 print and electronic journals. Full-text articles are available through subscription databases, which range from general to subject-specific. Medaille College is a member of Connect

[www.medaille.edu](http://www.medaille.edu)

NY, a group of private college libraries that share collections. Students can search the Connect NY catalog and place requests for books from the library’s website. The libraries also provide interlibrary loan service, course reserves, and computers for student use. In-person reference services and online chat service are available during hours that the libraries are open. After hours, students can chat live with a reference librarian by clicking on the “Ask a Librarian” link on the library’s website. The Medaille College Libraries website is available here: <http://library.medaille.edu/>.

### **PUBLIC SAFETY OFFICE**

Medaille College’s Public Safety Office is located at 2 Agassiz Circle, the first house on the left as entering the campus. Public Safety’s primary responsibility is to work proactively with students, faculty and staff to identify, reduce, and remove the opportunity for crime and criminal activity before it occurs. Public Safety Officers patrol campus buildings, grounds, parking lots, and facilities; control traffic and parking as necessary; and are responsible for the safety and security of the entire Medaille College community. Student identification cards and parking permits are available at this office as well as information and literature to assist in preventing crime and victimization. Anyone encountering safety or security issues, or observing criminal activity, should report it immediately to the Campus Public Safety Office at (716) 880-2911. Medaille College annually supplies an [Annual Security and Fire Report](#), containing statistics, policies, and a description of programs that promote campus safety. A copy of this report is available to all students and employees and may be requested by contacting Public Safety, Admissions Office, Student Development Office or Human Resources. This report is also on the Medaille College Public Safety Web Site: <http://www.medaille.edu/public-safety> or the web site of the [U.S. Department of Education](#). The Advisory Committee on Campus Safety will provide, upon request, all campus crime statistics as reported to the United States Department of Education.

### **REGISTRAR’S OFFICE**

The [Registrar’s Office](#) maintains the academic records of all students, faculty, and alumni. Students should contact the Registrar’s Office should they need to drop/add a course, withdraw from a course, register for a pass/fail, file a change of major and/or degree status, inquire about graduation status, or have transcripts evaluated in preparation for admission to a specific program. The Registrar’s Office also can inform students of their advisor and when registration periods will occur.

### **STUDENT ACCOUNTS OFFICE**

[Student Accounts](#) maintains student-billing records and assists students in the maintenance of their accounts. The office is responsible for billing tuition, fees, room and board and the posting of financial aid and loans. Student Accounts also reviews a student account and begins the process of refunding any payment in excess of the tuition, fees and room and board, if applicable. Refunds are not processed until an account hits a credit balance. Any questions or concerns regarding billing or a student account should be directed to the Student Accounts staff.



## STUDENT SUCCESS CENTER

The Student Success Center, located in Huber Hall, provides a network of student support services, including the Academic Advisement Center, the Academic Support Center, Career Planning, and Accessibility Services. The Center is also home to the Student Support Services program and the Office of Multicultural and Community-Based Learning.

The Student Success Center purposefully integrates student services with the academic mission of the College in order to promote student success and persistence to graduation, the ultimate measure of student success. Through its network of services and consistent communication with other campus educators, the Center helps to empower students to achieve their academic and career goals. The Center also includes two new learning labs, a student technology lounge, four state-of-the-art classrooms, and a faculty/staff technology-training room.

More information is available here: <http://www.medaille.edu/academics/academic-services/student-success-center>.

## CAMPUS LIFE

### ALUMNI ASSOCIATION

The Medaille College Alumni Association nurtures lifelong relationships connecting alumni to the College and to each other, provides valued services and benefits to members, and encourages support of the College to ensure its long-term success. Alumni Association activities are carried out through a variety of programs, activities, and services involving alumni, students, friends, and supporters. Information on Medaille's Alumni Association is available here: <http://www.medaille.edu/alumni>.

### CAMPUS CRIME PREVENTION AND SECURITY PROGRAM

Medaille College's Campus Public Safety and Student Development staffs work together with the Advisory Committee on Campus Safety to facilitate a proactive approach to crime prevention, security, and safety on campus. Students are informed about security issues during Orientation. In addition, a variety of educational programs are offered to heighten awareness of public safety. Facilitators from both the campus and the community-at-large discuss topics such as sexual assault, self-defense, bias related crime, and crime prevention/safety awareness. Medaille College's Annual Security and Fire Reports for the Buffalo and Rochester Campuses are available here: <http://www.medaille.edu/current-students/public-safety/annual-security-and-fire->.

## STUDENT CONDUCT

The Vice President for Student Development, or other designated administrative staff, ensures that College regulations are enforced. Student conduct policies and procedures can be found here: <https://www.medaille.edu/about-medaille/policy-handbooks>

## GENERAL ACADEMIC INFORMATION

### ACADEMIC PROGRAMS OF STUDY

#### HEGIS CODES

\*\*Note: Enrollment in other than registered or otherwise approved programs by the State Education Department may jeopardize eligibility for certain student aid awards.

#### **Doctor of Psychology (Psy.D.)**

Clinical Psychology: 2001.00

#### **Master of Arts Degrees (M.A.)**

Clinical Mental Health Counseling: 2104.10

Marriage and Family Therapy: 2104.10

Organizational Leadership: 0506.00

Psychology: 2001.00

#### **Master of Business Administration Degree (M.B.A.)**

Master of Business Administration: 0506.00

#### **Master of Science in Education (M.S.Ed.)**

Adolescent Education: 0802.00

Curriculum and Instruction: 0829.00

Education (non-certification): 0801.00

Elementary Education: 0802.00

Literacy Birth-6 and/or 5-12: 0830.00

Students with Disabilities 1-6 & 5-9/7-12 Extension & Generalist 7-12: 0808.00

#### **Master of Science (M.S.)**

Accounting: 0502.00

Homeland Security: 2105.00

#### **Certificates**

Alcohol and Substance Abuse Counseling: 5506.00 [Postsecondary certificate (> = 1 year, < 2 years)]

Computer Crimes Investigation: 2105.00

#### **Advanced Certificates**

Clinical Mental Health Counseling: 2104.10

Elementary Education: 0802.00

Integrated Healthcare Delivery 0599.00

Literacy Birth-6 and/or 5-12 (including advanced certification option in Birth-6 & 5-12): 0830.00

Marriage and Family Therapy: 2104.10

Students with Disabilities: Generalist 7-12: 0808.00

Students with Disabilities: 1-6/Generalist 7-12: 0808.00



## UNIT OF ACADEMIC CREDIT

Medaille College adheres to NYSED’s definition of a semester hour in order to determine instructional time for all courses, regardless of delivery format.

Medaille College has established the following definition for an academic unit of credit, or credit hour assignment: one credit represents the equivalent of one hour of lecture or recitation or at least two hours of laboratory work each week and at least 30 hours of supplementary assignments for one semester term or its equivalent.

Semester hour(s)/credit(s) earned	Minutes of instructional time (minimum)
<b>1</b>	750
<b>2</b>	1,500
<b>3</b>	2,250
<b>4</b>	3,000

## ONLINE NETIQUETTE EXPECTATIONS

Regular, professional, and concise communication is paramount in online communication. Online students and instructors are expected to adhere to standard netiquette rules for course communications. Netiquette reflects expected online behavior for students and faculty, establishing a ground rules that will promote effective online interaction and positive learning experiences. Simply stated, netiquette defines good manners on the Internet.

Students should note the following additional considerations for online courses:

- Be polite and reflective; think about what is being written so not to offend others. Work should be thoughtful and supportive, not opinionated.
- Address classmates by name. Own name should be signed to work on discussion boards and in e-mail.
- Do not type the entire message in all capital letters; most people find this ANNOYING. It is like yelling at someone on the computer.
- Keep the discussion board posts relevant and concise. Since all class members must read through all posts, avoid rambling, repetition, or opinionated arguments that are not supported by research. Respect other people’s time.
- Treat others as respectfully. Find a way to share a difference of opinion without verbal abuse or insults.
- Respect copyrights. There is a wealth of information on the Internet, and as an online student, the work, words, and ideas of others will be accessed. However, failing to attribute work to its true originator can feel like theft. Be scrupulous about citing sources.
- Use proper grammar and spelling. Abbreviated words, web jargon, and emoticons can wear thin and do nothing to increase skills in professional communication. Use spell check if needed and remember to establish web habits that will be used successfully through a professional career. Standard typing, grammar, spelling, punctuation and APA rules apply.

[www.medaille.edu](http://www.medaille.edu)

- Never put anything in writing that would cause embarrassment. Keep even private discussions appropriate and avoid profanity. Nothing is ever truly gone on the web and will reappear.
- For all e-mail communication online student and instructors have been directed to use the Medaille e-mail system. There is additional e-mail capability within each Blackboard course, but mail sent within Blackboard will not be available after the course has closed.
- Instructors will publish their times of availability, including periods of time during the week when the instructor is not available. Online instructors have been asked to check their e-mail at least once a day while teaching, but keep in mind that online access does not necessarily mean immediate response. It is most likely that the instructor may share in the same work and family responsibilities. Every effort will be made to address student concerns promptly, and consideration will be appreciated. Students should expect an instructor to return a phone or e-mail message within a day or two.
- Keep in mind that others in the course cannot see facial expressions or body language. This makes joking or sarcasm tricky to pull off successfully online. The only interaction with classmates will be the typed letters on a computer screen. For that reason, reread work carefully before sending or submitting; make sure it says exactly what it should. Once it has been sent, it cannot be retrieved.
- Treat team members with the same respect reserved for the instructor and other classmates. Students are expected to contribute fully in all team activities.
- Online teams are not expected to carry or cover for non-performing team members.
- Students may also communicate with each other outside of the course management system. Medaille cannot monitor these communications; however, students are expected to adhere to the same standards that apply in the course management system.

## TIME-ON-TASK

In order to ensure adequate time-on-task for online courses, students are expected to complete a minimum time-on-task for learning activities. Please refer to the chart below for minimal-time on-task requirements.

(Source: <http://www.highered.nysed.gov/ocue/ded/policies.html>).

Time on task is the total learning time spent by a student in a college course, including instructional time as well as time spent studying and completing course assignments (e.g., reading, research, writing, individual and group projects.) Regardless of the delivery method or the particular learning activities employed, the amount of learning time in any college course should meet the requirements of Commissioner's Regulation Section 50.1 (o), a total of 45 hours for one semester credit (in conventional classroom education this breaks down into **15 hours of instruction plus 30 hours of student work/study out of class, per credit hour.**)

"Instruction" is provided differently in online courses than in classroom-based courses. Despite the difference in methodology and activities, however, the total "learning time" online can usually be counted. Rather than try to distinguish between "in-class" and "outside-class" time for students, the

faculty member developing and/or teaching the online course should calculate how much time a student doing satisfactory work would take to complete the work of the course, including:

- reading course presentations/ "lectures"
- reading other materials
- participation in online discussions
- doing research
- writing papers or other assignments
- completing all other assignments (e.g. projects)

### TIME-ON-TASK FOR ONLINE COURSES

Course Credit	Total Time On-Task for Online Courses	Minimum Time On-Task Per Week (7 Weeks)	Minimum Time On-Task Per Week (15 Weeks)
1 Credit	45 Hours	6.4 Hours	3 Hours
2 Credits	90 Hours	12.9 Hours	6 Hours
3 Credits	135 Hours	19.3 Hours	9 Hours
4 Credits	180 Hours	25.7 Hours	12 Hours

### TIME-ON-TASK FOR ON-GROUND COURSES

Course Credit	Total Time On-Task for On-Ground Courses	Minimum Time On-Task Per Week (7 Weeks)	Minimum Time On-Task Per Week (15 Weeks)
1 Credit	15 Hours 30 Outside of Class Hours	7.5 In Class Hours 4.3 Outside of Class Hours	1 In Class Hour 2 Outside of Class Hours
2 Credits	30 In Class Hours 60 Outside of Class Hours	4.3 In Class Hours 8.6 Outside of Class Hours	6 in Class Hours 4 Outside of Class Hours
3 Credits	45 in Class Hours 60 Outside of Class Hours	6.4 In Class Hours 12.9 Outside of Class Hours	3 In Class Hours 6.1 Outside of Class Hours
4 Credits	60 In Class Hours 120 Outside of Class Hours	8.6 In Class Hours 17.1 Outside of Class Hours	12.1 In Class Hours 8 Outside of Class Hours

### STUDENT CLASSIFICATION

A matriculated student is one following a prescribed program of study. A non-degree or non-matriculated student is one taking classes but not applying for a degree or certificate. A student must matriculate after completing 12 credit hours.

## **CLASS LOAD**

Graduate students who carry fewer than 9 credit hours during any given semester are classified as part-time students. Full-time graduate students carry at least 9 credit hours per semester. Graduate students may be eligible for financial aid no matter part time or full time.

## **COURSE NUMBERING**

Course numbers indicate the following:

- 500-599 graduate, primarily foundation courses
- 600-900 graduate, advanced courses

## **GRADUATE PLACEMENT**

### **HIGHER EDUCATION OPPORTUNITY ACT: FEDERAL DISCLOSURE/REPORTING REQUIREMENT:**

Information and representative institutional data is available to the public on the [Medaille College HEOA Student Right to Know](#) page.

## **COURSE OR POLICY WAIVER**

Deviation from a prescribed policy will be permitted only under extraordinary circumstances. An [Academic Policy Waiver](#) must be approved by the student's Academic Advisor (where appropriate), Department Chair, the Registrar, Provost and the Vice President of Finance. If the waiver is approved, the student will receive a copy of the completed Academic Policy Waiver form. No policy waiver will be granted retroactively.

## **DIRECTED STUDY**

Directed Study is individualized instruction identical in regard to the title, course objectives, course content, and evaluative criteria of the course. Directed Study is made available only under the most extraordinary circumstances and is implemented to fulfill a graduation requirement that is not otherwise available to the student. GPAs of 3.0 are required of students who wish to undertake Directed Study. The faculty and College do not guarantee that this is available during any particular semester. Students may not take a Directed Study to replace a course in which a failing grade was earned unless they obtain a waiver signed by the Program Director and the appropriate Department Chair, with final approval pending from the Office for Academic Affairs. Before completing an application, a student should discuss the matter with the appropriate instructor, and in the case of graduate programs, with the Program Director. The instructor should be aware of what the student intends to accomplish and be willing to direct the study. The student and the instructor must agree on the time that will be devoted to supervision and the manner in which the instructor will evaluate the study.

## INTERNSHIPS/FIELD EXPERIENCE

Classroom learning is enhanced through applied experiences in the real world. Medaille College understands that employers want to see that graduates have completed internships. Preceptorships, student teaching, field experience and internships provide students with a chance to develop career-based, professional skills; explore career options; and learn more about how their major will help prepare them for life after graduation.

Visit the appropriate program page to learn more about Medaille's preceptorships, student teaching, field experience and internship opportunities. Program pages can be found here: <http://www.medaille.edu/academics/adult-graduate>.

## GRADING SYSTEM

Description	Letter Grade	GPA	Grading Scale
<b>Excellent</b>	A	4	93-100
	A-	3.7	90-92
<b>High Achievement</b>	B+	3.3	87-89
	B	3	83-86
	B-	2.7	80-82
<b>Average Achievement</b>	C+	2.3	77-79
	C	2	70-76
<b>Failure</b>	F	0	≤ 69
<b>Official withdrawal</b>	W		
<b>Incomplete</b>	I		
<b>Pass/Fail</b>	P/F		
<b>Satisfactory/Unsatisfactory</b>	S/U		
<b>Audit</b>	AU		
<b>Credit Pending</b>	CP		

### PERFORMANCE-BASED LETTER GRADE DESCRIPTIONS:

A = Student's performance is excellent. Has unusually sharp insight into material and initiates thoughtful questions. Sees many sides of an issue. Articulates well and writes logically and clearly. Integrates ideas previously learned from this and other disciplines and anticipates next steps in progression of ideas. Example: "A" work is of such a nature that it could be put on reserve for all students to review and emulate. The "A" student is an example for others to follow.

**B** = Student grasps subject matter at a level considered to be good to very good. Is an active listener and participant in class discussion. Speaks and writes well. Accomplishes more than the minimum requirements. Work in and out of class is of high quality. Example: “B” work indicates a high quality of performance and is given in recognition for solid work. A “B” should be considered an average grade for graduate work.

**C** = The quality and quantity of the student’s work in and out of class is below average. Accomplishes only the minimum requirements and displays little or no initiative. Communicates orally and in writing at less than acceptable levels for a graduate student. Has a weak understanding of basic concepts. Example: “C” work represents below average work for graduate studies.

**F** = The quality and quantity of the student’s work in and out of class is unacceptable. Example: “F” work does not qualify the student to progress to a more advanced level of work.

### **(GPA) Grade Point Average**

Grades received earn quality points as indicated on the preceding table. A grade point average is computed by dividing the number of quality points earned by the total number of credit hours for which a student is registered. Grade point averages may be computed for one semester’s courses or on a cumulative basis. To compute a semester grade point average, multiply the number of quality points earned for the grade (see preceding table) by the number of credits awarded for the course; add the quality points and divide by the number of quality credits for the semester.

### **Cumulative Average**

The cumulative average is computed for all of the courses a student has taken at Medaille College. It changes whenever a new semester’s grades are calculated and is a reflection of how a student is doing in all of his/her work. In cases of repeated courses, only the last grade earned is utilized in the cumulative GPA calculations.

### **(S/U) Satisfactory/Unsatisfactory**

Due to their nature, certain courses are offered only with grades of S/U. These grades are instructor or department initiated; courses taught on this basis are not included in the limit for classes taken Pass/Fail (P/F).

### **(I) Incomplete Policy**

The assignment of an Incomplete (I) grade indicates a portion of the coursework has not been completed. Therefore, repeating or retaking the course without registration for the same, is not an acceptable condition for the issuance of the incomplete and will not be permitted.

Requests for an Incomplete are student-initiated and must be submitted before the last class meeting. Faculty are not obligated to issue an Incomplete; students must demonstrate or document need. All [Incomplete Grade Extension](#) requests must be made by the instructor to the Provost and received by the Registrar’s Office before the deadline date.

\*\*Note: Any student on academic probation must have prior approval from their advisor to be issued an incomplete grade.

All work must be completed by the end of the following semester. Any student who fails to complete all course requirements within the deadline will have his or her grade of "I" changed to an "F" and will be required to repeat the course at his or her own expense. Any grade, other than an "F", must be submitted by the instructor through Medaille One no later than the deadline date. If a grade is not submitted by the stated deadline date, a grade of an "F" will be issued.

A grade of "F", once issued, cannot be changed. A student will have to re-register for the course in order to receive credit upon completion of the course requirements.

In cases of extreme hardship, the student may petition the Program Director for an additional extension; such a request must be received prior to the expiration date of the incomplete. Students should be aware that taking an Incomplete may affect their financial aid.

A grade of Incomplete cannot be issued for the first course in any program sequence. In all programs, the introductory course must be successfully completed before a student may advance deeper into the sequence of program courses.

In addition, taking an Incomplete automatically disqualifies a student for Dean's list for that semester.

**\*\*Note:** The deadline date for the "I" cannot exceed one semester beyond the original semester of registration.

It is the responsibility of the student to fulfill the requirements stated, in order to remove the grade of an "I" from his/her record. Students assume the risk of not being able to complete the study if a faculty member is no longer on the staff of Medaille College.

### **(AU) Audit**

A student desiring to audit a course must receive the approval of the appropriate instructor and complete the normal registration process. Only officially audited classes will appear on the transcript. Students who audit are expected to attend classes, but their work is not subject to review by the instructor and they will receive no grade at the completion of the class. Medaille College alumni may audit a course for \$100 per course. New and/or current students may audit a course for \$350 per credit hour.

### **(W) Course Withdrawal**

While it is impossible to assess ALL consequences of a course withdrawal, please consider the following questions to ensure this is the best action to take.

- Is this a course withdrawal and not a College withdrawal? There is a difference between withdrawing from a course and withdrawing from the college.
- Has the deadline to withdraw from courses passed?
- Has there been a consultation with the student's Advisor?
- Has there been a consultation with Financial Aid?
- Has there been a consultation with Student Accounts?



A [Course Withdrawal](#) form is initiated with the student's Advisement office. If a student withdraws from a course prior to the withdrawal deadline (see the current [Academic Calendar](#)), a grade of 'W' is issued for the class.

Attempted course withdrawals after the deadline will not be processed and a grade will be issued for classwork completed at that time. A course withdrawal may increase the amount of time needed to complete a student's program. Students on probation must have approval from their academic advisor to withdraw from a course.

Dropping below 9 credit hours will affect financial aid. In addition, lack of academic progress may also affect future aid. Always consult with the [Financial Aid Office](#) when considering a course withdrawal.

Students are liable for all tuition and fees attached to each course, depending upon last date of attendance, in accordance with the [Liability Schedule](#).

Students who complete a program sequence have one year in which to finish any outstanding credits needed to earn their degree. Students who fail to do so may be subject to new program requirements that have been instituted since the date of their completion.

Medaille College supports the unique needs of military personnel who are called to active duty during their enrollment at Medaille. For more information on withdrawal procedures for active duty military personnel, contact the [Admissions Office](#).

**\*\*Note:** Discontinuance of attendance in one or all classes does not constitute an official withdrawal. A student who does not follow the proper procedure and/or stops attending class (an unofficial withdrawal) will receive from the instructor the grade earned according to the student's performance. The failure of a student to notify the director in writing of withdrawal may delay the refund of tuition due pursuant to the Section 5002 of the Education Law.

### **(CP) Credit Pending**

It is the policy of Medaille College that Credits Pending (CP) grades are issued for field experience, student teaching, thesis guidance, or internship courses only. Credit Pending grades will not be issued for any other course. All credit pending grades must be changed within thirty (30) days of the date of the original grade submission, or a Failure (F) or Unsatisfactory (U) grade will be administratively issued.

## **REPEATING A FAILED COURSE**

Students will be permitted to retake a failed course in the same term however; students cannot receive financial aid for both courses taken in the same term.

**\*\*Note:** Taking two of the same courses in the same term/semester may affect financial aid eligibility.



## **REPEATING A COURSE POLICY**

In cases of repeated courses, only the last grade earned, whether higher or lower, is used in calculating the grade point average. All grades earned for courses taken at Medaille, however, remain a part of the student's permanent record.

Students should take note that unless the repeated class is required by the College, New York State will not allow the credit hours for the course to be counted in determining the minimum course load required for financial aid purposes.

Students may not take a Directed Study, Independent Study, Challenge Exam, or have a course transferred from another college to replace a course in which a failing grade was earned at Medaille College.

If "W" grade is received for a second attempt, the grade received for the first attempt remains.

## **ACADEMIC PROGRESS REPORT**

Students who are in danger of failing a course receive a warning via the Academic Progress Report. Students who receive a warning should immediately contact their instructor in order determine how to improve their classroom performance and grades.

## **ACADEMIC STANDARDS**

Continuation in graduate studies requires satisfactory progress toward a graduate degree. Evidence of such progress includes maintenance of a minimum 3.0 cumulative grade point average each semester. The progress of each student is reviewed each term by a committee designated by the Provost or designee. Failure to maintain the minimum 3.0 cumulative grade point average will result in being placed on probation.

Graduate students on probation must not only achieve a 3.0 cumulative average within two successive semesters following the semester in which the deficiency occurred but must also maintain at least a 3.0 semester average in any semester in which he or she is on probation. Failure to meet either of these requirements will result in dismissal from graduate studies at Medaille. Graduate students must refer to their specific program handbook (as appropriate) for additional academic requirements. Graduate students must have a minimum 3.0 cumulative grade point average within their academic program in order to graduate. The computation of academic standing is based on hours earned each term.

Students who have been dismissed may apply for readmission to the Graduate Admissions Committee after the lapse of two regular semesters. Such students who are then are placed on probation again must return to good standing by the end of one semester or be subject to dismissal. If a student wishes to appeal an academic standards decision, he or she may appeal through the Academic Affairs Office. The initial appeal must be in writing within 14 calendar days of

notification or by the end of the first week of the next semester (whichever comes first) and state, in specific terms, the student's case for appeal.

### **ACADEMIC DISMISSAL: DOCTORAL PROGRAM**

A doctoral student who receives two grades below B- in one term or three grades below B- throughout his or her studies will be dismissed from graduate studies. Grades of F in Pass/Fail courses or U in Satisfactory/Unsatisfactory courses are considered failing grades. Likewise, failure to come off academic probation within two regular (Fall or Spring) terms, failing the Clinical Competence Examination (CCE) twice, or failure to complete minimum time frame requirements will result in dismissal. Students may also be dismissed for failure to fulfill terms of a remediation plan within the allotted time frame. In cases of dismissal, students may petition the admissions committee for readmission after one calendar year. Students will be readmitted to the program only in cases of extenuating circumstance IF they are judged to be able to complete the program successfully.

### **ATTENDANCE AND PARTICIPATION**

Regular attendance and participation are expected in all classes and academic activities related to a course (e.g., field trips) unless otherwise specified. Individual faculty members establish the specific attendance and participation for the requirements in their courses.

Excessive absences may be detrimental to student learning and performance and may affect certain types of financial aid. Discontinuance of attendance and/or participation in a course or courses does not constitute an official withdrawal. Students intending to withdraw from classes must file the appropriate paperwork with administrative offices. [Withdrawal](#) forms are available in the Registrar's Office.

Medaille College subscribes to the "Guidelines on Students and Religious Observance" adopted by the [Commission on Independent Colleges and Universities](#). Absence does not excuse a student from coursework and responsibility for its completion.

### **ROSTER RECONCILIATION**

The College utilizes a Roster Reconciliation process in which faculty validate their class rosters each term/semester prior to the Census date. Any student who is not present in classes may be administratively withdrawn during Roster Reconciliation.

The classes a student is enrolled in and participating in as of the roster reconciliation date will determine the amount of Title IV monies a student will receive.

## OFFICIAL CLASS ATTENDANCE AND PARTICIPATION FOR ONLINE COURSES

Completion and submission of required weekly assignments is expected of all students in online courses.

**Attendance/ participation** in an online course involves the completion and submission of a *minimum* of one of the following activities per week documented within the online course:

- Student submission of an exam, quiz, or academic assignment
- Documented student participation in an interactive tutorial or computer-assisted instruction
- Discussion forum post(s) by the student showing the student's participation in an online discussion about academic matters
- Email(s) or in-course messages from the student or other documentation showing that the student-initiated contact with a faculty member to ask a question about an academic subject studied in the course.

**Last date of attendance** in an online course is determined by the last date on which the student completes any of the actions listed under the Official Class Attendance/Participation/Absence Policy and any activity that the College determines as an Academically Related Activity (ARA).

Logging into a course, clicking on a syllabus or other course document, or clicking on any other assignments within the course, **does not constitute attendance**.

Because of the unique characteristics of online learning, students should review the following attendance and participation guidelines:

- If a student does not attend the online course (see attendance and participation definition above) by the add/ drop date, the student will be dropped from the course.
- Each course must be completed during the established time period. Courses may not be extended over additional terms unless an Incomplete (I) grade has been issued.
- Communication has always played a key role in higher education. In online courses, communication is both more essential and more formal. Students are expected to adhere to standard netiquette rules for course communications. Please review the [Online Netiquette Expectations](#).
- Attendance/ participation records are maintained through Blackboard.
- It is the student's responsibility to complete all required weekly course assignments.
- Computers and the Internet are easily accessed and highly portable; online courses do not require any synchronous meeting times. Therefore, students may plan to complete course work at remote locations, during travel, or when confined to the home. Only extreme hardship, military deployment, serious illness, or other documented extraordinary circumstances will be considered as a valid excuse for week-long absences from the virtual classroom.
- A grade of Incomplete (I) is given only in very special circumstances. The student must furnish documentation to the instructor that coursework cannot be completed due to illness or other circumstance beyond the student's control. The student must participate in the

course and have done satisfactory work up until the last two weeks of the course. All work must be completed within seven weeks from the final meeting date of the course.

- Students are responsible for all weekly course work. Students who miss weekly assignments or discussion boards should contact their instructor to account for their absence. Each individual faculty member will establish and publish the consequences of missed deadlines. It is the student's responsibility to contact the instructor about making up missed work.
- Students will be allowed to make up missed class work with no penalty if the absence was caused by documented illness, death of immediate family member, or participation in College sponsored activities. Otherwise, the instructor has no obligation to allow students to make up work.

## **COURSE SYLLABUS POLICY**

At the beginning of every course, the instructor distributes a written course syllabus to all students. The syllabus describes the objectives and content for the course and the method by which students' work will be evaluated for grades. Students are required to maintain copies of all syllabi for their reference.

## **EVALUATION OF STUDENTS' WORK**

An evaluation system is required for each course. Examinations are ordinarily part of the evaluation system, but alternative methods of overall evaluation may be employed. At the first-class meeting of the semester, the instructor will inform students, through the course syllabus, of the type of evaluation system that will be used for that course throughout the semester.

## **STUDENT OPINION SURVEYS**

Information regarding Student Opinion Surveys is available in [Policy Manual Faculty Handbook/Volume IV paragraph 4.5.4.6](#). All students are encouraged to respond to Student Opinion Surveys for each course taken at Medaille College.

## **ACADEMIC INTEGRITY**

Medaille College upholds the highest standards of academic work; these standards rest upon the academic integrity with which the student performs his or her work. The student's academic integrity is manifested in the uniqueness of his or her academic work, in his or her conduct during examinations, and by the proper attribution of his or her sources in preparation of written work. Submission of false data, falsification of transcripts or grades, misconduct during examinations, turning in-group work as individual effort, and plagiarism are among the violations of academic integrity. Cell phones, texting, and instant messaging are prohibited during the administration of any examination.

## **ACADEMIC ACTIONS AND APPEALS**

When an instructor discovers a suspected violation of academic integrity, the student will be notified as soon as possible. Every suspected violation of academic integrity **MUST** also be reported to the Provost. The instructor and the student will then meet to discuss the violation and to consider possible actions, such as the resubmission of an equivalent, but not identical assignment. For most minor, inadvertent, or first offenses, the instructor will establish an appropriate classroom sanction.

For all serious and substantiated violations of academic integrity, which are judged by the instructor to be intentional, the institutional process described below will be followed:

The instructor will present evidence to the Provost, who will decide within one week if the charge is warranted. If a charge is deemed unwarranted, the accusation will be rejected, and no action will be taken. If the charge is warranted, the case will be presented to the Office for Academic Affairs.

The Office for Academic Affairs will inform the student in writing that a charge has been filed. The Office for Academic Affairs, will review the evidence, interview the student, and meet with the instructor. Within one week, they will render a decision to dismiss the charges, give a failing grade to the assignment, award a grade of F for the course, or suspend the student from the College. Suspension will be reserved for serious instances in which either premeditation or recidivism is present.

## **ACADEMIC POLICIES**

### **ACADEMIC DECORUM**

Medaille College is committed to providing an environment free from discrimination on the basis of sex. Medaille College provides many resources to students, faculty and staff to address concerns relating to discrimination on the basis of sex, which includes sexual misconduct. More information can be found here: <http://www.medaille.edu/offices/human-resources/title-ix>.

Medaille College does not tolerate sexual or racial harassment of students or employees by College faculty, staff, or students. Students are legally protected from such activity by both state and federal legislation and are asked to report any occurrence to the Academic Affairs Office without fear of reprimand.

The College does not tolerate immature or abusive behavior in the classroom setting. Upon receipt of a written complaint from the instructor, the Provost may immediately remove the student from the class. The Provost or designee and the Vice President for Student Development will review the evidence and render a final decision within 30 days.

## ACADEMIC CLASSROOM CONDUCT

Medaille students<sup>1</sup> are members of a unique and privileged community of learners. They are expected to cooperate with their faculty<sup>2</sup>, fellow students, all campus educators<sup>3</sup> and college officials<sup>4</sup> to promote intellectual curiosity and foster respect for diverse people, ideas, points of views, and fields of study in the advancement of learning.

Maintaining a classroom environment that fosters mutual respect, freedom of expression without embarrassment or ridicule, and active, collaborative engagement in learning is essential to achieving these intended outcomes of higher education. Medaille College expects all students and faculty to contribute to the creation of classroom environments where learning can flourish, and to conduct themselves in a mature, responsible, and civil manner.

Students who engage in disruptive or threatening classroom behaviors interfere with the rights of fellow students who wish to learn and impede their faculty's ability to provide instruction. Medaille College will not tolerate rude, disruptive, or threatening conduct and will deal with infractions appropriately, from an initial verbal warning to temporary removal of the offending student(s) from class to formal disciplinary action and possible expulsion. Any student removed from class will be required to meet with the appropriate College officials at which time they will reiterate the negative effect on the learning environment of the continued, repeated misconduct in question; explore the causes of it; discuss appropriate corrective behavior; and review again the possible consequences of any further classroom disruptions, including faculty-imposed, course-embedded academic sanctions ranging from a reduced assignment grade on a paper, exam, or project to lowering the final course grade. See the Medaille College Academic Classroom Conduct- Policy and Procedures below for details.

Apart from avoiding uncivil classroom conduct, the College expects all students, beginning in their first semester, to engage in positive behaviors and decision making that ensures a fruitful and effective learning environment for all.

### **Academic Classroom Conduct-Policy and Procedures**

The Medaille College Academic Classroom Conduct-Policy and Procedures identifies two levels of inappropriate student conduct, both of which interfere significantly with creating and sustaining the kind of learning environment described above. The Policy and Procedures Statement also outlines the institutional processes for educating students about community standards for classroom

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<sup>1</sup> The term "student" includes all persons taking courses at Medaille, full -either time or part-time, pursuing undergraduate or professional studies.

<sup>2</sup> The term "faculty" means any person hired by the college to conduct classroom or teaching activities or who is otherwise considered by the college to be a member of its faculty.

<sup>3</sup> The term "campus educators" includes faculty as well as individuals who may conduct classroom or teaching activities at the request of the college.

<sup>4</sup> The term "college officials" includes any person employed by the college performing assigned administrative or professional responsibilities

behavior and for sanctioning any individuals who fail to conduct themselves in accordance with them.

It should be noted that appropriate academic conduct extends beyond the traditional physical classroom setting and applies equally to other College related and sanctioned learning environments that include but are not limited to laboratories, clinical and internship sites, field trips, off-site facilities, and online learning environments. Specific information regarding conduct outside of the academic classroom setting is addressed in the [Student Life and Residence Policy Manual](#).

**\*\*Note:** Specific degree and licensed programs (i.e. Education, CMHC, MFT, and PsyD) may have additional requirements and professional behaviors that need to be adhered to, which also includes their own accountabilities (legal and ethical) and resolution procedures.

## **VIOLATIONS OF ACADEMIC DECORUM AND RESOLUTION PROCEDURES**

### **Level I Misconduct**

*Disrespectful* and/or *Disruptive to Learning* are defined by inappropriate classroom behaviors that are disrespectful and/or disruptive to learning. Examples may include, but are not limited to:

- arriving late to class
- leaving early, without informing the instructor
- inappropriate, unauthorized use of electronic devices
- sleeping in class
- engaging in non-class related activities
- persistent speaking without permission
- disruptive behavior with other students or their faculty
- inappropriate comments or personal insults
- loud, prolonged side conversations

If faculty members and instructors make the determination that the behavior is disrespectful and/or disruptive, they are required to address Level I behaviors by using the following Informal Resolution Process. The goal is to correct student behavior through a supportive, developmental, mentoring approach.

### **Informal Resolution Process**

Faculty members and instructors are required to address initial Level I misconduct behaviors through the following process in the order indicated below:

- Speak directly with the offending student(s) either in class at the time of an incident or as soon as possible after class. Depending upon the nature of the initial infraction, the faculty or campus educator may direct a student(s) to leave the classroom.
- Issue a verbal warning and explain why the behavior is inappropriate in the classroom setting (or other educational context) and disruptive to learning. Describe appropriate behavior and the possible consequences if the misconduct persists.
- Contact other appropriate College officials and/or issue an academic warning in order to ask for assistance in intervening with the offending student (s) in an effort to defuse and/or

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resolve a situation before it progresses to a formal warning or dismissal of the student from class.

- After issuing a warning(s), faculty or instructors may direct a student(s) to leave the classroom if disruptive behavior continues during a class period or persists regularly over a span of time. If the disruption becomes serious or the student(s) refuses to leave, faculty or instructors are to contact Public Safety to escort the student(s) from the classroom and off campus grounds. In the event the class is conducted at a sanctioned learning environment such as a laboratory, clinical and internship site, field trip or off-site facilities, the host site will contact its security personnel or the police to remove the student(s) from its property according to the organization’s policy for removing a disruptive or threatening individual.

### **First Classroom Dismissal and Sanctions (Level I Misconduct)**

After being dismissed from a class for the first time, the faculty member or instructor must inform the student(s) in writing that a meeting must be arranged with the faculty member or instructor in an attempt to resolve the matter before the next class meeting. Faculty or instructors should ask their Program Director and/or Department Chair to participate in an effort to facilitate a positive resolution. The student(s) will not be allowed to return to class until this required meeting has taken place.

At this meeting, College officials will reiterate the negative effect on the learning environment of the continued, repeated misconduct in question; explore the causes of it; discuss appropriate corrective behavior; and review again the possible consequences of any further classroom disruptions, including faculty-imposed, course-embedded academic sanctions ranging from a reduced assignment grade on a paper, exam, or project to lowering the final course grade.

Students dismissed from class the first time are also subject to a Letter of Warning from the appropriate College official.

### **Second Classroom Dismissal and Academic Withdrawal (Level I Misconduct)**

Any student(s) dismissed from class for a second time, after a previous meeting with College officials regarding Level I misconduct determined by a faculty member or instructor to be disrespectful and/or disruptive as well as chronic, is/are subject to administrative withdrawal from the course or courses where the infractions have occurred.

A faculty member or instructor who has dismissed a student from her/his classroom a second time may pursue the administrative withdrawal of the student(s) through the Office for Academic Affairs within three working days. At the written request of a faculty member or instructor, the appropriate College official will review the documentation available regarding chronic misconduct and make a recommendation to the Provost within three working days of receiving the written request. The decision of the Provost is final.

### **Level II Misconduct:**

*Threatening and Safety Endangering* is defined by any behavior that threatens or jeopardizes the health and safety of the faculty member or instructor, or other students and staff. Examples may include but are not limited to:



- physical harassment or intimidation
- verbal harassment or threats (written or oral)
- physical altercation
- property destruction

Faculty and instructors should always treat Level II infractions as serious and follow the Formal Resolution Process.

### **Formal Resolution Process**

Faculty members and instructors are required immediately to report any Level II misconduct by contacting Public Safety at (716) 880-2911 (Buffalo Campus) or (585) 272-0030 (Rochester Campus) and have the offending student(s) removed from the classroom and off campus grounds. In the event the class is conducted at a sanctioned learning environment such as a laboratory, clinical and internship site, field trip or off -site facilities, the host site will contact its security personnel or the police to remove the student(s) from its property according to the organization's policy for removing a disruptive or threatening individual.

Because their behavior compromises the safety and security of others and threatens the integrity of the learning environment, students who commit Level II violations will automatically be referred to the Vice President of Student Development. The Vice President of Student Development will initiate the College's published Judicial Hearing Process and will notify the student(s) through all forms of communication (written, oral, and digital) of a hearing to adjudicate charges of violations of the Student Code of Conduct and the possible sanctions resulting from the misconduct.

Once the case is concluded, the Vice President of Student Development will notify, in writing, the student(s), the faculty member or instructor, the appropriate Department Chair, the Provost, and Public Safety.

Students are not allowed to return to the class from which they were removed during the adjudication of their case.

### **Documentation**

Faculty and instructors are required to maintain a written record of classroom incidents for Level I misconduct, determined by the faculty member or instructor to be disrespectful or disruptive, including any communication about the incident(s) with the student(s) in case further action is required.

Documentation also is mandatory for Level II infractions or Level I incidents whenever a student(s) is/are dismissed from a classroom for such Level I misconduct determined by a faculty member or instructor to be disrespectful and/or disruptive. All documentation should be dated and clearly indicate all parties involved. Students should take note, that documentation is critical as a primary source of evidence in cases referred for disciplinary action. The documentation is provided solely to the college faculty, educators, college officials, and public safety staff who have a "legitimate educational interest" in having access to these records.

Faculty and instructors must complete an official College Incident Report form at Public Safety for all Level II infractions. Copies will be distributed to the faculty member, Program Director, Department Chair, Academic Deans, the Provost, and the Vice President of Student Development.

## ACADEMIC DISHONESTY

Medaille College expects students to fulfill academic assignments independently and honestly. Any cheating, plagiarism, or other forms of academic dishonesty at Medaille College will be penalized, with sanctions ranging from an “F” on a specific assignment to dismissal from the College.

Cheating refers to the use of unauthorized assistance on academic assignments. Unauthorized aid may include, but is not limited to, the use of printed material, equipment, personal notes or other people. Students should assume that assistance should not be used unless it has been expressly permitted. It is the students’ responsibility to know the limits of assistance, if any, permitted on any assignment.

The faculty of Medaille College abide by the definitions of plagiarism offered by James D. Lester in *Writing Research Papers*, 4th ed., pages 95-96 (Glenview, Illinois: Scott, Foresman and Company). The following is reprinted with the permission of Scott, Foresman and Company:

“Fundamentally, plagiarism is the offering of words or ideas of another person as one’s own. While the most blatant violation is the use of other students’ work, the most common is the unintentional misuse of the reference sources. An obvious form of plagiarism is copying direct quotations from a source material without crediting the source. A more subtle form, but equally improper, is the paraphrasing of material or use of an original idea that is not properly introduced and documented.”

The use of source materials requires students to conform to a few rules of conduct:

- Acknowledge borrowed materials within the text by introducing the quotation or paraphrase with the name of the authority from whom it was taken. This practice serves to indicate where the borrowed materials began.
- Enclose within quotation marks all quoted materials.
- Make certain that paraphrased material is rewritten in one’s own style and language. The simple rearrangement of sentence patterns is unacceptable.
- Provide specific documentation for each borrowed item.
- Provide an entry in (bibliography) for every book or journal (or internet site) that is referred to in the paper.”

## DEFINITION OF ACADEMIC DISHONESTY

Academic Dishonesty is defined as any of the following:

- Submitting work for academic evaluation that is not the student’s own.
- Copying answers from another student during an in-class or take-home examination.
- Using unauthorized notes or materials during an examination.
- Accessing a cell phone or instant message program during an examination.
- Submitting group work as individual work.

- Failing to properly acknowledge the source of quoted or paraphrased ideas, data, or research.
- Appropriating, word for word, sections of a book, article, or website and submitting it as the student's or group's own work.
- Fabricating or falsely reporting data, information, or citations.
- Obtaining or attempting to obtain instructor resource material or confidential College records, either electronic or paper.
- Any academic misconduct that calls into question the integrity of a specific student work.

Medaille College does not condone such acts of academic misconduct. When a student is accused of an act of academic dishonesty, the appropriate action will be taken.

### **Other Possible Examples of Academic Dishonesty**

- Falsely claiming to have done work or obtained data
- Misrepresenting reasons for not completing assignments or taking examinations as scheduled
- Submitting the same work in different courses without the prior approval of the instructor
- Forging a signature on any college document
- Damaging or stealing college documents and/or equipment from the library, computer center, classrooms, or other academic resources areas
- Cheating on a test or other in-class assignments.

### **SUSPECTED VIOLATION OF ACADEMIC DISHONESTY**

An instructor who discovers evidence of cheating, plagiarism or other forms of academic dishonesty will meet with the student and verbally inform the student of the suspected violation and evidence upon which it is based as soon as possible after the offense is discovered.

This meeting affords the student an opportunity to present an explanation or defense and possibly resolve to the instructor's satisfaction what may be a simple misunderstanding. After talking with the student, the instructor may choose not to pursue the matter or invoke any penalty. No formal charge may be filed against the student or a penalty imposed until the faculty member has met with the student (or made a reasonable effort to do so).

1. In situations where the suspected transgression is not discovered until after the close of a semester, the instructor should submit a grade of "Incomplete" and make a reasonable effort to contact the student as soon as possible either by phone or in writing to discuss his/her suspicion of academic dishonesty. If for some reason the student cannot be reached, or fails to respond within two weeks, an instructor may proceed to levy formal charges and impose course-related sanctions without having met with the student. If still convinced that a violation of academic honesty has occurred, the faculty member will charge the student with academic dishonesty in a written statement that
  - a. details the specifics of the violation
  - b. clearly states the course penalty (ies) to be imposed.

2. The penalty may include an “F” for the specific assignment in question, an “F” for the entire course, or other course-related sanction deemed appropriate by the instructor. The instructor must report the action in writing to the appropriate College Official.
3. The appropriate College Official will function as the College’s records manager for cases of acknowledged and/or proven academic dishonesty. Each case of alleged academic dishonesty will be handled confidentially, with information shared on a limited, need-to-know basis. All records will be placed in the student’s permanent official records file in the Registrar’s Office.

## **STUDENT APPEAL PROCESS**

A student may accept an instructor’s charge of academic dishonesty and the imposed course penalty (ies) or appeal the decision. In sequence, appeals may be made to the faculty member’s Program Director, Department Chair, Academic Dean and Provost. In cases where a Department Chair or Program Director is the faculty member levying the charge of academic dishonesty, a student should appeal directly to the appropriate College Official (as described below). At any stage of the appeal, the Department Chair, the appropriate Program Director, Academic Dean, or the Provost may dismiss or reaffirm the charge based on interviews with all relevant parties and a thorough review of the evidence.

If the charges against the student are dismissed at any stage of the process, all the parties involved in the decision will be informed in writing. All parties have the right to appeal any decision except for that made by the Provost, which is final.

To appeal an instructor’s decision, the student must send a letter of appeal to the faculty member’s Department Chair within five working days of receiving the instructor’s written charge of academic dishonesty. After interviewing the student and instructor (and other relevant persons as needed) and reviewing the evidence, the chairperson will render a decision in writing within five working days of receiving the student’s appeal letter. A copy of this letter will also be placed in the student’s permanent, official file in the Registrar’s Office.

### **The Student’s Letter of Appeal Should Contain:**

- the course name, number, and section;
- the instructor’s name;
- the nature of the violation;
- reasons why the student believes academic dishonesty did not occur or a rationale explaining why the penalty imposed is too severe and supporting documentation.

A student intending to file an appeal is advised to consult with a faculty or staff member for assistance in composing an appeal letter.

To appeal a Department Chair decision, the student should notify the Provost of his/her intent to appeal in writing within five working days of receiving the Department Chair’s written decision. The Provost will review the case evidence, meet with the student and decide whether to convene the Graduate Academic Standards Committee.

If the Provost determines the student has presented an insufficient basis for further appeal, he/she will notify the student in writing of his/her decision to uphold the charge of academic dishonesty within five working days of meeting with the student. The faculty member levying the original charge and the Department Chairperson involved will receive copies of the Provost's letter. A copy of this letter will also be placed in the student's permanent, official record file in the Registrar's office.

### **Documentation in Student Records**

A final, official letter documenting a violation of the College's Academic Honesty Policy will be placed in the student's confidential file in the Registrar's office in all instances of proven and/or acknowledged academic misconduct.

If a student is exonerated of a charge of Academic Dishonesty, the incident will not be documented as part of his/her permanent academic record, and all communication pertaining to the case will be destroyed.

### **Note on Sanctions**

An individual instructor's sanctions for a specific case of Academic Dishonesty are limited to course-related penalties; however, if a student's violation is determined to be extremely serious, an instructor may request that the appropriate College official to review the case and recommend further sanctions, including dismissal from the College.

### **Repeat Offenses**

The process for handling cases of alleged Academic Dishonesty involving previous offenders omits the involvement of Department Chairperson, although they will be informed of the matter. All alleged repeat offenses and student appeals, if any, go directly to the Provost for a ruling.

Upon reviewing all of the evidence, a final, official letter documenting a second or additional act of acknowledged or proven academic dishonesty will be placed in the student's confidential file in the Registrar's Office. The Provost reviewing the case has the option of dismissing the student from Medaille College.

A student dismissed for academic dishonesty may appeal for reinstatement to Medaille College through the Provost after a period no less than one full academic year after the time of dismissal.

## **ONLINE STUDENT IDENTITY VERIFICATION**

The HEOA requires that institutions offering online education have processes in place to ensure that the student registering for a course is the same student who participates in the course or receives course credit.

The Act requires that institutions use one of the following three methods:

- A secure login and pass code;
- Proctored examinations; or

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- New or other technologies and practices that are effective in verifying student identification.

**Students are expected to do all of their own work.** The primary means of validating the identity of an online student is through their username and password. In addition to username and password identify verification, students will be asked to verify their identity through challenge questions to authenticate an online person's identity. Questions are based only on public, non-public and proprietary information. Failure of student identity verification will be treated in the same manner as cheating.

## GRIEVANCE POLICIES

### ACADEMIC GRIEVANCE PROCEDURE

A student wishing to resolve an academically related grievance is required to follow the Academic Grievance Procedure.

The procedure is as follows:

- The student should contact the instructor directly and attempt to resolve the grievance.
- If the grievance cannot be resolved between student and instructor, the student should contact the instructor's Program Director/Department Chair. The grievance should be submitted to the Department Chair of the course in question.
- If still not resolved, the student should contact the Academic Affairs Office.

**\*\*Note:** All academic grievances must be made in writing. Academic Affairs reserves the right to meet with the involved parties.

A student may appeal the Program Director/Department Chair's decision to the Provost or Provost's designee. The decision of the Provost is final for all academic matters.

### NON-ACADEMIC GRIEVANCE PROCEDURE

A student wishing to resolve a non-academic-related grievance is required to follow the Non-Academic Grievance Procedure.

The procedure is as follows:

- The student should contact the Institutional department in question directly and attempt to resolve the grievance.
- If the grievance cannot be resolved between the student and the representative of the Institutional department, the student should contact the department's Director/Supervisor. The grievance should be submitted to the department's Director/Supervisor in question.
- If still not resolved, the student should contact the Vice President of the department in question.

## GRADE APPEAL

Students wishing to appeal a final grade in a course must do so in writing within 30 days of the semester's grade report. This written appeal should be directed to the instructor of the course in question. If the student and the instructor are unable to reach an understanding, the student may next appeal to the Program Director, and thereafter, the Provost.

### ACADEMIC GRADE APPEAL

Academically related conflicts between a student and an instructor should be addressed promptly. Students should understand that grading is viewed as a contractual relationship between the faculty member and the student. Although students have the right to protest, actual changes in grades are both rare and at the discretion of the faculty member. The Provost will intervene only in extreme circumstances and, even then, only as an intermediary.

Should a student believe there is concrete reason to protest a grade for a course, the procedures are as follows (within one week of the grades becoming available on [MedailleOne](#)):

- The student should discuss his or her course work with the instructor and review the grading policies for the course.
- If the student is still dissatisfied following the discussion with the instructor, a written appeal should be submitted to the respective Program Director.

A grade may be changed only if there is unequivocal evidence that the grade was the direct result of arbitrary and capricious conduct on the part of the instructor or of mathematical or mechanical errors in scoring course work. Grade changes must be requested within one month from the awarding of the original final course grade. All grade changes are approved by the Office for Academic Affairs.

## COURSE PREREQUISITES

Course prerequisites may be waived only by the consent of the faculty member teaching the course and the appropriate Program Director. The Program Director's decision is final. In situations where a course instructor is TBD, or listed as "STAFF," only the Program Director's approval is required.

A signed, approved Course Substitution form must be received in the Registrar's Office before a student is allowed to register for the course in question. [Course Substitution](#) forms are available from the Registrar's Office, the Advisement Center, and from department staff.

## ACADEMIC RECORDS

### STUDENT RECORDS

All student records are maintained and made available in accordance with the [Federal Family Educational Rights and Privacy Act](#) of 1974. Thus, with some exceptions, all student records are made available for review upon request, and the right to challenge the content is provided. No

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records are released to third persons except as provided in the Federal Family Educational Rights and Privacy Act. Information will not be released outside the College community without the expressed consent of, or waiver by, the student involved, except under valid legal compulsion or where there is a danger to a member of the College. Detailed information on the maintenance and availability of student records is available in the Registrar’s Office. Normally the College will disclose directory information to the public unless the student notifies the Office of the Registrar in person or in writing before the last day to drop classes. Medaille College will never release this information for commercial purposes. The following is considered directory information at Medaille College: Student’s name, address, telephone number, major field of study, achievements, degrees, academic awards or honors, dates of enrollment, enrollment status, level of study, weight and height if a member of athletic teams, and participation in extracurricular activities.

Questions concerning the Family Educational Rights and Privacy Act may be directed to the Registrar's Office: [registrar@medaille.edu](mailto:registrar@medaille.edu).

### GRADE REPORTS

Grades are available at the end of each course/semester in MedailleOne. Grade reports are not released over the telephone or in person at the Registrar’s Office. A “NGR” indicates a grade has not yet been recorded.

### TRANSCRIPT OF RECORD

Students may request official transcripts through [National Student Clearinghouse](#) regardless of when they attended. Most electronic PDF transcripts are processed within an hour of order placement. All non-PDF delivery methods require a minimum 1- to 2-day processing time. Current students may access unofficial transcripts through [MedailleOne](#). Unofficial transcripts are no longer available to anyone who does not have access to [MedailleOne](#). This includes anyone who has not attended Medaille College within one year.

More information is available through the Registrar’s Office: <http://www.medaille.edu/current-students/registrar>

### Transcripts from Other Institutions, Copies of

Medaille College does not release copies of other institutions’ transcripts. It is necessary to obtain transcripts directly from the original institution. This includes both college/university and high school transcripts.

Transcripts and all documentation of academic history from other institutions submitted to Medaille College become the property of Medaille College and cannot be returned to students or forwarded to other institutions. Once received, all academic documents are retained by the Registrar’s Office. Federal policy ([FERPA](#)) states that a student has the right to view documents in his or her file. However, the College is not required to provide (or allow the making of) copies of such documents.



Medaille College, along with most colleges and universities, has a policy prohibiting the release of copied academic documentation from other institutions. Stated below are the following reasons behind this policy and common practice:

1. Academic documents from another institution reflect a student’s academic record at that institution at a particular time (like a snapshot) and might be incomplete. The record may have been added to or changed by the issuing institution after the time of receipt by Medaille College.
2. The transcribing institution issues current, complete, accurate, and official student records. It is a common preference that entities receiving and reviewing academic documents should always reference official academic documents, not copies.
3. Medaille College has no way of knowing whether a student wishes to use a copy of a transcript from another institution to avoid having others see grades or information which may be considered negative (incomplete grades, low grades, etc.). Students may have an account balance at the issuing institution and may therefore be prevented from obtaining an official transcript until such obligations are met. As a professional courtesy, Medaille College honors the desire of issuing institutions to have official academic documents obtained directly from issuing institutions. Medaille College requests that other institutions refrain from releasing copies of Medaille College transcripts/academic documents found in their student files.

## **ACADEMIC CHANGES**

### **CHANGE OF NAME OR ADDRESS**

Students are required to notify the Registrar’s Office in writing of any change of name, address, phone number, and/or emergency contact(s). Changes in address, phone number, and/or emergency contact(s) can be made by filling out the change of name/address form located in the Registrar’s Office or by emailing the information to [registrar@medaille.edu](mailto:registrar@medaille.edu). Name changes must be accompanied by official documentation (i.e. birth certificate, government-issued ID, divorce decree, marriage certificate, etc.).

### **COLLEGE WITHDRAWAL**

A student must submit notification of intention to withdraw from the College. The [College Withdrawal](#) form is available in the Registrar’s Office and the Advisement Center. This form must be completed and returned to the Registrar’s Office. Failure to provide notice of an official Withdrawal form means the student will be liable for tuition and fees originally incurred (see [“Liability Policy”](#)).

A student will receive “W” if the Withdrawal form is submitted to the Registrar’s Office by the Withdrawal deadline listed in the [Academic Calendar](#). Any student who officially withdraws from the College and remains inactive for a year must reapply through the Admissions Office and is subject to all program requirements and policies in effect at the time of re-admittance. When seeking readmission after withdrawal, there is no guarantee of readmission; applicants are encouraged to address the reason for withdrawal and their plan for successful and timely

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completion. If readmitted, a student who was on probation or subject to program review will be expected to return with the same status, subject to appeal or waiver based on academic policy.

### **COURSE SUBSTITUTION WAIVER**

Occasionally, based upon previous coursework taken at Medaille College, a course substitution may be requested. To petition for a course substitution, the student must submit a formal request for a [Course Substitution](#) with accompanying documentation to the Advisor.

### **ACADEMIC ADVISING**

Each graduate student at Medaille is assigned to work with an Academic Advisor who will assist the student in developing realistic educational, career, and life goals. Working together, the student and advisor will evaluate and modify these goals as needed throughout the student's course of study. Academic Advisors are available during registration periods and throughout the academic year for consultation. See the appropriate program section for more information.

### **ADVISOR ROLES AND RESPONSIBILITIES**

- To assist students in developing an academic plan that satisfies graduation requirements.
- To monitor student progress and help students make appropriate program adaptations.
- To discuss academic, career, and life goals with advisees.
- To become personally acquainted with advisees.
- To refer advisees, when necessary, to proper services.
- To have access to information related to College programs, policies, and services.
- To inform advisees of changes in their course of study.
- To maintain regular and adequate office hours and keep appointments with advisees.
- To collect and distribute student data as needed.


### **STUDENT ROLES AND RESPONSIBILITIES**

- To meet with his/her advisor regularly during the academic year to work through academic, career, and life goals.
- To make use of appropriate campus and community services to meet goals.
- To read the Catalog and course schedule in order to select courses.
- To make and keep appointments with advisor concerning educational needs, goals and course selection.
- To know the requirements for chosen program of study.
- To make certain that requirements are met for that program.
- To become an active participant in the advisor/advisee relationship and to become increasingly self-directing.
- To maintain personal records of academic progress.

## FINANCIAL INFORMATION

### 2019-2020 TUITION

\*\*Note: Prices effective starting with the Summer 2019 semester.

	TUITION PER CREDIT HOUR		FEES		CAMPUS
	DOMESTIC U.S. CANADA INTERNATIONAL	ACTIVE DUTY MILITARY *	ONE-TIME STUDENT FEE **	ONE-TIME GRADUATION FEE ***	B - BUFFALO R - ROCHESTER O - ONLINE
<b>Master's Programs</b>					
Master of Business Administration	\$895.00	10% discount per cr hr	\$100.00	\$50.00	B/R/O
Master of Business Administration - Fast Forward/Day	\$895.00	10% discount per cr hr	\$100.00	\$50.00	B/R
Master of Arts in Organizational Leadership	\$895.00	10% discount per cr hr	\$100.00	\$50.00	B/R/O
Master of Science in Accounting	\$895.00	10% discount per cr hr	\$100.00	\$50.00	B
Master of Science in Homeland Security	\$750.00	10% discount per cr hr	\$100.00	\$50.00	O
Master of Arts in Clinical Mental Health Counseling	\$850.00	10% discount per cr hr	\$100.00	\$50.00	B/R/O
Master of Arts in Psychology	\$850.00	10% discount per cr hr	\$100.00	\$50.00	B/O
Master of Arts in Marriage and Family Therapy	\$850.00	10% discount per cr hr	\$100.00	\$50.00	B
Master of Science in Education, Elementary Education	\$750.00	10% discount per cr hr	\$100.00	\$50.00	B
Master of Science in Education, Adolescent/Secondary Education	\$750.00	10% discount per cr hr	\$100.00	\$50.00	B
Master of Science in Education, Literacy	\$750.00	10% discount per cr hr	\$100.00	\$50.00	B

Master of Science in Education, Students with Disabilities	\$750.00	10% discount per cr hr	\$100.00	\$50.00	B
Canadian Students - Master of Science in Elementary Education: Childhood	\$550.00	n/a	n/a	\$50.00	B
Canadian Students - Master of Science in Adolescent Education	\$550.00	n/a	n/a	\$50.00	B
Doctoral Program in Clinical Psychology (PsyD)	\$1,170.00	\$1,170.00	\$100.00	\$50.00	B
Advanced Certificate in Clinical Mental Health Counseling	\$850.00	\$850.00	\$100.00	\$10.00	O
Advanced Certificate in Marriage and Family Therapy	\$850.00	\$850.00	\$100.00	\$10.00	B
Post-Master's Advanced Certificate in Literacy	\$750.00	\$750.00	\$100.00	\$10.00	B
Post-Master's Advanced Certificate in Students with Disabilities	\$750.00	\$750.00	\$100.00	\$10.00	B
Canadian Students - Post-Master's Advanced Certificate in Literacy	\$550.00	n/a	n/a	\$10.00	B
Canadian Students - Post-Master's Advanced Certificate in Students with Disabilities	\$550.00	n/a	n/a	\$10.00	B

### CENSUS

The census date is set by the college and typically marks the end of the add/drop period. On this day, the college takes a "snapshot" of all students' enrollment which becomes the "official enrollment" that is used for state reporting.

### 2019-2020 ACADEMIC YEAR CENSUS DATES

Fall 2019	October 1, 2019
Spring 2020	February 1, 2020

### 2019-2020 STANDARD ALLOWANCE

Medaille College estimates the 2019-2020 standard allowance as follows. The standard allowance changes annually. Please contact Admissions or Financial Aid for updated figures.

<b>Books/supplies</b>	\$1100
<b>Personal Expenses</b>	\$1100
<b>Transportation</b>	\$2000

<b>Total</b>	\$4200
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## EXPLANATION OF EDUCATION EXPENSES

**Acceptance Deposit:** confirms the student’s enrollment and reserves his/her place in the College and is refundable if requested before May 1 of the application year. This \$100 fee is applied toward the first tuition payment. The housing/damage deposit of \$100 reserves on-campus housing and is a retainer for possible damages incurred. Refunds of this fee are at the discretion of the Director of Residence Life.

**Application Processing:** covers the cost of processing a student’s application for admission to the College.

**Assessments Required by Special Courses:** some courses incur additional charges. These charges are assessed only to the participating student.

**Certificate Fee:** a fee charged by New York State for award of the education-teaching certificate. These charges are assessed only to the participating student.

**Graduation:** covers a portion of programs, diplomas, and other related expenses.

**Transcript Charge:** covers materials and postage required to produce and send the student’s transcript as requested by the student.

**Tuition:** covers cost of academic, student, and administrative services and fees, unless otherwise stated.

## TUITION PAYMENT POLICY

The Student Accounts Office is responsible for the billing and the collection of tuition and fees. Tuition and fees are due and payable on or before the first scheduled day of classes each semester. Satisfactory payment arrangements must be established with the Student Accounts Office by the first day of class to avoid a \$150 late fee.

### Payment Methods

Pay with cash, check, or money order, Master Card, Visa, Discover Card or American Express.

- [Complete Financial Aid](#)
- [Enroll in Payment Plan](#)
- [Employer Tuition Reimbursement](#)

A combination of payment arrangements may be utilized. Please be advised that prior semester balances cannot be carried over to the next semester and will prohibit a student from registering for the next semester, receiving his/her grades, transcripts or diploma

## Payment Plan

- The payment plan is offered for the fall and spring semesters only.
- An individual must re-enroll each new semester.
- A \$40 enrollment fee due each semester at sign-up.
- To calculate the Budget Amount of the payment plan, the individual must look at the tuition bill, calculate total charges less total aid and this is the Budget Amount. If assistance with the proper budget amount is needed, contact the [Student Accounts](#) office.
- There are 5 payments due.
- Fall semester due dates are the 1<sup>st</sup> of each month August through December.
- Spring semester due dates are the 5<sup>th</sup> of each month January through May.
- An individual can enroll after the first due date or up to one week after the second due date in a semester, but must make payment for past due dates at enrollment.
- Student should note there is a \$35 late fee for late payments.

## Enrollment into Payment Plan

- Individuals must log into MedailleOne with their appropriate Medaille user name and password.
- If assistance with login is needed, contact the IT Helpdesk at 716-880-2282 or [helpdesk@medaille.edu](mailto:helpdesk@medaille.edu).
- Individuals should select the “Student” tab, then select “Review eBill”, this is the home page for the student account information.
- Individuals should select the “Payment Plans” box.
- Next, select Term, then select “Select.”
- On the far right, click on the “Details” box and the plan details will come up, then select “Select.”
- Individuals should type in the Budget Amount in the “Charge(s)” box for tuition (no commas), hit tab, then click “Update Schedule” (should the individual need assistance with the budget they should contact the [Student Accounts](#) office).
- The payment schedule comes up with Installment Due dates and amounts.
- At the bottom of the page, an individual can select whether they want to Set up Automatic Payments or not by clicking “Yes” or “No.”
- When done with this page, select “Continue.”
- Next, it will ask for payment information, answer each question as it comes up. The individual can also choose to save payment options. When done click “Continue.”
- The “Payment Plan Agreement” page comes up, read through the information and at the bottom select “I Agree” in the box and then select “Continue.”
- The Payment Receipt page comes up, the individual can print for their records.
- Once done with enrollment the individual will note the \$40 Payment Plan Enrollment Fee charged to the tuition bill and the \$40 payment for the fee on the bill.

## Making Payments on Payment Plan

- When making payments each month, (if not on automatic payments), log into MedailleOne, click “Student” tab, click “Review eBill” tab and click “Payment Plans” tab.

- Be sure to always select “Pay Next Installment.” This will properly record the payment for the next installment due.
- Individuals can also contact the [Student Accounts](#) office to make the payment. The Student Accounts office will record that installment payment was made on the individual’s plan. An individual can pay off the plan early, with the Student Accounts office, with no penalty.

### **Recalculating Budget after Enrollment**

Contact the [Student Accounts office](#) for assistance.

## **EMPLOYER TUITION REIMBURSEMENT**

A student receiving employer tuition reimbursement is required to provide the College with their employer’s reimbursement policy prior to the first scheduled day of classes. Assuming the necessary documentation has been received, Medaille College will recognize the employer’s tuition payment policy and defer receipt of tuition and/or fees accordingly. Future semester deferments are only available to students who fulfill their payment obligations in accordance with the employer reimbursement plan.

## **PAYMENT POLICY RECAP**

Students owing a balance, or whose financial aid has not been completed and are not enrolled on a payment plan, will be expected to pay the balance of their tuition for the semester in full (minus any financial aid) by the due date showing on their Billing Statement on MedailleOne. Students who fail to make their payment by the first day of class may be assessed a \$150 late fee. Please do not hesitate to contact the Medaille College Student Accounts Office at (716) 880-2235, 880-2271 or 880-2309, with any questions regarding this payment policy.

Note: Students who have financial holds will not be allowed to register for the next term/semester.

## **2019-2020 TUITION LIABILITY SCHEDULE**

Tuition liability adjustment will be made only in the case of a withdrawal from the College. A [Withdrawal Form](#) must be completed either in person at the Registrar's Office or Student Services or contact them for information on how to properly drop/withdraw. The amount of any adjustment will be determined using the date of filing and the appropriate schedule below. An alternate schedule may apply in the case of Federal financial aid recipients.

\*\*Note: No adjustment will be made in the case of an unauthorized withdrawal.

## **NON-TERM RELATED TUITION LIABILITY SCHEDULES**

### **AAS-VET Rochester Students**

Students are 25% financially liable for tuition during the first night/week of class and 100% financially liable for tuition at the start of the second night/week of class. If a student decides to

drop a class for any reason, please do not attend class, and be sure to notify the Program Director and Registrar Office prior to the first day of class.

### **GEICO Students**

Students are 25% financially liable for tuition during the first night/week of class and 100% financially liable for tuition at the start of the second night/week of class. If a student decides to drop a class for any reason, please do not attend class, and be sure to notify the Program Director and Registrar Office prior to the first day of class.

## **2019-2020 LIABILITY SCHEDULE**

Fall 2019 Liability Schedule
<p><b>Full Semester – Day Classes:</b>  <b>September 3, 2019 - December 12, 2019</b></p> <ul style="list-style-type: none"> <li>• 40% liability begins 8 a.m. September 10, 2019</li> <li>• 60% liability begins 8 a.m. September 17, 2019</li> <li>• 80% liability begins 8 a.m. September 24, 2019</li> <li>• 100% liability begins 8 a.m. October 1, 2019</li> </ul>
<p><b>Full Semester – Evening Classes:</b>  <b>September 3, 2019 – December 12, 2019</b></p> <ul style="list-style-type: none"> <li>• 40% liability begins 8 a.m. September 10, 2019</li> <li>• 60% liability begins 8 a.m. September 17, 2019</li> <li>• 80% liability begins 8 a.m. September 24, 2019</li> <li>• 100% liability begins 8 a.m. October 1, 2019</li> </ul>
<p><b>Full Semester – Online Classes:</b>  <b>September 3, 2019 – December 12, 2019</b></p> <ul style="list-style-type: none"> <li>• 40% liability begins 8 a.m. September 10, 2019</li> <li>• 60% liability begins 8 a.m. September 17, 2019</li> <li>• 80% liability begins 8 a.m. September 24, 2019</li> <li>• 100% liability begins 8 a.m. October 1, 2019</li> </ul>
<p><b>US &amp; Canadian Education Program – Monday/Tuesday Session:</b>  <b>September 3, 2019 – December 12, 2019</b></p> <ul style="list-style-type: none"> <li>• 40% liability begins 8 a.m. September 10, 2019</li> <li>• 60% liability begins 8 a.m. September 17, 2019</li> <li>• 80% liability begins 8 a.m. September 24, 2019</li> <li>• 100% liability begins 8 a.m. October 1, 2019</li> </ul>



**US & Canadian Education Program – Saturday/Sunday Session:**

**September 3, 2019 – December 12, 2019**

- 40% liability begins 8 a.m. September 10, 2019
- 60% liability begins 8 a.m. September 17, 2019
- 80% liability begins 8 a.m. September 24, 2019
- 100% liability begins 8 a.m. October 1, 2019

**Session 1 – Evening Classes:**

**September 3, 2019 – October 20, 2019**

- 100% liability begins 8 a.m. September 10, 2019

**Session I – Online Classes:**

**September 3, 2019 – October 20, 2019**

- 100% liability begins 8 a.m. September 10, 2019

**Session II – Evening Classes:**

**October 21, 2019 – December 12, 2019**

- 100% liability begins 8 a.m. October 26, 2019

**Session II – Online Classes:**

**October 21, 2019 – December 12, 2019**

- 100% liability begins 8 a.m. October 26, 2019

**Rochester Vet Clinical:**

**July 15, 2019 - December 12, 2019**

- 40% liability begins 8 a.m. July 22, 2019
- 60% liability begins 8 a.m. July 29, 2019
- 80% liability begins 8 a.m. August 5, 2019
- 100% liability begins 8 a.m. August 12, 2019

**Rochester Vet:**

**July 15, 2019 - August 29, 2019**

- 100% liability begins 8 a.m. July 20, 2019

**Rochester Vet 13:**

**September 3, 2019 – March 8, 2020**

- 40% liability begins 8 a.m. September 10, 2019
- 60% liability begins 8 a.m. September 17, 2019
- 80% liability begins 8 a.m. September 24, 2019
- 100% liability begins 8 a.m. October 1, 2019

**Rochester Vet 13:**

**January 21, 2020 – March 8, 2020**

- **100% liability begins 8 a.m. January 28, 2020**

**Room and Board Liability Full Semester:**

**September 3, 2019 – December 12, 2019**

- **40% liability begins 8 a.m. September 10, 2019**
- **60% liability begins 8 a.m. September 17, 2019**
- **80% liability begins 8 a.m. September 24, 2019**
- **100% liability begins 8 a.m. October 1, 2019**

**Spring 2020 Liability Schedule**

**Full Semester – Day Classes:**

**January 21, 2020 – May 7, 2020**

- **40% liability begins 8 a.m. January 28, 2020**
- **60% liability begins 8 a.m. February 4, 2020**
- **80% liability begins 8 a.m. February 11, 2020**
- **100% liability begins 8 a.m. February 18, 2020**

**Full Semester – Evening Classes:**

**January 21, 2020 – May 7, 2020**

- **40% liability begins 8 a.m. January 28, 2020**
- **60% liability begins 8 a.m. February 4, 2020**
- **80% liability begins 8 a.m. February 11, 2020**
- **100% liability begins 8 a.m. February 18, 2020**

**Full Semester – Online Classes:**

**January 21, 2020 – May 7, 2020**

- **40% liability begins 8 a.m. January 28, 2020**
- **60% liability begins 8 a.m. February 4, 2020**
- **80% liability begins 8 a.m. February 11, 2020**
- **100% liability begins 8 a.m. February 18, 2020**

**US & Canadian Education Program – Monday/Tuesday Session:**

**January 21, 2020 – May 7, 2020**

- **40% liability begins 8 a.m. January 28, 2020**
- **60% liability begins 8 a.m. February 4, 2020**
- **80% liability begins 8 a.m. February 11, 2020**
- **100% liability begins 8 a.m. February 18, 2020**

**US & Canadian Education Program – Saturday/Sunday Session:**

**January 21, 2020 – May 7, 2020**

- 40% liability begins 8 a.m. January 28, 2020
- 60% liability begins 8 a.m. February 4, 2020
- 80% liability begins 8 a.m. February 11, 2020
- 100% liability begins 8 a.m. February 18, 2020

**Rochester Vet Clinical:**

**January 21, 2020 – July 6, 2020**

- 40% liability begins 8 a.m. January 28, 2020
- 60% liability begins 8 a.m. February 4, 2020
- 80% liability begins 8 a.m. February 11, 2020
- 100% liability begins 8 a.m. February 18, 2020

**Session III – Evening Classes:**

**January 21, 2020 – March 10, 2020**

- 100% liability begins 8 a.m. January 28, 2020

**Session III – Online Classes:**

**January 21, 2019 – March 10, 2019**

- 100% liability begins 8 a.m. January 28, 2020

**Session IV – Evening Classes:**

**March 16, 2020 – May 7, 2020**

- 100% liability begins 8 a.m. March 21, 2020

**Session IV – Online Classes:**

**March 16, 2020 – May 7, 2020**

- 100% liability begins 8 a.m. March 21, 2020

**Rochester Vet:**

**May 18, 2020 – July 6, 2020**

- 100% liability begins 8 a.m. May 23, 2020

**Room and Board Liability Full Semester:**

**January 21, 2020 – May 7, 2020**

- 40% liability begins 8 a.m. January 28, 2020 – February 3, 2020
- 60% liability begins 8 a.m. February 4, 2020 – February 10, 2020
- 80% liability begins 8 a.m. February 11, 2020 – February 17, 2020
- 100% liability begins 8 a.m. February 18, 2020

**Summer 2020 Liability Schedule**

**Full Semester – Day Classes:**

**May 18, 2020 – August 24, 2020**

- 40% liability begins 8 a.m. May 23, 2020
- 60% liability begins 8 a.m. May 30, 2020
- 80% liability begins 8 a.m. June 6, 2020
- 100% liability begins 8 a.m. June 13, 2020

**Full Semester – Evening Classes:**

**May 18, 2020 – August 24, 2020**

- 40% liability begins 8 a.m. May 23, 2020
- 60% liability begins 8 a.m. May 30, 2020
- 80% liability begins 8 a.m. June 6, 2020
- 100% liability begins 8 a.m. June 13, 2020

**Full Semester – Online Classes:**

**May 18, 2020 – August 24, 2020**

- 40% liability begins 8 a.m. May 23, 2020
- 60% liability begins 8 a.m. May 30, 2020
- 80% liability begins 8 a.m. June 6, 2020
- 100% liability begins 8 a.m. June 13, 2020

**U.S. & Canadian Education Program – Monday/Tuesday Session:**

**May 18, 2020 – August 24, 2020**

- 40% liability begins 8 a.m. May 23, 2020
- 60% liability begins 8 a.m. May 30, 2020
- 80% liability begins 8 a.m. June 6, 2020
- 100% liability begins 8 a.m. June 13, 2020

**U.S. & Canadian Education Program – Saturday/Sunday Session:**

**May 18, 2020 – August 24, 2020**

- 40% liability begins 8 a.m. May 23, 2020
- 60% liability begins 8 a.m. May 30, 2020
- 80% liability begins 8 a.m. June 6, 2020
- 100% liability begins 8 a.m. June 13, 2020

**Session I – Evening Classes:**

**May 18, 2020 – July 6, 2020**

- 100% liability begins 8 a.m. May 23, 2020

**Session I – Online Classes:**

**May 18, 2020 – July 6, 2020**

- 100% liability begins 8 a.m. May 23, 2020

**Session II – Evening Classes:**

**July 7, 2020 – August 24, 2020**

- 100% liability begins 8 a.m. July 14, 2020

**Session II – Online Classes:**

**July 7, 2020 – August 24, 2020**

- 100% liability begins 8 a.m. July 14, 2020

## DEPARTMENT OF EDUCATION COURSE FEES

\*\*Note: These fees go directly to the company for paying for mandate and licensure requirements.

edTPA Fees			
Course	Program	Fee	Code
<b>EDU 577 J: Student Teaching</b>	MSED Elem Ed	\$150	MESIMS
<b>EDU 577 P: Student Teaching</b>	MSED Elem Ed	\$150	MESIMS
<b>EDU 677 I: Student Teaching</b>	MSED Adol Ed	\$150	MESIMS
<b>EDU 677 S: Student Teaching</b>	MSED Adol Ed	\$150	MESIMS
<b>ESP 695: Student Teaching</b>	MSED-SWD 1-6 non cert	\$300	
<b>ESP 696: Student Teaching</b>	MSED-SWD 7-12 non cert	\$300	
<b>LiveText Fee with FEM [New and transfer students]</b>	MSED	\$20	

## FINANCIAL AID

Financial aid is available to Medaille students through a variety of sources. [The Financial Aid Office](#) provides information about the following topics: Financial Aid programs (eligibility requirements, selection procedures, and disbursement schedules), [Satisfactory Academic Progress](#) (SAP), rights and responsibilities of students receiving financial aid, loan repayment, terms and conditions of student employment, costs of attending Medaille, and the [Liability Policy](#) at Medaille.

Students are encouraged to investigate the following funding sources when planning their college finances. Many financial aid options require that students maintain SAP in order to receive financial aid. (See [Satisfactory Academic Progress](#) for more information.) A complete list of scholarships and other aid is available here: <http://www.medaille.edu/admissions/financial-aid>.

To calculate financial need, a student must first determine his/her family contribution by completing the Free Application for Federal Student Aid ([FAFSA](#)). The Family Contribution is then subtracted from the cost of attendance to determine financial need. Cost of Attendance – Family Contribution = Financial Need

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## TYPES OF AID

### GRANTS AND SCHOLARSHIPS

Medaille College offers grants and scholarships to full time students. These need and merit dollars are gift aid that does not need to be repaid. A comprehensive list of institutional scholarships and awards are available here: <http://www.medaille.edu/admissions/financial-aid/scholarships-and-grants#ag>.

### LOANS

Financial aid is available to admitted and accepted Medaille students through a variety of sources. In order to be considered for any of these direct loans, individuals must file the Free Application for Federal Student Aid ([FAFSA](#)).

**Direct Unsubsidized Loans** are loans made to eligible undergraduate, graduate, and professional students, but in this case, the student does not have to demonstrate financial need to be eligible for the loan. More information about these types of loans can be found here: <http://www.medaille.edu/admissions/financial-aid/undergraduate/loans/unsubsidized-loans>.

**Direct PLUS Loans** are loans made to graduate or professional students and parents of dependent undergraduate students to help pay for education expenses not covered by other financial aid. More information about these types of loans can be found here: <http://www.medaille.edu/admissions/financial-aid/undergraduate/loans/federal-parent-loan-undergraduate-students-plus>.

**Alternative Loans** are commonly referred to as private loans, are commercial loans offered by banks and other private lenders to cover the costs of college beyond financial aid. More information about these types of loans can be found here: <http://www.medaille.edu/admissions/financial-aid/undergraduate/loans/alternative-loans>.

### WORK-STUDY PROGRAM

The [Federal Work-Study \(FWS\) Program](#) allows students with financial need the opportunity to work in jobs on campus to earn part of their educational expenses. Students must be in good academic standing (2.0 GPA) to receive this award. FWS is awarded on a first-come, first-serve basis.

## OTHER FINANCIAL ASSISTANCE

### FEDERAL AID TO NATIVE AMERICANS

Federal Aid to Native Americans is a grant offered by the U.S. Bureau of Indian Affairs for college study. To be eligible, the applicant must: (1) be at least one-fourth American Indian, Eskimo, or Aleut; (2) be an enrolled member of a tribe, band, or group recognized by the Bureau of Indian

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Affairs; (3) be enrolled in or accepted for enrollment in an approved college or university pursuing at least a two-year degree; and (4) demonstrate financial need.

An application is necessary for each year of study and must be accompanied by an official needs analysis from the Financial Aid Office. Each first-time applicant is required to submit tribal enrollment certification from the bureau, agency, or tribe, which records enrollment for the tribe.

The student must make satisfactory progress towards a degree and show financial need for grants to be awarded in successive years. Applications from the Bureau of Indian Affairs are available here: <https://www.bia.gov/>.

Specific tribes may also have educational benefits. Please contact the specific tribe for additional information.

### **TEACHER EDUCATION ASSISTANCE FOR COLLEGE AND HIGHER EDUCATION (TEACH) GRANT**

The TEACH Grant is a federally funded program. This grant provides up to \$4,000 a year to students who are completing coursework needed to begin a career in teaching. A student must sign an Agreement to Serve as a full-time teacher at certain low-income schools and within certain high-need fields for at least four years. Failure to complete the commitment will result in a conversion of the grant to a loan payable with interest. Apply by submitting the [FAFSA](#). Students must maintain a 3.25 cumulative GPA and SAP to receive this award.

### **VETERANS TUITION AWARDS (VTA)**

[Veterans Tuition Awards](#) are awards for full-time study and part-time study for eligible veterans matriculated at an undergraduate or graduate degree-granting institution or in an approved vocational training program in New York State.

Eligible students are those who are New York State residents discharged under honorable conditions from the U.S. Armed forces and who are:

- Vietnam Veterans who served in Indochina between February 28, 1961 and May 7, 1975.
- Persian Gulf Veterans who served in the Persian Gulf on or after August 2, 1990.
- Afghanistan Veterans who served in Afghanistan during hostilities on or after September 11, 2001.
- Veterans of the armed forces of the United States who served in hostilities that occurred after February 28, 1961 as evidenced by receipt of an Armed Forces Expeditionary Medal, Navy Expeditionary Medal or a Marine Corps Expeditionary Medal.

These students must also:

- Establish eligibility by applying to HESC. – complete the New York State Veterans Tuition Award Supplement or contact HESC. Students must then apply for payment each year.
- Be New York State residents.
- Be US Citizens or eligible noncitizens.

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- Be matriculated full- or part-time at an undergraduate or graduate degree-granting institution in New York State or in an approved vocational training program in New York State.
- Have applied for the Tuition Assistance Program for all undergraduate or graduate study.
- Have graduated from high school in the United States, earned a GED, or passed a federally approved “Ability to Benefit” test as defined by the Commissioner of the State Education Department.
- Be in good academic standing.
- Be charged at least \$200 tuition per year.
- Not be in default on a student loan guaranteed by HESC or on any repayment of state awards.

Students cannot receive duplicate benefits. Benefits for tuition cannot exceed tuition cost.

### **Yellow Ribbon Program**

Medaille College has voluntarily entered into an agreement with the Veterans Administration (VA) to fund tuition expenses for veterans who exceed the highest public in-state undergraduate tuition rate. Since Medaille College has elected the maximum amount of benefits allowed under this program, students whose tuition is more than the new Post-9/11 GI Bill tuition cap may be covered by the Yellow Ribbon Program agreement between Medaille College and the VA. This will allow **qualifying veterans** to attend Medaille College without incurring expenses related to tuition or fees.

### **ACCESS-VR (VOCATIONAL REHABILITATION)**

Benefits are available for students with certain physical or emotional disabilities. Contact the Adult Career and Continuing Education Services-Vocational Rehabilitation here: <http://www.acces.nysed.gov/vr>.

Specific tribes may also have educational benefits. Please contact the specific tribe for additional information.

## **STUDENT ACKNOWLEDGEMENT**

### **REGISTRATION**

When a student registers, it is understood that he or she will pay in full all charges assumed on the due date, first day of class. Failure to attend classes does not alter the charges or entitle the student to a tuition refund. Students will not be permitted to receive grades, transcripts, or diploma unless the student account is paid in full.

### **OVERPAYMENT**

Credit balances on the student account, due to excess Title IV Federal Financial Aid funds, will be refunded to the student within 14 business days of the student account becoming a credit balance.

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## TUITION WAIVER REVIEW COMMITTEE (FOR MEDICAL WAIVERS)

A drop of current semester tuition and fee charges may be requested through the Bursar to the Tuition Waiver Review Committee. This is conditional on the fact that continued attendance by the student is made impossible by reasons of serious illness, which, in the opinion of the committee, are clearly beyond the control of the student. The student must indicate the courses to be dropped for the current semester and carefully explain his or her reasons, as well as providing a doctor's note explaining the illness and dates of the illness. The student will be notified this is done on a one-time basis.

## RETURN OF TITLE IV FUNDS POLICY

### Official/Unofficial Withdrawals:

If a student is receiving federal student aid (Title IV aid) and completely withdraws (all “W” grades) or receive all non-passing grades (“F,” “W”) from a course(s) during a semester, federal regulations require schools to return any “unearned” Title IV aid for the period. Instructors will submit a Last Date of Attendance (LDA) or a Last Date of an Academically Related Activity (ARA) to the Registrar’s Office with any “F” grade to determine if the “F” is earned. If the “F” is considered to be earned, then no Title IV aid will need to be returned.

In order to earn 100% of the federal student aid, the student must earn at least one passing grade and/or attend through 60% of the academic period in at least one course. If the student fails to earn a passing grade but attended or had an academically-related activity through 60% of the period, the Registrar’s office will verify the last date of attendance with the course instructor(s).

The following are examples of approved academically-related activities; an official withdraw of attendance must have been documented by the course instructor.

- Examinations, quizzes, tutorials or lectures
- Computer-assisted instruction
- Completing an academic assignment, paper, or project

In accordance with federal rules, participating in academic counseling or advisement, or logging into an online class without active participation will not be considered an academically-related activity.

The percentage of aid the student has earned is calculated using the student’s withdrawal date to determine the percentage of the period completed. For students withdrawing from all courses, the date of withdrawal is the date the student completely withdrew from all courses.

### Withdrawal Process:

A student must submit notification of intention to withdraw from the College. The [College Withdrawal](#) form is available in the Registrar’s Office and the Advisement Center. This form must be completed and returned to the Registrar’s Office. Failure to provide notice of an official Withdrawal form means the student will be liable for tuition and fees originally incurred (see “[Liability Policy](#)”).

A student will receive “W” if the Withdrawal form is submitted to the Registrar’s Office by the Withdrawal deadline listed in the [Academic Calendar](#). Any student who officially withdraws from the College must reapply through the Admissions Office and is subject to all program requirements and policies in effect at the time of re-admittance.

### **Unearned Aid**

Any unearned aid must be returned to the federal student aid programs in the following order:

- Direct Unsubsidized Stafford Loan
- Direct Subsidized Stafford Loan
- Direct PLUS Loan (Parent or Graduate/Prof Student)
- Federal Pell Grant
- Federal SEOG
- TEACH Grant

If it is determined that there is unearned aid, then the school must return the unearned funds. Medaille College will bill the individual for any account balance created if required to return financial aid.

### **Institution’s Policy on Return of Unearned TA Funds to the Government Return of Tuition Assistance:**

Military Tuition Assistance (TA) is awarded to a student under the assumption that the student will attend the school for the entire period for which the assistance is awarded. When a student withdraws, the student may no longer be eligible for the full amount of TA funds originally approved. To comply with the new Department of Defense (DOD) policy Medaille College will return any unearned funds on a prorated basis through at least 60% portion of the period for which the funds were provided. TA funds are earned proportionally during an enrollment period with unearned funds returned based upon when a student stops attending.

## **SATISFACTORY ACADEMIC PROGRESS FOR FINANCIAL AID POLICY**

### **SATISFACTORY ACADEMIC PROGRESS POLICY**

The receipt of financial aid is a privilege that creates both rights and obligations. The United States Department of Education requires every postsecondary institution receiving Federal funds (Title IV) to have a satisfactory academic progress (SAP) policy that is used to determine eligibility for, and continued receipt, of Federal funds. Title IV federal funds affected by this policy include the Federal College Work-Study program, Federal PLUS Loans, Federal Direct Loans, and Federal TEACH grant. Graduate students must maintain a minimum GPA of 3.00. In addition, students must complete at least 66.7 percent of all courses registered for during the previous academic semester. The completion ratio is measured by dividing total hours earned by total hours attempted. Academic progress is evaluated at the end of each semester. Failure to complete the minimum number of credit hours per academic semester and maintain the minimum GPA will result in the cancellation of all Title IV and Institutional funds. Students whose aid is cancelled are not eligible for additional financial aid until the necessary coursework is completed and the GPA is improved. Students failing SAP requirements will be granted one semester of financial aid probation. Students

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must make the required improvements after this one semester of probation or further financial aid will be denied. No student may be considered for aid for more than 150 percent of his or her published program length.

*Citations: HEA 484B; Dear Colleague Letter GEN098028 RE: 1998 HEA; CFR 668.22(a), (e), (f), (g), (h), (i); and the 1999-00 Federal Student Financial Aid Handbook, Institutional Eligibility and Participation Section.*

## ACADEMIC PROGRAMS

### GRADUATE SCHOOL

#### MISSION

The mission of graduate studies at Medaille College is to facilitate the exchange of ideas and the creation of knowledge while fostering academic excellence. Medaille College graduate programs promote a high quality-learning environment that embraces diversity. This commitment is evident across the curricula of each of the department's programs, which, at their core, seek to foster the development of transformative intellectuals and agents for positive change for the community. The faculty members in the graduate programs are practitioners and scholars dedicated to excellence in teaching and the development of new knowledge. The curriculum in each program is designed to develop the highest degrees of competence, professionalism, and leadership qualities in the student. Graduate study requires high academic achievement, and its purpose is to further develop a student's experience and capabilities within the advanced, specialized areas of his/her chosen field. While the emphasis of all graduate programs at Medaille College is the preparation for professional practice, students will develop a thorough understanding of research and research methodology. A common objective of all Medaille graduate programs is to develop the capacities students will need for independent study and research, so that critical inquiry is made a viable mode for improving their practice throughout their career.

While students pursuing graduate studies are subject to the policies of the College's Catalog, each graduate program may have specific or additional requirements. Students should refer to their specific academic program section. If students have any questions, please contact Program Directors and/or appropriate Department Chair. More information about Medaille's Academic departments can be found here: <http://www.medaille.edu/about-medaille/about-college/academic-departments>.

#### COURSEWORK DEFINED

1. Graduate coursework is more rigorous than undergraduate coursework and requires a great deal of critical thinking. More is expected of the graduate student than of the certificate or undergraduate student, especially in regard to reading and writing.
2. Graduate coursework is more self-directed. Students choose, under the guidance of faculty, an area that they feel they need to know more about, and they study that area.
3. Graduate coursework is more attentive to research. Students look into conducting, as well as reading, original research.
4. Graduate coursework is a community of learners, rather than only a teacher-student relationship. Graduate students are assumed to have reached an intellectual maturity that puts them at a place where the role of the instructor is different. Instructors need to guide and mentor the mature student in the direction that the student has identified.
5. Graduate coursework encourages students to be involved in local, state, and national leadership issues. Graduate study emphasizes effective, positive change so that students will be leaders of their communities on a local, state, and national level.

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6. Graduate study is not simply remembering information; it is also constructing knowledge. The community of learners encourages new insights and creates new knowledge in the field.

## UNIQUE STRENGTHS

### **Dedicated, Practitioner Faculty**

Faculty bring a commitment to learning and teaching that is student-centered and firmly based on scholarship. First and foremost, the faculty consists both of professionals and practitioners who bring to the classroom the benefits of their knowledge and experience.

### **Convenient Class Times**

Medaille is a pioneer in providing quality degree programs offered at convenient times—during the day, evening, weekends and online.

### **Personal Atmosphere**

Graduate classes are small at Medaille. A student is treated as a respected individual. Each student's individual qualities are discovered through working with faculty, staff, and fellow classmates.

### **Average Class Size**

While class size varies by program, students can expect to experience a personal atmosphere.

### **Tuition**

Medaille continues to offer one of the most affordable educations of any private college in the area. The convenient delivery system allows adult and graduate students to work full-time while attending school full time, thus allowing them to qualify for financial aid. For details, contact the [Office of Admissions](#).

## LEARNING GOALS

- To provide a relevant and innovative education which prepares individuals for professional careers and lifelong learning
- To develop in all students the interpersonal skills necessary for effective participation in teams and groups
- To enhance the analytical, critical thinking, and decision-making skills of each individual student
- To develop and cultivate a sense of purpose, responsibility, and ethical behavior among individuals
- To enhance the student's written and spoken communication skills
- To develop proficiency in the application of computer technologies.

## STUDENT RESPONSIBILITIES

The post-traditional learning environments found in these programs makes some additional demands on its students. These include:

- Students should arrive at class (and at group meetings) fully prepared to participate and contribute to activities.
- Students are responsible for initiating contact with the instructor if they have missed a class, a test, or an assignment.
- Students are responsible for acquiring and maintaining an adequate laptop computer. Medaille will provide software, wireless Internet access, and appropriate IT support.
- Students are expected to comply with the policies and procedures outlined in this section of the catalog.
- Cohorts are encouraged to discuss and establish guidelines or operating principles that govern group-specific issues such as cell phone use and food in the classroom. On the first session of each course, the cohort should review this discussion with the new instructor.

## **ONLINE PROGRAM**

### **UNIQUE STRENGTHS**

#### **Medaille's Student Choice Schedule**

Medaille's Student Choice Schedule gives students both time and flexibility by allowing students to take anywhere from 1 to 4 courses in a semester. Students can accelerate their program or learn at a pace that better suits their individual lifestyle.

#### **Personal Attention**

Students are able to enjoy small class sizes and personal attention from professors. Class registration is easy, and students will be assigned a personal coach for the life of the program.

## GENERAL REQUIREMENTS FOR COLLEGE DEGREES (GRADUATE)

Note: Each graduate program may have specific requirements; therefore, check the individual program section/handbook.

Graduation from the College with the award of the appropriate degree will be granted upon fulfillment of the following general requirements:

- The student must complete all prescribed courses in a specific program and sufficient elective credits to make up the minimum total required credit hours with a cumulative grade point average of at least 3.0.
- The student must earn his/her final 15 credits at Medaille if enrolled in the master's degree program.
- All College property on loan to the student must be returned in satisfactory condition to the College and all financial obligations to the College must be met prior to degree conferral and transcript release. All students are required to submit an application for graduation regardless of intention to attend or not attend the Commencement Ceremony.
- Any person who wishes to participate in the annual Commencement, held during the month of May each year, must complete all academic requirements for graduation in order to participate, except for (1) those students in the process of completing requirements in the semester during which Commencement takes place and (2) those students lacking one to six credit hours who, prior to the ceremony, register to take those outstanding credits during their next term of study (with the exceptional of CMHC students who may have up to 9 credit hours remaining). Doctoral students must successfully defend their dissertation prior to the deadline [April 15] and have an anticipated internship completion date no later than August 31 to be allowed to participate in Commencement Ceremonies. Students in the above situations should contact their Program Director to complete a waiver form to allow them to participate in the graduation ceremony.

Date of degree completion is dependent on completion of all academic requirements.

## DEPARTMENT OF BUSINESS, MANAGEMENT AND LEADERSHIP

### PROGRAM DESCRIPTION

Medaille College offers three graduate degrees: a Master of Business Administration (MBA), a Master of Science in Accounting (MSA), and a Master of Arts in Organizational Leadership (MAOL).

The Department of Business, Management and Leadership of Medaille College expects all students, faculty, staff, and administrators to conduct themselves in an ethical manner when carrying out the activities required to fulfill the department's mission:

The Department of Business, Management and Leadership is dedicated in excellence in teaching; providing students a meaningful integration of theory and practice while developing mutually beneficial partnerships with the academic, business, and local communities.

The Department of Business, Management and Leadership strives to develop graduates for responsible citizenship and leadership roles who are prepared to meet the various global challenges of the 21<sup>st</sup> century.

In particular, all members of the department are expected to adhere to the following:

- Integrity – Abide by the academic code of conduct, and uphold the highest standards of honesty, and fairness in our work and communications.
- Professionalism – Maintain high standards in our own work, and help others strive for continuous improvement and the betterment of the department.
- Respect – Treat others with the dignity and decency, appreciating the diversity that brings richness and growth to the department. Demonstrate respect for property, time, and ideas, as well as people.
- Collegiality – strive to complete our work in the spirit of mutual understanding and the sincere desire to operate as a team of students, faculty, and staff; seek to achieve the best possible outcomes together.

These programs relate theory to practice. Instructional methods include mini-lectures, seminars, case studies, role-playing, and simulations.

### LEARNING OUTCOMES

1. To provide a relevant and innovative education which prepares individuals for professional careers and lifelong learning
2. To develop in all students the interpersonal skills necessary for effective participation in teams and groups
3. To enhance the analytical, critical thinking, and decision-making skills of each individual student



4. To develop and cultivate a sense of purpose, responsibility, and ethical behavior among individuals
5. To enhance the student's written and spoken communication skills
6. To develop proficiency in the application of computer technologies.

### **TIME TO COMPLETION POLICY**

Students have a time limit of four years for degree completion for MBA and MA in Organizational Leadership.

### **GRADUATION REQUIREMENTS SPECIFIC TO THE MBA IN BUSINESS ADMINISTRATION AND M.A. IN ORGANIZATIONAL LEADERSHIP**

- To earn the Master of Business Administration degree, students must complete the following:
  - A minimum of 30 semester credits with a minimum cumulative GPA of 3.0.
  - A minimum 24 of the 30 semester credits must be earned at Medaille.
  - Students without foundation course waivers will need to complete 42 credits.
- To earn the Master of Arts in Organizational Leadership degree, student must complete the following:
  - A total of 30 semester credits with a minimum cumulative GPA of 3.0.
  - A minimum 24 of the 30 semester credits must be earned at Medaille.
- Before degrees are awarded, students must complete payment of all tuition and fees and return in satisfactory condition to the College all College property on loan to the student.
- Any person who wishes to participate in the annual commencement, held during the month of May each year must complete all academic requirements for graduation in order to participate, except for (1) those students in the process of completing requirements in the semester during which commencement takes place and (2) those students lacking the last one or two courses in their sequence who, prior to the ceremony, register to take those outstanding credits during the Summer Session of their graduation year.

## MASTER OF BUSINESS ADMINISTRATION (ONLINE/ON-GROUND)

Degree Earned	Total Number of Credits	Delivery Format	Locations
MBA	30-42	-On-ground (day) -Online -Hybrid (online and on-ground)	Buffalo Rochester

### PROGRAM DESCRIPTION

The Master of Business Administration (MBA) program provides an education in business for students interested in understanding the working nature of business in a competitive environment. Courses in the MBA program integrate theory and application from various disciplines, including accounting, economics, finance, marketing, human resource management and strategic management among others. The objective of this program is to develop students into broadly educated business decision makers who understand the nature of business as a system, with the tools and techniques applicable to a wide variety of business situations.

The Master of business Administration (MBA) program is accredited by the International Assembly for Collegiate Business Education (IACBE).

### PROGRAM OBJECTIVES

By completion of the course of study, students will be able to:

- Demonstrate well-developed problem-solving skills.
- Articulate the major theories and concepts in the areas of accounting, finance, management, and marketing, and elucidate their applications to organizational decision making.
- Identify the opportunities and challenges of globalization and apply managerial skills to global business issues.
- Recognize ethical problems and apply standards of ethical behavior in business to management decision making.
- Apply appropriate technological and quantitative methods and tools to the solution of practical management problems.
- Create coherent forms of both narrative and persuasive types of communication and present them orally and in written form to diverse professional audiences.
- Demonstrate well-developed leadership and teamwork skills for the effective implementation of organizational policy.
- Integrate theory and practical application across business functional areas for the purpose of strategic analysis, planning, implementation, and control.

**COURSE SEQUENCE**

<b>Course Number &amp; Title</b>	<b>Credits</b>
<b>Foundation Courses*</b>	
<b>MBA 553 Corporate Financial Accounting</b>	3
<b>MBA 554 Statistical Analysis</b>	3
<b>MBA 583 Marketing Management</b>	3
<b>MBA 584 Economic Theory &amp; Practice</b>	3
<b>Core Courses**</b>	
<b>MBA 530 Leadership and Management Perspectives</b>	3
<b>MBA 656 Principles of Human Resource Management</b>	3
<b>MBA 682 Financial Analysis and Decision Making</b>	3
<b>MBA 685 Accounting for Performance Measurement and Budgetary Control</b>	3
<b>MBA 688 Strategic Analysis</b>	3
<b>MBA 695 Business Planning Capstone</b>	3
<b>MGT 542 Organizational Behavior and Development</b>	3
<b>Electives***</b>	
<b>MBA 687 Doing Business in a Global Environment</b>	3
<b>MBA 661 Business Law &amp; Ethics</b>	3
<b>MBA 646 Foundations of Project Management</b>	3
<b>MBA 632 Executive Communication</b>	3
<b>MOL 643 Systems Thinking</b>	3
<b>MOL 647 Leading Diversity in Organizations</b>	3
<b>MOL 648 Leading Successful Organizational Change</b>	3
<b>MOL 646 Critical Thinking for Decision Makers</b>	3
<b>MOL 644 Mentoring, Coaching, and Team leadership Competencies</b>	3
<b>MOL 649 Leading and Technology</b>	3
<b>TOTAL CREDIT HOURS</b>	
<b>If 0 foundation courses waived</b>	<b>42</b>
<b>If 1 foundation course waived</b>	<b>39</b>

<b>If 2 foundation courses waived</b>	<b>36</b>
<b>If 3 foundation courses waived</b>	<b>33</b>
<b>If 4 foundation courses waived</b>	<b>30</b>

\*Foundation Courses can be waived if the department determines the student has met the course requirements through undergraduate or graduate coursework or relevant body of work experience.

\*\*All Students must take core courses or transfer equivalent graduate course. Students can transfer a maximum of 2 graduate courses toward core or elective curriculum.

\*\*\*All students must take 9 credits of electives

Optional Concentrations:

**Organizational Leadership:** A concentration in organizational leadership is designed to provide MBA students with the skills, knowledge and competencies for effective leadership. Students will take the following electives:

- MOL 643 Systems Thinking
- MOL 648 Leading Successful Organizational Change
- MOL 646 Critical Thinking for Decision Makers

**Project Management:** A concentration in Project Management will prepare MBA students to successfully manage and lead projects and programs. The coursework meets the educational component required to sit for the Project Management Professional (PMP) Exam. Students will take the following electives:

- MBA 646 Foundations of Project Management
- MOL 644 Mentoring, Coaching and Team Leadership Competencies
- MBA 632 Executive Communication

**4+1 Option:** Current students in Medaille’s BA International Studies, BS Accounting, BS Business Administration, BS Business Administration MIS, BS Communication, BS Sport Communications, or BS Sport Management have an option to complete 4 graduate core courses for the MBA during their senior year. This will allow students to complete their MBA with one additional year of graduate school. They will be eligible to waive the foundation courses if all requirements are met.

## MASTER OF ARTS IN ORGANIZATIONAL LEADERSHIP

Degree Earned	Total Number of Credits	Delivery Format	Locations
M.A.	30	-On-ground (day and evening) -Online -Hybrid (online and on-ground)	Buffalo Rochester

### PROGRAM DESCRIPTION

The Master of Arts in Organizational Leadership (MAOL) provides a rich learning experience designed for professionals who want to institute a positive change at every level of an organization and foster effective leadership.

The Master of business Administration (MBA) program is accredited by the International Assembly for Collegiate Business Education (IACBE).

### PROGRAM OBJECTIVES

By completion of the course of study, students will be able to:

- Demonstrate well-developed problem-solving skills.
- Articulate the major theories and concepts in the areas of leadership and elucidate their applications to organizational decision making.
- Identify the opportunities and challenges of globalization and apply managerial skills to global business issues.
- Recognize ethical problems and apply standards of ethical behavior in business to management decision making.
- Apply appropriate technological and quantitative methods and tools to the solution of practical management problems.
- Create coherent forms of both narrative and persuasive types of communication and present them orally and in written form to diverse professional audiences.
- Demonstrate well-developed leadership and teamwork skills for the effective implementation of organizational policy.
- Integrate theory and practical application across business functional areas for the purpose of strategic analysis, planning, implementation, and control.

**COURSE SEQUENCE**

<b>Course Number &amp; Title</b>	<b>Credits</b>
<b>MOL 520 Organizational Leadership: Theory and Practice</b>	3
<b>MGT 542 Organizational Behavior and Development</b>	3
<b>MOL 545 Executive Finance</b>	3
<b>MOL 643 Systems Thinking</b>	3
<b>MOL 644 Mentoring, Coaching and Team Leadership Competencies</b>	3
<b>MOL 646 Critical Thinking for Decision Makers</b>	3
<b>MOL 647 Leading Diversity in Organizations</b>	3
<b>MOL 648 Leading Successful Organization Change</b>	3
<b>MOL 649 Leading and Technology</b>	3
<b>MOL 650 Leadership Capstone</b>	3
<b>TOTAL CREDIT HOURS</b>	<b>30</b>

**MANAGEMENT AND LEADERSHIP COURSE DESCRIPTIONS****MBA 530 LEADERSHIP AND MANAGEMENT PERSPECTIVES**

This course identifies, describes, analyzes, and evaluates the models of management, and the connections among science, engineering and management theories. The course examines theories on what managing and leading are in more modern times, compared to earlier historical models. The course will examine the difference in analytic thinking and synthetic thinking and investigate an organization as a system whose essential properties are the product of the interactions of its parts, not the actions of its parts taken separately. Systems thinking will be the backdrop for the course introduction to the concept of the learning organization and its connection to leading, learning, and change. Prerequisites and/or Special Considerations: none. Three credit hours. Offered as needed.

**MBA 533 FINANCIAL ACCOUNTING**

This course surveys the principles of accounting with emphasis on accounting vocabulary and preparation and analysis of the four primary financial statements. Topics covered include the use of accounting as a communication tool, the accounting cycle, current assets, long-term assets, current liabilities, long-term liabilities, and stockholders' equity. The impact of FASB and SEC rulings will be examined for their impact on corporate issues of ethics and accounting change. Prerequisites and/or Special Considerations: none. Four credit hours. Offered as needed.

### **MBA 534 BUSINESS STATISTICS FOR DECISION MAKING**

This course provides the basis for building decision models reflecting strategic business decision making. Various statistical methods will be analyzed that are crucial to various areas of business behavior. These include data summarization, probability theory, statistical decision analysis, sampling and hypothesis testing, simple linear regression, and multiple linear regression. Prerequisites and/or Special Considerations: none. Four credit hours. Offered as needed.

### **MBA 553 CORPORATE FINANCIAL ACCOUNTING**

This course provides the core accounting principles necessary to analyze financial statements in order to make informed stakeholder decisions. Emphasis will be placed on understanding the content and preparation of the four required financial statements under Generally Accepted Accounting Principles (GAAP). Analysis of various transaction scenarios will be examined and applied to GAAP rules using proper recording techniques tracing from the source documents to the appropriate financial statement. Historical trend analysis, ratio analysis and competitive analysis tools will be applied to current public company financial statements in order to evaluate typical managerial and investor decisions. Analysis of proper internal controls, ethical considerations and the evolving changes related to the convergence of the International Financial Reporting Standards will be explored. Prerequisites and/or Special Considerations: none. Three credit hours. Offered as needed.

### **MBA 554 STATISTICAL ANALYSIS**

This course provides the basis for building quantitative models that can be used in strategic business decision making. The course provides an understanding of basic summary and graphical tools to turn raw data into information. It further considers probability theory and identifies and analyzes both discrete and continuous probability models using the binomial and normal distributions as examples. The course continues with analysis of confidence intervals and various forms of hypothesis testing. The course concludes with the theory and application of ANOVA analysis and both Simple and Multiple Regression models. Prerequisites and/or Special Considerations: none. Three credit hours. Offered as needed.

### **MBA 583 MARKETING MANAGEMENT**

This course presents strategic concepts for companies in conducting marketing functions. The linkage between strategic organizational goals and objectives and the marketing tactics used to support success will be examined. Topics covered will focus on understanding customer need identification, approaches to segmentation, target market development, the importance of marketing research and the development of a sound strategic marketing mix, (4Ps) in today's global environment. Central concepts relating to value creation, brand development, customer loyalty and digital or online marketing will be discussed. Course content will be applied by formulating a comprehensive strategic marketing plan. Prerequisites and/or Special Considerations: none. Three credit hours. Offered as needed.

### **MBA 584 ECONOMIC THEORY AND PRACTICE**

This course explores applied economic theories in the context of contemporary issues, focusing on decision-making in the market for inputs and outputs and the determination of product price under a variety of market structures. Economic reasoning and modeling techniques will be used to analyze concepts of economic growth, business cycle, national income accounting, aggregate price levels, labor market, and the impact of public policies on transnational businesses. Prerequisites and/or Special Considerations: none. Three credit hours. Offered as needed.

### **MBA 632 EXECUTIVE COMMUNICATION**

Communicating effectively to a wide variety of internal and external stakeholders is a key skill for executives in all organizations. This course will cover strategies for improving the oral, written, and electronic communication skills necessary to be an effective leader. Topics covered include developing communication strategy and skills for executing and assessing communication goals. Visual, nonverbal, cross-cultural and other forms of communication will be explored. Specific scenarios important to the executive function such as crisis communication, providing negative feedback, conflict resolution, interviews, and leading teams will be covered through case analyses and interactive exercises. Prerequisites and/or Special Considerations: none. Three credit hours. Offered as needed.

### **MBA 635 ORGANIZATIONAL DEVELOPMENT AND TRANSFORMATION**

This course investigates organizational behavior and transformation in today's businesses, examining individual, team, and organizational behaviors and processes. Specifically, this course focuses on, but is not limited to, an examination of behavior and values, motivation, learning, decision making and creativity, conflict resolution, high performance teams, organizational design, organizational culture, and organizational change. This course will develop a people-intensive theme and emphasize this approach as a primary source of competitive advantage in business today. Prerequisites and/or Special Considerations: none. Four credit hours. Offered as needed.

### **MBA 636 STRATEGIC HUMAN RESOURCE MANAGEMENT**

This course examines how managers may effectively implement the people-intensive strategies that are rapidly becoming a primary source of competitive advantage. Students will examine the ways in which successful organizations align human resource strategy within business strategy. Topics include a review of the legal environment of human resources, personnel planning, staffing and development, reward systems, and industrial relations. All topics will be examined in the context of developing and implementing the overall strategic management of the organization. Prerequisites and/or Special Considerations: none. Four credit hours. Offered as needed.

### **MBA 646 FOUNDATIONS OF PROJECT MANAGEMENT**

Project Management is increasingly important in today's complex business environment. This course covers the fundamental concepts and applied techniques for cost-effective management of both long-term development programs and short-term projects. The content deals with planning,

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scheduling, organizing, and controlling projects. The course uses cases from a wide range of industries such as construction, information systems, healthcare, and the government. This course satisfies the educational component required to sit for the Program Management Professional (PMP) exam. Prerequisites and/or Special Considerations: none. Three credit hours. Offered as needed.

### **MBA 656 PRINCIPLES OF HUMAN RESOURCE MANAGEMENT**

This course will focus on the day-to-day operations and human resource transactions. It will analyze the effectiveness of internal human resource processes designed to align the workforce with the organization's goals and objectives. The course will demonstrate how to effectively implement policies and procedures, utilizing technology and the importance of HRIS –human resource information systems to manage employees. Prerequisites and/or Special Considerations: none. Three credit hours. Offered as needed.

### **MBA 661 BUSINESS LAW AND ETHICS**

Managers must have a practical understanding of the legal and ethical issues that impact today's businesses. This understanding is essential for, among other things, ethical decision-making, strategy, reputational interests, the retention of people, and risk reduction. To those ends, this course will examine the various sources of American law, the legal system, alternative dispute resolution systems, ethical decision-making frameworks, and the different types of law that relate to businesses and risk, including the commercial, criminal, employment, and regulatory legal environments. Prerequisites and/or Special Considerations: none. Three credit hours. Offered as needed.

### **MBA 662 FINANCE FOR MANAGERS**

This course develops the theoretical and practical application of financial management principles with emphasis on financial analysis, communication, and decision-making. Students will investigate the use of financial analysis as a problem-solving tool through risk, return, and valuation applications. Additional topics include working capital management, capital budgeting, cost of capital, capital structure, and long-term financing strategies. Prerequisites and/or Special Considerations: MBA 533. Four credit hours. Offered as needed.

### **MBA 663 MARKETING IN AN E-WORLD**

This course describes the ways in which the marketing function is integrated into the strategic goals and objectives of the organization. Students will focus on identifying customer needs and wants in an ever-changing, diverse, and global consumer population, creating value for the customer, and developing customer satisfaction and loyalty to sustain brand equity. Central concepts include consumer behavior, target markets and segmentation, customization and customerization, pricing, product/service promotion, digital technologies, marketing in an e- world, using the Internet, e-mail, and Customer Relationship Management programs. Students will apply course content by formulating a comprehensive strategic marketing plan. Prerequisites and/or Special Considerations: none. Four credit hours. Offered as needed.

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### **MBA 664 ECONOMICS FOR GLOBAL BUSINESS**

This course surveys micro- and macroeconomic principles with an emphasis on strategic applications. Microeconomic topics include scarcity, economic systems, supply and demand, production and cost structure, profit maximization, labor markets, and income inequality. Macroeconomic topics include national income accounting, production, the monetary system, aggregate demand and supply, inflation, fiscal policy, monetary policy, and international trade. Introductory work includes principles of scarcity and choice, production possibilities theory, supply and demand, and intervention markets. Prerequisites and/or Special Considerations: none. Four credit hours. Offered as needed.

### **MBA 665 ACCOUNTING FOR PLANNING AND CONTROL**

This course is a study of accounting concepts used by managers for planning and control. Cost concepts include terminology, classification, behavior and cost allocation. Additional topics include cost-volume-profit analysis, process costing, job costing, activity-based management, budgeting and variance analysis, relevant information, pricing decisions, inventory management and capital budgeting. Prerequisites and/or Special Considerations: MBA 533. Four credit hours. Offered as needed.

### **MBA 667 GLOBAL BUSINESS**

This course examines the diverse methods an organization uses to establish and maintain a profitable international enterprise. Students will analyze international government and legal issues, the impact of various cultures and belief systems, international economic issues, international trade theories, diplomacy, and negotiation, as well as the operational activities of the foreign exchange and capital markets. Through carefully selected comprehensive case studies and integrated text material, this course bridges both the internationalization process necessary to achieve a global market base, and multi-national management strategies employed to successfully retain a competitive advantage. Prerequisites and/or Special Considerations: none. Four credit hours. Offered as needed.

### **MBA 668 STRATEGIC PLANNING AND LEADERSHIP**

This course is the first in a two-course integrative capstone experience that will develop strategic leadership skills. Emphasis is placed on creating and sustaining competitive advantage within a dynamic environment. Topics include the integral role an organization's competencies and value chain play in developing and executing strategic plans. The macro-environment will be analyzed to determine its impact on creating a sustainable competitive advantage in a global environment. The major methods of developing leadership skills in strategic management will be analyzed through case studies involving research, in-depth analysis, and discussion of both successful and less successful companies. The final project prepares each student for their Capstone experience, applying course material to the various strategic planning stages. Prerequisites and/or Special Considerations: previous sequence of MBA courses. Four credit hours. Offered as needed.

### **MBA 675 INTEGRATIVE PROJECT: ANALYSIS AND SYNTHESIS**

This course is a final capstone experience and is intended to provide a complete integration and application of previous course work in the MBA course sequence. Students will create, evaluate, and present a business plan. The final comprehensive project includes an extensive analysis of a new business concept and its synthesis into a formal written business plan. This final project will be presented and defended during the last class sessions. Prerequisites and/or Special Considerations: previous sequence of MBA courses. Four credit hours. Offered as needed.

### **MBA 682 FINANCIAL ANALYSIS & DECISION-MAKING**

This course will present financial management techniques necessary for effective managerial decision making and organizational leadership. Time value of money, financial ratio analysis, and capital budgeting tools will be applied to scenarios encountered in modern corporations. Strategic financial decisions, including asset valuation, global resource allocation, working capital management, and long-term capital structure decisions will be explored. Prerequisites and/or Special Considerations: MBA 553 or equivalent waiver. Three credit hours. Offered as needed.

### **MBA 685 ACCOUNTING FOR PERFORMANCE MEASUREMENT & BUDGETARY CONTROL**

Performance Measurement & Budgetary Control explores the use of internal accounting information by managers to enhance the performance and control of their organizations. The course emphasizes the use of data to make decisions related to effective management of a department, division or organization. Understanding and analyzing costs, creating effective performance measurement systems, successfully allocating scarce resources, and driving continuous organizational improvements will be key content areas covered. Prerequisites and/or Special Considerations: MBA 553 or equivalent waiver. Three credit hours. Offered as needed.

### **MBA 687 DOING BUSINESS IN A GLOBAL ENVIRONMENT**

This course examines international business theory and applications in diverse regions of the world. Environmental scan tools will be used to explore issues of structures of corporate governance, forms of foreign involvement, international trade, government influences on trade and strategies, international organizations, personnel management, and international marketing. This course provides the foundations for analyzing complex business issues to develop and maintain a competitive advantage. Prerequisites and/or Special Considerations: none. Three credit hours. Offered as needed.

### **MBA 688 STRATEGIC ANALYSIS**

This course applies the skills learned throughout the MBA program to analyze the myriad of choices that face every organization at a strategic level. Creating and sustaining a competitive advantage, given the complexities that exist in the broader environment, will be examined. The integral role an organization's competencies and value chain play in developing and executing strategic plans in the context of changing technology and ethical considerations will be explored.

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Strategic Analysis will review corporate decision-making and investigate practical recommendations of how complex solutions can be implemented within a company or culture. Prerequisites and/or Special Considerations: Completion or waiver all Foundation courses in MBA program. Three credit hours. Offered as needed.

### **MBA 695 BUSINESS PLANNING CAPSTONE**

This course is a final capstone experience and is intended to provide a complete integration of previous course work in the MBA program. Creation of a business plan requires the development of strategic plans for all areas of a company's operations; including industry analysis, target market analysis, marketing plan, management team, operations plan, and pro forma financial statements. Development and integration of the various segments within every business organization will benefit not only those who look to start their own business, but anyone who works within traditional business structures. The final comprehensive project includes an extensive analysis of a business concept and its synthesis into a formal written business plan. Completion or waiver all Foundation courses in MBA program. Three credit hours. Offered as needed.

### **MGT 542 ORGANIZATIONAL BEHAVIOR AND DEVELOPMENT**

This course examines the broad range of behavioral science theory that describes organizational culture in today's organizations. Focusing on the role that organizational culture plays in building successful organizations, it examines various structures, designs, and models, as well as the role of ethical and values-based organizations. The importance of social skill, managerial intelligence, conflict resolution, and negotiation is discussed, and students will analyze organizations relative to internal political systems. Prerequisites and/or Special Considerations: MOL 520 or MBA 530. Three credit hours. Offered as needed.

### **MOL 520 ORGANIZATIONAL LEADERSHIP: THEORY AND PRACTICE**

This course examines leadership and management in the context of effective organizational practices. Students will review how science and philosophy influenced early twentieth century perceptions of the management/leadership of organizations and examine historical theories of leadership up to the present day. Students will see where the "new" sciences have brought very different implications to new perspectives on organizational leadership. Students will analyze the difference between management and leadership and the necessary integration of these two activities for the success of any organization. The course will also examine various leadership theories, traits, competencies, and relationships, and compare and contrast the various external environments in which they are aligned. The study of servant leadership, which might be the overriding model for leadership in the 21<sup>st</sup> Century will be a major source of study. Leadership as an art will also be a major topic of discussion. Prerequisites and/or Special Considerations: none. Three credit hours. Offered as needed.

### **MOL 545 EXECUTIVE FINANCE**

This course provides the leader with the critical financial interpretation skills needed to understand the impact of financial performance within their organization, as well as the impact of their decisions. Topics covered include: an overview of financial statements, financial vocabulary and concepts, financial forecasting, investment evaluation, and financial instruments and markets. This course will enable students to communicate more effectively with their financial counterparts and assume increasing levels of financial responsibility within their organizations. Prerequisites and/or Special Considerations: MOL 520. Three credit hours. Offered as needed.

### **MOL 643 SYSTEMS THINKING**

This course examines systems thinking and complexity theory as they relate to the concept of a learning organization. Through the lens of systems thinking, students will examine organizational complexity, problems, and conflicts. The course will articulate the principles, applications, and practices of a learning organization and its competitive advantage in a dynamic, changing, global context. Prerequisites: Previous sequence of MOL courses. Prerequisites and/or Special Considerations: MOL 520. Three credit hours. Offered as needed.

### **MOL 644 MENTORING, COACHING, AND TEAM LEADERSHIP COMPETENCIES**

This course examines mentoring and coaching competencies as well as team leadership competencies. The roles of a mentor and coach will be explored as well as team leadership strategies for empowering and involving others. Effective communication, problem solving, conflict resolution, empowerment, and accountability will be the key focal points addressed during this course in order to lead effective mentoring and coaching relationships and teams. Students will be equipped with the knowledge and skills to apply these competencies in individual and team relationships. Prerequisites and/or Special Considerations: MOL 520. Three credit hours. Offered as needed.

### **MOL 646 CRITICAL THINKING FOR DECISION MAKERS**

This course explores various contemporary theories and practices for effective decision making in organizations, relying heavily on the use of case study methodology. Various models and frameworks for analyzing critical decisions are examined in depth; significant focus is placed on the functions of the decision-making model, the role of values in decision making, and the techniques of creative and innovative decision making. Prerequisites and/or Special Considerations: MOL 520. Three credit hours. Offered as needed.

### **MOL 647 LEADING DIVERSITY IN ORGANIZATIONS**

Through this course students will develop a theoretical, practical and experiential understanding of diversity in organizations and learn how to lead these initiatives. They will also explore the organizational issues as diversity initiatives increase. The course is divided into several parts: 1) the foundations of diversity; 2) the different types of diversities; 3) diversity as it relates to

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leadership ethics; and 4) organizational issues and policies to increase and lead diversity in organizations. Prerequisites and/or Special Considerations: MOL 520. Three credit hours. Offered as needed.

### **MOL 648 LEADING SUCCESSFUL ORGANIZATIONAL CHANGE**

How leaders set strategy, change behavior, and create an agile culture will be the collective theme of this course. It will try and answer this fundamental question: Can the greatest preventable cost to business, i.e. failed change be avoided in an era of accelerated change, which successfully pursued may be an organization's only sustainable competitive advantage. The course will present discussions on the move from change fragility to change agility, strategic change coherence, the psychology of risk, decision making in complex and ambiguous environments, cognitive biases and failed strategies, misunderstandings of human behavior, the science of changing behaviors, the science of changing hearts and minds, and leading with science. All of these discussions will be in the context of what characterizes a 21<sup>st</sup> Century organization. Prerequisites and/or Special Considerations: MOL 520. Three credit hours. Offered as needed.

### **MOL 649 LEADERSHIP AND TECHNOLOGY**

This course provides an in-depth look at how large companies in traditional industries - from finance to manufacturing to pharmaceuticals - are using digital tools and strategies to gain strategic advantage in the marketplace. The course will illuminate the principles and practices that lead to successful digital transformation. The course will analyze digital transformation in two parts: where to *invest* in digital capabilities, and how to *lead* the transformation. The course will focus on 1) building digital capabilities to address organizations' core operations and business models; 2) internal vision, organizational engagement, and technology leadership; and 3) digital transformation from the moment of strategic planning for change through implementation and sustaining a change program. Prerequisites and/or Special Considerations: MOL 520. Three credit hours. Offered as needed.

### **MOL 650 LEADERSHIP CAPSTONE**

This course integrates key leadership components into the creation of a leadership portfolio or e-portfolio, comprehensive leadership project, and research paper and assessment to meet their needs as future leadership professionals. Students will demonstrate an understanding of key organizational leadership theories and will apply these directly to these projects. They will deepen their leadership philosophy, reflect on their coursework learning, and reflect upon their own skills as leaders. Prerequisites and/or Special Considerations: Completion of seven MOL courses. Three credit hours. Offered as needed.



## MASTER OF SCIENCE IN ACCOUNTING

Degree Earned	Total Number of Credits	Delivery Format	Locations
M.S.	30	-On-ground (evening)	Buffalo

### PROGRAM DESCRIPTION

The Master of Science in Accounting (MSA) prepares students for successful careers in public and private accounting. The program is designed to complement a student’s undergraduate degree in accounting with advanced topics in accounting and business. The program provides the students with the practical, as well as the theoretical knowledge and learning experiences necessary to be successful in the accounting profession. Combined with the undergraduate degree, the MSA meets the New York State Education Department’s requirements for students to sit for the C.P.A. exam.

With the passage of the Sarbanes-Oxley Act of 2002 there has been and continues to be ample opportunities for careers in public accounting, both tax and auditing. Corporations continue to have needs in tax, general accounting, cost accounting and internal auditing. Many of these companies offer paid internships in which students gain valuable experience and frequently receive job offers.

To take advantage of these opportunities students will take two classes, two nights per week and can complete the program within one year. The faculty can provide guidance in obtaining these positions.

#### **Accounting Bridge Program for Business (Non-Accounting) Students – CPA TRACK**

This non-degree program provides the necessary undergraduate courses and training for individuals interested in becoming a Certified Public Accountant (CPA). Designed for students who already have an undergraduate business degree, this program facilitates entry into Medaille's Master of Science in Accounting program, allowing them to complete all educational component requirements that will allow them to sit for the CPA exam.

**Specific** courses include:

- ACC 300 Income Tax Accounting
- ACC 305 Cost Accounting
- ACC 350 Intermediate Accounting I
- ACC 351 Intermediate Accounting II
- ACC 410 Advanced Accounting
- ACC 430 Auditing

The Bridge program is available for both day and evening students. Upon completion of the Bridge program student will receive a Medaille College Certificate for the completion of the 18 credit hours. Contact the MSA program Director for more information.

## PROGRAM OBJECTIVES

**Student Success Goal:** The program seeks to enhance student understanding of career related fields, improve the retention rate of its students, increase the quality and quantity of network opportunities, and continuously improve the curricula that develops the knowledge, skills, and values of its graduates so that students are prepared for productive careers in a global economy.

**Academic Program Goal:** The program will expand its academic program array, enhance its delivery methods, and continuously improve the curriculum so that students can select from a variety of quality programs that prepare them for the global work environment.

**Faculty Involvement Goal:** The program will innovatively increase its support for faculty and staff in order to attract, develop, and retain talented faculty/staff who continuously improve the quality of teaching, advising, research, and service.

**Community Engagement Goal:** The program focuses on both the success of every student and on the difference that each can make in building a better community and serving the common good. The intent of these strategic initiatives are to help students learn beyond the classroom and to give students the inspiration that can help turn individual and communal aspirations into realities.

## COURSE SEQUENCE

### Accounting: Graduate Core Courses

Course Number & Title	Credits
<b>MSA 600 Managerial Economics</b>	3
<b>MSA 603 Quantitative Methods</b>	3
<b>MSA 605 Financial Management</b>	3
<b>MSA 630 Advanced Strategy</b>	3
<b>MSA 631 Integrative Case Studies</b>	3
<b>MSA 670 Accounting Theory and Research</b>	3
<b>MSA 672 Computer Auditing</b>	3
<b>MSA 673 Advanced Taxation</b>	3
<b>TOTAL CREDIT HOURS</b>	<b>24</b>

### Accounting: Graduate Electives

Course Number & Title	Credits
<i>Choose 2 of the following:</i>	
MSA 601 Strategic Human Resource Management (3)	3
MSA 602 Organizational Behavior and Development (3)	3
MSA 621 Strategic Operations Management (3)	3
MSA 623 Strategic Marketing (3)	3

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**TOTAL CREDIT HOURS****6****ACCOUNTING COURSE DESCRIPTIONS****MSA 600 MANAGERIAL ECONOMICS**

This course surveys micro- and macroeconomic principles, with an emphasis on strategic applications. Microeconomics topics covered include demand and supply elasticities, firm cost structure, market structure, and pricing. Macroeconomics topics covered include national income accounting, national income, employment, and price level determination, and fiscal and monetary policy. Three credit hours. Prerequisites and/or Special Considerations: none.

**MSA 601 STRATEGIC HUMAN RESOURCE MANAGEMENT**

The way we manage the people in our organizations needs to be aligned with our business strategies. The means for this alignment is human resource strategy – a directional plan for managing human resources that addresses important people-related business issues. The purpose of this course is to examine how managers may implement more effectively the people-intensive strategies that are rapidly becoming as primary source of competitive advantage. Only by addressing human resource issues in the context of overall strategic management will managers and human resource staff together achieve the results needed to sustain and develop a business. Three credit hours. Prerequisites and/or Special Considerations: none.

**MSA 602 ORGANIZATIONAL BEHAVIOR AND DEVELOPMENT**

The objective of this course is to provide a broad survey of the fields of organizational behavior on three distinct levels of analysis – individuals, groups and organizations. Specific topics to be examined from these three perspectives include, but are not limited to: motivation, job design, leadership, diversity, organizational design, communication, secession-making, conflict management, power, innovation and the work environment. Special attention will be given to the most common organizational development methods used in solving managerial and organizational problems. The course examines such intervention strategies as team building, team skills training, survey feedback, sensitivity training, behavior modification, job enrichment, and management by objectives. Three credit hours. Prerequisites and/or Special Considerations: none.

**MSA 603 QUANTITATIVE METHODS**

This course presents an in-depth look at various quantitative analytical techniques encountered in analyzing managerial problems and making effective decisions. The major topics covered include linear programming, transportation, assignment, network models, project management, statistical approaches, and decision analysis. Application of these techniques in functional areas such as production, marketing, finance and accounting are covered. Three credit hours. Prerequisites and/or Special Considerations: ECO 260, ECO 261, and MGT 302.

### **MSA 605 FINANCIAL MANAGEMENT**

This course develops the theoretical and practical uses of financial management principles, including the concepts of risk, return, and value. Areas of concentration include working capital management, capital budgeting, the cost of capital, and capital structure. Three credit hours. Prerequisites and/or Special Considerations: Undergraduate Finance Course.

### **MSA 621 STRATEGIC OPERATIONS MANAGEMENT**

In this course, techniques of managerial decision making are applied to problems in the management of production and operations in both manufacturing and service organizations. Quality management is emphasized throughout the course. The course emphasis is on people operating in teams for improved delivery of goods and services to customers. Topics covered include quality assurance and control, forecasting, aggregate planning, scheduling, inventory planning and control, facility location, and process and job design. Three credit hours. Prerequisites and/or Special Considerations: MSA 600, MSA 603.

### **MSA 623 STRATEGIC MARKETING**

This course presents the importance of the marketing function in the strategic management of the organization. Within the framework of the marketing discipline, students will learn how to ascertain customer needs and to strategically plan to fill those needs while serving an increasingly diverse population. Also considered in this course are issues such as environmentalism, consumerism, consumer lifestyle, and government regulation. As part of this course, students will identify actual consumer needs and devise a comprehensive strategic marketing plan. Three credit hours. Prerequisites and/or Special Considerations: none.

### **MSA 630 ADVANCED STRATEGY**

The first of a two-course integrative capstone experience, this course will teach managers to think and act strategically. Emphasis will be placed on the creation of competitive advantage within a dynamic environment. A variety of analytical techniques will be discussed that will enable managers to thoroughly analyze the organization's environment in order to clearly identify its competitive advantage and how the organization will seek to utilize this advantage. Topics to be covered include various strategic management decision models, industry analysis, competitive position analysis, and the analysis, choice and implementation of strategic options. Case studies will be utilized as the primary method of familiarizing students with the strategic analysis process. Three credit hours. Prerequisites and/or Special Considerations: Completion of all MSA required/core courses.

### **MSA 631 INTEGRATIVE CASE STUDIES**

A final capstone experience, this course is intended to provide a complete integration and application of previous coursework. The course consists of three parts: a series of case analysis discussions, a business simulation game in which student teams will compete with each other in a computer simulated business, and a final presentation. The final presentation is to be a significant

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portion of the grade in this course. For purposes of this presentation, student teams will do an extensive analysis of an existing business and report on their findings in both a written report to management and a full period oral presentation. Three credit hours. Prerequisites and/or Special Considerations: MSA 630.

### **MSA 632 APPLIED ACCOUNTING RESEARCH**

The research of accounting concepts and standards as they relate to corporate financial statements is the focus of this course. The research will be applied in analyzing complex accounting and contemporary reporting issues. Research methodologies are covered in conjunction with the latest in accounting information resources. Three credit hours. Prerequisites and/or Special Considerations: ACC 300, ACC 410, and ACC 430.

### **MSA 670 ACCOUNTING THEORY AND RESEARCH**

This course analyzes the theoretical foundations of accounting concepts as set forth in the Statements of Financial Accounting Concepts as developed by the Financial Accounting Standards Board (FASB). It is through these concepts that new standards are developed due to technological advances and business innovations. Existing regulations are examined as well as pending changes currently under review. Research of concepts and current practices are included. Three credit hours. Prerequisites and/or Special Considerations: ACC 351.

### **MSA 671 FORENSIC ACCOUNTING**

This course explores various issues related to fraud committed by management. Topics covered include specific types of financial statement fraud, the role between management and various regulatory personnel, how the Sarbanes-Oxley Act changed the corporate governance process, fraudulent schemes related to asset misappropriations (inventory, overstatement of other assets, understatement of liabilities) and other types of fraud, including tax fraud. Three credit hours. Prerequisites and/or Special Considerations: None.

### **MSA 672 COMPUTER AUDITING**

In this course students will learn about the different types of audits as they relate to a variety of computer systems including data management systems, networks, Internet, e-commerce and the information technology function. Students will utilize various computer-assisted audit tools and software as they relate to the audit function. Ethical issues and fraud detection are also discussed. Three credit hours. Prerequisites and/or Special Considerations: ACC 430.

### **MSA 673 ADVANCED TAXATION**

Corporate income tax is the primary focus of this course in regard to filing requirements, options available in reporting income and regulatory compliance. Other business entities are examined as alternatives to the traditional corporate structure. Tax research utilizing the latest technology assists

in developing effective tax planning strategies. Three credit hours. Prerequisites and/or Special Considerations: ACC 300.

**MSA 698 SPECIAL TOPICS IN ACCOUNTING**

Topic to be specified each semester course offered.

## DEPARTMENT OF COUNSELING AND CLINICAL PSYCHOLOGY

### PROGRAM DESCRIPTION

The Department of Counseling and Clinical Psychology's mission is to facilitate the exchange and provision of scientific, empirically based knowledge and foster essential clinical skills while promoting academic excellence. The programs provide both a solid theoretical foundation and the skills necessary to work effectively in a wide range of settings. Each program's curriculum is designed to foster the highest degree of competence, professionalism, and leadership qualities in students. The faculty members are scholars and practitioners committed to excellence in training, who are dedicated to preparing graduates for positions of responsibility and become agents of effective, meaningful change in the community.

The department offers three graduate degrees: the MA in Clinical Mental Health Counseling, the MA in Marriage and Family Therapy, and the PSYD in Clinical Psychology, and Advanced Certifications in Marriage and Family Therapy and Clinical Mental Health Counseling. These rigorous programs are designed to provide instruction in the theory, science, and practice of mental health and health service delivery. The programs are certified by the New York Office of Professions as leading to licensure in their respective fields.

The Clinical Mental Health program at Medaille College is accredited through the Council for the Accreditation of Counseling and Related Educational Programs (CACREP); it denotes the program's commitment to excellence. By maintaining CACREP accreditation, the program strives to provide the highest quality of faculty and curriculum standards.

## DOCTORAL PROGRAM IN CLINICAL PSYCHOLOGY (PSYD)

Degree Earned	Total Number of Credits	Delivery Format	Locations
PsyD	99	-On-ground (day and evening)	Buffalo

### PROGRAM DESCRIPTION

The Medaille College Clinical Psychology Program is a 99-credit program leading to a Doctor of Psychology (PsyD) degree in Clinical Psychology. The program is located at Medaille College’s Buffalo Campus. The primary goal of the program is to educate and prepare students for careers as professional psychologists. The program follows the Practitioner-Scholar Model of the National Council of Schools and Programs in Professional Psychology and meets the requirements for licensure in New York.

### PROGRAM AIMS

The Doctor of Psychology (PsyD) in Clinical Psychology Program is designed to educate and train students to function effectively in their eventual role as clinical psychologists. To ensure that students are prepared adequately, the curriculum provides for the meaningful integration of theory and research as applied to practice. The Clinical Psychology PsyD Program at Medaille College emphasizes the development of knowledge, skills, and attitudes essential in the formation of professional psychologists who are committed to the ethical provision of quality services. Specific objectives of the program include the training of clinical psychologists to:

- Clinical Services: deliver effective diagnostic and therapeutic services to diverse populations of clients
- Integration of science: apply the biological, psychological and sociocultural bases of human functioning to the provision of effective quality patient services
- Consultation: work effectively as part of a professional team, including consultation with professionals from other disciplines
- Ethics: provide services in an ethical context to benefit clients and society
- Teaching and Supervision: exercise leadership and provide training in healthcare and mental health settings.

### COMPETENCY AREAS

- Research
- Ethical and legal standards
- Individual and cultural diversity
- Professional values, attitudes, and behaviours
- Communication and interpersonal skills
- Assessment
- Intervention

- Supervision
- Consultation and interprofessional/interdisciplinary skills

### **DELIVERY FORMAT / PROGRAM STRUCTURE**

Medaille’s PsyD program is offered in a daytime format with each 3-credit course meeting once a week for three hours during the Fall and Spring Semesters and for 6 hours a week during the Summer I Semester. The PsyD in Clinical Psychology Program requires the successful completion of 99 semester credit hours distributed as follows:

- Core course requirements (66 credit hours)
- Elective requirements (18 credit hours)
- Proseminar and practicum requirements (12 credit hours)
- Clinical Dissertation Requirements (3 credit hours)

In addition to fulfilling these credit hour requirements, students must complete the Clinical Competence Examination and a one-year internship.

### **PROGRAM PREREQUISITES: PRELIMINARY FOUNDATION WORK**

Medaille College requires certain undergraduate courses of all students enrolling in the PsyD program. These courses serve as a foundation for courses that will follow. Students must have completed with a grade of “B” or higher a minimum of 15 credit hours of undergraduate psychology courses. Within these 15 credit hours, the following courses must be included: one course in abnormal psychology, one course in general psychology, one course in statistics or research methods

These courses must be completed prior to admission or during the first semester of enrollment. These foundation courses may be satisfied in one of the following ways: all foundation courses must be completed successfully in the specific content area at a regionally accredited institution, or foundation courses may be completed through Medaille College, if the courses are offered.

### **COURSE PLAN**

#### **First Year (30 credit hours)**

<b>Fall Semester (12 credit hours)</b>	<b>Spring Semester (12 credit hours)</b>
<b>PSY 700 Psychometrics (3)</b>	<b>PSY 763 Neuropsychological Assessment (3)</b>
<b>PSY 701 Diagnostic Psychopathology (3)</b>	<b>PSY 720 History and Systems of Psychology (3)</b>
<b>PSY 710 Cognitive Assessment (3)</b>	<b>PSY 764 Clinical Interviewing (3)</b>
<b>PSY 727 Psychology of Life Span Development (3)</b>	<b>PSY 715 Objective Personality Assessment (3)</b>
<b>PSY 705 Professionalization Group (0)</b>	<b>PSY 705 Professionalization Group (0)</b>

### First Summer (Required) (6 credit hours)

<b>PSY 731 Cognitive and Affective Processes (3)</b>
<b>PSY 765 Integrative Assessment (3)</b>

### Second Year (27 credit hours)

<b>Fall Semester (12 credit hours)</b>	<b>Spring Semester (9 credit hours)</b>
<b>PSY 749 Physiological Psychology (3)</b>	<b>PSY 768 Research Methods (3)</b>
<b>PSY 761 Assessment and Treatment of Diverse Populations (3)</b>	<b>PSY 770 Cognitive-Behavioral Theory and Treatment (3)</b>
<b>PSY 758 Psychodynamic Theories &amp; Therapy (3)</b>	<b>PSY 742 Proseminar and Practicum II (3)</b>
<b>PSY 741 Proseminar and Practicum I (3)</b>	

### Second Summer (Required) (6 credit hours)

<b>PSY 735 Professional Ethics and Conduct (3)</b>
<b>PSY 782 Family Therapy (3)</b>

### Third Year (22 credit hours)

<b>Fall Semester (12 credit hours)</b>	<b>Spring Semester (9 credit hours)</b>
<b>PSY 769 Statistics (3)</b>	<b>PSY 794 Clinical Psychopharmacology (3)</b>
<b>PSY 780 Group Therapy (3)</b>	<b>Elective (3)</b>
<b>Elective (3)</b>	<b>PSY 744 Proseminar and Practicum IV (3)</b>
<b>PSY 743 Proseminar and Practicum III (3)</b>	<b>PSY 851 Clinical Dissertation I (1)</b>

### Third Summer (Required)

<b>Clinical Competency Exam</b>
<b>PSY 852 Clinical Dissertation II (1)</b>

### Fourth Year (20 credit hours)

<b>Fall Semester (10 credit hours)</b>	<b>Spring Semester (10 credit hours)</b>
<b>PSY 787 Social Psychology (3)</b>	<b>PSY 790 Administration, Consultation, and Supervision (3)</b>
<b>Elective (3)</b>	<b>Elective (3)</b>
<b>Elective (3)</b>	<b>Elective (3)</b>
<b>PSY 853 Clinical Dissertation III (1)</b>	



**Fifth Year**

PSY 900 Clinical Psychology Internship (No credit, 3 terms)

**PROGRAM REQUIREMENTS**

**\*\*NOTE:** Core Course Requirements (66 Credits). Students are required to take the following Core Courses:

Course Number & Title	Credits
<b>PSY 700 Psychometrics</b>	3
<b>PSY 705 Professionalization Group</b>	0
<b>PSY 701 Diagnostic Psychopathology</b>	3
<b>PSY 710 Cognitive Assessment</b>	3
<b>PSY 763 Neuropsychological Assessment</b>	3
<b>PSY 715 Objective Personality Assessment</b>	3
<b>PSY 720 History and Systems of Psychology</b>	3
<b>PSY 727 Psychology of Life Span Development</b>	3
<b>PSY 731 Cognitive and Affective Processes</b>	3
<b>PSY 735 Professional Ethics and Conduct</b>	3
<b>PSY 749 Physiological Psychology</b>	3
<b>PSY 758 Psychodynamic Theory and Therapy</b>	3
<b>PSY 761 Assessment and Treatment of Diverse Populations</b>	3
<b>PSY 764 Clinical Interviewing</b>	3
<b>PSY 765 Integrative Assessment</b>	3
<b>PSY 768 Research Methods</b>	3
<b>PSY 769 Statistics</b>	3
<b>PSY 770 Cognitive-Behavioral Theory and Treatment</b>	3
<b>PSY 780 Group Therapy</b>	3
<b>PSY 782 Family Therapy</b>	3
<b>PSY 794 Clinical Psychopharmacology</b>	3
<b>PSY 787 Social Psychology</b>	3
<b>PSY 790 Administration, Consultation, and Supervision</b>	3
<b>TOTAL CREDIT HOURS</b>	<b>66</b>

## ELECTIVE REQUIREMENTS (18 CREDITS)

Students choose six elective courses in consultation with their advisor. Electives can be combined to form a concentration. Each student is encouraged to take enough elective courses to meet the requirements of at least one concentration, or to plan a series of electives that meets specific training goals with his or her advisor.

### POTENTIAL ELECTIVE COURSES

1. PSY 719 Child & Adolescent Psychopathology (3)
2. PSY 745 Proseminar V\* (3)
3. PSY 746 Proseminar VI\* (3)
4. PSY 747 Trauma Through the Lifespan (3)
5. PSY 762 Substance Abuse and Treatment (3)
6. PSY 771 Treatment and Assessment of Children & Adolescents (3)
7. PSY 785 Advanced Family Therapy (3)
8. PSY 849 Psychotherapy Integration (3)

\*\*Note: PSY 745 Proseminar V and PSY 746 Proseminar VI constitute a two-course sequence.

### PSYD COURSE PREREQUISITES:

Course	Prerequisites
PSY 763 Neuropsychological Assessment	PSY 710 Cognitive Assessment
PSY 764 Clinical Interviewing	PSY 701 Diagnostic Psychopathology
PSY 758 Psychodynamic Theories and Therapy	PSY 727 Psychology of Life Span Development
PSY 770 Cognitive-Behavioral Theory and Treatment	PSY 731 Cognitive and Affective Processes
PSY 765 Integrative Assessment	PSY 763 Neuropsychological Assessment PSY 715 Objective Personality Assessment PSY 710 Cognitive Assessment
PSY 741 Proseminar and Practicum I	PSY 705 Professionalization Group PSY 701 Diagnostic Psychopathology PSY 763 Neuropsychological Assessment PSY 710 Cognitive Assessment PSY 715 Objective Personality Assessment

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	PSY 764 Clinical Interviewing PSY 765 Integrative Assessment PSY 727 Psychology of Life Span Development
PSY 742 Proseminar and Practicum II	PSY 741 Proseminar and Practicum I
PSY 631 Professional Ethics and Conduct	PSY 705 Professionalization Group
PSY 768 Research Methods	Undergraduate Statistics OR Research Methods
PSY 769 Statistics	PSY 768 Research Methods
PSY 794 Clinical Psychopharmacology	PSY 749 Physiological Psychology
PSY 780 Group Therapy	PSY 770 Cognitive-Behavioral Theory and Therapy
PSY 782 Family Therapy	PSY 727 Psychology of Life Span Development
PSY 743 Proseminar and Practicum III	PSY 758 Psychodynamic Theories and Therapy PSY 764 Clinical Interviewing PSY 735 Professional Ethics and Conduct PSY 741 Proseminar and Practicum I PSY 742 Proseminar and Practicum II
PSY 744 Proseminar and Practicum IV	PSY 743 Proseminar and Practicum III
PSY 790 Administration, Consultation & Supervision	PSY 744 Proseminar and Practicum IV
PSY 745 Proseminar and Practicum V	PSY 743 Proseminar and Practicum IV
PSY 851 Clinical Dissertation I	PSY 768 Research Methods
PSY 900 Clinical Psychology Internship	Completion of 99 credit hours, CCE, All required coursework

### PROFESSIONALIZATION GROUP REQUIREMENTS

The Professionalization Groups are advisement groups for first-year students. These groups meet once a week for one hour and are led by a core faculty member, who will remain the students' advisor until they identify dissertation advisors. Students discuss topics related to professional psychology and the development of a professional identity. The faculty member leading the group will help students with academic advisement, planning for field training, general consultation on problems or difficulties in the program, professional ethics as stated in

the APA Ethical Guidelines for Psychologists, and questions emerging during the student's first-year academic experience.

\*\*Note: Students are required to take the following: PSY 705 Professionalization Group (0 credits) (two semesters in first year)

### **PROSEMINAR AND PRACTICUM REQUIREMENTS (12 CREDITS)**

The Proseminar and Practicum requirements represent the first two of the three required levels of field training and evaluation in the Clinical Psychology Doctoral Program. The first level is the diagnostic practicum (Proseminar and Practicum I and II), while the second level is the therapy practicum (Proseminar and Practicum III and IV). Doctoral students in the Clinical Psychology Program complete the diagnostic practicum in their second year of study and a therapy practicum in their third year of study.

The practicum proseminar serves as an auxiliary training component in students' clinical training. The seminar instructor works with each student's on-site supervisor to oversee education. The seminar instructor is primarily responsible for evaluating student progress in consultation with the on-site supervisor. Students are required to attend the seminar sessions and will be evaluated based on participation in seminar, work samples, and performance in all aspects of clinical and professional work on site. Supervision of individual cases remains the responsibility of the on-site supervisor, who has direct contact with the practicum setting and with the clients. In the proseminar, students receive didactic training, present their clinical work, and consult with peers and the seminar instructor regarding challenging assessment and treatment issues. In keeping with the major objectives, students will:

- demonstrate skills appropriate to their level of training in conceptualization and clinical service;
- be exposed to a variety of clinical issues in different settings;
- increase their capacity to generalize their clinical experiences across domains and groups; and
- develop specific and global clinical competencies.

Students are required to take the following Proseminar and Practicum Courses:

- PSY 741 Proseminar and Practicum I (3 credits)
- PSY 742 Proseminar and Practicum II (3 credits)
- PSY 743 Proseminar and Practicum III (3 credits)
- PSY 744 Proseminar and Practicum IV (3 credits)

### **Practicum Placement**

Students who are eligible for practicum for the following academic year will meet with the Director of Clinical Training in the fall to gain an introduction to the practicum selection process and to explore the sites for the following year. In consultation with his or her academic advisor, each student will develop a list of potential practicum sites in order of his or her preference. All

sites must be approved by the Director of Clinical Training. The Director of Clinical Training will assign students placement interviews based on each student's ranked list. Although every effort will be made to help students obtain placement at a site that meets his or her training needs and goals, no particular site can be guaranteed. See the Training Manual for a specific discussion on practicum procedures and requirements.

### **Practicum Eligibility**

The Director of Clinical Training has the authority to determine a student's readiness for practicum. In order for a student to apply for practicum or to begin practicum, he or she must be in good academic standing (GPA of 3.0 on a scale of 4.0 and not on probation) and must complete all the practicum prerequisite courses prior to the beginning of the practicum. If a student on practicum is placed on probation, the Director of Clinical Training will decide on a case-by-case basis whether practicum can be continued. Students must demonstrate a readiness to assume a professional role and to interact appropriately with clients. Personal adjustment issues, interpersonal difficulties, poor communication skills, or other behavioral problems may reflect on a student's ability to interact with clients in a competent and ethical manner. Students must have attended in the Clinical Psychology Program at Medaille College for a minimum of two semesters before beginning practicum.

### **Professional Liability Insurance**

All students enrolled in the Proseminar and Practicum courses must be covered by Professional Liability Insurance. Students purchase this insurance through the American Psychological Association. This is mandatory even if the student is otherwise insured.

## **CLINICAL DISSERTATION REQUIREMENTS (3 CREDITS)**

The Clinical Dissertation is a training experience designed to provide students with a guided opportunity for integrating findings from empirical research toward addressing a psychological issue. The Clinical Dissertation must be a sophisticated piece of written scholarship that demonstrates the ability to frame and address a psychological issue. The primary training goal of the Clinical Dissertation is to help students develop the skills needed to become critical consumers of the empirical literature in psychology.

Students are required to take the following:

- PSY 851 Clinical Dissertation (1 Credit)
- PSY 852 Clinical Dissertation II (1 Credit)
- PSY 853 Clinical Dissertation III (1 Credit)

PSY 851, the first term of Clinical dissertation is a weekly seminar in which students work collaboratively to gain an orientation to the dissertation process, explore and refine potential topics and methods, identify individual dissertation advisors, and draft their proposals. This seminar will meet in spring of the third year. Students will select their dissertation Chairs during this term, based on faculty availability and expertise with the topic area. See the syllabi for PSY 851, 852, and 853 for specific information about the dissertation project.

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Students are expected to address a psychological issue from a theoretical and empirical standpoint. The appropriateness of the project is determined by the Clinical Dissertation Chair and committee members and is indicated by a potentially publishable review or a synthesis of findings that could be presented to professional psychologists in a conference or workshop setting.

The final Clinical Dissertation document must demonstrate the following:

- a mastery of theoretical, clinical, and empirical literature relevant to the topic studied
- methodological and statistical knowledge relevant to the area of inquiry
- the ability to integrate specific research findings across studies and to synthesize information to support appropriate conclusions.
- the ability to write clearly and concisely in the style adopted by the profession.

Each committee will consist of 3 members. Chairs must be Medaille faculty members, but committee members may be appointed from the community at the discretion of the chair. A list of available dissertation chairs will be provided. Each student will meet with the Dissertation committee for a proposal meeting to develop a specific topic or project. This is a working meeting during which the student may receive guidance about the appropriateness and acceptable scope of the dissertation. All data-based projects must receive IRB approval. In general, data-based projects should receive IRB review after the proposal meeting, but exceptions will be allowed at the discretion of the chair. The defense of the dissertation will be open to the Medaille community and will involve a full presentation of the research, including questions about the project. Students should submit all revisions to the chair (and other committee members as appropriate) within one semester of the final defense.

### **Dissertation Completion**

It is expected that a student will complete his or her dissertation within the 3 semesters allotted. A student who does not complete his or her dissertation within 3 semesters will be required to register for PSY 854 Dissertation Extended. This 1-credit course must be taken each fall or Spring Semester until the dissertation is completed.

## **CLINICAL COMPETENCE EXAMINATION REQUIREMENTS**

Students are required to take and successfully pass a Clinical Competence Examination (CCE) during the Summer Semester of their third year of coursework. The CCE includes a treatment summary, a case presentation, a written case analysis, an oral presentation, and an oral examination based on the written and case presentations. This format is designed to assess students' knowledge, clinical reasoning within a conceptual model, technical skills, relationship skills, and ability to communicate in written and oral forms. The CCE evaluates the student's written and oral performance in the following areas:

- Knowledge Base
- Clinical Reasoning

- Technical Skill
- Relationship Skill
- Formal Communication Skills

CCE Reports and Oral Presentations will be evaluated by the faculty to determine students' clinical and academic competence and readiness for internship. Students must demonstrate minimum competence in all areas to pass. Results will include Pass with Distinction, Pass, Revise, and Fail.

### **CCE Prerequisites**

In addition to the prerequisite courses required for Proseminar and Practicum I – IV (PSY 741 – PSY 744), students are also required to complete the following courses before beginning the CCE:

- PSY 743 Proseminar and Practicum III
- PSY 744 Proseminar and Practicum IV
- PSY 768 Research Methods
- PSY 769 Statistics
- PSY 780 Group Therapy
- PSY 782 Family Therapy
- PSY 794 Clinical Psychopharmacology
- Two Electives

Students who fail the CCE will be referred to the Student Development Committee to develop a remediation plan. Remediation may include additional practicum experience and/or academic work. Once the remediation is completed, the student may retake the exam once. Re-examination cannot be scheduled before one full term has elapsed. A student who fails the CCE twice will be academically dismissed from the program. Students who are asked to revise their materials will have one month in which to complete the revision and will be given a Pass or Fail result upon evaluation of the revisions.

### **Appealing Clinical Competence Examination (CCE) Outcome**

A student who wishes to dispute her or his CCE Committee's decision has three levels of written appeal available:

1. The chair of the CCE examination committee in consultation with the PsyD Program Director
2. Department Chair of Counseling and Clinical Psychology
3. Academic Affairs Office

## **INTERNSHIP REQUIREMENTS**

Students will complete a 1750-hour internship as a condition for graduation. The internship is an integral component of the doctoral program and the final experience in the clinical training sequence. During the internship, the student is expected to assume significant responsibilities

and to perform major professional functions under the supervision of qualified psychologists. Because the internship is typically the last step in the student's preparation for functioning as an independent professional, the internship experience should provide the student with a variety of appropriate role models, as well as intensive and diverse opportunities to function in the various roles expected of a clinical psychologist. Typically, full-time students begin the internship during their fifth year of enrollment.

The internship is intended to be a paid position. Students are strongly encouraged to seek internships that are accredited by the Committee on Accreditation of the American Psychological Association (APA). Students may not seek internships that are not active members of the Association of Psychology Postdoctoral and Internship Centers (APPIC) without prior approval from the Director of Training, who will be responsible for reviewing the appropriateness of these internships based on standards in the field. An internship that is not APA accredited must nevertheless meet guidelines used by the [National Register of Health Service Providers](#) in Psychology to define an internship.

Students are required to take the following: PSY 900 Clinical Psychology Internship

### CONCENTRATIONS

The PsyD in Clinical Psychology Program does not require selection of concentrations. For students who desire to follow a particular interest, two optional concentrations are offered.

1. Child & Family Psychology
2. General Adult Clinical

#### Child & Family Psychology Concentration

The Child & Family Concentration provides training in the assessment and treatment of children, adolescents, and families within a variety of settings and contexts with an emphasis on empirically supported methods. In addition, students will learn to promote and better understand healthy child and family development as well as the prevention of psychological problems of youth. Additionally, specific treatment issues relating to children, adolescents, and families relative to individual and cultural differences are explored. Students who complete the Child & Family Psychology Concentration will be able to:

- apply concepts of normal development and developmental psychopathology to the understanding of children's unfolding adaptive and maladaptive functioning, involving biological, behavioral, psychosocial, interpersonal, and sociocultural levels of analysis; and
- design and implement interventions directed at the assessment and treatment of children, families, and other related systems

#### Potential Electives:

- PSY 719 Child & Adolescent Psychopathology (3)
- PSY 747 Trauma Through the Lifespan (3)
- PSY 771 Treatment and Assessment of Children & Adolescents (3)

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- PSY 785 Advanced Family Therapy (3)

### **General Adult Clinical Concentration**

The General Adult Clinical Concentration allows students to explore the evaluation, diagnosis, and treatment of problems across the adult life span. Students examine milder stress and adjustment problems of individuals, as well as more severe forms of psychopathology, as they gain advanced skills in psychotherapy and psychological assessment. Theoretical and applied aspects of intervention are explored from multiple perspectives. Additionally, specific treatment issues relating to individual and cultural differences are explored. Students who complete the General Adult Clinical Concentration will be able to:

- apply advanced skills in the evaluation, diagnosis, and treatment of problems across the life span
- apply advanced skills in psychotherapy and psychological assessment to both milder stress and adjustment problems of individuals, as well as more severe forms of psychopathology; an
- treat patients with a variety of presenting problems across the spectrum of social class, race, ethnicity, gender, sexual orientation and other individual and cultural differences.

### **Potential Electives:**

- PSY 762 Substance Abuse and Treatment (3)
- PSY 747 Trauma Through the Lifespan (3)
- PSY 779 Geropsychology (3)

## **ENROLLMENT**

### **Residency Experience**

All students are expected to be enrolled in the Program continuously for the duration of the planned program. Attendance during summer semester is required in years one through three, and the Clinical Competence Examination is given during summer of year three. Most internships are full time for 12 months, and therefore students will register for internship for fall, spring, and summer terms.

### **Full-Time Study**

Students taking 9 credit hours during fall or spring terms or registered for Internship or Dissertation are considered to be studying full time. 6 credit hours in fall or spring is considered half time. Enrollment in Dissertation or Internship constitutes full time study. Requests for less than full-time study must be approved by the Program Director. Leaves of Absence must be approved by the student's Academic Advisor and the Program Director by the second week of the term during which the student goes on leave. Students returning from leave may be referred to the Student Development Committee (SDC) upon their return.

### **Attendance**

Attendance is a critical and mandatory part of education and clinical training. In the event of a serious illness or family emergency that will result in an absence, students must immediately

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contact their instructor to notify him or her of their absence. Students who miss a significant amount of class time and fail to contact their instructor in a timely manner and make up the work, or who do not have an excused absence, will be given an F for the course.

### **EMAIL POLICY**

Upon registration into the program, all students are given a Medaille College email address. It is the student's responsibility to check this account several times a week during semesters and class breaks. Important Program and College information will be sent to this address, (NOT to a personal email account). Students may decide to forward their Medaille email to a personal account. Students should contact [helpdesk@medaille.edu](mailto:helpdesk@medaille.edu) or the IT Department on campus if they need assistance setting up their Medaille email account.

### **EMERGENCY NOTIFICATION SYSTEM**

In the event of a campus closing, general class cancellations, or other emergency situations, Medaille has implemented an emergency notification system that sends notifications through text messaging (SMS), email, and messages to cell and home phone numbers. Students are required to keep their contact information up-to-date using a [Web Form](#) that will ask for the student ID number and Medaille email address.

The information collected through this site will be used by authorized College personnel in the event of weather-related campus/class cancellations or other situations where time is of the essence. Test messages to all contact numbers within the system will be sent out once each semester. This information will not be used for any other purpose. Specific instructions can be found here: <http://www.medaille.edu/current-students/public-safety/emergency-information>.

### **CONCERNS OR QUESTIONS ABOUT A COURSE OR PROGRAM REQUIREMENT**

In the event that a student has a concern or question about a course, he or she is encouraged to consult the instructor of the course before bringing concerns to the Program Director. If the situation is not resolved in consultation with the instructor, concerns and/or questions should be brought to the attention of the faculty member and then to the Program Director. The Department Chair may address further inquiries.

### **STUDENT ADVISEMENT**

Each student will meet with his or her faculty advisor weekly during the first year of the program during the professionalization group and a minimum of once per term thereafter. During the dissertation process, the dissertation advisor becomes the student's academic advisor and will be in contact with the student at least once a month, but more often during many phases of the project. Requests for change of advisor must be made in writing and approved by the Program Director.

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Advisement activities will include, but will not be limited to, the following:

- providing students with the best information and counsel on policies and processes of the College
- making students aware of the range of services and educational opportunities pertinent to their objectives
- assisting students in choosing educational, professional, and related life objectives that are well-suited to their interests and abilities
- making students aware that they carry the ultimate responsibility for acquainting themselves with academic and other College regulations, as well as for planning their courses in accordance with the published Program requirements, and other College policies and processes
- closely monitoring academic and clinical developments during all stages of progress throughout a student's graduate career

### **Semiannual Review**

The entire faculty will evaluate each student twice annually, with written feedback given by the advisor. Student's progress toward developing levels of competence appropriate to each stage of training will be documented by faculty, supervisors, and academic advisors. Students exhibiting difficulties may be referred to the faculty advisor at any time. A student whose progress through the program may be in jeopardy will be referred to the Student Development Committee. Although the semiannual meeting can be an opportunity for these referrals to emerge, referrals can be made at any time. Students who perform at outstanding levels will be given commendations during one of the two semiannual meetings.

### **Student Development Committee (SDC)**

The SDC is charged with facilitating students' acquisition of knowledge, skills, and attitudes necessary for functioning as competent professional psychologists. Advisors and instructors will refer students as needed to the SDC to review and help develop remediation plans for students who are not progressing satisfactorily, and to determine students' readiness to continue the program and/or progress to successive levels of training. Academic, professional, and interpersonal performance will be considered based on the Clinical Program Comprehensive Evaluation Policy. Recommendations of the SDC typically involve increased advisement and remedial academic or clinical work but may include leaves of absence or recommendations for dismissal from the program. These recommendations are subject to review by the Program Director and the Department Chair.

## **ACADEMIC REVIEW/PROBATION/DISMISSAL**

### **Repeating a Failed Course**

A student earning a grade lower than a B-, in any course or who earns a U in a pass-fail course is required to repeat the course. A student may repeat any course in an effort to earn a higher grade. Both grades will remain on the student's official transcript and the latter grade will be used to compute the student's GPA.

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### **Satisfactory Progress**

Students must maintain a grade point average (GPA) of 3.0 on a scale of 4.0 and complete the program within seven (7) years after matriculation. The Clinical Competence Examination must be passed by the end of the 5<sup>th</sup> year.

### **Maximum Time Frame Requirements: (without approved LOA):**

- Completion of the program in 7 years
- Completion of all required coursework in 5 years
- Completion of the CCE within 5 years.

### **Academic Warning**

Any student who makes a grade below B- will be issued an academic warning and referred for advisement; any student with borderline GPA, with a second grade below B-, or who is in danger of failing to complete the minimum number of semester hours for each year will be referred to the Student Development Committee (SDC). These referrals will be made in hopes of helping students improve through active mentoring and exploration of options for developing more effectively.

### **Academic Probation**

A student who makes a grade of F in a graduate course or whose grade point average falls below 3.0 after completion of 9 credits will be placed on academic probation for the following semester. Students on probation must maintain a GPA of 3.0 for each probationary term and must qualify for removal of probation by the end of the second fall or spring term. Students may be placed on probation based on review of the Student Development Committee (SDC) based on the Program Professionalism policy. In these cases, students will be provided with a remediation plan with a time frame for completion. The Student Development Committee (SDC) will determine the success of the completion of the plan.

### **Academic Dismissal**

A student who receives two grades below B- in one term or three grades below B- throughout his or her studies will be dismissed from graduate studies. Grades of F in Pass/Fail courses or U in Satisfactory/Unsatisfactory courses are considered failing grades. Likewise, failure to come off academic probation within two regular (Fall or Spring) terms, failing the Clinical Competence Examination (CCE) twice, or failure to complete minimum time frame requirements (without approved LOA) will result in dismissal. Students may also be dismissed for failure to fulfill terms of a remediation plan within the allotted time frame. In cases of dismissal, students may petition the admissions committee for readmission after one calendar year. Students will be readmitted to the program only in cases of extenuating circumstance IF they are judged to be able to complete the program successfully.

### **Academic Integrity**

Medaille's faculty and administration expect all students to complete their academic assignments with honesty and integrity. Students who engage in any form of academic dishonesty (e.g., plagiarism, cheating on a test, forging a signature or an entire college document) will be dealt

with severely, with penalties ranging from an F on a given assignment to failing a course or even academic dismissal from the program. It is important to note that the Graduate School at Medaille College interprets the submission of the same paper/assignment, or substantially the same paper/assignment, to more than one instructor to be a violation of this code. Students found guilty of such offenses risk dismissal from the College.

## PROFESSIONALISM

### Comprehensive Evaluation Policy

(adapted from The Comprehensive Evaluation of Student-Trainee Competence, Council of Chairs of Training Councils, [CCTC](#)):

Faculty, training staff, supervisors, and administrators participating in doctoral level psychology training have a professional, ethical, and potentially legal obligation to: (a) establish criteria and methods through which aspects of competence other than, and in addition to, a student-trainee's knowledge or skills may be assessed (including, but not limited to, emotional stability and well-being, interpersonal skills, professional development, and personal fitness for practice); and, (b) ensure—insofar as possible—that the student-trainees who complete their programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, and within the parameters of their administrative authority, professional psychology education and training programs, faculty, training staff, supervisors, and administrators strive not to advance, recommend, or graduate students or trainees with demonstrable problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.

As such, faculty, and supervisors will evaluate students' (a) interpersonal and professional competence (b) self-awareness, self-reflection, and self-evaluation; (c) openness to processes of supervision; and (d) resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner.

When a student's conduct clearly and demonstrably (a) impacts the student's performance, development, or functioning, (b) raises questions of an ethical nature, (c) represents a risk to public safety, or (d) damages the representation of psychology to the profession or public, the student will be referred to the Professional Development Committee. Students are required to abide by the American Psychological Association's Ethical Guidelines and Standards and will sign an agreement upon admission.

## STUDENTS WITH DISABILITIES

In compliance with Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990, Medaille College does not discriminate on the basis of disability. The Office of Accessibility Services was created to assist students with disabilities in all aspects of college life. College personnel do as much as is reasonable to ensure that individuals with disabilities achieve independence and fully participate in the mainstream of the educational

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process in a comprehensively accessible environment. Students with disabilities are encouraged to contact the Office of Accessibility Services for information about policies and procedures relevant to the Americans with Disabilities Act within the first week of the term. Students are advised of their right that the self-disclosure and accommodation process be carried out as confidentially as possible. Students are not required to discuss the reasons for accommodation with any other faculty or staff member of the institution. In order for an accommodation plan to be implemented for a course, 1) [The Office of Accessibility Services](#) must provide the student with a statement that the student has submitted satisfactory documentation to qualify as disabled and 2) a student deemed qualified, as disabled must meet with the instructor to discuss appropriate course-related accommodations.

### **COURSE SUBSTITUTION POLICY**

A maximum of 9 credit hours may be transferred into the PsyD program. A [Course Substitution Request](#) must be submitted to the Program Director by a course syllabus. Students are encouraged to submit all transfer requests as soon as possible to allow for planning. Copies of major assignments may be required. This request must be approved by the Registrar, the Program Director and the Department Chair. Courses that have at least 80% overlap with an approved doctoral course at Medaille will be accepted, at the discretion of the core faculty member who serves as coordinator for the course.

- Courses must have been offered in psychology at the graduate level.
- Courses must have been completed within five years of matriculation in the Program.
- A grade of "B" or above must have been earned in the requested transfer courses.
- The student may be subject to final examination in all coursework transferred into the PsyD Program.
- No credit is granted for correspondence courses or for "credit-by-examination" courses.
- Proseminar and Practicum, Internship, and Dissertation may not be waived.

Courses submitted for elective credit: Graduate level courses in psychology or a related field may be submitted for elective credit at the discretion of the faculty if the course is determined to be (1) more advanced than the required PsyD course or (2) represent material that is substantially different than a course in the PsyD program but relevant to clinical psychology. Students should be aware that courses in fields other than psychology may not satisfy licensing requirements in some states.

### **RESCHEDULING CLASSES IN THE EVENT OF INCLEMENT WEATHER**

In the event that the College cancels one day out of the schedule due to inclement weather or other unforeseen circumstances, the instructor will contact his or her students to inform them of how missed work/time will be made up. Students are encouraged to sign up for weather closure notices. More information can be found here: <http://www.medaille.edu/current-students/public-safety/emergency-information>.



## **EMERGENCY FACILITIES CLOSURE**

In the case of an emergency facilities closure (i.e., due to natural disaster or pandemic flu), classes will continue online using [Blackboard](#). Information regarding completing course requirements can be found on the class syllabus.

## **PSYD COURSE DESCRIPTIONS**

### **PSY 700 PSYCHOMETRICS**

This is the first course in the doctoral assessment sequence. Students will learn basic psychometric theory and principles of test construction as well as to gain an understanding of the process, methodology, and application of assessment. Ethical and professional considerations about assessment will be raised. Topics include theories of psychological measurement, scale development, item analysis, item bias, reliability, validity, and test fairness. Prerequisites and/or Special Considerations: none. Three credits hours.

### **PSY 701 DIAGNOSTIC PSYCHOPATHOLOGY**

This course focuses on the description, etiology, and diagnosis of psychological and personality disorders. Relevant clinical research relevant to the course is reviewed and used to enrich the theoretical basis. While the primary focus of this course is the DSM-V diagnostic system, other systems of understanding may be considered. Discussion of the broad continuum of symptomatology encountered in clinical practice, and the unique personal experience that characterizes every clinical case, are included. This course will focus on the major psychological and personality disorders of the DSM-V. Particular emphasis on the etiology, prevalence, symptoms, and prognosis of these disorders is placed. Empirically validated research is examined with emphasis on the influence of culture has on diagnosis, treatment and prognosis. Prerequisites and/or Special Considerations: none. Three credit hours.

### **PSY 705 PROFESSIONALIZATION GROUP**

This course serves as a discussion group for first year students. The scope of the course will include both personal and professional development and preparing for future careers in the psychology field. Professional ethics, including New York State Laws, Rules, and Regulations and the APA Ethical guidelines will be reviewed. The group sessions allow students to become comfortable with interacting with other psychology students in a professional environment. Group work will cover the study of clinical psychology, therapeutic work, and professional development. The group dynamic will be balanced with self-directed learning and personal evaluations; including values and desires leading to the study of psychology, interpersonal relationship, meaning and values, pathways to growth, and a more comprehensive understanding of a psychologist's role in society. Furthermore, students will gain a solid understanding of the various roles of clinical psychologists. As part of this course, students will be required to

complete the NY State Curriculum in Identification and Reporting of Child Abuse. Prerequisites and/or Special Considerations: none. Non-credit bearing.

### **PSY 707 PREPRACTICUM IN PSYCHOLOGY**

This course involves an experientially based introduction to clinical work in a mental health setting. The focus may be on assessment, psychotherapy, or a combination of the two, depending on the interest of the student and the recommendation of the student's advisor. In addition to gaining experience in mental health service delivery, the course involves a didactic component, comprising readings, written reflections, and discussion of the practicum experience. The pre-practicum enables the student to integrate prior and concurrent coursework in clinical psychology with the honing of clinical and interpersonal skills in the context of ethical and professional behavior. Students should note that this course cannot be used to fulfill elective requirements. Prerequisites and/or Special Consideration: PSY 701 Diagnostic Psychopathology and Approval of Advisor. Variable 1.0 - 3.0 credit hours.

### **PSY 710 COGNITIVE ASSESSMENT**

Theories, practices, and the development of cognitive assessment in children and adults provide the framework for this course. Students will familiarize themselves with the various types of assessments, how to identify appropriate assessments, and gain an understanding of the process, methodology, and application of assessment. Students will gain professional development via practice with written and oral reporting. In addition, ethical and professional considerations about cognitive assessment will be raised. The course will improve students' awareness of how diversity and multiculturalism may affect assessment outcomes. Prerequisites and/or Special Considerations: none. Three credit hours.

### **PSY 711 PROJECTIVE PERSONALITY ASSESSMENT (ELECTIVE)**

This course introduces the Exner Comprehensive System for the Rorschach as well as selected projective tests in both theory and practice. The dual approach allows students to gain competence in administering, scoring, and interpreting projective tests, and master the theoretical fundamentals upon which the tests were developed. Students will further hone their professional skills through report writing, critical evaluation, interviewing, rapport building, and interpretation of data. Ethical and legal considerations within the scope of assessments will also be addressed. Prerequisites and/or Special Considerations: PSY 715 and PSY 710. Three credit hours.

### **PSY 715 OBJECTIVE PERSONALITY ASSESSMENT**

This course familiarizes students with objective personality assessment. Students will gain an understanding of the development and evolution of personality assessment—from its early history to current status. Emphasis on proper procedure, strategies for testing, and validity of testing will be covered. From here, students will have the opportunity to practice the assessment



process in labs designed to develop familiarity and competence in all aspects of the procedure—from initial stages through testing to evaluation and feedback. Students will develop their professional skills and learn about the variables associated with personality assessment, including demographics such as age, culture, gender, ethnic group, and marital status. Prerequisites and/or Special Considerations: none. Three credit hours.

### **PSY 719 CHILD AND ADOLESCENT PSYCHOPATHOLOGY (ELECTIVE)**

This course focuses on the development issues associated with children and adolescents. Students will be introduced to the stages of child and adolescent development as it relates to psychopathology. Students will learn to recognize the risk factors—social, behavioral, and affective—which may lead to psychological disorders. Emphasis will be placed on emotional and behavioral disorders—including risk factors, etiology, treatments, and case descriptions. These disorders will be defined and analyzed in order to suggest effective treatment routes. Prerequisites and/or Special Considerations: none. Three credit hours.

### **PSY 720 HISTORY AND SYSTEMS OF PSYCHOLOGY**

Major theories, frameworks, leading figures, and historical influences will be examined in relation to the current theories and practices of clinical psychology. From the early Greek philosophers to the modern debates between pure, scientific, and applied psychology—students will trace a line of progress leading to comprehensive understanding of psychology. The social, political, and scientific contexts that fostered the origins and development of psychology will be considered throughout. Problems in the development of psychology as a discipline will be examined with contrasting viewpoints and alternatives to accepted models and systems. Prerequisites and/or Special Considerations: none. Three credit hours.

### **PSY 727 PSYCHOLOGY OF LIFE SPAN DEVELOPMENT**

The stages and transitions in physical, cognitive, emotional, and social development across the lifespan will be studied. An emphasis on cross-cultural, gender, familial, and historical perspectives will be emphasized in relation to life span development. A focus on the interaction between genetic and environmental influences upon human development and an understanding of the development and influences affecting personal and interpersonal development will lend a greater depth to the analysis and understanding of life span development. Content areas include infant perception, attachment behavior, intelligence, cognitive development, moral development, and social interaction. In addition, the application of these topics to the practice of clinical psychology will be introduced throughout the course work. Prerequisites and/or Special Considerations: none. Three credit hours.

### **PSY 731 COGNITIVE AND AFFECTIVE PROCESSES**

This course provides an in-depth appreciation and thorough understanding of the current research models and theoretical frameworks in cognitive science. The curriculum explores both the

cognitive and affective processes. Topics covered include; memory, attention, problem solving, language, emotional states, and decision making. The translation from a theoretical knowledge base to the clinical application of such information is emphasized. Students will gain not only a rich contextual background of “the cognitive revolution” but the ability to directly apply these theories and framing devices to their real-life, clinical experience. Major figures and key developments in the field will enrich the clinical experience and allow students to further delve into historical progress of Psychology. Prerequisites and/or Special Considerations: none. Three credit hours.

### **PSY 735 PROFESSIONAL ETHICS AND CONDUCT**

This course aids students in understanding the obligation for the ethical and legal responsibilities, professional conduct, and the necessity to “do good and avoid harm” within the scope of assessment, therapy, forensics, and consultative and supervisory relationships. Using the APA’s Code of Ethics and New York State Law as a framework, this course focuses on understanding and development of the ethical decision-making process, client privacy, modeling responsible behavior, and cultivating expertise as a professional psychologist. Attention will be placed on continuing professional development through ongoing supervision and upgrading professional skills. In addition, the unique challenges of group, family, and multi-cultural counseling issues will be addressed in relation to ethical and legal conduct. Prerequisites and/or Special Considerations: PSY 705. Three credit hours.

### **PSY 741 PROSEMINAR AND PRACTICUM I**

The two years (four semesters) of practicum provide supervised clinical field experience. In addition to the required hours working at the assigned training site, students enrolled in practicum meet weekly in a practicum seminar led by a core faculty member. The overall practicum experience may be structured such that either the first year of practicum experience (Practicum I and II) will focus on assessment issues and the second year on psychotherapy (Practicum III and IV), or that both assessment and intervention experience will be intermixed over the two years of practicum. Proseminar and Practicum I will provide students with the opportunity to develop their personal approach to therapy via thorough research and theoretical constructs. Legal, ethical, moral, and professional concerns will be considered. Students will gain valuable professional development —sensitivity & diversity training, consultation skills, interviewing skills, and evaluation methods will be taught and reviewed. Students will also have the opportunity to set and achieve their personal goals for professional development. New York State legislation on confidentiality will be addressed as well. Prerequisites and/or Special Considerations: PSY 705, PSY 701, PSY 763, PSY 710, PSY 715, PSY 764, and PSY 727. Three credit hours.

### **PSY 742 PROSEMINAR AND PRACTICUM II**

The two years (four semesters) of practicum provide supervised clinical field experience. In addition to the required hours working at the assigned training site, students enrolled in

practicum meet weekly in a practicum seminar led by a core faculty member. The overall practicum experience may be structured such that either the first year of practicum experience (Practicum I and II) will focus on assessment issues and the second year on psychotherapy (Practicum III and IV), or that both assessment and intervention experience will be intermixed over the two years of practicum. Proseminar and Practicum II will build upon the knowledge base from Proseminar and Practicum I. This course will provide more detailed and in-depth theoretical and empirical data. Topics will include evidence-based practices, applying current theory to practice, research methods for the student and their client, analysis and assessment theory and practice, and assessment writing. Prerequisites and/or Special Considerations: PSY 741. Three credit hours.

### **PSY 743 PROSEMINAR AND PRACTICUM III**

This practicum provides supervised clinical field experience. In addition to the required hours working at the assigned training site, students enrolled in practicum meet weekly in a seminar led by a core faculty member. The overall practicum experience may be structured such that practicum students will focus on their particular area of interest/specialty as well as their continued personal and professional development as an emerging psychologist. Feedback, group evaluation, and self-evaluation will provide participants with the opportunity to further hone their skills and gain new proficiencies. Prerequisites and/or Special Considerations: PSY 758, PSY 764, PSY 735, PSY 741, PSY 742, PSY 761, PSY 765, PSY 768, and PSY 770. Three credit hours.

### **PSY 744 PROSEMINAR AND PRACTICUM IV**

This practicum provides supervised clinical field experience. In addition to the required hours working at the assigned training site, students enrolled in practicum meet weekly in a seminar led by a core faculty member. The overall practicum experience may be structured such that advanced practicum students will focus on their particular area of interest/specialty as well as their continued personal and professional development as an emerging psychologist. Feedback, group evaluation, and self-evaluation will provide participants with the opportunity to further hone their skills and gain new proficiencies. Prerequisites and/or Special Considerations: PSY 743. Three credit hours.

### **PSY 745 PROSEMINAR AND PRACTICUM V (ELECTIVE)**

The advanced practicum provides supervised clinical field experience. In addition to the required hours working at the assigned training site, students enrolled in practicum meet weekly in a practicum seminar led by a core faculty member. The overall practicum experience may be structured such that advanced practicum students will focus on their particular area of interest/specialty as well as their continued personal and professional development as an emerging psychologist. Both theoretical and practical concepts will be explored and used to further hone the specialized skill area of the student. Both personal and professional growth will be highlighted, as well as the continued development of professional policies and effective

communication with clients. Prerequisites and/or Special Considerations: PSY 744. Three credit hours.

### **PSY 746 PROSEMINAR AND PRACTICUM VI (ELECTIVE)**

The advanced practicum provides supervised clinical field experience. In addition to the required hours working at the assigned training site, students enrolled in practicum meet weekly in a practicum seminar led by a core faculty member. The overall practicum experience may be structured such that advanced practicum students will focus on their particular area of interest/specialty as well as their continued personal and professional development as an emerging psychologist. Both theoretical and practical concepts will be explored and used to further hone the specialized skill area of the student. Both personal and professional growth will be highlighted, as well as the continued development of professional policies and effective communication with clients. Prerequisites and/or Special Considerations: PSY 745. Three credit hours.

### **PSY 747 TRAUMA THROUGHOUT THE LIFESPAN (ELECTIVE)**

This course is designed as an introduction to psychological reaction and adjustment to sexual, physical, and emotional trauma. The various stages of emotional, physical, and social development will be taken into account at they relate to trauma. This course will address theoretical issues, assessment, diagnostic issues, and intervention strategies important for contemporary psychological practice. Some of the topics that will be covered included: assessment and treatment of child maltreatment and sexual abuse, treatment of adult survivors of sexual abuse, false memory controversy, date rape, domestic violence and immigration trauma. The course will address the multi-theoretical models of traumatic syndromes, and students will critique research in the areas of adjustment to trauma, diagnosis of trauma related disorders, and treatment of responses to trauma. Prerequisites and/or Special Considerations: none. Three credit hours.

### **PSY 749 PHYSIOLOGICAL PSYCHOLOGY**

This course introduces students to the gross anatomy and the neurophysiology of the nervous system. Students are presented with updated data and findings regarding neurological functions as the foundations of human behavior. It presents an overview of endocrinological processes, adding more breadth to the purpose of this course, introducing students to the fundamentals of physiology behavior correlates. In addition, this course introduces students to the clinical ramifications of primitive reflexes and developmental undertones. This course provides an introduction to biological aspects of behavior. The topics include biological bases of behavior, development, learning, memory, and abnormal psychology; the nervous system; processes of brain maturation; genetic influences; psychophysiology. Prerequisites and/or Special Considerations: none. Three credit hours.

### **PSY 758 PSYCHODYNAMIC THEORY AND THERAPY**

The course provides an in-depth study of the major schools of psychodynamic theories including the work of Freud, Melanie Klein, the post-Klienians and Time Limited Dynamic Psychotherapy. Students will familiarize themselves with the methodology of each psychodynamic approach within a clinical setting. Classic psychoanalysis and contemporary theoretical approaches are covered, thus giving the students a historical perspective of the development and changes within the field of psychodynamic theories and therapy. Case formulation with a psychodynamic orientation and the application of psychodynamic interventions in psychotherapy are studied as well. In order for students to gain a hands-on appreciation of the theories, case material is used to increase working skills. Prerequisites and/or Special Considerations: PSY 727. Three credit hours.

### **PSY 761 ASSESSMENT AND TREATMENT OF DIVERSE POPULATIONS**

The effect of diversity issues in the counseling relationship, outcomes, and service delivery will provide the focus of this course. This course is designed to increase student self-awareness of the importance of self-understanding and to explore the biases inherent in social relationships. Personally, and professionally, perceptions of others may affect interactions with them. As psychologists, it is important to examine personal values systems and how these may enter into a counseling relationship. Students will promote culturally sensitive assessment and treatment of minority groups with diverse ethnic and racial populations, as well as, culturally defined groups, such as: women and men, gay/lesbian/bisexual/transgendered people, people with disabilities, elders, and people with HIV disease. This course will provide students with attentiveness towards and an appreciation of the diversity in today's culture and how to interact in a professional and ethical manner. Students will learn and adhere to the American Psychological Association's ethical codes. Prerequisites and/or Special Considerations: none. Three credit hours.

### **PSY 762 SUBSTANCE ABUSE AND TREATMENT (ELECTIVE)**

This course will provide theoretical and experiential training in the prevention, intervention, and treatment applicable to a heterogeneous substance abuse population. The foundations and psychology of substance abuse will be explored, as well as the clinical aspects of substance abuse. In addition, this course will focus on how substance abuse intersects with cultural and social demographics, as well as the role that gender plays in substance abuse. The various assessment tools and practices will be discussed, as well as the format for the evaluative process. Students will understand the intervention and recovery process for treating patients and their families with substance abuse issues. Finally, students will be able to identify the ethical and legal issues of working with this population. Prerequisites and/or Special Considerations: none. Three credit hours.

### **PSY 763 NEUROPSYCHOLOGICAL ASSESSMENT**

This course approaches neuropsychology by focusing on the relationship between the human brain and behavior, specifically developmental, systemic, neurological, and/or psychiatric issues. Students will gain in-depth knowledge of the scientific basis of normal and pathological human behavior as it relates to neuropsychology. Students will gain a thorough understanding of the testing and reporting schema of common neurological assessment tools and clinical issues relating to neuropsychological problems. Students will evaluate and suggest treatment options based on their assessments. In addition, special attention is given to the implications of assessment and treatment when working with diverse populations. Prerequisites and/or Special Considerations: PSY 710. Three credit hours.

### **PSY 764 CLINICAL INTERVIEWING**

Students will develop their self-awareness, interpersonal awareness and critical thinking in order to become more proficient clinical interviewers. They will learn the procedures and techniques for conducting a full clinical interview as part of an initial client assessment. Basic listening, interviewing, and strategic skills will be covered in order to maximize the effectiveness of clinical interviewing. Students will examine directive and nondirective approaches to interviewing. In addition, they will read and analyze theoretical and empirical literature relating to this topic. Demonstrations, role-playing, and structured exercises will allow students to practice and further hone their professional skills. Prerequisites and/or Special Considerations: PSY 701. Three credit hours.

### **PSY 765 INTEGRATIVE ASSESSMENT**

This course provides students with an in-depth study of integrative assessment. The theories behind integrative assessment and specific tests are covered. The course improves the students' hand-on experience in administering, evaluating, and reporting assessments under supervision from an instructor. Students will begin by learning the nature of assessment in regard to treatment options. From here, professional communication skills will be honed as students learn the appropriate techniques and ethical guidelines for approaching and interviewing patients in order to select an assessment. Students will then learn the proper procedure for assessment, evaluating assessment, provided feedback and evaluation to both clients and other professionals. Batteries submitted by students will involve integration of interview and assessment data across domains. Prerequisites and/or Special Considerations: PSY 763, PSY 715, and PSY 710. Three credit hours.

### **PSY 768 RESEARCH METHODS**

This course is the first in a two-course research sequence. The course will focus on the problems and procedures of research sciences with emphasis on understanding the basic types of research, the development of sound research design, conducting an appropriate experiment, and utilization of an effective writing style for preparing and reporting research. The importance and effects of



diversity issues in research, and ethical issues in research are also covered. Prerequisites and/or Special Considerations: Undergraduate Statistics or Research Methods. Three credit hours.

### **PSY 769 STATISTICS**

This course is a continuation of Statistics and Research Methods I. Quantitative; multivariate approaches to systematic inquiry are covered along with additional skills needed for the completion of the proposed Clinical Research Project. These include qualitative approaches and literature review skills with an emphasis on the integration and synthesis of findings appropriate to a proposal that can be the basis of the CRP. The importance and effects of diversity issues in research, and ethical issues in research are also covered. Prerequisites and/or Special Considerations: PSY 768. Three credit hours.

### **PSY 770 COGNITIVE BEHAVIORAL THEORY AND TREATMENT**

Theoretical foundations and major cognitive-behavioral therapies are reviewed in this course. Professional skill development—including professional ethics, professional characteristics regarding the use of CBT, and value conflicts with clients—will be emphasized. They will also have the opportunity to design appropriate treatment plans. The theories, principles, and techniques of cognitive behavioral theory will be addressed. Prerequisites and/or Special Considerations: PSY 731. Three credit hours.

### **PSY 771 TREATMENT AND ASSESSMENT OF CHILDREN AND ADOLESCENTS (ELECTIVE)**

This course is designed to provide a thorough understanding of commonly used assessment and treatment modalities utilized with children and adolescents who are experiencing social, behavioral or emotional problems. Emphasis on identifying “at risk” children and adolescents, and the development of prevention programs. Prerequisites and/or Special Considerations: none. Three credit hours.

### **PSY 778 PSYCHOLOGY OF WOMEN (ELECTIVE)**

Female development will be studied in depth. Branches of development for the purposes of this course include personality developments, physical growth and change as it relates to psychology, and psychopathologies. Cultural and social distinctions will be explored as they link to the overall study of female development including relationships, pregnancy, health issues, and aging. Special attention will be placed on how gender may interact with issues such as sexual assault and abuse. In addition, students will explore the societal implications of “the feminine” and how such social strictures impact self-image and self-esteem. The class will utilize current and historical readings, lecture and group processes. Issues relevant to clinical practice, such as therapist gender, therapist pregnancy, transference problems and role conflicts are highlighted. Prerequisites and/or Special Considerations: none. Three credit hours.

### **PSY 779 CLINICAL GEROPSYCHOLOGY (ELECTIVE)**

This course is designed to provide students an introduction to issues and clinical practice with aging clients and their families. Personality and cognitive assessment will be discussed, with attention to particular instruments used with an elderly clientele. Therapeutic models, interventions, and issues relevant to elders and their caregivers will be explored. Relevant public policies will be reviewed in terms of their implications for the aging of the population. Society's views of the elderly and the experience of minority elders will be explored. Credits: 3.0  
Prerequisites and/or Special Considerations: PSY 727. Three credit hours.

### **PSY 780 GROUP THERAPY**

Operating within an ethical and professional rubric, this course introduces students to the fundamentals of theoretical and practical group psychotherapy sessions. Emphasis will be placed on both concepts and firsthand experiences of group therapy. In terms of theory, students will gain an understanding of the nature, function, major theoretical approaches, and the various stages of group therapy. In practice, students will apply their knowledge and skill set to various stages of client development, client populations, and therapeutic situations in therapy sessions. Students will receive feedback and evaluation from their group therapy practice session. Prerequisites and/or Special Considerations: PSY 770. Three credit hours.

### **PSY 782 FAMILY THERAPY**

Investigating the fundamentals in the field of family therapy and family systems, this course covers theoretical models and an integrative approach to marriage and family therapy. Students are introduced to family therapy concepts; perspectives of family therapy and its evolution including context and historical data, and basic models of family therapy. Students will learn the intricacies of family therapy and the diverse factors relating to successful therapy sessions. Building upon the theoretical framework, students will have the opportunity to gain practical, hands-on experience in therapy sessions developed to test and enrich their skills. Professional development including assessment, treatment plans, intervention & interactions, group dynamics, etc. will be integrated into the working model of family therapy. In addition, multi-cultural and social elements will be discussed in relation to their impact on family therapy. Prerequisites and/or Special Considerations: PSY 727. Three credit hours.

### **PSY 785 ADVANCED FAMILY THERAPY (ELECTIVE)**

An advanced theoretical and practical foundation for counseling individuals, couples, and families is emphasized. The course provides a survey of current skills and methods in work with individuals, couples, and families with an emphasis on integrating various systemic models of functioning and intervention. The emphasis is on an integration of assessment and therapeutic theory and technique through ongoing couple and family simulations. Supervision skills in family and couple's treatment are a second major emphasis of this course. Prerequisites and/or Special Considerations: none. Three credit hours.



### **PSY 787 SOCIAL PSYCHOLOGY**

Students will be introduced to Social Psychology through a historical overview and the various methods used in its study. Topics covered include social perception, identity, social behavior, attitudes, conformity, discrimination, group dynamics, anger, helpful behaviors, and close relationships. Emphasis is placed on the major theoretical frameworks of social psychology and their application to the clinical population. Concepts from research and theory in social psychology are presented for the understanding of social influence on personality, human interaction, and behavior. Applications of social psychology to clinical settings are emphasized. Prerequisites and/or Special Considerations: none. Three credit hours.

### **PSY 790 ADMINISTRATION, CONSULTATION, AND SUPERVISION**

This course will provide students with an overview of theory, research, and practice models for administration, consultation, and supervision. Models and issues related to mental health and health services delivery, organizational structure and leadership, and clinical supervision and training are described and discussed. Common strategies, modalities, issues and dilemmas in the multiple roles of psychologists are discussed. Prerequisites and/or Special Considerations: PSY 754. Three credit hours.

### **PSY 794 CLINICAL PSYCHOPHARMACOLOGY**

Psychotropic drugs will be studied from a medical and a cultural point of view. Students will learn the history and development in drug taking behaviors and abuses from the nineteenth century to present—including expectations, effects, treatments, and cultural practices and differences. The differences between use, misuse, and abuse will be studied from a physical and psychological standpoint. Furthermore, psychotropic drugs used in the treatment of psychological disorders and their biochemical properties will be studied in-depth. Psychotropic drugs' effects on the brain, their neurochemical basis and mechanism of action and their clinical application will be discussed. Principles of current use and the current status of psychopharmacology will be covered as well. A theoretical framework will be established to enable the student to understand the biochemical properties of psychotropic drugs. Prerequisites and/or Special Considerations: PSY 749. Three credit hours.

### **PSY 798 SPECIAL TOPICS IN PSYCHOLOGY**

Topic to be specified each semester course offered.

### **PSY 851 CLINICAL DISSERTATION I**

This course is designed to enable students to successfully navigate through the dissertation process. Content areas include the various stages of the dissertation including the proposal, review of literature, methodology, measurement, data collection, selecting a committee and chairperson, and presenting and discussing the results with emphasis on validity and statistical

recording. This course also provides feedback for students' preliminary dissertation work. Prerequisites and/or Special Considerations: PSY 768. One credit hour.

### **PSY 852/853/854 CLINICAL DISSERTATION II, III, EXTENDED**

This course is designed to enable students to successfully navigate through the dissertation process. Content areas include the various stages of the dissertation including the proposal, review of literature, methodology, measurement, data collection, and presenting and discussing the results with emphasis on validity and statistical recording. This course also provides feedback for students' dissertation work. Prerequisites and/or Special Considerations: PSY 851. One credit hour.

### **PSY 849 PSYCHOTHERAPY INTEGRATION**

The aims of this course are to foster the understanding and application of integrative approaches to psychotherapy and to facilitate students' development of integrative ways of thinking about and therapeutically working with clinical cases. Key defining characteristics of psychotherapy integration, the rationale for integrating therapeutic approaches, and the historical foundations of the psychotherapy integration movement will be examined. The major pathways to psychotherapy integration will be discussed and illustrated, and a biopsychosocial-developmental systems perspective will be presented as a unifying framework for understanding mental health and psychopathology and for integrating different psychotherapeutic paradigms. Overarching principles for guiding psychotherapy integration will be delineated, and the major paradigms of psychotherapy will be examined from the perspective of the central dimension(s) of the human biopsychosocial-developmental system each conceptually and clinically emphasizes. Areas of divergence and convergence among different paradigms, and implications for the practice of integrative therapy, will be highlighted. The course will also focus on issues in and findings on research in the field of psychotherapy integration, including the interplay between evidence-based practice and practice-based evidence. Challenges and issues associated with the art and science of psychotherapy integration will be identified and explored as well. Throughout the course, attention will be devoted to the impact of integrative-related knowledge, skills, and attitudes on development of student's own clinical thinking, assessment, case conceptualizations, and intervention processes. Prerequisites and/or Special Considerations: None. Three credit hours.

### **PSY 900 CLINICAL PSYCHOLOGY INTERNSHIP**

The internship is an integral component of the doctoral program and the final experience in the clinical training sequence. During the internship, the student is expected to assume significant responsibilities and to perform major professional functions under the supervision of qualified psychologists. Because the internship is typically the last step in the student's preparation for functioning as an independent professional, the internship experience should provide the student with a variety of appropriate role models, as well as intensive and diverse opportunities to

function in the various roles expected of a clinical psychologist. Prerequisites and/or Special Considerations: completion of 90 credit hours, all required coursework, 18 elective credits, Clinical Competence Examination, endorsement of the Faculty. Non-credit bearing.

## MASTER OF ARTS IN MARRIAGE AND FAMILY THERAPY/ADVANCED CERTIFICATE IN MARRIAGE AND FAMILY THERAPY

Degree Earned	Total Number of Credits	Delivery Format	Locations
M.A.	51	-On-ground (day and evening) -Hybrid (online and on-ground)	Buffalo

### PROGRAM DESCRIPTION

The Master of Arts in Marriage and Family Therapy (MFT) program is designed to prepare students to work with couples and families in a variety of settings, by providing both theoretical and practical skills in this highly specialized field. The emphasis is to train competent clinicians who conceptualize individual and family issues from a systemic perspective. The program is a 51-credit course of study that meets New York State educational requirements for licensure as an MFT. Students take courses that prepare them to work with families, couples and individuals. In addition, students complete a 500-hour Marriage and Family Practicum and prepare a Capstone Project.

Upon completion of the program, graduates may seek employment in public and private sectors, where they work under supervision to complete the 1,500-hour NYS experience requirement for licensure. Clinicians have up to 2 years to fulfill the experience requirement and must pass a national qualifying exam in order to be eligible for licensure as an MFT. Licensed Marriage and Family Therapists deliver services that focus on interactional and systemic issues affecting relationships within an individual, couple and/or a family system.

### PROGRAM OBJECTIVES

Students who complete the M.A. in Marriage and Family Therapy will:

- Have a solid research-based clinical knowledge in the areas of family, group, couples, and individual therapy techniques
- Have a thorough understanding of the professional, legal and ethical issues related to the field of marriage and family therapy
- Develop therapeutic skills to work with diverse populations in a wide range of clinical settings
- Have received the educational requirements needed to obtain NYS licensure as an MFT
- Have completed 500 client contact hours
- Graduate from a program of study that includes the breadth and depth of knowledge needed for preparation for the American Association for Marriage and Family Therapy Exam

## PROGRAM DESIGN

Students are admitted once per year, in the fall. All students participate in a Program Orientation a minimum of two weeks before the start of the first class. Orientation will include the Program Director, the Clinical Director, and faculty who will provide an overview of the program, internship, and capstone project requirements. This forum will encourage students to ask questions and obtain clarification regarding their upcoming academic and training experience.

## COURSEWORK

The MFT Program consists of twelve required, 8-week courses. Courses are taken one at a time. Students must complete a 500-hour supervised MFT Internship (with a minimum of 500 client contact hours; 250 of these hours must be relational – more than one client in the room) and must complete a capstone project. Each 8-week course includes 30-in-class hours (split between the fourth and eighth weekends of the course) with 4-week intervals of online learning (which equal 8 hours of seat time) and independent study with faculty support as needed.

### Each of the twelve 8-week courses will proceed as follows:

Week 1	Students receive all learning materials, including course syllabus, reading assignments, research paper topics, and/ or project assignments. Begin online assignments such as journals, article summaries, discussion boards, videos and reflections.
Week 2 & Week 3	Students work independently on assignments with faculty support as needed. The students also continue with online assignments.
Week 4	Students spend 15 hours in class (8 hours Saturday, and 7 hours Sunday)
Week 5 Week 6 & Week 7	Students work independently on assignments with faculty support as needed. Students continue online assignments such as journals, article summaries and reflections.
Week 8	Students spend 15 hours in class (8 hours on Saturday, and 7 hours on Sunday.). At the end of weekend 8, students receive all learning materials for the next class in the sequence, hence marking that course's week 1.

## PRACTICUM

The supervised practicum experience requires a substantial time commitment on the part of the student of at least 20 hours during the week in a clinical setting (two full days or several evenings) in addition to weekend courses taken simultaneously in those five semesters. Accordingly, students will be advised by both Admissions counselors and faculty (during the

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admission interview) prior to starting the program that they must adjust other time commitments during the clinical phase of their training.

The MFT program's rigorous requirements for supervision and clinical experience include:

- Clinical Experience
  - The clinical experience starts January of the student's first year. Students interview for placement settings starting in October. Students are required to be at their placement for a minimum of 15-20 hours a week. These hours may be during the day hours as well as evening. There are some placements that offer weekend hours, but this is not typical.
  - Students must accumulate a minimum of 500 clinical hours. To adhere to accreditation guidelines for the American Association of Marriage and Family Therapists, 250 of the 500 hours must be relational (more than one client in the room). No more than 100 clinical hours can be obtained via observing other clinicians.
  - Students will be expected to write accurate case notes, diagnosis, and behave professionally during their time at their site.
- Supervision
  - Faculty Supervision is provided by the faculty member teaching the practicum course. Faculty Supervision is a weekly commitment. To adhere to accreditation guidelines for the American Association of Marriage and Family Therapists, students are required to accumulate 100 hours of Faculty Supervision. Fifty of the 100 hours must be "live supervision". Live supervision can be accomplished by watching a video of a therapy session, listening to an audio of a therapy session or watching a therapy session live.
  - Site Supervision is a minimum of one hour each week with the supervisor employed by the practicum site. This is established by the Site Supervisor.
- Recording Hours
  - Students will use the *MFT Monthly Record of Practicum Hours and Supervision Form* to record their practicum hours (attached with Practicum Syllabus). Three signatures will be required on this form—the student's, the site supervisor's, and the faculty supervisors. The Program's Clinical Director will be responsible for maintaining records of training hours.

## COURSE SEQUENCE

Course Number & Title	Credits
<b>First Year (Fall 1)</b>	
MFT 620 Structural, Strategic & Systemic Family Therapies System	3
MFT 640 Psychopathology in the Family System	3
<b>TERM CREDIT HOURS</b>	<b>6</b>

<b>First Year (Spring 1)</b>	
MFT 670 Family Law & Ethical issues in Family Therapy	3
MFT 671 Child Abuse Prevention Workshop (Online)	0
MFT 701 MFT Practicum I	3
MFT 690 Human Development & the Family Life Cycle	3
<b>TERM CREDIT HOURS</b>	<b>9</b>

<b>First Year (Summer 1)</b>	
MFT 702 MFT Practicum II	3
MFT 651 Social Constructionist Theories	3
MFT 762 Child & Adolescent Development	3
<b>TERM CREDIT HOURS</b>	<b>9</b>

<b>Second Year (Fall 2)</b>	
MFT 703 Practicum III	3
MFT 740 Substance Abuse and Violence in the Family System	3
MFT 730 Sex Therapy	3
<b>TERM CREDIT HOURS</b>	<b>9</b>

<b>Second Year (Spring 2)</b>	
MFT 680 Treating Diverse Populations	3
MFT 761 Trauma and the Family	3

<b>MFT 704 Practicum IV</b>	<b>3</b>
<b>TERM CREDIT HOURS</b>	<b>9</b>

<b>Second Year (Summer 2)</b>	
<b>MFT 705 Practicum V</b>	<b>3</b>
<b>MFT 661 Transgenerational Theories</b>	<b>3</b>
<b>MFT 720 Research Methods in Marriage and Family Therapy</b>	<b>3</b>
<b>TERM CREDIT HOURS</b>	<b>9</b>
<b>TOTAL CREDIT HOURS</b>	<b>51</b>

**M.A. IN MARRIAGE AND FAMILY THERAPY: LICENSURE-QUALIFYING CURRICULUM CONTENT AREAS**

<b>Required Content Areas:</b>	<b>Course and Semester Hours</b>
<b>(i) study of human development, including individual, child and family, at least 3 semester hours;</b>	MFT 690 Human Development and the Family Life Cycle (3)
<b>(ii) marriage and family clinical knowledge, including but not limited to psychopathology, at least 12 semester hours;</b>	MFT 640 Psychopathology in the Family System (3) MFT 631 Family and Couple Therapy Skills (3) MFT 680 Treating Diverse Populations (3) MFT 730 Sex Therapy (3) MFT 763 Sex Therapy II or MFT 762 Child & Adolescent Therapy (3)
<b>(iii) marriage and family theoretical knowledge, at least 6 semester hours;</b>	MFT 620 Structural, Strategic and Systemic Family Therapies (3) MFT 651 Social Constructionist Theories (3) MFT 661 Transgenerational Theories (3)
<b>(iv) family law;</b>	MFT 670 Family Law & Ethical Issues in Family Therapy (3)
<b>(v) research, at least 3 semester hours;</b>	MFT 720 Research Methodology in Marriage and Family Therapy (3)



<b>(vi) professional ethics, at least 3 semester hours;</b>	MFT 670 Family Law & Ethical Issues in Family Therapy (3)
<b>(vii) recognition and reporting of child abuse and maltreatment; and</b>	MFT 671 Child Abuse Prevention Workshop (0)
<b>(viii) supervised practicum in marriage and family therapy of at least 300 client contact hours.</b>	MFT 701 Marriage and Family Therapy Practicum I (3) MFT 702 Marriage and Family Therapy Practicum II (3) MFT 703 Marriage and Family Therapy Practicum III (3) MFT 704 Marriage and Family Therapy Practicum IV (3)

## ADVANCED CERTIFICATE IN MARRIAGE AND FAMILY THERAPY PROGRAM SCHEDULE ADVANCED CERTIFICATE DESCRIPTION

Degree Earned	Total Number of Credits	Delivery Format	Locations
ADV CERT	27	-On-ground (day and evening)	Buffalo

The Advanced Certificate in Marriage and Family Therapy (MFT) is a year program. It is designed to prepare students who already have a **clinical graduate degree** to work with couples and families in a variety of settings, by providing both theoretical and practical skills in this highly specialized field. The emphasis is to train competent clinicians who conceptualize individual and family issues from a systemic perspective. The program is a 27-credit course of study that meets New York State educational requirements for licensure as an MFT. Along with course work, students complete a 500-hour Marriage and Family Practicum.

### PROGRAM OBJECTIVES

Students who complete the Advanced Certificate in Marriage and Family Therapy will:

- have a solid research-based clinical knowledge in the areas of family, group, couples, and individual therapy techniques
- have a thorough understanding of the professional, legal and ethical issues related to the field of marriage and family therapy
- develop therapeutic skills to work with diverse populations in a wide range of clinical settings
- have the educational requirements needed to obtain NYS licensure as a MFT
- have completed 500 client contact hours;
- graduate from a program of study that includes the breadth and depth of knowledge needed for preparation for the National MFT Exam

### COURSE SEQUENCE

Course Number & Title	Credits
<b>Term: Fall 1</b>	
MFT 620 Structural, Strategic & Systemic Family Therapies System	3
MFT 730 Sex Therapy	3
MFT 702 Practicum II	3
<b>TERM CREDIT HOURS</b>	<b>9</b>

**Term: Spring 1**

<b>MFT 631 Family &amp; Couple Therapy Skills</b>	3
<b>MFT 761 Trauma and the Family</b>	3
<b>MFT 703 Practicum III</b>	3
<b>TERM CREDIT HOURS</b>	<b>9</b>

<b>Term: Summer 1</b>	
<b>MFT 704 Practicum IV</b>	3
<b>MFT 661 Transgenerational Theories</b>	3
<b>MFT 670 Family Law &amp; Ethical Issues in Family Therapy</b>	3
<b>TERM CREDIT HOURS</b>	<b>9</b>
<b>TOTAL CREDIT HOURS</b>	<b>27</b>

**LICENSURE-QUALIFYING CURRICULUM CONTENT AREAS**

<b>Required Content Areas:</b>	<b>Course &amp; Semester Hours</b>
<b>(i) study of human development, including individual, child and family, at least 3 semester hours;</b>	Met through prerequisites/admissions criteria
<b>(ii) marriage and family clinical knowledge, including but not limited to psychopathology, at least 12 semester hours;</b>	MFT 631 Family and Couple Therapy Skills (3) MFT 730 Sex Therapy (3) (6 additional hours to be met through prerequisites/admissions criteria)
<b>(iii) marriage and family theoretical knowledge, at least 6 semester hours;</b>	MFT 620 Structural, Strategic and Systemic Family Therapies (3) MFT 661 Transgenerational Theories (3 credit hours)
<b>(iv) family law;</b>	MFT 670 Family Law & Ethical Issues in Family Therapy (3)
<b>(v) research, at least 3 semester hours;</b>	Met through prerequisites/admissions criteria
<b>(vi) professional ethics, at least 3 semester hours;</b>	MFT 670 Family Law & Ethical Issues in Family Therapy (3) MFT 730 Sex Therapy (3)

<b>(vii) recognition and reporting of child abuse and maltreatment; and</b>	MFT 671 Child Abuse Prevention Workshop (0)
<b>(viii) supervised practicum in marriage and family therapy of at least 500 client contact hours.</b>	MFT 702 Marriage and Family Therapy Practicum I (3) MFT 703 Marriage and Family Therapy Practicum II (3) MFT 704 Marriage and Family Therapy Practicum III (3)

**\*\*Note:** Students pursuing the Advanced Certificate in Marriage and Family Therapy will not meet some of the content area requirements through the completion of the certificate. However, because these students are required to hold a master's level degree in a related field (Mental Health Counseling, for example), they will have already satisfied the content requirements (through prerequisites). Admissions requirements for the Advanced Certificate in Marriage and Family Therapy ensure that students will already have completed the required content areas for three hours of study of human development, including individual, child and family; six hours of marriage and family clinical knowledge, including but not limited to psychopathology; and, three hours of research.

## **MARRIAGE AND FAMILY THERAPY COURSE DESCRIPTIONS**

### **MFT 620 STRUCTURAL, STRATEGIC & SYSTEMIC FAMILY THERAPIES**

This course is designed to provide students with a foundational understanding of the dynamics of family interaction from a ‘systems’ perspective. This course is an introduction to the history and systemic foundations of the study and understanding of family life with emphasis on the various theories of family process and development. The development of an understanding of ‘systems theory’, its application to family interaction, and its evaluation will form the basis of the course content. Topics include historical and conceptual development of Family Systems Theory, introduction to General Systems Theory, family rules, roles, structure and interaction patterns, functional and dysfunctional family systems, life cycle issues in marriage and family and ethnicity and family therapy. Prerequisites and/or Special Considerations: none. Three credit hours.

### **MFT 640 PSYCHOPATHOLOGY IN THE FAMILY SYSTEM**

This course provides students with the most current information regarding the etiologies and subsequent treatments of the most prevalent mental illnesses in today’s society from a systemic perspective. Prerequisites and/or Special Considerations: none. Three credit hours.

### **MFT 651 SOCIAL CONSTRUCTIONIST THEORIES**

This course examines social constructionist theories and constructivist models within the field of marriage and family therapy. The course examines the theoretical foundations and how to apply

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them to a variety of clientele, such as couples, children and adolescents. The use of these theories with mental disorders, such as anxiety and depression are also explored through research, theory and practice. Prerequisites and/or Special Considerations: none. Three credit hours.

### **MFT 661 TRANSGENERATIONAL THEORIES**

This course is designed to examine and implement the transgenerational theories of marriage and family therapy. The transgenerational theories go beyond typical treatment models, to discuss issues such as family evolution and human behavior. These models have had a major impact on the field of family therapy and are crucial to understanding many of the current treatment models in the field. This course provides an in-depth look at some of the key theorists in the transgenerational approach. Further, these ideas will be discussed in relationship to gender, culture, sexual orientation, and power and privilege. Finally, all of these theories will be examined from the three-pronged approach of theory, research, and practice. Prerequisites and/or Special Considerations: none. Three credit hours.

### **MFT 670 FAMILY LAW & ETHICAL ISSUES IN FAMILY THERAPY**

This course will focus on the ethical principles and professional standards of therapy practice and survey the ethical and legal issues facing the professional Family and Marital therapists. It will also incorporate family law aspects of marriage, divorce, paternity, child custody, property, and spousal support. Students will review professional goals, objectives, roles and functions of Marital and Family therapists. This course also examines ethical and legal standards, risk management, professional credentialing and standards for professional counselors. Prerequisites and/or Special Considerations: none. Three credit hours.

### **MFT 671 CHILD ABUSE PREVENTION WORKSHOP**

This online course prepares students who are required by law to report suspected child abuse or maltreatment to the New York State Central Register. The course is designed to help students understand the risk factors associated with child abuse, as well as to recognize emotional, physical and sexual abuse of children. Students will learn their roles and responsibilities as mandated child abuse reporters. Prerequisites and/or Special Considerations: none. Non-credit bearing.

### **MFT 680 TREATING DIVERSE POPULATIONS**

This course is designed to provide students with a general framework for understanding issues related to therapy with diverse populations, different cultures and lifestyles. The influence of race, ethnicity, religion, gender, socioeconomic status, and sexual orientation will be explored. Prerequisites and/or Special Considerations: none. Three credit hours.

## MFT 690 HUMAN DEVELOPMENT AND THE FAMILY LIFE CYCLE

This course introduces students to the major theories that have shaped the marriage and family therapists' understanding of human growth and development from conception, childhood and adolescence, to early, middle and late adulthood. The stages of family-life cycle are examined at three different levels of analysis: individual, systemic, and relational ethical. Major psychological tasks of each stage are presented with an examination of potential problems. Family dysfunctions at each stage are also considered from a systemic point of view as compared to other, more individually oriented theories, such as behaviorism, psychodynamic and developmental theories. Prerequisites and/or Special Considerations: none. Three credit hours.

## MFT 701 MARRIAGE AND FAMILY THERAPY PRACTICUM I

MFT 701 is the introductory course for the practicum sequence of MFT 701 Practicum I through MFT 705 Practicum V. MFT 701 focuses on basic clinical skills and professionalism. **Students must complete a minimum of 50 hours of clinical observation before being eligible to begin seeing clients.** By the end of the course, students need a total of 75 hours (Note: These hours may be all observable or a combination of 50 observed hours and 25 clinical hours). Through the progression of MFT 701 through MFT 705 Practicum V, 100 global hours of faculty supervision is provided. The practicums 701-705 provide 500 hours of direct contact (either as the therapist or observing the session) with couples, families, and/or individuals with marital or family issues. **Of those hours 250 must be relational hours and observation hours cannot exceed 100.** In addition to faculty supervision, weekly supervision is provided by the site supervisor. Prerequisites and/or Special Considerations: MFT 640. Three credits.

## MFT 702 MARRIAGE AND FAMILY THERAPY PRACTICUM II

This course provides 125 hours of the 500 global hours of clinical experience treating couples and families under supervision of a licensed marriage and family therapist. Over the course of practicum, I-IV, students will provide at least 300 hours of direct contact with couples, families and/or individuals with marital or family issues. Of those hours, 250 must be with families and couples. Students will receive at least one hour of weekly supervision at their practicum sites, and they will participate in a weekly on-campus supervision. Particular emphasis is placed on enhancing skills to assess and conceptualize cases from a variety of theoretical perspectives. Prerequisites and/or Special Considerations: MFT 701. Three credit hours.

## MFT 703 MARRIAGE AND FAMILY THERAPY PRACTICUM III

This course provides 125 hours of the 500 global hours of clinical experience treating couples and families under supervision of a licensed marriage and family therapist. Over the course of practicum, I-V, students will provide at least 500 hours of direct contact with couples, families and/or individuals with marital or family issues. Of those hours, 250 must be with families and couples. Students will receive at least one hour of weekly supervision each week at their practicum site, and they will participate in a weekly on-campus faculty supervision. Particular

emphasis is placed on self of the therapist and refining the skills of assessing and conceptualizing cases from a variety of theoretical perspectives. Prerequisites and/or Special Considerations: MFT 702. Three credit hours.

### **MFT 704 MARRIAGE AND FAMILY THERAPY PRACTICUM IV**

This course will provide 125 hours of the 500 global hours of clinical experience treating couples and families under supervision of a licensed marriage and family therapist. Over the course of practicum, I-V, students will provide at least 500 hours of direct contact with couples, families and/or individuals with marital or family issues. Of those hours, 250 must be with families and couples. Students will receive at least one hour of weekly supervision each week at their practicum site, and they will participate in practicum faculty supervision on a weekly basis on campus. Emphasis is placed on students refining and enhancing their clinical skills and self of the therapist. Students will also complete a capstone project. Prerequisites and/or Special Considerations: MFT 703. Three credit hours.

### **MFT 705 MARRIAGE AND FAMILY THERAPY PRACTICUM V**

This course will provide 75 hours of the 500 global hours of clinical experience treating couples and families under supervision of a licensed marriage and family therapist. Over the course of practicum, I-V, students will provide at least 500 hours of direct contact with couples, families and/or individuals with marital or family issues. Of those hours, 250 must be with families and couples. Students will receive at least one hour of direct supervision each week at their practicum site, and they will participate in practicum faculty supervision on a weekly basis on campus. Emphasis is placed on students refining and enhancing their clinical skills and self of the therapist. Students will also complete a capstone project. Prerequisites and/or Special Considerations: MFT 704. Three credit hours.

### **MFT 720 RESEARCH METHODS IN MARRIAGE AND FAMILY THERAPY**

This course is designed to enable graduate level students to read and understand existing research literature, to understand principal research methods and to apply research principals to the conduct of research projects. This course surveys the major methodologies for conducting research, and focuses on research report development, publication of data, and ethical considerations in conducting research. Students will also be introduced to the statistics necessary for describing and analyzing data. Special emphasis will be placed on reviewing marital, couple and family research. Prerequisites and/or Special Considerations: none. Three credit hours.

### **MFT 730 SEX THERAPY**

This course provides a foundation in sex therapy for the treatment of couples and individuals. Course content will include evaluation and treatment modalities for common sexual dysfunctions, biological functioning regarding sex, STI education. The course will also address treatment of affairs, gender identify, and sexual orientation. An emphasis will be placed on

integrating the theories of marriage & family therapy with those of sex therapy. The course will evaluate these ideas within the larger issues of gender, race, culture, sexual orientation, power, and privilege. Prerequisites and/or Special Considerations: none. Three credit hours.

### **MFT 740 SUBSTANCE ABUSE AND VIOLENCE IN THE FAMILY SYSTEM**

This course presents a survey of the leading theorists and concepts in the field of family therapy. Students will become better acquainted with this field of therapy and will acquire skills necessary to work with families who are affected by violence and substance abuse. Prerequisites and/or Special Considerations: none. Three credit hours.

### **MFT 761 TRAUMA AND THE FAMILY**

In this course, students will critically examine theories and research on the manifestations of trauma on the individual and the family. Systemic and relational influences on recovery from trauma will be highlighted. The course will examine various approaches to trauma including EMDR, Somatic Experiencing, and Family therapy interventions for trauma treatment will be reviewed. Prerequisites and/or Special Considerations: none. Three credit hours.

### **MFT 762 CHILD AND ADOLESCENT THERAPY**

This course is a didactic and experiential to provide students with the knowledge, awareness and skills necessary to treat children and adolescents. Analysis, synthesis and appropriate application of child development and MFT theories is emphasized with a focus is on clinical practice, diagnostic skills using the DSM, play, art therapy and family systems interventions. The course explores self of the therapist, ethical guidelines, historical development of the field, research findings and standards of practice. Prerequisites and/or Special Considerations: none. Three credit hours.

### **MFT 763 SEX THERAPY II**

This course is designed as an extension of MFT 730 sex therapy. This course will provide students with knowledge on working with sexual trauma and greater detailed approaches to sexual dysfunctions and sexual desire. Prerequisites and/or Special Considerations: MFT 730. Three credit hours.



## MASTER OF ARTS IN CLINICAL MENTAL HEALTH COUNSELING

Degree Earned	Total Number of Credits	Delivery Format	Locations
M.A.	60	-On-ground (day and evening) -Online -Hybrid (online and on-ground)	Buffalo Rochester

“Mental Health Counselors combine traditional psychotherapy with a problem-solving approach that creates a dynamic and efficient path for change and problem resolution.” (American Mental Health Counselors Association)

### PROGRAM DESCRIPTION

The Master of Arts (M.A.) in Clinical Mental Health Counseling (CMHC) offered within the weekend/blended format is a CACREP accredited program. This is a 60-credit course of study in which students are required to take a fixed sequence of courses including a one- year, 9-credit supervised internship and pass a comprehensive examination (MHC 800) in order to be awarded the MA degree.

The program is designed to fulfill the goals of providing students with a thorough grounding in advanced principles of mental health counseling at a graduate level, and instilling students with an understanding of the tools of counseling that is suitable for building careers in private and public mental health agencies. Students will also gain advanced research-based knowledge in the area of group and individual counseling, counseling techniques, and testing and diagnosis. In addition, the program will fulfill an understanding of the professional and ethical issues relevant to mental health counseling and consultation, as well as detailed knowledge of multicultural and career issues in counseling.

**\*\*Note:** Buffalo and Rochester on-ground campuses are CACREP accredited.

### PROGRAM DELIVERY FORMAT

Medaille’s CMHC on-ground delivery is offered as a fixed sequence of 19 courses (60 credits) over 6 semesters, with 9 credits taken each Fall and Spring and 12 credits taken each Summer (Fall starts) and 9 credits taken each Spring and Summer and 12 credits taken each Fall (Spring starts). Three of these courses (9 credits) are taken concurrently online. Online courses are comprised of professor-guided independent study, often combined with assigned group projects. Fourteen of these courses (48 credits) are taken on-ground, unless approval is granted to take online, due to extenuating circumstances. On-campus courses run 7 weeks and include 38 in-class hours (split between 2 weekends) and appropriate amounts of professor-guided study.

Medaille’s CMHC online delivery is offered as a fixed sequence of 19 courses (60 credit) over 6 semesters, with 9 credits taken each Fall and Spring and 12 credits taken each Summer (Fall

starts) and 9 credits taken each Spring and Summer and 12 credits taken each Fall (Spring starts). Students will proceed through the program as a cohort.

### **REGISTERING FOR COURSES**

Students in the CMHC Program are “block registered” for each class by the Registrar’s Office. If the student has a hold on his or her account (for financial, business or health office reasons), the Registrar will not be able to register the student for the term. It is the student’s responsibility to work with the appropriate office to remove the hold, and then contact the Registrar’s Office at 716-880-2365 to ensure they are registered for classes.

### **TRANSFER OF COURSEWORK TAKEN AT OTHER INSTITUTIONS OR AS AN ADVANCED SPECIAL STUDENT**

Transfer courses must carry the same/or a similar title and have covered the same/similar objectives and goals as the course the student wishes to waive at Medaille College. Students must be aware that since this is a New York State licensure-qualifying program, very strict criteria are followed when transferring in courses. Graduate level coursework earned from regionally accredited institutions prior to or after matriculation may be applied towards a master’s degree in Clinical Mental Health Counseling.

All transfer credits must meet the following criteria:

- Courses must have been offered at the graduate level.
- Courses may not have been used to meet degree requirements for previously earned graduate degrees.
- Courses must have been completed within the last five years of matriculation in the Department.
- Courses must receive approval from the Registrar, the Department Chair, Academic Dean and the Provost.
- A grade of “B” or above must have been earned in the requested transfer courses.

\*\*Note:

- The student may be subject to final review of all coursework transferred into the M.A. degree in Clinical Mental Health Counseling.
- No credit is granted for correspondence courses or for “credit-by-examination” courses.
- A copy of the transfer course syllabus and textbook table of contents may be required for both New York State and the Program.

### **EMAIL POLICY WITHIN THE PROGRAM**

Upon registration into the program, all students are given a Medaille College email address. It is the student’s responsibility to check this account every day. Important Program and College information will be sent to this address, (NOT to a personal email account). Students may decide

to forward their Medaille email to a personal account. Students should contact [helpdesk@medaille.edu](mailto:helpdesk@medaille.edu) or the IT Department on campus if they need assistance setting up their Medaille email account.

## EVALUATION PROCESS

Evaluations of students occur on an on-going basis, informally and formally, throughout a student’s time in the CMHC program. The core faculty members assess the acquisition of content knowledge and professional development within the program. According to CACREP, “program faculty systematically assess each student’s professional dispositions throughout the program,” (2016 CACREP Standards, p.18).

Formal evaluation occurs specifically at five checkpoints within the program, as outlined below. These checkpoints serve as an informed consent, assuring not only continued development as a mental health professional, but also guaranteeing transparency of the collective evaluation of an individual’s progress. At each evaluation checkpoint, the student either will be making satisfactory progress or will need a plan for retention. The plan for retention may include focused advising, remediation, or dismissal.

### Formal Evaluation Checkpoints



An example of materials collected at each checkpoint is listed below:

- **Admissions Application:** Written proficiency as evidenced by written statement, academic potential as noted by transcripts, and dispositional potential as evidenced by letters of reference.
- **Academic / Behavior Review (Ongoing):** Faculty Assessments & Evaluation of Counselor Behaviors Checklist. Faculty members continually assess each student’s attainment of content knowledge, skills and dispositions through exams, papers, projects, observations, and journals.
- **Practicum Application:** Pre-Practicum Clinical Skills Evaluation Form, resume, cover letters, proof of ACA insurance, and proof of Child Abuse Mandated Reporter Training.
- **Clinical Internship:** Site visits and written evaluations from site supervisor.
- **Graduation:** Successful completion of 60 credits and passing the comprehensive exam.

\*\*Note: Additional materials may be requested.

## CLINICAL INTERNSHIP

Students are required to complete the courses MHC 669 Pre-practicum and MHC 670 Helping Relationships to prepare and reinforce the skills and training for clinical work in the field. A student who does not pass MHC 669 will not be permitted to take MHC 670.

MHC 670 Helping Relationships is taken with the first clinical course MHC 677 Practicum, which is held over the course of one semester and includes 100 hours of clinical practice on site in an approved community setting; 40 of those hours must be direct contact hours with clients. A student must pass MHC 677 and complete the hours to receive a grade in BOTH MHC 670 and MHC 677 and to move on to the next phase.

In the next phase of clinical training, students are required to complete over the course of two (2) full semesters a minimum of 600 total hours between MHC 678 Internship 1 and MHC 679 Internship 2 (240 of which must be direct contact hours, including both individual and group counseling). The campus supervisor will evaluate hours completed by the end of the year. Should a student need additional time, they will register for a third section of Internship to finish. On average, to finish within the year, a student will be required to spend approximately 14 hours per week toward the practicum and internship.

Practicum and Internship placements will be chosen in a collaborative effort between students and the Clinical Coordinator, Advisor, and/ or their campus supervisor. Each placement is considered on an individual basis and must first meet the approval of the Director of Clinical Training.

Students are expected to complete their Practicum (100) hours and are strongly encouraged to start their Internship 1 and 2 immediately after finishing the Practicum. Students are expected to complete at least half (300) of their 600 internship hours in MHC 678 Internship 1, and the remaining (300 hours) in MHC 679 Internship 2. The campus supervisor will evaluate hours completed by the end of the year and if more time is needed, the student will register for a third section of Internship to finish.

If a student does not meet the required hours in any term of MHC 677, MHC 678, or MHC 679 she/he will receive an Incomplete (I) grade for that term. If the student does not complete the full requirements of Practicum and Internship by the end of the third term, she/he must register for again for MHC 679 in order to complete the requirements. Students who do not complete their Practicum and Internship requirements due to problems associated with professional competency and have failed twice to meet competency requirements, will be terminated from the Clinical Mental Health Counseling Program and will not be recommended for graduation. Guidelines for the Clinical Placement and professional competency can be found in the Clinical Mental Health Counseling Clinical Placement Manual.

## COURSE SEQUENCE

On-Ground Course Sequence Chart		
Semester	Course	Credits
Semester One (15 Weeks)	MHC 650 Professional Orientation and Practice	3
	MHC 600 Counseling Theory and Practice	3
	MHC 631 Human Growth and Development	3
Semester Two (15 weeks)	MHC 640 Cultural and Social Diversity	3
	MHC 605 Group Work	3
	MHC 630 Professional, Ethical and Legal Issues in Counseling	3
	MHC 649 Child Abuse Mandated Reporter Training (Note: non-credit bearing) *Taken concurrently with MHC 630	0
Semester Three (15 weeks)	MHC 620 Psychopathologies	3
	MHC 669 Pre-practicum	6
	MHC 670 Helping Relationships	3
Semester Four (15 weeks)	MHC 622 Assessment and Evaluation	3
	MHC 652 Research and Program Evaluation	3
	MHC 677 Practicum in Clinical Mental Health Counseling	3
Semester Five (15 weeks)	MHC 634 Grief, Trauma and Crisis Counseling and Therapy	3
	MHC 674 Children and Adolescent Counseling and Therapy	3
	MHC 678 Internship in Clinical Mental Health Counseling I	3
Semester Six (15 weeks)	MHC 680 Family Counseling and Therapy	3
	MHC 660 Career Development	3
	MHC 679 Internship in Clinical Mental Health Counseling II	3
	MHC 727 Counseling Supervision and Practice	3
	MHC 800 Clinical Counseling Comprehensive Examination (Note: non-credit bearing.) *Taken concurrently with MHC 727	0
<b>TOTAL CREDIT HOURS</b>		<b>60</b>

\*\*Note: Online Sequence is the same. The actual dates may be different from the on-ground schedule.

### Online Course Sequence Chart: Fall Start

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Semester	Course	Credits
Fall	MHC 650 Professional Orientation and Practice (7 weeks)	3
	MHC 600 Counseling Theory and Practice (7 weeks)	3
	MHC 631 Human Growth and Development (14 weeks)	3
Spring	MHC 640 Cultural and Social Diversity (7 weeks)	3
	MHC 605 Group Work (7 weeks)	3
	MHC 630 Professional, Ethical and Legal Issues in Counseling (14 weeks)	3
	MHC 649 Child Abuse Mandated Reporter Training (Note: non-credit bearing) *Taken concurrently with MHC 630 (14 weeks)	0
Summer	MHC 620 Psychopathologies (14 weeks)	3
	MHC 669 Pre-practicum (7 weeks)	6
	MHC 670 Helping Relationships (7 weeks)	3
Fall	MHC 622 Assessment and Evaluation (7 weeks)	3
	MHC 652 Research and Program Evaluation (7 weeks)	3
	MHC 677 Practicum in Clinical Mental Health Counseling (14 weeks)	3
Spring	MHC 634 Grief, Trauma and Crisis Counseling and Therapy (7 weeks)	3
	MHC 674 Children and Adolescent Counseling and Therapy (7 weeks)	3
	MHC 678 Internship in Clinical Mental Health Counseling I (14 weeks)	3
Summer	MHC 680 Family Counseling and Therapy (7 weeks)	3
	MHC 660 Career Development (7 weeks)	3
	MHC 679 Internship in Clinical Mental Health Counseling II (14 weeks)	3
	MHC 727 Counseling Supervision and Practice (7 weeks)	3
	MHC 800 Clinical Counseling Comprehensive Examination (Note: non-credit bearing.) *Taken concurrently with MHC 727 (7 weeks)	0
<b>TOTAL CREDIT HOURS</b>		<b>60</b>

**Online Course Sequence Chart: Spring Start**

Semester	Course	Credits
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Spring	MHC 650 Professional Orientation and Practice (7 weeks)	3
	MHC 600 Counseling Theory and Practice (7 weeks)	3
	MHC 631 Human Growth and Development (14 weeks)	3
Summer	MHC 640 Cultural and Social Diversity (7 weeks)	3
	MHC 605 Group Work (7 weeks)	3
	MHC 630 Professional, Ethical and Legal Issues in Counseling (14 weeks)	3
	MHC 649 Child Abuse Mandated Reporter Training (Note: non-credit bearing) *Taken concurrently with MHC 630 (14 weeks)	0
Fall	MHC 620 Psychopathologies (14 weeks)	3
	MHC 669 Pre-practicum (7 weeks)	6
	MHC 670 Helping Relationships (7 weeks)	3
Spring	MHC 622 Assessment and Evaluation (7 weeks)	3
	MHC 652 Research and Program Evaluation (7 weeks)	3
	MHC 677 Practicum in Clinical Mental Health Counseling (14 weeks)	3
Summer	MHC 634 Grief, Trauma and Crisis Counseling and Therapy (7 weeks)	3
	MHC 674 Children and Adolescent Counseling and Therapy (7 weeks)	3
	MHC 678 Internship in Clinical Mental Health Counseling I (14 weeks)	3
Fall	MHC 680 Family Counseling and Therapy (7 weeks)	3
	MHC 660 Career Development (7 weeks)	3
	MHC 679 Internship in Clinical Mental Health Counseling II (14 weeks)	3
	MHC 727 Counseling Supervision and Practice (7 weeks)	3
	MHC 800 Clinical Counseling Comprehensive Examination *Taken concurrently with MHC 727 (7 weeks)	0
<b>TOTAL CREDIT HOURS</b>		<b>60</b>

**MASTER OF ARTS IN CLINICAL MENTAL HEALTH COUNSELING:  
LICENSURE-QUALIFYING CURRICULUM AREAS**

Required Content Areas:	Course	Credits
<b>(i) human growth and development;</b>	MHC 631 Human Growth and Development	3
<b>(ii) social and cultural foundations of counseling;</b>	MHC 640 Cultural and Social Diversity	3
<b>(iii) counseling theory and practice;</b>	MHC 600 Counseling Theory and Practice	3
<b>(iv) psychopathology;</b>	MHC 620 Psychopathologies	3
<b>(v) group dynamics;</b>	MHC 605 Group Work	3
<b>(vi) lifestyle and career development;</b>	MHC 660 Career Development	3
<b>(vii) assessment and appraisal of individuals, couples, families, and groups;</b>	MHC 622 Assessment and Evaluation	3
<b>(viii) research and program evaluation;</b>	MHC 652 Research and Program Evaluation	3
<b>(ix) professional orientation and ethics;</b>	MHC 630 Professional, Ethical, and Legal Issues in Counseling	3
<b>(x) foundations of mental health counseling and consultation;</b>	MHC 650 Professional Orientation and Practice	3
<b>(xi) clinical instruction;</b>	MHC 670 Helping Relationships (3 credit hours) MHC 669 Pre-Practicum (3 credit hours)	6
<b>(xii) recognition and reporting of child abuse and maltreatment; and</b>	MHC 649 Child Abuse Mandated Reporter Training (online workshop, 0 credits)	0
<b>(xiii) one-year (at least 600 clock hours) supervised internship or practicum in mental health counseling.</b>	MHC 677 Practicum in Clinical Mental Health Counseling (3 credits)  MHC 678 Internship in Clinical Mental Health Counseling I (3 credits)  MHC 679 Internship in Clinical Mental Health Counseling II (3 credits)	3



## CERTIFICATE OF ADVANCED STUDY IN CLINICAL MENTAL HEALTH COUNSELING

Degree Earned	Total Number of Credits	Delivery Format	Locations
ADV CERT	18	-On-ground (day and evening) -Online -Blended (online and on-ground)	Buffalo Rochester

### PROGRAM DESCRIPTION

The Certificate of Advanced Study in Clinical Mental Health Counseling is designed for students with 48 or more credits in a master’s degree in a related field who are pursuing clinical mental health counseling licensure. The Certificate of Advanced Study in Clinical Mental Health Counseling will satisfy New York State’s regulations for licensure [see Part 52 of the Regulations, section 52.32(c)], and will provide the student profile identified above with the educational requirements needed to sit for the New York State licensure exam in Mental Health Counseling.

The educational goals of the Certificate of Advanced Study in Mental Health Counseling include:

- providing students with a thorough grounding in advanced principles of mental health counseling at the graduate level
- providing students with an understanding of the tools of counseling that are suitable for building mental health counseling careers in private and public mental health agencies
- completing a 600-hour internship at a site appropriate for those seeking licensure in Mental Health Counseling.

The education objectives of the Certificate of Advanced Study in Clinical Mental Health Counseling include coursework to satisfy the core requirements as defined by New York State, which may include: Psychopathologies; Human Growth and Development; Professional Orientation and Practice. Students are required to take Helping Relationships (MHC 670) as well as complete a 600-hour internship in an approved setting.

### CLINICAL INTERNSHIP

Students are required to complete a minimum of 600 hours of Clinical Internship (240 of which must be direct contact hours). Students are required to find and secure an approved clinical placement site, which will then be communicated to the Training Coordinator for final approval. Each placement is considered on an individual basis and must first meet the approval of the Training Coordinator. Students register for two semesters of Internship (MHC 678 and 679) and are expected to complete at least half of their 600 Internship hours in the first term of MHC 678. If a student does not meet the required hours in any term of MHC 678 or MHC 679, she/he will receive an Incomplete grade for that term. If the student does not complete the full requirements

of Internship by the end of MHC 679, she/he must register for a second term of MHC 679 in order to complete the requirements. Students who do not complete their Internship requirements by the end of the second term of MHC 679 may be dismissed from the program and will not be recommended for completion of the Certificate of Advanced Study in Clinical Mental Health Counseling.

### COURSE SEQUENCE

The program sequence for the Certificate in Advanced Study in Clinical mental Health Counseling depends on the specific needs of the student. Students will take the courses they need to meet the NYS requirements for core courses, as they are offered within the curriculum of the Clinical Mental Health Counseling program. Below is an example of a potential course of study.

Semester Course Credits	
<b>Semester One (15 weeks)</b>	<b>Credits</b>
MHC 650 Professional Orientation and Practice	3
MHC 620 Psychopathologies	3
MHC 631 Human Growth and Development	3
<b>Semester Two (15 weeks)</b>	
MHC 670 Helping Relationships	3
MHC 678 Internship in Clinical Mental Health Counseling I	3
MHC 679 Internship in Clinical Mental Health Counseling II	3
<b>Total Credits</b>	<b>18</b>

### LICENSURE-QUALIFYING CURRICULUM CONTENT AREAS

Required Content Areas:	Course & Semester Hours
(xiv) human growth and development;	Likely met through prerequisites/admissions criteria
(xv) social and cultural foundations of counseling;	Likely met through prerequisites/admissions criteria
(xvi) counseling theory and practice;	Likely met through prerequisites/admissions criteria
(xvii) psychopathology;	Likely met through prerequisites/admissions criteria
(xviii) group dynamics;	Likely met through prerequisites/admissions criteria
(xix) lifestyle and career development;	Likely met through prerequisites/admissions criteria

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<b>(xx) assessment and appraisal of individuals, couples, families, and groups;</b>	Likely met through prerequisites/admissions criteria
<b>(xxi) research and program evaluation;</b>	Likely met through prerequisites/admissions criteria
<b>(xxii) professional orientation and ethics;</b>	Likely met through prerequisites/admissions criteria
<b>(xxiii) foundations of mental health counseling and consultation;</b>	MHC 650 Professional Orientation and Practice (3)
<b>(xxiv) clinical instruction;</b>	MHC 670 Helping Relationships (3)
<b>(xxv) recognition and reporting of child abuse and maltreatment; and</b>	Likely met through prerequisites/admissions criteria
<b>(xxvi) one-year (at least 600 clock hours) supervised internship or practicum in mental health counseling.</b>	MHC 678 Internship in Clinical Mental Health Counseling I (3) MHC 679 Internship in Clinical Mental Health Counseling II (3)

## CLINICAL MENTAL HEALTH COUNSELING COURSE DESCRIPTIONS

### MHC 600 COUNSELING THEORY & PRACTICE

This course covers the basic theory, principles and techniques of mental health counseling and its application to professional counseling settings. It also considers various theories of counseling and issues in the practice of professional counseling and supervision. This course summarizes the history and explores the primary concepts of the major approaches to counseling. This course will consider the key concepts of each theory, and application practices. Strengths and limitations of each approach are also explored as well as the impact of these theories on clients diagnosed with mental health disorders. This course will examine strategies to support and advocate for clients. Prerequisites and/or Special Considerations: MHC 650. Three credit hours.

### MHC 605 GROUP WORK

This course is designed to provide students with an understanding of group development, process and dynamics. Students will learn theoretical and practical concepts related to the practice of group psychotherapy. It is based on the assumption that experiential learning is the most effective way to get acquainted with a new and challenging topic. It prepares students to work with groups in various settings. Using a clinical model, students develop an understanding of relevant group practice, roles and responsibilities of facilitators, and the relevance and purpose of group work. This course is considered one of the Council for Accreditation of Counseling and Related Educational Programs (CACREP) core curricular courses. Prerequisites and/or Special Considerations: MHC 640, MHC 650, MHC 631, MHC 600. Three credit hours.

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## **MHC 620 PSYCHOPATHOLOGIES**

This course will provide an in-depth review of a broad spectrum of psychopathological conditions as defined in the DSM-V. The focus of this review will include the etiology, prevalence and incidence, signs and symptoms, and criteria for differential diagnosis. The emphasis of this review will be on comparing and contrasting different theoretical perspectives on each disorder, as well as reviewing empirically supported best practices in treatment plans. This course will also cover the basic etiology of substance addiction and co-occurring disorders as well as subsequent treatment plans. Prerequisites and/or Special Considerations: MHC 650, MHC 640, MHC 600. Three credit hours.

## **MHC 622 ASSESSMENT & EVALUATION**

This course provides students with a comprehensive overview of the major principles of assessment, assessment instruments and assessment skills relevant for mental health counselors. Emphasis will be placed on the statistical properties, use and interpretation of assessment and appraisal techniques commonly used in clinical, educational, and organizational fields. It includes an analysis of psychometric properties used to develop and evaluate these instruments. The course also addresses ethical, legal, and diversity issues including cultural bias and fairness in assessments. An extensive review of the clinical interview assessment for future clinicians will be covered. This course is considered one of Council for Accreditation of Counseling and Related Educational Programs (CACREP) core curricular courses. Prerequisites and/or Special Considerations: MHC 650, MHC 600, MHC 630, MHC 631. Three credit hours.

## **MHC 625 PERSONALITY THEORIES AND COUNSELING**

This course surveys the descriptive and causal aspects of individual differences in personality. Students will examine theories and explanations of the development of normal and abnormal personalities. Major models of personality theory include biological, cognitive social, behavioral, and psychodynamic models. Prerequisites and/or Special Considerations: none. Three credit hours.

**\*\*Note:** This course may be needed for Canadian Licensure. Please check with the licensing body in Canada where obtaining a licensure is planned.

## **MHC 630 PROFESSIONAL, ETHICAL & LEGAL ISSUES IN COUNSELING**

This course will focus on the ethical principles and professional standards of counseling practice and survey the ethical and legal issues facing the professional counselor in today's society. Students will review professional goals, objectives, roles and functions. This course also examines ethical and legal standards, risk management, professional credentialing and standards for professional counselors. This course covers significant clinical challenges for the mental health professional. The counseling profession's ethical standards are also addressed with an emphasis on the American Counseling Association Code of Ethics and counselor ethical decision-making processes. New York State Office of the Professions Practice guidelines for

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Licensed Mental Health Counselors will be used to examine legal issues. Through various methods, students have the opportunity to develop their understanding and commitment to professional standards and ethical guidelines for practice as a mental health counselor. Prerequisites and/or Special Considerations: MHC 640, MHC 650, MHC 631, MHC 600. Three credit hours.

### **MHC 631 HUMAN GROWTH & DEVELOPMENT**

This course introduces students to the major theories that have shaped counselors' understanding of human growth and development from conception, childhood and adolescence, to early, middle, and late adulthood. Aspects of development discussed include biosocial, cognitive and psychosocial changes. Expected developmental milestones during each of these phases of development are addressed. This course reviews significant research findings and theories about human development. Building a multidimensional framework for understanding development process and dynamics and for predicting challenges associated with life transitions is emphasized. This course is one of the Council for Accreditation of Counseling and Related Educational Programs (CACREP) core curricular courses. Prerequisites and/or Special Considerations: MHC 650. Three credit hours.

### **MHC 634 GRIEF, TRAUMA & CRISIS COUNSELING & THERAPY**

This course is designed to help students understand both the normal and complicated grieving process with individuals across the life span. This course examines various therapeutic interventions that are useful on helping the bereaved. The impact of culture and how it is related to differences in the grief process are explored. An extensive analysis of the difference between grief counseling and grief therapy will be explored. Students will study historical and current theories in grief and loss. This leads into an in-depth presentation of abnormal grief reactions, complicated mourning processes, and when to use more advanced interventions of counseling. Students will study grief therapies and learn when to refer clients for such. Issues of the counselor's own grief and burnout syndromes are also addressed. In addition, techniques associated with trauma and crisis counseling are introduced and explored. Prerequisites and/or Special Considerations: MHC 650, MHC 600. Three credit hours.

### **MHC 640 SOCIAL & CULTURAL DIVERSITY**

This course is designed to provide students with a general framework for understanding issues related to mental health services delivered to people from diverse populations. The influence of socio-identities (e.g., race, ethnicity, religion, gender, socioeconomic status, sexual orientation, religious preferences) on individuals' functioning, concerns, and the counseling process will be explored. This course is designed to increase students' awareness and knowledge of, as well as skills related to, multicultural counseling and the delivery of counseling services. Students explore diversity and identity issues and discuss their impact on the therapeutic relationship. This course is one of the Council for Accreditation of Counseling and Related Educational

Programs (CACREP) core curricular courses. Prerequisites and/or Special Considerations: MHC 650 and MHC 631, MHC 600; student must receive a grade of B or above. Three credit hours.

### **MHC 649 CHILD ABUSE MANDATED REPORTER TRAINING**

This workshop prepares students who are required by law to report suspected child abuse or maltreatment to the New York State Central Register. This workshop is designed to help students understand the risk factors associated with child abuse, as well as, to recognize child emotional, physical and sexual abuse of children. Students will learn their roles and responsibilities as mandated child abuse reporters. This workshop is presented in accordance with the New York State Office of Child and Family Services, Mandated Reporters Guide (Publication #1159) and online training. Prerequisites and/or Special Considerations: none. Non-credit bearing.

### **MHC 650 PROFESSIONAL ORIENTATION & PRACTICE**

This course focuses on the practical and personal side of counseling. The course provides students with the opportunity to learn about oneself personally and professionally and accomplish the basic attitudes and techniques of counseling. The course includes class discussion, observation, practice of counseling skills and attitudes, role-plays of counseling, group and individual supervision, observation of a counseling case with supervision, and critical reflection on the student experience in these learning and practice exercises. This course focuses on principles and skills related to interviewing and observation, as well as related legal, ethical, and cultural issues. Students gain practice in conducting interviews, making behavioral observations, collecting and interpreting data during an interview, and developing written reports of findings. This course is considered one of Council for Accreditation of Counseling and Related Educational Programs (CACREP) core curricular courses. Prerequisites and/or Special Considerations: none. Three credit hours.

### **MHC 652 RESEARCH & PROGRAM EVALUATION**

This course surveys the major methodologies for conducting psychological research, and focuses on research report development, publication of psychological data, and ethical considerations in conducting research. Students will also be introduced to the statistics necessary for describing and analyzing psychological data. This course also introduces students to the principles and practices of program evaluation and systems research, including quantitative and qualitative research methodologies. This course introduces students to design of qualitative, quantitative, and mixed-method approaches to counseling research and evaluation. Students learn the strengths and limitations of each method and under what circumstances each approach would be the most appropriate research design. Students are exposed to legal and ethical issues associated with human subjects' protection. This course is one of the Council for Accreditation of Counseling and Related Educational Programs (CACREP) core curricular courses. Prerequisites and/or Special Considerations: MHC 650, MHC 631, MHC 600, MHC 620, MHC 605, MHC 630, MHC 649. Three credit hours.

## **MHC 660 CAREER DEVELOPMENT**

This course is designed to provide students with the theoretical framework and basic counseling skills necessary for the career counseling process and for planning programs for educational and career counseling. The course includes a review of theories of career development, individual and programmed techniques for diagnosis, assessment, decision-making and career search/advancement. Attention is given to assessment of how people make career choices, which are suitable to the individual and are viable in society. Emphasis is on developing a broad view of career as lifestyle and on practical application of theory and information in a professional counseling context. This course is considered one of the Council for Accreditation of Counseling and Related Educational Programs (CACREP) core curricular courses. Prerequisites and/or Special Considerations: MHC 650, MHC 605, MHC 670, MHC 600. Three credit hours.

## **MHC 669 PRE-PRACTICUM**

This course will introduce students to basic skills that initiate counseling relationships and follow with the four principal approaches to counseling: cognitive, affective, behavioral, and family/systemic. These approaches will provide the context for assessment, goal setting, and the integration of skills into interventions. In addition, this course also provides an introduction to the understanding of the basic neurobiology of psychopathology and the different types of psychotropic medications to treat these conditions. As such, this aspect of the course emphasizes the counselor's role as a member of a multidisciplinary treatment team in facilitating treatment compliance, monitoring the efficacy as well as side effects of the psychotropic medication prescribed, and the counselor's role in integrating pharmacologic treatments with other non-pharmacological modalities. Prerequisites and/or Special Considerations: MHC 650, MHC 605, MHC 620, and MHC 630, MHC 640, MHC 631, MHC 600. Six credit hours.

## **MHC 670 HELPING RELATIONSHIPS-ADVANCED CLINICAL COUNSELING SKILLS**

This course focuses on the practical and personal side of counseling and provides students with the opportunity to learn about oneself personally and professionally, as well as learn and practice the basic attitudes and techniques of counseling. The course includes class discussion, observation, practice of counseling skills and attitudes, counseling role-plays, group and individual supervision, observation of a counseling case with supervision, and critical reflection on the student experience in these learning and practice exercises. MHC 670 focuses on the principles and skills related to interviewing and observation, as well as related legal, ethical, and cultural issues. Students gain practice in conducting interviews, making behavioral observations, collecting and interpreting data during an interview, and developing written reports of findings. This course is one of the Council for Accreditation of Counseling and Related Educational Programs (CACREP) core curricular courses. Prerequisites and/or Special Considerations: MHC 650, MHC 631, MHC 600, MHC 620, MHC 605, MHC 630, MHC 649, MHC 652, MHC 640, MHC 669. Three credit hours.



### **MHC 674 CHILDREN & ADOLESCENT COUNSELING & THERAPY**

This course will emphasize utilizing developmentally appropriate counseling and therapy techniques for children and adolescents who are experiencing social, behavioral or affective problems. The course is designed to help graduate students to focus on the knowledge base, skills, theories, research, models, and critical issues of contemporary Children and Adolescent counseling and therapy. Future clinicians will learn to help children and adolescents in a variety of ways by receiving emotional support, resolving conflicts with people, understanding feelings and problems, and trying out new solutions to old problems. Intervention goals for therapy may be specific (change in behavior, improved relations with friends or family), or more general (less anxiety, better self-esteem) will be explored. Current issues facing youth in the contemporary world will also be explored. Prerequisites and/or Special Considerations: MHC 650, MHC 605, MHC 670. Three credit hours.

### **MHC 677 PRACTICUM IN CLINICAL MENTAL HEALTH COUNSELING**

A 10-week supervised practicum in a mental health/psychiatric agency provides the experiences for the student-intern to increase professional competence for a minimum of 100 hours (40 hours of which are direct face to face). Through the practicum experience, the student is challenged to apply and integrate the knowledge, theories and concepts of counseling practice, and to build on previous life and work experience, as well as to develop new areas of professional competence. This process allows the student to bring together and to integrate for professional use cognitive learning, professional competence, values and ethics, life experiences, and activities, which will enhance skill and critical analysis of counseling practice. There is a weekly supervision requirement and a biweekly group supervision requirement for this course in addition to other assignments. This course is considered one of Council for Accreditation of Counseling and Related Educational Programs (CACREP) Professional Practice. Prerequisites and/or Special Considerations: MHC 650, MHC 631, MHC 600, MHC 620, MHC 605, MHC 630, MHC 649, MHC 652, MHC 640, MHC 622, MHC 669. Three credit hours.

### **MHC 678 INTERNSHIP IN CLINICAL MENTAL HEALTH COUNSELING I**

Syllabus: An 8-month supervised internship in a mental health/psychiatric agency provides the experiences for the student-intern to increase professional competence for a minimum of 600 hours (240 hours of which are direct face-to-face individual and group counseling). When a student finishes internship 1 and 2, they will have completed 600 hours with 240 face to face in individual and group counseling. Through the internship experience, the student is challenged to apply and integrate the knowledge, theories and concepts of counseling practice, and to build on previous life and work experience, as well as to develop new areas of professional competence. This process allows the student to bring together and to integrate for professional use cognitive learning, professional competence, values and ethics, life experiences, and activities, which will enhance skill and critical analysis of counseling practice. There is a weekly supervision requirement and a biweekly group supervision requirement for this course in addition to other assignments. This course is considered one of Council for Accreditation of Counseling and

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Related Educational Programs (CACREP) Professional Practice. Prerequisites and/or Special Considerations: MHC 650, MHC 631, MHC 600, MHC 620, MHC 605, MHC 630, MHC 649, MHC 652, MHC 640, MHC 622, MHC 669, MHC 677. Three credit hours.

### **MHC 679 INTERNSHIP IN CLINICAL MENTAL HEALTH COUNSELING II**

Syllabus: An 8-month supervised internship in a mental health/psychiatric agency provides the experiences for the student-intern to increase professional competence for a minimum of 600 hours (240 hours of which are direct face-to-face individual and group counseling). When a student finishes Internship I and II, they will have completed 600 hours with 240 face-to-face in individual and group counseling. Through the internship experience, the student is challenged to apply and integrate the knowledge, theories and concepts of counseling practice, and to build on previous life and work experience, as well as to develop new areas of professional competence. This process allows the student to bring together and to integrate for professional use cognitive learning, professional competence, values and ethics, life experiences, and activities, which will enhance skill and critical analysis of counseling practice. There is a weekly supervision requirement and a biweekly group supervision requirement for this course in addition to other assignments. This course is considered one of Council for Accreditation of Counseling and Related Educational Programs (CACREP) Professional Practice. Prerequisites and/or Special Considerations: MHC 650, MHC 631, MHC 600, MHC 620, MHC 605, MHC 630, MHC 649, MHC 652, MHC 640, MHC 622, MHC 669, MHC 677, MHC 678. Three credit hours.

### **MHC 680 FAMILY COUNSELING & THERAPY**

This course is an introduction to the history, development, and systemic foundations of marriage and family therapy. This course will survey the various models and theories of family therapy with particular attention paid to the different conceptions of healthy and dysfunctional dynamics, goals in family therapy treatment, and associated therapeutic approaches and techniques. Particular attention will be paid to the development of the major schools of marriage and family therapy, the integration of various approaches in family therapy and the research outcomes of each. Prerequisites and/or Special Considerations: MHC 650, MHC 605, MHC 674. Three credit hours.

### **MHC 727 COUNSELING SUPERVISION & PRACTICE**

Syllabus: This course will provide students with an understanding of the purpose and process of clinical supervision, as well as, the importance of professional growth. This course will also present a review of currently accepted supervision models. This will course will assist students in developing knowledge and skills related to the supervisory role and relationship. Issues related to the ethical dilemmas, cultural diversity, power and boundary issues will also be addressed. Prerequisites and/or Special Considerations: MHC 650, MHC 605, MHC 670. Three credit hours.

## **MHC 800 CLINICAL COUNSELING COMPREHENSIVE EXAMINATION**

This exam prepares students to analyze, diagnose and provide treatment plans for cases similar to real world experience. This exam is designed to help students understand the need to accurately define presenting problems, account for any underlying problems and provide relief to ameliorate coping mechanisms and reduce mental health symptoms through an appropriate treatment plan. Passing the comprehensive examination satisfies one of the requirements for a degree in clinical mental health counseling. Prerequisites and/or Special Considerations: Completion of all other CMHC courses, excluding MHC 579, MHC 727, MHC 680, and MHC 660. Non-credit bearing.

## DEPARTMENT OF EDUCATION

\*\*Note: More detailed information about each Department of Education program can be found here: <http://www.medaille.edu/department-education-uggr>

Medaille College is a leader in preparing individuals to become classroom teachers. The Department of Education's curriculum prepares students to nurture and educate children from diverse backgrounds. The department prepares teacher candidates in all aspects of today's challenging classrooms. The program will support teacher candidates, as they become skilled critical thinkers in the classroom. Committed to the service of teaching, faculty will help teacher candidates to reflect on the long history of public education as a vehicle for American equality. Through strong management of the subject specialization and content knowledge, methodology, and creative pedagogical techniques, teacher candidates will become successful professionals in the field. Medaille's Education programs explore the use of technology in the classrooms of tomorrow.

Medaille's faculty include professional teachers and published researchers with years of service in education and experience in the field. Education is the gateway for creating a community of life-long learning for students. Students will be able to teach their students to participate in community service, support social justice and promote personal independence. Students will become caring teachers who build effective learning relationships with students.

### PLACEMENT DATA

Institutions shall publish information about each of their teacher education programs that shall be made available to prospective and enrolled students. The information shall include but need not be limited to, as available, relevant statistics about the labor market and job availability for each certificate title for which a teacher education program is offered, including the source of the statistics and the period of time and geographic area to which the statistics refer. Placement data is available from the [Office of Research, Grants and Assessment](#) page and on the institution's [HEOA Student Right to Know](#) page.

## M.S.ED. IN ADOLESCENT EDUCATION

Degree Earned	Total Number of Credits	Program	Certification
M.S.Ed	33	Adolescent Education Grades 7-12	Grades 7-12 in concentration area (Biology, Chemistry, Math, Social Studies, English, or French)

### PROGRAM DESCRIPTION

The MSED Adolescent Education (grades 7-12) program provides a 33-credit course of study consisting of methodologies, educational philosophy, literacy, and research. Designed for those who hold a baccalaureate degree in a concentration area (Biology, Chemistry, Math, Social Studies, English, or French), this program emphasizes critical thinking in the classroom and prepares participants to work with students from varying backgrounds. Graduates will demonstrate the knowledge, skills, professional attitude, character, and commitment to the teaching profession congruent with New York State standards.

New York requires that all MSED Adolescent students have a 30-credit concentration from an undergraduate degree in one of the offered certification areas (Biology, Chemistry, Math, Social Studies, English, or French) as well as the following credits from a regionally accredited college:

- 3 semester hours of university-level credit in each of the following general education areas: math; written analytical expression; communication; information retrieval; concepts in history and social sciences; scientific processes
- 3 semester hours of a language other than English

### PROFESSIONAL DISPOSITIONS

The **Department of Education** at Medaille College prepares students to enter the world of teaching birth through grade twelve. We believe that a major component of professional teacher education (both in Medaille College classrooms and in P-12 schools) includes preparing students to fulfill professional habits of conduct. As part of the learning and preparation processes, students must understand and engage in professional behaviors that adhere to both policy and guiding principles required in private and public schools and community agencies. The development of values such as commitment, responsible behavior, professional communication/collaboration, confidentiality, and integrity/honesty are essential for sustained employment within the professional workforce. Prospective educators are expected to view and assume these professional dispositions as a crucial component of their academic training.

The Professional Dispositions aligned with Medaille College and the **Department of Education** provide a framework for these professional behaviors. Instructors and staff will demonstrate and work with our students to assure that they understand and are able to demonstrate the

dispositions in every class and learning experience. When interacting with administrators, professors, teachers, peers and students (while on all Medaille campuses and during field experiences), teacher candidates must exhibit their professional commitment to becoming an excellent teacher through engagement, words and actions. A full list of expected behaviors is located in program handbooks.

Students will sign an acknowledgement of these professional dispositions upon entrance to their program.

## CLINICAL EXPERIENCES

Candidates are required to complete a minimum of 100 hours of clinical experience before student teaching. These foundational and intermediate clinical experiences will include meaningful engagement with grade 7-12 students to allow candidates to demonstrate the practices that support student learning and development in the field of education. Hours must be satisfactorily completed by the end of the second of two fieldwork courses. All students in initial certification programs are required to successfully complete a minimum of two culminating clinical student teaching placements. Graduate students must have satisfactorily completed all pre-requisites and have a minimum 3.0 GPA to participate in student teaching.

For detailed student teaching information, go to <http://www.medaille.edu/student-teaching>  
Students who receive an unsatisfactory grade (U) for one student teaching placement must enroll and satisfactorily complete the one-credit course **EDU 582: Refocus for Success** and repeat the student teaching experience.

Students who receive a second unsatisfactory grade (U) in student teaching are automatically dismissed from the MSED program without the possibility of readmittance.

\*\*Note: All education teacher candidates must be able to, with or without accommodation, complete all New York State mandated course, field experience, and student teaching requirements.

## DEPARTMENT OF EDUCATION GRADUATE DISMISSAL POLICY

A teacher candidate may be immediately suspended or dismissed from Medaille College's Department of Education for a crime or act indicating lack of "good moral character," such as physical or sexual abuse of a student or minor; sale, possession, or use of illegal drugs; any crime committed either on any school property or while in the performance of teaching duties; or other acts which bring into question the teacher candidate's "good moral character."

## COMPREHENSIVE EXAMINATION

Students in the MSED Adolescent Program must complete a comprehensive examination upon completion of their coursework. Each exam consists of approximately fifty percent pedagogical questions from Medaille course content and fifty percent discipline-specific questions from the student's content area. A minimum score of 75 is required for passing. If a student scores lower than a 75, he or she can schedule two opportunities to re-take the exam. The examination will be set by the Program Director during the last semester of coursework.

### REQUIRED COURSES

Students must perform to an acceptable standard in all courses. Failure to do so will result in the student taking and/or retaking the course(s) designated to improve weak areas. Furthermore, students must receive a grade of B- or above for all pedagogical and methods courses, otherwise, the course must be repeated.

As a requirement for graduation, all students receiving a Master of Science in Education degree must attain a minimum 3.0 cumulative grade point average.

**\*\*Note:** This program leads to initial certification in either Biology 7-12, Chemistry 7-12, English 7-12, French 7-12, Mathematics 7-12, or Social Studies 7-12.

Course Number & Title	Credits
ECI 535 Culturally Responsive Pedagogy: Shaping Culturally Inclusive Classrooms	3
EDU 507 Dignity for All Students Acts (must co-register with ECI 535)	0
EDU 513 Fieldwork I (Grades 7-12)	0
EDU 514 Fieldwork II (Grades 7-12)	0
ECI 610 Transitions from Education's Roots to the Present	3
EDU 600 Curriculum Planning in Adolescent Education	3
Methods Courses: Students will take one of the following courses	3
<ul style="list-style-type: none"> <li>• EDU 601 Methods in Adolescence Education: English</li> <li>• EDU 602 Methods in Adolescence Education: French</li> <li>• EDU 603 Methods in Adolescence Education: Mathematics</li> <li>• EDU 604 Methods in Adolescence Education: Biology</li> <li>• EDU 605 Methods in Adolescence Education: Chemistry</li> <li>• EDU 606 Adolescent Methods of Social Studies/History</li> </ul>	
EDU 667 Pre-Student Teaching Experiences	3

EDU 670 Literacy in the Content Areas	3
EDU 671 Information Technology and Data Analysis	3
EDU 677 Student Teaching in Adolescence Education	6
ESP 600 Foundations of Special Education (3 credits) Offered online	3
EDU 506 Child Abuse/SAVE (must co-register with ESP 600)	0
EDU 570 Strategic Literacy Instruction for the Diverse Learner: Adolescence	3
<b>TOTAL CREDIT HOURS</b>	<b>33</b>

### **NEW YORK STATE TEACHER CERTIFICATION/ONTARIO (OCT) CERTIFICATION**

Students seeking certification in New York must successfully complete the New York State Teacher Certification Exams (NYSTCE) as a prerequisite for certification. Students seeking certification in Ontario through the Ontario College of Teachers (OCT) must achieve New York State certification prior to presenting to OCT for certification.

\*\*Note that OCT requires 60 credits before permanent certification will be considered. Without electives, the Medaille MSED Adolescent program is 33 credits.

## M.S.ED. IN ELEMENTARY EDUCATION (CHILDHOOD 1-6)

Degree Earned	Total Number of Credits	Program	Certification
M.S.Ed	42	Elementary, Grades 1-6	Childhood, Grades 1-6

### PROGRAM DESCRIPTION

The MSED Elementary Education (grades 1-6) program provides a 42-credit course of study consisting of methodologies, educational philosophy, literacy, and research. Designed for those who hold a baccalaureate degree in an area other than education, this program emphasizes critical thinking in the classroom and prepares participants to work with students from varying backgrounds. Graduates will demonstrate the knowledge, skills, professional attitude, character, and commitment to the teaching profession congruent with New York State standards.

New York requires that all MSED Elementary students have a 30-credit concentration from an undergraduate degree as well as the following credits from a regionally accredited college:

- 6 semester hours of university-level credit in math and written analytical expression
- 3 semester hours of university-level credit in each of the following general education areas: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; scientific processes
- 3 semester hours of a language other than English

### PROFESSIONAL DISPOSITIONS

The **Department of Education** at Medaille College prepares students to enter the world of teaching birth through grade twelve. We believe that a major component of professional teacher education (both in Medaille College classrooms and in P-12 schools) includes preparing students to fulfill professional habits of conduct. As part of the learning and preparation processes, students must understand and engage in professional behaviors that adhere to both policy and guiding principles required in private and public schools and community agencies. The development of values such as commitment, responsible behavior, professional communication/collaboration, confidentiality, and integrity/honesty are essential for sustained employment within the professional workforce. Prospective educators are expected to view and assume these professional dispositions as a crucial component of their academic training.

The Professional Dispositions aligned with Medaille College and the **Department of Education** provide a framework for these professional behaviors. Instructors and staff will demonstrate and work with our students to assure that they understand and are able to demonstrate the dispositions in every class and learning experience. When interacting with administrators, professors, teachers, peers and students (while on all Medaille campuses and during field experiences), teacher candidates must exhibit their professional commitment to becoming an



excellent teacher through engagement, words and actions. A full list of expected behaviors is located in program handbooks.

Students will sign an acknowledgement of these professional dispositions upon entrance to their program.

## CLINICAL EXPERIENCES

Candidates are required to complete a minimum of 100 hours of clinical experience before student teaching. These foundational and intermediate clinical experiences will include meaningful engagement with grade 1-6 students to allow candidates to demonstrate the practices that support student learning and development in the field of education. Hours must be satisfactorily completed by the end of the semester of the corresponding course.

Additionally, all students in initial certification programs are required to successfully complete a minimum of two culminating clinical student teaching placements. Graduate students must have satisfactorily completed all pre-requisites and have a minimum 3.0 GPA to participate in student teaching. For detailed student teaching information, go to <http://www.medaille.edu/student-teaching>.

Students who receive an unsatisfactory grade (U) for one student teaching placement must enroll and satisfactorily complete the one-credit course **EDU 582: Refocus for Success** and repeat the student teaching experience.

Students who receive a second unsatisfactory grade (U) in student teaching are automatically dismissed from the MSED program without the possibility of readmittance.

**\*\*Note:** All education teacher candidates must be able to, with or without accommodation, complete all New York State mandated course, field experience, and student teaching requirements.

## CAPSTONE

Students in the MSED Elementary Program complete a capstone project in the EDU 693 course, Elementary Education Portfolio. This class provides a culminating experience, which guides students in the creation of a professional portfolio to document their growth and achievement throughout the Master's program in Elementary Education.

## DEPARTMENT OF EDUCATION GRADUATE DISMISSAL POLICY

A teacher candidate may be immediately suspended or dismissed from Medaille College's Department of Education for a crime or act indicating lack of "good moral character," such as physical or sexual abuse of a student or minor; sale, possession, or use of illegal drugs; any crime committed either on any school property or while in the performance of teaching duties; or other acts which bring into question the teacher candidate's "good moral character."

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## REQUIRED COURSES

Students must perform to an acceptable standard in all courses. Failure to do so will result in the student taking and/or retaking the course(s) designated to improve weak areas. Furthermore, students must receive a grade of B- or above for all pedagogical and methods courses, otherwise, the course must be repeated.

As a requirement for graduation, all students receiving a Master of Science in Education degree must attain a minimum 3.0 cumulative grade point average.

Course Number & Title	Credits
ECI 535 Culturally Responsive Pedagogy: Shaping Culturally Inclusive Classrooms	3
EDU 507 Dignity for All Students Act Seminar (must co-register with ECI 535)	0
ECI 510 Research in Education	3
ECI 610 Transitions from Education’s Roots to the Present	3
EDL 550 Developmental Literacy: Emergence to Fluency	3
EDU 511 Fieldwork I: Grades 1-6	0
EDU 512 Fieldwork II: Grades 1-6	0
EDU 571 Technology for the Elementary Classroom	3
EDL 650 Assessment and Evaluation of Literacy	3
EDU 500 The Core of Education	3
EDU 502 Education Methods of Teaching: Math and Science	3
EDU 503 Education Methods of Teaching: The Arts, English, Language Arts, and Social Studies	3
EDU 504 Early Field Experience/Seminar: Physical Educations, Family/Consumer Sciences	3
ESP 600 Foundations of Special Education	3
EDU 506 Child Abuse/SAVE Seminar (must co-register with ESP 600)	0
EDU 577 Student Teaching	6
EDU 693 Elementary Education Portfolio	3
<b>TOTAL CREDIT HOURS</b>	<b>42</b>

## **NEW YORK STATE TEACHER CERTIFICATION/ONTARIO (OCT) CERTIFICATION**

Students seeking certification in New York must successfully complete the New York State Teacher Certification Exams (NYSTCE) as a prerequisite for certification. Students seeking certification in Ontario through the Ontario College of Teachers (OCT) must achieve New York State certification prior to presenting to OCT for certification.

**\*\*NOTE** that OCT requires 60 credits before permanent certification will be considered. Without electives, the Medaille MSED Elementary Education program is 42 credits.

## M.S.ED. IN EDUCATION

Degree Earned	Total Number of Credits	Program	Certification
M.S.Ed	36	M.S.Ed in Education	none

### PROGRAM DESCRIPTION

The M.S.Ed. in Education program option provides a 36 credit-hour course of study consisting of methodologies, educational philosophy, literacy, research and application. Students will not receive teacher certification from the State of New York with this option. This program is a companion program to the M.S.Ed. in Elementary Education.

### PROFESSIONAL DISPOSITIONS

The **Department of Education** at Medaille College prepares students to enter the world of teaching birth through grade twelve. We believe that a major component of professional teacher education (both in Medaille College classrooms and in P-12 schools) includes preparing students to fulfill professional habits of conduct. As part of the learning and preparation processes, students must understand and engage in professional behaviors that adhere to both policy and guiding principles required in private and public schools and community agencies. The development of values such as commitment, responsible behavior, professional communication/collaboration, confidentiality, and integrity/honesty are essential for sustained employment within the professional workforce. Prospective educators are expected to view and assume these professional dispositions as a crucial component of their academic training.

The Professional Dispositions aligned with Medaille College and the **Department of Education** provide a framework for these professional behaviors. Instructors and staff will demonstrate and work with our students to assure that they understand and are able to demonstrate the dispositions in every class and learning experience. When interacting with administrators, professors, teachers, peers and students (while on all Medaille campuses and during field experiences), teacher candidates must exhibit their professional commitment to becoming an excellent teacher through engagement, words and actions. A full list of expected behaviors is located in program handbooks.

Students will sign an acknowledgement of these professional dispositions upon entrance to their program.

### DEPARTMENT OF EDUCATION GRADUATE DISMISSAL POLICY

A teacher candidate may be immediately suspended or dismissed from Medaille College's Department of Education for a crime or act indicating lack of "good moral character," such as physical or sexual abuse of a student or minor; sale, possession, or use of illegal drugs; any crime

committed either on any school property or while in the performance of teaching duties; or other acts which bring into question the teacher candidate’s “good moral character.”

### REQUIRED COURSES

Course Number & Title	Credits
ECI 510 Research in Education	3
ECI 530 Explorations in Diversity	3
ECI 610 Transitions from Education's Roots to the Present	3
ECI 695 Seminar: Teacher as Researcher	3
EDL 550 Developmental Literacy: Emergence to Fluency	3
EDL 560 Literature for Children	3
EDL 650 Assessment and Evaluation of Literacy	3
EDU 500 The Core of Education	3
EDU 502 Education Methods of Teaching: Math, Science, Technology	3
EDU 503 Education Methods of Teaching: The Arts, English, Language Arts, and Social Studies	3
EDU 504 Early Field Experience/Seminar: Physical Educations, Family/Consumer Sciences	3
EDU 505 Child Abuse Identification, Substance Awareness, Health Issues and School Violence	3
<b>TOTAL CREDIT HOURS</b>	<b>36</b>

#### NEW YORK STATE TEACHER CERTIFICATION (NYSTCE)

Students seeking certification in New York must successfully complete the New York State Teacher Certification Exams (NYSTCE) as a prerequisite for certification.

## M.S.ED. IN LITERACY

Degree Earned	Total Number of Credits	Program	Certification
M.S.Ed	45	Literacy, Birth – Grade 6 and Grades 5 -12	Literacy, Birth – Grade 6 and Grades 5 -12
	36	Literacy, Birth – Grade 6	Literacy, Birth – Grade 6
	36	Literacy, Grades 5 – 12	Literacy, Grades 5 – 12

### PROGRAM DESCRIPTION

This program provides the knowledge and skills needed for students to meet the literacy challenges of the 21<sup>st</sup> century. Teachers must be knowledgeable about literacy development as it is crucial to children’s academic achievement from early childhood through high school. Current research also recognizes the importance of leadership in literacy.

The literacy program provides the academic requirements for an M.S.Ed. in Literacy degree for initially certified educational professionals. Graduates are empowered to be strong classroom teachers and are qualified to hold positions as literacy specialists, coaches, and consultants at building or district levels from preschool through adolescence.

### PROFESSIONAL DISPOSITIONS

The **Department of Education** at Medaille College prepares students to enter the world of teaching birth through grade twelve. We believe that a major component of professional teacher education (both in Medaille College classrooms and in P-12 schools) includes preparing students to fulfill professional habits of conduct. As part of the learning and preparation processes, students must understand and engage in professional behaviors that adhere to both policy and guiding principles required in private and public schools and community agencies. The development of values such as commitment, responsible behavior, professional communication/collaboration, confidentiality, and integrity/honesty are essential for sustained employment within the professional workforce. Prospective educators are expected to view and assume these professional dispositions as a crucial component of their academic training.

The Professional Dispositions aligned with Medaille College and the **Department of Education** provide a framework for these professional behaviors. Instructors and staff will demonstrate and work with our students to assure that they understand and are able to demonstrate the dispositions in every class and learning experience. When interacting with administrators, professors, teachers, peers and students (while on all Medaille campuses and during field

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experiences), teacher candidates must exhibit their professional commitment to becoming an excellent teacher through engagement, words and actions. A full list of expected behaviors is located in program handbooks.

Students will sign an acknowledgement of these professional dispositions upon entrance to their program.

## **PRACTICA**

Each student is required to complete 50 hours of college supervised tutoring (Birth–Grade 6 or Grades 5–12) or 75 hours of college supervised tutoring (Birth–Grade 6 or Grades 5–12). This experience is completed through two or three practicum courses (early intervention/elementary/adolescent level).

Students who receive a grade of C+ or below for one practicum must repeat the practicum and earn a grade of B- or better. Students who receive a second C+ or below in a subsequent practicum are automatically dismissed from the M.S.Ed program without the possibility of readmittance.

\*\*Note: All education teacher candidates must be able to, with or without accommodation, complete all New York State mandated course and practicum requirements.

## **PORTFOLIO**

At the end of their program, students are required to complete and submit a comprehensive professional portfolio, which must receive a satisfactory evaluation by a team of faculty to determine knowledge and competency in the field of literacy.

## **DEPARTMENT OF EDUCATION GRADUATE DISMISSAL POLICY**

A teacher candidate may be immediately suspended or dismissed from Medaille College's Department of Education for a crime or act indicating lack of "good moral character," such as physical or sexual abuse of a student or minor; sale, possession, or use of illegal drugs; any crime committed either on any school property or while in the performance of teaching duties; or other acts which bring into question the teacher candidate's "good moral character."

## **REQUIRED COURSES**

Students must perform to an acceptable standard in all courses. Failure to do so will result in the student taking and/or retaking the course(s) designated to improve weak areas. Furthermore, students must receive a grade of B- or above for all pedagogical and methods courses, otherwise, the course must be repeated.

As a requirement for graduation, all students receiving a Master of Science in Education degree must attain a minimum 3.0 cumulative grade point average.

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<b>Literacy, Birth – Grade 5 and Grades 6 - 12 Certification Track</b>	<b>Credits</b>
EDU 508 Dignity of All Students Act (DASA) Seminar	0
EDL 580 Methodologies in the Reading Processes	3
EDL 581 Early Language Development and Literacy	3
EDL 582 Word Study: Early Childhood through Adolescence	3
EDL 583 Creating Strategic Readers and Writers	3
EDL 584 Teaching Writing through the Development Process	3
EDL 585 Adolescent Literacy: Transacting with Literature	3
EDL 651 Assessment I: Diagnosis & Remediation of Emergent and Early Readers	3
EDL 652 Assessment II: Diagnosis & Remediation of Early and Transitional Readers	3
EDL 653 Assessment III: Diagnosis & Remediation of the Adolescent Reader	3
EDL 690 Leadership in Literacy	3
EDL 692 Literacy Portfolio	3
ESP 608 Assessment of Students with Disabilities at the Childhood and Middle Childhood Levels	3
EDL 671 Practicum I: Early Intervention	3
EDL 676 Practicum II: Elementary	3
EDL 681 Practicum III: Adolescent	3
<b>TOTAL CREDIT HOURS</b>	<b>45</b>

<b>Literacy, Birth – Grade 6 Certification Track</b>	<b>Credits</b>
EDU 508 DASA Seminar	0
EDL 580 Methodologies in the Reading Processes	3
EDL 581 Early Language Development and Literacy	3
EDL 582 Word Study: Early Childhood through Adolescence	3
EDL 583 Creating Strategic Readers and Writers	3
EDL 584 Teaching Writing through the Development Process	3
EDL 651 Assessment I: Diagnosis & Remediation of Emergent and Early Readers	3
EDL 652 Assessment II: Diagnosis & Remediation of Early and Transitional Readers	3



EDL 690 Leadership in Literacy	3
EDL 692 Literacy Portfolio and Professional Development	3
ESP 608 Assessment of Students with Disabilities at the Childhood and Middle Childhood Levels	3
EDL 671 Practicum I: Early Intervention	3
EDL 676 Practicum II: Elementary	3
<b>TOTAL CREDIT HOURS</b>	<b>36</b>

<b>Literacy, Grade 5 – Grade 12 Certification Track</b>	<b>Credits</b>
EDU 508 DASA Seminar	0
EDL 580 Methodologies in the Reading Processes	3
EDL 582 Word Study: Early Childhood through Adolescence	3
EDL 583 Creating Strategic Readers and Writers	3
EDL 584 Teaching Writing through the Development Process	3
EDL 585 Adolescent Literacy: Transacting with Literature	3
EDL 652 Assessment II: Diagnosis & Remediation of Early and Transitional Readers	3
EDL 653 Assessment III: Diagnosis & Remediation of the Adolescent Reader	3
EDL 690 Leadership in Literacy	3
EDL 692 Literacy Portfolio and Professional Development	3
ESP 608 Assessment of Students with Disabilities at the Childhood and Middle Childhood Levels	3
EDL 676 Practicum II: Elementary	3
EDL 681 Practicum III: Adolescent	3
<b>TOTAL CREDIT HOURS</b>	<b>36</b>

**NEW YORK STATE TEACHER CERTIFICATION (NYSTCE)**

Students seeking certification in New York must successfully complete the New York State Teacher Certification Exams (NYSTCE) as a prerequisite for certification.

## LITERACY, ADVANCED CERTIFICATION

\*\*NOTE: This program is for those already possessing a master’s degree in education.

Degree Earned	Total Number of Credits	Program	Certification
Advanced Certificate in Literacy B-12	27	Literacy, Advanced Certification	Literacy, Birth – Grade 6 and Grades 5 -12
Advanced Certificate in Literacy B-6	18		Literacy, Birth – Grade 6
Advanced Certificate in Literacy 5-12	18		Literacy, Grades 5 – 12

### PROGRAM DESCRIPTION

This Advanced Certification in Literacy provides the academic requirements for an additional certification in literacy for those professionals who hold a master’s degree and initial/professional certification in education. This Advanced Certification prepares teachers to hold positions as literacy specialists, coaches, and consultants at building and district levels from preschool through adolescence.

### PROFESSIONAL DISPOSITIONS

The **Department of Education** at Medaille College prepares students to enter the world of teaching birth through grade twelve. We believe that a major component of professional teacher education (both in Medaille College classrooms and in P-12 schools) includes preparing students to fulfill professional habits of conduct. As part of the learning and preparation processes, students must understand and engage in professional behaviors that adhere to both policy and guiding principles required in private and public schools and community agencies. The development of values such as commitment, responsible behavior, professional communication/collaboration, confidentiality, and integrity/honesty are essential for sustained employment within the professional workforce. Prospective educators are expected to view and assume these professional dispositions as a crucial component of their academic training.

The Professional Dispositions aligned with Medaille College and the **Department of Education** provide a framework for these professional behaviors. Instructors and staff will demonstrate and

work with our students to assure that they understand and are able to demonstrate the dispositions in every class and learning experience. When interacting with administrators, professors, teachers, peers and students (while on all Medaille campuses and during field experiences), teacher candidates must exhibit their professional commitment to becoming an excellent teacher through engagement, words and actions. A full list of expected behaviors is located in program handbooks.

Students will sign an acknowledgement of these professional dispositions upon entrance to their program.

### **PRACTICUM COURSES**

Each student is required to complete 50 hours of college supervised tutoring (Birth–Grade 6 or Grades 5–12) or 75 hours of college supervised tutoring (Birth–Grade 12). This experience is completed through two or three practicum courses (early intervention/elementary/adolescent level).

Students who receive a grade of C+ or below for one practicum must repeat the practicum and earn a grade of B- or better. Students who receive a second C+ or below in a subsequent practicum are automatically dismissed from the Advanced Certification program without the possibility of readmittance.

**\*\*Note:** All education teacher candidates must be able to, with or without accommodation, complete all New York State mandated course and practicum requirements.

### **REQUIRED COURSES**

Students must perform to an acceptable standard in all courses. Failure to do so will result in the student taking and/or retaking the course(s) designated to improve weak areas. Furthermore, students must receive a grade of B- or above for all pedagogical and methods courses, otherwise, the course must be repeated.

As a requirement for graduation, all students in the Advanced Certificate program must attain a minimum 3.0 cumulative grade point average.

<b>Advanced Certification in Literacy: Birth – Grade 6 and Grades 5 - 12</b>		<b>Credits</b>
<b>Certification Track</b>		
EDL 582 Word Study: Early Childhood through Adolescence		3
EDL 583 Creating Strategic Readers and Writers		3
EDL 585 Adolescent Literacy: Transacting with Literature		3
EDL 651 Assessment I: Diagnosis & Remediation of Emergent and Early Readers		3

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EDL 652 Assessment II: Diagnosis & Remediation of Early and Transitional Readers	3
EDL 653 Assessment III: Diagnosis & Remediation of the Adolescent Reader	3
EDL 671 Practicum I: Early Intervention	3
EDL 676 Practicum II: Elementary	3
EDL 681 Practicum III: Adolescent	3
<b>TOTAL CREDIT HOURS</b>	<b>27</b>

<b>Advanced Certification in Literacy: Birth – Grade 6 Certification Track</b>	<b>Credits</b>
EDL 582 Word Study: Early Childhood through Adolescence	3
EDL 583 Creating Strategic Readers and Writers	3
EDL 651 Assessment I: Diagnosis & Remediation of Emergent and Early Readers	3
EDL 652 Assessment II: Diagnosis & Remediation of Early and Transitional Readers	3
EDL 671 Practicum I: Early Intervention	3
EDL 676 Practicum II: Elementary	3
<b>TOTAL CREDIT HOURS</b>	<b>18</b>

<b>Advanced Certification in Literacy: Grades 5 – 12 Certification Track</b>	<b>Credits</b>
EDL 583 Creating Strategic Readers and Writers	3
EDL 585 Adolescent Literacy: Transacting with Literature	3
EDL 652 Assessment II: Diagnosis & Remediation of Early and Transitional Readers	3
EDL 653 Assessment III: Diagnosis & Remediation of the Adolescent Reader	3
EDL 676 Practicum II: Elementary	3
EDL 681 Practicum III: Adolescent	3
<b>TOTAL CREDIT HOURS</b>	<b>18</b>

## M.S.ED. STUDENTS WITH DISABILITIES 1-6 AND 7-12 GENERALIST

Degree Earned	Total Number of Credits	Program	Certification
M.S.Ed.	39	Students with Disabilities Gr. 1-6 without initial certification	Students with Disabilities Gr. 1-6
	36	Students with Disabilities Gr. 1-6 with initial certification	
	39	Students with Disabilities Gr. 7-12 Generalist without initial certification	Students with Disabilities Gr. 7-12 - Generalist
	36	Students with Disabilities Gr. 7-12 Generalist with initial certification	

### PROGRAM DESCRIPTION

The M.S.Ed. in Students with Disabilities will consistently emphasize theory to practice. This degree is specifically designed for individuals who currently hold, or are working towards, initial New York State certification in Students with Disabilities. The Medaille program also admits licensed, graduate-level teachers to cross-certify in Students with Disabilities. Graduates of the M.S.Ed. in Students with Disabilities will understand and be prepared to focus on the unique academic, cognitive, social, and emotional needs of students receiving special education services. Simultaneously, graduates will assist diverse learners to succeed in general education settings. Collaboration with colleagues and families will be emphasized and combined with enhancing the overall knowledge and individual skills of the Students with Disabilities educator.

### PROFESSIONAL DISPOSITIONS

The **Department of Education** at Medaille College prepares students to enter the world of teaching birth through grade twelve. We believe that a major component of professional teacher education (both in Medaille College classrooms and in P-12 schools) includes preparing students to fulfill professional habits of conduct. As part of the learning and preparation processes, students must understand and engage in professional behaviors that adhere to both policy and guiding principles required in private and public schools and community agencies. The development of values such as commitment, responsible behavior, professional communication/collaboration, confidentiality, and integrity/honesty are essential for sustained employment within the professional workforce. Prospective educators are expected to view and assume these professional dispositions as a crucial component of their academic training.

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The Professional Dispositions aligned with Medaille College and the **Department of Education** provide a framework for these professional behaviors. Instructors and staff will demonstrate and work with our students to assure that they understand and are able to demonstrate the dispositions in every class and learning experience. When interacting with administrators, professors, teachers, peers and students (while on all Medaille campuses and during field experiences), teacher candidates must exhibit their professional commitment to becoming an excellent teacher through engagement, words and actions. A full list of expected behaviors is located in program handbooks.

Students will sign an acknowledgement of these professional dispositions upon entrance to their program.

### CLINICAL EXPERIENCES

Candidates are required to complete a minimum of 100 hours of clinical experience. These foundational and intermediate clinical experiences will include meaningful engagement with students with disabilities to allow candidates to demonstrate the practices that support student learning and development in the field of education. Hours must be satisfactorily completed by the end of the semester of the corresponding course. All students enrolled in the M.S.Ed. Students with Disabilities Gr. 1-6 program who have already completed a B.S.Ed. are required to complete two practica (ESP 688P Integrative Practicum and ESP 688J Integrative Practicum). All students in the M.S.Ed. Gr. 1-6 program who have not completed a B.S.Ed. program are required to complete one practica (ESP 688P Integrative Practicum or ESP 688J Integrative Practicum) and one culminating clinical student teaching placement (ESP 695 Student Teaching - Students with Disabilities Gr. 1-6).

All students in M.S.Ed. Students with Disabilities Gr. 7-12 Generalist who have already completed a B.S.Ed. are required to complete two practica (ESP 689A Integrative Practicum and ESP 689S Integrative Practicum). All students in M.S.Ed. Students with Disabilities Gr. 7-12 Generalist program who have not completed a B.S.Ed. are required to complete one practica (ESP 689A Integrative Practicum or ESP 689S Integrative Practicum) and one culminating clinical student teaching placement (ESP 696 Student Teaching - Students with Disabilities Gr. 7-12).

Students who receive a grade of C+ or below for one practicum must repeat the practicum and earn a grade of B- or better. Students who receive a second C+ or below in a subsequent practicum are automatically dismissed from the MSED or Advanced Certification program without the possibility of readmittance.

Students who receive an unsatisfactory grade (U) for one student teaching placement must enroll and satisfactorily complete the one-credit course **EDU 582: Refocus for Success** and repeat the student teaching experience. Students who receive a second unsatisfactory grade (U) in student teaching are automatically dismissed from the MSED program without the possibility of readmittance.

**\*\*Note:** All education teacher candidates must be able to, with or without accommodation, complete all New York State mandated course, field experience, and student teaching requirements.

## PORTFOLIO

At the end of their program, students are required to complete and submit a comprehensive professional portfolio, which must receive a satisfactory evaluation, by a team of faculty to determine knowledge and competency in the field of Students with Disabilities.

## DEPARTMENT OF EDUCATION GRADUATE DISMISSAL POLICY

A teacher candidate may be immediately suspended or dismissed from Medaille College’s Department of Education for a crime or act indicating lack of “good moral character,” such as physical or sexual abuse of a student or minor; sale, possession, or use of illegal drugs; any crime committed either on any school property or while in the performance of teaching duties; or other acts which bring into question the teacher candidate’s “good moral character.”

## REQUIRED COURSES

Students must perform to an acceptable standard in all courses. Failure to do so will result in the student taking and/or retaking the course(s) designated to improve weak areas. Furthermore, students must receive a grade of B- or above for all pedagogical and methods courses, otherwise, the course must be repeated.

As a requirement for graduation, all students receiving a Master of Science in Education degree must attain a minimum 3.0 cumulative grade point average.

M.S.Ed. Students with Disabilities Gr. 1-6 (For students who have completed a B.S.Ed.)	Credits
EDU 630 Fieldwork I: Grades 1-6	0
EDU 631 Fieldwork II: Grades 1-6	0
ESP 612 Educating Students with Mild to Moderate Disabilities	3
ESP 613 Educating Students with Severe & Multiple Disabilities	3
EDU 508 DASA Seminar (must co-register with ESP 613)	0
ESP 602 Behavioral Strategies for Working with Children with Exceptionalities: Managing the Learning Environment	3
ESP 618 Assessing Children (1-6) with Exceptionalities	3
ESP 607 Professional, Family and Community Collaboration in Schools and Schooling	3
ESP 621 Methods for Instruction of the Content Areas SWD Grade 1-6 (1-6)	3

EDL 580 Methodologies in the Reading Process	3
EDL 581 Early Language Development and Literacy (1-6)	3
ECI 510 Research in Education (online)	3
ESP 688J Integrative Practicum I	3
ESP 688P Integrative Practicum II (1-6)	3
ESP 691 Portfolio for Students with Disabilities	3
<b>TOTAL CREDIT HOURS</b>	<b>36</b>

<b>M.S.Ed. Students with Disabilities Gr. 1-6 (For students <u>who have not completed a B.S.Ed.</u>)</b>	<b>Credits</b>
EDU 630 Fieldwork I: Grades 1-6	0
EDU 631 Fieldwork II: Grades 1-6	0
ESP 600 Foundations of Special Education	3
EDU 506 Child Abuse Awareness/SAVE Seminar	0
ESP 612 Educating Students with Mild to Moderate Disabilities	3
ESP 613 Educating Students with Severe & Multiple Disabilities	3
EDU 508 DASA Seminar (must co-register with ESP 613)	0
ESP 602 Behavioral Strategies for Working with Children with Exceptionalities: Managing the Learning Environment	3
ESP 618 Assessing Children (1-6) with Exceptionalities	3
ESP 607 Professional, Family and Community Collaboration in Schools and Schooling	3
ESP 621 Methods for Instruction of the Content Areas SWD Grade 1-6 (1-6)	3
EDL 580 Methodologies in the Reading Process	3
EDL 581 Early Language Development and Literacy (1-6)	3
ECI 510 Research in Education (online)	3
ESP 695 Student Teaching: Students with Disabilities (1-6)	3
ESP 688P Integrative Practicum (1-6)	3
ESP 691 Portfolio for Students with Disabilities	3
<b>TOTAL CREDIT HOURS</b>	<b>39</b>



<b>M.S.Ed. Students with Disabilities Gr. 7-12 Generalist (For students who have completed a B.S.Ed.)</b>	<b>Credits</b>
EDU 632 Fieldwork I: Grades 7-12	0
EDU 633 Fieldwork II: Grades 7-12	0
ESP 612 Educating Students with Mild to Moderate Disabilities	3
ESP 613 Educating Students with Severe & Multiple Disabilities	3
EDU 508 DASA Seminar (must co-register with ESP 613)	0
ESP 602 Behavioral Strategies for Working with Children with Exceptionalities: Managing the Learning Environment	3
ESP 619 Assessing Children (7-12) with Exceptionalities	3
ESP 607 Professional, Family and Community Collaboration in Schools and Schooling	3
ESP 622 Methods for Instruction of the Content Areas- SWD 7-12 (7-12)	3
EDL 580 Methodologies in the Reading Process	3
EDL 585 Adolescent Literacy: Transacting with Literature (7-12)	3
ECI 510 Research in Education (online)	3
ESP 689A Integrative Practicum (7-12)	3
ESP 689S Integrative Practicum (7-12)	3
ESP 691 Portfolio for Students with Disabilities	3
<b>TOTAL CREDIT HOURS</b>	<b>36</b>

<b>M.S.Ed. Students with Disabilities Gr. 7-12 Generalist (For students who have not completed a B.S.Ed.)</b>	<b>Credits</b>
EDU 632 Fieldwork I: Grades 7-12	0
EDU 633 Fieldwork II: Grades 7-12	0
ESP 600 Foundations of Special Education	3
EDU 506 Child Abuse Awareness/SAVE Seminar	0
ESP 612 Educating Students with Mild to Moderate to Severe to Multiple Disabilities	3
ESP 613 Educating Students with Severe & Multiple Disabilities	3
<b>EDU 508 DASA Seminar (must co-register with ESP 613)</b>	<b>0</b>
ESP 602 Behavioral Strategies for Working with Children with Exceptionalities: Managing the Learning Environment	3
ESP 619 Assessing Children (7th-12th) with Exceptionalities	3
ESP 607 Professional, Family and Community Collaboration in Schools and Schooling	3

ESP 622 Methods for Instruction of the Content Areas- SWD 7-12 (7th-12th)	3
EDL 580 Methodologies in the Reading Process	3
EDL 585 Adolescent Literacy: Transacting with Literature (7-12)	3
ECI 510 Research in Education (online)	3
ESP 689A Integrative Practicum I (7th-12th)	3
ESP 691 Portfolio for Students with Disabilities	3
ESP 696 Student Teaching – Students with Disabilities (Grades 7-12)	3
<b>TOTAL CREDIT HOURS</b>	<b>39</b>

**NEW YORK STATE TEACHER CERTIFICATION (NYSTCE)**

Students seeking certification in New York must successfully complete the New York State Teacher Certification Exams (NYSTCE) as a prerequisite for certification.

## STUDENTS WITH DISABILITIES, ADVANCED CERTIFICATION

**\*\*NOTE:** This program is for those already possessing a master’s degree.

Degree Earned	Total Number of Credits	Program	Certification
none	SWD Gr. 1-6	Advanced Certificate in Students with Disabilities Gr. 1-6	18
	SWD Gr. 7-12 Generalist	Advanced Certificate in Students with Disabilities Gr. 7-12 Generalist	18

### PROGRAM DESCRIPTION

The goal of this Advanced Certification is to produce teachers prepared to focus on the unique academic, cognitive, social, and emotional needs of students receiving special education services.

### CLINICAL EXPERIENCES

Candidates are required to complete a minimum of 50 hours of clinical experience. These foundational and intermediate clinical experiences will include meaningful engagement with students with disabilities to allow candidates to demonstrate the practices that support student learning and development in the field of education. Hours must be satisfactorily completed by the end of the semester of the corresponding course.

### PRACTICUM COURSES

All students in Advanced Certification 1-6 are required to complete two practica: ESP 688P Integrative Practicum and ESP 688J Integrative Practicum.

All students in Advanced Certification 7-12 Generalist are required to complete two practica: ESP 689A Integrative Practicum and ESP 688S Integrative Practicum.

Students who receive a grade of C+ or below for one practicum must repeat the practicum and earn a grade of B- or better. Students who receive a second C+ or below in a subsequent practicum are automatically dismissed from the Advanced Certification program without the possibility of readmittance.

**\*\*Note:** All education teacher candidates must be able to, with or without accommodation, complete all New York State mandated course, field experience, and practicum requirements.

## REQUIRED COURSES

Students must perform to an acceptable standard in all courses. Failure to do so will result in the student taking and/or retaking the course(s) designated to improve weak areas. Furthermore, students must receive a grade of B- or above for all pedagogical and methods courses, otherwise, the course must be repeated.

As a requirement for graduation, all students in the Advanced Certificate program must attain a minimum 3.0 cumulative grade point average.

Advanced Certificate: Students with Disabilities Gr. 1-6	Credits
EDU 635 Fieldwork I: Grades 1-6	0
EDU 636 Fieldwork II: Grades 1-6	0
ESP 602 Behavioral Strategies for Working with Children with Exceptionalities: Managing the Learning Environment	3
ESP 612 Educating Students with Mild to Moderate Disabilities	3
ESP 613 Educating Students with Severe and Multiple Disabilities	3
<b>EDU 508 DASA Seminar (must co-register with ESP 613)</b>	0
ESP 618 Assessing Children (1-6 grade) with Exceptionalities	3
ESP 688P Integrative Practicum I: 1-3	3
ESP 688J Integrative Practicum I: 4-6	3
<b>TOTAL CREDIT HOURS</b>	<b>18</b>

Advanced Certificate: Students with Disabilities Gr. 7-12 Generalist	Credits
EDU 637 Fieldwork I: Grades 7-12	0
EDU 638 Fieldwork II: Grades 7-12	0
ESP 602 Behavioral Strategies for Working with Children with Exceptionalities: Managing the Learning Environment	3
ESP 612 Educating Students with Mild to Moderate to Severe to Multiple Disabilities	3
ESP 613 Educating Students with Severe and Multiple Disabilities	3
EDU 508 DASA Seminar (must co-register with ESP 613)	0
ESP 619 Assessing Children (7-12 grade) with Exceptionalities	3
ESP 689A Integrative Practicum II: 7-9	3

ESP 689S Integrative Practicum II: 9-12	3
<b>TOTAL CREDIT HOURS</b>	<b>18</b>

## **EDUCATION COURSE DESCRIPTIONS**

### **CURRICULUM AND INSTRUCTION COURSE DESCRIPTIONS**

#### **ECI 510 RESEARCH IN EDUCATION**

This online course provides the graduate student with an overview of action research in today's classroom while navigating through a virtual experience. Emphasis is on the study and application of qualitative, quantitative, and data analysis skills while researching current issues in education at the New York State and local school district levels. Particular areas of focus include state and district procedures, school district websites, and data from state documents such as the New York State Report Card. Prerequisites and/or Special Considerations: none. Three credit hours. Offered all semesters.

#### **ECI 530 EXPLORATIONS IN DIVERSITY**

This course is designed to provide theoretical and applied knowledge to practical methods, strategies, and techniques used to successfully meet the diverse needs of today's inclusive classroom. Prerequisites and/or Special Considerations: none. Three credit hours. Offered all semesters.

#### **ECI 535 CULTURALLY RESPONSIVE PEDAGOGY: FOSTERING CULTURALLY INCLUSIVE CLASSROOMS**

This course examines theoretical and practical issues of diversity in the classroom. In alignment with the New York State Dignity for All Students Act, issues related to race, class, gender, exceptionalities, sexual orientation, religion, weight, bullying/cyber-bullying and language are analyzed. Students are challenged to think critically and analytically about their own beliefs, confronting their opinions with realistic findings and theories. Dialogue centers on the connection between theory, reflection, thoughts, action, and practice. Prerequisites and/or Special Considerations: none. Three credit hours. Offered all semesters.

#### **ECI 610 TRANSITIONS FROM EDUCATION'S ROOTS TO THE PRESENT**

This course covers the various foundations of education. It provides a bridge from the works of past theorists and practitioners to current ideas and innovative teaching procedures of present-day educators. The works of core influential thinkers, such as Socrates, Locke, Dewey, Skinner, Rogers, Piaget, Freire, Giroux, hooks, McLaren, and Gardner are examined. Prerequisites and/or Special Considerations: none. Three credit hours. Offered all semesters.

## **ECI 695 TEACHER AS RESEARCHER**

This directed project requires student cohorts to become involved in the internal workings of an educational institution. In light of action research and using appropriate technology, the student cohorts will not only identify an educational problem or concern within the arena of education, but they will also reflect upon and research some of the solutions to that problem. The problem/concern will be identified early in the graduate program and carried to its required completion in this culminating activity as it is researched appropriately in lieu of the knowledge gained within the various required/selected courses throughout this graduate program. Prerequisites and/or Special Considerations: Completion of all course requirements. Three credit hours. Offered all semesters.

## **EDUCATION COURSE DESCRIPTIONS**

### **EDU 500 THE CORE OF EDUCATION**

This course emphasizes curricular design and instructional planning to address the special developmental and educational needs of students in elementary school. Attention is given to the common elements of curricular design and implementation and to appropriate planning, instructing, and assessing techniques for meeting the needs of a diverse population of students at differing levels of social, emotional, intellectual, and physical ability. The course examines curriculum and lesson planning on the state, district, school, and classroom levels. In addition, various strategies for interdisciplinary planning and instruction are explored. Prerequisites and/or Special Considerations: none. Three credit hours. Offered all semesters.

### **EDU 502 EDUCATION METHODS OF TEACHING: MATH, SCIENCE**

This course is designed to examine theories of learning and thinking as they interact with the disciplines of science and mathematics in the elementary classroom. Focus is on analysis and implementation of methods, materials, and inclusive strategies to plan, teach and assess mathematics and science in diverse classrooms in alignment with NYS P-12 Learning Standards. Prerequisites and/or Special Considerations: none. Three credit hours. Offered all semesters.

### **EDU 503 EDUCATION METHODS OF TEACHING: THE ARTS, LANGUAGE ARTS, & SOCIAL STUDIES**

This course examines and analyzes methods, materials, and inclusive strategies to plan, teach and assess creative arts, language arts, and social studies for diverse learners. Attention is given to the common elements of curricular design in planning units, lessons, and assessments that align with NYS P-12 Learning Standards. Prerequisites and/or Special Considerations: none. Three credit hours. Offered all semesters.

### **EDU 504 EARLY FIELD EXPERIENCE/SEMINAR: PHYSICAL EDUCATION, FAMILY/CONSUMER SERVICES**

This course introduces students to elementary education through theoretical knowledge, professional dispositions, classroom management, and the importance of building home and school connections. Topics also include how the integration of health, physical education, family/consumer services and career development/occupational studies help to expand the elementary curriculum. Prerequisites and/or Special Considerations: none. Three credit hours. Offered all semesters.

### **EDU 506 CHILD ABUSE AWARENESS/SAVE SEMINAR**

This course, comprised of two online workshops, satisfies New York State's requirements for Project SAVE legislation as well as Child Abuse Identification and Reporting. Credits: 0. Prerequisites: Student must co-register for ESP 600 Foundations of Special Education and EDU 506 Child Abuse Awareness/SAVE Seminar. Students must successfully complete EDU 506 Child Abuse Awareness/SAVE Seminar in the same semester that they are registered for, and complete, ESP 600 Foundations of Special Education. Prerequisites and/or Special Considerations: none. Non-credit bearing. Offered summer and fall semesters.

\*\*Note: Students are required to submit their certificates for Child Abuse Identification and Reporting and Project SAVE legislation upon completion of this course to their ESP 600 Foundations of Special Education instructor.

### **EDU 507 DIGNITY FOR ALL STUDENTS ACT SEMINAR**

This coursework or training is designed to fulfill the harassment, bullying, and discrimination prevention and intervention training required for certification/licensure under the Dignity for All Students Act (The Dignity Act). The Dignity Act requires, among other things, school districts to create policies and guidelines to be used in school training programs to discourage the development of discrimination or harassment and to enable employees to prevent and respond to discrimination or harassment. This is a six-hour seminar. This coursework or training will address the social patterns of harassment, bullying and discrimination, marginalization and micro-aggressions, including but not limited to those acts based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex as defined in § 11 – Definitions. This training should address these issues from a proactive – rather than a reactive - position and present the “goal” as creating an affirming educational environment for all students through addressing school culture and climate. It will also cover the identification and mitigation of harassment, bullying and discrimination; and strategies for effectively addressing problems of exclusion, bias and aggression in educational settings. Successful completion of this course will meet the certification requirements in §14(5) of Chapter 102 of the Laws of 2012. This course fulfills the DASA requirement. Prerequisites and/or Special Considerations: none. Co-register with ECI 535. Non-credit bearing.

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## **EDU 508 DIGNITY FOR ALL STUDENTS ACT SEMINAR**

This coursework or training is designed to fulfill the harassment, bullying, and discrimination prevention and intervention training required for certification/licensure under the Dignity for All Students Act (The Dignity Act). The Dignity Act requires, among other things, school districts to create policies and guidelines to be used in school training programs to discourage the development of discrimination or harassment and to enable employees to prevent and respond to discrimination or harassment. This is a six-hour seminar. This coursework or training will address the social patterns of harassment, bullying and discrimination, marginalization and micro-aggressions, including but not limited to those acts based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex as defined in § 11 – Definitions. This training should address these issues from a proactive – rather than a reactive - position and present the “goal” as creating an affirming educational environment for all students through addressing school culture and climate. It will also cover the identification and mitigation of harassment, bullying and discrimination; and strategies for effectively addressing problems of exclusion, bias and aggression in educational settings. Successful completion of this course will meet the certification requirements in §14(5) of Chapter 102 of the Laws of 2012. This course fulfills the DASA requirement. Prerequisites and/or Special Considerations: none. Non-credit bearing.

## **EDU 511 FIELDWORK I: GRADES 1-6**

This course provides foundational clinical experiences in grades 1-6 that include meaningful engagement with grade 1-6 students to allow candidates to demonstrate the practices that support student learning and development in the field of education. This experience will be supervised by college faculty. A minimum of fifty hours must be documented. Prerequisites and/or Special Considerations: none. Zero credit hours. Offered as needed.

## **EDU 512 FIELDWORK II: GRADES 1-6**

This course provides intermediate clinical experiences in grades 1-6 that include meaningful engagement with grade 1-6 students to allow candidates to apply the practices and methodology that support student learning and development in the field of education. This experience will be supervised by college faculty. A minimum of fifty hours must be documented. Prerequisites and/or Special Considerations: EDU 511. Zero credit hours. Offered as needed.

## **EDU 513 FIELDWORK I: GRADES 7-12**

This course provides foundational clinical experiences in grades 7-12 that include meaningful engagement with grade 7-12 students to allow candidates to demonstrate the practices that support student learning and development in the field of education. This experience will be supervised by college faculty. A minimum of fifty hours must be documented. Prerequisites and/or Special Considerations: none. Zero credit hours. Offered all semesters.



## **EDU 514 FIELDWORK II: GRADES 7-12**

This course provides intermediate clinical experiences in grades 7-12 that include meaningful engagement with grade 7-12 students to allow candidates to apply the practices and methodology that support student learning and development in the field of education. This experience will be supervised by college faculty. A minimum of fifty hours must be documented. Prerequisites and/or Special Considerations: EDU 513. Zero credit hours. Offered all semesters.

## **EDU 570 STRATEGIC LITERACY INSTRUCTION FOR THE DIVERSE LEARNER: ADOLESCENCE**

This course focuses on effective differentiation of literacy instruction for the adolescent learner. Content emphasizes a wide-range of research-based literacy instructional approaches and methods to support academic development using data analysis and Response to Intervention. Methods reflecting the development of literacy skills for English Language Learners, cultural diversity, and learning/behavior disabilities are examined. Prerequisites and/or Special Considerations: none. Three credit hours. Offered all semesters.

## **EDU 571 TECHNOLOGY FOR THE ELEMENTARY CLASSROOM**

This course covers various computer-based technologies that are essential to teaching in elementary education. Emphasis is on the development of digital literacy (why, when, who, and for whom), digital skills (what and how) and leadership in the use of “hands-on” information technology with a focus on integrating technology in the elementary curriculum, including children’s literature. Central to the course is engagement in both application and developmental aspects of a wide range of technology tools, culturally responsive teaching strategies, and meeting the needs of a diverse student population, including students with special needs. These experiences prepare teacher candidates to become productive educators and allow them to assist their future students with learning digital literacy and technology skill development. Lessons are aligned with the NYS P-12 Learning Standards. Three credit hours. Prerequisites and/or Special Considerations: None. Offered all semesters.

## **EDU 577 STUDENT TEACHING (1-6) AND SEMINAR**

Student teaching provides teacher candidates with a culminating clinical experience consisting of placements, grades (1- 3) and grades (4-6). Teacher candidates will gain experience using the New York State P-12 Common Core Learning Standards, and the New York State Learning Standards in each of the content areas. Throughout the experience, teacher candidates will be mentored and evaluated by an Associate Teacher and College Supervisor. Prerequisites and/or Special Considerations: 3.0 cumulative GPA; ECI 510, EDU 500, 502, 503, 504, EDL 550, EDL 650. Twelve credit hours. Offered spring and fall semesters.

### **EDU 582 REFOCUS FOR SUCCESS**

As a result of this course, participants will develop a better understanding of the knowledge, skills, and dispositions necessary to successfully complete a student teaching placement by reflecting on their prior student teaching placement and focusing on how to improve their next experience. One credit hour. Prerequisites and/or Special Considerations: Refocus for Success is a mandatory seminar only for student teachers who have earned an unsatisfactory grade for a student teaching experiences, and/or for students who have been out of the program for an extended period of time. Students who have experienced difficulty in a previous placement may be recommended to enroll in this course. Offered as needed.

### **EDU 600 CURRICULUM PLANNING IN ADOLESCENT EDUCATION**

Emphasis in this course is on curricular design and instructional planning to address the special developmental and educational needs of students in secondary school. Attention is given to the common elements of curricular design and implementation and to appropriate planning, instruction, and assessment techniques for meeting the needs of a diverse population of students at differing levels of social, emotional, intellectual, and physical ability. Curriculum and lesson planning are examined on the state, district, school and classroom levels. Prerequisites and/or Special Considerations: none. Three credit hours. Offered all semesters.

### **EDU 601 METHODS IN ADOLESCENCE EDUCATION - ENGLISH**

This course is designed to familiarize teacher candidates in adolescent English education with national and state standards for adolescent English learning. The course provides appropriate instructional strategies, methodologies, and materials necessary for creating a productive teaching and learning environment for all adolescent students, grades 7-12. Particular emphasis is on developing the awareness of the needs of diverse learners, in particular working with students for whom English is a new language, students with disabilities, and students from diverse backgrounds. Lessons are aligned with the New York State P-12 Learning Standards. Prerequisites and/or Special Considerations: none. Three credit hours. Offered all semesters.

### **EDU 602 METHODS IN ADOLESCENCE EDUCATION - FRENCH**

This methods course focuses on the federal and state standards for foreign language learning. Students focus on communications, cultures, connections, comparisons, and communities with an emphasis on review of current theory for second language acquisition and application of that theory to classroom practice. The course covers principles of learning from which students can draw to make instructional decisions for diverse learners. Prerequisites and/or Special Considerations: none. Three credit hours. Offered all semesters.

### **EDU 603 METHODS IN ADOLESCENCE EDUCATION - MATHEMATICS**

This course is designed to provide students with instructional strategies, methodologies and materials necessary for creating a productive teaching and learning environment for adolescent students, grades 7-12, in mathematics education. The course presents principles of learning from which teacher candidates can draw to make decisions about instruction with an emphasis on diverse learners, including students for whom English is a new language, culturally diverse learners, and students with different learning styles and abilities. The course also provides opportunities for candidates to build and deliver lessons aligned with the New York State Learning Standards. Prerequisites and/or Special Considerations: none. Three credit hours. Offered all semesters.

### **EDU 604 METHODS IN ADOLESCENCE EDUCATION - BIOLOGY**

This is a practical course detailing activities of biology instruction. Included in these activities are laboratory work, teacher candidate-developed worksheets, teacher candidate-directed discussions, teacher candidate-developed tests, etc. Emphasis is on the nature of scientific understanding and the culture and climate of the classroom. Strategies to ensure educational equity are also addressed. Lessons are aligned with the New York State Learning Standards. Prerequisites and/or Special Considerations: none. Three credit hours. Offered all semesters.

### **EDU 605 METHODS IN ADOLESCENCE EDUCATION - CHEMISTRY**

This is a practical course detailing the activities of chemistry instruction. Included in these activities are laboratory work, teacher candidate-developed worksheets, teacher candidate-directed discussions, teacher candidate-developed tests, etc. Emphasis is on the nature of scientific understanding and the culture and climate of the classroom. Strategies to ensure educational equity are also addressed. Lessons are aligned with the New York State Learning Standards. Prerequisites and/or Special Considerations: none. Three credit hours. Offered all semesters.

### **EDU 606 ADOLESCENT METHODS OF SOCIAL STUDIES/HISTORY**

This course provides students with a foundation in current educational theory and practice for teaching the social studies curriculum to middle and high school-level students. Appropriate instructional strategies, methodologies, and materials necessary for creating a productive teaching and learning environment for all students are provided. Emphasis is on diverse learners, including students for whom English is a new language, culturally diverse learners, and students with different learning styles and abilities. The course also provides opportunities for teacher candidates to plan and deliver lessons aligned with the New York State Learning Standards. Prerequisites and/or Special Considerations: none. Three credit hours. Offered all semesters.

### **EDU 667 PRE-STUDENT TEACHING EXPERIENCES**

This course introduces students to adolescent education through theoretical knowledge, professional dispositions, classroom management, and the importance of building home and school connections. Prerequisites and/or Special Considerations: none. Three credit hours. Offered all semesters.

### **EDU 670 LITERACY IN THE CONTENT AREAS**

This course prepares the prospective secondary school teacher to integrate effective methodologies for enhancing students' reading and writing skills into the specific content areas. Content-specific vocabulary, comprehension, and study skills are covered, with a particular emphasis on students for whom English is a new language and students with different learning styles and abilities. Lessons are aligned with the New York State Learning Standards. Prerequisites and/or Special Considerations: none. Three credit hours. Offered all semesters.

### **EDU 671 INFORMATION TECHNOLOGY AND DATA ANALYSIS**

This course provides various computer-based technologies that are essential to teaching in adolescent education. Emphasis is on the development of digital literacy (why, when, who, and for whom), digital skills (what and how) and leadership in the use of "hands-on" technology with a focus on integrating technology throughout the curriculum. Central to the course are engagement in both application and developmental aspects of a wide range of technology tools, culturally responsive teaching strategies, and meeting the needs of a diverse student population, including students with special needs. In addition, the course emphasizes discussion and application of data analysis as it relates to classroom assessment, instruction, and technology. These experiences prepare teacher candidates to become productive educators and allow them to assist their future students with learning and technology skill development. Prerequisites and/or Special Considerations: none. Three credit hours. Offered all semesters

### **EDU 677 ADOLESCENT STUDENT TEACHING**

Student teaching provides teacher candidates with a culminating clinical experience consisting of placements in the teacher candidate's specific discipline in grades (7-9) and grades (9-12). Teacher candidates will gain experience using the New York State P-12 Common Core Learning Standards and the New York State Learning Standards in each of the content areas. Throughout the experience, teacher candidates will be mentored and evaluated by an Associate Teacher and College Supervisor. Prerequisites and/or Special Considerations: 3.0 cumulative GPA; Methods and Literacy classes. Six credit hours. Offered spring and fall semesters.

### **EDU 681 PRACTICUM III: ADOLESCENT**

This course is designed to explore theories and conduct in-depth literacy assessments of the adolescent reader using both formal and informal measures of assessment. Through the completion of twenty-five hours of college supervised tutoring, students will learn procedures and the interpretation of results using multiple assessment instruments. Students will also examine the methods and materials used for the remediation and will learn how to prepare case study reports. Students will explore intervention techniques appropriate for the adolescent learner while working with struggling readers in a one-on-one or small group tutorial setting. Emphasis will be on the use of observation and reflective practices. Through their research and application, students will experience the importance of communicating with the students, parents and school personnel. Number of Credits: 3. Prerequisites: None. Offered summer, fall, and spring semesters.

### **EDU 693 ELEMENTARY EDUCATION PORTFOLIO**

The purpose of this course is for students to provide documentation of their growth and achievement throughout the Master's program in Elementary Education. Emphasis is on the creation of a professional portfolio, which includes selection and analysis of specific artifacts representing evidence of knowledge, application and reflective practice in planning, instruction, and assessment in relation to the New York State Learning Standards and other appropriate standards. Prerequisites and/or Special Considerations. none. Three credit hours. Offered all semesters.

### **EDL COURSE DESCRIPTIONS (LITERACY)**

#### **EDL 550 DEVELOPMENTAL LITERACY: EMERGENCE TO FLUENCY**

This course examines literacy instruction for the elementary classroom from emergence through fluency. Using the conceptual framework of a balanced literacy program and reflective practice, the elements of reading and writing are discussed, modeled, and practiced. Plans for meeting the needs of a diverse population of students are developed using the New York State Learning Standards. Prerequisites and/or Special Considerations: none. Three credit hours. Offered all semesters.

#### **EDL 560 LITERATURE FOR CHILDREN**

This course explores the role of children's literature in the elementary literacy program. Students will explore the various genre of literature both in the areas of fiction and nonfiction, narrative and expository. Students will read and develop activities using various types of trade books. Prerequisites and/or Special Considerations: none. Three credit hours. Offered all semesters.

### **EDL 580 METHODOLOGIES IN THE READING PROCESSES**

This course focuses on the complex processing systems used by proficient readers from early childhood through adolescence. Theories and research on the foundations of literacy will be explored and related to the reading process. Research-based instructional approaches that support learners in various stages of literacy development and from a variety of cultural, linguistic, and economic backgrounds will be studied. This course explores high-quality, diverse children's text, reflective practice, the mindful application of technology, and learning standards. Prerequisites and/or Special Considerations: none. Three credit hours. Offered fall semester.

### **EDL 581 EARLY LANGUAGE DEVELOPMENT AND LITERACY**

This course explores research and current understandings of the development of language and literacy in young children from birth through preschool. The foundational relationship between oral language and literacy development will be explored. Emphasis will be placed on the development of appropriate practices and balanced literacy as well as effective ways to support and scaffold language and literacy skills. If a student is enrolled in the M.S.Ed. Program in Students with Disabilities, a minimum of 25 participation hours is required. Prerequisites and/or Special Considerations: none. Three credit hours. Offered fall semester.

### **EDL 582 WORD STUDY: EARLY CHILDHOOD THROUGH ADOLESCENCE**

This course explores research and best practices in word study that includes phonemic awareness, phonics, and spelling instruction from early childhood through adolescence. The role of word recognition in the progression of reading and writing skills from pre-emergence through fluency and the stages of word knowledge will be addressed. The course will focus on planning instruction to match the needs of diverse learners within a balanced literacy framework and with knowledge of learning standards. Prerequisites and/or Special Considerations: EDL 580 or equivalent. Three credit hours. Offered fall semester.

### **EDL 583 CREATING STRATEGIC READERS AND WRITERS**

This course explores research and best practices in vocabulary instruction, comprehension strategy instruction, and responding to text across the disciplines. It examines the thinking processes integral to navigating and understanding increasingly complex text for readers at all stages of development. Emphasis will be placed upon the design of materials and instruction to enhance vocabulary, comprehension, writing, and study skills across the disciplines and to support learners in various stages of literacy development and from a variety of cultural, linguistic, and economic backgrounds. The use of reflective practice, new literacies, and alignment with learning standards will be integrated into strategic reading and writing. Prerequisites and/or Special Considerations: EDL 580 or equivalent. Three credit hours. Offered spring semester.

### **EDL 584 TEACHING WRITING THROUGH THE DEVELOPMENTAL PROCESS**

This course will explore the research related to the writing process, stages of writing development, and best practices in writing instruction. Emphasis will be placed on the integration of high-quality, diverse children's and young adult literature and non-fiction text to support learners from all backgrounds and stages of development from early childhood to adolescence. The use of reflective practice, new literacies, and learning standards will be integrated into writing instruction. Prerequisites and/or Special Considerations: EDL 580 or equivalent. Three credit hours. Offered summer semester.

### **EDL 585 ADOLESCENT LITERACY: TRANSACTING WITH LITERATURE**

This course explores theories, research-based practices, curricula, and materials related to literacy instruction for adolescent learners. The course emphasizes the selection and integration of high-quality, diverse texts for the adolescent. Strategies for the integration of language, writing, literature, content, and higher-level thinking skills will be included. The use of reflective practice, new literacies, and alignment with learning standards for diverse adolescent learners will be addressed. Prerequisites and/or Special Considerations: EDL 580 or equivalent. Three credit hours. Offered spring semester.

### **EDL 650 ASSESSMENT AND EVALUATION OF LITERACY**

This course provides an overview of current practices in the assessment and evaluation of students' literacy skills for the purpose of planning targeted instruction or providing remediation. A specific emphasis is on administering a repertoire of informal assessment tools and analyzing results in order to identify students' needs and appropriate methods of instruction. Prerequisites and/or Special Considerations: none. Three credit hours. Offered all semesters.

### **EDL 651 ASSESSMENT I: DIAGNOSIS AND REMEDIATION OF EMERGENT TO EARLY READERS**

This course investigates current practices and methods in literacy diagnosis and intervention with emergent and early readers. Theory and research relating to assessment and the implementation of assessment tools to identify emergent and early readers' strengths, weaknesses, and developmental levels will be explored. Emphasis will be placed upon designing assessment and instruction aligned with learning standards and providing targeted instruction to meet the needs of diverse emergent and early readers, including those in special education and from linguistically, culturally, and economically diverse backgrounds. Prerequisites and/or Special Considerations: EDL 580 or equivalent. Three credit hours. Offered fall semester.



## **EDL 652 ASSESSMENT II: DIAGNOSIS AND REMEDIATION OF EARLY TO FLUENT READERS**

This course investigates current practices and methods in literacy diagnosis and intervention with early to fluent readers. Theory and research relating to assessment and the implementation of assessment tools to analyze early and fluent readers' strengths, weaknesses, and developmental levels will be explored. Emphasis will be placed upon designing assessment and instruction aligned with learning standards and providing targeted instruction to meet the needs of diverse early to fluent readers, including those in special education and from linguistically, culturally, and economically diverse backgrounds. Prerequisites and/or Special Considerations: EDL 651. Three credit hours. Offered spring semester.

## **EDL 653 ASSESSMENT III: DIAGNOSIS AND REMEDIATION OF THE ADOLESCENT READER**

This course investigates current practices and methods in literacy diagnosis and intervention with adolescent readers. Theory and research relating to assessment to identify adolescent learners' strengths, weaknesses, and developmental levels will be explored. Emphasis will be placed on how to effectively teach middle and high school students who have not acquired sufficient literacy skills to be successful and engaged readers and writers. The course will explore assessments and instruction aligned with learning standards and methods for targeted instruction to meet the needs of a diverse body of adolescent learners, including those in special education and those from linguistically, culturally, and economically diverse backgrounds. Prerequisites and/or Special Considerations: EDL 652. Three credit hours. Offered spring semester.

## **EDL 671 PRACTICUM I: EARLY INTERVENTION**

This course provides the opportunity to apply the philosophy and pedagogy of an early intervention literacy program in a practicum situation. The course will focus on increasing expertise in administering and analyzing assessment tools to diagnose literacy difficulties and planning and implementing literacy intervention based on the individual needs of learners throughout 25 hours of college-supervised assessment and instruction. Emphasis will be placed on collaborating with peers to evaluate and reflect on practice, acting as a professional resource, and communicating with parents/caregivers and other professionals. Prerequisites and/or Special Considerations: EDL 580 or equivalent. Three credit hours. Offered all semesters.

## **EDL 676 PRACTICUM II: ELEMENTARY**

This course provides the opportunity to apply the philosophy and pedagogy of literacy instruction to elementary students in grades three through six. The course will focus on developing expertise in administering and analyzing assessments to diagnose literacy difficulties and planning literacy intervention based on the individual needs of learners throughout 25 hours of college-supervised assessment and instruction. Emphasis will be placed on collaborating with peers to evaluate and reflect on practice, acting as a professional resource, and communicating

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with parents/caregivers and other school professionals. Prerequisites and/or Special Considerations: none. Three credit hours. Offered all semesters.

### **EDL 681 PRACTICUM III: ADOLESCENT**

This course will focus on developing expertise in administering and analyzing multiple assessment instruments to diagnose literacy difficulties and planning literacy intervention based on the individual needs of adolescent learners throughout 25 hours of college-supervised instruction. Emphasis will be placed on collaborating with peers to evaluate and reflect on practice, acting as a professional resource, and communicating with the students, parents/caregivers, and school personnel. Prerequisites and/or Special Considerations: none. Three credit hours. Offered all semesters.

### **EDL 690 LEADERSHIP IN LITERACY**

This course explores literacy leadership through reflective study and investigates the role of professional development in building effective classroom instruction. The role of the literacy leader at the building and district levels, literacy coaching, characteristics of the adult learner, and effective communication with colleagues, other school personnel, and parents/caregivers will be studied. Prerequisites and/or Special Considerations: EDL 580. Three credit hours. Offered fall semester.

### **EDL 692 LITERACY PORTFOLIO AND PROFESSIONAL DEVELOPMENT**

The purpose of this course is to document growth of knowledge, reflection, and best practices throughout the Master's Program in Literacy. The course includes the creation of a professional portfolio with artifacts selected and revised in alignment with the International Literacy Association's Standards for the Preparation of Literacy Professionals. Prerequisites and/or Special Considerations: EDL 690. Three credit hours. Offered fall semester.

## **SPECIAL EDUCATION COURSE DESCRIPTIONS**

### **ESP 600 FOUNDATIONS OF SPECIAL EDUCATION**

Historical, social, and legal foundations of special education are examined in this course. An overview of the characteristics and instructional needs of individuals with disabilities for children birth through 12 along with issues related to school, community and family collaborations for children with disabilities is emphasized (including Autistic Spectrum Disorders) as identified in the present federal educational disability related legislation. Issues related to school, community and family collaborations for children with disabilities are also examined, including the New York State Learning Standards and Adaptive/Functional Curricula. Emphasis is on trends and legislation, which affect the provision of services in school, home, and community settings with a focus on inclusion of individuals with disabilities in home and school

settings. Students also study the use of assistive technology in schools. Prerequisites and/or Special Considerations: none. Three credit hours. Offered all semesters.

### **ESP 602 BEHAVIORAL STRATEGIES FOR WORKING WITH STUDENTS WITH EXCEPTIONALITIES: MANAGING THE LEARNING ENVIRONMENT**

This course is intended to help teacher candidates understand the assessment of and intervention for children with emotional and behavioral disorders. With an emphasis on school-age settings, study will focus on Autism Spectrum Disorder as it relates to effective emotional and behavioral strategies as well as theoretical and practical applications of behavioral analysis with concentration on the prevention of behavior problems while supporting the development of independence and positive social interaction skills. This course will also highlight affecting positive change in the social and academic behaviors of children with special needs, through the process of behaviorally-based instruction, functional behavioral assessments, and the development of behavior support plans. Prerequisites and/or Special Considerations: none. Three credit hours. Offered fall and spring semesters.

### **ESP 606 ASSISTIVE TECHNOLOGY IN SPECIAL EDUCATION**

Designed to help special educators develop an awareness of technology that can assist in the lives and learning of children birth through 12th grade, receiving special education. Technology for managing, assessing, and teaching across multiple computer operating systems will be covered as well as administrative applications of technology related to special education. Students will analyze the use of assistive technology devices that allow access to computers for children with physical challenges. Multicultural issues relating to technology access will be addressed in readings, lecture, and practicum. Prerequisites and/or Special Considerations: ESP 600; Students must co-register in ESP 604 or ESP 605. Three credit hours. Offered summer semester.

### **ESP 607 PROFESSIONAL, FAMILY AND COMMUNITY COLLABORATION IN SCHOOLS AND SCHOOLING**

This course provides a comprehensive set of strategies and methods for involving general and special education teachers, other professionals, parents and the community in collaborative partnerships for the benefit of children and adolescents with disabilities. School relationships with families of children and adolescents with special needs and potential barriers to these contacts to include cultural and individual perceptions will be considered along with legal rights of families whose children and adolescents receiving special education services. A strong emphasis will be placed on a family-centered approach to education with a goal that teachers will become better able to analyze their own personal values, beliefs, and cultural biases in order to offer better support for families. Prerequisites and/or Special Considerations: none. Three credit hours. Offered summer semester.

### **ESP 608 ASSESSMENT OF STUDENTS WITH DISABILITIES AT THE CHILDHOOD & MIDDLE CHILDHOOD LEVEL**

This course addresses assessment and program planning for elementary and middle school students with special needs. The class will emphasize an individualized, family-centered, and culturally competent approach to assessment. A study of assessment procedures used in the referral, identification, and instructional phases of program planning for students with special needs in childhood and middle childhood education will be emphasized. There will be a focus on those specific educational assessment methods and procedures used in decision making and program planning for students with disabilities, including those with culturally, linguistically, and economically diverse backgrounds and those needing assistive technology.

Prerequisites and/or Special Considerations: ESP 600. Three credit hours. Offered summer semester.

### **ESP 612 EDUCATING STUDENTS WITH MILD AND MODERATE DISABILITIES**

This course analyzes the characteristics and educational difficulties of children and adolescents with a wide range of mild and moderate disabilities. Key issues confronting educators of students with disabilities are explored with emphasis on the integration of general education and special education methodologies. The development and implementation of Individualized Education Plans for children and adolescents with mild to moderate disabilities will be discussed. The relevant legal and service mandates as per IDEA and ADA will be examined. Assistive technology services of children with special needs in the school will also be addressed. Prerequisites and/or Special Considerations: ESP 600 or equivalent. Three credit hours. Offered fall and spring semesters.

### **ESP 613 EDUCATING STUDENTS WITH SEVERE AND MULTIPLE DISABILITIES**

This course examines the characteristics of elementary, middle, and high school learners with severe or multiple disabilities. It also examines the issues, problems, and trends affecting the development and implementation of community-based educational, recreational, work and living options and supports. Topics include least restrictive environment and inclusion, Individualized Education Plans, person-centered planning, family involvement, medical concerns as relevant to the classroom, advocacy, and teacher roles and responsibilities. The unique perceptions, educational, and social needs of families of children with severe and multiple disabilities will also be examined with sensitivity to culture and values. Prerequisites and/or Special Considerations: ESP 612 or equivalent. Three credit hours. Offered as needed.

### **ESP 618 ASSESSING CHILDREN (1<sup>ST</sup>-6<sup>TH</sup> GRADE) WITH EXCEPTIONALITIES**

The purpose of this course is to provide knowledge and develop skills in assessment, diagnosis and remediation of children with special needs from birth through middle childhood. The class will emphasize an individualized, culturally competent approach to assessment that identify children's strengths and weaknesses. There will be additional focus on specific educational assessment methods and procedures used for students with disabilities to include those with culturally or linguistically diverse backgrounds and students needing assistive technology. Prerequisites and/or Special Considerations: ESP 600, ESP 612, ESP 613. Three credit hours. Offered spring and summer semesters.

### **ESP 619 ASSESSING CHILDREN (7<sup>TH</sup>-12<sup>TH</sup> GRADE) WITH EXCEPTIONALITIES**

The purpose of this course is designed to investigate and develop skills in assessment, diagnosis and remediation of children with disabilities in grades 7-12. Students will learn program planning with an emphasis on individualized and culturally competent approaches to assessment. Students will learn the process of identification, referral and assessment procedures used for the adolescent child in grades 7-12. There will be specific focus on educational assessments geared for transitions from school to adult and programming that meets the needs of children and their families. The appropriate use of assistive technology, modifications and accommodations as it relates to assessment will also be covered. Prerequisites and/or Special Considerations: ESP 600 or equivalent, ESP 612, ESP 613. Three credit hours. Offered spring and summer semesters.

### **ESP 621 METHODS FOR CONTENT AREA INSTRUCTION - STUDENTS WITH DISABILITIES GRADES 1-6**

This course provides a foundation for the development of differentiated instructional planning, the use of curricular adaptations, technology, assessment, and instructional strategies intended to support elementary learners with diverse learning needs in Grades 1-6. Students will design unit and lesson plans and assessments using these methods and align them with the New York State P-12 Common Core Learning Standards. The use of technology, including assistive technology, will be integrated into instruction. Prerequisites and/or Special Considerations: ESP 612, ESP 613. Three credit hours. Offered as needed.

### **ESP 622 METHODS FOR CONTENT AREA INSTRUCTION - STUDENTS WITH DISABILITIES GRADES 7-12**

This course provides a foundation for the development of differentiated instructional planning based on research validated methods, the use of curricular adaptations, technology, assessment, and instructional strategies intended to support adolescent learners with diverse learning needs in Grades 7-12. Alignment of pedagogical practices with the New York State Learning Standards

will be emphasized. Prerequisites and/or Special Considerations: ESP 612, ESP 613. Three credit hours. Offered as needed.

### **ESP 630 FIELDWORK I: GRADES 1-6**

This course provides foundational clinical experiences in grades 1-6 that include meaningful engagement with grade 1-6 students with disabilities to allow candidates to demonstrate the practices that support student learning and development in the field of special education. This experience will be supervised by college faculty. A minimum of fifty hours must be documented. Prerequisites and/or Special Considerations: none. Zero credit hours. Offered as needed.

### **ESP 631 FIELDWORK II: GRADES 1-6**

This course provides intermediate clinical experiences in grades 1-6 that include meaningful engagement with grade 1-6 students with disabilities to allow candidates to apply the practices and methodology that support student learning and development in the field of special education. This experience will be supervised by college faculty. A minimum of fifty hours must be documented. Prerequisites and/or Special Considerations: ESP 631. Zero credit hours. Offered as needed.

### **ESP 632 FIELDWORK I: GRADES 7-12**

This course provides foundational clinical experiences in grades 7-12 that include meaningful engagement with students with disabilities to allow candidates to demonstrate the practices that support student learning and development in the field of special education. This experience will be supervised by college faculty. A minimum of fifty hours must be documented. Prerequisites and/or Special Considerations: none. Zero credit hours. Offered as needed.

### **ESP 633 FIELDWORK II: GRADES 7-12**

This course provides intermediate clinical experiences in grades 7-12 that include meaningful engagement with students with disabilities to allow candidates to apply the practices and methodology that support student learning and development in the field of special education. This experience will be supervised by college faculty. A minimum of fifty hours must be documented. Prerequisites and/or Special Considerations: ESP 632. Zero credit hours. Offered as needed.

### **ESP 635 FIELDWORK I: GRADES 1-6 (ADVANCED CERTIFICATION)**

This course provides foundational clinical experiences in grades 1-6 that include meaningful engagement with grade 1-6 students with disabilities to allow candidates to demonstrate the practices that support student learning and development in the field of special education. This experience will be supervised by college faculty. A minimum of twenty-five hours must be

documented. Prerequisites and/or Special Considerations: none. Zero credit hours. Offered as needed.

### **ESP 636 FIELDWORK II: GRADES 1-6 (ADVANCED CERTIFICATION)**

This course provides intermediate clinical experiences in grades 1-6 that include meaningful engagement with grade 1-6 students with disabilities to allow candidates to apply the practices and methodology that support student learning and development in the field of special education. This experience will be supervised by college faculty. A minimum of fifty hours must be documented. Prerequisites and/or Special Considerations: ESP 635. Zero credit hours. Offered as needed.

### **ESP 637 FIELDWORK I: GRADES 7-12 (ADVANCED CERTIFICATION)**

This course provides intermediate clinical experiences in grades 1-6 that include meaningful engagement with grade 1-6 students with disabilities to allow candidates to apply the practices and methodology that support student learning and development in the field of special education. This experience will be supervised by college faculty. A minimum of fifty hours must be documented. Prerequisites and/or Special Considerations: none. Zero credit hours. Offered as needed.

### **ESP 638 FIELDWORK II: GRADES 7-12 (ADVANCED CERTIFICATION)**

This course provides intermediate clinical experiences in grades 7-12 that include meaningful engagement with students with disabilities to allow candidates to apply the practices and methodology that support student learning and development in the field of special education. This experience will be supervised by college faculty. A minimum of fifty hours must be documented. Prerequisites and/or Special Considerations: ESP 637. Zero credit hours. Offered as needed.

### **ESP 688P INTEGRATIVE PRACTICUM I: 1<sup>ST</sup>-3<sup>RD</sup> GRADE**

This course provides students seeking Students with Disabilities certification (1st-3rd grade) with experience in educating children who have been identified as needing special education services. Students will demonstrate their ability to provide differentiated instruction and apply appropriate teaching strategies that meet the specific needs of children with disabilities. Students will gain experience in administering assessments, developing IFSP/ IEP's/504 plans and planning and delivering instruction in a tutorial setting. Students will prepare reports for shared collaboration with parents and other professionals directly involved with the child's educational progress. Through involvement in the practicum, students will acquire a realistic perspective of special education and develop the knowledge, skills, and aptitudes needed for entry into Students

with Disabilities educator positions. Prerequisites and/or Special Considerations: none. Three Credit hours. Offered all semesters.

### **ESP 688J INTEGRATIVE PRACTICUM I: 4<sup>TH</sup>-6<sup>TH</sup> GRADE**

This course provides students seeking Students with Disabilities certification (4th-6th grades) with experience in educating children who have been identified as needing special education services. Students will demonstrate their ability to provide differentiated instruction and apply appropriate teaching strategies that meet the specific needs of children with disabilities. Students will gain experience in administering assessments, developing IFSP/ IEP's/504 plans and planning and delivering instruction in a tutorial setting. Students will prepare reports for shared collaboration with parents and other professionals directly involved with the child's educational progress. Through involvement in the practicum, students will acquire a realistic perspective of special education and develop the knowledge, skills, and aptitudes needed for entry into Students with Disabilities educator. Prerequisites and/or Special Considerations: none. Three Credit hours. Offered all semesters.

### **ESP 689A INTEGRATIVE PRACTICUM II: 7<sup>TH</sup>-9<sup>TH</sup> GRADE**

This course provides students seeking Students with Disabilities (7th - 9th grade) with experience in educating children who have been identified as needing special education services. Students will demonstrate their ability to provide differentiated instruction and apply appropriate teaching strategies that meet the specific needs of children with disabilities. Students will gain experience in administering assessments, developing IEP's/504 plans and planning and delivering instruction in a tutorial setting. Students will prepare reports for shared collaboration with parents and other professionals directly involved with the child's educational progress. Through involvement in the practicum, students will acquire a realistic perspective of special education and develop the knowledge, skills, and aptitudes needed for entry into Students with Disabilities educator positions. Prerequisites and/or Special Considerations: none. Three Credit hours. Offered all semesters.

### **ESP 689S INTEGRATIVE PRACTICUM II: 10<sup>TH</sup>-12<sup>TH</sup> GRADE**

This course provides students seeking Students with Disabilities educator certification (10th - 12th grade) with experience in educating children who have been identified as needing special education services. Students will demonstrate their ability to provide differentiated instruction and apply appropriate teaching strategies that meet the specific needs of children with disabilities. Students will gain experience in administering assessments, developing IEP's/504 plans and planning and delivering instruction in a tutorial setting. Students will prepare reports for shared collaboration with parents and other professionals directly involved with the child's educational progress. Through involvement in the practicum, students will acquire a realistic perspective of special education and develop the knowledge, skills, and aptitudes needed for entry into Students with Disabilities educator positions. Prerequisites and/or Special Considerations: none. Three Credit hours. Offered all semesters.



## **ESP 691 PORTFOLIO FOR STUDENTS WITH DISABILITIES PRACTICE**

The purpose of this course is to provide students with documentation of their growth and achievement throughout their Master's program in Students with Disabilities. Emphasis will be on the creation and selection of specific artifacts that represent evidence of knowledge, application and reflective practice in teaching students with disabilities. The course will also cover leadership in inclusive classrooms and the role of students with disabilities educators in the collaborative process. Included in the course, will be the development and implementation of an informational workshop/presentation to peers, educators and other professionals, highlighting an area of concern in students with disabilities education. Prerequisites and/or Special Considerations: must be taken with ESP 688 or ESP 689. Three credit hours. Offered fall semester.

## **ESP 695 STUDENT TEACHING – STUDENTS WITH DISABILITIES (GRADES 1-6)**

Student teaching provides teacher candidates with a culminating clinical experience consisting of one seven-week placement, specializing in a Students with Disabilities setting (Grades 1-6). Teacher candidates will gain experience using the New York State P-12 Common Core Learning Standards and the New York State Learning Standards in each of the content areas. Throughout the experience, teacher candidates will be mentored and evaluated by an Associate Teacher and College Supervisor. Prerequisites and/or Special Considerations: 3.0 cumulative GPA. Three credit hours. Offered as needed.

## **ESP 696 STUDENT TEACHING – STUDENTS WITH DISABILITIES (GRADES 7-12)**

Student teaching provides teacher candidates with a culminating clinical experience consisting of one seven-week placement, specializing in a Students with Disabilities setting (Grades 7-12). Teacher candidates will gain experience using the New York State P-12 Common Core Learning Standards and the New York State Learning Standards in each of the content areas. Throughout the experience, teacher candidates will be mentored and evaluated by an Associate Teacher and College Supervisor. Prerequisites and/or Special Considerations: 3.0 cumulative GPA. Three credit hours. Offered as needed.

## **ADVANCEMENT COURSES**

Medaille College's Department of Education has partnered with Advancement Courses, a leader in professional development, to offer online continuing education graduate courses for teachers.

[Advancement Courses](#) offers 240+ graduate-level credit courses for K-12 teachers with credit hours and transcripts provided through a partnership with Medaille College. Created by subject matter experts with extensive classroom experience, courses are designed to be more engaging, meaningful, and enjoyable for teachers – with a focus not just on new, innovative techniques, but

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also on developing tangible products such as lesson plans or assessments that can be immediately used in the classroom.

Experienced facilitators guide learners through every course, answering questions and offering detailed feedback on assignments. A dedicated community space allows teachers to connect with other educators, explore new ideas, and share resources. And since the courses are online and self-paced, teachers can complete them anywhere and at any time for up to 6 months after enrollment.

## DEPARTMENT OF SOCIAL SCIENCES

### M.S. IN HOMELAND SECURITY

Degree Earned	Total Number of Credits	Delivery Format	Locations
MS	30	-On-ground (day and evening) Online -Hybrid (online and on-ground)	Buffalo

### PROGRAM DESCRIPTION

Homeland Security events including issues involving terrorism, emergency management, and disaster management, relief and mitigation populate news headlines every day. The need has never been so great for trained professionals in the various fields of Homeland Security. These professionals are needed by government agencies, commercial enterprises and private sector businesses. The Master of Science in Homeland Security will prepare students for careers in these fields as professionals trained, educated, and prepared to recognize, evaluate, prepare and respond to incidents involving terrorism, man-made or natural disasters, and other Homeland Security-related issues.

### PROGRAM OBJECTIVES

1. To attain mastery in fields of study of Homeland Security.
2. To engage in and conduct complex and advanced analysis of Homeland Security-related issues.
3. To learn to communicate both orally and verbally in a manner commensurate with the professional requirements of a Homeland Security professional.
4. To apply discipline-specific knowledge in a professional setting.
5. To develop ethical individuals who are capable of engaging and empowering others with those ethical values through leadership and example.

### PROGRAM SCHEDULE

Course Number & Title	Credits
HLS 501 Introduction Seminar in Homeland Security	3
HLS 503 U.S. National Strategy for Homeland Security	3
HLS 575 Contemporary Leadership and Ethical Issues in Homeland Security	3
HLS 595 Intelligence and Homeland Security	3
HLS 611 Domestic Terrorism, Radicalization, & Extremist Groups	3
HLS 613 Cyber Crime and Cyber Terrorism	3

HLS 621 Border and Port Security	3
HLS 622 Airport and Aviation Security	3
HLS 631 Critical Infrastructure and Emergency Management	3
HLS 651 Capstone Course in Homeland Security	3
<b>TOTAL CREDIT HOURS</b>	<b>30</b>

## COURSE DESCRIPTIONS

### HLS 501 INTRODUCTION SEMINAR IN HOMELAND SECURITY

This course examines the primary elements of Homeland Security studies including the history and administration of Homeland Security in the United States, an introduction to Homeland Security law and policy, an introduction to terrorism, and an introduction to emergency management. This course introduces the concept of the rule of law in defending the homeland, and important concepts in the study of terrorism including a brief historical examination of terrorism. The course discusses the difference between terrorist acts and ordinary criminal activity. The course examines the ways in which the United States interacts with the world community economically, politically, and socially in relation to Homeland Security issues. In addition, the course introduces the principles of emergency management, and introduces the process for management of large-scale incidents. Prerequisites and/or Special Considerations: none. Three credit hours.

### HLS 503 U.S. NATIONAL STRATEGY FOR HOMELAND SECURITY

This course examines the concept of U.S. National Strategy for Homeland Security in the context of recent history by identifying and analyzing US Homeland Security strategy as codified by the Homeland Security Presidential Directives, and the past and current U.S. Department of Homeland Security Strategic Plans. In general, the U.S. National Strategy for Homeland Security seeks to deter and prevent terrorist attacks; secure and manage U.S. borders; enforce and administer U.S. immigration laws; protect cyber networks; protect critical infrastructure; and enable mitigation and recovery from disasters. The course describes the evolution of institutional and organizational relationships that are emerging to accomplish the various National-Strategy-for-Homeland-Security missions and functions. This course introduces the current U.S. National Security Strategy and examines the many issues and factors involved in national security policymaking. The course compares and contrasts U.S. National Security Strategy and the U.S. National Strategy for Homeland Security. The course analyzes the compromises that are necessary when policy decisions involve differing political, social, economic, military, and ethical goals. Prerequisites and/or Special Considerations: none. Three credit hours.

## **HLS 575 CONTEMPORARY LEADERSHIP AND ETHICAL ISSUES IN HOMELAND SECURITY**

This course provides students with an examination of organizational codes of conduct, ethical decision-making, ethical leadership, and moral courage. It examines ethical issues regarding the application of Homeland Security law and the challenges associated therein regarding the protection of individual civil rights. The course explores the history of ethical conduct in the rule of law and analyzes the use of governmental leadership and legislation as part of the response to threats to Homeland Security. The course analyzes the treatment of captured terrorists and the ethical and legal issues involved. It examines the theories, roles, and practices of leadership, focusing on the issues facing government officials in Homeland Security. The course analyzes the past performance of leaders involved in Homeland Security-related critical incidents and analyzes the impact government officials' leadership styles have on the resolution and management of significant issues. The course compares and contrasts the differences between various definitions of management and leadership. Prerequisites and/or Special Considerations: none. Three credit hours.

## **HLS 595 INTELLIGENCE AND HOMELAND SECURITY**

This course examines the structure, roles, and interactions of foreign and domestic intelligence communities, the intelligence gathering and analysis capabilities of the criminal justice and private sector entities, and covert and counterintelligence operations. It includes a survey of the field of intelligence. Emphasis is placed on the collection, analysis, and review of the function, principles, and methods of intelligence collection. The course evaluates the use of intelligence in the Homeland Security arena and the range of resources that are necessary to carry out intelligence operations. Central to the course is the understanding of intelligence as it relates to its use in law enforcement and homeland security. Prerequisites and/or Special Considerations: none. Three credit hours.

## **HLS 611 DOMESTIC TERRORISM, RADICALIZATION, & EXTREMIST GROUPS**

This course examines the origins of terrorism within the United States. It provides a foundation for constructing a definition and explanation of the tactics and behaviors of domestic terrorists. The course classifies terrorism within the area of criminal justice by exploring the definition and differences between terrorist- and non-terrorist related criminal acts. The course analyzes different types of domestic terrorism including eco-terrorism, militias, racial violence and anti-abortion violence. The course identifies, evaluates and analyzes the concept and practice of violent radicalization and recruitment into terrorism. Models, circumstances, processes, and behaviors underlying the reasons how and why people become radicalized and join terrorist groups are explored. The course identifies and analyzes policies and approaches aimed at countering this radicalization. Methods that can be used to help people de-radicalize and disengage from terrorist activities are discussed. The course develops a definition of "lone-wolf"

terrorism and analyzes the recent state of lone wolf attacks throughout the US and the rest of the world. Prerequisites and/or Special Considerations: none. Three credit hours.

### **HLS 613 CYBER CRIME AND CYBER TERRORISM**

The exponential power and influence of emerging technologies provides unprecedented access to people and commodities worldwide. In exchange for the convenience of sophisticated hardware and software applications, users forego any expectation of privacy or anonymity, and unwittingly subject themselves to potential exploitation by cyber criminals and cyber terrorists. This course examines the history and evolving nature of cybercrime and cyber terrorism. It compares and contrasts the relationship between cybercrime and cyber terrorism and discusses the differences between hacking and cybercrime. The course identifies and explains the relationships and differences between criminal hacking and state-sponsored hacking. It explores the concepts of data theft, intellectual property theft, and identity theft. The course introduces the tools and methods used to exploit computer networks and strategies used to protect against them. Prerequisites and/or Special Considerations: none. Three credit hours.

### **HLS 621 BORDER AND PORT SECURITY**

This course introduces and analyzes key U.S. border security issues. It identifies the policies established by U.S. Homeland Security agencies used to maintain border security. The course analyzes and discusses specific border-related issues including the effect that U.S. immigration policy has on border security and issues related specifically to trains, trucks, pipelines, ships, and the smuggling of weapons of mass destruction (WMD). The course examines the technology needed to detect and deter terrorists and WMD. Emphasis is placed on human, drug, and arms trafficking along the U.S.-Mexico border, as well as comparative examples from border regions around the world. The course discusses the role of drug cartels, criminal gangs, and corruption as related to border security. The course examines issues at the U.S.-Canadian border, U.S.-Mexican border, and maritime Ports of Entry. Prerequisites and/or Special Considerations: none. Three credit hours.

### **HLS 622 AIRPORT AND AVIATION SECURITY**

This course examines United States Homeland Security airport and aviation security. The course examines historical U.S. airport and aviation security and compares and contrasts those policies to US airport and aviation security policies since 9/11. It evaluates and analyzes threats to airport and aviation security posed by terrorists. The course identifies potential vulnerabilities to airport and aviation security and discusses alternatives to U.S. and Department of Homeland Security policies and procedures. The course explores the formation of the Transportation Security Agency (TSA) and discusses and analyzes its efficacy. It compares and contrasts US airport and aviation security with that of other nations. It examines the legal implications of TSA and Department of Homeland Security policies and procedures on civil rights and civil liberties. The course explores the role of technology in airport and aviation security and compares and contrasts technological innovations with manual and verbal methods. The course explores the

physical and legislative differences between airport and aviation security and border security. Prerequisites and/or Special Considerations: none. Three credit hours.

### **HLS 631 CRITICAL INFRASTRUCTURE AND EMERGENCY MANAGEMENT**

This course provides students with an introduction to the concept of critical infrastructure and the prevention, mitigation and recovery from disasters involving critical infrastructure. The course defines critical infrastructure and examine methods for prioritization and protection of critical infrastructure. It identifies specific examples of critical infrastructure including information technology, telecommunications, chemical, transportation, food, energy, water, public health, and emergency services. The course analyzes the threats to those specific examples and explores methods and procedures that can be used to protect them and aid them in disaster recovery. It investigates problems and solutions relating to the tactics for defending critical infrastructures. It examines the physiological and psychological aspects of disaster management and presents the effect those disasters and other traumatic events can have on the individuals, organizations and communities involved. Finally, the course examines critical incident stress management, prevention and mitigation strategies and protocols that can be used in the workplace and community. Prerequisites and/or Special Considerations: none. Three credit hours.

### **HLS 651 CAPSTONE COURSE IN HOMELAND SECURITY**

The Capstone Course in Homeland Security provides a summary experience at the conclusion of all courses in the degree path. The course examines contemporary Homeland Security issues beginning with an analysis of current Presidential and Department of Homeland Security policies and continues with an evaluation of the operational and tactical activities of the Department of Homeland Security. The course provides a self-reflection on studies within the disciplines of Homeland Security and Emergency Preparedness. The course is a culminating study and research experience designed to develop competencies in problem identification; conducting, using, and interpreting research for analysis; and professional writing skills. This course requires an independent, original research paper on an issue of the student's choice. Prerequisites and/or Special Considerations: All Prior M.S. In Homeland Security Courses. Three credit hours.

## M.A. IN PSYCHOLOGY

Degree Earned	Total Number of Credits	Delivery Format	Locations
MA	30	-On-ground (day and evening) Online -Hybrid (online and on-ground)	Buffalo

### PROGRAM DESCRIPTION

Medaille College’s M.A. in Psychology is a 36-credit course of study in which students take 3-credit courses: Social Psychology, Cognitive Psychology, Biological Basis of Behavior, Research Methods, Assessment, Counseling, Statistics, Evolutionary Psychology, Developmental Psychology, and Psychopathology. In addition to this coursework, students must also successfully complete EITHER a thesis of potentially publishable quality (6 credits) OR an internship (6 credits) in order to earn the M.A. degree. Students may enroll in either the on-campus or online program.

The M.A. in Psychology is designed to provide students with a thorough grounding in advanced principles and methods of psychology at a graduate level suitable for building careers in business, education, research, and government. The objectives include providing students with an opportunity to:

- explore several sub fields of psychology
- learn more about the science and practice of psychology and focus their interest
- gain advanced training in each of the core areas of study
- develop the analytical tools necessary to successful careers and/or further study in psychology at the doctoral level

Those students with a goal of continuing to doctoral-level study will have the opportunity to strengthen their credentials and to gain a more advanced background to facilitate continued learning. See the Master of Arts in Psychology Handbook for further information.

**Optional Concentration in Sport Psychology:** Students in the M.A. in Psychology may pursue an optional concentration in “Sport Psychology”. The concentration in Sport Psychology is designed to provide students advanced coursework to pursue sport psychology and coaching as a vocation. Content will focus on fundamental principles in the area of sport psychology, sport counseling and intervention, psychological factors in rehabilitation and coaching and performance. This advanced study will also serve professionals in the field of sport performance, coaching, health, fitness and wellness. Students will declare upon entering Program or at the end of First Semester in attendance.

## ON-GROUND PROGRAM SCHEDULE

The on-campus Master of Arts in Psychology is a full-time program. Students take 4 courses per semester for one year (fall, spring, summer). Each course is 3 credit hours for a total of 12 credit hours per semester or 36 total credit hours.

<b>Fall Semester /Spring Semester-students will take 4 courses in the following formats:</b>
1 Online Course for 15 Weeks (Online Course Format)
1 On-Campus Course for 15 Weeks (15 Week Course Format)
2 Half Semester Courses for 7 weeks each (7-1-7 format)
<b>Summer Semester-students will take 3 courses in the following formats:</b>
1 Course for 15 Weeks (PSY 797 Thesis Guidance or PSY 677 Internship)
2 Half Semester Courses for 7 weeks each (7-1-7 format)

### COURSE FORMATS

**Online:** Students will take one 15-week online course in the fall semester and one 15-week online course in the spring semester.

**15 Week:** On- ground classes that run over the entire semester (15 Weeks) meet one night per week for 3 hours, from 6 p.m. - 9 p.m.

**7-1-7:** Each 15-week semester is divided into two 7-week course cycles with a 1-week break separating each cycle. Each class taken in the 7-week format meets one night per week from 6 p.m. - 10 p.m. Students take one 7-week on-campus class in the first cycle and a second 7-week on-campus class in the second cycle.

**\*\*Note:** Classes also meet the first and last Saturday of the course for 4.5 hours on a Saturday (A total of 2 Saturday sessions per course or 4 Saturday sessions per semester). Thus, the 7-1-7 courses start with a Saturday orientation and end with a Saturday conclusion set aside for assessment and competency.

### DELIVERY FORMAT

In the fall semester, students take two consecutive 7-week courses with a Saturday component at the beginning and end of each course; additionally, they take one 15-week course and one online course. This format allows students to attend classes only 2 nights a week. This schedule format is repeated in the spring. In the summer, students take two consecutive 6-week courses with a Saturday component at the beginning and end of each course and register for either Thesis Guidance or Internship. Meeting times for Thesis and Internship are arranged with the student's supervisor.



Because the coursework is sequentially arranged, it is strongly recommended that students start the program in the fall semester. However, students will also be accepted at the beginning of the spring term with the understanding that they are entering a coherent and unified program midstream. No student shall be allowed to begin the program during the summer semester.

### GRADUATE PLACEMENT DATA

Psychology	2009	2010	2011	2012
Employed	83%	100%	100%	78%
Employed in Field Related to Degree	83%	50%	83%	78%
Furthering Education	33%	50%	17%	39%
Placement Rate	83%	100%	100%	100%

### PROGRAM SEQUENCE (ON-GROUND)

#### **FALL SEMESTER**

PSY 631 Developmental Psychology (3)  
 PSY 504 Social Psychology (3)  
 PSY 511 Cognitive Psychology (3)  
 PSY 521 Biological Basis of Behavior (3)

#### **SPRING SEMESTER**

Students will either take the optional concentration in Sport Psychology, or, the regular sequence of courses listed below.

*Optional Concentration in Sport Psychology (12 credits)*

- PSY 635 Sport Psychology (3)
- PSY 645 Sport Counseling and Intervention (3)
- PSY 655 Psychological Factors in Rehab from Injury (3)
- PSY 665 Advanced Coaching Principles (3)

*Non-concentration option (12 credits)*

- PSY 760 Psychopathologies (3)
- PSY 602 Counseling (3)
- Students must select two electives from the following list (total 6 credits): PSY ELECTIVE 1 (3), PSY ELECTIVE 2 (3)

#### **SUMMER SEMESTER**

PSY 607 Statistics (3)  
 PSY 531 Research Methods (3)

\*\*PSY 797 Thesis Guidance (6) or \*\*PSY 677 Internship (arranged with instructor) (6)  
*\*\*Student must obtain instructor permission to register for PSY 797 or PSY 677*

**TOTAL CREDITS: 36**

Program Sequence (On-Line)

**Session I**

PSY 631 Developmental Psychology (3)

PSY 504 Social Psychology (3)

PSY 511 Cognitive Psychology (3)

**Session II**

*Optional Concentration in Sport Psychology (9 credits)*

- PSY 521 Biological Basis of Behavior (3)
- PSY 635 Sport Psychology (3)
- PSY 645 Sport Counseling and Intervention (3)

*Non-concentration option (9 credits)*

- PSY 760 Psychopathologies (3)
- PSY 602 Counseling (3)
- PSY 521 Biological Basis of Behavior (3)

**Session III**

*Optional Concentration in Sport Psychology*

- PSY 607 Statistics (3)
- PSY 655 Psychological Factors in Rehab from Injury (3)
- PSY 665 Advanced Coaching Principles (3)

*Non-concentration option*

- PSY 607 Statistics (3)
- Students must select two electives from the following list (total 6 credits): PSY Elective 1 (3), PSY Elective 2 (3)

**Session IV**

PSY 531 Research Methods (3)

\*\*PSY 797 Thesis Guidance (6) or \*\*PSY 677 Internship (arranged with instructor) (6)

*\*\*Student must obtain instructor permission to register for PSY 797 or PSY 677*

**TOTAL CREDITS: 36**

## THE MASTER'S THESIS

The Master of Arts with Thesis candidate must successfully complete a thesis. There will be a thesis advisor (1) who encourages the student in the design and execution of the research program and in the writing of the thesis. During the time the thesis is being completed, the student must register with the advisor or an assigned research director for a total of six (6) semester hours of thesis credit (PSY 797).

The thesis must be approved by the advisor in consultation with the student. Students are required to engage a thesis second reader: This **Second Reader** serves as the secondary expert who reviews the thesis for appropriate content, theory, and method. Note: The **Second Reader** is only required to read one draft of the thesis late in the process as the student prepares his/her final draft..

Students should identify a thesis advisor from faculty in the program by April 1. Students who would like to work with an advisor from the community may make this request of the Program Director. All thesis advisors must hold doctoral degrees in the behavioral or biological sciences or in health or mental health fields. Students must notify the Program Director once the advisor has agreed to work on the project. The Program Director can help identify potential thesis advisors.

Because of the fast-paced nature of the program, it is **highly recommended** that students begin researching their thesis topics early in the spring semester. Students should expect that the writing process will take a minimum of 3-4 months.

## USE OF HUMAN SUBJECTS

If human participants are involved in thesis research, the student must obtain approval from the Institutional Review Board at Medaille College. Application materials and instructions are available from the Program Director, and students should consult with the Program Director in preparing these materials. Data may not be collected for the Master's thesis before human subjects' approval has been granted.

## THE ORAL EXAMINATION

The final oral examination may be requested by the student, the thesis advisor, or the second reader of the thesis. A final oral examination on the Master's thesis shall be held when the student has completed the thesis to the satisfaction of the student's advisor, provided all other requirements for the Master of Arts degree have been completed and a 3.0 grade point average has been maintained throughout the student's coursework. An oral examination committee conducts the oral examination. The chairperson of the examination committee selects the time and place of the oral examination and is responsible for notifying the other members of the committee and the candidate. Members of the oral examination committee must be given a minimum of seven (7) business days to review the student's thesis prior to the oral examination.

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The duration of the oral examination is approximately one (1) hour. The decision to accept the oral examination as satisfactory must be unanimous. Students may present themselves for oral examination only twice.

## **THE MASTER'S INTERNSHIP**

The MA Psychology Internship is designed to provide an introduction to the role that psychologists play in varied settings. Under the guidance of both on-site and campus supervisors, students gain hands-on practical experience by shadowing professionals and/or by providing entry-level mental health services at a site of their choice. The experience provides students with an opportunity to integrate and apply acquired knowledge, theories, and concepts of psychology in a 180-hour placement developed in consultation with the faculty advisor. It can take place in a traditional mental health setting (community mental health agency, health care facility, psychiatric hospital etc.) in a human services setting (correctional facility, business setting, law enforcement agency, etc.) or in a research setting. Students have the flexibility to focus on areas of interest, which may include administrative, clinical, advocacy, or research activities. Supervision includes at least one-hour of individual weekly meetings with the Site Supervisor and participation in a biweekly seminar with the assigned campus supervisor.

The following applies to all students:

- Students may not complete the internship in settings in which they are employed.
- All students enrolled in practicum must be covered by Professional Liability Insurance.
- The Program Director, in conjunction with the student's advisor has the authority to determine a student's readiness for practicum.
- In order to register for internship, students must be in good academic standing (GPA of 3.0 on a scale of 4.0.)
- The final grade is determined by the Campus Supervisor in consultation with the Site Supervisor, who completes a final evaluation of the student's performance at the site.

## **TIME LIMITS**

All requirements for the degree of Master of Arts must be completed within three years of the date of admission to the Department of Psychology Graduate Program. All graduate students must be registered for a minimum of six credit hours during each fall, spring and summer semester. Graduate students in good academic standing who cannot maintain continuous registration should apply for a withdrawal by the beginning of the semester in which the leave is to begin. Students who do not apply for a withdrawal will be required to reapply for admittance into the program after being out of the program for one year.

## **REGISTRATION REQUIREMENTS**

All master's students are required to register every semester for at least one credit hour. When all other requirements have been completed except for the completion of the thesis and/or passing the oral examination or completion of the Internship, students may have an automatic one-term

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extension at the discretion of the thesis or internship supervisor. After one term, students are required to file for an extension and register for a minimum of 1 credit of PSY 797 or PSY 677.

## **TRANSFER OF COURSEWORK TAKEN AT OTHER INSTITUTIONS OR AS AN ADVANCED SPECIAL STUDENT**

A maximum of six (6) credit hours of graduate level coursework earned from regionally accredited institutions prior to or after matriculation at Medaille College Graduate School may be applied towards a master's degree in Psychology. All transfer credits must meet the following criteria:

- Courses must have been offered at the graduate level.
- Courses may not have been used to meet degree requirements for previously earned graduate degrees.
- Courses must have been completed within the last five years of matriculation in the Department.
- Courses must receive approval from the student's advisor, the Department Chair, Academic Dean and the Provost.
- A grade of "B" or above must have been earned in the requested transfer courses.
- The student may be subject to final examination in all coursework transferred into the Master's degree in Psychology.

\*\* Note: No credit is granted for correspondence courses or for "credit-by-examination" courses.

## **COURSE REQUIREMENT WAIVER**

In extraordinary circumstances, a course requirement waiver may be requested based on coursework taken at Medaille College or at another institution. To petition for a course requirement waiver, the student must submit a formal request for a [Waiver of a Course Requirement](#) with accompanying documentation to the Advisor. When a course requirement is waived, the student is still responsible for meeting all program credit requirements.

## **CONCERNS OR QUESTIONS ABOUT A COURSE, GRADE OR PROGRAM REQUIREMENT**

In the event that a student has a concern or question about a course, the instructor of the course should be consulted before bringing concerns to the Program Director. If the situation is not resolved in consultation with the instructor, concerns and/or questions should be brought to the attention of the Program Director. If the concerns cannot be resolved, the issue may then be brought to the Provost or his/her delegate. The Provost or his/her delegate's decision is final.

## GRADE POINT AVERAGE REQUIREMENTS

A student earning less than C in any course is required to repeat the course, and a student may carry a maximum of two C grades on their transcript during the program. Should a student receive a grade lower than a C, the class must be repeated. A student may repeat any course in an effort to earn a higher grade. The later grade will be used in computing the grade point average.

Continuation in graduate studies requires satisfactory progress toward a graduate degree. Evidence of such progress includes maintenance of a minimum 3.0 cumulative grade point average each term. The progress of each student is reviewed each term by a committee designated by the Provost. Failure to maintain the minimum 3.0 cumulative grade point average will result in being placed on probation. Any student on probation must not only achieve a 3.0 cumulative average within two successive terms following the term in which the deficiency occurred but must also maintain at least a 3.0 term average in any term in which he or she is on probation. Failure to meet either of these requirements will result in dismissal from graduate studies at Medaille.

Any graduate student who receives a grade of F or U in any course required for completion of the M.A. degree or who indicates a lack of ability as determined by the program faculty will receive an immediate academic review by the graduate program faculty in the department. Upon completion of the academic review, the department may place the student on academic probation.

Such notice will be made in writing by the Program Director or Department Chair prior to the end of the drop/add period of the next semester and will indicate the terms of the probation and its removal. Any graduate student not meeting the written terms of their academic probation may be academically dismissed from the College.

Students who have been dismissed may apply for readmission to the Graduate Admissions Committee after the lapse of two regular semesters. Such students who then again are placed on probation must earn removal by the end of one semester or be subject to or dismissal.

If a student wishes to appeal an academic standards decision, he or she may appeal through to the Academic Affairs Office. The initial appeal must be in writing within 14 calendar days of notification or by the end of the first week of the next semester (whichever comes first) and state, in specific terms, the student's case for appeal.

## GRADUATION REQUIREMENTS

In order to qualify for graduation, graduate students must have

- a minimum 3.0 cumulative grade point average within their academic program
- a maximum of two current grades below a B-
- no current grades of F or U.

The computation of academic standing is based on hours earned each term. The most recent grade for each course is used to determine eligibility to graduate.

Students should complete an Application for Graduation the semester prior to finishing the program. This will allow the Registrar to review the student's transcript and confirm that the student has met the requirements for graduation or indicate what needs to be completed before the degree can be conferred. Application for graduation information can be found here: <http://www.medaille.edu/current-students/registrar>.

### **POLICY ON INCOMPLETES**

Under very rare circumstances, a student may request an Incomplete for a particular course. Incompletes (i) may be granted by the instructor only if the student is passing the course, (ii) must be completed within one semester after the course ends and (iii) must be requested, in writing, using the College's "Request for an Incomplete" form. Students may receive a maximum of two (2) Incompletes during the course of their program.

### **PROFESSIONALISM**

The Psychology Program expects students to maintain their integrity and professionalism as students and prospective professionals. Students are expected to be psychologically sound, interpersonally effective, and able to engage with peers, faculty, colleagues, consumers, and professionals in a healthy and responsible manner. Students are expected to give and receive feedback as a part of their training and growth.

Students are not only expected to achieve academically at the graduate level, but also to manage themselves throughout the program as ethical professionals-in-training. Issues of Ethical Misconduct, Behavioral Misconduct, Impairment, and Incompetence will be dealt with swiftly and fairly as they might arise.

## **MA IN PSYCHOLOGY COURSE DESCRIPTIONS**

### **PSY 504 SOCIAL PSYCHOLOGY**

The single most important environmental factor influencing human attitudes and behaviors is the presence of other humans. Social psychologists strive to understand how individuals and groups affect these attitudes and behaviors. This course focuses on topics such as measurement and analysis of behaviors, attitude structure and function, the origins of social norms, attraction, altruism, and antisocial behavior. Prerequisites and/or Special Considerations: none. Three credit hours.

### **PSY 511 COGNITIVE PSYCHOLOGY**

This course focuses on the science of the mental structures and processes involved in perception, attention, memory, problem solving, language use, consciousness, concept formation, reasoning, and decision-making. Prerequisites and/or Special Considerations: none. Three credit hours.

### **PSY 521 BIOLOGICAL BASIS OF BEHAVIOR**

As it is possible to link the workings of individual nerve cells to observable behavior, this course focuses on the mental processes that underlie how humans and other select organisms, perceive, learn, remember, and behave. Prerequisites and/or Special Considerations: none. Three credit hours.

### **PSY 531 RESEARCH METHODS**

This course focuses on the problems and procedures of research sciences with an emphasis on understanding the basic types of research, the development of sound research design, conducting an appropriate experiment, and effective writing skills necessary for preparing and reporting research. Prerequisites and/or Special Considerations: none. Three credit hours.

### **PSY 598 SPECIAL TOPICS IN PSYCHOLOGY**

Topics will be announced on a semester-by-semester basis. Course goals, objectives, and content will be determined by the topic. Prerequisites and/or Special Considerations: none. Three credit hours.

### **PSY 602 COUNSELING**

This course provides students with a solid overview of the counseling field. Topic covered include the traditional and current roles of a counseling psychologist, legal and ethical guidelines used in counseling practices, and major therapeutic approaches applied to the counseling setting. Prerequisites and/or Special Considerations: none. Three credit hours.

### **PSY 607 STATISTICS**

This course is designed to integrate statistical concepts with real world applications so that students can have a greater appreciation of statistics as a tool to analyze and validate psychological data. Prerequisites and/or Special Considerations: acceptance into the program. Three credit hours.

### **PSY 614 EVOLUTIONARY PSYCHOLOGY**

This course will explore the evolutionary mechanisms that underlie human behavior. As such, students apply the foundational principles of selection, drift, and inclusive fitness to concepts such as mating strategies, sexual jealousy, pregnancy sickness, parental nurturance/negligence,

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spatial memory, landscape preferences, and aggression and violence. Prerequisites and/or Special Considerations: PSY 521 or by permission of the instructor. Three credit hours.

### **PSY 631 DEVELOPMENTAL PSYCHOLOGY**

This course introduces students to the major theories that have shaped psychologists' understanding of human growth and development from conception, childhood and adolescence, to early, middle and late adulthood. Aspects of development discussed include the biosocial, cognitive, and psychosocial domains. Emphasis is placed on developmental problems and diagnosis of abnormal development. Prerequisites and/or Special Considerations: none. Three credit hours.

### **PSY 635 SPORT PSYCHOLOGY**

Sport Psychology will focus on factors that allow individuals, teams, and groups to rise to their potential as elite performers. This course will incorporate components of peak performance, mental toughness, collective consciousness, imagery and visualization. Students will study motivation, explore what role a sport psychologist plays in the sports medicine, substance use, sport science and sport performance realm. Content will also include a comprehensive understanding of the training and education is required of the professional sport psychologist. Prerequisites and/or Special Considerations: PSY 631. Three credit hours.

### **PSY 645 SPORT COUNSELING AND INTERVENTION**

This course is designed to provide students with knowledge and skills in the specialized area of sport counseling. Content will include aspects of counseling theories, career guidance, lifespan and various treatment modalities. Exploring competitive sport, psychosocial factors and building effective therapeutic relationships will be emphasized. Students will be trained in consultation with individual athletes, teams and sport organizations. Identified populations include youth, high school, college and professional sport. Prerequisites and/or Special Considerations: PSY 631. Three credit hours.

### **PSY 655 PSYCHOLOGICAL FACTORS IN REHABILITATION FROM INJURY**

This course is designed to introduce to students the high understanding of psychological factors of sport injury and rehabilitation. Sport demands a high level of physical activity and motor functions, which frequently results in sport injury. This course covers several topics involving injury prevention, psychological responses, brain injury, pain theory, group dynamic responses, social support, children psychological development, coaches' reactions, and re-injury anxiety. After completing this course, students will be able to understand an athlete's perception of sport injury and assisting the coping process. Prerequisites and/or Special Considerations: PSY 631. Three credit hours.

### **PSY 665 COACHING AND PERFORMANCE**

This course is an investigation of coaching as a vocation. A review of select theories, relative governing bodies, techniques of coaching and sport performance will serve as the foundation. Current research will be explored in areas including, but not limited to, leadership behavior in sport, building confidence, coaching elite performers, sport specificity, team cohesion, role clarity, youth coaching and successful strategy. Wellness, fitness and sport specific cases and related measurements will be studied along with gender, race and longevity in the profession. Prerequisites and/or Special Considerations: PSY 631. Three credit hours.

### **PSY 677 INTERNSHIP**

A 180-hour internship provides the student with on-site experience and a solid understanding of careers in the mental health, research or clinical setting. Additionally, internships allow students the opportunity to participate in the learning experience while developing professional contacts in their area of specialization. Prerequisites and/or Special Considerations: complete 18 hours of program coursework; GPA of 3.0 or better; internships require instructor approval. Six credit hours.

### **PSY 760 PSYCHOPATHOLOGIES**

Humans have been trying to understand the bases of psychopathologies for thousands of years. This course provides students with the most current information regarding the etiologies and subsequent treatments, of the most prevalent mental illnesses in today's society. Prerequisites and/or Special Considerations: acceptance into program. Three credit hours.

### **PSY 797 THESIS GUIDANCE**

This course focuses both on the process of developing and writing a master's level thesis consistent with the student's interests and career goals. Special attention will be focused on the development of an effective scientific writing style with an individual faculty member using a mentorship model. Prerequisites and/or Special Considerations: minimum of 18 credit hours completed in the program and instructor permission; GPA of 3.0 or better. Six credit hours.

## PERSONNEL

### BOARD OF TRUSTEES

Board Chair: Michael K. Walsh	Vice Chair: Michael J. Moley '07
Secretary: Howard K. Hitzel, PsyD, MPA	Treasurer: Kenneth D. Trbovich '99
<b>William S. Cleary</b> Director of Human Resources Dunn Tire Term: 2018-2022	<b>Darius G. Pridgen '07</b> Pastor True Bethel Baptist Church/Ellicott District Councilman Term: 2011-2023
<b>Kevin R. Connolly '03</b> Chief Executive Officer Buffalo First Wealth Management, LLC Term: 2016-2020	<b>Jeffrey M. Shepard, Ph.D. '04</b> Chairman & CEO MedaCheck, LLC Term: 2016-2020
<b>Nathan Daun-Barnett, Ph.D.</b> Department Chair & Associate Professor, Educational Leadership and Policy Graduate School of Education University at Buffalo Term: 2017-2021	<b>Julie R. Snyder</b> Senior VP, Chief Marketing and Communications Officer Chief of Staff HealthNow New York, Inc. Term: 2016-2020
<b>Horace A. Gioia, Esq.</b> Rupp, Baase, Pfalzgraf, Cunningham & Coppola, LLC Term: 2009-2021	<b>Dale Stephens '99, '06</b> NYS Governor's Office of Employee Relations Empire State Plaza Term: 2014-2022
<b>L. Nathan Hare '82</b> CEO/President Community Action Organization of Erie County Term: 2018-2022	<b>Donald R. Tomasulo '79</b> Director of Results Entercom Communications Buffalo Term: 2011-2023
<b>Howard K. Hitzel, Psy.D., MPA</b> President BestSelf Behavioral Health, Inc. Term: 2016-2020	<b>Kenneth D. Trbovich '99</b> President Servotronics, Inc. Term: 2011-2023
<b>Margaret Kafka '90</b> Term: 2019-2023	<b>Gregory J. Urban</b> Partner Dopkins and Company, LLP Term: 2016-2020

<p><b>Kenneth Macur, Ph.D.</b>                  President                  Medaille College                  Term: 2015-Present</p>	<p><b>Toni L. Vazquez '02</b>                  Chief Systems Officer                  G-Health Enterprises                  Term: 2019-2023</p>
<p><b>Martin G. Maynard</b>                  President/CEO                  ASK Design Jewelers                  Term: 2017-2021</p>	<p><b>Michael K. Walsh</b>                  Executive Vice President                  Walsh Duffield Companies, Inc.                  Term: 1996-2020</p>
<p><b>Michael J. Moley '07</b>                  Term: 2012-2020</p>	<p><b>Richard Schneider '10, '12</b>                  Non-voting member                  Medaille Alumni Board Association President                  President, CEO                  Crane Home Care, Inc.                  Term: 2019-2020</p>

## **2019-2020 ACADEMIC LEADERSHIP**

### **Provost and Senior Vice President for Academic Affairs**

Lori V. Quigley, Ph.D.

Michelle Bogdan, Assistant Vice President for Academic Affairs

Linda Wach, Executive Assistant to the Provost and Senior Vice President for Academic Affairs

Hannah Szablewski, Administrative Assistant to the Provost and Senior Vice President for Academic Affairs

### **Rochester Campus**

Ann Horn-Jeddy, Assistant Director and Academic Services Coordinator

Kathleen Crouse, Administrative Assistant

### **Academic Deans**

#### **Dean for School of Humanities, Social Science and Education**

Amy E. DiMaio, Ph.D.

Jeffrey Faunce, Ph.D., Associate Dean for Scholarship, Teaching and Learning

Mary Beth Scumaci, M.S. Ed., Associate Dean for Educational Technology

#### **Interim Dean, School of Leadership, Science and Technology**

Thomas Orrange

Hugh Burnam, Associate Dean for Grant-Funded Student Support Services

Debra McLoughlin, Associate Dean for Student Success

Kimberly Partyka, Senior Administrative Assistant, Deans Office

### **Research, Grants and Assessment**

Mary Todd, Ph.D., Associate Vice President for Research, Grants and Assessment

Illana Lane, Ph.D., Chief Assessment and Learning Officer

Jodi Hammond-Axberg, Grants Manager

David Ferland, Data Analyst

### **Registrar's Office**

Tracey Kongats, Registrar

Alexandra Santos, Assistant Registrar

Michele Lucsok, Information Specialist

Victoria Murty, Information Specialist

Colleen Voigt, Transcript Clerk

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### Library

Andy Yeager, Associate Professor, Director of Libraries  
Barbara Biljan, Assistant Professor of the Practice, Librarian (Rochester)  
Deborah Ceppaglia, Professor, Librarian  
Samuel Cochrane, Library Assistant  
Christopher McDermott, Library Systems Specialist/Senior Programmer  
Chad Taylor, Support Services Coordinator  
Jesse Brace, Evening Circulation Supervisor  
Matthew Kreib, PT Reference Librarian  
David Odum, PT Reference Librarian  
Raya Then, PT Reference Librarian

### Academic Advising

Erin Pawlak, Director  
Marilyn Gonzalez, Administrative Assistant  
George Deacon, Academic Advisement Counselor  
Lindy Feider, Academic Advisement Counselor  
Kayla Goodman, Academic Advisement Counselor  
Susan Kottke, Academic Advisement Counselor  
Jessica Kozar, Academic Advisement Counselor  
Christine Lazzaro, Academic Advisement Counselor  
Halin Tavano, Academic Advisement Counselor

### Academic Support Center

Michelle Harvey, Director  
Jennifer Johnson, Administrative Assistant  
Stephanie Appenheimer, Student Success Specialist  
Kate Chwojdak, Academic Achievement Specialist  
Genevieve Kruly, Coordinator of Accessibility Services  
Shannon Myers, Academic Achievement Specialist  
Jason Pratt, Writing Specialist  
Nelson Rivera, Student Success Specialist  
Cheryl Twardowski-Potter, Math Specialist

### Grant-Funded Programs

#### **HEOP (Higher Education Opportunity Program)**

Shana Richardson, Director  
Alexus Laster, Assistant Director  
Holly Ryan, Student Support Specialist

#### **SAY YES TO EDUCATION**

Michelle Sawyers, Director

Brianne Santana, Student Advocate  
Rachel Spink, Student Advocate  
Holly Ryan, Student Support Specialist

**STUDENT SUPPORT SERVICES (TRIO)**

Laura Horton, Director  
Leona Soule, Assistant Director  
Myra Lopez-Perez, CCAMPIS Project Director and Academic Counselor  
Kristin Sexstone, Academic Counselor  
*TBD*, Academic Counselor

**UPWARD BOUND**

Adriana Viverette-Gamble, Director  
Shahreen Alom, Assistant Director  
Kendall Capers, Senior Academic Advisor  
Richard Cabassa, Jr., Academic Advisor  
*TBD*, Academic Advisor  
*TBD*, Administrative Assistant

**CJII ALBION PRISON GRANT AND SUNSHINE LADIES FUND**

*TBD*, Project Director

**DEPARTMENT OF BUSINESS, MANAGEMENT AND LEADERSHIP  
(UG/GR)**

**Programs/Areas:**

- Accounting (BS, MSA)
- Business Administration (AS, BS, BBA, MBA)
- Management Information Systems (BBA, BS)
- Health Information Management (BPS)
- Organizational Leadership (MAOL)

**Full Time Faculty**

**Chair:** Susan Steffan, M.B.A., Associate Professor of the Practice in Finance and Management

**Program Director (MBA):** Charles Clark, M.B.A., Assistant Professor of the Practice in Marketing

**Program Director (ASB/BBA):** John Girard, M.B.A., R.H.I.A., Assistant Professor of the Practice in Marketing

**Program Director (BS-BA/BS-Accounting):** Patrick Johnson, M.B.A., C.P.A., Associate Professor of Accounting and Business Administration

**Program Director (MSA):** Corinne Jones, M.S.A., C.P.A., Assistant Professor of the Practice in Accounting

**Program Director (BS-MIS/BBA-IS) & Business Internship**

**Coordinator:** Jonas Patricko, M.S.Ed., D.B.A., Assistant Professor of the Practice in Management and Information Systems

Michael Lillis, M.B.A., Ph.D., Professor of Business Administration

Deborah Shelvay, M.S., R.H.I.A., Assistant Professor of the Practice in Health Information Management

**IACBE Accreditation Coordinator:** Marianne Sullivan, Ph.D., Associate Professor of the Practice in Organizational Leadership

**Program Director (HIM):** Elizabeth Wilson, B.S., M.A., R.H.I.A., Assistant Professor of the Practice in Health Information Management

William Weeks, M.S., Associate Professor of the Practice in Organizational Leadership

Administrative Support Staff:

Sidney Burns, Administrative Assistant

Maria Quebral, B.A., Adjunct Faculty Support Coordinator

## DEPARTMENT OF COMMUNICATION & SPORT STUDIES (UG)

### Programs/Areas:

- Communication (BS)
- Sport Management (BS)
- Sport Communications (BS)

### Full-Time Faculty

**Chair and Program Director (COM and SPC):** Lisa Marsherall, M.A., Associate Professor of the Practice in Communication

**Program Director (SPM):** Richard Jacob, Ph.D., Professor of Sport Psychology

Juli Hinds, Ph.D., Assistant Professor of Communication

Louis Pozantides, M.S.Ed., Associate Professor of the Practice in Communication

### Half-Time Faculty:

John Schedel, Ph.D., Associate Professor of Speech Communication

### Administrative Support Staff:

Sidney Burns, Administrative Assistant

## DEPARTMENT OF COUNSELING & CLINICAL PSYCHOLOGY (GR)

### Programs/Areas:

- Clinical Mental Health Counseling (MA)

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- Marriage & Family Therapy (MA)
- Clinical Psychology (PsyD)

### **Full-Time Faculty**

**Chair and Program Director (PSYD):** Lynn Horne-Moyer, Ph.D., Associate Professor of Clinical Psychology

Jack Anchin, Ph.D., Clinical Associate Professor of Psychology

**Clinical Training Coordinator (CMHC):** Michele Bauman, M.A., Clinical Assistant Professor of Mental Health Counseling

**Program Director (CMHC):** Helena Boersma, Ed.D., Assistant Professor of Mental Health Counseling

Marla Britton, Ed.D., Clinical Assistant Professor of Mental Health Counseling

**Clinical Training Coordinator (PsyD):** David Castro-Blanco, Ph.D., Clinical Associate Professor of Psychology

**Program Director (MFT):** Rene' Jones, M.S., Clinical Assistant Professor of Marriage and Family Therapy

Tanisha Joshi, Ph.D., Clinical Assistant Professor of Psychology

Elizabeth Kinan, Ph.D., Clinical Assistant Professor of Mental Health Counseling

**Clinical Training Coordinator (MFT):** Keith Klostermann, Ph.D., Associate Professor of Marriage and Family Therapy

Marguerite McCarty, Ed.D., Clinical Assistant Professor of the Practice in Mental Health Counseling

Courtney McQuoid, Ed.D., Clinical Assistant Professor of Mental Health Counseling

Donald Nowak, Ph.D., Clinical Assistant Professor of Mental Health Counseling

Joellen Stender, Ph.D., Clinical Assistant Professor of Mental Health Counseling

Jennifer Wilson, Ph.D., Clinical Assistant Professor of the Mental Health Counseling

*TBD*, Clinical Assistant/Associate Professor of Mental Health Counseling

*TBD*, Clinical Assistant/Associate Professor of Mental Health Counseling

### **Administrative Support Staff:**

Cindy Temple, B.A., Administrative Assistant

## **DEPARTMENT OF EDUCATION (UG/GR)**

### **Programs/Areas:**

- Early Childhood/Childhood Education (B.S.Ed.)
- Adolescent Education/Students with Disabilities (B.S.Ed.)
- Childhood Education (M.S.Ed.)
- Adolescent Education (M.S.Ed.)
- Literacy (M.S.Ed. and Advanced Certificate)
- Students with Disabilities (M.S.Ed. and Advanced Certificate)

## **Full-Time Faculty**

**Chair and Program Director (MSED/CAS/SWD):** Colleen Wilkinson, Ph.D., Associate Professor of Special Education

**CAEP Coordinator:** Virginia Batchelor, Ph.D., Professor of Educational Foundations

**Program Coordinator - Reading Center:** Michelle Cefaratti, Ed.M., Assistant Professor of the Practice in Literacy Education

Craig Centrie, Ph.D., Professor of Educational Foundations

Susan Dunkle, Ed.D., Associate Professor of Teacher Education

**edTPA Coordinator:** Crystal Elias, M.S.Ed., Assistant Professor of the Practice in Teacher Education

**Associate Dean for Scholarship, Teaching and Learning:** Jeffrey Faunce, Ph.D., Associate Professor of Teacher Education

Cornelia Jacob, Ph.D., Assistant Professor of the Practice in Special Education

**Program Director (UG ED/C, Adol SD):** Belete Mebratu, Ph.D., Professor of Educational Foundations

**Program Director (MSED/CAS LitEd) and Program Coordinator of the Reading Center:** Jennifer Reichenberg, Ph.D., Assistant Professor of Literacy Education

**Associate Dean for Educational Technology:** Mary Beth Scumaci, MS. Ed., Associate Professor of the Practice in Childhood Education

**Program Director (MSED EEd/Adol):** Renee Sturm, Ed.D., Assistant Professor of Childhood Education

## **Office of Student Teaching:**

**Teacher Certification Officer:** Catherine Sedota, M.S., Director of Student Teaching Certification

Susan Beir, A.A.S., Administrative Assistant/Office Manager

## **Administrative Support Staff:**

La'Wain Reed, B.S., Administrative Assistant

## **DEPARTMENT OF INTERDISCIPLINARY STUDIES (UG)**

### **Programs/Areas:**

- English (BA)
- Interdisciplinary Studies
- General & Liberal Studies (AS/BS)
- International Studies (BA)

## **Full-Time Faculty**

**Chair:** Courtney Grim, M.F.A., Associate Professor of Arts and Digital Literacies

Douglas Anderson, M.F.A, Professor of English and Digital Literacies

Terri Borchers, Ph.D.; J.D., Associate Professor of English

Matthew Bowker, Ph.D., Assistant Professor of the Practice in Political Science

**Program Director of General Studies:** Lucy Czesak, M.A., Assistant Professor of the Practice in Developmental Education

Gerald Erion, Ph.D., Professor of Philosophy

Megan Feifer, Ph.D., Assistant Professor of English

Erika Hamann, M.A., Assistant Professor of the Practice in English

Nicole Jowsey, Ph.D., Assistant Professor of the Practice in Philosophy

Daniel Kotzin, Ph.D., Associate Professor of History

James Ramsey, Ph.D., Assistant Professor of the Practice in Developmental Education

Kyle Shrader, M.F.A., Assistant Professor of the Practice in Developmental Education

Bridgette Slavin, Ph.D., Assistant Professor of the Practice in History

Alice Villaseñor, Ph.D., Associate Professor of English

**Half-Time Faculty:**

Alan Bigelow, Ph.D., Professor of English

**Program Director (English):** Mary Louise Hill, Ph.D., Professor of English

Mark Lavatelli, Ph.D., Professor of Art

**Administrative Support Staff:**

Ashley Hankins, Administrative Assistant

**DEPARTMENT OF SCIENCE, MATHEMATICS & TECHNOLOGY (UG)**

**Programs/Areas:**

- Applied Mathematics (BS)
- Biology (BS)
- Mathematics (BS)
- Chemistry, Physics
- Information Systems

**Full-Time Faculty:**

**Chair:** Vochita Mihai, Ph.D., Professor of Mathematics

Bernadette Clabeaux, Ph.D., Assistant Professor of Biology

Justin Griffiths, Ph.D., Assistant Professor of Chemistry

Jianzhen (Jason) Liu, Ph.D., Assistant Professor of Mathematics

Csaba Marosan, Ph.D., Visiting Assistant Professor of the Practice in Biology

Michael Mills, Jr., M.S.Ed., Visiting Assistant Professor of the Practice in Mathematics

Satamita Samanta, Ph.D., Assistant Professor of the Practice in Chemistry

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Blake Winter, Ph.D., Assistant Professor of Mathematics

**Program Director (BIO):** Ryan Woodcock, Ph.D., Assistant Professor of Biology

**Half-Time Faculty:**

Richard Gerber, Ph.D., Associate Professor of Mathematics

**Laboratory Staff:**

Lab Manager: Lynn Kozinski, M.S., M.B.A.

Asst. Lab Manager: Trish Triplet, B.S., M.B.A.

**Administrative Support Staff:**

Ellie Hudson, B.S., Administrative Assistant

**DEPARTMENT OF SOCIAL SCIENCES (UG/GR)**

**Programs/Areas:**

- Criminal Justice (BS)
- Homeland Security (BS/MS)
- Psychology (BA/MA)

**Full –Time Faculty:**

**Chair:** Richard Jacob, Ph.D., Professor of Sport Psychology

Lesley Capuana, Ph.D., Assistant Professor of Psychology

Kim Carr, J.D., Associate Professor of Criminal Justice

Kevin Clarke, M.A., Assistant Professor of the Practice in Social Science

**Program Director (Homeland Security):** Steven MacMartin, D.B.A., Associate Professor of the Practice in Homeland Security

Timothy McCorry, Ph.D., Associate Professor of Criminal Justice

Brian Patterson, M.B.A., Assistant Professor of the Practice in Criminal Justice

Todd Riniolo, Ph.D., Professor of Psychology

**Administrative Support Staff:**

Ashley Hankins, Administrative Assistant

**DEPARTMENT OF VETERINARY TECHNOLOGY (UG)**

**Programs/Areas:**

- Veterinary Technology (AAS, AS, BS)

**Full-Time Faculty:**

**Acting Chair:** Joseph Savarese, D.V.M., Professor of Veterinary Technology

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**Program Director (Online AAS):** Renee Bugenhagen, D.V.M., Associate Professor of Veterinary Technology

**Veterinarian in Charge of All Animals on Campus:** Matthew Coleman, D.V.M., Clinical Assistant Professor of Veterinary Technology

**Program Director (Rochester AAS):** Lola DuTremble-Kirk, D.V.M., Clinical Assistant Professor of Veterinary Technology

Katherine Fitzgerald, D.V.M., Assistant Professor of Veterinary Technology

Maryanne Gamel-Misso, LVT, B.A., Clinical Instructor of Veterinary Technology

Robin Lovelock, D.V.M., Clinical Assistant Professor of Veterinary Technology (Rochester)

**Program Director (Buffalo):** Valerie Macer, LVT, Ed.M., Associate Professor of Veterinary Technology

Ilze Stankevics, D.V.M., Clinical Assistant Professor of Veterinary Technology

**Veterinary Technology Staff (Buffalo/Online):**

Patricia Carr, LVT

Katie Maley, LVT, BS, VTS (Emergency & Critical Care)

Dayna Murphy, LVT

**Animal Care Supervisor:**

Kelly Schroer, LVT, B.S.

Megan Simeone, LVT, MOL, Coordinator, Rochester Campus

Jodi Winchell, LVT, Online Program

**Administrative Support Staff:**

Ellie Hudson, B.S., Administrative Assistant

## 2019-2020 FACULTY

### Jack C. Anchin

Clinical Associate Professor of Psychology

B.A., Adelphi University

M.S., Ph.D., Virginia Commonwealth University

### Douglas Anderson

Professor of English and Digital Literacies

B.A., University of Texas

M.F.A., University of Massachusetts

### Virginia A. Batchelor

Professor of Educational Foundations

B.A., State University of New York, Empire State College

Ed.M., State University of New York College at Buffalo

M.Ed., Ph.D., University at Buffalo, State University of New York

### Michele A. Bauman

Clinical Assistant Professor of Mental Health Counseling

B.S., University at Buffalo, State University of New York

M.A., Medaille College

### Alan Bigelow

Professor of English

B.A., Bard College

M.A., University of Colorado Boulder

M.A., Ph.D., University at Buffalo, State University of New York

### Barbara Biljan

Assistant Professor of the Practice and Librarian

B.A. College of St. Benedict

M.A. University of Wisconsin-Madison

### Helena Boersma

Assistant Professor of Mental Health Counseling

B.S., University of Alaska-Fairbanks

M.S., Golden Gate University
M.S., University of Nevada
M.S., SUNY College at Brockport
Ed.D., Warner School of Education

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Associate Professor of English
A.B., Stanford University
M.A., Cleveland State University
M.F.A., Ohio State University
J.D., Northwestern School of Law
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M.B.A., St. Bonaventure University

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M.S., University of Notre Dame

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M.F.A., University of New Mexico

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M.S., Beijing University of Technology

Ph.D., Auburn University

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D.V.M., Cornell University

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M.S., S.N. Bose National Centre for Basics Sciences

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B.A., Catholic University of America

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Ph.D., University of Sydney

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M.A., Ph.D., University of Southern California

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B.S., State University of New York, Empire State College

M.S., GMI Engineering and Management Institute

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Ph.D., Virginia Commonwealth University

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Associate Professor and Librarian

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M.L.S., University at Buffalo, State University of New York

**ADMINISTRATIVE AND PROFESSIONAL STAFF**

Last	First	Title	Room	Extension
<b>ACADEMIC AFFAIRS</b>				
Quigley	Dr. Lori	Provost and Senior Vice President for Academic Affairs	M201	2241/2240
Bogdan	Michelle	Assistant Vice President for Academic Affairs	M203	2135
Wach	Linda	Executive Assistant to the Provost and Senior Vice President for Academic Affairs	M201	2240
Hannah	Szablewski	Assistant to the Provost and Senior Vice President for Academic Affairs	M201	2241
DiMaio	Dr. Amy	Dean for School of Humanities, Social Science and Education	M205	3084
Orrange	Thomas	Interim Dean, School of Leadership, Science and Technology	M207	2577
Burnam	Hugh	Associate Dean for Grant-Funded Student Support Projects	H105	2393
McLoughlin	Debra	Associate Dean for Student Success Center	H101	2280
Partyka	Kimberly	Senior Administrative Assistant	M222	2583
Horn-Jeddy	Ann	Assistant Director and Academic Services Coordinator, Rochester	Rochester	9375
Crouse	Kathleen	Administrative Assistant, Rochester	Rochester	9367

Last	First	Title	Room	Extension
<b>Research, Grants and Assessment</b>				
Todd	Dr. Mary	Associate Vice President of Research, Grants and Assessment	2A	2345
Lane	Dr. Illana	Chief Assessment and Learning Officer	2A	2553
Hammond-Axberg	Jodi	Grants Manager	2A	2346
Ferland	David	Data Analyst	2A	2349
<b>Educational Technology</b>				
Scumaci	Mary Beth	Associate Dean for Educational Technology	77H	2550
Beebe	Alexander	Faculty Instructional Support Technology Specialist	121H	2275
<b>ANCILLARY AREAS/PROGRAMS</b>				
<b>Center for the Advancement of Scholarship, Teaching and Learning (CASTL)</b>				
Faunce	Dr. Jeffrey	Associate Dean for Scholarship, Teaching, and Learning	81H	2813
<b>First-Year Experience</b>				
Ramsey	Dr. James	First-Year Experience Director	M230	2152
<b>Honors Program</b>				
Clabeaux	Dr. Bernadette	Honors Program Director	H219	2123
<b>Summer Scholars</b>				
Ramsey	Dr. James	Summer Scholar Coordinator	M230	2152

Last	First	Title	Room	Extension
<b>Academic Advisement</b>				
Pawlak	Erin	Director of Academic Advisement	H117	2163
Gonzalez	Marilyn	Secretary, Academic Advisement	SSC117	2227
Deacon	George	(Undergraduate) Academic Advisement Counselor	H117	2502
Feider	Lindy	(Undergraduate) Academic Advisement Counselor	SSC117A	2289
Goodman	Kayla	(Undergraduate) Academic Advisement Counselor	H121	2229
Kottke	Susan	Director of Online Student Services	H121	2581
Kozar	Jessica	(Undergraduate) Academic Advisement Counselor	H117	2290
Lazzaro	Chris	(Undergraduate) Academic Advisement Counselor	SSC119	2323
Tavano	Halin	Academic Advisement/Student Services Counselor	H121	2601
<b>Academic Support Center</b>				
Harvey	Michelle	Director of Academic Support Services	H107D	2338
Johnson	Jennifer	Administrative Assistant, Academic Support Center	H107	2215
Appenheimer	Stephanie	Student Success Specialist	H107F	3092

Last	First	Title	Room	Extension
Chwojdak	Kathryn	Academic Achievement Specialist	H107E	2337
Kruly	Genevieve	Coordinator of Accessibility Services	H107C	3088
Myers	Shannon	Academic Achievement Specialist	H107H	2395
Pratt	Jason	Developmental Reading/Writing Specialist	H106	3081
Rivera	Nelson	Student Success Specialist	H107G	2110
Twardowski-Potter	Cheryl	Developmental Math Specialist	H106	3085
<b>GRANT-FUNDED PROGRAMS</b>				
<b>HEOP (Arthur O. Eve Higher Education Opportunity Program)</b>				
Richardson	Shana	Director	H201	2181
Laster	Alexus	Assistant Director, HEOP	H114A	2392
Ryan	Holly	Student Support Specialist	SSC109	3079
<b>Say Yes to Education</b>				
Sawyers	Michelle	Director	H119	3080
Ryan	Holly	Student Support Specialist	H109	3079
Santana	Brianne	Student Advocate	H119	2170
Spink	Rachel	Student Advocate	H119	2169
<b>Student Support Services (TRiO) Program</b>				
Horton	Laura	Director	H113	2285
Soule	Leona	Assistant Director	H114	2391

Last	First	Title	Room	Extension
TBD	TBD	Administrative Assistant		
Lopez-Perez	Mayra	CCAMPIS Project Director and Academic Counselor	H114C	2212
Sexstone	Kristin	Academic Counselor	H114B	2394
<b>Upward Bound Program</b>				
			91H	2633
Viverette-Gamble	Adriana	Director	91H	2632
Alom	Shahreen	Assistance Director	91H	2637
TBD	TBD	Administrative Assistant	103H	2144
Capers	Kendell	Senior Academic Advisor	91H	2635
Cabassa, Jr.	Richard	Academic Advisor	91H	2620
TBD	TBD	Academic Advisor		
<b>CJII Albion Grant and Sunshine Ladies</b>				
Muccigrosso	Paul	Project Director	H121	2247
<b>Business, Management &amp; Leadership (UG/GR)</b>				
Steffan	Susan	Associate Professor of the practice in Finance and Management/Chair	M317	2604
Burns	Sidney	Administrative Assistant, Business, Management and Leadership	M317	2287
Quebral	Maria	Adjunct Support Coordinator	M317	2284
Clark	Charles (Chuck)	Assistant Professor of the Practice in Marketing	M314	2311
Girard	John	Assistant Professor of the Practice in Marketing	M300B	2238

Last	First	Title	Room	Extension
Johnson	Patrick	Associate Professor of Accounting and Business Administration	M317	2342
Jones	Corinne	Assistant Professor of the Practice in Accounting	M317	2117
Lillis	Dr. Michael	Professor of Business Administration	H300A	2320
Patricko	Dr. Jonas	Assistant Professor of the Practice in Management and Information Systems	M300A	2572
Shelvay	Deborah	Assistant Professor of the Practice in Health Information Management	H127	2153
Sullivan	Dr. Marianne	Associate Professor of Organizational Leadership/IACBE Accreditation Coordinator	M314	2586
Weeks	William	Associate Professor of the Practice in Organizational Leadership	M300B	2593
Wilson	Elizabeth (Liz)	Assistant Professor of the Practice in Health Information Management	H127	2273
Fax				880-3398
<b>Communication &amp; Sport Studies (UG)</b>				
Marsherall	Lisa	Associate Professor of the Practice in Communication/Chair	M023	2233
Burns	Sidney	Administrative Assistant, Communication and Sports Studies Department	M317	2287
Hinds	Dr. Juli	Assistant Professor of	M029	2819



Last	First	Title	Room	Extension
		Communication		
Jacob	Dr. Richard	Professor of Sport Psychology	M027	2131
Pozantides	Louis	Associate Professor of the Practice in Communication	M025	2164
Schedel	Dr. John	Associate Professor of Speech Communication	M031	2300
<b>Counseling &amp; Clinical Psychology (GR)</b>				
Horne-Moyer	Dr. Lynn	Associate Professor of Clinical Psychology/Chair	103H	2555
Temple	Cindy	Administrative Assistant, Counseling & Clinical Psychology	103H	2161
Anchin	Dr. Jack	Clinical Associate Professor of Psychology	103H	2628
Bauman	Michele	Clinical Assistant Professor of Mental Health Counseling	95H	2589
Boersma	Dr. Helena	Assistant Professor of Mental Health Counseling	103H	9370
Britton	Marla	Clinical Assistant Professor of Mental Health Counseling	103H	2574
Castro-Blanco	Dr. David	Clinical Associate Professor of Psychology	103H	2621
Jones	Rene`	Clinical Assistant Professor of Marriage and Family Therapy	103H	2560
Joshi	Dr. Tanisha	Clinical Assistant Professor of Psychology	103H	2629
Kinan	Dr. Elizabeth	Clinical Assistant Professor of Mental Health Counseling	M206	2626

Last	First	Title	Room	Extension
Klostermann	Dr. Keith	Associate Professor of Marriage and Family Therapy	103H	2559
McCarty	Dr. Marguerite	Clinical Assistant Professor of Mental Health Counseling	Rochester	9376
McQuoid	Dr. Courtney	Clinical Assistant Professor of Mental Health Counseling	Rochester	9380
Nowak	Dr. Donald	Clinical Assistant Professor of Mental Health Counseling	103H	2448
Stender	Dr. Joellen	Clinical Assistant Professor of Mental Health Counseling	103H	2565
Wilson	Dr. Jenifer	Clinical Assistant Professor of Mental Health Counseling	103H	2627
<b>Education (UG/GR)</b>				
Wilkinson	Dr. Colleen	Associate Professor of Special Education/Chair	81H	2624
Reed	La'Wain	Administrative Assistant, Education	77H	2810
Batchelor	Dr. Virginia	Professor of Educational Foundations	77H	2557
Cefaratti	Michelle	Assistant Professor of the Practice in Literacy Education	77H	2815
Centrie	Dr. Craig	Professor of Educational Foundations	77H	2811
Dunkle	Dr. Susan	Associate Professor of Teacher Education	77H	2576
Elias	Crystal	Assistant Professor of the Practice in Teacher Education	81H	2548

Last	First	Title	Room	Extension
Faunce	Dr. Jeffrey	Associate Professor of Teacher Education	81H	2813
Jacob	Dr. Cornelia	Assistant Professor of the Practice in Special Education	81H	2182
Lane	Dr. Illana	Associate Professor of Teacher Education	77H	2553
Mebratu	Dr. Belete	Professor of Educational Foundations	online	
Reichenberg	Dr. Jennifer	Assistant Professor of Literacy Education	77H	2573
Scumaci	Mary Beth	Associate Professor of the Practice in Childhood Education	77H	2550
Sturm	Dr. Renee	Assistant Professor of Childhood Education	81H	2625
<b>Office of Student Teaching</b>				
Sedota	Catherine	Teacher Certification Officer		
Beier	Susan	Administrative Assistant	81H	2623
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<b>Interdisciplinary Studies (UG)</b>				
Grim	Courtney	Associate Professor of Arts and Digital Literacies /Chair	M211	2279
Hankins	Ashley	Administrative Assistant, Interdisciplinary Studies	M222	2250
Anderson	Doug	Professor of English and Digital Literacies	Online	
Bigelow	Dr. Alan	Professor of English	M231	2244
Borchers	Dr. Terri	Associate Professor of English	M212	2151

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Last	First	Title	Room	Extension
Bowker	Dr. Matthew	Assistant Professor of the Practice in Political Science	M230	2570
Czesak	Lucy	Assistant Professor of the Practice in Developmental Education	M224	2116
Erion	Dr. Jerry	Professor of Philosophy	M221	2174
Feifer	Dr. Megan	Assistant Professor of English	M228	2176
Hamann	Erika	Assistant Professor of the Practice in English	M224	2293
Hill	Dr. Mary Lou	Professor of English	M210	2228
Jowsey	Dr. Nicole	Assistant Professor of the Practice in Philosophy	M226	2125
Kotzin	Dr. Daniel	Associate Professor of History	M229	2318
Lavatelli	Mark	Professor of Art	M226	2249
Ramsey	Dr. James	Assistant Professor of the Practice in Developmental Education	M230	2152
Shrader	Kyle	Assistant Professor of the Practice in Developmental Education	M210	2115
Slavin	Dr. Bridgette	Assistant Professor of the Practice in History	M231	2156
Villaseñor	Dr. Alice	Associate Professor of English	M209	2217
<b>Library Services</b>				
Library Front Desk				2283
Yeager	Andy	Associate Professor/Library Director	H118D	2336
Brace	Jesse	Evening Circulation Supervisor	H118	2283
Ceppaglia	Debby	Professor/ Librarian	H118C	2157
Cochrane	Samuel	Library Assistant	H118	3089

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Kreib	Matthew	PT Reference Librarian	Front Desk	2283
Odum	David	PT Reference Librarian	Front Desk	2278
Then	Raya	PT Reference Librarian	Front Desk	2283
McDermott	Chris	Library Systems Specialist/Senior Programmer	121H	2399
Taylor	Chad	Support Services Coordinator	H112B	3091
Fax				884-9638
<b>Library Services – Rochester</b>				
Biljan	Barbara	Assistant Professor of the Practice/ Librarian	Rochester	9379
<b>Registrar</b>				
Registrar			M133	2365
Kongats	Tracey	Registrar	M133	2362
Lucsok	Michele	Information Specialist	M133	2368
Murty	Victoria	Information Specialist	M133	2366
Santos	Alexandra	Assistant Registrar	M133	2582
Voigt	Colleen	Transcript Clerk	M133	2260
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Hudson	Ellie	Administrative Assistant, Science, Mathematics & Technology	H124	2306
Clabeaux	Dr. Bernadette	Assistant Professor of Biology	H219	2123

Last	First	Title	Room	Extension
Gerber	Dr. Richard	Associate Professor of Mathematics	SC111	2162
Griffiths	Dr. Justin	Assistant Professor of Chemistry	SC 203	2120
Liu	Dr. Jianzhen	Assistant Professor of Mathematics	H223	2124
Marosan	Dr. Csaba	Visiting Assistant Professor of the Practice in Biology	SC113	2329
Mills, Jr.	Michael	Visiting Assistant Professor of the Practice in Mathematics	SC113	2595
Samanta	Dr. Satamita	Assistant Professor of the Practice in Chemistry	SC207	2301
Winter	Dr. Blake	Assistant Professor of Mathematics	H221	2171
Woodcock	Dr. Ryan	Assistant Professor of Biology	H218	2469
<b>Laboratory Staff</b>				
Kozinski	Lynn	Lab Manager	SC201	2305
Triplet	Trisha	Assistant Lab Manager	SC205	2140
<b>Social Sciences (UG/GR)</b>				
Jacob	Dr. Richard	Professor of Psychology/Chair	M027	2131
Hankins	Ashley	Administrative Assistant, Social Sciences	M222	2250
Capuana	Dr. Lesley	Assistant Professor of Psychology	M223	2451

Last	First	Title	Room	Extension
Carr	Kim	Associate Professor of Criminal Justice	M227	2333
Clarke	Kevin	Assistant Professor of the Practice in Social Science	M204	2175
MacMartin	Steven	Associate Professor of the Practice in Homeland Security	M204	2575
McCorry	Dr. Timothy	Associate Professor of Criminal Justice	M208	2166
Riniolo	Dr. Todd	Professor of Psychology	M230	2138
<b>Veterinary Technology (UG)</b>				
Savarese	Dr. Joseph	Professor of Veterinary Technology	M213	2306
Hudson	Ellie	Administrative Assistant, Veterinary Technology	H124	2306
Bugenhagen	Dr. Renee	Associate Professor of Veterinary Technology	SC214	2308
Coleman	Dr. Matthew	Clinical Assistant Professor of Veterinary Technology	SC101	2505
DuTremblè – Kirk	Dr. Lola	Clinical Assistant Professor of Veterinary Technology	Rochester	9369
Fitzgerald	Dr. Katherine	Assistant Professor of Veterinary Technology	H125	2223
Lovelock	Dr. Robin	Clinical Assistant Professor of Veterinary Technology	Rochester	9386
Macer	Valerie	Associate Professor of Veterinary Technology	SC107	2231

Last	First	Title	Room	Extension
Misso	Maryanne	Clinical Instructor of Veterinary Technology	SC216	2281
Stankevics	Dr. Ilze	Clinical Assistant Professor of Veterinary Technology	H126	2310
<b>Veterinary Technology Staff</b>				
Carr	Patricia	Veterinary Technician of Veterinary Technology	SC209	2248
Maley	Katie	Veterinary Technician of Veterinary Technology	SC211	2303
Murphy	Dayna	Veterinary Technician of Veterinary Technology	SC109	2154
Schroer	Kelly	Animal Care Supervisor	SC103	2122
Simeone	Megan	Veterinary Technology Coordinator, Rochester	Rochester	9385
Winchell	Jodi	Veterinary Technology Coordinator	SC214	2308
<b>BUSINESS AND FINANCE</b>				
TBD	TBD	Vice President for Business and Finance	M122	2288
Adams	Stefanie	Administrative Assistant to Vice President for Business and Finance	M129	2269
Shields	Gloria	Administrative Assistant to Vice President for Business and Finance	M129	2802
Kozak	Stephen	Accountant	M122	2172
Page	Susan	Accounts Payable Specialist	M122	2609



Last	First	Title	Room	Extension
Schiavone	Diane	Bookkeeper	M130	2304
Strychalski	Debbie	Controller	M122	2272
Computer Lab				
Computer Lab			H211	2173
<b>HUMAN RESOURCES</b>				
Bilotta	Bobbie	Director of Human Resources	M129	2265
Adams	Stefanie	Administrative Assistant to Director of HR	M129	2269
Shields	Gloria	Administrative Assistant to Director of HR	M122	2802
Fax				884-1898
<b>IT HELP DESK</b>				
Main Office			107H	2282
<b>INFORMATION OFFICE</b>				
Main Office			MAIN	2001
DeCarlo	Dawn	Information Office Receptionist	MAIN	2001
Ellis-Chamberlain	Charlotte	Temporary Information Office Receptionist	MAIN	2001
Novy	Diane	Information Office Receptionist	MAIN	2001
Sage	Rosemary	Information Office Receptionist	MAIN	2001
Stahura	Glenda	Information Office Receptionist	MAIN	2001
Fax				884-0291
<b>INFORMATION SERVICES AND TECHNOLOGY</b>				
Chyka	Bob	Chief Information Officer	107H	2343

Last	First	Title	Room	Extension
Addeo	Alexander	Computer Support Specialist - Helpdesk	107H	3096
Ansell	Steven	Web Developer/Drupal Trainer	121H	3082
Brown	Mark	Computer Support Specialist	107H	3094
Dier III	Arnie	User Support Manager	107H	2134
Drecshel	Ray	Instructional Technology Specialist	107H	2159
Fay	Peter	Network Engineer	107H	2380
Klimek	Chet	Manager of the Academic Computing Center	H213A	2128
Kopra	Anita	Banner System Administrator	121H	2254
TBD	TBD	CRM Coordinator/Business Intelligence Analyst	107H	2177
McDermott	Chris	Senior Programmer/Analyst	121H	2399
Sarden	Damario	IT Support Specialist	H213B	2160
Snyder	Daniel	Computer Support Specialist	107H	3096
Fax				880-2962
<b>PAYROLL</b>				
Taylor	Mark	Payroll Manager	M125	2266
Persutti	Debra	Human Resources/Payroll Assistant	M122	2270
<b>PUBLIC SAFETY</b>				
Main Office			2A	2911
Kelly	Debra	Director of Campus Public Safety	2A	2524
Radigan	Alyssa	Administrative Assistant, Public Safety	2A	2525

Last	First	Title	Room	Extension
Hill	Jimmy	Assistant Director of Campus Public Safety	2A	2911
Rice	David	Supervisor of Campus Public Safety	2A	2911
Scafiddi	Joseph	Supervisor of Campus Public Safety	2A	2911
TBD	TBD	OSHA Compliance, Campus Public Safety Officer	2A	2118
Fax				880-2597
<b>STUDENT ACCOUNTS</b>				
Kosowski	Karen	Bursar	M130	2235
Merz	Marlee	Assistant Bursar	M130	2309
Schmidt	Diane	Associate Bursar	M130	2271
Szczepanski	Michael	Collections Manager	M130	2165
<b>COLLEGE RELATIONS</b>				
Crawford	John	Vice President for College Relations	73H	2879
Cassens	Katharine	Advancement Manager	73H	2475
Deer	Naomi	Gift Processor	73H	2184
Eagan-Stoddard	Leah	Manager of Annual Fund and Events	73H	2315
Jetty	Patricia	Communications Coordinator	73H	2526
Ketter-Franklin	Katharyn	Manager of Creative	73H	2146
Mantel	Elizabeth (Liz)	Director of Professional Enhancement	73H	3368

Last	First	Title	Room	Extension
Simmons	Elizabeth	Senior Director of Development	73H	TBD
Taylor	Hannah	Director of Web and Creative	73H	2884
Webster	Elizabeth (Betsy)	Director of Advancement Services	73H	2209
Zielonka	Robert (Bob)	Marketing Coordinator	73H	2207
<b>ENROLLMENT MANAGEMENT AND MARKETING</b>				
LaRusso	Christopher	Vice President for Enrollment Management & Marketing	ADM	2377
<b>Admissions – Post-Traditional and Graduate</b>				
Saladino	Nina	Operations Manager, Post-Traditional and Graduate Programs	85H	2638
Brooks	Erika	Assistant Director of Admissions, Post-Traditional & Graduate Programs - Rochester	85H	9372
Carbone	Gretchen	Assistant Director of Online Enrollment Services	85H	2543
DePaolo	Ryan	Assistant Director of Admissions, Post-Traditional & Graduate Programs	85H	2630
Froebel	Leah	Assistant Director of Admissions, Post-Traditional & Graduate Programs	85H	2564
Hamade	Shahnaz	Admissions Coordinator, Post-Traditional, Online and Graduate Programs	85H	2547

Last	First	Title	Room	Extension
Jorgensen	Courtney	Admissions Counselor, Post-Traditional & Graduate Programs	Rochester	2616
Longo	Natalie	Assistant Director of Admissions, Post-Traditional & Graduate Programs	85H	2566
Teal	James	Assistant Director of Admissions, Post-Traditional & Graduate Programs	Rochester	9371
Vizzini	Suzanne	Assistant Director of Admissions, Post-Traditional & Graduate Programs	85H	2563
Fax				880-2961
<b>Admissions – Online Enrollment Services</b>				
Lando	Donald	Assistant Vice President for Enrollment Management	85H	2542
<b>Admissions – Undergraduate</b>				
Admissions			ADM	2200/2371
Scibilia	Kate	Senior Admissions Coordinator, Undergraduate Programs	ADM	2376
Buck	Kristen	Assistant Director of Admissions, Undergraduate Programs	ADM	2374
Feldman	Amanda	Admissions Counselor, Undergraduate Programs	ADM	2107
Flis	Jacqueline	Admissions Coordinator, Undergraduate Programs	ADM	2371
Bhardwaj	Dr. Kush	Assistant Director of Admissions, Undergraduate Programs	ADM	2372

Last	First	Title	Room	Extension
Martin	Lindsay	Associate Director-Operations Admissions, Undergraduate Programs	ADM	2541
Monaco	Kenneth	Associate Director of Admissions, Undergraduate Programs	ADM	2262
Splawski	Phil	Admissions Counselor, Undergraduate Programs	ADM	2044
Urban	Brooke	Associate Director of Admissions, Undergraduate Programs	ADM	2378
Zirolì	Steve	Admissions Counselor, Undergraduate Programs	ADM	2142
Fax				880-2007
<b>FINANCIAL AID</b>				
Main Office			M134	2256
Ayers	James	Director of Financial Aid	M134	2179
Godwin	Krishna	Financial Aid Technician	M134	2466
Goulding	Hugh	Financial Aid Counselor	M134	2258
Gullo	Monica	Assistant Director of Financial Aid	M134	2598
Hazen	Kate	Associate Director of Financial Aid	M134	2180
Mossios	Jeanne	Associate Director of Financial Aid	M134	2361
O'Leary	Susan	Financial Aid Office Manager	M134	2256
Reed	Phyllis	Assistant Director of Financial Aid	M134	2363

Last	First	Title	Room	Extension
Fax				880-2510
<b>OFFICE OF THE PRESIDENT</b>				
Macur	Dr. Kenneth	President	M115	2201
Kreib	Michelle	Executive Assistant to the President	M115	2202
Hobbs	Kenya	Director of Diversity and Inclusion, Title IX Coordinator	H109D	2203
Fax				880-2536
<b>STUDENT DEVELOPMENT</b>				
DeKay	Amy	Vice President for Student Development	C203	2224
Kosowski	Katie	Assistant to the Vice President for Student Development	C201	2218
Dennehy	Kathryn	Director of Student Conduct and Residence Life	C201	2449
Kij	Nicole	Project Coordinator-Department of Justice Grant	CC201	2127
Fax				884-1887
<b>Athletics</b>				
Roarke	Susan	Director of Athletics	C201C	2168
TBD	TBD	Men's Basketball Head Coach, NCAA Compliance/Student Services Coordinator	CC201C	2347
Broderick	Kelly	Head Coach for Women's Basketball	CC109	2357

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Last	First	Title	Room	Extension
Dash	Steven	Assistant Athletic Trainer	C111	2158
Dean	Brenda	Athletic Trainer	CC111	2148
Edholm	Laura	Associate Athletic Director, Senior Women's Administrator, Bowling Head Coach	CC211A	2130
Emery	Paul	Campus Minister	CC109	2216
Heckman	Chris	Swimming and Diving Head Coach	C109	2137
Nicholas-Tolsma	Angela	Head Women's Soccer Coach/Student Services Coordinator	CC109	2147
Patrone	Dan	Head Men's Lacrosse Coach/Equipment Manager	CC109	2141
Priester	Connor	Assistant Sports Information Director	C	2375
Schurr	Erin	Head Coach for Women's Lacrosse/Travel and Contest Coordinator	CC109	2149
Sova	Josh	Head Coach for Baseball/Sports Information Director	CC211C	2297
Wilkinson	Craig	Head Coach for Men's Soccer/Athletics Facilities Director	CC109	2219
Fax				880-2136
<b>Career Planning</b>				
Cullinan	Carol	Director of Career Planning	SSC109	2211
Van Dewater	Christina	Career Consultant	SSC109	2210



Last	First	Title	Room	Extension
<b>Counseling</b>				
Rizzo	Rosalina	Director of Counseling Services	117H	2339
Dowling	Laura	Student Counselor	117H	TBD
Reding	Deniese	Senior Counselor/Student Advocate	117H	2246
<b>Student Involvement</b>				
Main Office			C201	2127
Puccio	Daniel	Director of Student Involvement	C201	2351
Kragbe	Lisa	Assistant Director of Student Involvement	H109C	3083
<b>Wellness Center</b>				
Glose	Marsha	Director of Student Health Services	117H	2112
Barone	Pamela	Licensed Practical Nurse	117H	2155
Zeigler	Kristene	Administrative Assistant	117H	2341
Fax				880-3399
<b>ADDITIONAL OFFICES</b>				
Bookstore			C101	2324
Carroll	Jonathan	Book Store Manager	C113	2252
Faz				880-2132
<b>FACILITIES</b>				
Main Office			77H	2540
Duermeyer	Joel	Aramark, Supervisor	M017	2121
McDougald	Danielle	Aramark, Administrative Assistant	77H	2540

Last	First	Title	Room	Extension
Schaefer	Abigale	Aramark, Administrative Assistant	77H	2527
Fax				880-2960
<b>FOOD SERVICE</b>				
Café 4 <sup>th</sup> Floor			MAIN	2511
Elis	Janet	Chartwells, Director of Dining	C102B	2106/2468
Metz	Mark	Chartwells, Executive Chef	C102B	2106/2468
LoDestro	Danielle	Chartwells, Food Service Manager	C102B	2106/2468
Fax				880-2006
<b>MISC.</b>				
BestSelf Behavioral Health Clinic			95H	
Radio Station			MAIN LL	2213
SGA			C201	2220
TV Studio			MAIN LL	2331
Adjunct Office			M220/M033	2438/2353
Entrepreneurial Assistant Program	Enger, Ann	Coordinator	121H	3288

**Building Abbreviations**

SC	Downey Science Center
C	Sullivan Center
H	Before number, Huber
H	After number, Humboldt

## ACADEMIC ADVISORY BOARDS

### CLINICAL PSYCHOLOGY

John Baker, Ph.D., ABPP  
Licensed Psychologist  
University at Buffalo, Concussion Clinic  
Buffalo, NY

Karen Klementowski, PsyD  
Licensed Psychologist, Private practice  
Snyder, NY

James P. Butters, Psy.D.  
Licensed Psychologist, East Amherst  
Psychology GroupLLP  
Amherst, NY

Peter P. Kost, Ph.D.  
Licensed Psychologist  
Chief Psychologist, Buffalo Psychiatric Center  
Buffalo, NY

Elizabeth Botzer, Ph.D.  
Psychologist, Newfane Central Schools/East  
Amherst Psychology Group  
Wilson, NY

Drew C. Messer JD PhD  
Licensed Psychologist, Private Practice  
Williamsville, NY

Jodi Saltzberg Deeb, Ph.D.  
Licensed Psychologist  
East Amherst, NY

Tom Mazur, PsyD  
Licensed Psychologist  
Pediatric Endocrinology, Woman and  
Children's Hospital of Buffalo  
Buffalo, NY

Esterphine A. Greene, LCSW  
Formerly of Buffalo Psych Center/BFNC  
Buffalo, NY

Sally Norman, Ph.D.  
Licensed Psychologist, Private Practice  
Amherst, NY

Marvin L. Henchbarger, MA  
Executive Director, Gay and Lesbian Youth  
Services of Western NY  
Niagara Falls, NY

William A. Reynolds, PsyD, MBA  
Licensed Psychologist, Buffalo Psychiatric  
Center  
Amherst, NY

Howard K. Hitzel, PsyD, MPA  
President, Lakeshore Behavioral Health  
Buffalo, NY

David Teplin, PsyD  
Adult Clinical Psychologist  
Richmond Hill, ON

Amy Jablonski, PsyD  
Licensed Psychologist  
Chief Operating Officer, Summit Educational  
Resources

JoAnn West  
Registered Psychologist, Early Career  
Toronto, ON

Getzville, NY

## COMMUNICATION

Andy Brocato  
Director of Community Relations & Special  
Events  
Tops Friendly Markets

Brian Meyer  
New Director  
WBFO

Eileen Buckley  
Senior Reporter  
WBFO-FM

Chris Musial  
VP and General Manager  
WBBZ-TV

Dawn Cwierley  
Public Relations Manager  
Kenmore Mercy Hospital

Nancy Sanders  
News Operations Manager  
WIVB-TV

Al Davis  
Program Director, WGR Radio

Anne Schlifke  
VP Customer Experience Manager/Mortgage  
and Consumer Lending  
M&T

John DiScuillo  
Promotion and Production Director  
WBBZ-TV

Don Tomasulo  
Director of Results  
Entercom Radio

Craig Kanalley  
Social Media Manager  
Buffalo Sabres  
Key Bank Center

Timothy Walsh  
VP of College Relations

## ENGLISH

Elizabeth Licata  
Editor  
Buffalo Spree magazine

Ted Pelton  
Professor & Chair  
English Department  
Tennessee Technical University

Sarah Kinne, Medaille English Alumni  
MA Rhetoric & Composition, University of  
Massachusetts, Boston  
Harvard University Library

Bridget Brace-McDonald  
Director of Outreach Activities  
Genome, Environment, and Microbiome  
Community of Excellence  
University of Buffalo

Amber Small

Executive Director  
Parkside Community Center

## HEALTH INFORMATION MANAGEMENT (HIM)

Howard Hitzel

Nicolas LeMarca

David Putney

## SPORTS MANAGEMENT

Bob Bateson  
Owner/CEO  
Body Blocks Fitness

Kenneth Martin, Jr.  
Director of Community & Diversity  
Programming  
National Hockey League

Ron Bertovich  
Sport Executive

Deborah M. Martinez, J.D.  
Sport Agent

John Beutel  
Medaille Sport Management Alumni

Jim May  
President  
Sportsplex, Inc.

Michael J. Billoni  
Food Bank of Western New York

William Munson  
Buffalo Bills VP of Government Relations &  
External Affairs (Retired)

Michael Buczkowski  
General Manager  
Buffalo Bisons

Carlos Obiano  
Professional Soccer Argentina

Stephen Butler  
Medaille Sport Management Alumni  
Niagara University  
Deputy Director of Athletics

Ron Raccuia  
Owner, ADPRO Sports  
Joseph Shaw  
Shaw and Shaw  
Attorneys at Law

Seymour Knox IV

Jerry Sullivan  
Sports Writer

Pat LaDuca  
Health and Fitness Executive

Joseph Vizzi  
National Sales Manager  
Gear-Up Sports Worldwide

F. Scott Layden  
General Manager  
Minnesota Timberwolves of the NBA

Bruce Wawrzyniak  
Medaille Sport Management Alumni

Stephanie Limoncelli  
Yoga Master

Kevin Wiles  
Medaille Sport Management Alumni  
NY State Police

Dennis Lynch  
Management-NFL  
(Retired)

David S. Zygai  
VP of Legal Affairs  
Buffalo Sabres NHL

Stan Makowski, Jr.  
Vice President of Arena Operations  
Pegula Sports and Entertainment (PSE)

Liz Malstrom  
Medaille Sport Management Alumni  
Former Director of Human Resources  
Buffalo Bills NFL

### **VETERINARY TECHNOLOGY**

Allison DeLang, L.V.T.  
Medaille College

Carol Spierto, L.V.T., SMAR RLATg, MBA  
Roswell Park Cancer Institute

David Hansen, D.V.M., F.A.V.D., D.A.V.D.C.  
Diplomate Amer. Veterinary Dentistry College  
Town & Country Animal Clinic

Joseph Tashjian, DVM  
Springville Veterinary Associates

Jon Mott, L.A.T.G.  
SUNY Buffalo  
(Retired)

Gary Willoughby II  
Executive Director  
SPCA

Karen Sandle, L.V.T.  
Animal Rehabilitation Specialist  
Medaille College

Rene vanEe, D.V.M., D.A.C.V.S.  
Diplomate Amer. College of Veterinary  
Surgeons  
Sheridan Animal Hospital, PC

Joseph Savarese, DVM  
Medaille College

Tara Woyton, L.V.T.  
Medaille College

### **VETERINARY TECHNOLOGY (ROCHESTER)**

Kellie Donovan, LVT  
Genesee Valley Equine Clinic, LLC

Amy Leibeck, DVM  
Owner, Genesee Valley Equine Clinic, LLC

Robin English, LVT

Jennifer Rastle, LVT

[www.medaille.edu](http://www.medaille.edu)

Seneca Park Zoo

Hospital Manager  
Veterinary Specialists and Emergency Services

Erik Herrema  
Director, Penfield Veterinary Hospital

Robert Weir  
Territory Business Manager  
Zoetis

Ann Horn-Jeddy  
Assistant Director, Medaille College

Tara Woyton, LVT  
Tribal Liaison-USDA, Veterinary Services  
NY, Medaille Buffalo Campus FT Instructor

Amy Karch, RN, MS, CNS  
Associate Professor of Clinical Nursing  
University of Rochester