



G R A D U A T E
Academic Catalog
2021-2022



**Medaille
College**

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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> (<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> (<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 (<https://iacbe.org/memberpdf/MedailleCollege.pdf>)) 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 (<http://www.medaille.edu/academics/graduate/master-business-administration/>)
- Master of Organizational Leadership (<http://www.medaille.edu/academics/graduate/master-arts-organizational-leadership/>)
- Bachelor of Business Administration (<http://www.medaille.edu/academics/graduate/bachelor-business-administration/>)
- Bachelor of Science in Business Administration (<http://www.medaille.edu/business-administration-bs/>)
- Bachelor of Science in Sport Management (<http://www.medaille.edu/sport-management-bs/>)

The IACBE requires that every member disclose their learning outcomes assessment. The assessment results can be found in the annual reports, available here: IACBE Annual Report 2013-14 (Management and Leadership) (<https://iacbe.org/memberpdf/MedailleCollege.pdf>)

Teacher Education Accreditation Council (TEAC)

The Teacher Education Program at Medaille College is awarded TEAC (<http://www.teac.org/>) accreditation by the inquiry Brief Commission of the Council for the Accreditation of Educator Preparation (CAEP) (<http://caepnet.org/provider-details/teac/?e=Teacher+Education+Program&i=Medaille+College&c=Buffalo&s=NY>) 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).

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> (<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> (<http://www.medaille.edu/disability-services/>).

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 the student's 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> (<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.
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 (<https://www.medaille.edu/admissions/post-traditional-graduate-online/>).

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 the 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.
- To be reviewed for degree conferral, 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 21st 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. Demonstrate well-developed problem solving skills.
2. Articulate the major theories and concepts in the areas of accounting, finance, management, and marketing, and elucidate their applications to organizational decision-making.
3. Identify the opportunities and challenges of globalization and apply managerial skills to global business issues.
4. Recognize ethical problems and apply standards of ethical behavior in business to management decision-making.
5. Apply appropriate technological and quantitative methods and tools to the solution of practical management problems.
6. Create coherent forms of both narrative and persuasive types of communication, and present them orally and in written form to diverse professional audiences.
7. Demonstrate well-developed leadership and teamwork skills for the effective implementation of organizational policy.
8. Integrate theory and practical application across business functional areas for the purpose of strategic analysis, planning, implementation, and control.

Time Limit for Degree 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
 - a. those students in the process of completing requirements in the semester during which commencement takes place and
 - b. 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.

Programs

- Business Administration, M.B.A. (p. 5)
- Organizational Leadership, M.A. (p. 6)
- Accounting, M.S. (p. 7)

Business Administration, M.B.A.

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.

Degree earned: M.B.A.

Total number of credits: 30-42

Delivery format: Online, Hybrid (online and on-ground)

Locations: Buffalo

Courses

Code	Title	Hours
Foundation Courses ¹		
MBA 553		3
MBA 554		3
MBA 583		3
MBA 584		3
Core Courses ²		
MBA 530		3
MBA 656		3
MBA 682		3
MBA 685		3
MBA 688		3
MBA 695		3
MGT 542		3
Electives		
Select 9 credits of the following:		9
MBA 687		
MBA 661		
MBA 646		
MBA 632		
MOL 643		
MOL 647		
MOL 648		
MOL 646		
MOL 644		
MOL 649		
Total Hours		42

1

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.

2

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.

Total Credit Hours

If 0 foundation courses waived: 42

If 1 foundation course waived: 39

If 2 foundation courses waived: 36

If 3 foundation courses waived: 33

If 4 foundation courses waived: 30

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:

Code	Title	Hours
MOL 643		3
MOL 648		3
MOL 646		3

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:

Code	Title	Hours
MBA 646		3
MOL 644		3
MBA 632		3

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, BS eSports Management 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.

Organizational Leadership, M.A.

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 Arts in Organizational Leadership (MAOL) 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.

Degree earned: M.A.

Total number of credits: 30

Delivery format: Online, Hybrid (online and on-ground)

Locations: Buffalo

Courses

Code	Title	Hours
MOL 520		3
MGT 542		3
MOL 545		3
MOL 643		3
MOL 644		3
MOL 646		3
MOL 647		3
MOL 648		3
MOL 649		3
MOL 650		3
Total Hours		30

Accounting, M.S.

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.

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:

Code	Title	Hours
ACC 300	Income Tax Accounting	3
ACC 305	Cost Accounting	3
ACC 350	Intermediate Accounting I	3
ACC 351	Intermediate Accounting II	3
ACC 410	Advanced Accounting	3
ACC 430	Auditing	3

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.

Degree earned: B.S./M.S.

Total number of credits: 30

Delivery format: On-ground (evening)

Locations: Buffalo

Courses

Code	Title	Hours
Accounting: Graduate Core Courses		
MSA 600	Managerial Economics	3
MSA 603	Quantative Methods	3
MSA 605	Financial Management	3
MSA 630	Advanced Strategy	3
MSA 631	Integrative Case Studies	3
MSA 670	Accounting Theory and Research	3
MSA 672	Accounting Information Systems	3
MSA 673	Advanced Taxation	3
Accounting: Graduate Electives		
Select 2 courses of the following:		6
MSA 601	Strategic Human Resource Management	3
MSA 602	Organizational Behavior and Development	3
MSA 621	Strategic Operations Management	3
MSA 623	Strategic Marketing	3

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.

- Clinical Mental Health Counseling, Certificate of Advanced Study (p. 8)
- Clinical Mental Health Counseling, M.A. (p. 9)
- Clinical Psychology, Psy.D. (p. 13)
- Marriage and Family Therapy, Advanced Certificate (p. 20)
- Marriage and Family Therapy, M.A. (p. 21)

Clinical Mental Health Counseling, Certificate of Advanced Study

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.

Program Objectives

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 Helping Relationships - Advanced Clinical Counseling Skills) 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 Internship In Clinical Mental Health Counseling I and MHC 679 Internship In Clinical Mental Health Counseling II) and are expected to complete at least half of their 600 Internship hours in the first term of MHC 678 Internship In Clinical Mental Health Counseling I. If a student does not meet the required hours in any term of MHC 678 Internship In Clinical Mental Health Counseling I or MHC 679 Internship In Clinical Mental Health Counseling II, 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 Internship In Clinical Mental Health Counseling II, she/he must register for a second term of MHC 679 Internship In Clinical Mental Health Counseling II in order to complete the requirements. Students who do not complete their Internship requirements by the end of the second term of MHC 679 Internship In Clinical Mental Health Counseling II may be

dismissed from the program and will not be recommended for completion of the Certificate of Advanced Study in Clinical Mental Health Counseling.

Degree earned: ADV CERT

Total number of credits: 15

Delivery format: On-ground (day and evening), Online, Blended (online and on-ground)

Locations: Buffalo, Rochester

Licensure-Qualifying Curriculum Content Areas

Required Content Areas Course & Semester Hours

- Human growth and development:
 - Likely met through prerequisites/admissions criteria
- Social and cultural foundations of counseling:
 - Likely met through prerequisites/admissions criteria
- Counseling theory and practice:
 - Likely met through prerequisites/admissions criteria
- Psychopathology:
 - Likely met through prerequisites/admissions criteria
- Group dynamics:
 - Likely met through prerequisites/admissions criteria
- Lifestyle and career development:
 - Likely met through prerequisites/admissions criteria
- Assessment and appraisal of individuals, couples, families, and groups:
 - Likely met through prerequisites/admissions criteria
- Research and program evaluation:
 - Likely met through prerequisites/admissions criteria
- Professional orientation and ethics:
 - Likely met through prerequisites/admissions criteria
- Foundations of mental health counseling and consultation:
 - MHC 650 Professional Orientations and Practice
- Clinical instruction:
 - MHC 670 Helping Relationships - Advanced Clinical Counseling Skills
- Recognition and reporting of child abuse and maltreatment; and:
 - Likely met through prerequisites/admissions criteria
- One-year (at least 600 clock hours) supervised internship or practicum in mental health counseling:
 - MHC 678 Internship In Clinical Mental Health Counseling I
 - MHC 679 Internship In Clinical Mental Health Counseling II

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.

Course	Title	Hours
First Semester		
15 weeks		
MHC 650	Professional Orientations and Practice	3
MHC 620	Psychopathologies	3
Hours		6

Second Semester

15 weeks

MHC 670	Helping Relationships - Advanced Clinical Counseling Skills	3
MHC 678	Internship In Clinical Mental Health Counseling I	3
Hours		6

Third Semester

15 weeks

MHC 679	Internship In Clinical Mental Health Counseling II	3
Hours		3
Total Hours		15

Clinical Mental Health Counseling, M.A.

“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) 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 Clinical Counseling Comprehensive Examination) 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.

Program Objectives

- Provide students with advanced research-based knowledge in the areas of group and individual counseling, counseling techniques, and testing and diagnostics.
- Provide students with a full understanding of the professional and ethical issues relevant to mental health counseling and consultation.
- Provide students with detailed knowledge of multicultural and career issues in counseling.

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 their 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, and the Vice President for Academic Affairs or designee.
- 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.

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.

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 Psychopharmacology / Micro Skills Counseling and MHC 670 Helping Relationships - Advanced Clinical Counseling Skills to prepare and reinforce the skills and training for clinical work in the field. A student who does not pass MHC 669 Psychopharmacology / Micro Skills Counseling will not be permitted to take MHC 677 Practicum In Clinical Mental Health Counseling. MHC 677 Practicum In Clinical Mental Health Counseling is taken with the first clinical course MHC 677 Practicum In Clinical Mental Health Counseling, 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 Practicum In Clinical Mental Health Counseling and complete the hours to receive a grade in **both** MHC 670 Helping Relationships - Advanced Clinical Counseling Skills and MHC 677 Practicum In Clinical Mental Health Counseling 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 In Clinical Mental Health Counseling I and MHC 679 Internship In Clinical Mental Health Counseling II (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 In Clinical Mental Health Counseling I, and the remaining (300 hours) in MHC 679 Internship In Clinical Mental Health Counseling II. 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 Practicum In Clinical Mental Health Counseling, MHC 678 Internship In Clinical Mental Health Counseling I, or MHC 679 Internship In Clinical Mental Health Counseling II 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 Internship In Clinical Mental Health Counseling II 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.

Degree earned: M.A.

Total number of credits: 60

Delivery format: On-ground (day and evening), Online, Hybrid (online and on-ground)

Locations: Buffalo, Rochester

Licensure-Qualifying Curriculum Areas

Required Content Areas Course & Credits

- Human Growth and Development:
 - MHC 631 Human Growth and Development
- Social and cultural foundations of counseling:
 - MHC 640 Cultural & Social Diversity
- Counseling theory and practice:
 - MHC 600 Counseling Theory and Practice
- Psychopathology:
 - MHC 620 Psychopathologies
- Group dynamics:
 - MHC 605 Group Work
- Lifestyle and career development:
 - MHC 660 Career Development
- Assessment and appraisal of individuals, couples, families, and groups:
 - MHC 622 Assessment and Evaluation
- Research and program evaluation:
 - MHC 652 Research & Program Evaluation
- Professional orientation and ethics:
 - MHC 630 Professional, Ethical & Legal Issues In Counseling
- Foundations of mental health counseling and consultation:
 - MHC 650 Professional Orientations and Practice
- Clinical instruction:
 - MHC 670 Helping Relationships - Advanced Clinical Counseling Skills
 - MHC 669 Psychopharmacology / Micro Skills Counseling
- Recognition and reporting of child abuse and maltreatment; and:
 - MHC 649 Child Abuse Mandated Reporter Training (online workshop)
- One-year (at least 600 clock hours) supervised internship or practicum in mental health counseling:
 - MHC 677 Practicum In Clinical Mental Health Counseling
 - MHC 678 Internship In Clinical Mental Health Counseling I
 - MHC 679 Internship In Clinical Mental Health Counseling II

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.

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 or the IT Department on campus if they need assistance setting up their Medaille email account.

Course Sequence

On-Ground Course Sequence Chart

Course	Title	Hours
First Semester		
(15 weeks)		
MHC 650	Professional Orientations and Practice	3
MHC 600	Counseling Theory and Practice	3
MHC 631	Human Growth and Development	3
MHC 640	Cultural & Social Diversity	3
Hours		12
Second Semester		
(15 weeks)		
MHC 605	Group Work	3
MHC 630	Professional, Ethical & Legal Issues In Counseling	3
MHC 649	Child Abuse Mandated Reporter Training (Note: non-credit bearing) ¹	0
Hours		6
Third Semester		
(15 weeks)		
MHC 620	Psychopathologies	3
MHC 669	Psychopharmacology / Micro Skills Counseling	6
MHC 670	Helping Relationships - Advanced Clinical Counseling Skills	3
Hours		12
Fourth Semester		
(15 weeks)		
MHC 622	Assessment and Evaluation	3
MHC 652	Research & Program Evaluation	3
MHC 677	Practicum In Clinical Mental Health Counseling	3
Hours		9
Fifth Semester		
(15 weeks)		
MHC 634	Grief, Trauma and Crisis Counseling and Therapy	3
MHC 610	Introduction to Substance Abuse Counseling	3
MHC 678	Internship In Clinical Mental Health Counseling I	3
Hours		9
Sixth Semester		
(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.) ²	0
Hours		12
Total Hours		60

1

Taken concurrently with MHC 630 Professional, Ethical & Legal Issues In Counseling

2

Taken concurrently with MHC 727 Counseling Supervision and Practice

Note: Online Sequence is the same. The actual dates may be different from the on-ground schedule.

Online Course Sequence Chart: Fall Start

Course	Title	Hours
First Year		
First Semester		
MHC 650	Professional Orientations and Practice (7 weeks)	3
MHC 600	Counseling Theory and Practice (7 weeks)	3
MHC 631	Human Growth and Development (14 weeks)	3
Hours		9
Second Semester		
MHC 640	Cultural & Social Diversity (7 weeks)	3
MHC 605	Group Work (7 weeks)	3
MHC 630	Professional, Ethical & Legal Issues In Counseling (14 weeks)	3
MHC 649	Child Abuse Mandated Reporter Training (Note: non-credit bearing) (14 weeks) ¹	0
Hours		9
Third Semester		
MHC 620	Psychopathologies (14 weeks)	3
MHC 669	Psychopharmacology / Micro Skills Counseling (7 weeks)	6
MHC 670	Helping Relationships - Advanced Clinical Counseling Skills (7 weeks)	3
Hours		12
Second Year		
First Semester		
MHC 622	Assessment and Evaluation (7 weeks)	3
MHC 652	Research & Program Evaluation (7 weeks)	3
MHC 677	Practicum In Clinical Mental Health Counseling (14 weeks)	3
Hours		9
Second Semester		
MHC 634	Grief, Trauma and Crisis Counseling and Therapy (7 weeks)	3
MHC 610	Introduction to Substance Abuse Counseling (7 weeks)	3
MHC 678	Internship In Clinical Mental Health Counseling I (14 weeks)	3
Hours		9
Third Semester		
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.) (7 weeks) ²	0
Hours		12
Total Hours		60

1

Taken concurrently with MHC 630 Professional, Ethical & Legal Issues In Counseling

2

Taken concurrently with MHC 727 Counseling Supervision and Practice

Online Course Sequence Chart: Spring Start

Course	Title	Hours
First Year		
First Semester		
MHC 650	Professional Orientations and Practice (7 weeks)	3
MHC 600	Counseling Theory and Practice (7 weeks)	3
MHC 631	Human Growth and Development (14 weeks)	3
Hours		9
Second Semester		
MHC 640	Cultural & Social Diversity (7 weeks)	3
MHC 605	Group Work (7 weeks)	3
MHC 630	Professional, Ethical & Legal Issues In Counseling (14 weeks)	3
MHC 649	Child Abuse Mandated Reporter Training (Note: non-credit bearing) (14 weeks) ¹	0
Hours		9
Third Semester		
MHC 620	Psychopathologies (14 weeks)	3
MHC 669	Psychopharmacology / Micro Skills Counseling (7 weeks)	6
MHC 670	Helping Relationships - Advanced Clinical Counseling Skills (7 weeks)	3
Hours		12
Second Year		
First Semester		
MHC 622	Assessment and Evaluation (7 weeks)	3
MHC 652	Research & Program Evaluation (7 weeks)	3
MHC 677	Practicum In Clinical Mental Health Counseling (14 weeks)	3
Hours		9
Second Semester		
MHC 634	Grief, Trauma and Crisis Counseling and Therapy (7 weeks)	3
MHC 610	Introduction to Substance Abuse Counseling (7 weeks)	3
MHC 678	Internship In Clinical Mental Health Counseling I (14 weeks)	3
Hours		9
Third Semester		
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 (7 weeks) ²	0
Hours		12
Total Hours		60

1

Taken concurrently with MHC 630 Professional, Ethical & Legal Issues In Counseling

Taken concurrently with MHC 727 Counseling Supervision and Practice

Clinical Psychology, Psy.D.

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

Degree earned: PsyD

Total number of credits: 99

Delivery format: On-ground (day and evening)

Locations: Buffalo

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

Code	Title	Hours
PSY 719	Child and Adolescent Psychopathology	3
PSY 747	Trauma Throughout The Lifespan	3
PSY 771	Treatment and Assessment of Children and Adolescents	3
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; and
- 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

Code	Title	Hours
PSY 762	Substance Abuse and Treatment	3
PSY 747	Trauma Throughout The Lifespan	3
PSY 779	Clinical Geropsychology	3

PSY 785	Advanced Family Therapy	3
PSY 849	Psychotherapy Integration	3

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

Program Requirements

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

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

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 their advisor.

Potential Elective Courses

Code	Title	Hours
PSY 719	Child and Adolescent Psychopathology	3
PSY 745	Proseminar and Practicum V ¹	3
PSY 746	Proseminar and Practicum VI ¹	3
PSY 747	Trauma Throughout The Lifespan	3
PSY 762	Substance Abuse and Treatment	3
PSY 771	Treatment and Assessment of Children and Adolescents	3

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:

Code	Title	Hours
PSY 741	Proseminar and Practicum I	3
PSY 742	Proseminar and Practicum II	3

PSY 743	Proseminar and Practicum III	3
PSY 744	Proseminar and Practicum IV	3

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 their academic advisor, each student will develop a list of potential practicum sites in order of their 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 their 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:

Code	Title	Hours
PSY 851	Clinical Dissertation I	1
PSY 852	Clinical Dissertation II	1
PSY 853	Clinical Dissertation III	1

PSY 851 Clinical Dissertation I, 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 Clinical Dissertation I, PSY 852 Clinical Dissertation II, and PSY 853 Clinical Dissertation III for specific information about the dissertation project.

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 their dissertation within the 3 semesters allotted. A student who does not complete their dissertation within 3 semesters will be required to register for PSY 854 Clinical 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 Proseminar and Practicum I – PSY 744 Proseminar and Practicum IV), students are also required to complete the following courses before beginning the CCE:

Code	Title	Hours
PSY 743	Proseminar and Practicum III	3
PSY 744	Proseminar and Practicum IV	3
PSY 768	Research Methods	3
PSY 769	Statistics	3
PSY 780	Group Therapy	3
PSY 782	Family Therapy	3
PSY 794	Clinical Psychopharmacology	3
Two Electives		6

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 their 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 (http://www.nationalregister.org/internship_guidelines.html) in Psychology to define an internship.

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

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 contact their instructor to notify them 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 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 (<https://www.medaille.edu/student-services/emergency-information/>) 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/> (<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 their 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.

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 composed of core faculty from the PsyD Program. The committee 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.

PsyD Remediation Policy

A student who is placed on a remediation plan will be notified in writing of the terms of the plan, the allotted time frame, and the faculty member(s) responsible for overseeing the remediation. Remediation may include, but is not limited to, satisfactorily repeating course(s), additional practicum experience and/or academic work, and will include individual meetings with the academic advisor or other faculty member to review the student's progress in remediation. Clinical supervisors or other people affiliated with the institution may be involved in providing remediation, and may consult with the academic advisor or SDC, as necessary. The remediation plan will include operationalized goals for improvement and specify the assessment methods used (eg. course completion, Seminar Leader Evaluation of Practicum). The student is responsible for providing documentation of completion of remediation goals to SDC, in collaboration with the overseeing faculty member. A student may be dismissed for failure to fulfill terms of a remediation plan within the allotted time frame, as stated in the remediation document. Once the remediation is complete, the student will receive a letter of the

outcome from the Chair of SDC, stating that the student has complete successfully, or, in the event that the remediation has not been complete successfully indicating a recommendation for further evaluation or action.

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.

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 5th 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 their 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 (<https://www.ccptp.org/cctc-guidelines-for-the-comprehensive-evaluation-of-student-competence/>)):

Faculty, training staff, supervisors, and administrators participating in doctoral level psychology training have a professional, ethical, and potentially legal obligation to:

1. 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,
2. 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'

1. interpersonal and professional competence
2. self-awareness, self-reflection, and self-evaluation;
3. openness to processes of supervision; and
4. resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner.

When a student's conduct clearly and demonstrably

1. impacts the student's performance, development, or functioning
2. raises questions of an ethical nature
3. represents a risk to public safety, or
4. 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 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 (<https://www.medaille.edu/student-services/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 (https://www.medaille.edu/sites/default/files/Registrar/course-substitution_policy-waiver-request-form_updated-11317.pdf) 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 their 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> (<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 (<https://medaille.dcollege.net/>). Information regarding completing course requirements can be found on the class syllabus.

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.

Course Sequence

Course	Title	Hours
First Year		
First Semester		
PSY 700	Psychometrics	3
PSY 701	Diagnostic Psychopathology	3
PSY 710	Cognitive Assessment	3
PSY 720	History and Systems of Psychology	3
PSY 705	Professionalization Group	0
		Hours
		12
Second Semester		
PSY 763	Neuropsychological Assessment	3
PSY 727	Psychology of Life Span Development	3
PSY 764	Clinical Interviewing	3
PSY 715	Objective Personality Assessment	3
PSY 705	Professionalization Group	0
		Hours
		12
Third Semester		
PSY 731	Cognitive and Affective Processes	3

PSY 765	Integrative Assessment	3
Hours		6
Second Year		
First Semester		
PSY 749	Physiological Psychology	3
PSY 761	Assessment and Treatment of Diverse Populations	3
PSY 770	Cognitive Behavioral Theory and Treatment	3
PSY 741	Proseminar and Practicum I	3
Hours		12
Second Semester		
PSY 768	Research Methods	3
PSY 758	Psychodynamic Theory & Therapy	3
PSY 742	Proseminar and Practicum II	3
Elective		3
Hours		12
Third Semester		
PSY 735	Professional Ethics and Conduct	3
PSY 782	Family Therapy	3
Hours		6
Third Year		
First Semester		
PSY 769	Statistics	3
PSY 780	Group Therapy	3
PSY 743	Proseminar and Practicum III	3
PSY 787	Social Psychology	3
Hours		12
Second Semester		
PSY 794	Clinical Psychopharmacology	3
PSY 744	Proseminar and Practicum IV	3
PSY 851	Clinical Dissertation I	1
Elective		3
Hours		10
Third Semester		
PSY 852	Clinical Dissertation II	1
Clinical Competency Exam		0
Hours		1
Fourth Year		
First Semester		
PSY 853	Clinical Dissertation III	1
Elective		3
Elective		3
Hours		7
Second Semester		
PSY 790	Administration, Consultation, and Supervision	3
Elective		3
Elective		3
Hours		9
Fifth Year		
PSY 900	Clinical Psychology Internship (3 terms)	0
Hours		0
Total Hours		99

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

Degree earned: ADV CERT

Total number of credits: 27

Delivery format: On-ground (day and evening), Hybrid (online and on-ground)

Locations: Buffalo

Licensure-Qualifying Curriculum Content Areas

Required Content Areas Course & Semester Hours

- Study of human development, including individual, child and family, at least 3 semester hours:
 - Met through prerequisites/admissions criteria
- Marriage and family clinical knowledge, including but not limited to psychopathology, at least 12 semester hour:
 - MFT 761 Trauma And The Family
 - MFT 762 Child & Adolescent Therapy
 - MFT 730 Sex Therapy
 - (3 additional hours to be met through prerequisites/admissions criteria)
- Marriage and family theoretical knowledge, at least 6 semester hours:
 - MFT 620 Structural, Strategic & Systemic Family Therapies
 - MFT 661 Transgenerational Theories
- Family law:
 - MFT 670 Family Law & Ethical Issues In Family Therapy
- Research, at least 3 semester hours:
 - Met through prerequisites/admissions criteria
- Professional ethics, at least 3 semester hours:
 - MFT 670 Family Law & Ethical Issues In Family Therapy
 - MFT 730 Sex Therapy
- Recognition and reporting of child abuse and maltreatment; and:
 - MFT 671 Child Abuse Prevention Workshop

Marriage and Family Therapy, Advanced Certificate

Program Description

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,

- Supervised practicum in marriage and family therapy of at least 500 client contact hours:
 - MFT 702 Marriage And Family Therapy Practicum II
 - MFT 703 Marriage And Family Therapy Practicum III
 - MFT 704 Marriage And Family Therapy Practicum IV

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.

Sample Course Sequence

Course	Title	Hours
First Semester		
MFT 620	Structural, Strategic & Systemic Family Therapies	3
MFT 730	Sex Therapy	3
MFT 702	Marriage And Family Therapy Practicum II	3
Hours		9
Second Semester		
MFT 761	Trauma And The Family	3
MFT 670	Family Law & Ethical Issues In Family Therapy	3
MFT 703	Marriage And Family Therapy Practicum III	3
Hours		9
Third Semester		
MFT 704	Marriage And Family Therapy Practicum IV	3
MFT 661	Transgenerational Theories	3
MFT 762	Child & Adolescent Therapy	3
Hours		9
Total Hours		27

Marriage and Family Therapy, M.A. 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. This is in addition to weekend courses taken simultaneously in those five semesters. Accordingly, students will be advised by both Admissions counselors and faculty (during the 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, attend staff meeting, meet weekly with their site supervisor 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**. The majority of faculty supervision is face-to-face. 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.

Degree earned: M.A.

Total number of credits: 51

Delivery format: On-ground (day and evening), Hybrid (online and on-ground)

Locations: Buffalo

Licensure-Qualifying Curriculum Content Areas

Required Content Areas Course and Semester Hours

- Study of human development, including individual, child and family, at least 3 semester hours:
 - MFT 690 Human Development And The Family Life Cycle
- Marriage and family clinical knowledge, including but not limited to psychopathology, at least 12 semester hours:
 - MFT 640 Psychopathology In The Family System
 - MFT 631
 - MFT 680 Treating Diverse Populations
 - MFT 730 Sex Therapy
 - MFT 762 Child & Adolescent Therapy
- Marriage and family theoretical knowledge, at least 6 semester hours:
 - MFT 620 Structural, Strategic & Systemic Family Therapies
 - MFT 651 Social Constructionist Theory
 - MFT 661 Transgenerational Theories
- Family law:
 - MFT 670 Family Law & Ethical Issues In Family Therapy
- Research, at least 3 semester hours:
 - MFT 720 Research Methods In Marriage And Family Therapy
- Professional ethics, at least 3 semester hours:
 - MFT 670 Family Law & Ethical Issues In Family Therapy
- Recognition and reporting of child abuse and maltreatment; and:
 - MFT 671 Child Abuse Prevention Workshop
- Supervised practicum in marriage and family therapy of at least 300 client contact hours:
 - MFT 701 Marriage And Family Therapy Practicum I
 - MFT 702 Marriage And Family Therapy Practicum II
 - MFT 703 Marriage And Family Therapy Practicum III
 - MFT 704 Marriage And Family Therapy Practicum IV

Sample Course Sequence

Course	Title	Hours
First Year		
First Semester		
MFT 620	Structural, Strategic & Systemic Family Therapies	3
MFT 640	Psychopathology In The Family System	3
		Hours
		6
Second Semester		
MFT 670	Family Law & Ethical Issues In Family Therapy	3
MFT 671	Child Abuse Prevention Workshop	0
MFT 701	Marriage And Family Therapy Practicum I	3
MFT 690	Human Development And The Family Life Cycle	3
		Hours
		9
Third Semester		
MFT 702	Marriage And Family Therapy Practicum II	3
MFT 651	Social Constructionist Theory	3
MFT 762	Child & Adolescent Therapy	3
		Hours
		9
Second Year		
First Semester		
MFT 761	Trauma And The Family	3
MFT 680	Treating Diverse Populations	3

MFT 704	Marriage And Family Therapy Practicum IV	3
Hours		9
Second Semester		
MFT 680	Treating Diverse Populations	3
MFT 761	Trauma And The Family	3
MFT 704	Marriage And Family Therapy Practicum IV	3
Hours		9
Third Semester		
MFT 705	Marriage And Family Therapy Practicum V	3
MFT 661	Transgenerational Theories	3
MFT 720	Research Methods In Marriage And Family Therapy	3
Hours		9
Total Hours		51

Department of Education

Note: More detailed information about each Department of Education program can be found here: <http://www.medaille.edu/department-education-uggr> (<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 (<https://www.medaille.edu/about-medaille/offices/research-grants-assessment/>) page and on the institution's HEOA Student Right to Know (<https://www.medaille.edu/about-medaille/heoa-students-right-to-know/>) page.

Time Limit for Degree Completion Policy

All coursework and degree requirements for the degree of Master of Science in Elementary Education, Adolescent Education, Students with Disabilities, or Literacy must be completed within five years of the date

of admission to the Department of Education. Coursework completed more than five years prior to the date of admission to the Department of Education cannot be used to satisfy degree requirements.

Programs

- Adolescent Education, M.S.Ed. (p. 23)
- Elementary Education (Childhood 1-6), M.S.Ed. (p. 25)
- Education, M.S.Ed. (p. 27)
- Literacy, M.S.Ed. (p. 27)
- Literacy, Advanced Certification (p. 29)
- Students With Disabilities, 1-6 and 7-12 Generalist, M.S.Ed. (p. 30)
- Students With Disabilities, Advanced Certification (p. 33)

Adolescent Education, M.S.Ed.

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

Program Objectives

- To provide students with individual supervision and assessment during their course work and field experience to assure that each teacher candidate has the opportunity to develop appropriate professional skills.
- To individualize and adequately differentiate instruction so as to address the academic and emotional/behavioral needs of each learner thereby creating a classroom of values, validates and nurtures each child.
- To offer a contemporary curriculum that provides majors with the knowledge of subject matter, teaching techniques and principles of classroom management.
- To prepare specialized content matter experts who are also strongly grounded in the liberal arts and professional studies.

- To provide students with an understanding of the foundations of educational practice and the philosophical, historical, social, psychology and pedagogical principles that guide instructional decisions.
- To prepare teachers who are skilled in collaboration and team work both with professional colleagues and families.
- To foster graduates who participate in professional growth opportunities as life-long learners and who are potential leaders in community and educational settings.
- To develop positive and supportive classroom environments in which all students will be valued and successful.
- To prepare graduates who can effectively integrate theory and practice, engage in critical reading and questioning or current theory and research, and be problem solvers.
- To prepare teachers who understand, practice and model the highest standards of professional behavior and responsibility in their interactions with students, parents and other caregivers, school colleagues and the community.
- To produce teachers who will provide informed and thoughtful advocacy for adolescents.

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> (<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 re-admittance.

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.

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.

Degree earned: M.S.Ed.

Total number of credits: 33

Certification: Grades 7-12 in concentration area (Biology, Chemistry, Math, Social Studies, English, or French)

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, New York State Department of Education (NYSED) outline that students must receive a grade of B- or above for all courses indicated below as meeting content core or pedagogical core requirements, 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.

Code	Title	Hours
ECI 535	Culturally Responsive Pedagogy: Fostering Culturally Inclusive Classrooms (Pedagogical Core)	3
EDU 507	Dignity For All Students Act Seminar ²	0
EDU 513	Fieldwork I: Grades 7-12 (Field Experience)	0
EDU 514	Fieldwork II: Grades 7-12 (Field Experience)	0
ECI 610	Transitions From Education’s Roots To The Present (Pedagogical Core)	3

EDU 600	Curriculum Planning In Adolescent Education (Pedagogical Core)	3
Methods Courses		
Select one course of the following:		
EDU 601	Methods In Adolescence Education - English (Content Core Course)	3
EDU 602	Methods In Adolescence Education - French (Content Core Course)	
EDU 603	Methods In Adolescence Education - Mathematics (Content Core Course)	
EDU 604	Methods In Adolescence Education - Biology (Content Core Course)	
EDU 605	Methods In Adolescence Education - Chemistry (Content Core Course)	
EDU 606	Adolescent Methods Of Social Studies/History (Content Core Course)	
EDU 667	Pre-Student Teaching Experiences (Pedagogical Core)	3
EDU 670	Literacy In The Content Areas (Pedagogical Core)	3
EDU 671	Information Technology and Data Analysis (Pedagogical Core)	3
EDU 677	Adolescent Student Teaching (Field Experience)	6
ESP 600	Foundations of Special Education (Pedagogical Core)	3
EDU 506	Child Abuse Awareness/Save Seminar ²	0
EDU 570	Strategic Literacy Instruction For The Diverse Learner. Adolescence (Pedagogical Core)	3
Total Hours		33

1

Must co-register with EDU 507 Dignity For All Students Act Seminar

2

Must co-register with ECI 535 Culturally Responsive Pedagogy: Fostering Culturally Inclusive Classrooms

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: OCT requires 60 credits before permanent certification will be considered. Without electives, the Medaille MSED Adolescent program is 33 credits.

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."

Elementary Education (Childhood 1-6), M.S.Ed.

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> (<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 Elementary Education Portfolio course. 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.

Degree earned: M.S.Ed.

Total number of credits: 42

Certification: Childhood, Grades 1-6

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, New York State Department of Education (NYSED) outlines that students must receive a grade of B- or above for all courses indicated below as meeting content core or pedagogical core requirements, 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.

Code	Title	Hours
ECI 535	Culturally Responsive Pedagogy: Fostering Culturally Inclusive Classrooms (Pedagogical Core) ¹	3
EDU 507	Dignity For All Students Act Seminar ²	0
ECI 510	Research in Education	3
ECI 610	Transitions From Education's Roots To The Present (Pedagogical Core)	3
EDL 550	Developmental Literacy: Emergence To Fluency (Pedagogical Core)	3
EDU 511	Fieldwork I: Grades 1-6 (Field Experience)	0
EDU 512	Fieldwork II: Grades 1-6 (Field Experience)	0
EDU 571	Technology For The Elementary Classroom (Pedagogical Core)	3
EDL 650	Assessment and Evaluation of Literacy (Pedagogical Core)	3
EDU 500	The Core of Education (Pedagogical Core)	3
EDU 502	Education Methods Of Teaching: Math, Science (Content Core Course)	3
EDU 503	Education Methods Of Teaching: The Arts, Language Arts and Social Studies (Content Core Course)	3
EDU 504	Early Field Experience/Seminar: Physical Education, Family/Consumer Services (Content Core Course)	3
EDU 600	Curriculum Planning In Adolescent Education (Pedagogical Core)	3
EDU 506	Child Abuse Awareness/Save Seminar ²	0
EDU 577	(Field Experience)	6
EDU 693	Elementary Education Portfolio	3
Total Hours		42

¹

Must co-register with EDU 507 Dignity For All Students Act Seminar

²

Must co-register with ECI 535 Culturally Responsive Pedagogy: Fostering Culturally Inclusive Classrooms

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: OCT requires 60 credits before permanent certification will be considered. Without electives, the Medaille MSED Elementary Education program is 42 credits.

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."

Education, M.S.Ed.

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.

Degree earned: M.S.Ed.
Total number of credits: 36
Certification: None

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, New York State Department of Education (NYSED) outlines that students must receive a grade of B- or above for all courses indicated below as meeting content core or pedagogical core requirements, 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.

Code	Title	Hours
ECI 510	Research in Education	3
ECI 535	Culturally Responsive Pedagogy: Fostering Culturally Inclusive Classrooms (Pedagogical Core)	3
ECI 610	Transitions From Education's Roots To The Present (Pedagogical Core)	3
EDU 693	Elementary Education Portfolio	3
EDL 550	Developmental Literacy: Emergence To Fluency (Pedagogical Core)	3
EDL 571	(Pedagogical Core)	
EDL 650	Assessment and Evaluation of Literacy (Pedagogical Core)	3
EDU 500	The Core of Education (Pedagogical Core)	3
EDU 502	Education Methods Of Teaching: Math, Science (Content Core Course)	3
EDU 503	Education Methods Of Teaching: The Arts, Language Arts and Social Studies (Content Core Course)	3
EDU 504	Early Field Experience/Seminar: Physical Education, Family/Consumer Services (Content Core Course)	3
EDU 506	Child Abuse Awareness/Save Seminar	0
ESP 600	Foundations of Special Education (Pedagogical Core)	3
Total Hours		33

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."

Literacy, M.S.Ed.

Program Description

This program provides the knowledge and skills needed for students to meet the literacy challenges of the 21st 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 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 meet with the Program Director and participate in a Refocus Plan before repeating 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 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.

Degree earned: M.S.Ed.

Total number of credits: 45

Certification: Literacy, Birth – Grade 6 and Grades 5 -12

Degree earned: M.S.Ed.

Total number of credits: 36

Certification: Literacy, Birth – Grade 6

Degree earned: M.S.Ed.

Total number of credits: 36

Certification: Literacy, Grades 5 – 12

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, New York State Department of Education (NYSED) outlines that students must receive a grade of B- or above for all courses indicated below as meeting content core or pedagogical core requirements, 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.

Literacy, Birth – Grade 5 and Grades 6 - 12 Certification Track

Code	Title	Hours
EDL 580	Methodologies In The Reading Processes (Pedagogical Core)	3
EDL 581	Early Language Development and Literacy (Pedagogical Core)	3
EDL 582	Word Study: Early Childhood Through Adolescence (Pedagogical Core)	3
EDL 583	Creating Strategic Readers and Writers (Pedagogical Core)	3
EDL 584	Teaching Writing Through The Developmental Process (Pedagogical Core)	3
EDL 585	Adolescent Literacy: Transacting With Literature (Pedagogical Core)	3
EDL 651	Assessment I: Diagnosis and Remediation of Emergent to Early Readers (Pedagogical Core)	3
EDL 652	Assessment II: Diagnosis and Remediation of Early to Fluent Readers (Pedagogical Core)	3
EDL 653	Assessment III: Diagnosis and Remediation of the Adolescent Reader (Pedagogical Core)	3
EDL 690	Leadership in Literacy (Pedagogical Core)	3
EDL 692	Literacy Portfolio and Professional Development (Pedagogical Core)	3
ESP 602	Strategies for Working With St (Pedagogical Core)	3
EDL 671	Practicum I: Early Intervention (Field Experience)	3
EDL 676	Practicum II: Elementary (Field Experience)	3
EDL 681	Practicum III: Adolescent (Field Experience)	3
Total Hours		45

Literacy, Birth – Grade 6 Certification Track

Code	Title	Hours
EDL 580	Methodologies In The Reading Processes (Pedagogical Core)	3
EDL 581	Early Language Development and Literacy (Pedagogical Core)	3

EDL 582	Word Study: Early Childhood Through Adolescence (Pedagogical Core)	3
EDL 583	Creating Strategic Readers and Writers (Pedagogical Core)	3
EDL 584	Teaching Writing Through The Developmental Process (Pedagogical Core)	3
EDL 651	Assessment I: Diagnosis and Remediation of Emergent to Early Readers (Pedagogical Core)	3
EDL 652	Assessment II: Diagnosis and Remediation of Early to Fluent Readers (Pedagogical Core)	3
EDL 690	Leadership in Literacy (Pedagogical Core)	3
EDL 692	Literacy Portfolio and Professional Development (Pedagogical Core)	3
ESP 602	Strategies for Working With St (Pedagogical Core)	3
EDL 671	Practicum I: Early Intervention (Field Experience)	3
EDL 676	Practicum II: Elementary (Field Experience)	3
Total Hours		36

Literacy, Grade 5 – Grade 12 Certification Track

Code	Title	Hours
EDL 580	Methodologies In The Reading Processes (Pedagogical Core)	3
EDL 582	Word Study: Early Childhood Through Adolescence (Pedagogical Core)	3
EDL 583	Creating Strategic Readers and Writers (Pedagogical Core)	3
EDL 584	Teaching Writing Through The Developmental Process (Pedagogical Core)	3
EDL 585	Adolescent Literacy: Transacting With Literature (Pedagogical Core)	3
EDL 652	Assessment II: Diagnosis and Remediation of Early to Fluent Readers (Pedagogical Core)	3
EDL 653	Assessment III: Diagnosis and Remediation of the Adolescent Reader (Pedagogical Core)	3
EDL 690	Leadership in Literacy (Pedagogical Core)	3
EDL 692	Literacy Portfolio and Professional Development (Pedagogical Core)	3
ESP 602	Strategies for Working With St (Pedagogical Core)	3
EDL 676	Practicum II: Elementary (Field Experience)	3
EDL 681	Practicum III: Adolescent (Field Experience)	3
Total Hours		36

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.

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."

Literacy, Advanced Certification

Note: This program is for those already possessing a master's degree in education.

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 meet with the Program Director and participate in a Refocus Plan before repeating 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 re-admittance.

Note: All education teacher candidates must be able to, with or without accommodation, complete all New York State mandated course and practicum requirements.

Degree earned: Advanced Certificate in Literacy B-12
Total number of credits: 27
Certification: Literacy, Birth – Grade 6 and Grades 5 -12

Degree earned: Advanced Certificate in Literacy B-6
Total number of credits: 18
Certification: Literacy, Birth – Grade 6

Degree earned: Advanced Certificate in Literacy 5-12
Total number of credits: 18
Certification: Literacy, Grades 5 – 12

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, New York State Department of Education (NYSED) outlines that students must receive a grade of B- or above for all courses indicated below as meeting content core or pedagogical core requirements, 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 Certification in Literacy: Birth – Grade 6 and Grades 5 - 12 Certification Track

Code	Title	Hours
EDL 582	Word Study: Early Childhood Through Adolescence (Pedagogical Core)	3
or EDL 584	Teaching Writing Through The Developmental Process	
EDL 583	Creating Strategic Readers and Writers (Pedagogical Core)	3
EDL 585	Adolescent Literacy: Transacting With Literature (Pedagogical Core)	3
EDL 651	Assessment I: Diagnosis and Remediation of Emergent to Early Readers (Pedagogical Core)	3
EDL 652	Assessment II: Diagnosis and Remediation of Early to Fluent Readers (Pedagogical Core)	3
EDL 653	Assessment III: Diagnosis and Remediation of the Adolescent Reader (Pedagogical Core)	3
EDL 671	Practicum I: Early Intervention (Field Experience)	3
EDL 676	Practicum II: Elementary (Field Experience)	3
EDL 681	Practicum III: Adolescent (Field Experience)	3
Total Hours		27

Advanced Certification in Literacy: Birth – Grade 6 Certification Track

Code	Title	Hours
EDL 582	Word Study: Early Childhood Through Adolescence (Pedagogical Core)	3
or EDL 584	Teaching Writing Through The Developmental Process	

EDL 583	Creating Strategic Readers and Writers (Pedagogical Core)	3
EDL 651	Assessment I: Diagnosis and Remediation of Emergent to Early Readers (Pedagogical Core)	3
EDL 652	Assessment II: Diagnosis and Remediation of Early to Fluent Readers (Pedagogical Core)	3
EDL 671	Practicum I: Early Intervention (Field Experience)	3
EDL 676	Practicum II: Elementary (Field Experience)	3
Total Hours		18

Advanced Certification in Literacy: Grades 5 – 12 Certification Track

Code	Title	Hours
EDL 583	Creating Strategic Readers and Writers (Pedagogical Core)	3
EDL 585	Adolescent Literacy: Transacting With Literature (Pedagogical Core)	3
EDL 652	Assessment II: Diagnosis and Remediation of Early to Fluent Readers (Pedagogical Core)	3
EDL 653	Assessment III: Diagnosis and Remediation of the Adolescent Reader (Pedagogical Core)	3
EDL 676	Practicum II: Elementary (Field Experience)	3
EDL 681	Practicum III: Adolescent (Field Experience)	3
Total Hours		18

Students with Disabilities 1-6 and 7-12 Generalist, M.S.Ed.

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.

Program Objectives

- To produce professionals who can effectively teach students with a wide array of exceptionalities and severity levels.
- To teach students how to effectively modify instruction, curriculum, and materials for learners with exceptionalities while working collaboratively with other educators, professionals, parents, and the community in both inclusive and special education settings.
- To engage students in courses that assist them in building a constructivist model of instruction through coursework, field experiences and practicum.
- To provide practical instructional experiences with children and adolescents with disabilities. These experiences are designed to focus on the individual needs of learners.

- To inform to students how to develop strategies for differentiated instruction for diverse learners, to modify existing curriculum and materials and to work collaboratively with parents, professionals and community partners.
- To produce leaders of students with disabilities in multiple school settings.
- Students holding a master's degree in Education will have the option of completing a Post Master's certificate in Students with Disabilities.
- Students seeking the Post Master's certificate option will have two certification options: 1-6 grade or 7-12 grade.

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. 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 688-P Integrative Practicum I: 1-3 and ESP 688-J Integrative Practicum I: 4-6). 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 688-P Integrative Practicum I: 1-3 or ESP 688-J Integrative Practicum I: 4-6) and one culminating clinical student teaching placement (ESP 695 Student Teaching SWD 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 689-A Integrative Practicum II:7-9 and ESP 689-S Integrative Practicum II:10-12). 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 689-A Integrative Practicum II:7-9 or ESP 689-S Integrative Practicum II:10-12) and one culminating clinical student teaching placement (ESP 696 Student Teaching SWD 7-12).

Students who receive a grade of C+ or below for one practicum must enroll and satisfactorily complete the one-credit course EDU 582 Refocus for Success and 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 re-admittance.

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 re-admittance.

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.

Degree earned: M.S.Ed.

Total number of credits: 39

Program: Students with Disabilities Gr. 1-6 without initial certification

Certification: Students with Disabilities Gr. 1-6

Degree earned: M.S.Ed.

Total number of credits: 36

Program: Students with Disabilities Gr. 1-6 with initial certification

Certification: Students with Disabilities Gr. 1-6

Degree earned: M.S.Ed.

Total number of credits: 39

Program: Students with Disabilities Gr. 7-12 Generalist without initial certification

Certification: Students with Disabilities Gr. 7-12 - Generalist

Degree earned: M.S.Ed.

Total number of credits: 36

Program: Students with Disabilities Gr. 7-12 Generalist with initial certification

Certification: Students with Disabilities Gr. 7-12 - Generalist

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, New York State Department of Education (NYSED) outlines that students must receive a grade of B- or above for all courses indicated below as meeting content core or pedagogical core requirements, 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.)

Code	Title	Hours
EDU 630	(Field Experience)	0
EDU 631	(Field Experience)	0
ESP 612	Ed. St. w Mild-Mod/Sev. Disab. (Pedagogical Core)	3
ESP 613	Ed Stu w Sev/Mult Disabilities (Pedagogical Core)	3
ESP 602	Strategies for Working With St (Pedagogical Core)	3
ESP 618	Assessing Child 1-6 w/ Except. (Pedagogical Core)	3
ESP 607	Prof. Family/Comm Collab. (Pedagogical Core)	3
ESP 621	Students With Disabilities Grades 1-6 (Pedagogical Core)	3
EDL 580	Methodologies In The Reading Processes (Pedagogical Core)	3
EDL 581	Early Language Development and Literacy (Pedagogical Core)	3
ECI 510	Research in Education (online)	3
ESP 688-J	Integrative Practicum I: 4-6 (Field Experience)	3
ESP 688-P	Integrative Practicum I: 1-3 (Field Experience)	3
ESP 691	Portfolio for Students with Disabilities (Pedagogical Core)	3
Total Hours		36

M.S.Ed. Students with Disabilities Gr. 1-6

(For students who have not completed a B.S.Ed.)

Code	Title	Hours
EDU 630	(Field Experience)	0
EDU 631	(Field Experience)	0
ESP 600	Foundations of Special Education (Pedagogical Core)	3
EDU 506	Child Abuse Awareness/Save Seminar	0
ESP 612	Ed. St. w Mild-Mod/Sev. Disab. (Pedagogical Core)	3
ESP 613	Ed Stu w Sev/Mult Disabilities (Pedagogical Core)	3
EDU 507	Dignity For All Students Act Seminar ¹	0
ESP 602	Strategies for Working With St (Pedagogical Core)	3
ESP 618	Assessing Child 1-6 w/ Except. (Pedagogical Core)	3
ESP 607	Prof. Family/Comm Collab. (Pedagogical Core)	3
ESP 621	Students With Disabilities Grades 1-6 (Pedagogical Core)	3
EDL 580	Methodologies In The Reading Processes (Pedagogical Core)	3
EDL 581	Early Language Development and Literacy (Pedagogical Core)	3
ECI 510	Research in Education (online)	3
ESP 695	Student Teaching SWD 1-6 (Field Experience)	3
ESP 688-P	Integrative Practicum I: 1-3 (Field Experience)	3

ESP 691	Portfolio for Students with Disabilities (Field Experience) ²	3
Total Hours		39

¹

Must co-register with ESP 691 Portfolio for Students with Disabilities

²

Must co-register with EDU 507 Dignity For All Students Act Seminar

M.S.Ed. Students with Disabilities Gr. 7-12 Generalist

(For students who have completed a B.S.Ed.)

Code	Title	Hours
EDU 632	(Field Experience)	0
EDU 633	(Field Experience)	0
ESP 612	Ed. St. w Mild-Mod/Sev. Disab. (Pedagogical Core)	3
ESP 613	Ed Stu w Sev/Mult Disabilities (Pedagogical Core)	3
ESP 602	Strategies for Working With St (Pedagogical Core)	3
ESP 619	Assessing Adol. 7-12 w Except. (Pedagogical Core)	3
ESP 607	Prof. Family/Comm Collab. (Pedagogical Core)	3
ESP 622	Students with Disabilities Grades 7-12 (Pedagogical Core)	3
EDL 580	Methodologies In The Reading Processes (Pedagogical Core)	3
EDL 585	Adolescent Literacy: Transacting With Literature (Pedagogical Core)	3
ECI 510	Research in Education (online)	3
ESP 689-A	Integrative Practicum II:7-9 (Field Experience)	3
ESP 689-S	Integrative Practicum II:10-12 (Field Experience)	3
ESP 691	Portfolio for Students with Disabilities (Pedagogical Core)	3
Total Hours		36

M.S.Ed. Students with Disabilities Gr. 7-12 Generalist

(For students who have not completed a B.S.Ed.)

Code	Title	Hours
EDU 632	(Field Experience)	0
EDU 633	(Field Experience)	0
ESP 600	Foundations of Special Education (Pedagogical Core)	3
EDU 506	Child Abuse Awareness/Save Seminar	0
ESP 612	Ed. St. w Mild-Mod/Sev. Disab. (Pedagogical Core)	3
ESP 613	Ed Stu w Sev/Mult Disabilities (Pedagogical Core)	3
EDU 507	Dignity For All Students Act Seminar ¹	0
ESP 602	Strategies for Working With St (Pedagogical Core)	3
ESP 619	Assessing Adol. 7-12 w Except. (Pedagogical Core)	3
ESP 607	Prof. Family/Comm Collab. (Pedagogical Core)	3
ESP 622	Students with Disabilities Grades 7-12 (Pedagogical Core)	3
EDL 580	Methodologies In The Reading Processes (Pedagogical Core)	3
EDL 585	Adolescent Literacy: Transacting With Literature (Pedagogical Core)	3
ECI 510	Research in Education (online)	3

ESP 689-A	Integrative Practicum II:7-9 (Field Experience)	3
ESP 691	Portfolio for Students with Disabilities (Field Experience) ²	3
ESP 696	Student Teaching SWD 7-12 (Pedagogical Core)	3
Total Hours		39

1

Must co-register with ESP 691 Portfolio for Students with Disabilities

2

Must co-register with EDU 507 Dignity For All Students Act Seminar

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.

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."

Students With Disabilities, Advanced Certification

Note: This program is for those already possessing a master's degree.

Program Description

The Post Master's Certification in Students with Disabilities will consistently emphasize theory to practice. Students will understand and be prepared to focus on the unique academic, cognitive, social, and emotional needs of students receiving special education services. Additionally, students will assist diverse learners in succeeding 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.

Program Objective

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 688-P Integrative Practicum I: 1-3 and ESP 688-J Integrative Practicum I: 4-6.

All students in Advanced Certification 7-12 Generalist are required to complete two practica: ESP 689-A Integrative Practicum II:7-9 and ESP 688S .

Students who receive a grade of C+ or below for one practicum must enroll and satisfactorily complete the one-credit course EDU 582 Refocus for Success and 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 re-admittance.

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.

Degree earned: none

Total number of credits: SWD Gr. 1-6

Program: Advanced Certificate in Students with Disabilities Gr. 1-6

Certification: 18

Degree earned: none

Total number of credits: SWD Gr. 7-12 Generalist

Program: Advanced Certificate in Students with Disabilities Gr. 7-12 Generalist

Certification: 18

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, New York State Department of Education (NYSED) outlines that students must receive a grade of B- or above for all courses indicated below as meeting content core or pedagogical core requirements, 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

Code	Title	Hours
EDU 635	(Field Experience)	0
EDU 636	(Field Experience)	0
ESP 602	Strategies for Working With St (Pedagogical Core)	3
ESP 612	Ed. St. w Mild-Mod/Sev. Disab. (Pedagogical Core)	3
ESP 613	Ed Stu w Sev/Mult Disabilities (Pedagogical Core)	3
ESP 618	Assessing Child 1-6 w/ Except. (Pedagogical Core)	3
ESP 688-P	Integrative Practicum I: 1-3 (Field Experience)	3
ESP 688-J	Integrative Practicum I: 4-6 (Field Experience)	3

Total Hours

18

Advanced Certificate: Students with Disabilities Gr. 7-12 Generalist

Code	Title	Hours
EDU 637	(Field Experience)	0
EDU 638	(Field Experience)	0
ESP 602	Strategies for Working With St (Pedagogical Core)	3
ESP 612	Ed. St. w Mild-Mod/Sev. Disab. (Pedagogical Core)	3
ESP 613	Ed Stu w Sev/Mult Disabilities (Pedagogical Core)	3
ESP 619	Assessing Adol. 7-12 w Except. (Pedagogical Core)	3
ESP 689-A	Integrative Practicum II:7-9 (Field Experience)	3
ESP 689-S	Integrative Practicum II:10-12 (Field Experience)	3

Total Hours 18

HLS 575	3
HLS 595	3
HLS 611	3
HLS 613	3
HLS 621	3
HLS 622	3
HLS 631	3
HLS 651	3
Total Hours	30

Department of Social Sciences

Programs

- Homeland Security, M.S. (p. 34)
- Psychology, M.A. (p. 34)

Homeland Security, M.S.

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.

Degree earned: MS

Total number of credits: 30

Delivery format: On-ground (day and evening); Online; Hybrid (online and on-ground)

Locations: Buffalo

Course Sequence

Code	Title	Hours
HLS 501		3
HLS 503		3

Psychology, M.A.

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.

Program Objectives

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.

Fall Semester /Spring Semester

Students will take 4 courses in the following formats:

- 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)

Summer Semester

Students will take 3 courses in the following formats:

- 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

The On Ground delivery model includes 7 Week (7-1-7) and full semester, evening, online, and day classes. The Online Program includes a combination of 7-week and 15-week online courses. Students take 12 credits per semester, but may develop a half-time plan by taking 6 credits per semester. In the summer, students take two consecutive 6-week courses 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%

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 Thesis Guidance).

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 their 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. 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 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 Thesis Guidance or PSY 677 Internship.

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 (<https://www.medaille.edu/student-services/registrar/>) 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 Vice President for Academic Affairs or designee. The decision of the Vice President for Academic Affairs or designee 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 Vice President for Academic Affairs or designee. 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
- 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> (<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

1. may be granted by the instructor only if the student is passing the course
2. must be completed within one semester after the course ends and
3. 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.

Course Sequence (On-Ground)

Course	Title	Hours
First Semester		
PSY 787	Social Psychology (full semester online) ¹	3
PSY 760	Psychopathologies (full semester evening) ²	3
Elective		3
Elective		3
Hours		12
Second Semester		
PSY 531	Research Methods (Spring I) ²	3
PSY 727	Psychology of Life Span Development ¹	3
PSY 607	Statistics (Spring II) ²	3
Hours		9
Third Semester		
PSY 731	Cognitive and Affective Processes (Summer I online) ¹	3
Elective (Summer II)		3
PSY 797	Thesis Guidance (full semester) ²	3-6
Hours		9-12
Total Hours		30-33

1

Applies to PsyD core.

2

Applies to required course. Graduates of Medaille MA Psychology Program can use 18 credits toward the PsyD Program (possibly plus electives) if they take all of the common courses.

Optional Concentration in Sport Psychology

Code	Title	Hours
PSY 635	Sport Psychology	3
PSY 645		3
PSY 655	Psychological Factors in Rehabilitation from Injury	3
PSY 665		3
Total Hours		12

Electives

Code	Title	Hours
PSY 700	Psychometrics ¹	3
PSY 720	History and Systems of Psychology ¹	3
PSY 761	Assessment and Treatment of Diverse Populations ¹	3
PSY 749	Physiological Psychology ¹	3
PSY 602E	Counseling	3
PSY 614	Evolutionary Psychology	3

Other graduate Mental Health or Psychology courses, upon advisor approval

Course Sequence (On-Line)

Course	Title	Hours
First Semester		
PSY 787	Social Psychology (full semester) ¹	3
PSY 760	Psychopathologies (full semester) ²	3
Elective II (Fall I)		3
Elective (Fall II)		3
Hours		12
Second Semester		
PSY 531	Research Methods (Spring I) ²	3

PSY 607	Statistics (Spring II)	3
PSY 727	Psychology of Life Span Development (full semester) ²	3
Hours		9
Third Semester		
PSY 731	Cognitive and Affective Processes (Summer I) ¹	3
Elective (Summer II)		3
PSY 797/677	Thesis Guidance (full semester) ²	3-6
Hours		9-12
Total Hours		30-33

¹
Applies to PsyD core.

²
Applies to required courses. Graduates of Medaille's MA Psychology Program can use 18 credits toward the PsyD Program (possibly plus electives) if they take all of the common courses.

Optional Concentration in Sport Psychology

Code	Title	Hours
PSY 635E	SPORT PSYCHOLOGY	3
PSY 645E	Sport Counseling and Intervention	3
PSY 655E	Psychological Factors in Rehabilitation from Injury	3
PSY 665E	Coaching & Performance	3
Total Hours		12

Electives

Code	Title	Hours
PSY 700	Psychometrics ¹	3
PSY 720	History and Systems of Psychology ¹	3
PSY 761	Assessment and Treatment of Diverse Populations ¹	3
PSY 749	Physiological Psychology ¹	3
PSY 602E	Counseling	3
PSY 614E	Evolutionary Psychology	3

Other graduate Mental Health or Psychology courses, upon advisor approval

General Information

Academic Calendar

Medaille College's 2021-2022 Academic Calendars can be found by following the link below: <http://www.medaille.edu/academics/academic-calendar> (<http://www.medaille.edu/academics/academic-calendar/>).

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, bachelor's, 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> (<http://www.medaille.edu/about-medaille/strategic-plan/>).

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, Academic Success Center, 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.

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> (<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 TRiO Upward Bound Classic Program and the Upward Bound Math and Science Program teams are 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 Chief Information Officer, Network Engineer and Classroom Technology Specialist.

117 Humboldt

117 Humboldt houses the Wellness Center (<https://www.medaille.edu/student-services/wellness-center-health-services/>). This building is home to the Health Services and Counseling Center.

121 Humboldt

121 Humboldt Parkway houses the Senior Programmer/Developer and the Web Designer/Programmer support 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

The building is named in honor of Dr. Alice Huber, S.S.J., President of the College, 1968-1974. Huber Hall contains the following offices:

- Advisement Center
- Academic Success Center

- Accessibility Services
- HEOP (Higher Education Opportunity Program)
- IT Helpdesk
 - 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>.
- Medaille College Library (<http://eres.medaille.edu/library/>)
- Online Learning Department
- TRiO Student Success Services Program
- Say Yes to Education Program

Huber Hall also contains classrooms, faculty offices and the Academic Computing Center

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
- Career Planning
- 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 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> (<http://www.medaille.edu/sully/>)

Main Building

Centrally located on campus, the Main Building houses offices for Academic Affairs, Student Accounts (<https://www.medaille.edu/student-services/tuition-student-accounts/>), Financial Aid (<https://www.medaille.edu/admissions/financial-aid/>), Registrar (<https://www.medaille.edu/student-services/registrar/>), and the President (<https://www.medaille.edu/about-medaille/leadership/>). 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.

Medaille Sports Complex at Buffalo Color Park

The sports complex on Elk Street has a multi-purpose turf lined for soccer, lacrosse and field hockey with bleachers to accommodate 500 people and a press box. The field house at the complex is 20,000 square feet and includes 6 locker rooms, 2 classrooms, a state of the art strength and conditioning center, an athletic training room and concession stand. The sports complex currently hosts home events for men's and women's soccer, men's and women's and field hockey.

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> (<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> (<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 (<https://www.medaille.edu/student-services/public-safety/>) 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> (<http://www.medaille.edu/current-students/public-safety/emergency-information/>).

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.)

Program	code
Clinical Psychology	2001.00

Master of Arts Degrees (M.A.)

Program	code
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.)

Program	code
Business Administration	0506.00

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

Program	code
Adolescent Education	0802.00
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.)

Program	code
Accounting	0502.00
Homeland Security	2105.00

Certificates

Program	code
Alcohol and Substance Abuse	5506.00
Counseling (Postsecondary certificate (> = 1 year, < 2 years))	
Cyber Crime Investigation	2105.00

Advanced Certificates

Program	code
Clinical Mental Health Counseling	2104.10
Elementary Education	0802.00
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)
1	750
2	1,500
3	2,250
4	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.
- 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.nysed.gov/college-university-evaluation/distance-education-program-policies> (<http://www.nysed.gov/college-university-evaluation/distance-education-program-policies/>)).

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)

The total time spent on these tasks should be roughly equal to that spent on comparable tasks in a classroom-based course. Time spent downloading or uploading documents, troubleshooting technical problems, or in chat rooms (unless on course assignments such as group projects) should not be counted.

In determining the time on task for an online course, useful information include:

- the course objectives and expected learning outcomes
- the list of topics in the course outline or syllabus; the textbooks, additional readings, and related education materials (such as software) require
- statements in course materials informing students of the time and/or effort they are expected to devote to the course or individual parts of it
- a listing of the pedagogical tools to be used in the online course, how each will be used, and the expectations for participation (e.g., in an online discussion, how many substantive postings will be required of a student for each week or unit?)

Theoretically, one should be able to measure any course, regardless of delivery method, by the description of the content covered. However, this is difficult for anyone other than the course developer or instructor to determine accurately, since the same statement of content (in a course outline or syllabus) can represent many different levels of breadth and depth in the treatment of that content, and require widely varying amounts of time.

Time-On-Task for Online Courses

Course credit	Total time-on-task for online course	Minimum time-on-task per week (7 weeks)	Minimum time-on-task per week (15 weeks)
1	45 hours	6.4 hours	3 hours
2	90 hours	12.9 hours	6 hours

3	135 hours	19.3 hours	9 hours
4	180 hours	25.7 hours	12 hours

Time-On-Task for On-Ground Courses

Course credit (7 weeks)	Total time-on task for course	Minimum time-on-task per week (7 weeks)	Minimum time-on-task per week (15 weeks)
1	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	30 hours 60 outside of class hours	4.3 in class hours 8.6 outside of class hours	6 in class hour 4 outside of class hours
3	45 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	60 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 and Reporting information and representative institutional data is available to the public on the Medaille College HEOA Student Right to Know (<https://www.medaille.edu/about-medaille/heoa-students-right-to-know/>) page.

Course or Policy Waiver

Deviation from a prescribed policy will be permitted only under extraordinary circumstances. An Academic Policy Waiver (https://www.medaille.edu/sites/default/files/Registrar/course-substitution_policy-waiver-request-form_updated-11317.pdf) must be approved by the student's Academic Advisor (where appropriate), Department Chair, the Registrar, the Vice President for Academic Affairs or designee and the Vice President of Finance (where appropriate). 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: <https://www.medaille.edu/academics> (<https://www.medaille.edu/academics/>).

Grading System

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

An Incomplete (I) grade is given only for a good and sufficient reason as determined by the instructor. It is completed in a manner determined by mutual agreement of student and instructor as indicated on the Incomplete Grade (<https://www.medaille.edu/sites/default/files/2020-07/Record%20of%20Incomplete%20Form%20SU20%20ONLY.pdf>) form, which must be signed by both student and instructor.

An Incomplete Grade form must be obtained by the instructor in the Registrar's Office. It is the responsibility of the student to complete the

requirements of the Incomplete by the date stated on the form, which is not to exceed the termination of the semester immediately following the initiation of the Incomplete. The student assumes the risk of not being able to complete the study if a faculty member is no longer at the College.

If no change of grade is submitted by instructor, an Incomplete (I) grade will change to an "F" at the end of the semester following the semester in which the Incomplete (I) was issued. Exceptions will be made to this rule only prior to the stated deadline and under compelling circumstances with the approval of the Vice President for Academic Affairs or designee.

(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 (<https://www.medaille.edu/student-services/registrar/>) form is initiated with the student's advisor. If a student withdraws from a course prior to the withdrawal deadline (see the current Academic Calendar (<https://www.medaille.edu/academics/course-catalogs/>)), 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 (<https://www.medaille.edu/admissions/financial-aid/>) when considering a course withdrawal.

Students are liable for all tuition and fees attached to each course, depending upon last date of attendance/Academic Activity (LDA), in accordance with the Liability Schedule (p. 57).

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 (<https://www.medaille.edu/admissions/post-traditional-graduate-online/>).

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.

(AU) Audit

A student desiring to audit a course must receive the approval of the appropriate instructor and complete the normal registration process. Students taking a course on an Audit basis are registered after all students requiring the course for their program have been registered. 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.

(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 Vice President for Academic Affairs 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 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 their 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 (<https://www.medaille.edu/student-services/registrar/>) 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 (<https://cicu.org/>). 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 (<https://www.medaille.edu/about-medaille/policy-handbooks/?keyphrase=faculty%20handbook>). 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 their work. The student's academic integrity is manifested in the uniqueness of their academic work, in their conduct during examinations, and by the proper attribution of their 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 Vice President for Academic Affairs or designee. 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 Vice President for Academic Affairs or designee, 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> (<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 recrimination.

The College does not tolerate immature or abusive behavior in the classroom setting. Upon receipt of a written complaint from the instructor, the Vice President for Academic Affairs or designee may immediately remove the student from the class. The Vice President for Academic Affairs 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 students¹ are members of a unique and privileged community of learners. They are expected to cooperate with their faculty², fellow students, all campus educators³ and college officials⁴ 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.

1

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

2

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.

3

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

4

The term "college officials" includes any person employed by the college performing assigned administrative or professional responsibilities.

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 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 (<https://www.medaille.edu/sites/default/files/Policy-handbooks/2021-07-22-Policy-Manual-Volume-VII.pdf>).

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 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 Vice President for Academic Affairs or designee within three working days of receiving the written request. The decision of the Vice President for Academic Affairs or designee 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 Vice President for Academic Affairs or designee, 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 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 the 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 and Vice President for Academic Affairs or designee. In cases where a Program Director or Department Chairperson is the faculty member levying the charge of academic dishonesty, a student should appeal directly to the Vice President for Academic Affairs or designee. At any stage of the appeal, the appropriate Program Director, Department Chair, and Vice President for Academic Affairs or designee 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 Vice President for Academic Affairs or designee, 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 Vice President for Academic Affairs or designee of the intent to appeal in writing within five working days of receiving the Department Chair's written decision. The Vice President for Academic Affairs or designee will review the case evidence, meet with the student and decide whether to convene the Graduate Academic Standards Committee.

If the Vice President for Academic Affairs or designee determines the student has presented an insufficient basis for further appeal, the Vice President for Academic Affairs or designee will notify the student in writing of the 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 Vice President for Academic Affairs or designee'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 the student's 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 Vice President for Academic Affairs or designee 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 Vice President for Academic Affairs or designee 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 Vice President for Academic Affairs or designee 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
- 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.

Student Identity Verification in Distance Education (<http://it.medaille.edu/siv/>)

HOW DO FACULTY TEACHING ONLINE COURSES VERIFY THAT STUDENTS ARE DOING THEIR OWN WORK?

All Medaille College distance education courses and the Blackboard Learning Management System employs a secure portal login process that requires a student to use his or her unique Medaille email address as his or her identification and a personal secure password selected by and known only to that student for entry into a course through Blackboard and for access to the college portal. This ensures verification of student identity. The secure log-in and password verification process ensures the protection of the student's privacy under the Family Educational Rights and Privacy Act (FERPA). The process for resetting student passwords is established by the portal vendor through an electronic system of student-selected security questions. The Office of Information Technology is responsible for the application of the student identity verification procedures and monitoring of the university portal security.

RESPONDUS MONITOR

Respondus Monitor is a companion application for LockDown Browser® that uses a webcam and video technology to prevent cheating during online exams. Respondus Monitor integrates seamlessly with

learning management systems, and is ideal for non-proctored testing environments. This will provide an integrated Blackboard tool to verify a student's identity as they proceed through the program. Respondus is a tool that instructors may use in order to ensure academic integrity.

TURNITIN SOFTWARE

Turnitin plagiarism software has the capacity to compare student's work with a database of materials, including published articles and other student's work. Turnitin is fully integrated into Medaille College's Blackboard learning management system. This is a tool that instructors may use in order to ensure academic integrity.

Note: Students sign that they acknowledge the policy to not share their password information.

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 Vice President for Academic Affairs or designee. The decision of the Vice President for Academic Affairs or designee 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 who believe a final grade in a given course represents an inaccurate evaluation of their work have the right to appeal. This appeal must be submitted 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. The student should be prepared to demonstrate how the assigned grade fails to correspond with the instructor's stated course

requirements and grading standards. If the student is unable to resolve the grade satisfactorily with the instructor, the student should forward the appeal to the instructor's Program Director, and/or Department Chair and, thereafter, the Vice President for Academic Affairs or designee. The Vice President for Academic Affairs or designee's decision is final.

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 Vice President for Academic Affairs or designee 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 Medaille360 (<https://connect.medaille.edu/cas/login/?service=https://360.medaille.edu/Default.asp>)):

- The student should discuss their 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 ad form must be received in the Registrar's Office before a student is allowed to register for the course in question. Course Substitution (https://www.medaille.edu/sites/default/files/Registrar/course-substitution_policy-waiver-request-form_updated-11317.pdf) 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 (FERPA). Thus, with some exceptions, all student records are made available for review upon request, and the right to challenge the content is provided. No 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.

Grade Reports

Grades are available at the end of each course/semester in Medaille360 (<https://connect.medaille.edu/cas/login/?service=https://360.medaille.edu/Default.asp>). Grade reports are not released over the telephone or in person at the Registrar's Office.

Transcript of Record

Students may request official transcripts through National Student Clearinghouse (<https://tsorder.studentclearinghouse.org/message/reason/error/>) 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 2-day processing time. Current students may access unofficial transcripts through Medaille360 (<https://connect.medaille.edu/cas/login/?service=https://360.medaille.edu/Default.asp>). Unofficial transcripts are no longer available to anyone who does not have access to Medaille360 (<https://connect.medaille.edu/cas/login/?service=https://360.medaille.edu/Default.asp>). 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> (<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 their 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 (https://www.medaille.edu/sites/default/files/Registrar/change_Name_Address_update-020518.pdf) form or by emailing the information to 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 (<https://www.medaille.edu/student-services/registrar/>) form is available on the Registrar's webpage. Failure to provide notice of an official Withdrawal form means the student will be liable for tuition and fees originally incurred (see "Liability Policy (p. 57)").

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 (<https://www.medaille.edu/academics/course-catalogs/>). 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.

Returning Service Members may return into the same program, at the same credit hours, with the same academic standing. Service Members returning to Medaille can contact the office of Admissions or Financial Aid.

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 (https://www.medaille.edu/sites/default/files/Registrar/course-substitution_policy-waiver-request-form_updated-11317.pdf) 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 the student's 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.

Applying for Admission

Students are encouraged to visit the Admissions (<https://www.medaille.edu/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 (<https://www.medaille.edu/student-services/title-ix/>), 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.

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> (<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> (<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:

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. Individuals may also apply using the following link: <https://www.medaille.edu/admissions/post-traditional-graduate-online> (<https://www.medaille.edu/admissions/post-traditional-graduate-online/>).

1. Submit the Application (<https://apply.medaille.edu/apply/>) 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 (<https://www.medaille.edu/medaille-college-mental-health-counseling-program-reference-form/>).

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 (https://www.medaille.edu/sites/default/files/files/Admissions/clinical_mental_health_graduate_reference_form_revised_5_22_14.pdf)

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 (https://www.medaille.edu/sites/default/files/files/Admissions/clinical_mental_health_graduate_reference_form_revised_5_22_14.pdf)

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 (https://www.medaille.edu/sites/default/files/files/Admissions/clinical_mental_health_graduate_reference_form_revised_5_22_14.pdf)

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.

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.

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 (<https://www.medaille.edu/admissions/lp/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 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 their decision, and will specify which course is to be allowed as transfer credit for a specific Medaille course. The Vice President for Academic Affairs or designee 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> (<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.

Financial Information

2021-2022 Tuition

Note: Prices effective starting with the summer 2021 semester.

Master's Programs

Medaille College	Domestic U.S. Canada	Active Military Duty	One-Time Student Fee	One-Time Graduation Fee	Campus
	International Tuition Per Credit Hour	Tuition Per Credit Hour			
Master of Business Administration	\$945.00	5% discount per cr hr	\$100.00	\$50.00	B/R/O
Master of Arts in Organization Leadership	\$945.00	5% discount per cr hr	\$100.00	\$50.00	B/R/O
Master of Science in Accounting	\$945.00	5% discount per cr hr	\$100.00	\$50.00	B
Master of Science in Homeland Security	\$800.00	5% discount per cr hr	\$100.00	\$50.00	O
Master of Arts in Clinical Mental Health Counseling	\$900.00	5% discount per cr hr	\$100.00	\$50.00	B/R/O
Master of Arts in Psychology	\$900.00	5% discount per cr hr	\$100.00	\$50.00	B/O
Master of Arts in Marriage and Family Therapy	\$900.00	5% discount per cr hr	\$100.00	\$50.00	B
Master of Science in Education, Elementary Education	\$800.00	5% discount per cr hr	\$100.00	\$50.00	B

Master of Science in Education, Adolescent/ Secondary Education	\$800.00	5% discount per cr hr	\$100.00	\$50.00	B
Master of Science in Education, Literacy	\$800.00	5% discount per cr hr	\$100.00	\$50.00	B
Master of Science in Education, Students with Disabilities	\$800.00	5% discount per cr hr	\$100.00	\$50.00	B
Canadian Students - Master of Science in Elementary Education: Childhood	\$600.00	n/a	n/a	\$50.00	B
Canadian Students - Master of Science in Adolescent Education	\$600.00	n/a	n/a	\$50.00	B
Doctoral Program in Clinical Psychology (PsyD)	\$1,220.00	5% discount per cr hr	\$100.00	\$50.00	B
Advanced Certificate in Clinical Mental Health Counseling	\$500.00	5% discount per cr hr	\$100.00	\$10.00	O
Advanced Certificate in Clinical Mental Health Counseling (for students starting summer 2021 and after)	\$330.00	5% discount per cr hr	\$100.00	\$10.00	B
Advanced Certificate in Marriage and Family Therapy	\$500.00	5% discount per cr hr	\$100.00	\$10.00	B

Post-Master's Advanced Certificate in Literacy	\$500.00	n/a	\$100.00	\$10.00	B
Post-Master's Advanced Certificate in Students with Disabilities	\$500.00	5% discount per cr hr	\$100.00	\$10.00	B

Note: Campus B - Buffalo, Campus R - Rochester, O - Online.
**Active Duty Military status required for tuition discount. See <http://www.medaille.edu/admissions/veterans-military> (<http://www.medaille.edu/admissions/veterans-military/>) for more details.*
***One time student fee is charged to the student record.*
****Education students please see the Undergraduate and Graduate Catalog for additional fees.*
Rates subject to change.

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.

2021-2022 Academic Year Census Dates

Semester	Date
Fall 2021	October 1, 2021
Spring 2022	February 1, 2022

2021-2022 Standard Allowance

Medaille College estimates the 2021-2022 standard allowance as follows. The standard allowance changes annually. Please contact Admissions or Financial Aid for updated figures.

Expense	Cost
Books/supplies	\$1100
Personal Expenses	\$1100
Transportation	\$2000
Total	\$4200

Explanation of Education Expenses

Acceptance Deposit: confirms the student's enrollment and reserves the student's 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 by the due date on the student bill. 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 (<https://www.medaille.edu/admissions/financial-aid/>)
- Enroll in Payment Plan (p. 58)
- Employer Tuition Reimbursement (p. 59)

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 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 (<https://www.medaille.edu/student-services/tuition-student-accounts/>) office.
- There are 5 payments due.
- Fall semester due dates are the 1st of each month August through December.
- Spring semester due dates are the 5th 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 Medaille360 (<https://360.medaille.edu/>) 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.

- 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 (<https://www.medaille.edu/student-services/tuition-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 Medaille360 (<https://360.medaille.edu/>), 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 (<https://www.medaille.edu/student-services/tuition-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 (<https://www.medaille.edu/student-services/tuition-student-accounts/>) 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. 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.

2021-2022 Tuition Liability Schedule

Tuition liability adjustment will be made only in the case of a withdrawal from the College. A Withdrawal Form (<https://www.medaille.edu/student-services/registrar/>) 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.

2021-2022 Liability Schedule

Fall 2021 Liability Schedule

Date	Liability
Full Semester – Day Classes:	
August 30, 2021 – December 9, 2021	40% liability begins 8 a.m. September 8, 2021
	60% liability begins 8 a.m. September 15, 2021
	80% liability begins 8 a.m. September 22, 2021
	100% liability begins 8 a.m. September 28, 2021
Full Semester – Evening Classes:	
August 30, 2021 – December 9, 2021	40% liability begins 8 a.m. September 8, 2021
	60% liability begins 8 a.m. September 15, 2021
	80% liability begins 8 a.m. September 22, 2021
	100% liability begins 8 a.m. September 28, 2021
Full Semester – Online Classes:	
August 30, 2021 – December 9, 2021	40% liability begins 8 a.m. September 8, 2021
	60% liability begins 8 a.m. September 15, 2021
	80% liability begins 8 a.m. September 22, 2021
	100% liability begins 8 a.m. September 28, 2021

US & Canadian Education Program	
– Monday/Tuesday Session:	
August 30, 2021 – December 9, 2021	40% liability begins 8 a.m. September 8, 2021
	60% liability begins 8 a.m. September 15, 2021
	80% liability begins 8 a.m. September 22, 2021
	100% liability begins 8 a.m. September 28, 2021

US & Canadian Education Program	
– Saturday/Sunday Session:	
August 30, 2021 – December 9, 2021	40% liability begins 8 a.m. September 8, 2021
	60% liability begins 8 a.m. September 15, 2021
	80% liability begins 8 a.m. September 22, 2021
	100% liability begins 8 a.m. September 28, 2021

Session I – Evening Classes:	
August 30, 2021 – October 17, 2021	100% liability begins 8 a.m. September 8, 2021

Session I – Online Classes:	
August 30, 2021 – October 17, 2021	100% liability begins 8 a.m. September 8, 2021

Session II – Evening Classes:	
October 18, 2021 – December 9, 2021	100% liability begins 8 a.m. October 23, 2021

Session II – Online Classes:	
October 18, 2021 – December 9, 2021	100% liability begins 8 a.m. October 23, 2021

Rochester Vet Clinical:	
July 6, 2021 - October 17, 2021	40% liability begins 8 a.m. July 13, 2021
	60% liability begins 8 a.m. July 20, 2021
	80% liability begins 8 a.m. July 27, 2021
	100% liability begins 8 a.m. August 3, 2021

Rochester Vet:	
July 6, 2021 - August 23, 2021	100% liability begins 8 a.m. July 13, 2021

Spring 2021 Liability Schedule

Date	Liability
Full Semester – Day Classes:	
January 18, 2022 – May 8, 2022	40% liability begins 8 a.m. January 25, 2022
	60% liability begins 8 a.m. February 1, 2022
	80% liability begins 8 a.m. February 8, 2022
	100% liability begins 8 a.m. February 15, 2022

Full Semester – Evening Classes:	
January 18, 2022 – May 8, 2022	40% liability begins 8 a.m. January 25, 2022
	60% liability begins 8 a.m. February 1, 2022
	80% liability begins 8 a.m. February 8, 2022
	100% liability begins 8 a.m. February 15, 2022

Full Semester – Online Classes:	
January 18, 2022 – May 8, 2022	40% liability begins 8 a.m. January 25, 2022
	60% liability begins 8 a.m. February 1, 2022
	80% liability begins 8 a.m. February 8, 2022
	100% liability begins 8 a.m. February 15, 2022

US & Canadian Education Program	
– Monday/Tuesday Session:	
January 18, 2021 – May 8, 2022	40% liability begins 8 a.m. January 25, 2022
	60% liability begins 8 a.m. February 1, 2022
	80% liability begins 8 a.m. February 8, 2022
	100% liability begins 8 a.m. February 15, 2022

US & Canadian Education Program	
– Saturday/Sunday Session:	
January 18, 2021 – May 8, 2022	40% liability begins 8 a.m. January 25, 2022
	60% liability begins 8 a.m. February 1, 2022
	80% liability begins 8 a.m. February 8, 2022
	100% liability begins 8 a.m. February 15, 2022

Session III – Evening Classes:	
January 18, 2022 – March 6, 2022	100% liability begins 8 a.m. January 25, 2022

Session III – Online Classes:	
January 18, 2022 – March 6, 2022	100% liability begins 8 a.m. January 25, 2022

Session IV – Evening Classes:	
March 14, 2022 – May 8, 2022	100% liability begins 8 a.m. March 19, 2022

Session IV – Online Classes:	
March 14, 2022 – May 6, 2022	100% liability begins 8 a.m. March 19, 2022

Summer 2021 Liability Schedule

Date	Liability
Full Semester – Day Classes:	
May 16, 2022 – August 22, 2022	40% liability begins 8 a.m. May 24, 2022

	60% liability begins 8 a.m. May 31, 2022
	80% liability begins 8 a.m. June 7, 2022
	100% liability begins 8 a.m. June 14, 2022
Full Semester – Evening Classes:	
May 16, 2022 – August 22, 2022	40% liability begins 8 a.m. May 24, 2022
	60% liability begins 8 a.m. May 31, 2022
	80% liability begins 8 a.m. June 7, 2022
	100% liability begins 8 a.m. June 14, 2022
Full Semester – Online Classes:	
May 16, 2022 – August 22, 2022	40% liability begins 8 a.m. May 24, 2022
	60% liability begins 8 a.m. May 31, 2022
	80% liability begins 8 a.m. June 7, 2022
	100% liability begins 8 a.m. June 14, 2022
U.S. & Canadian Education Program – Monday/Tuesday Session:	
May 16, 2022 – August 22, 2022	40% liability begins 8 a.m. May 24, 2022
	60% liability begins 8 a.m. May 31, 2022
	80% liability begins 8 a.m. June 7, 2022
	100% liability begins 8 a.m. June 14, 2022
U.S. & Canadian Education Program – Saturday/Sunday Session:	
May 16, 2022 – August 22, 2022	40% liability begins 8 a.m. May 24, 2022
	60% liability begins 8 a.m. May 31, 2022
	80% liability begins 8 a.m. June 7, 2022
	100% liability begins 8 a.m. June 14, 2022
Session I – Day Classes:	
May 16, 2022 – July 3, 2022	100% liability begins 8 a.m. May 24, 2022
Session I – Evening Classes:	
May 16, 2022 – July 3, 2022	100% liability begins 8 a.m. May 24, 2022
Session I – Online Classes:	
May 16, 2022 – July 3, 2022	100% liability begins 8 a.m. May 24, 2022
Session II – Day Classes:	

July 5, 2022 – August 22, 2022	100% liability begins 8 a.m. May 24, 2022
Session II – Evening Classes:	
July 5, 2022 – August 22, 2022	100% liability begins 8 a.m. July 12, 2022
Session II – Online Classes:	
July 5, 2022 – August 22, 2022	100% liability begins 8 a.m. July 12, 2022

Department of Education Course Fees

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

Course	Program	Fee	Code
EDU 577 J: Student Teaching	MSED Elem Ed	\$150	MESIMS
EDU 577 P: Student Teaching	MSED Elem Ed	\$150	MESIMS
EDU 677 I: Student Teaching	MSED Adol Ed	\$150	MESIMS
EDU 677 S: Student Teaching	MSED Adol Ed	\$150	MESIMS
ESP 695: Student Teaching	MSED-SWD 1-6 non cert	\$300	
ESP 696: Student Teaching	MSED-SWD 7-12 non cert	\$300	
LiveText Fee with FEM (New and transfer students) - Fall	MSED	\$40	
LiveText Fee with FEM (New and transfer students) - Spring	MSED	\$20	

Literacy and Students with Disabilities Practicum Cancellation Fee

Registering for a practicum class involves a commitment to families and children. Once registered, graduate students who withdraw from a practicum class will be charged a fee of \$50. This fee must be paid before registering for another practicum class.

Financial Aid

Financial aid is available to Medaille students through a variety of sources. The Financial Aid Office (<https://www.medaille.edu/admissions/financial-aid/>) provides information about the following topics:

- Financial Aid programs (eligibility requirements, selection procedures, and disbursement schedules)
- Satisfactory Academic Progress (p. 57) (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 (p. 57) 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 (p. 57) for more information.) A complete list of scholarships and other aid is available here: <http://www.medaille.edu/admissions/financial-aid> (<http://www.medaille.edu/admissions/financial-aid/>).

To calculate financial need, a student must first determine their family contribution by completing the Free Application for Federal Student Aid (FAFSA (<https://studentaid.gov/h/apply-for-aid/fafsa/>)). The Family Contribution is then subtracted from the cost of attendance to determine financial need. Cost of Attendance – Family Contribution = Financial Need

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%23ag> (<http://www.medaille.edu/admissions/financial-aid/scholarships-and-grants%23ag/>).

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 (<https://studentaid.gov/h/apply-for-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> (<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> (<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> (<http://www.medaille.edu/admissions/financial-aid/undergraduate/loans/alternative-loans/>).

Work-Study Program

The Federal Work-Study (FWS) Program (<https://www2.ed.gov/programs/fws/>) 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 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 (<https://studentaid.gov/h/apply-for-aid/fafsa/>). Students must maintain a 3.25 cumulative GPA and SAP to receive this award.

Veterans Tuition Awards (VTA)

Veterans Tuition Awards (<https://www.medaille.edu/admissions/veteran-military-services/>) 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.
- 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> (<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.

Tuition Waiver Review Committee (For Medical Waivers)

A request for a Medical Waiver with no tuition liability, for the current semester, 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 send an email or letter to the Bursar indicating the courses affected for the current semester and explain the medical condition affecting further participation in the courses, as well as providing a doctor’s note to the Bursar, explaining the illness and dates of the illness, stating student is unable to participate in classes.

If the Medical Waiver is approved by the committee, the tuition balance, if any, will be forgiven. The student will receive W grades for those courses affected. 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 (<https://www.medaille.edu/student-services/registrar/>) form is available on the Registrar’s webpage. Failure to provide notice of an official Withdrawal form means the student will be liable for tuition and fees originally incurred (see “Liability Policy (p. 57)”).

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 (<https://www.medaille.edu/academics/course-catalogs/>). 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.

Returning Service Members may return in the same program, at the same credit hours with the same academic standing. Please call the Office of Admissions or Financial Aid if you are a Service Member returning to Medaille.

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 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 their 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.

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. ID cards should be carried by students on campus at all times.

Academic and Student Success Services

Academic Advisement Center

The Academic Advisement Center is located in Huber Hall. 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> (<http://www.medaille.edu/academics/academic-services/student-success-center/academic-advisement-center-aac/>).

Academic Success Center

The Academic Success Center is located in Huber Hall and 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: <https://www.medaille.edu/student-services/academic-support-center> (<https://www.medaille.edu/student-services/academic-support-center/>).

Accessibility Services

The Office of Accessibility Services, located 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> (<http://www.medaille.edu/academics/academic-services/student-success-center/disability-services/>).

Admissions Office

The Admissions Offices (<https://www.medaille.edu/admissions/post-traditional-graduate-online/>) 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: <https://www.medaille.edu/student-services/career-planning> (<https://www.medaille.edu/student-services/career-planning/>).

Career Planning provide:

- **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 (<https://www.collegecentral.com/>).
- **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 (<https://www.bkstr.com/medaillestore/home/>) (<http://www.bkstr.com/medaillestore/>) 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 (<http://it.medaille.edu/>) 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 <https://www.medaille.edu/student-services/wellness-center-counseling-services> (<https://www.medaille.edu/student-services/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> (<http://www.medaille.edu/current-students/wellness-center/>).

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 board certified Nurse Practitioner, Monday through Friday from 8:00 am until 4:00 pm, 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> (<http://www.medaille.edu/current-students/wellness-center/>).

Financial Aid Office

All students are urged to visit the Financial Aid Office (<https://www.medaille.edu/admissions/financial-aid/>) 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> (<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 individual(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> (<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 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 (<https://www.medaille.edu/student-services/public-safety/>), 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> (<http://www.medaille.edu/public-safety/>) or the web site of the U.S. Department of Education (<https://www.ed.gov/>). 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 (<https://www.medaille.edu/student-services/registrar/>) 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 (<https://www.medaille.edu/student-services/tuition-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.

Academic Success Center

The Academic Success Center, located in Huber Hall, provides a network of student success services, including the Academic Advisement Center, the Academic Success Center, and Accessibility Services. The Center is also home to the TRiO Student Support Services Program, HEOP (Higher Education Opportunity Program) and the Say Yes to Education Program.

The Academic 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 through the Center's web site: <http://www.medaille.edu/academics/academic-services/student-success-center> (<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> (<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-> ([http://www.medaille.edu/current-students/public-safety/annual-security-and-fire/](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> (<https://www.medaille.edu/about-medaille/policy-handbooks/>).

Personnel

Board of Trustees

Board Chair: Michael K. Walsh
 Vice Chair: Michael J. Moley '07
 Secretary: L. Nathan Hare '82
 Treasurer: Kenneth D. Trbovich '99

Thomas Beauford, Jr.

President/CEO
 Buffalo Urban League
 Term: 2021-2025

Laura Cianflone

Vice President, Human Resources Services
 Catholic Health
 Term: 2020-2024

Kevin R. Connolly '03

Chief Executive Officer

Buffalo First Wealth Management, LLC
Term: 2016-2024

Horace A. Gioia, Esq.

Rupp, Baase, Pfalzgraf, Cunningham & Coppola, LLC
Term: 2009-2025

Martin T. Griffith

President
Bank on Buffalo
Term: 2021-2025

L. Nathan Hare '82

Retired
Term: 2018-2022

Kenneth Macur, Ph.D.

President
Medaille College
Term: 2015-Present

Martin G. Maynard

President/CEO
ASK Design Jewelers
Term: 2017-2025

Scott McFarland

Retired
Term: 2021-2025

Michael J. Moley '07

Retired
Term: 2012-2023

Darius G. Pridgen '07

Pastor True Bethel Baptist Church/Ellicott District Councilman
Term: 2011-2023

Jeffrey M. Shepard, Ph.D. '04

Chairperson & CEO
MedaCheck, LLC
Term: 2016-2024

Birgit Smith Burton '89

Executive Director of Foundation Relations
Georgia Institute of Technology
Term: 2021-2025

Julie R. Snyder

Vice President, Community Affairs
Highmark Blue Cross Blue Shield of Western New York
Highmark Blue Shield of Northeastern New York
Term: 2016-2024

Dale Stephens '99, '06

NYS Governor's Office of Employee Relations
Empire State Plaza
Term: 2014-2022

Thomas G. Strauss, CPA, MBA

Chief Financial Officer
F&S Tool, Inc.
Term: 2021-2025

Donald R. Tomasulo '79

Sales Consultant
Mercury Capital Partners/Universal Stations
Term: 2011-2023

Kenneth D. Trbovich '99

President
Servotronics, Inc.
Term: 2011-2023

Gregory J. Urban

Partner
Dopkins and Company, LLP
Term: 2016-2024

Toni L. Vazquez '02

Chief Systems Officer
G-Health Enterprises
Term: 2019-2023

Michael K. Walsh

Executive Vice President
Walsh Duffield Companies, Inc.
Term: 1996-2023

Morgan Williams-Bryant '06

Chief Impact Officer
Girl Scouts of WNY
Term: 2020-2024

Brian Krempa '00 '06 (Non-voting member)

(Medaille Alumni Board Association President
Commercial Loan Officer
Alden State Bank
Term: 2021-2022

Academic Leadership Office for Academic Affairs

Carmen R. Wilson, Ph.D, Vice President for Academic Affairs
Michelle Bogdan, Assistant Vice President for Academic Affairs
Linda Wach, Executive Assistant to the Vice President for Academic Affairs

Cindy Temple, Academic Projects & Accreditation Specialist
David Lukow, Adjunct Support Coordinator

Academic Success and Persistence

ACADEMIC SUCCESS CENTER

Tara Jabbar-Gyambrah, Ph.D., Executive Director
TBD, Assistant Director

Shannon Johnson, Administrative Assistant
Spencer Cottman, Coordinator of Accessibility Services
Brooke Pierce, Literacy Coordinator
Kellie Russell, Coordinator of Academic Learning
Cheryl Twardowski-Potter, Coordinator of Tutoring Services

ACADEMIC ADVISING

Cathy Oddo, Director
George Deacon, Advisor, Science, Math and Technology/Secondary Partnership for Traditional Business, Management and Leadership
Kayla Goodman, Advisor, Interdisciplinary Studies, HEOP Liaison

Susan Kottke, Sr. Advisor, Post-Traditional for Business, Management and Leadership, MOL, MBA, Homeland Security and Secondary Partnership with Post-Traditional Interdisciplinary Studies

Michael Pasierb, Advisor, TRiO/SSS

Samantha Shaffner, Advisor, Social Science and Communication & Sport Studies, Education, Say Yes Liaison

Halin Tavano, Sr. Advisor, Post-Traditional Veterinary Technology/ Secondary Partnership with Post-Traditional Social Sciences, MBA, MOL, Homeland Security

TBD, Advisor, Veterinary Technology, Traditional, UB 3+3 Law

PREPARATORY STUDIES

Tara Jabbar-Gyambrah, Ph.D., Executive Director

Michael Filipski, Curricular Mathematics Specialist

Douglas Anderson, MFA, Online Writing Specialist

Admissions

UNDERGRADUATE

Brooke Urban, Director

Kate Scibilia, Senior Admissions Coordinator

Jessica Boyce, Admissions Coordinator

Lindsay Martin, Associate Director of Undergraduate Admissions

Kristen Buck, Assistant Director of Undergraduate Admissions

Kristy Happ, Assistant Director of Transfer Admissions

Kate Murphy, Assistant Director of Undergraduate Admissions

Phil Splawski, Admissions Director of Undergraduate Admissions

Shijuan Williams, Assistant Director of Undergraduate Admissions

POST-TRADITIONAL, GRADUATE AND ONLINE

Donald Lando, Assistant Vice President for Enrollment

Nina Saladino, Operations Manager

Leah Froebel, Assistant Director of Post-Traditional Graduate & Online Admissions

Gretchen Hendrix, Assistant Director of Post-Traditional, Graduate & Online Admissions

Natalie Longo, Assistant Director of Post-Traditional, Graduate & Online Admissions

Suzanne Vizzini, Assistant Director of Post-Traditional, Graduate Online Admissions

Philip Bradley, Assistant Director of Online Enrollment

Molly Fitch, Assistant Director of Online Enrollment

Gabrielle Jaquays, Assistant Director of Online Enrollment

Sarah Kottke, Admissions Coordinator

Grant Funded Programs

CCAMPIS

Michelle Sawyers, Supervisor

Tamika Davis, Project Director

HEOP (HIGHER EDUCATION OPPORTUNITY PROGRAM)

Shana Richardson, Director

Alexus Laster, Assistant Director

Shannon Cinotti, Program Support Specialist

SAY YES TO EDUCATION

Michelle Sawyers, Director

Shannon Cinotti, Program Support Specialist

Amgad Hussien, Student Advocate

Brianne Santana, Student Advocate

Rachel Spink, Student Advocate

TRiO Student Support Services

Johnda Ash, Ph.D., Director

Lisa Kragbe, Assistant Director

Lucas Buckley, Program Support Assistant

Kim Kerrigan, Student Success Advisor

Kristin Sexstone, Student Success Advisor

UPWARD BOUND

Shahreen Alom, Director

Kendell Capers, Assistant Director

Rachel Tschari, Administrative Assistant

Lizbeth Aristega, Academic Advisor for Math/Science

Colleen Lauer, Academic Advisor for Classic

Beth Milks, College Access/Admissions Advisor for Classic and Math & Science

Samantha Zak, Part-Time Program Coordinator

CJII ALBION PRISON GRANT AND SUNSHINE LADIES FUND

Deborah Watkins, Director

Library

Thomas Orrange, Associate Professor, Interim Library Director

Barbara Biljan, Assistant Professor of the Practice, Librarian (Buffalo & Rochester)

LIBRARY STAFF (BUFFALO)

Chad Taylor, Support Services Coordinator

PART-TIME LIBRARY STAFF (BUFFALO)

Jesse Brace, Evening Circulation Supervisor

Matthew Kreib, Weekend Circulation Coordinator

David Odum, PT Reference Librarian

Raya Then, PT Reference Librarian

Online Learning

Mary Beth Scumaci, Director

Julianna Woite, Online Course Designer and Trainer

Marcia Bohn, Digital Learning Technologist

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

TBD, Grants Manager

David Ferland, Data Analyst

Registrar's Office

Tracey Kongats, Registrar

Alexandra Santos, Assistant Registrar

Michele Lucsok, Information Specialist

Victoria Murty, Information Specialist

TBD, Information Specialist

Rochester Campus

Ann Horn-Jeddy, Assistant Director and Academic Services Coordinator

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)
- Project Management (PMP and CAPM)

CHAIR

Deborah Shelvay, M.S., R.H.I.A., Associate Professor of the Practice in Health Information Management, Program Director (HIM)

FULL-TIME FACULTY

Program Director (ASB/BBA) and GEICO Relationship Manager

John Girard, M.B.A., Assistant Professor of the Practice in Marketing

Program Director (BS-ACCT/MSA)

Corinne Jones, M.S.A., C.P.A., Assistant Professor of the Practice in Accounting

Program Director (BS/BA) and IACBE Accreditation Coordinator

Michael Lillis, Ph.D, Professor of Business Administration

Program Director (BS-MIS/BBA-IS) and Internship Coordinator

Jonas Patricko, M.S.Ed., D.B.A., Associate Professor of the Practice in Management Information Systems (MIS)

Program Director (MBA)

Susan Steffan, M.B.A., Associate Professor of the Practice in Finance and Management & Leadership

Program Director (MAOL)

Kristy Tyson, M.B.A., Assistant Professor of the Practice

Department of Counseling & Clinical Psychology (UG)

Programs/Areas

- Clinical Mental Health Counseling (MA)
- Clinical Psychology (PsyD)
- Marriage & Family Therapy (MA)
- Psychology (MA)

CHAIR AND PROGRAM DIRECTOR (PSYD)

Lynn Horne-Moyer, Ph.D., Associate Professor, Counseling & Clinical Psychology

FULL-TIME FACULTY

Julie Baker, Ph.D., Clinical Assistant Professor of Psychology

Najla Hrustanovic, Ph.D., Clinical Assistant Professor of Mental Health Counseling

Tanisha Joshi, Ph.D., Clinical Assistant Professor of Psychology

Elizabeth Kinan, Ph.D., Clinical Assistant Professor of Mental Health Counseling

Hennessey Lustica, Clinical Assistant Professor of Mental Health Counseling

Marguerite McCarty, Ed.D., Clinical Associate Professor of Mental Health Counseling

Courtney McQuoid, Ed.D., Clinical Assistant Professor of Mental Health Counseling

Donald Nowak, Ph.D., Clinical Associate Professor of Mental Health Counseling

Jennifer Wilson, Ph.D., Clinical Assistant Professor of Mental Health Counseling

Program Director (CMHC)

Helena Boersma, Ed.D., Assistant Professor of Mental Health Counseling

Clinical Training Director (CMHC-Online/Rochester)

Marla Britton, Ed.D., Clinical Assistant Professor of Mental Health Counseling

Tanisha Joshi, Ph.D., Clinical Assistant Professor of Psychology

Clinical Training Director (PsyD)

David Castro-Blanco, Ph.D., Clinical Associate Professor of Psychology

Program Director (MFT)

Rene' Jones, M.S., Clinical Assistant Professor of Marriage Family Therapy

Clinical Training Director (CMHC-Buffalo)

Joellen Stender, Ph.D., Clinical Assistant Professor of Mental Health Counseling

HALF-TIME FACULTY

TBD, Clinical Assistant Professor

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)

CHAIR AND PROGRAM DIRECTOR (BSED EARLY CHILDHOOD/CHILDHOOD EDUCATION/BSED ADOLESCENT/SWD)

Jeffery Faunce, Ph.D., Associate Professor of Teacher Education

FULL-TIME FACULTY

Jennifer Hartman, M.S.Ed., Assistant Professor of Education

Casey Jakubowski, Ph.D., Assistant Professor

Leslie Wells Kovich, M.S.Ed., Assistant Professor, edTPA Coordinator

Denise Stappenbeck, Ed.D. Assistant Professor, AAQEP Coordinator

Harleen Signh, M.Tech., Assistant Professor

Christine Woodcock, Ph.D., Assistant Professor

Program Director (MSED Literacy), Reading Center Coordinator

Michelle Cefaratti, Ed.M., Assistant Professor of the Practice

Program Director (MSED EI Edu/Adol)

Caitlin Riegel, Ph.D., Assistant Professor

Program Director (MSED-SWD/CAS-SWD)

TBD

OFFICE OF STUDENT TEACHING

Teacher Certification Officer

Catherine Sedota, M.S., Student Teaching Certification

Susan Beier, A.A.S., Administrative Assistant

Sarah Everett, Part-Time Outstanding Requirements Coordinator

Department Interdisciplinary Studies (UG)

Programs/Areas

- English (BA)
- General Studies (AS/BS)
- Liberal Studies (AS/BS)
- International Studies (BA)

CHAIR

Nicole Jowsey, Pd.D., Assistant Professor of the Practice in Philosophy

FULL-TIME FACULTY

Hugh Burnam, Assistant Professor of the Practice in Humanities
 Gerald Erion, Ph.D., Professor of Philosophy
 Courtney Grim, M.F.A., Associate Professor of Arts and Digital Lite
 Alice Villaseñor, Ph.D., Associate Professor of English
 Michelle Poynton, M.A., Visiting Lecturer (English Program)

Program Director for International Studies

Daniel Kotzin, Ph.D., Professor of History

Honors Program Director

Bridgette Slavin, Ph.D., Assistant Professor of the Practice in History

Program Director (English)

TBD

Department of Science, Mathematics & Technology (UG)

Programs/Areas

- Applied Mathematics (BS)
- Biology (BS)
- Mathematics (BS)

CHAIR

Vochita Mihai, Ph.D., Professor of Mathematics

FULL-TIME FACULTY

Bernadette Clabeaux, Ph.D., Assistant Professor of Biology
 Jianzhen (Jason) Liu, Ph.D., Assistant Professor of Mathematics
 Csaba Marosan, Ph.D., Visiting Assistant Professor of the Practice in Biology
 Gautam Sarkar, Ph.D., Assistant Professor of Chemistry
 Blake Winter, Ph.D., Assistant Professor of Mathematics

Program Director (BIO)

Ryan Woodcock, Ph.D., Assistant Professor of Biology

LABORATORY STAFF

Lab Manager: Lynn Kozinski, M.S., M.B.A.
 Asst. Lab Manager: Trish Triplet, B.S., M.B.A.

Department of Social Sciences, Communication & Sport Studies (UG/GR)

Programs/Areas

- Communication (BS)
- Criminal Justice (BS)
- eSports Management (BS)

- Homeland Security (BS/MS)
- Psychology (BA)
- Sport Management (BS)
- Sport Communications (BS)

CHAIR AND PROGRAM DIRECTOR (ESM/SPM)

Richard Jacob, Ph.D., Professor of Sport Psychology

FULL-TIME FACULTY

Orlando Dickson, J.D., Assistant Professor of Criminal Justice
 Kevin Clarke, M.A., Assistant Professor of the Practice in Social Science
 Timothy McCorry, Ph.D., Associate Professor of Criminal Justice
 Louis Pozantides, M.S.Ed., Professor of the Practice in Communication

Program Co-Director (PSY-BA)

Lesley Capuana, Ph.D., Assistant Professor of Psychology

Program Director (COM/Sport COM)

Juli Hinds, Ph.D., Assistant Professor of Communication

Program Director (CRJ)

Brian Patterson, MBA, Assistant Professor of the Practice in Criminal Justice

Program Co-Director (PSY-BA)

Todd Riniolo, Ph.D., Professor of Psychology

HALF-TIME FACULTY

Valerie Bello, M.A., Visiting Professor - Communication/Journalism
 Steven MacMartin, D.B.A., Associate Professor of the Practice in Homeland Security

Department of Veterinary Technology (UG)

Programs/Areas

- Veterinary Technology (AAS, AS, BS)

CHAIR

Katherine Fitzgerald, D.V.M., Assistant Professor of Veterinary Technology

FULL-TIME FACULTY

Maryanne Misso, L.V.T, B.A., Clinical Instructor of Veterinary Technology
 Robin Lovelock, D.V.M., Clinical Assistant Professor of Veterinary Technology (Rochester)
 Allison O'Toole, D.V.M., Assistant Professor of Veterinary Technology
 Valerie Macer, LVT, Ed.M., Associate Professor of Veterinary Technology
 Joseph Savarese, D.V.M., Professor of Veterinary Technology

Program Director (Online AAS)

Tara Oneachtain, L.V.T., M.Ed., Assistant Professor of Veterinary Technology

Veterinarian in Charge

Matthew Coleman, D.V.M., Clinical Assistant Professor of Veterinary Technology

Program Director (Rochester AAS)

Lola Kirk, D.V.M., Clinical Assistant Professor of Veterinary Technology

Co-Program Directors (Buffalo AS/BS)

Patricia Carr, LVT
 Jenna Symons, D.V.M., Assistant Professor of Veterinary Technology

VETERINARY TECHNOLOGY STAFF

Patricia Carr, LVT

Cynthia Gennaro, LVT
Dayna Murphy, LVT

ANIMAL CARE SUPERVISOR

Kelly Schroer, LVT, B.S.

ANIMAL CARE SUPERVISOR

Daneen Aromando, LVT, MOL, Clinical Coordinator (Rochester)
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B.S., University of Alaska-Fairbanks
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Ed.D., Warner School of Education

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Ph.D., Niagara University

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Ph.D., University of Maryland College Park

Gautam Sarkar

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D.O., Edward Via College of Osteopathic Medicine
Ph.D., South Dakota State University

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B.A., Catholic University of America
M.S., State University College of New York at New Paltz
D.V.M., University of Parma, Italy

Deborah Shelvay

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A.A.S., Alfred State College
B.A., University at Buffalo, State University of New York
M.S., D'Youville College

Harleen Singh

Assistant Professor; Education
M.Tech., NIIT University
B.S.Ed., Indira Gandhi National Open University
B.A., Panjab University

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M.A., Western Michigan University
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M.A., University of Arizona
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 M.A., Ph.D., University at Buffalo, State University of New York

Christine Woodcock

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 B.A., Binghamton University
 M.S.Ed., Binghamton University
 Ph.D., Reading University at Albany State University of New York

Ryan Woodcock

Assistant Professor of Biology; Science, Mathematics & Technology
 B.S., Randolph-Macon College
 Ph.D., Virginia Commonwealth University

Administrative and Professional Staff Academic Affairs

Name	Title	Room	Extension
Wilson, Dr. Carmen	Vice President for Academic Affairs	M201	2242
Bogdan, Michelle	Assistant Vice President for Academic Affairs	M203	2135
Wach, Linda	Executive Assistant to the Vice President for Academic Affairs	M201	2240
Temple, Cindy	Academic Projects and Accreditation Specialist	M201	2161
Horn-Jeddy, Ann	Assistant Director and Academic Services Coordinator	Rochester	9375
Lukow, David	Adjunct Support Coordinator	M220	2284

Academic Affairs Ancillary Areas Academic Success Center

Name	Title	Room	Extension
Jabbaar-Gyambrah, Dr. Tara	Director of Academic Success & Persistence	H107D	2338
TBD	Assistant Director	H107F	3092
Johnson, Shannon	Administrative Assistant	H107	2215
Anderson, Dr. Doug	Online Writing Specialist	Online	
Cottman, Spencer	Coordinator of Accessibility Services	H107C	3088
Filipski, Michael	Curricular Mathematics Specialist	H107G	2595
Pierce, Brooke	Literacy Coordinator	H107G	2115
Russell, Kellie	Coordinator of Academic Learning	H107H	2116
Twardowski-Potter, Cheryl	Coordinator of Tutoring Services	H106A	3085

Academic Advisement

Name	Title	Room	Extension
Cathy Oddo	Interim Director of Academic Advisement	H117D	2163
Deacon, George	Academic Advisor	H117	2502
Goodman, Kayla	Academic Advisor	H117A	2229
Kottke, Susan	Sr. Academic Advisor	M319	2581
Pasierb, Michael	Academic Advisor	H117E	2290
Shaffner, Samantha	Academic Advisor	M023	2289
Tavano, Halin	Sr. Academic Advisor	M319	2601
TBD	Academic Advisor	H117	2323

Admissions

UNDERGRADUATE

Name	Title	Room	Extension
Admissions		ADM	2200/2371
Urban, Brooke	Director	ADM	2378
Scibilia, Kate	Senior Admissions Coordinator	ADM	2376

Boyce, Jessica	Admissions Coordinator	ADM	TBD
Martin, Lindsay	Associate Director of Undergraduate Admissions	ADM	2541
Buck, Kristen	Assistant Director of Undergraduate Admissions	ADM	2374
Murphy, Kate	Assistant Director of Undergraduate Admissions	ADM	TBD
Splawski, Phil	Assistant Director of Undergraduate Admissions	ADM	2044
Williams, Shijuan	Assistant Director of Undergraduate Admissions	ADM	TBD
Happ, Kristy	Assistant Director of Transfer Admissions	ADM	2107
Undergraduate Admissions Fax			880-2007

POST-TRADITIONAL, GRADUATE & ONLINE

Name	Title	Room	Extension
Admissions		ADM	2200/2371
Lando, Donald	Assistant Vice President for Enrollment Management	85H	2542
Saladino, Nina	Operations Manager	85H	2638
Froebel, Leah	Assistant Director of Post-Traditional, Graduate & Online Admissions	85H	2564
Hendrix, Gretchen	Assistant Director of Post-Traditional, Graduate & Online Admissions	TBD	TBD
Longo, Natalie	Assistant Director of Post-Traditional, Graduate & Online Admissions	85H	2566

Vizzini, Suzanne	Assistant Director of Post-Traditional, Graduate & Online Admissions	85H	2563
Bradley, Philip	Assistant Director of Online Enrollment	85H	2616
Fitch, Molly	Assistant Director of Online Enrollment	TBD	TBD
Jaquays, Gabrielle	Assistant Director of Online Enrollment	TBD	TBD
Kottke, Sarah	Admissions Coordinator	85H	TBD
Post-traditional, Online & Graduate Admissions Fax			880-2961

Grant-Funded Programs

CCAMPIS

Name	Title	Room	Extension
Sawyers, Michelle	Supervisor	H109	3080
Davis, Tamika	Project Director	M027	TBD

HEOP (ARTHUR O. EVE HIGHER EDUCATION OPPORTUNITY PROGRAM)

Name	Title	Room	Extension
Richardson, Shana	Director	H119	2181
Laster, Alexis	Assistant Director, HEOP	H105	2392
Cinotti, Shannon	Program Support Specialist	H109	3079

SAY YES TO EDUCATION

Name	Title	Room	Extension
Sawyers, Michelle	Director	H109	3080
Cinotti, Shannon	Program Support Specialist	H109	3079
Santana, Brianne	Student Advocate	H109	2170
Spink, Rachel	Student Advocate	H119	2169
Hussien, Amgad	Student Advocate	H109	2169

TRIO STUDENT SUPPORT SERVICES PROGRAM

Name	Title	Room	Extension
Ash, Dr. Johnda	Director	H113	2393
Kragbe, Lisa	Assistant Director	H114A	2212

TBD	Program Support Assistant	H114	3078
Kerrigan, Kim	Student Success Advisor	H114C	2391
Sexstone, Kristin	Student Success Advisor	H114B	2394

UPWARD BOUND PROGRAM

Name	Title	Room	Extension
Alom, Shahreen	Director	91H	2637
Capers, Kendell	Assistant Director	91H	2635
Tschari, Rachael	Administrative Assistant	91H	TBD
Aristega, Lizbeth	Academic Advisor Math/ for Science	91H	TBD
Lauer, Colleen	Academic Advisor/ for Classic	91H	2144
Milks, Beth	College Access/ Admissions Advisor for Classic/Math & Science	91H	2620
Zak, Samantha	Part-Time Program Coordinator	91H	2144

CJII ALBION GRANT AND SUNSHINE LADIES

Name	Title	Room	Extension
Watkins, Deborah	Director	M230	2247

Honors Program

Name	Title	Room	Extension
Slavin, Dr. Bridgette	Honors Co-Program Director	M231	2156
Hobbs, Kenya	Honors Co-Program Director	M222	2203

Library Services

Name	Title	Room	Extension
Library Front Desk			2283
Orrange, Thomas	Associate Professor/Interim Librarian Director (Buffalo)	M207	2577
Biljan, Barbara	Assistant Professor of the Practice/ Librarian (Buffalo & Rochester)	Rochester	9379
Brace, Jesse	Evening Circulation Supervisor	H118	2283

Kreib, Matthew	Weekend Circulation Coordinator	Front Desk	2283
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Odum, David	PT Reference Librarian	Front Desk	2278
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Then, Raya	PT Reference Librarian	Front Desk	2283
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Taylor, Chad	Support Services Coordinator	H114B	3091
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Fax 884-9638

Registrar

Name	Title	Room	Extension
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
TBD	Information Specialist	M133	2260
Fax			880-2535

Research, Grants and Assessment

Name	Title	Room	Extension
Todd, Dr. Mary	Associate Vice President for Research, Grants and Assessment	2A	2345
Lane, Dr. Illana	Chief Assessment and Learning Officer	2A	2553
TBD	Grants Manager	2A	2346
Ferland, David	Data Analyst	2A	2319

Online Learning

Name	Title	Room	Extension
Scumaci, Mary Beth	Director	H124	2550
Woite, Julianna	Online Course Designer and Trainer	H121	2551
Bohn, Marcia	Digital Learning Technologist	TBD	TBD

Academic Affairs Programs

Business, Management & Leadership (UG/GR)

Name	Title	Room	Extension
Shelvay, Deborah	Assistant Professor of the Practice in Health Information Management, Department Chair, Program Director HIM	M317	2153
Girard, John	Assistant Professor of the Practice in Marketing, Program Director ASB/BBA, GEICO Relationship	M300B	2238
Jones, Corinne	Assistant Professor of the Practice in Accounting, Program Director BS-ACCT/MSA	M317	2117
Lillis, Dr. Michael	Professor of Business Administration, Program Director BS-BA, IACBE Accreditation Coordinator	M210	2320
Patricko, Dr. Jonas	Associate Professor of the Practice in MIS, Program Director BS-MIS/BBA-IS, Internship Coordinator	M300A	2572
Steffan, Susan	Associate Professor of the Practice in Finance and Management, Program Director M.B.A.	M317	2604
Tyson, Kristy	Assistant Professor of the Practice, Program Director MAOL	M212	TBD

Counseling & Clinical Psychology (GR)

Name	Title	Room	Extension
Horne-Moyer, Dr. Lynn	Associate Professor of Clinical Psychology, Department Chair, Program Director Psy.D.	103H	2555
Baker, Dr. Julie	Clinical Assistant Professor of Psychology	103H	TBD
Boersma, Dr. Helena	Assistant Professor of Mental Health Counseling, Program Director CMHC	Rochester	9370
Britton, Marla	Clinical Assistant Professor of Mental Health Counseling, Clinical Training Director CMHC-Online/Rochester	Rochester	2574
Castro-Blanco, Dr. David	Clinical Associate Professor of Psychology, Clinical Training Director Psy.D.	103H	2621
Hrustanovic, Najla	Clinical Assistant Professor of Mental Health Counseling	103H	2161
Jones, Rene	Clinical Assistant Professor of Marriage and Family Therapy, Program Director MFT	103H	2560
Joshi, Dr. Tanisha	Clinical Assistant Professor of Psychology	103H	2629
Kinan, Dr. Elizabeth	Clinical Assistant Professor of Mental Health Counseling	103H	2626
Lustica, Hennessey	Clinical Assistant Professor of Mental Health Counseling	Rochester	2639
McCarty, Dr. Marguerite	Clinical Associate Professor of Mental Health Counseling	Rochester	9376

McQuoid, Dr. Courtney	Clinical Assistant Professor of Mental Health Counseling	Rochester	9380
Nowak, Dr. Donald	Clinical Associate Professor of Mental Health Counseling	103H	2448
Stender, Dr. Joellen	Clinical Assistant Professor of Mental Health Counseling, Clinical Training Director CMHC-Buffalo	103H	2565
Wilson, Dr. Jennifer	Clinical Assistant Professor of Mental Health Counseling	103H	2627

Education (UG/GR)

Name	Title	Room	Extension
Faunce, Dr. Jeffrey	Associate Professor of Teacher Education, Department Chair, Program Director BSED Early Childhood/ Childhood Education & BSED Adolescent/SWD	77H	2813
Beier, Susan	Administrative Assistant/ Office of Student Teaching	81H	2623
Cefaratti, Michelle	Assistant Professor of the Practice, Program Director MSED-Literacy, Reading Center Coordinator	77H	2815
Everett, Sarah	Part-Time Outstanding Requirement Coordinator	81H	2622
Hartman, Jennifer	Assistant Professor	81H	TBD
Jakubowski, Dr. Casey	Assistant Professor	77H	TBD
Kovich, Leslie	Assistant Professor, edTPZ Coordinator	81H	2293
Riegel, Dr. Caitlin	Assistant Professor of Education,	81H	2625

	Program Director MSED El. Ed./ Adol. Ed.		
Sedota, Catherine	Director of Student Teaching Certification	81H	2814
Singh, Harleen	Assistant Professor	85H	TBD
Stappenbeck, Dr. Denise	Assistant Professor, AAQEP Coordinator	81H	2548
Woodcock, Dr. Christine	Assistant Professor	77H	2576
Fax			880-2959

Interdisciplinary Studies (UG)

Name	Title	Room	Extension
Jowsey, Dr. Nicole	Assistant Professor of the Practice in Philosophy, Department Chair	M224	2125
Burnam, Hugh	Assistant Professor of the Practice in Humanities	M228	2570
Erion, Dr. Jerry	Professor of Philosophy	M221	2174
Grim, Courtney	Associate Professor of Arts and Digital Literacy	M211	2279
Kotzin, Dr. Daniel	Professor of History, Program Director for International Studies	M229	2318
Poynton, Michelle	Visiting Lecturer	M205	TBD
Slavin, Dr. Bridgette	Assistant Professor of the Practice in History, Honors Program Director	M231	2156
Villaseñor, Dr. Alice	Associate Professor of English	M209	2217
Fax			880-2535

Science, Mathematics & Technology (UG)

Name	Title	Room	Extension
Mihai, Dr. Vochita	Professor of Mathematics, Department Chair	H222	2291
Clabeaux, Dr. Bernadette	Assistant Professor of Biology	H219	2123
Kozinski, Lynn	Lab Manager	SC201	2305

Liu, Dr. Jianzhen	Assistant Professor of Mathematics	H223	2124
Marosan, Dr. Csaba	Visiting Assistant Professor of the Practice in Biology	H221	2329
Sarkar, Dr. Gautam	Assistant Professor of the Practice in Chemistry	SC207	TBD
Triplet, Trisha	Assistant Lab Manager	SC205	2140
Winter, Dr. Blake	Assistant Professor of Mathematics	H122	2171
Woodcock, Dr. Ryan	Assistant Professor of Biology	H218	2469

MacMartin, Steven	Associate Professor of the Practice in Homeland Security	M206	2575
McCorry, Dr. Timothy	Associate Professor of Criminal Justice	M208	2166
Patterson, Brian	Assistant Professor of the Practice in Criminal Justice, Program Director CRJ	M206	2243
Pozantides, Louis	Associate Professor of the Practice in Communication	M025	2164
Riniolo, Dr. Todd	Professor of Psychology	M230	2138

Social Sciences, Communication & Sport Studies (UG/GR)

Name	Title	Room	Extension
Jacob, Dr. Richard	Professor of Sport Psychology, Department Chair, Program Director SPM & ESM	M207	2131
Bello, Valerie	Visiting Assistant Professor of Communication/Journalism	TBD	TBD
Capuana, Dr. Lesley	Assistant Professor of Psychology, Program Co-Director PSY-BA	M223	2451
Clarke, Kevin	Assistant Professor of the Practice in Social Science	M204	2175
Dickson, Dr. Orlando	Assistant Professor for the Social Sciences, Communication & Sport Studies Department	M227	TBD
Hinds, Dr. Juli	Assistant Professor of Communication, Program Director COM & Sport COM	M029	2819

Veterinary Technology (UG)

Name	Title	Room	Extension
Fitzgerald, Dr. Katherine	Assistant Professor of Veterinary Technology, Department Chair	H127	2223
Aromando, Daneen	Clinical Coordinator (Rochester)	Rochester	9385
Carr, Patricia	Veterinary Technician	SC209	2248
Coleman, Dr. Matthew	Clinical Assistant Professor of Veterinary Technology, Veterinarian in Charge	SC101	2505
Gennaro, Cynthia	Veterinary Technician	SC211	TBD
Kirk, Dr. Lola	Clinical Assistant Professor of Veterinary Technology, Program Director Rochester AAS	Rochester	9369
Lovelock, Dr. Robin	Clinical Assistant Professor of Veterinary Technology (Rochester)	Rochester	9386
Macer, Valerie	Associate Professor of Veterinary Technology, Program Director Buffalo AS/BS	SC107	2231

Misso, Maryanne	Clinical Instructor of Veterinary Technology	SC216	2281
Murphy, Dayna	Veterinary Technician	SC109	2154
Oneachtain, Tara	Assistant Professor of Veterinary Technology	SC214	2308
O'Toole, Dr. Allison	Assistant Professor of Veterinary Technology	SC111	TBD
Savarese, Dr. Joseph	Professor of Veterinary Technology	M213	2306
Schroer, Kelly	Animal Care Supervisor	SC103	2122
Symons, Dr. Jenna	Associate Professor of Veterinary Technology	H126	2273
Winchell, Jodi	Clinical Coordinator (Online Program)	SC214	2308

Business and Finance

Name	Title	Room	Extension
Miterko, Lori	Vice President for Business and Finance	M122	2288
Adams, Stefanie	Human Resources Assistant/Administrative Assistant to Vice President for Business & Finance	M129	2269
Barnas, Nicole	Director of Process Improvement/Business Operations	M226	2554
Kozak, Stephen	Accountant	M122	2172
Page, Susan	Accounts Payable Specialist	M122	2609
Schiavone, Diane	Bookkeeper	M130	2304
Strychalski, Debbie	Controller	M122	2272

Computer Lab

Name	Title	Room	Extension
Computer Lab		H205	2173

College Relations

Name	Title	Room	Extension
Eagan-Stoddard, Leah	Manager of Annual Fund and Events	73H	2315
Jetty, Patricia	Communications Coordinator	73H	2526
Simons, Elizabeth	Senior Director of Development	73H	2259
Webster, Elizabeth	Director of Advancement Services	73H	2209

Financial Aid

Name	Title	Room	Extension
Main Office		M134	2256
Ayers, James	Director of Financial Aid	M134	2179
Godwin, Krishna	Financial Aid Technician	M134	2466
Gullo, Monica	Assistant Director of Financial Aid	M122	2598
Hazen, Kate	Associate Director of Financial Aid	M134	2180
Ptak, Laura	Financial Aid Counselor	M134	2258
Reed, Phyllis	Assistant Director of Financial Aid	M122	2363
Fax			880-2510

IT Help Desk

Name	Title	Room	Extension
Main Office		H213	2282

Information Office

Name	Title	Room	Extension
Main Office		MAIN	2001
DiCarlo, Dawn	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

Information Services and Technology

Name	Title	Room	Extension
Chyka, Bob	Chief Information Officer	107H	2343
Ansell, Steven	Web Developer/Drupal Trainer	121H	3082
Brown, Mark	Computer Support Specialist	H213	3094
Denis, Evan	Computer Support Specialist	107H	3096
Dier III Arnie	User Support Manager	H213	2134
Drecshel, Ray	Instructional Technology Specialist	121H	2159
Fay, Peter	Network Engineer	107H	2380
Kopra, Anita	Part-Time Computer Support Specialist	H213	2254
McDermott, Chris	Senior Programmer/Analyst	121H	2399
Taylor, Hannah	Director of Web and Creative	73H	2884
Fax			880-2962

Payroll

Name	Title	Room	Extension
Whalen, Dawn	Payroll Manager	M125	TBD
Persutti, Debra	Payroll Assistant	M122	2270

Public Safety

Name	Title	Room	Extension
Main Office		2A	2911
Kelly, Debra	Director of Campus Public Safety	2A	2524
Hill, Jimmy	Assistant Director of Campus Public Safety	2A	2911
Rice, David	Supervisor of Campus Public Safety	2A	2911
Scaffiddi, Joseph	Supervisor of Campus Public Safety	2A	2911

Allerton, Samantha	OSHA Compliance, Campus Public Safety Officer	2A	2525
Fax			880-2597

Student Accounts

Name	Title	Room	Extension
Kosowski, Karen	Bursar	M130	2235
Merz, Marlee	Associate Bursar	M130	2309
Walters, Elizabeth	Assistant Bursar	M130	2271

Office of the President

Name	Title	Room	Extension
Macur, Dr. Kenneth	President	M115	2201
Kreib, Michelle	Executive Assistant to the President	M115	2202
Hobbs, Kenya	Vice President for Diversity, Equity and Inclusion, Title IX Coordinator	M222	2203
Bilotta, Bobbie	Director of Human Resources	M129	2265
Adams, Stefanie	Human Resources Assistant/Administrative Assistant to Vice President for Business & Finance	M129	2269
Fax			880-2536

Student Development

Name	Title	Room	Extension
DeKay, Amy	Vice President for Student Development	C201A	2224
Kosowski, Katie	Assistant to the Vice President for Student Development	C201	2218
Cadena, Candice	Director of Residence Life and Student Conduct	C201C	2449
Kij, Nicole	Project Coordinator-Department of Justice Grant	C201	2127
Fax			884-1887

Athletics

Name	Title	Room	Extension
Roarke, Susan	Director of Athletics	C201D	2168
Behan, Sean	Head Coach for Men's Lacrosse	C	2141
Broderick, Kelly	Head Coach for Women's Basketball/Travel and Contest Coordinator	C109	2357
Dean, Brenda	Athletic Trainer	C111	2148
Edholm, Laura	Senior Associate Athletic Director, Senior Woman Administrator, Head Coach for Golf	C211C	2130
Emery, Paul	Campus Minister	C211	2216
Hack, Keith	Head Coach for Men's Basketball, Equipment Manager	GYM	2347
Hallas, Sean	Head Coach for Men's Soccer, Elk Street Facilities Assistant	C	TBD
Heckman, Chris	Head Coach for Swimming & Diving, Strength & Conditioning Coach	CC209	2137
Hill, Andie	Assistant Athletic Trainer	C111	TBD
Kehew, Brian	Head Coach for Baseball	C	TBD
Nicholas-Tolsma, Angela	Head Coach for Women's Soccer, Student Services Coordinator	CC289	2147
Nolette, Evyn	Assistant Athletic Trainer	C111	TBD
Presutti, Alyssa	Sports Information Director	C201C	TBD
Schwab, Korey	Assistant Sports Information Director	C201C	TBD
Schurr, Erin	Head Coach for Women's Lacrosse, Compliance Coordinator	C109	2149
Forman, John	Head Coach for Men's and Women's Volleyball	C	2219

Franklin, Jessica	Head Coach for Women's Field Hockey	C	2186
Zirol, Steve	Assistant Athletic Director, Recruiting Coordinator	C211B	2142
Fax			880-2136

Career Planning

Name	Title	Room	Extension
Cullinan, Carol	Director of Career Planning	C203B	2211

Counseling

Name	Title	Room	Extension
Rizzo, Rosalina	Director of Counseling Services	117H	2339
Reding, Deniese	Senior Counselor/ Student Advocate	117H	2246

Student Involvement

Name	Title	Room	Extension
Main Office		C201	2127
Trudell, Kevin	Director of Student Involvement	C201	2351

Wellness Center

Name	Title	Room	Extension
Glover, Amy	Director of Student Health Services	117H	2112 & 2155
Zeigler, Kristene	Administrative Assistant	117H	2341
Fax			880-3399

Additional Offices

Name	Title	Room	Extension
Bookstore		C	2324
Carroll, Jonathan	Book Store Manager	C	2252
Fax			880-2132

Facilities

Name	Title	Room	Extension
Main Office		77H	2527
TBD	Facilities Administrative Assistant	77H	TBD
Fax			880-2960

Food Service

Name	Title	Room	Extension
Café 4 th Floor		MAIN	2511
Elis, Janet	Chartwells, Director of Dining	CAFE	2106/2468
Metz, Mark	Chartwells, Executive Chef	C102B	2106/2468
LoDestro, Danielle	Chartwells, Food Service Manager	CAFE	2106/2468
Fax			880-2006

Misc.

Name	Title	Room	Extension
BestSelf Behavioral Health Clinic		95H	(716) 710-5151
Radio Station		MAIN LL	2213
SGA		C201	2220
TV Studio		MAIN LL	2331
Adjunct Office		M220/M033	2438/2353

Building Abbreviations

SC: Downey Science Center
 C: Sullivan Center
 H: Before number, Huber
 H: After number, Humboldt

Academic Advisory Boards

Business, Management & Leadership

Ms. Renita DiStefano
 V.P. Information Technology & CIO
 Seneca Gaming Corporation
 Niagara Falls, New York

Ms. Maria Gullo, CPA
 Supervisor
 Fredd Maxick CPAs, P.C.
 Buffalo, New York

Mr. Michael P. Hughes
 Senior V.P. & Chief of Staff
 Kaleida Health
 Buffalo, New York

Mr. Larry Mietus
 Consultant & Founder
 Speaking of Strategy
 Depew, New York

Mr. Donald Needham
 Human Resources Manager
 (Retired)

Mr. Steven J. Woodard
 President & CEO
 Alden State Bank

Alden, New York

Ms. Christina Wrobel
 Forensic Accountant
 (Retired)

Clinical Psychology

John Baker, Ph.D., ABPP
 Licensed Psychologist
 University at Buffalo, Concussion Clinic
 Buffalo, NY

James P. Butters, Psy.D.
 Licensed Psychologist, East Amherst Psychology GroupLLP
 Amherst, NY

Elizabeth Botzer, Ph.D.
 Psychologist, Newfane Central Schools/East Amherst Psychology Group
 Wilson, NY

Jodi Saltzberg Deeb, Ph.D.
 Licensed Psychologist
 East Amherst, NY

Esterphine A. Greene, LCSW
 Formerly of Buffalo Psych Center/BFNC
 Buffalo, NY

Marvin L. Henchbarger, MA
 Executive Director, Gay and Lesbian Youth Services of Western NY
 Niagara Falls, NY

Howard K. Hitzel, PsyD, MPA
 President, Lakeshore Behavioral Health
 Buffalo, NY

Amy Jablonski, PsyD
 Licensed Psychologist
 Chief Operating Officer, Summit Educational Resources
 Getzville, NY

Karen Klementowski, PsyD
 Licensed Psychologist, Private practice
 Snyder, NY

Peter P. Kost, Ph.D.
 Licensed Psychologist
 Chief Psychologist, Buffalo Psychiatric Center
 Buffalo, NY

Drew C. Messer JD PhD
 Licensed Psychologist, Private Practice
 Williamsville, NY

Tom Mazur, PsyD
 Licensed Psychologist
 Pediatric Endocrinology, Woman and Children's Hospital of Buffalo
 Buffalo, NY

Sally Norman, Ph.D.
 Licensed Psychologist, Private Practice
 Amherst, NY

William A. Reynolds, PsyD, MBA

Licensed Psychologist, Buffalo Psychiatric Center
Amherst, NY

David Teplin, PsyD
Adult Clinical Psychologist
Richmond Hill, ON

JoAnn West
Registered Psychologist, Early Career
Toronto, ON

Communication

Andy Brocato
Director of Community Relations & Special Events
Tops Friendly Markets

Eileen Buckley
Senior Reporter
WKBW-TV

Dawn Cwierley
Public Relations Manager
Kenmore Mercy Hospital

Al Davis
Program Director, WGR Radio

John DiScuillo
Promotion and Production Director
WBBZ-TV

Craig Kanalley
Social Media Manager
Buffalo Sabres
Key Bank Center

Brian Meyer
Multimedia Journalist/InstructorWBFO

Chris Musial
VP and General Manager
WBBZ-TV

Anne Schlifke
VP Customer Experience Manager/Mortgage and Consumer Lending
M&T

Don Tomasulo
Director of Results
Entercom Radio

Timothy Walsh
VP of College Relations

English

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Editor
Buffalo Spree magazine

Sarah Kinne, Medaille English Alumni
MA Rhetoric & Composition, University of Massachusetts, Boston
Harvard University Library

Amber Small

Executive Director
Parkside Community Center

Ted Pelton
Professor & Chair
English Department
Tennessee Technical University

Bridget Brace-McDonald
Director of Outreach Activities
Genome, Environment, and Microbiome
Community of Excellence
University of Buffalo

Health Information Management (HIM)

Leah Mateczun, RHIA
Manager, Coding Integrity
Independent Health
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Surgical Coder
UBMD Physicians' Group
Buffalo, New York

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Erie County Medical Center
Buffalo, New York

Kris Spada, RHIA
Health Information Manager
Evergreen Health
Buffalo, New York

Nicolette Wilson, MBA
VP of Revenue Cycle
Erie County Medical Center
Buffalo, New York

Sports Management

Bob Bateson
Owner/CEO
Body Blocks Fitness

Ron Bertovich
Sport Executive

Michael J. Billoni

Michael Buczkowski
General Manager
Buffalo Bisons

Stephen Butler
Medaille Sport Management Alumni
Niagara University
Deputy Director of Athletics

Seymour Knox IV

Pat LaDuca

Health and Fitness Executive

F. Scott Layden
General Manager
Minnesota Timberwolves of the NBA

Stan Makowski, Jr.
Vice President of Arena Operations
Pegula Sports and Entertainment (PSE)

Deborah M. Martinez, J.D.
Sport Agent

Carlos Obiano
Professional Soccer Argentina

Ron Raccuia
Owner, ADPRO Sports

Joseph Shaw
Shaw and Shaw
Attorneys at Law

Jerry Sullivan
Sports Writer

Bruce Wawrzyniak
Medaille Sport Management Alumni

Kevin Wiles
Medaille Sport Management Alumni
NY State Police

David S. Zygai
VP of Legal Affairs
Buffalo Sabres NHL

Veterinary Technology

Matthew Carver
Vice President of Finance
Canisius High School
Buffalo, New York

David Hansen, D.V.M., F.A.V.D., D.A.V.D.C.
(Representing Veterinary Technology Clinical Specialities)
Diplomate America Veterinary Dentistry College
Town & Country Animal Clinic

Jon Mott, LATG, BS
(Representing Laboratory Animal Science)
Retired

Joseph Savarese, DVM
Medaille College

Carol Spierito, L.V.T., SMAR RLatg, MBA
(Representing Laboratory Medicine & Research)
Roswell Park Cancer Institute

Ryan Stedman
(Representing Veterinary Technology Students)

Joseph Tashjian, DVM
(Representing Large Animal)

Springville Veterinary Associates

Rene vanEe, D.V.M., D.A.C.V.S.
(Representing Veterinary Practitioners)
Diplomate Amer. College of Veterinary Surgeons
Sheridan Animal Hospital, PC

Gary Willoughby II
(Representing the Public)
President and CEO
Erie County SPCA

Tara Woyton, L.V.T.

Veterinary Technology (Rochester)

Kellie Donovan, LVT
Genesee Valley Equine Clinic, LLC

Robin English, LVT
Seneca Park Zoo

Erik Herrema
Director, Penfield Veterinary Hospital

Ann Horn-Jeddy
Assistant Director, Medaille College

Amy Karch, RN, MS, CNS
Associate Professor of Clinical Nursing
University of Rochester

Amy Leibeck, DVM
Owner, Genesee Valley Equine Clinic, LLC

Jennifer Rastle, LVT
Hospital Manager
Veterinary Specialists and Emergency Services

Robert Weir
Territory Business Manager
Zoetis

Tara Woyton, LVT
Tribal Liaison-USDA, Veterinary Services
NY, Medaille Buffalo Campus FT Instructor

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