

Medaille College
School of Adult and Graduate Education
Academic Catalog 2009-2010

TABLE OF CONTENTS

General Information.....	2
History.....	2
Unique Strengths	3
Mission of Graduate Study	3
Graduate Coursework Defined.....	4
Academic Advising	4
Academic Calendar	5
Academic Information	5
How to Apply to Medaille.....	6
Academic Records	20
Tuition Policy and Financial Aid.....	21
Locations	27
Services for New Students	28
HEGIS Codes.....	32
Programs of Study.....	33
School of Education	33
Adolescent Education Course Descriptions.....	37
Elementary Education (Childhood 1-6)	39
Elementary Education Course Descriptions.....	43
Literacy	45
Literacy Course Descriptions.....	46
Special Education.....	51
Special Education Course Descriptions	53
Mental Health Counseling	57
Mental Health Counseling Course Descriptions.....	58
Master of Arts in Psychology	60
Graduate Faculty.....	64

School of Education64

Contact Information **Error! Bookmark not defined.**

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.

This catalog is for informational purposes only and is subject to change without notice. The provisions of this 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 this 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.

GENERAL INFORMATION

HISTORY

With three campuses in Western New York, Medaille College is a dynamic private, four-year college committed to serving the higher education needs of Western and Central New York and Southern Ontario. The College’s Buffalo Campus is located within the historic Olmsted Crescent in the heart of Buffalo, New York, with branch campuses in Amherst and Rochester. The Institution is known for its flexible delivery systems, offering master’s, bachelor’s, and associate degrees.

Medaille College traces its roots to 1875, when it was founded by the Sisters of St. Joseph as an institute to prepare teachers. In 1937, the Sisters received an absolute charter from New York State and their institution was named Mount St. Joseph Teachers College, chartered to grant baccalaureate degrees in education.

In 1968, the Sisters of St. Joseph, led by Alice Huber, SSJ, Ph.D., initiated a change in the charter, which would create a new, co-educational college. New York State granted this charter and Medaille College was born.

In the 1970s, Medaille experienced rapid expansion. Since that time, student enrollment has grown tremendously and the Downey Science Building was completed in 1985. In 1991, the College implemented a resident student program, attracting students from throughout New York State and Southern Ontario. In 1994, Medaille’s Kevin I. Sullivan Campus Center opened, offering students a perfect setting for athletic, dining, and recreational activities. The Sullivan Campus Center, with its Trbovich Alumni Tower, serves as home to the College’s National Collegiate Athletic Association Division III sports program. In the fall of 2001, Medaille opened its first on-campus residence hall, offering on-campus living for more than 140 students.

In 2003-04, the College opened a second on-campus residence hall, expanded the Sullivan Campus Center, renovated the Huber Hall Library, added technologically-enhanced smart classrooms, remodeled an

Agassiz Circle landmark as a new home for the Admissions Office, and installed a new main parking lot and quadrangle green space.

Expansion has also continued at Medaille's branch campuses. With a need for more space and upgraded facilities, the Amherst campus moved to its new location at 30 Wilson Road, Williamsville, NY, in May 2007. And in June 2009, the Rochester campus relocated to 1880 South Winton Road in Rochester, with state-of-the-art smart classrooms, study space and an expanded library in a dedicated facility.

In June 2007, Medaille welcomed its sixth president, Dr. Richard T. Jurasek. Under his leadership, the College is committed to developing partnerships with local organizations, and to contributing to the educational, civic and economic development of the region.

UNIQUE STRENGTHS

Dedicated 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 and weekends.

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

Total full-time graduate enrollment (2006): 1,166

Total part-time graduate enrollment (2006): 96

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, call Admissions at the Amherst Campus at (716) 631-1061 or at the Rochester Campus (888) 252-2235.

MISSION OF GRADUATE STUDY

The Mission of the School of Adult and Graduate Education (SAGE) at Medaille College is to facilitate the exchange of ideas and the creation of knowledge while fostering academic excellence. The School of Adult and Graduate Education promotes a high quality-learning environment that embraces diversity. This commitment is evident across the curricula of each of the division's programs, which, at their core, seek to foster the development of transformative intellectuals and agents for positive change for our community. The faculty members of the School of Adult and Graduate Education 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 it will extend your experience and capabilities within the advanced, specialized areas of your chosen field. While the emphasis of all master's programs within the Medaille Graduate Division is on preparing you for professional practice, you will develop a thorough understanding of research and research methodology. A common objective of all Medaille Graduate Programs is to develop the capacities you will need for independent study and research, so that critical inquiry is made a viable mode for improving your practice throughout your career.

While students pursuing graduate studies are admitted and enrolled in the School of Adult and Graduate Education and are subject to the policies of the college's Graduate Handbook, *each graduate program has specific requirements; therefore, check the individual program handbook.*

GRADUATE COURSEWORK DEFINED

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.

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.

Graduate coursework is more attentive to research. Students look into conducting, as well as reading, original research.

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.

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.

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.

ACADEMIC ADVISING

Each graduate student at Medaille is assigned a to work with a Program Director (in Psychology or Mental Health Counseling Programs) or an academic advisor (in the Education Programs) 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. Graduate program advisors are available during registration periods and throughout the academic year for consultation.

Program Director/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 professionally 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 maintain student data as needed.

Advisee Roles and Responsibilities

To meet with advisor 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 College Catalog and Master Schedule in order to select courses.
To make and keep appointments with advisor concerning educational needs and goals and course selection.
To know the requirements for the 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.

ACADEMIC CALENDAR

Visit www.medaille.edu/academics/calendar/

ACADEMIC INFORMATION

Medaille offers unique programs and services designed to accommodate the needs of students with diverse educational backgrounds and rich life and career experiences.

Admission to the School of Adult and Graduate Education

Correspondence regarding admission to the School of Adult and Graduate Education should be addressed to the School of Adult and Graduate Education (SAGE) Office of Admissions which will supply application forms and supplementary information.

Admission to graduate study is granted by the Medaille College upon the recommendation of the 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. The transcripts should be received by the SAGE Office of Admissions 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.

Admission with Full Standing

Individual graduate programs have specific admission requirements. Prospective applicants should consult the SAGE Office of Admissions 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, life experience as it pertains to the program that the student is applying into, and standardized test scores. In conformance with Title IX, 1972 Education Amendments, the College does not discriminate on the basis of sex, race, color, handicap, national and ethnic origin or age in the administration of its educational policies, admissions policies, scholarship and local programs, and athletic and other institutionally administered programs.

Medaille College has a rolling admissions policy and students may be admitted for the fall, spring, or, for some programs, summer semester. 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 1 month prior to the start of a semester. See the College's Academic Calendar in this catalog to find out when each semester and module begins. Contact the SAGE Office of Admissions to find out the application deadline for each semester and module.

HOW TO APPLY TO MEDAILLE

Here are the steps to follow in applying for admission:

1. Obtain an application.
You may request an application by telephoning the Graduate Admissions Office at (716) 631-1061 or toll-free 1-800-957-5033, 1-888-252-2235 by e-mailing gradadmissions@medaille.edu or apply online at www.medaille.edu
2. Submit the application and fee.
Complete the application and send it, along with two letters of recommendation, a current resume, and statement of intent letter, to the Graduate Office of Admissions along with a \$35 non-refundable processing fee. To learn more about Medaille, you may contact the Graduate Admissions Office to arrange for an interview at (716) 631-1061 or toll-free 1-800-957-5033, 1-888-252-2235 by e-mailing gradadmissions@medaille.edu
3. Submit transcripts.
If you are applying either as a student with graduate credit or as a first-time graduate student, submit official transcripts from all colleges you have previously attended.
4. Review by the Admissions Committee.
Your application will be reviewed and evaluated by the Admissions Committee once you have completed steps 1 through 3. Applications and all supportive credentials become the property of Medaille College and will not be returned to the applicant.
5. Notification/acceptance.
Medaille College follows a policy of rolling admissions. You will be notified of your admissions decision within two weeks of having completed the application process. If accepted, you will receive information about orientation, immunization forms and registering for your courses at that time.

6. The tuition deposit.

To reserve a position in your program of study at Medaille, you will be required to pay a \$100 tuition deposit. You should submit your deposit within one month of your acceptance. The deposit is non-refundable and will be credited to your first semester's tuition.

7. Proof of immunization.

New York State law requires that any college student born after January 1957 must provide medical proof of immunization for measles, mumps, and rubella prior to enrollment. Contact the Wellness Center for further information.

Additionally, all students, regardless of birth date, are required to receive information about the risk of meningococcal disease and the benefit of vaccination. Students are required to read the information and either obtain the meningitis vaccine or sign a waiver refusing the vaccine. Students must submit either proof of vaccination or a signed waiver to the Student Wellness Center prior to enrollment.

Probationary Admission

Probationary admission may be granted for those do not meet the criteria for full admission into a graduate 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 or the Miller Analogies Test. Those who wish to take the Graduate Record Examination should obtain The GRE Information and Registration Bulletin, available at most university and college testing offices. The applicant must pay the fee for either test. Students have one semester to provide the College with evidence supporting their application.

Full standing is attained automatically upon completion of at least 9 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 might be denied continued enrollment if they do not achieve full standing within the specified time period.

Students admitted under Probationary Admissions may be required to sign a Probationary Contract.

Transfer from Other Graduate Programs

Any student wishing to transfer from one graduate program to another must complete the full application as outlined in the admissions policy for that program. Students may petition the admissions committee to release application information from one program application to another program.

Class Times

Times for class meetings, day evening and weekend, are varied and scheduled to meet the needs of individual programs and their students. The number of class meetings varies according to the length of the course and credits earned. Refer to Medaille One for specific class times and meeting locations. All programs provide eligibility for financial aid benefits. Students who need additional information or who need specific questions answered should contact the Financial Aid Office at 716.631.1061.

Unit of Academic Credit

Generally, 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. A full-time graduate student is one who carries a minimum of 18 credit hours per academic year.

Class Load

Students must have a GPA of 3.5 or higher in order to carry more than 9 hours during one semester or more than six hours during one module. For most programs, a student is not allowed to carry more than 15 credits in any one semester.

Pre-Graduation Review (Application for Graduation)

A pre-graduation review listing outstanding requirements will be completed by the Registrar's Office once the student has applied for graduation. Students should complete an Application for Graduation the semester prior to the completion of their program. The form can be downloaded at <http://www.medaille.edu/college/registrar/gradapp.pdf> or the student may apply online through MedailleOne.

General Requirements for College Degrees

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

1. 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.
2. The student must earn his/her final 15 credits at Medaille if enrolled in the master's degree program.
3. 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.

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

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. Students in the above situations should contact their Program Director to complete a waiver form to allow them to participate in the graduation ceremony.

Course Substitution

Deviation from a prescribed curriculum will be permitted only under extraordinary circumstances. A

course substitution must be approved by the student's Program Director, the Registrar and the appropriate Dean. No student should begin attendance in a requested substitution unless a copy of the approved Course Substitution Form has been received by the student. No course substitution will be granted retroactively. Students graduating in May must have course substitutions approved by December 1 of the preceding year.

Policy on Transfer Credits

Please note the following policy for transfer student credit: Students who apply into SAGE, ALP or SOE graduate programs and wish to have credit from previous institutions counted toward a Medaille degree may petition the appropriate Program Director/Department Chair for a course waiver, in writing, at the beginning of their program. The Program Director/Department Chair will determine whether or not graduate course work done at another institution can transfer into the degree program and substitute for an existing graduate course. Refer to the relevant program handbook for requirements about and limitations on course transfers. The Program Director/Department Chair will inform the Registrar's Office, in writing, of his/her decision, and will specify which course is to be waived. This correspondence will be placed in the students' permanent file. The Registrar's Office will send a notice to the Admissions staff as well as the student reflecting the decision so that the student can properly plan his/her course schedule.

Policy Waiver

Deviation from a prescribed policy will be permitted only under extraordinary circumstances. An academic policy waiver must be approved by the student's Program Director, department chairperson, the Registrar, and the appropriate Dean. If the waiver is approved, the student will receive a copy of the completed 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 for their program and the appropriate Dean.

Before completing an application, a student should discuss the matter with the Program Director and the appropriate instructor. 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.

Servicemember's Opportunity College

Medaille College has been identified as a Servicemember's Opportunity College (SOC) providing educational assistance to active duty servicemembers. An SOC institution offers the following benefits for servicemembers:

1. Use of admissions procedures which ensure access to higher education for academically qualified military personnel;
2. Evaluation of learning gained through military experiences and academic credit awarded where applicable to the servicemember's program of study;
3. Evaluation of non-traditional learning and awarding of academic credit for such learning where applicable to the servicemember's program of study;
4. Evaluation of request for inter-institutional transfer of credits and acceptance of such credits whenever they are appropriate to the servicemember's program and are consistent with the College's curriculum;
5. Flexibility to servicemembers in satisfying residence requirements by making adjustments for military students who transfer when there are other assurances of program balance;
6. Designation of personnel with appropriate academic qualifications and experience to administer and supervise SOC-related activities and to develop policies and procedures appropriate to the scope of their voluntary education programs;
7. Educational services for veterans.

The Grading System and What It Means

Graduate programs at Medaille College require that students maintain at least a B (3.0) average for all courses taken in fulfillment of degree requirements at Medaille. Refer to your program handbook for additional academic requirements and for minimum requirements for maintaining scholarships. The following system of grading has been adopted by the College:

	Grades	Quality Points
High distinction, an exceptionally high achievement	A	4.0
	A-	3.7
High achievement	B+	3.3
Average, average achievement	B	3.0
Pass, below average achievement	B-	2.7
	C+	2.3
	C	2.0
Failure, unsatisfactory grade	F	0.0
Official withdrawal	W	
Incomplete	I	

Audit	AU	
Satisfactory Progress	S	
Unsatisfactory Progress	U	
Credit Pending	CP	

Grade Point Average (GPA)

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 you were 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 you have taken at Medaille. It changes whenever a new semester's grades are calculated and is a reflection of how a student is doing in all of his/her work. In cases of repeated courses, only the last grade earned is utilized in the cumulative GPA calculations.

Course Withdrawal (W)

In order to withdraw from a course after the drop/add period, a student must obtain a Course Withdrawal Form from the Registrar's Office. The signature of the advisor or Program Director should be obtained. If the student's advisor/Program Director is not available, the student must write on the Withdrawal Form that he/she takes full responsibility for withdrawing from the course, sign and date it. The completed form is returned to the Registrar's Office.

A student may withdraw from a course during the first two-thirds of a semester or module. See the [Academic Calendar](#) for specific dates. A grade of "W" appears on the transcript for an official withdrawal. No withdrawal is permitted after the deadline. Depending upon the withdrawal date and the number of credits a student is carrying during a particular semester, course withdrawal may affect tuition (see Tuition Liability policy). There is the possibility of reduced financial aid if withdrawing from a course means the student would carry fewer than 12 credits.

Please 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 and will be 100% financially liable for courses.

Incomplete (I)

Incompletes may be assigned if a student is unable (for valid reasons) to complete the course work, has a passing grade average and a well-defined plan to complete the remaining course work. Requests for an

Incomplete must be made in writing to the course instructor no later than two weeks prior to the ending date of the course and, if granted, the Incomplete must be made up by the end of the following academic term. If the course work is not completed by the end of the following term, the grade becomes the designated alternate grade assigned by the course instructor or an "F".

Students are allowed to request a total of two (2) Incompletes during the course of their graduate study at Medaille College.

MHC students should consult the MHC Student Handbook for specific information regarding Incompletes for MHC student and the processing of the same.

Audit (AU)

A student desiring to audit a course must receive the approval of the appropriate instructor and complete the normal registration process. Only officially audited classes will appear on the transcript. Students who audit are expected to attend classes but their work is not subject to review by the instructor and they will receive no grade at the completion of the class.

Satisfactory/Unsatisfactory (S/U)

This grade is used when no letter grade is given in the course because of the nature of the course. Only courses designated as providing a grade of S/U may be graded on this basis. These grades do not contribute to the GPA. Refer to your program handbook for other academic policies regarding S/U grades.

Credit Pending (CP)

A code of CP is given to students when the required class work is due after the close of grade submittal at the end of the semester. Typically this grade is only given to MHC students in Internship.

Repeating a Course

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 must complete and submit the appropriate form at the time of registration. Students should take note that if the repetition is not 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 or have a course transferred from another college to replace a course in which a failing grade was earned.

Academic Warnings

Students who are in danger of failing to show good progress in a course or in their program of study receive an Academic Warning from their instructor. Students who receive a warning should immediately contact the instructor as well as the Program Director to find out how the grade can be improved. Please note that not all programs may use Academic Warnings.

Academic Standards: Probation, Dismissal

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 Deans. 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. Refer to your program handbook 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 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 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 Fresh Start Policy

The policy offers a second chance for students who previously experienced serious academic difficulty to earn a baccalaureate degree through a fresh start.

EligibilityAfter a minimum absence of three consecutive years, students suspended or dismissed for academic reasons or who voluntarily withdrew because of unsatisfactory academic performance may seek readmission to the College through this policy. Individuals seeking readmission under this policy must present, in letter form, a thoughtful educational plan that includes educational and career goals, strategies for achieving them, and evidence of personal growth and change since their previous enrollment. The plan should also include evidence of academic preparedness to succeed (e.g., learning through work experience or community service, transcript of college-level courses completed at other accredited postsecondary institutions, private tutoring).

Policy Conditions

A student readmitted under the Fresh Start policy is subject to the following conditions, without exception:

1. The student begins her/his new re-entry coursework with a GPA of 0.00.
2. Previous grades will not be calculated into the student's cumulative reentry GPA except for purposes of calculating student eligibility for college honors.
3. All prior coursework and grades remain a permanent part of the student's official Medaille College transcript.
4. The beginning date of the Fresh Start will be entered on the student's official transcript.

5. The student must complete all the current, published college-wide and program-specific matriculation requirements in effect at the time of her/his re-admission.
6. Previous credits earned with a C- or higher grade will be counted toward the fulfillment of current degree requirements, if applicable.
7. Academic Fresh Start may be granted only once.
8. Students re-admitted under Fresh Start are subject to all other existing academic policies and practices, including those governing academic alert, probation, suspension, and dismissal. However, instances of probation, suspension, or dismissal prior to Fresh Start reentry will not be counted in future decisions regarding the student's academic status.
9. The policy does not apply to a student's financial aid history and eligibility.
10. Students should be aware that many graduate and professional schools will compute an applicant's cumulative undergraduate GPA on all hours attempted, not just those completed under Fresh Start.
11. Students who are granted the privilege of Fresh Start must complete a minimum of 30 credits in new or repeated courses at Medaille prior to graduation.
12. All courses taken at Medaille will be used to calculate eligibility for college honors at commencement

Attendance

Regular attendance is expected at all classes and academic activities related to a course (for example, field work) unless otherwise specified. Medaille College subscribes to the "Guidelines on Students and Religious Observance" adopted by the [Commission on Independent Colleges and Universities](#). Absence does not excuse a student from course work and responsibility. Excessive absence is detrimental and it may affect a student's grade and certain types of financial aid. Discontinuance of attendance does not constitute an official withdrawal.

Leave of Absence

A student may apply for a leave of absence from the College for either one or two consecutive semesters. The student must submit a completed Leave of Absence Form to the Registrar's Office by the Last Day/Evening to Withdraw as noted in the Academic Calendar in order to receive W grades in courses. A student on leave for one or two consecutive academic semesters who wishes to return may register for classes with his/her advisor or Program Director. A student who leaves for more than two consecutive semesters in good standing will be readmitted to Medaille College through the Admissions Office and will be subject to all program requirements and policies in effect at the time of readmission.

College Withdrawal

A student must submit written notification of intention to permanently withdraw from the College. Forms, which are available in the Registrar's Office, must be completed and returned to the Registrar's Office. Failure to provide written notice on an official form means you will be liable for full tuition and fees originally incurred (see Liability Policy).

A student will receive "W's" if the Withdrawal Form is submitted to the Registrar's Office by the "Last Day/Evening to Withdraw" (see Academic Calendar).

Any student who officially withdraws from the College must reapply through the Admissions Office and is subject to all program requirements and policies in effect at the time of readmission.

Course Syllabi

At the beginning of every course, the instructor distributes a written course syllabus to all students taking the course. The course syllabus describes the objectives and content for the course and the method by which students' work will be evaluated for grades. Students should keep all course syllabi and refer to them throughout the semester.

The Evaluation of Students' Work

An evaluation system is required for each course. Examinations, papers and projects are ordinarily part of the evaluation system, but alternative methods of overall evaluation may be employed. At the first class period of the semester or module, 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.

Academic/Behavioral Decorum

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 about a student, the Dean of the School of Graduate Education, or the Dean of School of Adult and Graduate Education may immediately remove the student from the class. Depending on the severity of the offense, the student may receive a formal warning (with consequences of subsequent behaviors outlined in the warning), behavioral probation or may be dismissed from the program.

The College does not tolerate immature or abusive behavior in an internship setting on or off campus. Upon receipt of a written complaint, the appropriate College Dean may immediately remove the student from the class or field placement. The College Dean and the Program Director the evidence and make a decision regarding the student's status in the program within 0 days.

Students should consult individual program handbooks for more specific information on academic and behavioral decorum.

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.

1. 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.
2. 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 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 your reference sources. An obvious form of plagiarism is copying direct quotations from your 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. Your use of source materials requires you to conform to a few rules of conduct:
3. Acknowledge borrowed materials within your 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.
4. Enclose within quotation marks all quoted materials.
5. Make certain that paraphrased material is rewritten in your own style and language. The simple rearrangement of sentence patterns is unacceptable.
6. Provide specific documentation for each borrowed item.
7. Provide an entry in [bibliography] for every book or journal [or internet site] that is referred to in your paper.” *
8. Other possible examples of academic dishonesty include:
 - 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; and
 - cheating on a test or other in class assignments.

Student Appeal of Charge of Academic Grade

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.

1. 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).
2. In situations where the suspected transgression is not discovered until after the close of a semester, the instructor should submit a grade of "Incomplete" and make a reasonable effort to contact the student as soon as possible either by phone or in writing to discuss his/her suspicion of academic dishonesty. If for some reason the student cannot be reached, or fails to respond within two weeks, an instructor may proceed to levy formal charges and impose course-related sanctions without having met with the student. If still convinced that a violation of academic honesty has occurred, the faculty member will charge the student with academic dishonesty in a written statement that (a) details the specifics of the violation and (b) clearly states the course penalty (ies) to be imposed. 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 department chair and the appropriate Dean.
3. The appropriate Dean 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 department chair, the appropriate Program Director and, finally, to the appropriate Dean. In cases where a department chairperson or Program Director is the faculty member levying the charge of academic dishonesty, a student should appeal directly to the Graduate Program Council through the Dean (as described below). At any stage of the appeal, the department chair, the appropriate Program Director or the appropriate Dean 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 Dean, which is final.

1. To appeal an instructor's decision, the student must send a letter of appeal to the faculty member's department chairperson 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.

1. To appeal a chairperson's decision, the student should notify the appropriate Dean of his/her intent to appeal in writing within five working days of receiving the department chair's written decision. The Dean will review the case evidence, meet with the student and decide whether or not to convene the Graduate Academic Standards Committee.
2. If the Dean determines the student has presented an insufficient basis for further appeal, he/she will notify the student in writing of his/her decision to uphold the charge of academic dishonesty within five working days of meeting with the student. The faculty member levying the original charge and the department chairperson involved will receive copies of the Dean's letter. A copy of this letter will also be placed in the student's permanent, official record file in the Registrar's office.

With cases determined to warrant further consideration, the Dean will convene the Graduate Program Council within ten working days after receiving the student's appeal. After conducting a thorough hearing and review of the evidence (not to exceed two weeks time), the Graduate Program Council will render its decision in writing and communicate it to the Dean who will inform the student in writing of the Committee's decision within five working days after its receipt, with copies sent to the appropriate faculty member, department chairperson and the Registrar's Office. At a Graduate Program Council hearing on academic dishonesty, the student may be accompanied by anyone serving in an advisory capacity, and has the right to call witnesses. However, during the hearing, no party may be represented by legal counsel.

Documentation in Student Records

1. 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.

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

Note on Sanctions

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

Repeat Offenses

As described in detail below, 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 appropriate Dean 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 Dean 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 after a period no less than one full academic year after the time of dismissal. The Vice President for Academic Affairs will consult with the Graduate Program Council before making a decision on reinstatement.

Grade Appeal

Students wishing to appeal a final grade in a course must do so in writing within 60 days of the semester's grade report. This written appeal should be directed to the Instructor of the course in question. If the student and the Instructor are unable to reach an understanding, the student may next appeal to the Program Director, and thereafter, the Dean of the School of Adult and Graduate Education or the Dean of the School of Education.

Course Prerequisites

Students may not register for a course without the required prerequisite(s) or written approval from the Program Director.

Placement

The following are overall placement results from the graduating class of 2004:

M.S. Ed., Educational Preparation graduates employed: 97%

Graduates enrolled in further schooling: 2%

Total overall placement: 98%

M.S.Ed Educational Preparation	2006	2005	2004	2003
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Further Education	1%	9%	2%	
% Employed	91%	94%	97%	
Placement	92%	94%	98%	
MS.Ed Education				
Further Education	9%	4%	4%	6%
% Employed	94%	100%	96%	84%
Placement	94%	100%	100%	84%

M.S. Ed., Literacy, Curriculum and Instruction graduates employed: 96%

Graduates enrolled in further schooling: 4%

Total overall placement: 100%

Information regarding completion rates and other student data is available upon request from Medaille College's [Office of Institutional Research and Planning](#).

ACADEMIC RECORDS

Student Records

All student records are maintained and made available in accordance with the Federal Family Educational Rights and Privacy Act of 1974. Thus, with some exceptions, all student records are made available for review upon request by that student and the right to challenge the content is provided. No records are released to third persons except as provided in the Family Educational Rights and Privacy Act. Detailed information on the maintenance and availability of student records is available in the Office of the Registrar.

Normally the College will disclose whether or not an individual is now or has been enrolled as a student at the College. This information may include dates of attendance and a student's last known home address, if requested.

Grade Reports

Grades can be obtained online through Banner, and are posted with one week following the last day of class. Grades are not given out over the telephone or in person by the Registrar's Office.

Transcript of Record

A student request for a transcript of his/her record must be filed in writing in the Registrar's Office at least 48 hours in advance of the date it is required. Under no circumstances will an official transcript be presented to a student; it will be issued directly to the institution or individual indicated by the student. Transcripts clearly labeled "Unofficial (for student's use only)" may be given directly to the student for personal use. No fee is assessed for the first transcript requested; however, a \$5.00 charge is applied to each additional copy. Transcripts will not be released until all financial obligations to the College have been satisfied.

Non-matriculated Students

Non-matriculate students are those students wishing to take one or more graduate classes but who do not plan to complete an advanced degree. To apply for non-matriculant graduate admission a student must submit:

- A Graduate Admissions application.
- All college or university official transcripts.
- Receive approval from Program Director prior to registering for class.

No more than 12 semester hours earned as a non-degree student may be transferred into a regular degree program.

Transfer Credits

Medaille's transfer policy permits acceptance of graduate credit earned at other regionally accredited colleges and institutions of higher learning. Students who wish to have credits earned at other institutions applied toward fulfillment of their course of study at Medaille should check with the appropriate Program Director for an evaluation of these credentials. Only credit is transferable; grades, quality points, and cumulative averages do not transfer.

International Students

International students must meet the admission criteria of the appropriate graduate program. In addition, they must present evidence that they have command of the English language. A minimum score of 550 (paper-based exam) , 80 (internet based) or 213 (computer-based exam) is required on the Test of English as a Foreign Language (TOEFL). Students that have received a bachelors degree in a regionally accredited US educational institution do not need to submit a TOEFL score. Certified transcripts of college work must be submitted to Medaille College and the World Educational Services (www.wes.org) for evaluation. When not in English, the transcript should include certified translations. 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.

Because of the time needed for both the college and the Department of Homeland Security to process international students for their student visa, students should apply early for their expected start term to ensure timely completion of all requirements.

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 Disability Services was created to assist students with 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 contact the Office of Disability Services directly.

TUITION POLICY AND FINANCIAL AID

Tuition Payment Policy

Tuition and fees are due and payable on or before the first scheduled day of classes each semester. Satisfactory payment arrangements must be established by the first day of class to avoid a \$150.00 late fee. Satisfactory payment arrangements include payment in full (Medaille College accepts payment by cash, check, money order, Master Card, Visa, Discover Card or American Express), completion of financial aid/student loans, enrollment in the monthly payment plan through [Tuition Management Systems](#) or documentation of employer reimbursement. A combination of payment arrangements may be utilized. Please be advised that prior semester balances cannot be carried over to the next semester and will prohibit a student from registering for the next semester, receiving his/her grades, transcripts or diploma.

Should a student need to establish a monthly payment plan he/she would need to do so through [Tuition Management Systems](#) (TMS), an outside payment arrangement service. TMS is an interest free monthly payment option, with an annual enrollment fee of \$65.00 or a \$47.00 enrollment fee for the semester based plan. A student's expenses are broken out over the academic period for which, they are/will be enrolled in. For example, if a student is anticipated to be attending for the academic year their budget would be estimated based on the Fall and Spring semesters and he/she would be eligible for a nine or ten month payment plan. If a student were planning on attending for only one semester, he/she would be eligible for a four or five month plan. The term of the payment plan would be based on the date of registration and limited to offered plan options. Students are responsible for establishing the proper budget base upon the cost of attendance and financial aid/loans if applicable.

Students should contact the Medaille College Business Office for additional information or for help in determining their budget. If a student is receiving financial aid/loans, they are able to amend their payments to TMS, through the Medaille College Business Office. All scheduled payments must be made to [Tuition Management Systems](#) until the financial aid/loans are guaranteed. It is the student's responsibility to inform Medaille College of any awards and the college will then inform TMS, of any revisions to the budget.

A student receiving employer tuition reimbursement is required to provide the College with a letter from their employer prior to the first scheduled day of classes identifying the employee-student and the terms of the employer's reimbursement policy. 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. Failure to do so will result in a \$150.00 late fee assessment to the student's account.

Students owing a balance or whose financial aid has not been completed and are not registered with [Tuition Management Systems](#) will be expected to pay the balance of their tuition for the semester in full (minus any financial aid), by the first day of class. Students opting to pay their tuition in full, rather than utilizing the TMS payment plan and who fail to make their payment, by the first day of class will be assessed a \$150.00 late charge.

Tuition Liability Policy

Tuition liability adjustment will be made only in the case of an official leave of absence or withdrawal and the Withdrawal Form must be filed in person at the Registrar's Office. The amount of any adjustment will

be determined using the date of filing and the schedule below. An alternate schedule may apply in the case of Federal financial aid recipients.

NO ADJUSTMENT WILL BE MADE IN THE CASE OF AN UNAUTHORIZED WITHDRAWAL.

Please reference the published Tuition Liability Schedules, for each term for specific liability percentages and dates.

Refund of Excess Financial Aid Awards

There is an unpredictable lapse of time between the issuance of the notice of financial award, which is sent to the student and College, and the actual receipt of funds from federal/state programs. As funds are received in the Business Office, they are promptly credited to the appropriate individual student's account. When such posting to a student account results in a credit balance, the overage will be refunded to the student within 14 days from the posting date.

Grants

[New York State Tuition Assistance Program \(TAP\)](#) awards range up to \$550 per academic year and are based on New York State net taxable income. TAP is only for students who have registered for at least 12 credit hours per semester. Students must be New York State residents and, if eligible, may qualify for up to eight semesters of TAP while pursuing a master's degree. Apply by submitting the [FAFSA](#) (Free Application for Federal Student Aid). Students must maintain Satisfactory Progress to receive this award. (See section in this catalog entitled "Satisfactory Progress.")

Loans

The [Federal Stafford Loan Program](#) is a need-based program which allows students to borrow from participating lenders. The maximum loan eligibility per academic year is \$8,500 for graduate students. The maximum that may be borrowed as a graduate student is \$65,500 which includes Federal Stafford loans borrowed for undergraduate study. The interest rate is an annual fixed rate at 6.8 %. Repayment begins six months after the student either leaves school or drops below half-time enrollment. There is no interest paid or accrued while the student is enrolled at least half-time. The loan must be repaid within 10 years, exclusive of deferment periods. Apply by submitting the Financial Aid Application and the [FAFSA](#). Students must maintain Satisfactory Progress to receive this loan. (See section in this catalog entitled "Satisfactory Progress.")

The [Unsubsidized Federal Stafford Loan Program](#) is available, regardless of family income, to students who do not qualify for the regular subsidized Stafford Loan or who are not eligible for the maximum subsidized Stafford Loan. The combined Subsidized and Unsubsidized Stafford annual loan limit is \$ 20,500 . The combined aggregate limit is \$138,000, which includes loan amounts borrowed for undergraduate study. The terms and conditions of the subsidized and unsubsidized loans are generally the same, except that borrowers are responsible for the payment of the interest that accrues on unsubsidized loans while they are in school. The term unsubsidized means that interest is not paid for you by the federal government while you are in school. The interest rate is a fixed rate at 6.8 %. Apply by submitting the Financial Aid Application and the [FAFSA](#). Students must maintain Satisfactory Progress to receive this loan. (See section in this catalog entitled "Satisfactory Progress.")

Other Financial Assistance

The Master of Science in Education Discount Program extends to education professionals at participating Catholic and private schools* a 30% tuition reduction for each semester they attend Medaille College. Students must take a minimum of 6 credit hours each semester to be eligible. The qualified applicant also will be required to maintain a GPA of 3.0. *For details on program participation, please contact the Office of Graduate Admissions.

The Master of Science in Education Tuition Reduction Scholarship will be awarded to one graduate from Medaille's Bachelor of Science in Education Degree programs (excluding the Educational Preparation program) per year. To be eligible, the student must enroll in a Master of Science in Education Degree program within one year of completion of the undergraduate degree, have a minimum GPA of 3.25, and provide two letters of recommendation from Medaille College faculty. The scholarship is available for each semester that the student attends and is equivalent to 30% of tuition. The successful candidate will be required to take no fewer than 6 credit hours per semester and maintain a GPA of 3.5. Scholarship recipients will be expected to perform duties as a graduate assistant.

The [Federal College Work-Study Program \(CWSP\)](#) allows students with financial need the opportunity to work in jobs on campus to earn part of their educational expenses. Students may apply by submitting the [FAFSA](#). Students must maintain Satisfactory Progress to receive this award. (See section in this catalog entitled "Satisfactory Progress.")

Eligible Veterans

Medaille College is proud to support our veterans as they pursue and education. Medaille currently offers two scholarships for veterans—the Yellow Ribbon Scholarship and the Veterans Education Tuition Scholarship. For complete details, please see our veterans' page at <http://www.medaille.edu/veterans/>

For information on the GI Bill, please call an Admissions counselor at (716) 631-1061 or visit http://www.gibill.va.gov/GI_Bill_Info/benefits.htm.

[Vocational and Educational Services for Individuals with Disabilities \(VESID\)](#), formerly Office of Vocational Rehabilitation (OVR), benefits are available for students with certain physical or emotional disabilities. Contact the [New York State Vocational Rehabilitation Commission](#).

Veterans Tuition Awards (VTA) 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.
- 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.
- Have at least a cumulative "C" average after receipt of two annual payments.
- 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.

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 are available from the Bureau of Indian Affairs, 3701 North Fairfax Drive, Suite 260, Arlington, Virginia 22203.

New York State Aid to Native Americans is an entitlement program, with neither a qualifying examination nor a limit on the number of awards. Applicants must be (1) a resident of New York State; (2) on an official tribal roll of a New York State tribe or the child of an enrolled member of a New York State tribe; and (3) enrolled in an approved New York State postsecondary program. Applications are available from the Native American Education Unit, New York State Education Department, Albany, New York 12234.

Financial Need

Financial need is determined by using the Family Contribution as determined by the FAFSA and subtracting it from the cost of attendance.

Cost of Attendance - Family Contribution = FINANCIAL NEED

The Free Application for Federal Student Aid (FAFSA) is available from the Financial Aid Office.

Satisfactory Progress

Students must maintain Satisfactory Progress in order to receive Financial Aid. PLEASE NOTE: THERE ARE DIFFERENT REQUIREMENTS FOR STATE AND FEDERAL FINANCIAL AID.

The following chart explains the requirements for renewed eligibility for state financial aid for Graduate Programs:

In order to receive state aid for this semester:	You must accumulate at least this many credits:	With a GPA of:
1 st	0	0
2 nd	6	2.00
3 rd	12	2.50
4 th	21	2.75
5 th	30	3.00
6 th	45	3.00
7 th	60	3.00
8 th	75	3.00

Please note: students may receive only eight semesters of TAP.

In addition, you must meet PROGRAM PURSUIT regulations which require that during your first two semesters of TAP you must COMPLETE at least 6 credit hours per semester, at least 9 credit hours per semester for the 3rd and 4th semesters, and at least 12 credits for your 5th and all succeeding semesters.

The following chart explains the requirements for renewed eligibility for federal financial aid for Graduate Level Programs:

In order to receive federal aid for this semester:	You must accumulate at least this many credits:	With a GPA of:
1 st	0	0
2 nd	9	2.00
3 rd	18	2.50
4 th	27	2.75
5 th	39	2.75
6 th	51	3.00

Part-time student credit requirements will be pro-rated based upon the number of credits carried. GPA requirements are the same.

If you do not achieve these Satisfactory Progress Requirements, you will not be eligible for additional semesters of financial aid until you obtain the necessary requirements. If you encounter extraordinary difficulties which prohibit you from achieving the above minimum requirements, you may qualify for a waiver of these requirements. Please contact the Financial Aid Office for details.

LOCATIONS

Medaille College's Buffalo Campus is located in Buffalo, New York, on an attractive urban campus at the intersection of Route 198 (Scajquada Expressway) and Parkside Avenue. Adjacent to Delaware Park and the Buffalo Zoological Gardens, the campus is easily accessible by car, bus, or Metro Rail. The Humboldt-Hospital subway station is within walking distance of the campus. In addition, Medaille is in close proximity to the Albright-Knox Art Gallery, the Buffalo and Erie County Historical Building, the Buffalo Museum of Science, and the Buffalo and Erie County Public Libraries.

The Medaille College [Amherst Campus](#) offers undergraduate and graduate degrees through the Accelerated Learning Program, and graduate degrees in education, psychology and mental health counseling. The Amherst Campus is located at 30 Wilson Road, Williamsville, NY, with classrooms equipped with audio-visual aids and wired for Internet accessibility. Administrative offices housed at this branch campus include the School of Adult and Graduate Education Admissions Office, Student Services, Financial Aid, and Academic Services, as well as Accounting and Program Representative Services. Ample parking is available.

Rochester Branch Campus

The Medaille College [Rochester Campus](#) offers the Accelerated Learning Programs and is located in Cambridge Place, 1880 South Winton Road in Rochester. Equipped with smart classrooms, student study spaced, a Library, and ample parking, the Campus was designed with the adult learner in mind. Cohort mailboxes are located in the classroom wing. Administrative offices located at this campus include Graduate Admissions, Student Services, Academic Services, and Program Representatives. Financial Aid

and Accounting offices are located at the Amherst Branch Campus, although Financial Aid and the Bursar hold scheduled visitation hours at Rochester weekly. Please ask the Rochester receptionist for a schedule.

Services for New Students

New Student Orientation

At the beginning of each semester, new students in each graduate program take part in group orientations to Medaille College and their respective program. Acquainting students with College and Graduate Programs, staff and faculty, as well as dealing with common student questions, are the major emphases of the orientation program.

Orientation provides students with an opportunity to work with College personnel and discuss academic procedures, expectations, and requirements. Orientation also provides an easy way for new students to get acquainted with each other graduate students and become familiar with the campus setting. Students are notified by mail as to the date for orientation. The College requires that each new student attend orientation. Students are charged a mandatory fee, as outlined in the letters they receive via mail and their College bill.

Identification Cards (IDs)

Identification cards are required for all students and can be obtained through the Campus Public Safety Office. They may be asked for when using the Computer Lab, the Kevin I. Sullivan Campus Center, or to take books from the Library. ID cards are also important for admission to many student events.

Parking Tags

If you drive a car to campus, you will need a parking tag. It can be obtained at the Campus Public Safety Office at the Buffalo Campus, or thru a Public Safety Officer at the Reception Desk at the Amherst or Rochester Campus.

Amherst Branch Campus

The Amherst Branch Campus of Medaille College offers the Accelerated Learning Programs and the Canadian Educational Prep Program. The Amherst Campus is located at 30 Wilson Road, Williamsville, NY. Classrooms are equipped with audio-visual aids and are wired for Internet accessibility, as are the computer labs. Administrative offices housed at this branch campus include Graduate Admissions, Student Services, Financial Aid, and Academic Services, as well as Accounting and Program Representative Services. Ample parking is available.

Buffalo Campus

Medaille College's Buffalo campus is located on 13 attractive acres in the geographical center of Buffalo. The Buffalo campus includes the buildings and facilities listed below. For more information and images, please visit our [Campus Tour](#).

Student Offices

In addition to the services available to adult and graduate students at the Amherst and Rochester Campuses, students may visit the Buffalo Campus to obtain services if they wish to.

A directory of all offices, with phone numbers and contact information, can be found at <http://www.medaille.edu/search/Directory.asp>

Undergraduate Admissions Office

Potential students receive counseling regarding Medaille's academic programs and the [admissions](#) requirements for these programs.

Business Office

The Business Office maintains student billing records for the College. Students may either visit the Business Office in Buffalo, or the Business Office at the Amherst Campus to complete registration each semester by making payment arrangements prior to the start of the semester. Questions concerning your student bill or payment arrangements should be directed to the Business Office.

Campus Center

The programs and services offered through the Kevin I. Sullivan Campus Center are a vital part of the educational experience at for undergraduates at Medaille. 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, educational, social, 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 Affairs, including the Dean and Associate Dean of Students, Career Planning, New Student Orientation, Diversity Affairs, Student Activities and Recreation, Special Programs, and Intercollegiate Athletics.

The 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.

Campus Public Safety Office

The College's Campus Public Safety Office is located in the house at 2 Agassiz Circle and its primary responsibility is to work proactively with students, faculty and College departments 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 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. The Campus Public Safety Office phone number is: (716) 880-2911.

Medaille College annually supplies a security report containing statistics, policies, and a description of programs that promote campus safety. A copy of this report is available to all prospective students and employees, and may be requested by contacting the Admissions Office, the Student Affairs Office, the Public Safety Office or the Web site of the [U.S. Department of Education](#).

Career Planning

The Career Planning Center provides services to all students and graduates. Our goal is to assist you to meet your professional goals. We hope to provide you the tools and resources to help you succeed.

Contact our office today to:

Consult with a career professional regarding your various career options, how to apply gained skills toward a new industry and new trends in a changing job market.

Connect with employers through College Central, our job search database, networking opportunities and job fairs.

Develop networks through our Alumni Mentoring Program to understand companies, make connections and position you for a competitive job market.

Prepare yourself by conducting research through our website or career library. Utilize our various resources to gain an edge on the competition.

The knowledgeable staff in the Career Planning Center is at your disposal to provide the assistance, knowledge and support you require. Whether you are completing your first degree, returning to school for a second degree or changing your career we recognize your needs and are prepared to offer the assistance you require to achieve your established goals.

Other services offered by the Career Planning Center include:

Career Library—The Career Library includes career and occupational information, employer directories, and career planning guides. Books can be borrowed for up to two weeks with a student ID.

Group Workshops—Free workshops are offered to all Medaille students. They are scheduled several times every semester for the convenience of day and evening students. The workshops offer help in the following areas: writing cover letters, writing resumes, interviewing, and learning more about yourself through interest inventories. Times, dates, and locations are publicized throughout the College. In-class workshops are frequently conducted.

Interest Inventories--If you wish to explore your career options by learning more about yourself, you can take an interest inventory and discuss the results.

Job Listings, Full-Time and Part-Time--Job listings are available to all students and alumni through our online system. Each day new jobs are entered for those individuals looking for employment to assist with college costs or those seeking their career-related positions. Visit www.medaille.edu/careerplanning and click on Employment.

Job Search Events--Each semester various events are held to assist students at all levels with career or job-related concerns. Networking events, career fairs, and recruitment activities are designed to help students make connections with the employment community.

Credential Folder--Students may establish placement folders containing references and field placement evaluations. These folders are kept on file and mailed to potential employers upon request.

College Store

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

Computer Labs

The Amherst and Rochester campuses have computer labs for student use. These campuses are also equipped with wireless networks for Internet connections.

Wellness Center - Health and Counseling Services

The [Counseling Center](#) is housed in the Wellness Center at 117 Humboldt Parkway and is staffed by a nationally certified, licensed mental health counselor, and provides free and confidential services to all enrolled Medaille students. 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. Self-help materials on a wide variety of topics are disseminated by the Counseling Office. Day and Evening hours are maintained to meet the needs of all students. The Center is located at Medaille's Buffalo Campus in 117 Humboldt. Contact Jeannine Suk, Director of Counseling Services, at (716) 880-2339.

The [Health Office](#) is located in the Wellness Center at 117 Humboldt Parkway and is staffed by a full-time Registered Nurse. The office is open daily with evening hours by appointment and there is no charge for services. In addition, the services of a physician are available for students one afternoon per week by appointment. The office coordinates health records, immunization compliance, provides for health and wellness needs, first-aid, health insurance, and health programming. The services are available to students at the Buffalo, Amherst and Rochester Campuses.

Center for Multicultural Education and Diversity

The [Center for Multicultural Education and Diversity](#) at Medaille College operates on the premise that lifelong intellectual and professional growth is one where differences are highly valued. The center advocates for an inclusive campus environment that respects the pluralistic perspective and promotes equity and appreciation for human diversity among its students, faculty, administrators and staff. The center educates, promotes, and serves to empower the campus community on issues of diversity, multiculturalism and the value of human differences.

Financial Aid Office

All students are urged to visit the Financial Aid Office to learn about the types of aid available. If you have any questions regarding TAP (Tuition Assistance Program), loans, or other financial assistance, please contact the Financial Aid Office.

Information Office

The Information Office can answer questions about services and offices at the Buffalo Campus. If they can't answer your questions, you'll be directed to someone who can. It's a combination mailroom, switchboard, and lost and found. Facsimile services are also available at a reasonable charge.

Buffalo Campus Library

The Librarians at the Buffalo Campus Library can provide assistance with research needs or with locating instructor reserve information or materials, and can provide help with e-reserves and interlibrary loan. Library services are electronically accessible through Medaille's Home Page on the Internet (www.medaille.edu).

A valid Medaille College ID card is necessary to take books out of the library, so please remember to carry it with you.

Registrar's Office

The Registrar's Office maintains the academic records of all students who have enrolled at Medaille. Students taking classes at the Buffalo Campus can visit the Registrar's Office drop or add a course, withdraw from a course, or inquire about graduation status. The Registrar's Office can also tell you who your Program Director is, and when the next registration period will occur.

Academic Skills Center

The Academic Skills Center offers a full range of learning services. Limited peer and professional tutoring in a variety of disciplines are available at scheduled times and upon request. Computers with Internet access, study skills workshops, audio/visual resources, reference materials and space for study sessions are all provided in the Center.

Disability Services Office

The Disability Services Office endeavors to assist students with disabilities in all aspects of their college life. Students from all three Campuses requesting services and/or accommodations must contact the Disability Services Office directly.

HEGIS CODES

Enrollment in other than registered or otherwise approved programs (by the State Education Department) may jeopardize a student's eligibility for certain student aid awards¹.

Program Name	HEGIS CODE
Master of Business Administration Degree ³	
Business Administration	0506
Master of Science in Education Degrees	
Adolescent Education ²	0802.00
Curriculum & Instruction*	0829.00
Elementary Education ²	0802.00
Literacy, Birth-Grade 6	0830

Special Education	0808.00
Master of Art Degrees	
Mental Health Counseling	2104.10
Organizational Leadership	0506.00
Psychology	2001.00

Graduate Degree Programs

Adolescent Education²
 Business Administration
 Elementary Education²
 Literacy, Birth-Grade 6
 Mental Health Counseling
 Organizational Leadership
 Psychology
 Special Education

¹ For undergraduate and certificate program, see the [Undergraduate Catalog](#).

² Degree offered at Medaille College's Amherst branch campus only.

³ Degree offered at Medaille College's Amherst and Rochester branch campus only.

PROGRAMS OF STUDY

SCHOOL OF EDUCATION

Medaille College is a leader in the preparation of students to become classroom teachers. Our childhood curriculum prepares you to nurture and educate children from diverse backgrounds. We prepare you in all aspects of today's challenging classrooms. Our program will support you as you become a skilled critical thinker in the classroom. Committed to the service of teaching, we will help you reflect on the long history of public education as a vehicle for American equality. Through strong management of your subject specialization, and content knowledge, methodology, and creative pedagogical technique, you will become a successful professional in the field. Elementary Education explores the use of technology in the classroom

of tomorrow.

Our faculty includes professional teachers and published researchers with years of service in education and experience in the field. Elementary Education is the gateway for creating a community of life-long learning for your students. You will be able to teach your students to participate in community service, support social justice and promote personal independence. You will become a caring teacher who builds effective learning relationships with students.

Placement Rates for SOE Graduates

Adolescent Education

The Adolescent Education program provides a 30 credit course of study consisting of methodologies, philosophy, literacy, application, pre-student teaching and student teaching hours. In order to receive initial certification from the State of New York, all students must participate in and successfully complete all academic requirements for certification in Adolescent Education (grades 7-12).

New York State Teaching Certification Examinations (NYSTCE)

Students must take these three tests:

LAST (Liberal Arts and Sciences Test)

ATS-W (Assessment of Teaching Skills-Written)

CST (Content Specialty Test) for either English, French, Mathematics, Biology, or Chemistry

	2007	2006	2005	2004
Further Education	6%	9%	4%	4%
% Employed	87%	94%	100%	96%
Placement	94%	94%	100%	100%

Comprehensive Examination

A comprehensive examination is required for the completion of the Adolescent Master's of Science degrees. Questions on the examination are developed by the School of Education faculty. Questions are based on the core courses in the program and areas of discipline (constructivism, content, and pedagogy) in correlation with the New York State Learning Standards. In order to take the comprehensive examination students must be in good standing, not on academic probation. The comprehensive exam will be administered in March and October. The exam will be given the interim week between student teaching on Saturday morning. The retakes will be administered in mid-April, mid-May, mid-November, and mid-December of each year.

Student Teaching

Students will fulfill student teaching requirements in both adolescence setting, grades 7-9 and grades 10-12. It should be noted that students accepted into the program are required to finish the coursework in

their area of certification prior to beginning Student Teaching. Further information can be found on the Office of Student Teaching website. At <http://www.medaille.edu/studentteaching/>

There are 5 tracks for Adolescent Education:

Students will take a 6 credit methods course and fulfill the pre-student and student teaching requirement that is aligned with the specific track.

English 7-12 Track

EDU 601 Methods of Teaching in Adolescent Education: English

EDU 667 Pre-Student Teaching

EDU 677 Student Teaching

French 7-12 Track

EDU 602 Methods of Teaching in Adolescent Education: French

EDU 667 Pre-Student Teaching

EDU 677 Student Teaching

Mathematics 7-12 Track

EDU 603 Methods of Teaching in Adolescent Education: Mathematics

EDU 667 Pre-Student Teaching

EDU 677 Student Teaching

Biology 7-12 Track

EDU 604 Methods of Teaching in Adolescent Education: Biology

EDU 667 Pre-Student Teaching

EDU 677 Student Teaching

Chemistry 7-12 Track

EDU 605 Methods of Teaching in Adolescent Education: Chemistry

EDU 667 Pre-Student Teaching

EDU 677 Student Teaching

Master of Science in Education: Adolescent Education: Leading to Initial Certification in either: Biology 7-12, Chemistry 7-12, English 7-12, French 7-12, or Mathematics 7-12

	Credit Hours
ECI 535 Cultural Competencies	3
ECI 610 Transitions from Education's Roots to the Present	3

Students must choose one of the following (EDU 601, EDU 602, EDU 603, EDU 604, or EDU 605):

EDU 601 Methods of Teaching in Adolescent Education: English 6

EDU 602 Methods of Teaching in Adolescent Education: French 6

EDU 603 Methods of Teaching in Adolescent Education: Mathematics 6

EDU 604	Methods of Teaching in Adolescent Education: Biology	6
EDU 605	Methods of Teaching in Adolescent Education: Chemistry	6
EDU 667	Pre-Student Teaching	3
EDU 668	Education Methods of Teaching: The Arts, English, Language Arts, and Social Studies	3
EDU 670	Literacy in Content Areas	3
EDU 671	Information Technology and Literacy in the Classroom	3
EDU 677	Student Teaching	6
Total Credits		30

**ADOLESCENT EDUCATION SCHEDULES
DAY PROGRAM**

FALL START

Course	Credit	Term
EDU 670	3	Fall
EDU 668	3	Fall
EDU 601-605	6	Fall
EDU 667	3	Fall
EDU 671	3	Fall
ECI 610	3	Spring
ECI 535	3	Spring
EDU 677	6	Spring

SPRING START

Course	Credit	Term
EDU 670	3	Spring
EDU 668	3	Spring
EDU 601-605	6	Spring
EDU 667	3	Spring
EDU 671	3	Spring
ECI 610	3	Summer
ECI 535	3	Summer
EDU 677	6	Summer

SUMMER START

Course	Credit	Term
EDU 670	3	Summer
EDU 668	3	Summer
EDU 601-605	6	Summer

EDU 667	3	Summer
EDU 671	3	Summer
ECI 610	3	Fall
ECI 535	3	Fall
EDU 677	6	Fall

WEEKEND PROGRAM

FALL START

Course	Credit	Term
EDU 601-605	6	Fall
EDU 667	3	Fall
EDU 671	3	Fall
EDU 668	3	Spring
EDU 670	3	Spring
EDU 677	6	Spring
ECI 610	3	Summer
ECI 535	3	Summer

SPRING START

Course	Credit	Term
EDU 667	3	Spring
EDU 668	3	Spring
EDU 670	3	Spring
EDU 601-605	6	Summer
EDL 671	3	Summer
ECI 610	3	Fall
ECI 535	3	Fall
EDU 677	6	Fall

SUMMER START

Course	Credit	Term
EDU 671	3	Summer
EDU 668	3	Summer
EDU 670	3	Summer
EDU 601-605	6	Fall
EDU 667	3	Fall
ECI 610	3	Spring
ECI 535	3	Spring
EDU 677	6	Spring

ADOLESCENT EDUCATION COURSE DESCRIPTIONS

EDU 601 Methods in Adolescence Education – English

This course is designed to familiarize English teacher candidates with national and state standards for

adolescent English learning. This course will provide appropriate instructional strategies, methodologies, and materials necessary for creating a productive teaching and learning environment for all adolescent students, grades 7 – 12. There will be particular emphasis on working with students for whom English is a second language, students with disabilities, and students from diverse backgrounds.

EDU 602 Methods in Adolescence Education - French

This methods course is organized around the federal and state standards for foreign language learning. This course guides teacher candidates to focus on communications, cultures, connections, comparisons, and communities. Teacher candidates will review current theory for second language acquisition, and will apply that theory to classroom practice. The course will present principles of learning, from which teacher candidates can draw to make decisions about instruction. The course emphasizes diverse learners including students for whom English is a second language and culturally diverse learner, and students with different learning styles, and abilities.

EDU 603 Methods in Adolescence Education – Mathematics

This course is designed to provide teacher candidates with instructional strategies, methodologies and materials necessary for creating a productive teaching and learning environment for adolescence education students, grades 7 – 12 in mathematics education. The course will also provide opportunities for candidates to build and deliver lessons and units.

EDU 604 Methods in Adolescence Education – Biology

This is a practical course where students will learn actual activities of biology instruction. Included in these activities will be laboratory work, teacher candidate developed worksheets, teacher candidate directed discussions, teacher candidate developed texts, etc. Teacher candidates will also study the nature of scientific understanding and the culture and climate of the classroom. The class will also review strategies to ensure educational equity.

EDU 605 Methods in Adolescence Education – Chemistry

This is a practical course where students will learn actual activities of chemistry instruction. Included in these activities will be laboratory work, teacher candidate developed worksheets, teacher candidate directed discussions, teacher candidate developed tests, etc. Teacher candidates will also study the nature of scientific understanding and the culture and climate of the classroom activities. The class will also review strategies to ensure educational equity.

EDU 667 Pre-Student Teaching Experience

This course provides students with an opportunity to participate in a minimum of 100 hours of volunteer and/or paid teaching experiences in settings such as the classroom, YMCA, church group, tutoring, summer camp, etc. Students will be encouraged to work in settings that involve observation, tutoring, small group reinforcement, and entire class activities. Approximately 50 hours of experiences are to occur in grades 7, 8, and 9, and also in grades 10, 11, and 12. Experiences are to be in a student's academic certification area (e.g. English, mathematics, etc.) and/or related fields.

EDU 668 Classroom Management Techniques

This course is designed to provide students with a variety of management techniques that can be effectively used within grades 7-12. Emphasis will be placed upon a teacher's ability to enhance the

teaching and learning environment. The course also includes mini-workshops on Child Abuse, and Project SAVE – Schools Against Violence Education. Also covered are Drug and Alcohol Prevention and Personal and Family Issues.

EDU 670 Literacy in the Content Areas

This course is designed to assist the prospective secondary school teacher (adolescence education) to integrate effective methodology to enhance students reading and writing skills, in general, and in the specific content areas. Emphasis is on vocabulary, comprehension, study skills, and flexible rate. Particular emphasis will be given to students for whom English is a second language and students with different learning styles, abilities, and learning problems.

EDU 671 Information Technology and Literacy in the Classroom

This course will develop understanding, perspective, competence and leadership in the use of information technology in an educational setting with an emphasis upon integrating technology and literacy.

EDU 677 Student Teaching in Adolescence Education

This course provides students with on-site classroom experiences. The student teacher will be assigned two classroom situations grades 7, 8, or 9 and grades 10, 11, or 12. Each placement will be full-time, five days a week for approximately seven (7) weeks each and in the appropriate academic field: English, French, mathematics, biology or chemistry.

ELEMENTARY EDUCATION (CHILDHOOD 1-6)

Program Description

The Elementary Education program provides a 36 credit course of study consisting of methodologies, educational philosophy, literacy, research and application. All students who desire to receive initial certification from the State of New York must participate in and successfully complete EDU 577 (student teaching component) to fulfill the academic requirement for certification in elementary education (grades 1-6). New York also requires that all students have from a regionally accredited college:

- 30 hour concentration in one of the liberal arts and sciences
- 6 credits each in English/language arts, social studies, math, and science
- 6 credits in a language other than English Research Course

The central focus is in Action Research as preparation for addressing classroom concerns and leading to the culminating capstone project.

Placement Data

Academic Program: Elementary Education (Education Preparation, M.S.Ed.)

	2000	2001	2002	2003	2004
% Further Education	20%	26%	15%	7%	2%
% Employed	100%	98%	100%	95%	97%

% Placement	100 %	98%	100%	96%	98%
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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.

Core Courses

This program includes seven core courses, including three courses in literacy.

Capstone

Students are required to take a Capstone or Thesis Guidance course which assists graduates to create an action research project and integrates and summarizes their program.

Curriculum

Master of Science in Education: Elementary Education		Credit Hours
ECI 510	Research in Education	3
ECI 530	Educational Explorations in Diversity	3
ECI 610	Transitions from Education's Roots to the Present	3
ECI 695	Seminar: Teacher as Researcher	3
EDL 550	Developmental Literacy: Emergence to Fluency	3
EDL 560	Literature for Children	3
EDL 650	Assessment and Evaluation of Literacy	3
EDU 500	The Core of Education	3
EDU 502	Education Methods of Teaching: Math, Science, Technology	3
EDU 503	Education Methods of Teaching: The Arts, English, Language Arts, and Social Studies	3
EDU 504	Early Field Experience/Seminar: Physical Educations, Family/Consumer Sciences	3
EDU 505	Child Abuse Identification, Substance Awareness, Health Issues and School Violence	3
EDU 577	Student Teaching/Seminar: Career and Occupational Studies	6

	Total Credits 42
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Elementary Education (Evening Program)

FALL START

Course	Delivery	Credits	Term	Day
ECI 510	15 week online	3	Fall	online
ECI 530	7.1.7	3	Fall	R
EDL 550	7.1.7	3	Fall	T
EDU 500	7.1.7	3	Fall	T
EDL 560	7.1.7	3	Spring	T
EDL 650	7.1.7	3	Spring	T
ECI 610	7.1.7	3	Spring	R
EDU 502	7.1.7	3	Spring	R
EDU 503	7.1.7	3	Summer	R
EDU 504	15 week	3	Summer	W
EDU 505	7.1.7	3	Summer	R
EDU 577 Student teaching	15 week	6	Fall	Student teaching
ECI 695 Thesis	15 week	3	Fall	advisement

Elementary Education

SPRING START

Course	Delivery	Credits	Term	Day
ECI 510	15 week online	3	Spring	online
ECI 530	7.1.7	3	Spring	R
EDL 550	7.1.7	3	Spring	T
EDU 500	7.1.7	3	Spring	T
EDL 560	7.1.7	3	Summer	T
EDL 650	7.1.7	3	Summer	T

ECI 610	7.1.7	3	Summer	R
EDU 502	7.1.7	3	Summer	R
EDU 503	7.1.7	3	Fall	R
EDU 504	15 week	3	Fall	W
EDU 505	7.1.7	3	Fall	R
EDU 577	15 week Student teaching	6	Spring	Student teaching
ECI 695	15 week	3	Fall	Thesis advisement

ELEMENTARY EDUCATION COURSE DESCRIPTIONS

EDU 500 The Core of Education

This course provides study and application of methods and materials appropriate for the understanding and implementation of a variety of "generic" situations as they apply to the various disciplines of teaching in the early childhood/childhood and middle childhood classrooms. New scholarship as well as classic philosophies will be implemented into the pragmatic aspects of the classroom as they apply to these various levels of learning.

EDU 502 Education Methods of Teaching: Math, Science, Technology

This course is designed to examine theories of learning and thinking as they interact with the elementary classroom disciplines of science, mathematics, and technology. A practical application of these theories will be explored and incorporated for the teaching of these disciplines in the early childhood, childhood and middle childhood classroom setting.

EDU 503 Education Methods of Teaching: The Arts, English, Language Arts and Social Studies

This course is designed for students to examine and analyze the information and expectations of the New York State Education Department and accumulate a repertoire of materials, methods and inclusive strategies to plan, teach and assess standards based creative arts,, language arts and social studies for all learners across a range of learning styles. Students will understand unit and lesson plans and assessments that align with the New York State Standards for Learning and the New York State Core Curriculum. The development of differentiated instructional planning, the use of curricular adaptations, the use of curriculum technology, assessment, and instructional strategies intended to support learners with diverse learning needs will be addressed. Attention will be given to the presentation of assistive technology. A practical application of these theories will be explored and incorporated for the teaching of the aforementioned in the early childhood, childhood, and middle childhood classroom.

EDU 504 Early Field Experience/Seminar: Physical Education, Family/Consumer Sciences

This course requires that the learner combines knowledge, dispositions, and skills through seminar training, early field/classroom experiences, and the use of Action Research. Students will reflect upon that which they have learned and apply this knowledge into active and meaningful learning experiences. This course also integrates the areas of health, physical education, family/consumer sciences and career

development/occupational studies into the elementary curriculum. Finally, this course defines the understanding of the operations and management of the classroom.

EDU 505 Child Abuse Identification and Substance Awareness, Health Issues and School Violence

This course provides New York State certification in the identification and reporting of child abuse and teaching the awareness of substance prevention, health issues and school violence. It provides the student with opportunities to review literature for discussion or presentation and debate issues.

EDU 577 Student Teaching/Seminar: Career and Occupational Studies

This course provides students with on-site experience. The student will be assigned two situations, one at each level of their certification: Childhood (primary/intermediate levels) or Middle Childhood (intermediate/ middle school levels). A professional portfolio and journal will be completed. Students will also, through seminars, become familiar with the New York State Learning Standards for Career Development and Occupational Studies.

ECI 510 Research in Education

This course affords the graduate student an overview of the methods used in educational research. Students will study and apply different methods of quantitative and qualitative research. The course will further increase a student's understanding of research methodology and design. The central focus will be on Action Research which will lead to the culminating project within the Master's program. At the completion of this course, the student will have identified their thematic concern and will have begun the cycle of Action Research.

ECI 530 Explorations in Diversity

This course is designed to provide theoretical and applied knowledge to practical methods, strategies, and techniques used to successfully meet the diverse needs of today's inclusive classroom.

ECI 610 Transitions from Education's Roots to the Present

This course covers the various foundations of education. It provides a bridge from the works of past theorists and practitioners to current ideas and innovative teaching procedures of present day educators. The works of core influential thinkers, such as Socrates, Locke, Dewey, Skinner, Rogers, Piaget, Freire, Giroux, hooks, McLaren, and Gardner will be used.

ECI 695 Teacher as Researcher

This directed project requires that students become involved in the internal workings of an educational institution. In light of action research and using appropriate technology, the student will not only identify an educational problem or concern within the arena of education, but they will also reflect upon and research some of the solutions to that problem. The problem/concern will be identified early in the graduate program and carried to its required completion in this culminating activity as it is researched appropriately in lieu of the knowledge gained within the various required/selected courses throughout this graduate program. Students will design lesson plans and assessments that align with the New York State Learning Standards.

EDL 550 Developmental Literacy: Emergence to Fluency

This course will introduce students to the research that supports balanced literacy from emergence to fluency. They will study the five pillars of reading instruction while exploring the components of word

study, read-alouds, shared, guided, and independent reading and writing. The students will use this knowledge to plan systematic, explicit lessons within meaningful, engaging experiences in literacy. EDL 560- This course description has not changed.

EDL 560- Literature for Children

This course explores the role of children's literature in the elementary literacy program. Students will explore the various genre of literature both in the areas of fiction and nonfiction, narrative and expository. Students will read and develop activities using various types of trade books

EDL 650 Assessment and Evaluation of Literacy

This course is designed to investigate current practices and procedures in the evaluation of student's literacy skills. The course will include instruction in the administration and analysis of informal reading inventories, running records, assessment of listening and speaking, word recognition, spelling development, , comprehension, writing development, and modes of responding to literature. Students will utilize information gleaned from assessment data to plan prescriptive instruction.

LITERACY

Program Description

This program provides the knowledge and skills needed to enable 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 a MS 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.

The literacy program also provides the academic requirements for an additional certification in literacy for those teaching professionals who currently hold a masters degree and initial/professional certification. The goal of this Advanced Certification is to produce teachers who can deliver strong literacy instruction in the classroom.

Literacy, Birth-Grade 6 and Grades 5-12 (M.S.Ed.)

Degree Conferred: Master of Science in Education (M.S. Ed.)

The Literacy program provides a 36 credit course of study (Birth-Grade 6 or Grades 5-12) or a 45 credit course of study (Birth- Grade 12) consisting of core courses in literacy research and instruction, diagnosis and remediation, special education, and leadership. Students are eligible for initial or professional certification in literacy following successful completion of all academic requirements and the Content Specialty Test in Literacy.

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 12). This experience is completed through two or three practicum courses (early intervention/elementary/adolescent level).

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.

Literacy, Birth-Grade 6 and Grades 5-12

Advanced Certification in Literacy (Post Masters)

This Advanced Certification in Literacy (Birth-Grade 6 and Grades 5-12) provides the academic requirements for an additional certification in literacy for those professionals who hold a Masters degree and initial/professional certification in education. Students may be able to complete these requirements with 18 hours of coursework (B-Grade 6 or Grades 5-12) or 27 hours of coursework (Birth - Grade 12) with the following admissions requirements:

Transcript review by literacy program director or designated literacy faculty member to determine if prerequisites have been met for these required courses.

Interview with literacy program director or designated literacy faculty member to determine background knowledge in literacy.

**Based on this information, some candidates may be required to complete additional coursework .

Students are eligible for initial or professional certification in literacy following successful completion of all academic requirements and the Content Specialty Test in Literacy.

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 12). This experience is completed through two or three practicum courses (early intervention/elementary/adolescent level).

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.

LITERACY COURSE DESCRIPTIONS

EDL 580 Methodologies in the Reading Processes

Students will expand their knowledge of the complex processing systems used by proficient readers from early childhood through adolescence. Theories and research on the foundations of literacy will be explored and related to the major components of reading. Students will learn to use a wide range of research-based instructional approaches and methods to support various stages of literacy development and learners from a variety of cultural and linguistic backgrounds. High quality, diverse children's literature will be examined. Students will also learn to be reflective practitioners. The use of technology and the New York State English Language Arts curriculum will be integrated into the course.

EDL 581 Early Language Development and Literacy

This course explores research and current understandings of the development of language and literacy in

young children from birth through preschool. Students will study extensively oral language and its implication as the foundation for literacy. Through developmentally appropriate practices and balanced literacy, students will learn effective ways to support and scaffold language and literacy skills and will be introduced to high quality, diverse children's literature. Students will work to develop the critical understanding that assessment drives instruction. Personal learning styles, family involvement and cultural contexts are considered as influences on literacy development of the young child. The use of technology and reflective practice will be integrated into instruction and the New York State English Language Arts Standards will be explored.

EDL 582 Word Study: Early Childhood through Adolescence

This course will explore the research related to current best practices in word study that includes phonemic awareness, phonics, and spelling instruction from early childhood through adolescence. Students will learn about the role of word recognition in the progression of reading and writing skills from pre-emergence through fluency and will include the investigation of the five stages of word knowledge. Using the conceptual framework of a balanced literacy program, students will learn to plan instruction that matches the needs of the diverse body of readers/writers in the classroom. The use of technology and reflective practice will be integrated into instruction and the New York State English Language Arts Standards will be explored.

EDL 583 Creating Strategic Readers and Writers

This course will explore the research related to current best practices in vocabulary and comprehension strategy instruction. Students will examine the thinking processes which are integral to navigating and understanding increasingly complex text for readers at all stages of development. They will learn to create classrooms where instructional approaches are used to encourage the independent use of these strategies. Students will also demonstrate the ability to design materials to enhance vocabulary, comprehension, and study skills in the content areas to support various stages of literacy development and learners from a variety of cultural and linguistic backgrounds. The use of reflective practice, technology and the New York State English Language Arts curriculum will be integrated.

EDL 584 Teaching Writing through the Developmental Process

This course will explore the research related to the writing process and best practices in writing instruction. Students will identify the stages of writing development and design various methods of instruction including interactive, shared/modeled, guided, and independent writing within various genres and content areas. High-quality, diverse children's and young adult literature will be explored. Through their investigations, students also will recognize and accommodate learners of all stages of development and backgrounds from early childhood through adolescence. The use of reflective practice, technology and the New York State English Language Arts curriculum will be integrated.

EDL 585 Adolescent Literacy: Transacting with Literature

This course will explore theories, research based practices, curricula and content of instruction for adolescent learners. Students will explore research regarding effective literature and content based curriculum. Emphasis is on strategies for the integration of language, writing, literature, content, and higher level thinking skills. Integration of technology, diversity for learners, reflective practices, and the New York State English Language Arts curriculum will be included.

EDL 651 Assessment I: Diagnosis and Remediation of Emergent to Early Readers

This course is designed to investigate current practices and methods of the diagnosis and remediation of literacy skills for the Emergent to Early readers. Students will explore the philosophy and research relating to assessment. Students will demonstrate an understanding of utilizing assessment tools to identify students' strengths and weaknesses as well as the methods for targeted instruction to meet the needs of a diverse body of learners including those in special education or other compensatory programs. Participants will demonstrate in practice the nature, causes, and remediation of early literacy difficulties.

EDL 652 Assessment II: Diagnosis and Remediation of Early to Fluent Readers

This course is designed to investigate current practices and procedures in the diagnosis and remediation of literacy skills for the Early to Fluent readers. Students will learn to administer and analyze assessment tools necessary for determining the developmental levels of elementary students and the diagnosis of reading difficulties and providing appropriate instruction. Students also will examine methods for targeted instruction to meet the needs of a diverse body of learners including those in special education and other compensatory programs.

EDL 653 Assessment III: Diagnosis and Remediation of the Adolescent Reader

This course is designed to investigate current practices and procedures in the diagnosis and remediation of literacy skills for the adolescent reader. Students will learn and utilize procedures, methodologies, and materials for diagnosing and correcting classroom reading problems. Emphasis will be on how to effectively teach middle and high school students who have not acquired sufficient reading skills to be successful and engaged readers. Integration of technology, reflective practices and the New York State English Language Arts curriculum will be included.

EDL 671 Practicum I: Early Intervention

This course is designed to allow students the opportunity to apply their knowledge of the philosophy and pedagogy of an early intervention reading program in a practicum situation. Through the completion of twenty-five hours of college supervised tutoring, students will gain expertise in administering assessment tools to diagnose reading difficulties and planning remediation based on the individual needs of the child. Students will capitalize on opportunities to observe, evaluate and reflect on the practices of peers, develop literacy seminars, and communicate results to parents and other professionals.

EDL 676 Practicum II: Elementary

In this course, students will demonstrate their ability to provide literacy instruction to elementary students in grades 3-6. Through the completion of twenty-five hours of college supervised tutoring, students will gain expertise in administering assessment tools to diagnose reading difficulties and plan remedial instruction based on the needs of the child. Seminars will allow students the opportunities to create and implement a professional development seminar that reflects best practices and explores strategies useful to their teaching. Through their research and application, students will experience the importance of collaborating with parents and other school professionals. They will learn the importance of observation and reflective practices.

EDL 681 Practicum III: Adolescent

This course is designed to explore theories and conduct in-depth literacy assessments of the adolescent reader using both formal and informal measures of assessment. Through the completion of twenty-five

hours of college supervised tutoring, students will learn procedures and the interpretation of results using multiple assessment instruments. Students will also examine the methods and materials used for the remediation and will learn how to prepare case study reports. Students will explore intervention techniques appropriate for the adolescent learner while working with struggling readers in a one-on-one or small group tutorial setting. Emphasis will be on the use of observation and reflective practices. Through their research and application, students will experience the importance of communicating with the students, parents and school personnel.

EDL 690 Leadership in Literacy

Students will explore the characteristics of leadership through reflective study. They will investigate the need for professional development in building effective classroom instruction and will examine the role of the teacher/leader at the grade-level, building, and district levels. Through the development of in-service workshops, study groups, and professional portfolios in literacy, students will further demonstrate the ability to communicate with colleagues, other school personnel, and parents/caregivers about the relevant information regarding literacy as it affects curriculum and assessment.

Program FORMAT Options for MSED in LITERACY and LITERACY CERTIFICATION

Option 1: MS Ed. in Literacy (B-6 & 5-12)	Option 2: MS Ed. in Literacy (B 6)	Option 3: MS Ed. in Literacy (5-12)
<u>Semester I</u>	<u>Semester I</u>	<u>Semester I</u>
Session I: EDL 580 Methodologies in the Reading Processes (3) EDL 581 Early Language Development & Literacy (3) Session II: EDL 582 Word Study: Early Childhood through Adolescence (3)	Session I: EDL 580 Methodologies in the Reading Processes (3) EDL 581 Early Language Development & Literacy (3) Session II: EDL 582 Word Study: Early Childhood through Adolescence (3)	Session I: EDL 580 Methodologies in the Reading Processes (3) Session II: EDL 582 Word Study: Early Childhood through Adolescence (3) EDL 584 Creating Strategic Readers & Writers (3)
<u>Semester II</u>	<u>Semester II</u>	<u>Semester II</u>
Session I: EDL 651 Assessment I: Diagnosis & Remediation of Emergent & Early Readers (3) EDL 584 Teaching Writing through the Developmental Process (3) Session II: EDL 583 Creating Strategic Readers & Writers (3)	Session I: EDL 651 Assessment I: Diagnosis & Remediation of Emergent & Early Readers (3) EDL 584 Teaching Writing through the Developmental Process (3) Session II: EDL 583 Creating Strategic Readers & Writers (3)	Session I: EDL 652 Assessment II: Diagnosis & Remediation of Early & Transitional Readers (3) EDL 584 Teaching Writing through the Developmental Process (3) Session II: ESP 600 Foundations of Special Education (3)
<u>Semester III</u>	<u>Semester III</u>	<u>Semester III</u>
Session I: EDL 652 Assessment II: Diagnosis & Remediation of Early & Transitional Readers (3) Session II: ESP 600 Foundations of Special Education (3)	Session I: EDL 652 Assessment II: Diagnosis & Remediation of Early & Transitional Readers (3) Session II: ESP 600 Foundations of Special Education (3)	Session I: ESP 608 Assessment of Students with Disabilities at the Childhood & Middle Childhood Levels (3) Session II: EDL 690 Leadership in Literacy (3) Full Semester:

Full Semester EDL 671 Practicum I: Early Intervention (3)	Full Semester EDL 671 Practicum I: Early Intervention (3)	EDL 676 Practicum II: Elementary (3)
Semester IV Session I: ESP 608 Assessment of Students with Disabilities at the Childhood & Middle Childhood Levels (3) Session II: EDL 690 Leadership in Literacy (3) Full Semester: EDL 676 Practicum II: Elementary (3)	Semester IV Session I: ESP 608 Assessment of Students with Disabilities at the Childhood & Middle Childhood Levels (3) Session II: EDL 690 Leadership in Literacy (3) Full Semester: EDL 676 Practicum II: Elementary (3)	Semester IV Session I: EDL 653 Assessment III: Diagnosis & Remediation of the Adolescent Reader (3) Session II: EDL 585 Adolescent Literacy: Transacting with Literature (3) Full Semester: EDL 681 Practicum III: Adolescent (3)
Semester V Session I: EDL 653 Assessment III: Diagnosis & Remediation of the Adolescent Reader (3) Session II: EDL 585 Adolescent Literacy: Transacting with Literature (3) Full Semester: EDL 681 Practicum III: Adolescent (3)		
Total Hours: 45	Total Hours: 36	Total Hours: 36

Teachers who have completed a master's degree may be able to complete certification requirements for literacy with 18 hours of coursework with the following admissions requirements:

1. Transcript review by literacy program director or designated literacy faculty member to determine if prerequisites have been met for these required courses.
2. Interview with literacy program director or designated literacy faculty member to determine background knowledge in literacy.

Based on this information, some candidates may be required to complete additional coursework .

Option 1: Post Masters Literacy Certification (B-6 & 5-12)	Option 2: Post Masters Literacy Certification (B-Gr. 6)	Option 3: Post Masters Literacy Certification (Gr. 5-12)
Semester I Session I: EDL 651 Assessment I: Diagnosis & Remediation of Emergent & Early Readers (3) Session II:	Semester I Session I: EDL 651 Assessment I: Diagnosis & Remediation of Emergent & Early Readers (3) Session II:	Semester I Session I: EDL 652 Assessment II: Diagnosis & Remediation of Early & Transitional Readers (3) Session II:

EDL 582 Word Study: Early Childhood through Adolescence (3) Full Semester EDL 671 Practicum I: Early Intervention (3)	EDL 582 Word Study: Early Childhood through Adolescence (3) Full Semester EDL 671 Practicum I: Early Intervention (3)	EDL 583 Creating Strategic Readers & Writers (3) Full Semester: EDL 676 Practicum II: Elementary (3)
<u>Semester II</u>	<u>Semester II</u>	<u>Semester II</u>
Session I: EDL 652 Assessment II: Diagnosis & Remediation of Early & Transitional Readers (3) Session II: EDL 583 Creating Strategic Readers & Writers (3) Full Semester: EDL 676 Practicum II: Elementary (3)	Session I: EDL 652 Assessment II: Diagnosis & Remediation of Early & Transitional Readers (3) Session II: EDL 583 Creating Strategic Readers & Writers (3) Full Semester: EDL 676 Practicum II: Elementary (3)	Session I: EDL 653 Assessment III: Diagnosis & Remediation of the Adolescent Reader (3) Session II: EDL 585 Adolescent Literacy: Transacting with Literature (3) Full Semester EDL 681 Practicum III: Adolescent (3)
<u>Semester III</u>		
Session I: EDL 653 Assessment III: Diagnosis & Remediation of the Adolescent Reader (3) Session II: EDL 585 Adolescent Literacy: Transacting with Literature (3) Full Semester EDL 681 Practicum III: Adolescent (3)		
Total Hours: 27	Total Hours: 18	Total Hours: 18

SPECIAL EDUCATION

Program Description

The Medaille Special Education graduate program will consistently emphasize theory to practice. This degree is specifically designed for individuals who currently hold or are working towards provisional or initial New York State certification in childhood or middle childhood education. The Medaille program also allows licensed, graduate level teachers to cross certify in special education. Graduates of the Medaille program will understand and be prepared to focus on the unique academic, cognitive, social, and emotional needs of students receiving special education services. Simultaneously, our graduates will help 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 Special Educator.

The Mission of the Program

To provide the academic training required for initially-certified educators (Childhood 1 - 6; Middle Childhood 5 - 9) to qualify for professional certification in childhood or middle childhood special education. Students who enter the program with a baccalaureate degree will earn a Master of Science degree in

Education. Students who already have a Masters degree and certification in childhood or middle childhood general education may enter the program and earn cross certification in Special Education.

The Goal of the Program

To produce Special Education professionals who can effectively teach students with a wide array of exceptionalities and severity levels. Graduates of the degree program will be able to modify effectively 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.

Times

This program is scheduled to be completed in 15 months. It is offered on the college's 7-1-7 schedule with courses scheduled in fall, spring, and summer semesters. Each semester includes one full semester (15 week) course and one course during each seven week module for a total of nine credits. The exception is final term when students take ten credits. Degree students progress through the program as a single cohort taking a specific sequence of courses each semester. Degree students are required to complete a student teaching placement involving learners with special needs placement coordinated by the Office of Student Teaching/Certification. Upon written approval from the Program Chair, degree students employed as a licensed educator in a classroom with learners with special needs may be allowed to complete their student placement in their current classroom. Non-degree students seeking cross certification in special education will meet individually with the Program Chair to plan their respective programs. Cross certification includes four specifically designated courses taken over a single, regular school year based on the above identified 7-1-7 course schedule.

Special Education Course Offerings

The following sequence represents the order courses will be offered in the Special Education Master's program at Medaille College. Exceptions and/or changes may be made based on previous courses taken, enrollment status, or other changes in program expectations. Students should contact the Program Chair for more information. Individual courses include field experiences components as delineated in respective course outlines.

FALL TERM

ECI 510 Research in Education 3 credits

ESP 600 Foundations of Special Education 3 credits

ESP 601 Learning Disabilities: Theory & Practice 3 credits

SPRING TERM

ESP 602 Behavioral Strategies for Working with Students with Exceptionalities: Managing the Learning Environment 3 credits

ESP 604 Educating Students with Mild to Moderate Disabilities 3 credits

ESP 608 Assessment and Evaluation of Learners with Exceptionalities: Birth to Grade 12 3 credits

SUMMER TERM

ESP 603 Identification, Assessment, & Treatment Models for At-Risk Readers 3 credits

ESP 606 Assistive Technology in Special Education 3 credits

ESP 607 Professional & Family Collaboration in Schools 3 credits

FALL TERM

ESP 605 Educating Students with Severe & Multiple Disabilities 3 credits
ECI 695 Seminar: Teacher as Researcher 3 credits
ESP 610 Integrative Practicum Seminars: Childhood (5-9) 1 credit
OR
ESP 611 Integrative Practicum Seminar: Middle Childhood (5-9) 1 credit
ESP 677 Student Teaching in Special Education: Childhood (1-6) 3 credits
OR
ESP 678 Student Teaching in Special Education: Middle Childhood (5-9) 3 credits
TOTAL 37 credits

CROSS CERTIFICATION CORE COURSES

ESP 600 Foundations of Special Education 3 credits
ESP 602 Behavioral Strategies for Working with Students with Exceptionalities: Managing the Learning Environment 3 credits
ESP 604 Educating Students with Mild to Moderate Disabilities 3 credits
ESP 608 Assessment and Evaluation of Learners with Exceptionalities: Birth to Grade 12 Levels 3 credits
TOTAL 12 credits

SPECIAL EDUCATION COURSE DESCRIPTIONS

ECI 510 Research in Education

This course affords the graduate student an overview of the methods used in educational research. Students will study and apply different methods of quantitative and qualitative research. The course will further increase a student's understanding of research methodology and design. The central focus will be on Action Research which will lead to the culminating project within the Master's program. At the completion of this course, the student will have identified their thematic concern and will have begun the cycle of Action Research.

ESP 600 Foundations of Special Education

This course offers an examination of the historical, social, and legal foundations of special education. Emphasis is placed on issues, trends, and legislation, which affect the provision of services in school, home, and community settings with a focus on inclusion of individuals with exceptionalities in home and school settings. Provided, is an overview of the characteristics and instructional needs of individuals with all exceptionalities identified in the present federal educational disability related legislation. Integrated throughout the course are discussions on the impact of individual who has an exceptionality, on the family, on the family's ability to function, and the family's needs, stressors, resources and opportunities. Additionally addressed, is the impact of diversity— broadly defined— on accessing and utilizing services, to school age learners with exceptionalities. As part of this course, students must submit verification of completion of EDU 505 Child Abuse and EDU 505 SAVE legislation.

ESP 601 Learning Disabilities: Theory & Practice

This course will familiarize prospective special educators with theory and current issues as they relate to the definition, etiology, assessment, eligibility, service delivery, characteristics, and individual needs of students with learning disabilities. A repertoire of teaching strategies to include the use of differentiated instruction will be developed in academic areas as language arts, social studies, math, and science. Issues

related to the impact of culture, family, values, individual resources, and, too often, the lowered expectations of schools on educational outcomes for individuals with learning disabilities will also be examined. This course will also consider assistive technology and classroom assessment practices relevant to students with learning disabilities

ESP 602 Behavioral Strategies for Working with Students with Exceptionalities: Managing the Learning Environment

A portion of this course assists teachers in understanding of the assessment of, evaluation of and intervention for students with emotional and behavioral disorders ranging in age from early childhood through adolescence. Through this course, students explore issues of diversity specifically focused on culture, and individual values on the assessment, perception, and response to students with emotional and behavioral disorders and their families. The other portion of this class, focuses on the theoretical and practical applications of behavioral analysis, general classroom management and behavior management of learners with exceptionalities. Highlighted in this course are strategies, utilized to prevent of behavior problems in all learners while supporting the development of independence and positive social interaction skills of learners with exceptionalities. This course explores the identification, recording, evaluating, and effecting positive change in the social and academic behaviors of students with exceptionalities from early childhood through adolescence. Completion of functional behavioral assessments, the development of behavior support plans, and implementation of applicable behaviorally based, instruction assists in effecting positive social and academic change.

ESP 603 Identification, Assessment and Treatment Models for At-Risk Readers

This course explores the connections between special education professionals and the most recent research in the field of reading education by focusing on the atypical development and educational needs of students who experience difficulties in acquiring the literary skills of listening, speaking, reading and writing. Best practices for teaching at-risk readers and those who have demonstrated significant reading delays will be explored. Topics will include, but not be limited to, reading assessment, best-practices instructional models for at-risk readers at the elementary and middle school levels, and a comparison of the more constructivist models of reading instruction with the models of systematic, sequential instruction as proposed by National Council for Accreditation of Teacher Education and the Council for Exceptional Children. The use of assistive technology in the inclusive classroom to benefit at risk readers will also be considered.

ESP 604 Educating Students with Mild to Moderate Disabilities

Provides the necessary knowledge and skills to select, adapt, and sequence instructional methods and materials for a range of students with higher incidence developmental disabilities. Students explore and evaluate the development of differentiated instructional methodologies along with group instructional procedures. The course emphasizes integration of general education and special education methodologies along with the development of Learning Communities, instructional differentiation and curricular adaptation, access to the general curriculum, functional skill objectives, and community-based instruction. Integrated into the instructional differentiation and curricular adaptation is the utilization of the spectrum of assistive technological devices and adaptive approaches. Content covered takes into consideration the issues relevant to the student's diverse background – with diversity defined in the broadest sense -- in the identification of disability, developmental delay, and the development of individual educational objectives.

Students engage in IEP development and explore the relevant legal and service mandates as per IDEA and ADA.

ESP 605 Educating Students with Severe and Multiple Disabilities

This course examines the characteristics of learners with severe or multiple disabilities along with related curriculum development and methods of instruction to include the use of assistive technology and alternative assessment practices. It also examines the issues, problems, and trends affecting the development and implementation of community-based educational, recreational, work and living options, and supports. Sample topics include identification and eligibility, least restrictive environment and inclusion, community-based instruction, person-centered planning, family involvement, medical concerns as relevant to the classroom, advocacy, and teacher roles and responsibilities. The unique perceptions, educational, and social needs of families of children with severe and multiple disabilities will also be examined with sensitivity to culture and values.

ESP 606 Assistive Technology for Special Needs Learners

This class is designed to help special educators develop an awareness of applications for, and the utilization of, assistive technology in the inclusive classroom to include low, middle, and high tech applications. Assessment models to establish student need for assistive technology will be addressed along with features of computer based instruction. The use of assistive technology to allow students with a wide range of learning and other special needs access to computers and computer-based instruction, least restrictive environments, and access to the general curriculum will be considered. Examination of the impact of diversity and culture on technology along with the legal mandates, which drive the availability of assistive technology in schools, will occur.

ESP 607 Professional, Family & Community Collaboration in Schools and Schooling

This course will develop a comprehensive set of strategies and methods for collaborating with and involving general and special education teachers and other professionals as well as parents and community in working partnerships for the benefit of students with disabilities. School relationships with families of children with special needs and potential barriers to these contacts to include cultural and individual perceptions will be considered along with legal rights of families whose children receiving special education services. Emphasized strongly is a family-centered approach to education with a goal that teachers will become better able to analyze their own personal values, beliefs, and cultural biases in order to offer better support for families.

ESP 608 Assessment and Evaluation of Learners with Exceptionalities: Birth to Grade 12

The purpose of this course is to complete in-depth study of theoretical principles of measurement, assessment and evaluation necessary for appropriate identification of needs as related to implementation of educational plans for: early childhood, children, and youth with exceptionalities. Additionally this course provides knowledge and an opportunity for skill development in assessment and evaluation and related program planning for learners with exceptionalities at each age level. The class emphasizes an individualized, family-centered, and culturally competent approach to assessment. A study of assessment procedures used in the referral, identification, and instructional phases of program planning for students with exceptionalities. Applications of assessment data occurs in instructional programs for children with exceptionalities. An additional focus of the course is on the specific educational assessment methods and procedures, used in decision-making and program planning for students with exceptionalities who have

diverse backgrounds, especially those from culturally or linguistically diverse backgrounds. Utilization of appropriate assistive technology during the evaluation process and throughout the learner's school career is a topic that is interwoven throughout the course. Students complete approximately 50 hours of assessments and evaluations of children with exceptionalities, as part of the course through work in their local schools and the Medaille College Reading Clinic.

ESP 610 Integrative Practicum Seminars: Childhood

This course engages prospective special educators in a seminar process to share, analyze, and extend their professional experiences to include collaboration with professionals and parents and the development of co-teaching relationships in the school setting with attention to the elementary classroom. Support will also be given towards the development of individual systems of self reflection and evaluation while working to refine teaching experiences and skills through group analysis to improve instruction and guide professional growth.

ESP 611 Integrative Practicum Seminars: Middle Childhood

This course engages prospective special educators in a seminar process to share, analyze, and extend their professional experiences to include collaboration with professionals and parents and the development of co-teaching relationships in the school setting with attention to the middle school classroom. Support will also be given towards the development of individual systems of self reflection and evaluation while working to refine teaching experiences and skills through group analysis to improve instruction and guide professional growth.

ESP 677 Student Teaching in Special Education: Childhood

This course is designed to provide students with experience as Special Educators in the elementary classroom. Prospective special educators will have the opportunity to work closely with practitioners such as Special Education teachers, coordinators and supervisors, and related service professionals. Through involvement in practical field experiences, the prospective special educator will acquire a realistic perspective of special education and develop the knowledge, skills, and aptitudes needed for entry as Special Education teachers in elementary classrooms.

ESP 678 Students Teaching in Special Education: Middle Childhood

This course is designed to provide students with experience as Special Educators in the middle school classroom. Prospective teachers will have the opportunity to work closely with practitioners such as Special Education teachers, coordinators and supervisors, and related service professionals. Through involvement in practical field experiences, the prospective special educator will acquire a realistic perspective of special education and develop the knowledge, skills, and aptitudes needed for entry as Special Education teachers in middle school classrooms.

ECI 695 Seminar: Teacher as Researcher

This directed project requires that students to become involved in the internal workings of an educational institution. In light of action research and using appropriate technology, students will not only identify, understand, conceptualize, and respond to relevant professional issues. Students will recognize an educational problem or concern within the arena of education but they will also reflect upon and research some of the solutions to that problem. The problem/concern will be identified early in the graduate program and carried to its required completion in this culminating activity as it is researched appropriately

in light of the knowledge gained within the various required/selected courses throughout this graduate program. Students will design lesson plans and assessments that align with the New York State Learning Standards.

MENTAL HEALTH COUNSELING

Program Description

The Master of Art (M.A.) program in Mental Health Counseling is a 60-credit course of study in which students are required to take a fixed sequence of courses in counseling theory and practice, group dynamics, psychopathology, appraisal and assessment, foundations of mental health counseling, social and cultural foundations, career counseling, family counseling and clinical instruction. Students are also required to participate in a two-hour child abuse workshop. These are complemented by courses in developmental psychology, research and evaluation, and professional ethics. Students must successfully complete a one-year; 9-credit supervised internship and pass a comprehensive examination in order to be awarded the M.A. degree. The comprehensive examination will assess students' abilities to integrate and synthesize theoretical and practical knowledge into an effective, professional method of and approach to counseling.

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 providing students with an understanding of the tools of counseling that is suitable for building careers in private and public mental health agencies. The objectives of the Program include: providing students with advanced research-based knowledge in the area of group and individual counseling, counseling techniques, and testing and diagnosis; providing students with a full understanding of the professional and ethical issues relevant to mental health counseling and consultation; and provide students with detailed knowledge of multicultural and career issues in counseling.

Program specific information for MHC students can be found in the MHC Student Handbook.

Placement Rates for MHC Students

	2007	2006		
Further Education	0%	0%		
% Employed	100%	100%		
Placement	100%	100%		

Clinical Internship

Students are required to complete 100 Pre-Practicum hours (45 of which must be contact hours) while taking MHC 670 Clinical Instruction. Subsequent to that experience students are required to complete a minimum of 600 hours of Clinical Internship (240 of which must be contact hours) while completing 9 credit hours of MHC 677, Supervised Clinical Internship.

Pre-Practicum and Internship placements will be chosen as a collaborated effort between students and the

Clinical Coordinator of the Program. Each placement is considered on an individual basis and must first meet the approval of the Clinical Coordinator.

MENTAL HEALTH COUNSELING COURSE DESCRIPTIONS

MHC 600 COUNSELING THEORY AND PRACTICE

This course covers the basic theory, principles and techniques of counseling and its application to professional counseling settings. It also considers various theories of counseling and issues in the practice of professional counseling. Three credit hours.

MHC 605 GROUP DYNAMICS

This course is designed to provide students with an understanding of group development, process and dynamics. Students will learn theoretical and practical concepts related to the practice of group psychotherapy. Three credit hours.

MHC 620 PSYCHOPATHOLOGIES

Humans have been trying to understand the bases of psychopathologies for thousands of years. This course provides students with the most current information regarding the etiologies, and subsequent treatments, of the most prevalent mental disorders in our society. Three credit hours.

MHC 622 ASSESSMENT AND APPRAISAL

This course provides students with a comprehensive overview of the major principles of assessment, assessment instruments and assessment skills relevant for mental health counselors. Emphasis will be placed on the statistical properties, use and interpretation of assessment and appraisal techniques commonly used in the field. Three credit hours.

MHC 625 PERSONALITY PSYCHOLOGY

This course surveys the descriptive and causal aspects of individual differences in personality. Students will examine theories and explanations of the development of normal and abnormal personalities. Major models of personality theory include biological, cognitive social, behavioral, and psychodynamic models. Three credit hours.

MHC 630 PROFESSIONAL AND ETHICAL ISSUES

This course will focus on the ethical principles and professional standards of counseling practice, and survey the ethical and legal issues facing the professional counselor in our society. Students will review professional goals, objectives, roles and functions. This course also examines ethical and legal standards, risk management, professional credentialing and standards for professional counselors. Three credit hours.

MHC 631 DEVELOPMENTAL PSYCHOLOGY

This course introduces students to the major theories that have shaped psychologists' understanding of human growth and development from conception, childhood and adolescence, to early, middle and late adulthood. Aspects of development discussed include biosocial, cognitive and psychosocial changes. Emphasis is placed on developmental problems and diagnosis of abnormal development. Three credit hours.

MHC 640 SOCIAL AND CULTURAL FOUNDATIONS

This course is designed to provide students with a general framework for understanding issues related to

mental health services with people from diverse populations, different cultures and lifestyles. The influence of socio-identities (e.g. race, ethnicity, religion, gender, socioeconomic status, sexual orientation) on individuals' functioning, concerns, and the counseling process will be explored. Three credit hours.

MHC 649 CHILD ABUSE WORKSHOP Non-credit (2-hour workshop)

This workshop prepares students who are required by law to report suspected child abuse or maltreatment to the New York State Central Register. This workshop is designed to help students understand the risk factors associated with child abuse, as well as, to recognize child emotional, physical and sexual abuse of children. Students will learn their roles and responsibilities as mandated child abuse reporters.

MHC 650 FOUNDATIONS OF MENTAL HEALTH COUNSELING AND CONSULTATION

This course offers students an overview of the field of mental health counseling. Students will begin to develop skills requisite counselors, including listening, empathy training and basic interviewing. Issues regarding the development of the therapeutic relationship, cultural diversity and mental status assessment will also be covered. Three credit hours.

MHC 652 RESEARCH AND EVALUATION

This course surveys the major methodologies for conducting psychological research, and focuses on research report development, publication of psychological data, and ethical considerations in conducting research. Students will also be introduced to the statistics necessary for describing and analyzing psychological data. Three credit hours.

MHC 660 CAREER COUNSELING

This course is designed to provide students with the theoretical frameworks and basic counseling skills necessary for the career counseling process and for planning programs for educational and career counseling. The course includes a review of theories of career development, individual and programmed techniques for diagnosis, assessment, decision-making and career search/advancement. Attention is given to assessment of how people make career choices, which are suitable to the individual and are viable in society. Emphasis is on developing a broad view of career as life style and on practical application of theory and information in a professional counseling context. Three credit hours.

MHC 670 CLINICAL INSTRUCTION

This course focuses on the practical and personal side of counseling. The course provides students with the opportunity to learn about themselves personally and professionally, and accomplish the basic attitudes and techniques of counseling. The course includes class discussion, observation, practice of counseling skills and attitudes, role-plays of counseling, group and individual supervision,, and critical reflection on your experience in these learning and practice exercises. Three credit hours.

MHC 677 SUPERVISED INTERNSHIP

A one year supervised internship in a mental health/psychiatric/addictions agency provides the experiences for the student-intern to increase professional competence. Through the internship experience, the student is challenged to apply and integrate the knowledge, theories and concepts of counseling practice, and to build on previous life and work experience, as well as to develop new areas of professional competence. This process allows the student to bring together and to integrate for

professional use cognitive learning, professional competence, values and ethics, life experiences, and activities which will enhance skill and critical analysis of counseling practice. 9 credit hours.

MHC 680 FAMILY COUNSELING

This course presents a survey of the leading theorists and concepts in the field of family therapy. Students will become better acquainted with this field of counseling and will acquire skills necessary to work with families. Three credit hours.

MHC Course Offerings

Students should contact SAGE Admissions for the ordered list of classes for their cohort.

MASTER OF ARTS IN PSYCHOLOGY

The Master of Arts Program 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.

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.

Placement Rates for Graduates

	2007	2006
Further Education	25%	0%
% Employed	100%	100%
Placement	100%	100%

Required Coursework

The Program is a 36-credit course of study in which students are required to take core courses (21 credits), courses in research design and statistical methods(6 credits), a Special Topics course (3 credits), and either a thesis course or a supervised 180-hour internship (6 credits) to earn the Master's degree.

Fall Semester

PSY 504 *Social Psychology (on-line) 3
PSY 511 *Cognitive Psychology (7 week format) 3
PSY 521 Biological Basis of Behavior (15 week format) 3
PSY 531 Research Methods (7 week format) 3

Spring Semester

PSY 602 Counseling (on-line) 3
PSY 607 Statistics (15 week format) 3
PSY 614 *Evolutionary Psychology (7 week format) 3
PSY 631
*Developmental Psychology (7 week format) 3

Summer Semester

PSY 598
Special Topics in Psychology (7 week format) 3
PSY 760 Psychopathologies (7 week format) 3
**Thesis Guidance or **Internship (arranged with instructor) 6

Total Credits 36

**Student must obtain instructor permission to register for PSY 797 or PSY 777

Delivery Format

In the Fall semester, students take two consecutive 7 week courses with a Saturday component at the beginning and end of each course; additionally they take one 15 week course and one on-line course. This allows students to attend classes only 2 nights a week. This format is repeated in the Spring. In the Summer, students take two consecutive 6 week courses with a Saturday component at the beginning and end of each course and sign up for either Thesis Guidance or Internship (meeting times 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 in the Spring 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.

PSYCHOLOGY COURSE DESCRIPTIONS

PSY 504 SOCIAL PSYCHOLOGY

The single most important environmental factor influencing human attitudes and behaviors is the presence of other humans. Social psychologists strive to understand how individuals and groups affect these attitudes and behaviors. This course will focus on topics such as measurement and analysis of behaviors, attitude structure and function, the origins of social norms, attraction, altruism and antisocial behavior. 3 credit hours; on-line course.

PSY 511 COGNITIVE PSYCHOLOGY

This course focuses on the science of the mental structures and processes involved in perception, attention,

memory, problem solving, language use, consciousness, concept formation, reasoning, and decision making. 3 credit hours

PSY 521 BIOLOGICAL BASIS OF BEHAVIOR

As it is possible to link the workings of individual nerve cells to observable behavior, this course focuses on the mental processes that underlie how humans and other select organisms, perceive, learn, remember and behave. 3 credit hours

PSY 531 RESEARCH METHODS

Focuses on the problems and procedures of research sciences with emphasis on understanding the basic types of research, the development of sound research design, conducting an appropriate experiment, and utilization of an effective writing style for preparing and reporting research. 3 credit hours

PSY 602 COUNSELING

This course provides students with a solid overview of the counseling field. Topic covered include the traditional and current roles of a counseling psychologist, legal and ethical guidelines used in counseling practices, and major therapeutic approaches as they can be applied to the counseling setting. 3 credit hours; on-line.

PSY 607 STATISTICS

This course is designed to integrate statistical concepts with real-world examples so that students can have a greater appreciation of statistics as a tool to analyze and validate psychological data. 3 credit hours

PSY 614 EVOLUTIONARY PSYCHOLOGY

This course will explore the evolutionary mechanisms that underlie human behavior. Students will apply the foundational principles of selection, drift and inclusive fitness to concepts such as mating strategies, sexual jealousy, pregnancy sickness, parental nurturance/negligence, spatial memory, landscape preferences, and aggression and violence. 3 credit hours

PSY 631 DEVELOPMENTAL PSYCHOLOGY

This course introduces students to the major theories that have shaped psychologists' understanding of human growth and development from conception, childhood and adolescence, to early, middle and late adulthood. Aspects of development discussed include biosocial, cognitive and psychosocial changes. Emphasis is placed on developmental problems and diagnosis of abnormal development. 3 credit hours

PSY 598 SPECIAL TOPICS IN PSYCHOLOGY

Topics will be announced on a semester-by-semester basis. Course goals, objectives and content will be determined by the topic. 3 credit hours

PSY 760 PSYCHOPATHOLOGIES

Humans have been trying to understand the bases of psychopathologies for thousands of years. This course provides students with the most current information regarding the etiologies and subsequent treatments, of the most prevalent mental illnesses in our society. Prerequisites: PSY 521 or PSY 602. 3 credit hours.

PSY 677 INTERNSHIP

A 180-hour internship provides the student with on-site experience and a solid understanding of careers in

the mental health, research or clinical setting. Additionally, internships allow students the opportunity to participate in the learning experience while developing professional contacts in their area of specialization. Prerequisite: Complete 6.0 hrs of program coursework; GPA of 3.0 or better. Internships require instructor approval. 6 credit hours

OR

PSY 797 THESIS GUIDANCE

This course focuses both on the process of developing and writing a Masters level thesis consistent with the student's interests and career goals. Special attention will be focused on the development of an effective scientific writing style with an individual faculty member using a mentorship model. Prerequisites: Completion of 6.0 hrs of program coursework; GPA of 3.0 or better. 6 credit hours.

Fall Semester

PSY 504 *Social Psychology (on-line) 3 cr

PSY 511 *Cognitive Psychology (7 week format) 3 cr

PSY 521 Biological Basis of Behavior (15 week format) 3 cr

PSY 531 Research Methods (7 week format) 3 cr

Spring Semester

PSY 602 Counseling (on-line) 3 cr

PSY 607 Statistics (15 week format) 3 cr

PSY 614 *Evolutionary Psychology (7 week format) 3 cr

PSY 631 *Developmental Psychology (7 week format) 3 cr

*Developmental Psychology (7 week format) 3 cr

Summer Semester

PSY 598 Special Topics in Psychology (7 week format) 3 cr

PSY 760 Psychopathologies (7 week format) 3 cr

PSY 797 **Thesis Guidance OR PSY 677 **Internship (arranged with instructor) 6 cr

Total Credits 36

**Student must obtain instructor permission to register for PSY 797 or PSY 777

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