



Medaille College

GRADUATE CATALOG
2011-2012

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GENERAL INFORMATION

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

DISCLOSURE STATEMENT

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

HIGHER EDUCATION OPPORTUNITY ACT (HEOA) COMPLIANCE

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

INFORMATION FOR STUDENTS AND PROSPECTIVE STUDENTS

Pursuant to the New York State Education Department's Title 8 Chapter II Regulations of the Commissioner Part 53 Information for Students and Prospective Students, Medaille College publishes information regarding "financial assistance available to students, costs of attending the institution, the refund policy of the institution, and the instructional programs and other related aspects of the institution" to students and prospective students. This information is provided in the Undergraduate and Graduate Catalogs, as well as program-specific handbooks for the Accelerated Learning Program (Graduate and Undergraduate), Mental Health Counseling, Graduate Psychology, the School of Education, and the Medaille Online Experience programs. All program-specific handbooks are available here: <http://www.medaille.edu/sage/academic-catalogs-handbooks>

ACCREDITATION

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

Medaille College, through its Business Department, has the following degree programs accredited by the International Assembly for Collegiate Business Education (IACBE): the Master of Business Administration Degree; the Bachelor of Business Administration Degree; the Bachelor of Science Degree in Business Administration; the Bachelor of Science Degree in Sport Management; and the Associate in Science Degree in Business. Medaille College's Teacher Education programs have been granted Accreditation by the Teacher Education Accreditation Council (TEAC) for a period of five years, from December 11, 2009 to December 11, 2014. This accreditation certifies that the forenamed professional education program has provided evidence that the program adheres to TEAC's quality principles. Medaille College's Associate in Science Degree in Veterinary Technology is accredited by the American Veterinary Medical Association (AVMA). Information about Medaille College's accreditation may be found here: <http://www.medaille.edu/about/accreditation.aspx>.

The College's memberships include the Commission on Independent Colleges and Universities, the Association of Governing Boards of Universities and Colleges, The Council of Independent Colleges, the Association of American Colleges and Universities, the Western New York College Consortium, and the Western New York Service-Learning Coalition (WNYSLC).

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.

LOCATIONS

Comprehensive information regarding Medaille College's locations, including campus maps, directions, and virtual tours are available here: <http://www.medaille.edu/about-medaille/location>

Buffalo Campus

[The Buffalo Campus](#) is located in Buffalo, New York, on an attractive, tree-lined urban campus at the intersection of Route 198 (Scajaquada Expressway) and Parkside Avenue. The campus is located within the Olmsted Crescent, a historic area of parkways and landscape designed by Frederick Law Olmsted.

Adjacent to Delaware Park and the Buffalo Zoological Gardens, our Buffalo Campus is easily accessible by car, [bus or Metro Rail](#). The College is served by the Humboldt-Hospital NFTA rapid transit station, and a circulator shuttle runs frequently between auxiliary parking at the Zoo and campus. In addition, Medaille is close to the world famous [Albright-Knox Art Gallery](#), the [Buffalo and Erie County Historical Society Building](#), the [Buffalo Museum of Science](#), and the [Buffalo and Erie County Library](#). The Buffalo Campus is home to undergraduate programs, athletic facilities, administrative offices, residence halls, student support, academic support, and the Huber Hall Library.

Amherst Campus

[The Amherst Campus](#) is located at 30 Wilson Drive, Williamsville, NY 14226. The Amherst Campus houses the Accelerated Learning Program, graduate Education programs, the Canadian Education program, and courses for graduate programs in Marriage and Family Therapy, Mental Health Counseling and Psychology. Administrative offices located at this campus include the School of Adult and Graduate Education Admissions Office, Student Services, Academic Services, program representatives, Financial Aid, and the Assistant Registrar. The Amherst Campus Library was designed to meet the needs of ALP and SAGE students. Ample parking is available.

Rochester Campus

[The Rochester Campus](#) offers undergraduate and graduate degrees through the [Accelerated Learning Program](#). Located at Cambridge Place, 1880 South Winton Road in Rochester, this new facility was designed with adult learners in mind. Classrooms are equipped with audio-visual aids and are wired for Internet accessibility. Cohort mailboxes are located in the classroom wing. Ample parking is available.

CAMPUS EMERGENCY CLOSURE

In the event of a campus emergency closure, students are required to log on to their BbVista course link to continue with course requirements and to communicate with instructors. Students should access this course link early in the semester to familiarize themselves with it. Any access or usage problems should be reported to the course instructor.

Students are encouraged to sign up for immediate alerts by text, phone, or email. Sign up here: <http://www.medaille.edu/alert>.

HISTORY

With locations in Buffalo, Amherst and Rochester, New York, Medaille College is a private, four-year college committed to serving the higher education needs of Western and Central New York, and Southern Ontario. Known for its flexible delivery systems, the College offers master's, bachelor's and associate degrees through day, evening, weekend and online programs.

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. Student enrollment grew, and new facilities, like the Downey Science Building, were built to meet the demands of new degrees and program options.

In 1991, the College implemented a resident student program, attracting students from throughout New York State and Southern Ontario. Three years later, the Kevin I. Sullivan Campus Center opened, offering students a 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, which has seen tremendous success in its short history.

In fall 2001, Medaille opened its first residence hall, followed two years later by a second residence hall, bringing the total of resident students to nearly 350 students and creating an even greater need for campus facilities for recreation and for learning. Medaille met that need by expanding the Sullivan Campus Center, renovating the Huber Hall Library, and installing new parking areas and a quadrangle green space.

Expansion has also continued at Medaille's branch campuses, which deliver adult and graduate programs. 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. In June 2009, the Rochester Campus relocated to 1880 South Winton Road in Rochester, with classrooms, study space and an expanded library in a dedicated facility.

In June 2007, Medaille welcomed its sixth president, Richard T. Jurasek, Ph.D. Under his leadership, the College has committed to develop partnerships with local organizations, to contribute to the educational, civic and economic development of the region, and to focus on strategic planning and assessment. In addition, the College has embarked on a massive construction project to nearly double the size of Huber Hall with a Student Success Center. In a project scheduled for completion by fall 2011, the new building will bring academic and student support services under one roof.

VISION STATEMENT

Medaille College will be known as the leader in preparing learners for career success and a lifelong commitment to a civic and sustainable future in Buffalo, the region, and the world.

MISSION STATEMENT

Medaille College concentrates on excellence in teaching, with an emphasis on personal attention to its diverse student body. Its curriculum provides a solid liberal arts and sciences foundation with early access to career-oriented education. The faculty and all of those involved in the mission of education challenge students and themselves to the highest possible standards of achievement, but that challenge is balanced by support for every individual student and a concern that each one succeeds. The College is committed to providing its students with a quality, broad-based liberal education appropriate to personal development, professional success, and participation in the life of the community.

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 School of Adult and Graduate Education 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.

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. Enrollment, as of fall 2010, was Total full time graduate: 718 (total full-time) and 164 (total part-time), with an average class size of 16.

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.

STRATEGIC PLAN 2011-2014: FOCUS FOURTEEN

STRATEGIC THEME 1: STUDENT SUCCESS

Strengthen commitment to the success of all students

Medaille College inspires students to reach their potential through individual support, a coherent learning experience and collaborative relationships with faculty, staff and one another. We support students to meet high academic standards, embark on a path of success, and contribute to a civic and sustainable future in their communities.

STRATEGIC THEME 2: PROGRAM DEVELOPMENT

Continue to develop new and improve existing programs to meet the educational needs of a diverse community

Medaille College offers cutting-edge programs in multiple delivery formats that prepare students for career success and provide the foundational and integrative learning that will help them be engaged citizens, adapt to rapid change and think globally.

STRATEGIC THEME 3: RESOURCE DEVELOPMENT AND ALLOCATION

Build on emerging success in resource development and allocation

Medaille College mobilizes all its assets to maximize student learning, deliver exemplary service and transform lives. We procure and allocate resources to enhance our academic programs, support faculty and staff innovation and development, provide state of the art learning environments and strengthen our strategic partnerships.

STRATEGIC THEME 4: COMMUNITY

Extend our strong sense of community

Medaille College is a culture of individuals who collaborate and communicate to support student success. We model cooperation, integrity and authentic civic engagement to strengthen our College and to promote meaningful community relationships.

More information about Medaille College's *Strategic Plan 2011-2014: Focus Fourteen*, including the areas of strategic focus, may be found here: <http://www.medaille.edu/files/pdf/about-medaille/focus-fourteen-strategic-themes.pdf>.

ADMISSION TO THE SCHOOL OF ADULT AND GRADUATE EDUCATION

Information, including admissions requirements, program deadlines, and necessary documentation required for the admissions process is available here: <http://www.medaille.edu/sage>. Applicants are encouraged to contact the SAGE Office of Admissions if they have any questions about the admissions process.

Amherst Campus:

phone: (716) 631-1061 or toll-free (888) 252-2235

email: sageadmissions@medaille.edu

Rochester Campus:

phone: (585) 272-0030 or toll-free (866) 212-2235

email: sageadmissions@medaille.edu

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 to the attention of the SAGE Office of Admissions. 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.

APPLYING FOR ADMISSION

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, or by emailing gradadmissions@medaille.edu. You may also apply online at <http://www.medaille.edu/sage>.

Application: You may access an online application at <http://www.medaille.edu/apply>. If you prefer a hardcopy, contact the SAGE Admissions at sageadmissions@medaille.edu.

Submit the application, fee, and the following additional documents:

- Two letters of recommendation
- A current resume
- 500 word essay explaining your reasons for applying to the graduate program

Submit all required application materials to the SAGE Office of Admissions.

To learn more about Medaille, you may contact the SAGE Admissions Office at sageadmissions@medaille.edu.

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.

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.

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.

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.

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. Contact information for the Wellness Center is available here: <http://www.medaille.edu/student-services/health>

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.

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, as well as life and work experience as it pertains to the program that the student is applying to. In conformance with Title IX, 1972 Education Amendments, the College does not discriminate on the basis of sex, race, color, handicap, national and ethnic origin or age in the administration of its educational policies, admissions policies, scholarship and local programs, and athletic and other institutionally administered programs.

Medaille College has a rolling admissions policy and students may be admitted for the Fall, Spring, or, for some programs, the 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 3 months prior to the start of a semester.

See the College's [Academic Calendar](#) to find out when each semester begins. Contact the SAGE Office of Admissions to find out the priority deadline for each.

PROBATIONARY ADMISSION

Probationary admission may be granted for those who 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. Those who wish to take the Graduate Record Examination should visit <http://www.ets.org/gre>.

Full standing is attained upon completion of at least 6 hours of course work for graduate credit with a grade of B or better, and upon the removal of any deficiency which was specified at the time of the admission. Students admitted on probation 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.

ACADEMIC ADVISING

Each graduate student at Medaille is assigned a to work with a Program Director (Marriage and Family Therapy, Psychology, and Mental Health Counseling programs) or an Academic Advisor (School of Education & ALP graduate 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, pertinent Graduate and Program Handbooks, 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.

STUDENT SERVICES

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.

In addition to the services available to students at the Amherst and Rochester Campuses, students may visit the Buffalo Campus to obtain services as needed. A directory of all offices, with phone numbers and contact information, can be found here: [Directory Search](#).

ADMISSIONS OFFICE

Potential students receive counseling regarding Medaille's graduate programs here: <http://www.medaille.edu/sage>

ALUMNI ASSOCIATION

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

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.

CENTER FOR MULTICULTURAL EDUCATION AND DIVERSITY

The Center for Multicultural Education and Diversity (CMED) 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. The CMED web site is available here: <http://www.medaille.edu/student-life/cmcd>

COLLEGE STORE

School supplies and Medaille College clothing and souvenir items are offered for sale online through eFollett and in the <http://www.medaille.edu/college/store/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. Please visit Medaille College's IT Support Site (<http://it.medaille.edu/>) for more information.

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 at (716) 880-2338.

FINANCIAL AID

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 visit the SAGE Financial Aid Office (<http://www.medaille.edu/sage/financial-aid>) for more information, including contact information for our financial aid staff.

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.

LIBRARIES

The Medaille College Libraries are located on the Buffalo, Rochester and Amherst Campuses. The largest library is located in Huber Hall on the Buffalo Campus. The Medaille College Libraries collections contain approximately 56,000 print volumes, over 70,000 electronic books, and subscriptions to more than 200 print and electronic journals. Full-text articles are available through subscription databases which range from general to subject-specific. Medaille College is a member of Connect NY, a group of private college libraries that share collections. You can search the Connect NY catalog and place requests for books from the libraries website. The libraries also provide interlibrary loan service, course reserves, and computers for student use. In-person reference services and Meebo online chat service are available during hours that the libraries are open. After hours, you can chat live with a reference librarian by clicking on the "Ask Us 24/7" link on the library's web site. Please visit the Medaille College Libraries web site for more information: <http://libraries.medaille.edu>

PUBLIC SAFETY OFFICE

The College's Campus Public Safety Office is located 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 (<http://www.ope.ed.gov/security/>).

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. Parking tags can be obtained at the Campus Public Safety Office at the Buffalo Campus, or through a Public Safety Officer at the Reception Desk at the Amherst or Rochester Campus.

REGISTRAR'S OFFICE

The Registrar's Office maintains the academic records of all students who have enrolled at Medaille. Representatives from the Registrar's Office can assist students who wish to 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.

STUDENT ACCOUNTS OFFICE

The Student Accounts Office maintains student billing records for the College and accepts payment of tuition. Students may either visit the Student Accounts Office in Buffalo, or the Student Accounts Office at the Amherst Campus to pay their tuition bill each semester or make payment arrangements prior to the start of the semester. Students at the Rochester Campus are served on site weekly by a representative from the Student Accounts Office. Questions concerning your student bill or payment arrangements should be directed to the Student Accounts Office.

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 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 educational programming.

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.

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 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 30 days.

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

ACADEMIC CALENDAR

The 2011-2012 Academic Calendar is available here: <http://www.medaille.edu/academics/calendar/2011-2012>

ACADEMIC CREDIT, UNIT OF

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.

ACADEMIC DISHONESTY

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

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

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

- 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.
- Enclose within quotation marks all quoted materials.
- Make certain that paraphrased material is rewritten in your own style and language. The simple rearrangement of sentence patterns is unacceptable.
- Provide specific documentation for each borrowed item.
- Provide an entry in [bibliography] for every book or journal [or internet site] that is referred to in your paper.” *

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.

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.

- 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.
- 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.²¹

DOCUMENTATION IN STUDENT RECORDS

- A final, official letter documenting a violation of the College's academic honesty policy will be placed in the student's confidential file in the Registrar's office in all instances of proven and/or acknowledged academic misconduct.
- If a student is exonerated of a charge of academic dishonesty, the incident will not be documented as part of his/her permanent academic record, and all communication pertaining to the case will be destroyed.

NOTE ON SANCTIONS

An individual instructor's sanctions for a specific case of academic dishonesty are limited to course-related penalties; however if a student's violation is determined to be extremely serious, an instructor may request that the appropriate 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.

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.

Eligibility: After 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:

- The student begins her/his new re-entry coursework with a GPA of 0.00.
- Previous grades will not be calculated into the student's cumulative reentry GPA except for purposes of calculating student eligibility for college honors.
- All prior coursework and grades remain a permanent part of the student's official Medaille College transcript.
- The beginning date of the Fresh Start will be entered on the student's official transcript.
- 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.
- Previous credits earned with a C- or higher grade will be counted toward the fulfillment of current degree requirements, if applicable.

- Academic Fresh Start may be granted only once.
- 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.
- The policy does not apply to a student's financial aid history and eligibility.
- 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.
- 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.

All courses taken at Medaille will be used to calculate eligibility for college honors at Commencement.

ACADEMIC 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.

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 are then placed on probation again 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 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.

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 <http://www.cicu.org/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.

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.

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.

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 [MedailleOne](#) 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.

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 PREREQUISITES

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

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.

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.

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 *Course Withdrawal* 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 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.

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 Mental Health Counseling students in Internship.

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.

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.

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.

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:

- The student must complete all prescribed courses in a specific program and sufficient elective credits to make up the minimum total required credit hours with a cumulative grade point average of at least 3.0.
- The student must earn his/her final 15 credits at Medaille if enrolled in the master's degree program.
- All College property on loan to the student must be returned in satisfactory condition to the College and all financial obligations to the College must be met prior to degree conferral and transcript release.

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.

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. Students may apply online for graduation through Medaille One, or obtain the required forms at the Registrar's Office.

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.

GRADING SYSTEM

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.

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.

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

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 (<http://www.wes.org/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.

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.

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.

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 *Academic Policy Waiver*. No policy waiver will be granted retroactively.

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.

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.

RESERVE OFFICERS' TRAINING CORPS (ROTC)

Medaille College has a special cross-enrollment, tuition-free arrangement with Canisius College for students desiring leadership education through the Reserve Officers' Training Corps (ROTC) Program. For more details, as well as scholarship and other financial assistance information on this program, please see <http://www.medaille.edu/veterans/rotc>.

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.

SERVICEMEMBERS' OPPORTUNITY COLLEGE (SOC)

Medaille College has been identified as a Servicemember's Opportunity College (SOC) providing educational assistance to active duty service members. Medaille College's SOC representative is Sergio Rodriguez (Sergio.Rafael.Rodriguez@medaille.edu).

An SOC institution offers the following benefits for service members:

- Use of admissions procedures which ensure access to higher education for academically qualified military personnel;
- Evaluation of learning gained through military experiences and academic credit awarded where applicable to the service member's program of study;
- Evaluation of non-traditional learning and awarding of academic credit for such learning where applicable to the service member's program of study;
- Evaluation of request for inter-institutional transfer of credits and acceptance of such credits whenever they are appropriate to the service member's program and are consistent with the College's curriculum;

- Flexibility to service members in satisfying residence requirements by making adjustments for military students who transfer when there are other assurances of program balance;
- 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; and
- Educational services for veterans.

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.

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.

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.

FINANCIAL INFORMATION

TUITION RATES

Tuition rates for the 2011-2012 academic year are listed below by program. Tuition changes annually. Please contact Admissions for updated figures.

Master of Business Administration: \$656 per credit hour

Master of Arts in Organizational Leadership: \$656 per credit hour

Master of Arts in Mental Health Counseling: \$725 per credit hour

Master of Arts in Psychology: \$725 per credit hour

Master of Science in Education: \$725 per credit hour

RESOURCE FEES:

SAGE Master of Business Administration: \$88 per credit hour

SAGE Master of Arts in Organizational Leadership: \$88 per credit hour

STANDARD ALLOWANCE

Medaille College estimates the 2011-2012 standard allowance as follows. The standard allowance changes annually. Please contact Admissions/Financial Aid for updated figures.

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

EXPLANATION OF EDUCATION EXPENSES

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

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

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

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

Acceptance Deposit: confirms the student's enrollment and reserves his/her place in the College and is non-refundable. This \$100 fee is applied toward the first tuition payment.

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

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

TUITION PAYMENT POLICY

The Student Accounts Office is responsible for billing and the collection of tuition and fees. Tuition and fees are due and payable on or before the first scheduled day of classes each semester. Satisfactory payment arrangements must be established with the Student Accounts Office by the first day of class to avoid a \$150.00 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.

TUITION MANAGEMENT SYSTEMS

Should a student need to establish a monthly payment plan he/she would need to do so through Tuition Management Systems (TMS) <http://www.afford.com/medaille>, 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. Please note that TMS is NOT available for the summer semester.

Students should contact the Medaille College Student Accounts Office for additional information or for help in determining their budget. All scheduled payments must be made through TMS until the financial aid/loans are guaranteed. .

A student receiving employer tuition reimbursement is required to provide the Student Accounts Office 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, the Student Accounts Office 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 Student Accounts 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 by the Student Accounts Office to the student within 14 days from the posting date unless an Authorization to Apply Federal Student Aid form has been signed. School application fees and assessment fees are non-refundable.

EMPLOYER TUITION REIMBURSEMENT

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 deferrals 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 assessed to the student's account.

Students owing a balance, or whose financial aid has not been completed and are not registered with TMS, 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 who fail to make their payment by the first day of class will be assessed a \$150 late fee.

Please do not hesitate to contact the Medaille College Student Accounts Office at (716) 880-2267, 880-2271 or 880-2309, with any questions regarding this payment policy.

TUITION LIABILITY SCHEDULE

Fall 2011 Liability Schedule	
Day Classes: Undergraduate and M.S.Ed.	
<i>September 6–December 12</i>	
40% liability begins 8 a.m. September 13, 2011	
60% liability begins 8 a.m. September 20, 2011	
80% liability begins 8 a.m. September 27, 2011	
100% liability begins 8 a.m. October 4, 2011	
Full Semester Evening Classes	
<i>September 7–December 12</i>	
40% liability begins 8 a.m. September 14, 2011	
60% liability begins 8 a.m. September 21, 2011	
80% liability begins 8 a.m. September 28, 2011	
100% liability begins 8 a.m. October 5, 2011	
Evening Classes—Session I	
<i>August 27–October 15</i>	
100% liability begins 8 a.m. September 3, 2011	
Evening Classes—Session II	
<i>October 22–December 17</i>	
100% liability begins 8 a.m. October 29, 2011	
Spring 2012 Liability Schedule	
Day Classes: Undergraduate and M.S.Ed.	
<i>January 17–May 7</i>	
40% liability begins 8 a.m. January 24, 2012	
60% liability begins 8 a.m. January 31, 2012	
80% liability begins 8 a.m. February 7, 2012	
100% liability begins 8 a.m. February 14, 2012	
Full Semester Evening Classes	
<i>January 23–May 7</i>	
40% liability begins 8 a.m. January 28, 2012	
60% liability begins 8 a.m. February 4, 2012	
80% liability begins 8 a.m. February 11, 2012	
100% liability begins 8 a.m. February 18, 2012	
Evening Classes—Session III	
<i>January 14–March 3</i>	
100% liability begins 8 a.m. January 21, 2012	
Evening Classes—Session IV	
<i>March 10–May 5</i>	
100% liability begins 8 a.m. March 17, 2012	

FINANCIAL AID

Financial aid is available to Medaille students through a variety of sources. The Financial Aid Office provides information about the following topics: financial aid programs (eligibility requirements, selection procedures, disbursement schedules), Satisfactory Academic Progress (SAP), rights and responsibilities of students receiving financial aid, loan repayment, terms and conditions of student employment, costs of attending Medaille, and the liability policy at Medaille. Students are encouraged to investigate the following funding sources when planning their college finances. Many financial aid options require that students maintain SAP in order to receive financial aid. Refer to the section in this *Graduate Catalog* entitled “Satisfactory Academic Progress” for more information.

INSTITUTIONAL AID

Medaille College offers grants and scholarships to full time students. These need and merit dollars are gift aid that do not need to be repaid. Students should contact the Financial Aid Office for more information.

Allen Lee Downing Memorial Scholarship

Established in memory of Allen Lee Downing, a 26 year old ALP student who left an indelible impression on those with whom he came in contact, this scholarship is awarded to students aspiring to become leaders in the business world, with a strong passion for and commitment to the service of others. ALP and Buffalo Campus students are eligible to apply.

ALP Scholarship

Awarded to an adult student seeking a bachelor’s or master’s degree who is currently enrolled in the Accelerated Learning Program in Amherst or Rochester.

Alumni Scholarship

Funded by alumni gifts to support endowment, this scholarship is awarded to a relative of a Medaille graduate demonstrating financial need and academic excellence. This scholarship is available to students at all of our campuses.

Anna Illuzzi Palano Memorial Scholarship

Established in memory of the founding President of the Medaille College Alumni Association Board of Directors and is awarded to continuing students based on financial need, scholastic ability, personal initiative, and participation in school and community activities. All Medaille College students are eligible to apply.

Anna M. Kramer Scholarship

Awarded to an adult student (over 25) in a management related program with an interest in accounting, this scholarship is based on demonstrated financial need and academic merit. Undergraduate students enrolled in the ALP program are eligible to apply.

Business Program Scholarship

Established to recognize a business major demonstrating financial need and academic excellence, this scholarship is available to any student enrolled in the undergraduate business or MBA program.

Karen L. Trabert WENDEL Companies Scholarship

Awarded to a female business student with an interest in Accounting or Human Resources demonstrating financial need and academic excellence. This scholarship was established in 2009 in honor of a Medaille graduate and highly regarded WENDEL Companies employee. ALP and Buffalo Campus students are eligible to apply.

Kevin I. & Virginia D. Sullivan Scholarship

Awarded annually to an entering transfer student whose previous academic record promises success at Medaille and who has demonstrated leadership potential through prior activities in college or in the community. ALP and Buffalo Campus students are eligible to apply.

Key Bank Scholarship

Thanks to a generous gift from Key Bank, this scholarship assists students in their first year at Medaille. This award is distributed to students in need of financial assistance living in Erie County. All Medaille College students are eligible to apply.

Margaret Kafka '90 Women Aspire Scholarship

Awarded to a female non-traditional age student with financial need for whom a college degree will be a life altering achievement. Women enrolled in the ALP program are eligible to apply.

Master of Science in Education Discount Program

The Master of Science in Education Discount extends to education professionals at participating Catholic and private schools*. The discount program provides a 30% tuition reduction for each semester a student is enrolled in an M.S.Ed. program attending 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.

Master of Science in Education Tuition Reduction Scholarship

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.

Medaille Employees Scholarship

Funded through gifts from Medaille employees, this scholarship was established to ensure that high achieving students in need of financial aid received assistance as they worked toward their degree. All Medaille College students are eligible to apply.

Medaille Endowment Scholarship

Funded by corporate and private gifts to support endowment, this scholarship was established to ensure that high achieving students in need of financial aid received assistance as they worked toward their degree. All Medaille College students are eligible to apply.

Palisano Foundation Scholarship

Awarded to ensure that higher education was accessible to students driven to succeed who may not, on their own, have the financial capacity. ALP and Buffalo Campus students are eligible to apply.

Stanley P. Szymanski Memorial Scholarship

Established to ensure that students of Polish descent in need of financial aid received assistance. All Medaille College students are eligible to apply.

Student Aid Fund Scholarship

Awarded to students demonstrating financial need and academic excellence. All Medaille College students are eligible to apply.

William Randolph Hearst Scholarship

Awarded to first-generation college students, the Hearst Foundation donated money to provide opportunities to help students achieve a college education. All Medaille College students are eligible to apply.

NEW YORK STATE & FEDERAL AID OPPORTUNITIES

Federal Aid to Native Americans

Federal Aid to Native Americans is a grant offered by the U.S. Bureau of Indian Affairs for college study. To be eligible, the applicant must: (1) be at least one-fourth American Indian, Eskimo, or Aleut; (2) be an enrolled member of a tribe, band, or group recognized by the Bureau of Indian Affairs; (3) be enrolled in or accepted for enrollment in an approved college or university pursuing at least a two-year degree; and (4) demonstrate financial need.

An application is necessary for each year of study and must be accompanied by an official needs analysis from the Financial Aid Office. Each first-time applicant is required to submit tribal enrollment certification from the bureau, agency, or tribe which records enrollment for the tribe. The student must make satisfactory progress towards a degree and show financial need for grants to be awarded in successive years. Applications are available from the Bureau of Indian Affairs: <http://www.bia.gov/>

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.

Federal Pell Grant

Federal Pell Grant is a need-based federal grant program designed to provide funds to students who are enrolled for at least 3 credits per semester. These grants range from \$550–\$5,550 per year based on family income, assets, the number of family members in your household, the number in College, and the number of credits for which you enroll. Apply by submitting the FAFSA (Free Application for Federal Student Aid). Students must maintain SAP to receive this award.

Federal Supplemental Education Opportunity Grant (SEOG)

Federal Supplemental Education Opportunity Grant (SEOG) is a federal need-based grant which is awarded to students based on exceptional financial need. Priority for SEOG awards are given to Federal PELL Grants recipients. Award amounts range from \$100- \$4000 per award year. Apply by submitting the FAFSA. Students must maintain SAP to receive this award.

Federal Work-Study (FWS) Program

The Federal Work-Study (FWS) Program (<http://www2.ed.gov/programs/fws/index.html>) allows students with financial need the opportunity to work in jobs on campus to earn part of their educational expenses. Students may apply by visiting the FWS website: <http://www2.ed.gov/programs/fws/index.html>. Students must maintain Satisfactory Progress to receive this award. *For details on program participation, please contact the Office of Graduate Admissions.*

New York State Aid for Part-Time Study (APTS)

New York State Aid for Part-Time Study (APTS) is a grant program funded by New York State. Awards range from \$500 to \$2,000 for students enrolled between 3 and 11 credits per semester. Eligibility is based on New York State net taxable income and the availability of funds. Apply by submitting the FAFSA and a separate APTS application, available from the Financial Aid Office. Students must maintain SAP to receive this award.

New York State Part-Time TAP Program

New York State Part-Time TAP Program is a state funded program. This grant is for students who were first-time, full-time freshman in 2006-2007 academic year or thereafter. Students must earn 12 credits or more in each of the two consecutive semesters, for a minimum total of 24 credits earned. Recipients must be enrolled for 6-11 credits per semester. Apply by submitting the FAFSA and TAP application. Students must maintain SAP to receive this award.

New York State Tuition Assistance Program (TAP)

New York State Tuition Assistance Program (TAP) awards range from \$500 to \$5,000 and are based on New York State net taxable income. Students must be New York State residents and must be enrolled full-time. If eligible, students may qualify for up to eight semesters of TAP while pursuing a bachelor's degree and six semesters of TAP in an associate degree or certificate program. Apply by submitting the FAFSA and TAP application. Students must maintain SAP to receive this award.

Teacher Education Assistance for College and Higher Education (TEACH) Grant

Teacher Education Assistance for College and Higher Education (TEACH) Grant is a federally funded program. This grant provides up to \$4000 a year to students who are completing coursework needed to begin a career in teaching. A student must sign an Agreement to Serve as a full-time teacher at certain low-income schools and within certain high-need fields for at least four years. Failure to complete the commitment will result in a conversion of the grant to a loan payable with interest. Apply by submitting the FAFSA. Students must maintain a 3.25 cumulative GPA and SAP to receive this award.

Vocational and Educational Services for Individuals with Disabilities (VESID)

Vocational and Educational Services for Individuals with Disabilities (VESID) benefits are available for students with certain physical or emotional disabilities. Contact the Adult Career and Continuing Education Services-Vocational Rehabilitation at <http://www.acces.nysed.gov/vr/>

Scholarship Opportunities for Veterans

Medaille College is proud to support our veterans as they pursue an 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 the GI Bill website here: <http://www.gibill.va.gov/>

Veterans Tuition Awards (VTA)

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

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

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

These students must also:

- Establish eligibility by applying to HESC.
- 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.

Yellow Ribbon Program

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

FEDERAL STAFFORD LOAN PROGRAM

The Free Application for Federal Student Aid (FAFSA) is available from the Financial Aid Office, or online at <http://www.fafsa.ed.gov/>.

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 (<http://www.fafsa.ed.gov/FAFSA>). Students must maintain Satisfactory Progress to receive this loan. (See section in this catalog entitled “Satisfactory Progress.”)

The Direct Loan 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 (<http://www.fafsa.ed.gov/FAFSA>). Students must maintain Satisfactory Progress to receive this loan.

FINANCIAL NEED

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

$$\text{Cost of Attendance} - \text{Family Contribution} = \text{FINANCIAL NEED}$$

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:

Semester	You must accumulate at least this many credits:	With a GPA of:
1 st	0	0
2 nd	6	2
3 rd	12	2.5
4 th	21	2.75
5 th	30	3
6 th	45	3
7 th	60	3
8 th	75	3

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:

Semester	You must accumulate at least this many credits:	With a GPA of:
1 st	0	0
2 nd	9	2
3 rd	18	2.5
4 th	27	2.75
5 th	39	2.75
6 th	51	3

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.

HEGIS CODES

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

Doctor of Psychology (Psy.D.)

¹Clinical Psychology (2001.00)

Master of Arts Degrees (M.A.)

¹Marriage and Family Therapy (including advanced certificate option): 2104.10

¹Mental Health Counseling: 2104.10

¹Organizational Leadership: 0506.00

¹Psychology: 2001.00

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

¹Master of Business Administration: 0506.00

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

¹Adolescent Education: 0802.00

¹Education (non-certification): 0801.00

¹Elementary Education (including advanced certification option): 0802.00

Literacy (including advanced certification option): 0830.00

¹Special Education: Childhood/Middle Childhood (including advanced certification option): 0808.00

Curriculum and Instruction: 0829.00*

*Program is in teach-out. No new students are permitted to register for this program.

Bachelor of Science/Master of Business Administration Degrees (B.S./M.B.A.)

Business Administration: 0506.00

Sport Management: 0599.00

Bachelor of Science/Master of Science (B.S./M.S.)

Accounting: 0502.00

Bachelor of Business Administration Degrees (B.B.A.)

¹Business Administration: 0506.00

¹Information Systems: 0506.00

Bachelor of Professional Studies (B.P.S.)

¹Health Information Administration: 1215.00

Bachelor of Science Degrees (B.S.)

Biology: 0401.00

Business Administration: 0506.00

Business Administration-Management Information Systems: 0506.00

Communication: 0605.00

Criminal Justice: 2105.00

¹Homeland Security 2105.00

Liberal Studies: 4901.00

Mathematics: 1701.00

Sport Management: 0599.00

²Psychology: 2001.00

Veterinary Technology: 0104.00

Bachelor of Science in Education Degrees (B.S.Ed.)

Adolescent Education: Biology 7–12 & Students with Disabilities: 0808.00

Adolescent Education: English 7–12 & Students with Disabilities: 0808.00

Adolescent Education: Mathematics 7–12 & Students with Disabilities: 0808.00

Adolescent Education: Social Studies 7–12 & Students with Disabilities: 0808.00

Elementary Education: Childhood: 0802.00*

Education: Early Childhood/Childhood (B-6): 0802.00

Education: Middle Childhood: 0804.00*

*Programs are in teach-out. No new students are permitted to register for these programs.

Bachelor of Arts Degrees (B.A.)

English: 1501.00

Psychology: 2001.00

²Visual and Digital Arts: 1099.00

Associate in Science Degrees (A.S.)

Liberal Studies: 5649.00

Veterinary Technology: 5402.00

¹Business: 5001.00

Certificates

¹Alcohol and Substance Abuse Counseling 5506.00

¹Computer Crimes Investigation: 2105.00

¹Offered at Medaille College's Amherst and/or Rochester Branch campuses only. Please refer to the [School of Adult and Graduate Education's Accelerated Learning Program Student Handbooks](#), and the [Medaille College 2011-2012 Graduate Catalog](#) for all information pertaining to these degree and certificate programs.

²Incoming freshmen and transfer students for the 2011–2012 academic year are not eligible to enroll in the B.S. Psychology or B.A. Visual and Digital Arts, as these programs are currently on enrollment hiatus.

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 DATA

Institutions shall publish information about each of their teacher education programs that shall be made available to prospective and enrolled students. The information shall include but need not be limited to, as available, relevant statistics about the labor market and job availability for each certificate title for which a teacher education program is offered, including the source of the statistics and the period of time and geographic area to which the statistics refer.

M.S.Ed. in Elementary Education								
	2009	2008	2007	2006	2005	2004	2003	2002
Furthering Ed	40%	14%	1%	1%	9%	2%	7%	15%
Employed	85%	73%	73%	91%	94%	97%	95%	100%
Placement Rate	89%	76%	73%	92%	94%	98%	96%	100%
M.S.Ed. in Literacy								
	2009	2008	2007					
Furthering Ed	9%	4%	0%					
Employed	91%	79%	80%					
Placement Rate	91%	82%	80%					
M.S. Ed. in Special Education								
	2009	2008	2007					
Furthering Ed	0%	0%	0%					
Employed	100%	71%	80%					
Placement Rate	100%	79%	80%					

M.S.ED IN 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, Social Studies, Literacy, Students with Disabilities

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 January, March, July, August, October.

	Exam Dates
Fall Weekday	January Intercession or March interim week between student teaching placements
Spring Weekend	August Intercession or October-interim week between student teaching placements
Summer Weekend	January Intercession or March-interim week between student teaching placements
Summer Weekday	August Intercession or October-interim week between student teaching placements
Fall Weekend (4 semester)	August Intercession or October-interim week between student teaching placements
July and May (if needed).	

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 web site: <http://www.medaille.edu/studentteaching/>

M.S.ED IN ADOLESCENT EDUCATION TRACKS

Students will take a 6 credit methods course and fulfill the pre-student and student teaching requirement that is aligned with the specific track. Students must receive a grade of a B- or above for all pedagogical courses (methods courses). Otherwise, the course must be repeated.

ENGLISH 7-12 TRACK
EDU 601 Methods in Adolescence Education—English
EDU 667 Pre-Student Teaching
EDU 677 Student Teaching
FRENCH 7-12 TRACK
EDU 602 Methods in Adolescence Education—French
EDU 667 Pre-Student Teaching
EDU 677 Student Teaching
MATHEMATICS 7-12 TRACK
EDU 603 Methods in Adolescence Education—Mathematics
EDU 667 Pre-Student Teaching
EDU 677 Student Teaching
BIOLOGY 7-12 TRACK
EDU 604 Methods in Adolescence Education—Biology
EDU 667 Pre-Student Teaching
EDU 677 Student Teaching
CHEMISTRY 7-12 TRACK
EDU 605 Methods in Adolescence Education—Chemistry
EDU 667 Pre-Student Teaching
EDU 677 Student Teaching
SOCIAL STUDIES 7-12 TRACK
EDU 606 Methods in Adolescence Education—Social Studies
EDU 667 Pre-Student Teaching
EDU 677 Student Teaching

M.S.ED. IN ADOLESCENT EDUCATION CREDIT DISTRIBUTION

Note: This program leads to initial certification in either Biology 7-12, Chemistry 7-12, English 7-12, French 7-12, Mathematics 7-12, or Social Studies.

COURSE NUMBER & TITLE	CREDITS
ECI 535 Cultural Competencies	3
ECI 610 Transitions from Education’s Roots to the Present	3
EDU 600 Curriculum Planning in Adolescent Education	3
Students must choose one of the following (EDU 601, EDU 602, EDU 603, EDU 604, EDU 605, EDU 606):	3
EDU 601 Methods in Adolescence Education—English	
EDU 602 Methods in Adolescence Education—French	
EDU 603 Methods in Adolescence Education—Mathematics	
EDU 604 Methods in Adolescence Education—Biology	
EDU 605 Methods in Adolescence Education—Chemistry	
EDU 606 Methods in Adolescence Education—Social Studies	
EDU 667 Pre-Student Teaching	3
EDU 670 Literacy in the Content Areas	3
EDU 671 Information Technology and Literacy in the Classroom	3
EDU 677 Student Teaching	6
ESP 600 Foundations of Special Education	
Total Credits	30

M.S.ED. IN ADOLESCENT EDUCATION PROGRAM SEQUENCE

DAY PROGRAM FALL START		
COURSE NUMBER & TITLE	CREDITS	TERM
EDU 670 Literacy in the Content Area	3	Fall
ESP 600 Foundations of Special Education	3	Fall
EDU 600 Curriculum Planning in Adolescent Education	3	Fall
EDU 601-606 (Methods course; dependent on track)	3	Fall
EDU 667 Pre-Student Teaching	3	Fall
EDU 671 Information Technology and Literacy in the Classroom	3	Fall
ECI 610 Transitions from Education’s Roots to the Present	3	Spring
ECI 535 Cultural Competencies	3	Spring
EDU 677 Student Teaching	6	Spring
DAY PROGRAM SPRING START		
COURSE NUMBER & TITLE	CREDITS	TERM
EDU 670 Literacy in the Content Area	3	Spring
ESP 600 Foundations of Special Education	3	Spring
EDU 600 Curriculum Planning in Adolescent Education	3	Spring
EDU 601-606 (Methods course; dependent on track)	3	Spring

EDU 667 Pre-Student Teaching	3	Spring
EDU 671 Information Technology and Literacy in the Classroom	3	Spring
ECI 610 Transitions from Education’s Roots to the Present	3	Summer
ECI 535 Cultural Competencies	3	Summer
EDU 677 Pre-Student Teaching	6	Summer
DAY PROGRAM SUMMER START		
COURSE NUMBER & TITLE	CREDITS	TERM
EDU 670 Literacy in the Content Areas	3	Summer
ESP 600 Foundations of Special Education	3	Summer
EDU 600 Curriculum Planning in Adolescent Education	3	Summer
EDU 601-606 (Methods course; dependent on track)	3	Summer
EDU 667 Pre-Student Teaching	3	Summer
EDU 671 Information Technology and Literacy in the Classroom	3	Summer
ECI 610 Transitions from Education’s Roots to the Present	3	Fall
ECI 535 Cultural Competencies	3	Fall
EDU 677 Student Teaching	6	Fall

WEEKEND PROGRAM FALL START		
COURSE NUMBER & TITLE	CREDITS	TERM
EDU 600 Curriculum Planning in Adolescent Education	3	Fall
EDU 601-606 (Methods course; dependent on track)	3	Fall
EDU 667 Pre-Student Teaching	3	Fall
EDU 671 Information Technology and Literacy in the Classroom	3	Fall
ESP 600 Foundations of Special Education	3	Spring
EDU 670 Literacy in the Content Areas	3	Spring
EDU 677 Student Teaching	6	Spring
ECI 610 Transitions from Education’s Roots to the Present	3	Summer
ECI 535 Cultural Competencies	3	Summer

WEEKEND PROGRAM SPRING START		
COURSE NUMBER & TITLE	CREDITS	TERM
EDU 667 Pre-Student Teaching	3	Spring
ESP 600 Foundations of Special Education	3	Spring
EDU 670 Literacy in the Content Areas	3	Spring
EDU 600 Curriculum Planning in Adolescent Education	3	Summer
EDU 601-606 (Methods course; dependent on track)	3	Summer
EDL 671 Information Technology and Literacy in the Classroom	3	Summer
ECI 610 Transitions from Education’s Roots to the Present	3	Fall
ECI 535 Cultural Competencies	3	Fall
EDU 677 Student Teaching	6	Fall

WEEKEND PROGRAM SUMMER START		
COURSE NUMBER & TITLE	CREDITS	TERM
EDU 671 Information Technology and Literacy in the Classroom	3	Summer
ESP 600 Foundations of Special Education	3	Summer
EDU 670 Literacy in the Content Areas	3	Summer
EDU 600 Curriculum Planning in Adolescent Education	3	Fall
EDU 601-606 (Methods course; dependent on track)	3	Fall
EDU 667 Pre-Student Teaching	3	Fall
ECI 610 Transitions from Education's Roots to the Present	3	Spring
ECI 535 Cultural Competencies	3	Spring
EDU 677 Student Teaching	6	Spring

M.S.ED. IN ADOLESCENT EDUCATION: COURSE DESCRIPTIONS

EDU 600 CURRICULUM PLANNING IN ADOLESCENT EDUCATION

Emphasis in this course is on curricular design and instructional planning to address the special developmental and educational needs of students in secondary school. Attention is given to the common elements of curricular design and implementation and to appropriate planning techniques for meeting the needs of a diverse population of students at differing levels of social, emotional, intellectual, and physical ability. Curriculum and lesson planning are examined on the state, district, school and classroom levels. In addition, various strategies for interdisciplinary planning and instruction are explored. Three credit hours. Prerequisites: none. Offered every semester.

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. Three credit hours. Prerequisites: none. Offered every semester.

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. Three credit hours. Prerequisites: none. Offered every semester.

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. Three credit hours. Prerequisites: none. Offered every semester.

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. Three credit hours. Prerequisites: none. Offered every semester.

EDU 606 METHODS IN ADOLESCENCE EDUCATION-SOCIAL STUDIES

This course provides students with a foundation in current educational theory and practice for teaching the social studies curriculum to middle and high school level students. Students will analyze the information and expectations of the New York State Education Department and accumulate a repertoire of materials, methods, and inclusive strategies to teach and assess standards based social studies for all learners across a range of learning styles. Students will design unit and lesson plans and assessments that align with the New York State Standards for Learning and the New York State Core Curriculum that utilize the Medaille College Unit and Lesson Plan formats. 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. Three credit hours. Prerequisites: none. Offered every semester.

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. Three credit hours. Prerequisites: none. Offered every semester.

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. Three credit hours. Prerequisites: none. Offered every semester.

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. Three credit hours. Prerequisites: none. Offered every semester.

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. Three credit hours. Prerequisites: none. Offered every semester.

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. Six credit hours. Prerequisites: completion of all previous courses. Offered every semester.

ESP 600 FOUNDATIONS OF SPECIAL EDUCATION

This course offers an examination of the historical, social, and legal foundations of special education. Emphasis will be 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 disabilities in home and school settings. An overview of the characteristics and instructional needs of individuals with disabilities for children birth through 12, will be provided. Issues related to school, community and family collaborations for children with disabilities will also be examined. Provided, is an overview of the characteristics and instructional needs of individuals with all exceptionalities (including Autistic Spectrum Disorders) identified in the present federal educational disability related legislation. The impact of diversity and assistive technology services of persons with special needs in the school will also be addressed. A minimum of 15 participation hours are required. Three Credit hours. Prerequisite: none. Offered Fall, Spring. Co-register with EDU 506

EDU 506 Child Abuse and SAVE Seminar

This course, comprised of two online workshops, satisfies New York State's requirements for Project SAVE legislation as well as Child Abuse Identification and Reporting. 0 credit hours.

M.S.ED. IN ELEMENTARY EDUCATION (CHILDHOOD 1-6)

The Elementary Education program provides a 42 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 the following credits from a regionally accredited college:

- 3 credits each in English Language Arts, Social Studies, Math, and Science
- 3 credits in a language other than English Research Course
- 3 semester hours of university-level credit in each of the following general education areas: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; scientific and mathematical processes; and written analysis and expression.
- 3 semester hours of university-level credit in a language other than English

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

Core Courses: This program includes seven core courses, including three courses in literacy. Students must receive a grade of a B- or above for all pedagogical courses (methods courses). Otherwise, the course must be repeated.

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.

M.S.ED. IN ELEMENTARY EDUCATION (CHILDHOOD 1-6) CREDIT DISTRIBUTION

COURSE NUMBER & TITLE	CREDITS
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 506 Child Abuse and SAVE Seminar/ESP 600 Foundations of Special Education	3
EDU 577 Student Teaching/Seminar: Career and Occupational Studies	6
Total Credits	42

M.S.ED. IN ELEMENTARY EDUCATION (CHILDHOOD 1-6) PROGRAM SCHEDULE

FALL START				
COURSE NUMBER & TITLE	DELIVERY	CR.	TERM	DAY
ECI 510 Research in Education	15 weeks (online)	3	Fall	online
ECI 530 Educational Explorations in Diversity	7 weeks	3	Fall	Thursday
EDL 550 Developmental Literacy: Emergence to Fluency	7 weeks	3	Fall	Tuesday
EDU 500 The Core of Education	7 weeks	3	Fall	Tuesday
EDL 560 Literature for Children	7 weeks	3	Spring	Tuesday
EDL 650 Assessment and Evaluation of Literacy	7 weeks	3	Spring	Tuesday
ECI 610 Transitions from Education's Roots to the Present	7 weeks	3	Spring	Thursday
EDU 502 Education Methods of Teaching: Math, Science, Technology	7 weeks	3	Spring	Thursday
EDU 503 EDU 503 Education Methods of Teaching: The Arts, English, Language Arts, and Social Studies	7 weeks	3	Summer	Thursday
EDU 503 Early Field Experience/Seminar: Physical Educations, Family/Consumer Sciences	15 weeks	3	Summer	Wednesday
EDU 506 Child Abuse and SAVE Seminar/ESP 600 Foundations of Special Education	7 weeks	3	Summer	Thursday
EDU 577 Student Teaching/Seminar: Career and Occupational Studies	15 weeks	6	Fall	Student teaching
ECI 695 Seminar: Teacher as Researcher	15 weeks	3	Fall	Thesis advisement
SPRING START				
COURSE NUMBER & TITLE	DELIVERY	CR.	TERM	DAY
ECI 510 Research in Education	15 weeks (online)	3	Spring	Online
ECI 530 Educational Explorations in Diversity	7 weeks	3	Spring	Thursday
EDL 550 Developmental Literacy: Emergence to Fluency	7 weeks	3	Spring	Tuesday
EDU 500 The Core of Education	7 weeks	3	Spring	Tuesday
EDL 560 Literature for Children	7 weeks	3	Summer	Tuesday
EDL 650 Assessment and Evaluation of Literacy	7 weeks	3	Summer	Tuesday
ECI 610 Transitions from Education's Roots to the Present	7 weeks	3	Summer	Thursday
EDU 502 Education Methods of Teaching: Math, Science, Technology	7 weeks	3	Summer	Thursday
EDU 503 Education Methods of Teaching: The Arts, English, Language Arts, and Social Studies	7 weeks	3	Fall	Thursday
EDU 504 Early Field Experience/Seminar: Physical Educations, Family/Consumer Sciences	15 weeks	3	Fall	Wednesday
EDU 506 Child Abuse and SAVE Seminar/ESP 600 Foundations of Special Education	7 weeks	3	Fall	Thursday
EDU 577 Student Teaching/Seminar: Career and Occupational Studies	15 weeks	6	Spring	Student teaching
ECI 695 Seminar: Teacher as Researcher	15 weeks	3	Fall	Thesis advisement

M.S.ED. IN EDUCATION

PROGRAM OVERVIEW

The M.S.Ed. in Education program option provides a 36 credit-hour course of study consisting of methodologies, educational philosophy, literacy, research and application. Students will not receive teacher certification from the State of New York with this option. This program is a companion program to the M.S.Ed. in Elementary Education. The M.S. Ed. in Education has three unique delivery formats designed to best suit the educational needs of our prospective students. The program will be offered in an evening, day, or weekend format. Students may enter into any one of the three formats and continue in that format for the duration of the program.

Course Number and Title	Delivery	Credits
ECI 510 Research in Education	15 weeks (online)	3
ECI 530 Educational Explorations in Diversity	7 weeks	3
ECI 610 Transitions from Education's Roots to the Present	7 weeks	3
ECI 695 Seminar: Teacher as Researcher	15 weeks	3
EDL 550 Developmental Literacy: Emergence to Fluency	7 weeks	3
EDL 560 Literature for Children	7 weeks	3
EDL 650 Assessment and Evaluation of Literacy	7 weeks	3
EDU 500 The Core of Education	7 weeks	3
EDU 502 Education Methods of Teaching: Math, Science, Technology	7 weeks	3
EDU 503 Education Methods of Teaching: The Arts, English, Language Arts, and Social Studies	15 weeks	3
EDU 504 Early Field Experience/Seminar: Physical Educations, Family/Consumer Sciences	15 weeks	3
EDU 505 Child Abuse Identification, Substance Awareness, Health Issues and School Violence	15 weeks	3
	Total credit distribution	36

M.S.ED. IN ELEMENTARY EDUCATION (CHILDHOOD 1-6) 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. Three credit hours. Prerequisite: none. Offered every semester.

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. Three credit hours. Prerequisite: none. Offered every semester.

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. Three credit hours. Prerequisite: none. Offered every semester.

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. Three credit hours. Prerequisite: none. Offered every semester.

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. Three credit hours. Prerequisite: none. Offered every semester.

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. Three credit hours. Prerequisite: none. Offered every semester.

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. Three credit hours. Prerequisite: none. Offered every semester.

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. Three credit hours. Prerequisite: none. Offered every semester.

EDU 505 CHILD ABUSE IDENTIFICATION AND SUBSTANCE AWARENESS, HEALTH ISSUES AND SCHOOL

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. Three credit hours. Prerequisite: none. Offered every semester .(Note: Entering students will complete EDU 506 Child Abuse and SAVE Seminar instead of EDU 505)

EDU 506 Child Abuse and SAVE Seminar

This course, comprised of two online workshops, satisfies New York State's requirements for Project SAVE legislation as well as Child Abuse Identification and Reporting. Zero credit hours. Prerequisites: Student must co-register for ESP 600 Foundations of Special Education and EDU 506 Child Abuse Awareness/SAVE Seminar. Students must successfully complete EDU 506 Child Abuse Awareness/SAVE Seminar in the same semester that they are registered for, and complete, ESP 600 Foundations of Special Education. Note: Students are required to submit their certificates for Child Abuse Identification and Reporting and Project SAVE legislation upon completion of this course to their ESP 600 Foundations of Special Education instructor.

EDU 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. Six credit hours. Prerequisites: Completion of all previous EDL and EDU courses. Offered every semester.

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. Three credit hours. Prerequisite: none. Offered every semester.

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. Three credit hours. Prerequisite: none. Offered every semester.

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. Three credit hours. Prerequisite: EDL 550. Offered every semester.

ESP 600 FOUNDATIONS OF SPECIAL EDUCATION

This course offers an examination of the historical, social, and legal foundations of special education. Emphasis will be 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 disabilities in home and school settings. An overview of the characteristics and instructional needs of individuals with disabilities for children birth through 12, will be provided. Issues related to school, community and family collaborations for children with disabilities will also be examined. Provided, is an overview of the characteristics and instructional needs of individuals with all exceptionalities (including Autistic Spectrum Disorders) identified in the present federal educational disability related legislation. The impact of diversity and assistive technology services of persons with special needs in the school will also be addressed. A minimum of 15 participation hours are required. Three Credit hours. Prerequisite: none. Offered Fall, Spring. Co-register with EDU 506

Field Experiences (Pre-student teaching)

Please visit Medaille College's Pre-student teaching website, available here: <http://www.medaille.edu/student-teaching/pre-student-teaching> for more information about Field Experience and pre-student teaching.

Special Education Note: A minimum of 15 field experience hours must be completed in a Special Education setting. These settings may include, but are not limited to, small group, tutoring, assisting a special needs child/children, or in an inclusion classroom.

Students are required to complete field experience hours for all certification programs, as mandated by the New York State Education Department (NYSED). Field experience hours must be completed prior to student teaching (EDU 577). Students enrolled in the M.S.Ed. in Elementary Education (Childhood 1-6) fulfill this requirement through successful completion of EDU 504.

M.S.ED. IN LITERACY

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 M.S.Ed. in Literacy degree for initially certified educational professionals. Graduates are empowered to be strong classroom teachers and are qualified to hold positions as literacy specialists, coaches, and consultants at building or district levels from preschool through adolescence.

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.

M.S.ED. IN LITERACY PROGRAM SCHEDULE

OPTION 1: M.S.ED. IN LITERACY (B-12)	OPTION 2: M.S.ED. IN LITERACY (B-6)	OPTION 3: M.S.ED. IN LITERACY (5-12)
Semester I Session I:	Semester I Session I:	Semester I Session I:
EDL 580 Methodologies in the Reading Processes (3)	EDL 580 Methodologies in the Reading Processes (3)	EDL 580 Methodologies in the Reading Processes (3)
EDL 581 Early Language Development & Literacy (3)	EDL 581 Early Language Development & Literacy (3)	
Semester I Session II:	Semester I Session II:	Semester I Session II:
EDL 582 Word Study: Early Childhood through Adolescence (3)	EDL 582 Word Study: Early Childhood through Adolescence (3)	EDL 582 Word Study: Early Childhood through Adolescence (3)
		EDL 583 Creating Strategic Readers and Writers (3)
Semester II Session I:	Semester II Session I:	Semester II Session I:
EDL 651 Assessment I: Diagnosis & Remediation of Emergent & Early Readers (3)	EDL 651 Assessment I: Diagnosis & Remediation of Emergent & Early Readers (3)	EDL 652 Assessment II: Diagnosis & Remediation of Early & Transitional Readers (3)
EDL 584 Teaching Writing through the Developmental Process (3)	EDL 584 Teaching Writing through the Developmental Process (3)	EDL 584 Teaching Writing through the Developmental Process (3)
Semester II Session II:	Semester II Session II:	Semester II Session II:
EDL 583 Creating Strategic Readers & Writers (3)	EDL 583 Creating Strategic Readers and Writers (3)	ESP 575 English Language Learners (3)
Semester III Session I:	Semester III Session I:	Semester III Session I:
EDL 652 Assessment II: Diagnosis & Remediation of Early & Transitional Readers (3)	EDL 652 Assessment II: Diagnosis & Remediation of Early & Transitional Readers (3)	ESP 608 Assessment of Students with Disabilities at the Childhood & Middle Childhood Levels (3)
Semester III Session II:	Semester III Session II:	Semester III Session II:
ESP 575 English Language Learners (3)	ESP 575 English Language Learners (3)	EDL 585 Adolescent Literacy: Transacting with Literature (3)
Semester III Full Semester	Semester III Full Semester:	Semester III Full Semester
EDL 671 Practicum I: Early Intervention (3)	EDL 671 Practicum I: Early Intervention (3)	EDL 676 Practicum II: Elementary (3)
Semester IV Session I:	Semester IV Session I:	Semester IV Session I:
ESP 608 Assessment of Students with Disabilities at the Childhood & Middle Childhood Levels (3)	ESP 608 Assessment of Students with Disabilities at the Childhood & Middle Childhood Levels (3)	EDL 653 Assessment III: Diagnosis & Remediation of the Adolescent Reader (3)
Semester IV Session II:	Semester IV Session II:	Semester IV Session II:
EDL 690 Leadership in Literacy (3)	EDL 690 Leadership in Literacy (3)	EDL 690 Leadership in Literacy (3)
Full Semester:	Full Semester:	Full Semester:
EDL 676 Practicum II: Elementary (3)	EDL 676 Practicum II: Elementary (3)	EDL 681 Practicum III: Adolescent (3)
Semester V Session I:	Total hours: 36	Total hours: 36
ESP 653 Assessment III: Diagnosis & Remediation of the Adolescent Reader (3)		

Semester V Session II:		
EDL 585 Adolescent Literacy: Transacting with Literature (3)		
Full Semester:		
EDL 681 Practicum III: Adolescent (3)		
TOTAL HOURS: 45		

OPTION 1: POST MASTERS LITERACY CERTIFICATION (B-12)	OPTION 2: POST MASTERS LITERACY CERTIFICATION(B-6)	OPTION 3: POST MASTERS LITERACY CERTIFICATION (5-12)
Semester I Session I:	Semester I Session I:	Semester I Session I:
EDL 651 Assessment I: Diagnosis & Remediation of Emergent & Early Readers (3)	EDL 651 Assessment I: Diagnosis & Remediation of Emergent & Early Readers (3)	EDL 652 Assessment II: Diagnosis & Remediation of Early & Transitional Readers (3)
Semester I Session II:	Semester I Session II:	Semester I Session II:
EDL 582 Word Study: Early Childhood through Adolescence (3)	EDL 582 Word Study: Early Childhood through Adolescence (3)	EDL 583 Creating Strategic Readers & Writers (3)
Full Semester:	Full Semester:	Full Semester:
EDL 671 Practicum I: Early Intervention (3)	EDL 671 Practicum I: Early Intervention (3)	EDL 676 Practicum II: Elementary (3)
Semester II Session I:	Semester II Session I:	Semester II Session I:
EDL 652 Assessment II: Diagnosis & Remediation of Early & Transitional Readers (3)	EDL 652 Assessment II: Diagnosis & Remediation of Early & Transitional Readers (3)	EDL 653 Assessment III: Diagnosis & Remediation of the Adolescent Reader (3)
Semester II Session II:	Semester II Session II:	Semester II Session II:
EDL 583 Creating Strategic Readers & Writers (3)	EDL 583 Creating Strategic Readers & Writers (3)	EDL 585 Adolescent Literacy: Transacting with Literature (3)
Full Semester:	Full Semester:	Full Semester:
EDL 676 Practicum II: Elementary (3)	EDL 676 Practicum II: Elementary (3)	EDL 681 Practicum III: Adolescent (3)
Semester III 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

M.S.ED. IN LITERACY COURSE DESCRIPTIONS

EDL 575 LITERACY DEVELOPMENT FOR ENGLISH LANGUAGE LEARNERS

This course will focus on children whose home language is different from English. Students will explore the acquisition and development of English as a Second Language and will learn a wide range of research-based instructional approaches and methods to support literacy development of learners from a variety of cultural and linguistic backgrounds. Students will also learn to be reflective practitioners. The use of technology and the New York Learning Standards for English as a Second Language will be integrated into the course. Three credit hours. Offered every semester.

EDL 580 METHODOLOGIES IN THE READING PROCESS

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. Three credit hours. Offered every semester.

EDL 581 EARLY LANGUAGE DEVELOPMENT AND LITERACY

This course explores research and current understandings of the development of language and literacy in young children from birth through preschool. 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. Three credit hours. Offered every semester.

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. Three credit hours. Offered every semester.

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. Three credit hours. Offered every semester.

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. Three credit hours. Offered every semester.

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. Three credit hours. Offered every semester.

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. Three credit hours. Offered every semester.

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. Three credit hours. Offered every semester.

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. Three credit hours. Offered every semester.

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. Three credit hours. Offered every semester.

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. Three credit hours. Offered every semester.

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. Three credit hours. Offered every semester.

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. Three credit hours. Offered every semester.

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. Three credit hours. Offered every semester.

M.S.ED IN 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 M.S.ED. IN SPECIAL EDUCATION

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 (M.S.Ed.). 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 M.S.ED. IN SPECIAL EDUCATION

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.

M.S.ED IN SPECIAL EDUCATION PROGRAM SCHEDULE

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 weeks) 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 and 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.

M.S. ED IN 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	CREDITS
ECI 510 Research in Education	3
ESP 600 Foundations of Special Education	3
ESP 601 Learning Disabilities: Theory & Practice	3
SPRING TERM	
ESP 602 Behavioral Strategies for Working with Students with Exceptionalities: Managing the Learning Environment	3
ESP 604 Educating Students with Mild to Moderate Disabilities	3
ESP 608 Assessment and Evaluation of Learners with Exceptionalities: Birth to Grade 12	3
SUMMER TERM	
ESP 603 Identification, Assessment, & Treatment Models for At-Risk Readers	3
ESP 606 Assistive Technology in Special Education	3
ESP 607 Professional & Family Collaboration in Schools	3
FALL TERM	
ESP 605 Educating Students with Severe & Multiple Disabilities	3
ECI 695 Seminar: Teacher as Researcher	3
ESP 610 Integrative Practicum Seminars: Childhood (5-9) or ESP 611 Integrative Practicum Seminar: Middle Childhood (5-9)	1
ESP 677 Student Teaching in Special Education: Childhood (1-6) or ESP 678 Student Teaching in Special Education: Middle Childhood (5-9)	3
TOTAL 37 CREDITS	
CROSS CERTIFICATION CORE COURSES	
ESP 600 Foundations of Special Education	3
ESP 602 Behavioral Strategies for Working with Students with Exceptionalities: Managing the Learning Environment	3
ESP 604 Educating Students with Mild to Moderate Disabilities	3
ESP 608 Assessment and Evaluation of Learners with Exceptionalities: Birth to Grade 12 Levels	3
TOTAL 12 CREDITS	

ADVANCED CERTIFICATE IN SPECIAL EDUCATION

Purpose

This advanced certification is intended for teachers who have previously completed a MSED in the areas elementary and/or adolescent education and currently hold at least initial certification but are now seeking advanced certification in the area of special education. Completion of this program will provide the necessary preparation for the task of working with students with emotional and behavioral disabilities, mild and moderate disabilities, and severe and multiple disabilities.

Educational and Career Objectives

Graduates of this certificate program will be able to increase their ability to secure employment through this advanced certification so as to serve current needs within school systems for qualified teachers in these areas of special education. Within the school systems in which they are employed or will be employed, their ability to serve a wider variety of students within the system will be of great advantage.

Option 1: Individuals with an M.S.Ed. (Gr.1 – Gr.6 & Gr.5 – Gr.9) degree from an institution other than medaille

Semester 1	
Course Number & Title	Credits
ESP 600:Foundations of Special Education	3
ESP 604: Educating Students with Mild to Moderate Disabilities	3
Session 2	
ESP 608: Assessment of Students with Disabilities at the Childhood and Middle Childhood Level	3
Semester 2	
Course Number & Title	Credits
ESP 602: Strategies for Working with Students with Emotional and Behavioral Disabilities	3
ESP 605: Educating Students with Severe and Multiple Disabilities	3
Session 2	
ESP 677/678: Student Teaching in Special Education	3
Total number of credits for the Advanced Certificate in Special Education: Option 1	
	18

Option 2 : Medaille Graduates with MSED in Literacy (Gr.1 – Gr. 6 & Gr.5 – Gr.9)

Semester 1	
Course Number & Title	Credits
ESP 602: Strategies for Working with Students with Emotional and Behavioral Disabilities	3
ESP 604: Educating Students with Mild to Moderate Disabilities	3
ESP 605: Educating Students with Severe and Multiple Disabilities	3
Session 2	
ESP 677/678: Student Teaching in Special Education	3
Total number of credits for the Advanced Certificate in Special Education: Option 2	
	12

**Option 3: Medaille Graduates with MSED in Elementary Education
(Gr. 1 – Gr. 6)**

Semester 1	
Course Number & Title	Credits
ESP 602: Strategies for working with Students with Emotional and Behavioral Disabilities	3
ESP 604: Educating Students with Mild to Moderate Disabilities	3
Session 2	
ESP 608: Assessment of Students with Disabilities at the Childhood and Middle Childhood Level	3
Semester 2	
Course Number & Title	Credits
ESP 605: Educating Students with Severe and Multiple Disabilities	3
Session 2	
ESP 677/678: Student Teaching in Special Education	3
Total number of credits for the Advanced Certificate in Special Education: Option 3	
	6

M.S.ED. STUDENTS WITH DISABILITIES 1-6 AND 7-12 GENERALIST

Program Description

The M.S.Ed. in Students with Disabilities will consistently emphasize theory to practice. This degree is specifically designed for individuals who currently hold, or are working towards, initial New York State certification in Students with Disabilities. The Medaille program also admits licensed, graduate-level teachers to cross-certify in Students with Disabilities. Graduates of the M.S.Ed. in Students with Disabilities will understand and be prepared to focus on the unique academic, cognitive, social, and emotional needs of students receiving special education services. Simultaneously, our graduates will assist diverse learners to succeed in general education settings. Collaboration with colleagues and families will be emphasized and combined with enhancing the overall knowledge and individual skills of the Students with Disabilities Educator.

The Mission Of The Program

The mission of the M.S.Ed. in Students with Disabilities is to provide the academic training required for initially-certified educators in Elementary Education (Childhood 1–6) or Adolescent Education (7–12 Generalist) to qualify for professional certification in childhood or adolescent students with disabilities. Students entering the program with a baccalaureate degree will earn a Master of Science degree in Education (M.S.Ed.). Students who already have a Masters degree and certification in education may enter the program and earn cross-certification in Students with Disabilities 1-6 or 7-12 generalist.

Our program intends to prepare teachers with the knowledge and communication skills they need to be strong classroom teachers and students with disabilities leaders. Our graduates will develop expert skills necessary to work with students with disabilities at the elementary and high school levels. However, we also recognize the importance of identifying students with disabilities as soon as possible in order to support them with intensive, systematic, appropriate, and explicit instruction and accommodations for successful learners.

Goals of the Program

The goal of the M.S.Ed. in Students with Disabilities is to produce professionals who can effectively teach students with a wide array of exceptionalities and severity levels. Graduates of the program will be able to effectively modify instruction, curriculum, and materials for learners with exceptionalities while working collaboratively with other educators, professionals, parents, and the community in both inclusive and special education settings.

Students enrolled in this program have two certification options at the M.S.Ed. or Post Master's Certification (PMC) level: 1– 6 grade or 7-12 grade. Graduates will be engaged in courses that assist them in building a constructivist model of instruction through coursework, field experiences and practicum. Graduates will have practical instructional experiences with children and adolescents with disabilities. These experiences are designed to focus on the individual needs of learners. Graduates will learn to develop strategies for differentiated instruction for diverse learners, to modify existing curriculum and materials and to work collaboratively with parents, professionals and community partners. The goal of the M.S.Ed. in Students with Disabilities is to produce leaders of students with disabilities in multiple school settings.

Students holding a master's degree in Education will have the option of completing a Post Master's certificate in Students with Disabilities. Students seeking the Post Master's certificate option will have two certification options: 1-6 grade or 7-12 grade. The goal of the Post Master's certificate is to produce teachers who can deliver instruction to students with disabilities in a variety of school settings.

Evidence of program success

100% of Medaille College's M.S.Ed. Special Education 2009 graduates are employed in Education or continuing their studies.

Field Experiences & Practicum

For students entering the program with initial certification, they will complete a minimum of 50 participation hours. For students who are not initially certified, they will complete a minimum of 100 participation hours. If students are initially certified in Childhood 1-6 they will take either ESP 688P Integrative Practicum I (1-3) or ESP 688J Integrative Practicum I (4-6). If students are initially certified in Childhood 7-12, they will take either ESP 689A Integrative Practicum II (7-9) or ESP 689S Integrative Practicum II (10-12). If students are not initially certified and they are pursuing certification in 1-6 they will take both practicums: ESP 688P Integrative Practicum I (1-3) and ESP 688J Integrative Practicum I (4-6). If students are not initially certified, and they are pursuing certification in 7-12 they will take both practicums: ESP 689A Integrative Practicum II (7-9) or ESP 689S Integrative Practicum II (10-12). (see table below)

Field Experiences & Practicum

For students entering the program with initial certification, they will complete a minimum of 50 participation hours. For students who are not initially certified, they will complete a minimum of 100 participation hours. If students are initially certified in Childhood 1-6 they will take either ESP 688P Integrative Practicum I (1-3) or ESP 688J Integrative Practicum I (4-6). If students are initially certified in Childhood 7-12, they will take either ESP 689A Integrative Practicum II (7-9) or ESP 689S Integrative Practicum II (10-12). If students are not initially certified and they are pursuing certification in 1-6 they will take both practicums: ESP 688P Integrative Practicum I (1-3) and ESP 688J Integrative Practicum I (4-6). If students are not initially certified, and they are pursuing certification in 7-12 they will take both practicums: ESP 689A Integrative Practicum II (7-9) or ESP 689S Integrative Practicum II (10-12). (see table below)

Student certification status	Participation hours required (minimum)	Course(s) required
Student is initially certified in Childhood 1-6	50	ESP 688P Integrative Practicum I (1-3) or ESP 688J Integrative Practicum I (4-6)
Student is initially certified in Childhood 7-12	50	ESP 689A Integrative Practicum II (7-9) or ESP 689S Integrative Practicum II (10-12)
Student is pursuing initial certification in Childhood 1-6	100	ESP 688P Integrative Practicum I (1-3) and ESP 688J Integrative Practicum I (4-6)
Student is pursuing initial certification in Childhood 7-12	100	ESP 689A Integrative Practicum II (7-9) and ESP 689S Integrative Practicum II (10-12)

Table 1: Participation hours required

M.S.Ed. Students With Disabilities (SWD)		M.S.Ed. Students With Disabilities (SWD)	
Field Experiences with Certification		Field Experiences without Certification	
COURSES	HRS	COURSES	HRS
ESP 600 Foundations of Special Education	15	ESP 600 Foundations of Special Education	15
ESP 602 Behavioral Strategies for Working with Children with Exceptionalities: Managing the Learning Environment	10	ESP 602 Behavioral Strategies for Working with Children with Exceptionalities: Managing the Learning Environment	10
ESP 612 Educating Students with Mild to Moderate to Severe to Multiple Disabilities	10	ESP 612 Educating Students with Mild to Moderate to Severe to Multiple Disabilities	10
ESP 618 Assessing Children (1st-6th grade) with Exceptionalities or ESP 619 Assessing Children (7th-12th grade) with Exceptionalities	15	ESP 618 Assessing Children (1st-6th grade) with Exceptionalities or ESP 619 Assessing Children (7th-12th grade) with Exceptionalities	15
		ESP 607 Professional and Family Collaboration	25
		EDL 581 Early Language Development and Literacy or ESP 620 Differentiated Instruction in the Content Areas	25
Total	50	Total	100

Table 2: Field Experience hours listed by course

Delivery Design

The M.S.Ed. in Students with Disabilities is designed to be completed in 15 months. The program is offered in the College’s evening format. Students will take courses in either 7 week or 15 weeks sessions. The 7 week courses meet on Tuesday or Thursday evening. The full-semester courses meet on Monday or Wednesday. One course in the program, ECI 510 Research in Education, is strictly delivered in an online format. The 7 week sessions have 8-10 hour online components. The courses run during Fall, Spring, and Summer semesters. Degree students progress through the program as a single cohort taking a specific sequence of courses each semester. Non-degree students (i.e., those seeking cross- certification in Students with Disabilities) will take courses in the evening. Cross-certification includes six specifically designated courses taken over two semesters. Course schedules, listed by semesters, follow.

Course Schedules

The following sequence represents the order that courses will be offered in the Students with Disabilities 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.

COURSE SCHEDULES FOR MSED SWD 1-6 AND 7-12 (with initial certification)

1-6 (FALL START)	7-12 (FALL START)
Semester 1 Fall	Semester 1 Fall
ESP 600 Foundations of Special Education	ESP 600 Foundations of Special Education
ESP 602 Behavioral Strategies for Working with Children with Exceptionalities: Managing the Learning Environment	ESP 602 Behavioral Strategies for Working with Children with Exceptionalities: Managing the Learning Environment
ESP 612 Educating Students with Mild to Moderate to Severe to Multiple Disabilities	ESP 612 Educating Students with Mild to Moderate to Severe to Multiple Disabilities
Semester 2 Spring	Semester 2 Spring
ECI 510 Research in Education	ECI 510 Research in Education
EDL 550 Developmental Literacy	EDL 585 Adolescent Literacy: Transacting with Literature
ESP 618 Assessing Children (1st-6th grade) with Exceptionalities	ESP 619 Assessing Children (7th-12th grade) with Exceptionalities
Semester 3 Summer	Semester 3 Summer
ESP 606 Assistive Technology	ESP 606 Assistive Technology
ESP 607 Professional and Family Collaboration	ESP 607 Professional and Family Collaboration
EDL 581 Early Language Development and Literacy	ESP 620 Differentiated Instruction in the Content Areas
Semester 4 Fall	Semester 4 Fall
ESP 688P Integrative Practicum I: 1-3 or ESP 688J Integrative Practicum I: 4-6	ESP 689A Integrative Practicum II: 7th- 9th grade or ESP 689 Integrative Practicum II: 9th- 12th grade
ESP 691 Portfolio	ESP 691 Portfolio
Total Credits: 33	Total Credits: 33

COURSE SCHEDULES FOR MSED-SWD 1-6 AND 7-12 (without initial certification)

1-6 (FALL START)	7-12 (FALL START)
Semester 1 Fall	Semester 1 Fall
ESP 600 Foundations of Special Education	ESP 600 Foundations of Special Education
ESP 602 Behavioral Strategies for Working with Children with Exceptionalities: Managing the Learning Environment	ESP 602 Behavioral Strategies for Working with Children with Exceptionalities: Managing the Learning Environment
ESP 612 Educating Students with Mild to Moderate to Severe to Multiple Disabilities	ESP 612 Educating Students with Mild to Moderate to Severe to Multiple Disabilities
Semester 2 Spring	Semester 2 Spring
ECI 510 Research in Education	ECI 510 Research in Education
EDL 550 Developmental Literacy	EDL 585 Adolescent Literacy: Transacting with Literature
ESP 618 Assessing Children (Birth-6th grade) with Exceptionalities	ESP 619 Assessing Children (7th-12th grade) with Exceptionalities
Semester 3 Summer	Semester 3 Summer
ESP 606 Assistive Technology	ESP 606 Assistive Technology
ESP 607 Professional and Family Collaboration	ESP 607 Professional and Family Collaboration
EDL 581 Early Language Development and Literacy	ESP 620 Differentiated Instruction in the Content Areas
Semester 4 Fall	Semester 4 Fall
ESP 688P Integrative Practicum I: 1-3	ESP 689A Integrative Practicum II: 7th- 9th grade
ESP 688J Integrative Practicum I: 4-6	ESP 689 Integrative Practicum II: 9th- 12th grade
ESP 691 Portfolio	ESP 691 Portfolio
Total Credits: 36	Total Credits: 36

M.S.ED. IN SPECIAL EDUCATION/M.S.ED IN STUDENTS WITH DISABILITIES 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. Three credit hours. Offered every semester.

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.

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. If the student is pursuing a MSED-SWD a minimum of 25 participation hours is required. Three credit hours. Prerequisite: none. Offered Fall and Spring.

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. If a student is pursuing the MSED-SWD a minimum of 25 participation hours is required. Three credit hours. Offered Fall, Spring, Summer. No prerequisite.

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. Three credit hours. Prerequisites: EDL 580 or equivalent. Offered Fall, Spring, Summer.

ESP 600 FOUNDATIONS OF SPECIAL EDUCATION

This course offers an examination of the historical, social, and legal foundations of special education. Emphasis will be 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 disabilities in home and school settings. An overview of the characteristics and instructional needs of individuals with disabilities for children birth through 12, will be provided. Issues related to school, community and family collaborations for children with disabilities will also be examined. Provided, is an overview of the characteristics and instructional needs of individuals with all exceptionalities (including Autistic Spectrum Disorders) identified in the present federal educational disability related legislation. The impact of diversity and assistive technology services of persons with special needs in the school will also be addressed. A minimum of 15 participation hours are required. Three credit hours. Prerequisite: none. Offered Fall, Spring.

ESP 601 LEARNING DISABILITIES: THEORY AND 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. Three credit hours. Offered every semester.

ESP 602 BEHAVIORAL STRATEGIES FOR WORKING WITH STUDENTS WITH EXCEPTIONALITIES: MANAGING THE LEARNING ENVIRONMENT

This course is intended to help teachers understand the assessment of and intervention for children, (infancy through adolescence) with emotional and behavioral disorders with an emphasis on school age settings. A study of Autism Spectrum Disorder, as it relates to effective emotional and behavioral strategies will also be covered. Theoretical and practical applications of behavioral analysis will be included with stress placed on the prevention of behavior problems while supporting the development of independence and positive social interaction skills. This course will also focus on identifying, recording, evaluating, and effecting positive change in the social and academic behaviors of children with special needs, through the process of behaviorally-based instruction, functional behavioral assessments, and the development of behavior support plans. The impact of diversity and assistive technology services on children with special needs in the school will also be addressed. The impact of culture and individual values on the assessment, perception, and response to children with emotional and behavioral disorders and their families will also be carefully considered. A minimum of 10 participation hours is required. Three credit hours. Offered Fall, Spring.

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. Three credit hours. Offered every semester.

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 elementary and middle school students with higher incidence developmental disabilities. The development of differentiated instructional methodologies along with group instructional procedures will be examined. Emphasis will also be placed on the 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. Consideration will be given to issues relevant to the student's cultural and social background in the identification of disability, developmental delay, and the development of individual educational objectives. The impact of diversity and assistive technology services of persons with special needs in the school will also be addressed. IEP development and relevant legal and service mandates as per IDEA and ADA will also be examined. Three credit hours. Offered every semester.

ESP 605 EDUCATING STUDENTS WITH SEVERE AND MULTIPLE DISABILITIES

This course examines the characteristics of elementary and middle school learners with severe or multiple disabilities and related curriculum development and methods of instruction, including 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 least restrictive environment and inclusion, 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. Three credit hours. Offered every semester.

ESP 606 ASSISTIVE TECHNOLOGY FOR SPECIAL NEED LEARNERS

Designed to help special educators develop an awareness of technology that can assist in the lives and learning of children birth through 12th grade, receiving special education. Technology for managing, assessing, and teaching across multiple computer operating systems will be covered as well as administrative applications of technology related to special education. Students will analyze the use of assistive technology devices that allow access to computers for children with physical challenges. Multicultural issues relating to technology access will be addressed in readings, lecture, and practicum. Three credit hours. Prerequisites: CIS 155 or equiv., ESP 600. Offered Summer.

ESP 607 PROFESSIONAL, FAMILY AND COMMUNITY COLLABORATION IN SCHOOLS AND SCHOOLING

This course provides a comprehensive set of strategies and methods for involving general and special education teachers, other professionals, parents and the community in collaborative partnerships for the benefit of children and adolescents with disabilities. School relationships with families of children and adolescents with special needs and potential barriers to these contacts to include cultural and individual perceptions will be considered along with legal rights of families whose children and adolescents receiving special education services. A strong emphasis will be placed on a family-centered approach to education with a goal that teachers will become better able to analyze their own personal values, beliefs, and cultural biases in order to offer better support for families. If students are pursuing the MSED-SWD a minimum of 25 participation hours are required. Three credit hours. Prerequisites: ESP 600. Offered Summer.

ESP 608 ASSESSMENT AND EVALUATION OF LEARNERS WITH EXCEPTIONALITIES: BIRTH TO GRADE 12

The purpose of this course is to provide knowledge and develop skills in assessment and related program planning for elementary and middle school students with special needs. The class will emphasize an individualized, family-centered, and culturally competent approach to assessment. A study of assessment procedures used in the referral, identification, and instructional phases of program planning for students with special needs in childhood and middle childhood education will be emphasized. There will be an additional focus on those specific educational assessment methods and procedures used in decision making and program planning for students with disabilities to include those with culturally or linguistically diverse backgrounds and needing assistive technology. Three credit hours. Offered every semester.

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. One credit hour. Offered every semester.

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. One credit hours. Offered every semester.

ESP 612 EDUCATING STUDENTS WITH MILD AND MODERATE TO SEVERE AND MULTIPLE DISABILITIES

This course provides the necessary knowledge and skills to select, adapt, and sequence instructional methods and materials for a range of elementary and middle school students with higher incidence developmental disabilities and severe & multiple disabilities. The development of differentiated instructional methodologies in the content areas (Math, ELA, Science and Social Studies) along with group instructional procedures will be examined. Emphasis will also be placed on the integration of general education and special education methodologies along with the development of learning communities, curricular adaptation, access to the general curriculum, functional skill objectives, and community-based instruction. It also examines the issues and trends related to development and implementation of community-based educational, recreational, work and living options and supports. Content related to issues relevant to the student's cultural and social background in the identification of disability, developmental delay and the development of individual educational objectives will be examined. Topics related to person-centered planning, family involvement, medical concerns as relevant to the classroom, advocacy and assistive technology services of children with special needs in the school will also be addressed. Included will be IEP development and relevant legal and service mandates as per IDEA and ADA. A minimum of 10 participation hours is required. Three credit hours. Prerequisites: ESP 600. Offered Fall, Spring.

ESP 618 ASSESSING CHILDREN (1st -6th GRADE) WITH EXCEPTIONALITIES

The purpose of this course is to provide knowledge and develop skills in assessment, diagnosis and remediation of children with special needs from birth through middle childhood. The class will emphasize an individualized, culturally competent approach to assessment that identify children's' strengths and weaknesses. Students will demonstrate understanding of assessment tools and procedures, the referral process, identification, and instructional phases of program planning for children with special needs from birth through middle childhood education,. There will be additional focus on specific educational assessment methods and procedures used for students with disabilities to include those with culturally or linguistically diverse backgrounds and students needing assistive technology. A minimum of 15 participation hours are required. Three Credit hours. Offered Spring, Summer.

ESP 619 ASSESSING CHILDREN (7TH-12TH GRADE) WITH EXCEPTIONALITIES

The purpose of this course is designed to investigate and develop skills in assessment, diagnosis and remediation of children with disabilities in grades 7-12. Students will learn program planning with an emphasis on individualized and culturally competent approaches to assessment. Students will learn the process of identification, referral and assessment procedures used for the adolescent child in grades 7-12. There will be specific focus on educational assessments geared for transitions from school to adult and programming that meets the needs of children and their families. The appropriate use of assistive technology, modifications and accommodations as it relates to assessment will also be covered. A minimum of 15 participation hours are required. Three Credit hours. Prerequisites: ESP 600, ESP 612. Offered Spring, Summer.

ESP 620 DIFFERENTIATED INSTRUCTION IN THE CONTENT AREAS

This course is intended to provide students teaching 7-12th grade with the knowledge of curricular learning options for students with complex academic needs. Emphasis will be placed on modifications and adaptations to core content making it accessible for all students, while focusing on elements such as content, process and student product, as a means to guide instructional planning. Students will explore cognition and learning to uncover strategies that support growth and development in an academic setting. If students are pursuing the MSED-SWD a minimum of 25 participation hours are required. Three Credit hours. Prerequisites: ESP 600, ESP 612. Offered Summer.

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. Three credit hours. Offered every semester.

ESP 678 STUDENT 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. Three credit hours. Offered every semester.

ESP 688P INTEGRATIVE PRACTICUM I: 1st-3rd GRADE

This course provides students seeking Students with Disabilities certification (1st-3rd grade) with experience in educating children who have been identified as needing special education services. Students will demonstrate their ability to provide differentiated instruction and apply appropriate teaching strategies that meet the specific needs of children with disabilities. Students will gain experience in administering assessments, developing IFSP/IEP's/504 plans and planning and delivering instruction in a tutorial setting. Students will prepare reports for shared collaboration with parents and other professionals directly involved with the child's educational progress. Through involvement in the practicum, students will acquire a realistic perspective of special education and develop the knowledge, skills, and aptitudes needed for entry into Students with Disabilities educator positions. Three Credit hours. Offered every semester.

ESP 688J INTEGRATIVE PRACTICUM I: 4th-6th GRADE

This course provides students seeking Students with Disabilities certification (4th-6th grade) with experience in educating children who have been identified as needing special education services. Students will demonstrate their ability to provide differentiated instruction and apply appropriate teaching strategies that meet the specific needs of children with disabilities. Students will gain experience in administering assessments, developing IFSP/IEP's/504 plans and planning and delivering instruction in a tutorial setting. Students will prepare reports for shared collaboration with parents and other professionals directly involved with the child's educational progress. Through involvement in the practicum, students will acquire a realistic perspective of special education and develop the knowledge, skills, and aptitudes needed for entry into Students with Disabilities educator. Three Credit hours. Offered every semester.

ESP 689A INTEGRATIVE PRACTICUM II: 7th-9th GRADE

This course provides students seeking Students with Disabilities (7th – 9th grade) with experience in educating children who have been identified as needing special education services. Students will demonstrate their ability to provide differentiated instruction and apply appropriate teaching strategies that meet the specific needs of children with disabilities. Students will gain experience in administering assessments, developing IEP's/504 plans and planning and delivering instruction in a tutorial setting. Students will prepare reports for shared collaboration with parents and other professionals directly involved with the child's educational progress. Through involvement in the practicum, students will acquire a realistic perspective of special education and develop the knowledge, skills, and aptitudes needed for entry into Students with Disabilities educator positions. Three Credit hours. Offered every summer.

ESP 689S INTEGRATIVE PRACTICUM II: 10th - 12th GRADE

This course provides students seeking Students with Disabilities educator certification (10th – 12th grade) with experience in educating children who have been identified as needing special education services. Students will demonstrate their ability to provide differentiated instruction and apply appropriate teaching strategies that meet the specific needs of children with disabilities. Students will gain experience in administering assessments, developing IEP's/504 plans and planning and delivering instruction in a tutorial setting. Students will prepare reports for shared collaboration with parents and other professionals directly involved with the child's educational progress. Through involvement in the practicum, students will acquire a realistic perspective of special education and develop the knowledge, skills, and aptitudes needed for entry into Students with Disabilities educator positions. Three Credit hours. Offered every summer.

ESP 691 PORTFOLIO FOR STUDENTS WITH DISABILITIES PRACTICE

The purpose of this course is to provide students with documentation of their growth and achievement throughout their Masters program in Students with Disabilities. Emphasis will be on the creation and selection of specific artifacts that represent evidence of knowledge, application and reflective practice in teaching students with disabilities. The course will also cover leadership in inclusive classrooms and the role of students with disabilities educators in the collaborative process. Included in the course, will be the development and implementation of an informational workshop/presentation to peers, educators and other professionals, highlighting an area of concern in students with disabilities education. Three Credit hours. Prerequisite: Must be taken with ESP 688 or ESP 689. Offered Fall.

M.A. IN MARRIAGE AND FAMILY THERAPY/ADVANCED CERTIFICATE IN MARRIAGE AND FAMILY THERAPY

Program Description

The Master of Arts in Marriage and Family Therapy (MFT) program is designed to prepare students to work with couples and families in a variety of settings, by providing both theoretical and practical skills in this highly specialized field. The emphasis is to train competent clinicians who conceptualize individual and family issues from a systemic perspective. The program is a 48-credit course of study that meets New York State educational requirements for licensure as an MFT. Students take a fixed sequence of courses, complete a 500-hour Marriage and Family Practicum and prepare a Capstone Project.

Upon completion of the program, graduates seek employment in public and private sectors, where they work under supervision to complete the 1,500 hour NYS experience requirement for licensure. Clinicians have up to 2 years to fulfill the experience requirement and must pass a national qualifying exam in order to be eligible for licensure as an MFT. Licensed Marriage and Family Therapists deliver services that focus on interactional and systemic issues affecting relationships within a couple or a family system.

Advanced Certificate Description

The Advanced Certificate in Marriage and Family Therapy (MFT) program is designed to prepare students who already have a graduate degree to work with couples and families in a variety of settings, by providing both theoretical and practical skills in this highly specialized field. The emphasis is to train competent clinicians who conceptualize individual and family issues from a systemic perspective. The program is a 27-credit course of study that meets New York State educational requirements for licensure as an MFT. Students take a fixed sequence of courses and complete a 500-hour Marriage and Family Practicum.

Career objectives

Students who complete the M.A. in Marriage and Family Therapy will:

- Have a solid research-based clinical knowledge in the areas of family, group, couples, and individual therapy techniques.
- Have a thorough understanding of the professional, legal and ethical issues related to the field of marriage and family therapy.
- Develop therapeutic skills to work sensitively with diverse populations in a wide range of clinical settings.
- Have received the educational requirements needed to obtain NYS licensure as a MFT.
- Have completed 300 client contact hours towards the 1,500-hour experience requirement for NYS licensure as MFT.
- Graduate from a program of study that includes the breadth and depth of knowledge needed for preparation for the American Association for Marriage and Family Therapy Exam.

Students who complete the Advanced Certificate in Marriage and Family Therapy will:

- Have a solid research-based clinical knowledge in the areas of family, group, couples, and individual therapy techniques
- Have a thorough understanding of the professional, legal and ethical issues related to the field of marriage and family therapy
- Develop therapeutic skills to work sensitively with diverse populations in a wide range of clinical settings
- Have received the educational requirements needed to obtain NYS licensure as a MFT
- Have completed 300 client contact hours towards the 1,500-hour experience requirement for NYS licensure as MFT;
- Have graduate from a program of study that includes the breadth and depth of knowledge needed for preparation for the National MFT Exam

Marriage and Family Therapy Program Design:

Students are admitted once per year, in the fall term and proceed through the program as a cohort. All students participate in a Program Orientation the week before the program starts. Orientation will include the Program Director, the Clinical Practicum Coordinator, and faculty who will provide an overview of the program, practica, and capstone project requirements. This forum will encourage students to ask questions and obtain clarification regarding their upcoming academic and training experience.

Coursework

The M.A. in Marriage and Family Therapy is offered as a fixed sequence of thirteen 8-week courses, taken one course at a time. Additionally, students must complete a 500 hr supervised MFT Practicum (with a minimum of 300 client contact hours,) and must complete a capstone project.

Each 8-week course includes 38-in-class hours (split between the fourth and eighth weekends of the course) with 4-week intervals of independent study with faculty support as needed. This delivery method requires students to take two classes each term in Year 1 (Fall, Spring, Summer) for a total of 18 credits; and three classes thereafter in Years 2 & 3.

Each of the thirteen 8-week courses will proceed as follows:

Week 1	Students receive all learning materials, including course syllabus, reading assignments, research paper topics, and/ or project assignments.
Weeks 2 & 3	Students work independently on assignments with faculty support as needed
Weekend 4	Students spend 19 hrs in-class (4 hrs Friday night, 8 hrs Saturday, and 7hrs Sunday)
Weeks 5-7	Students work independently on assignments with faculty support as needed
Weekend 8	Students spend 19 hrs in-class (4 hrs Friday night, 8 hrs Saturday, and 7 hrs Sunday.) At the end of weekend 8, students receive all learning materials for the next class in the sequence, hence marking that course’s week 1.

Practicum

The supervised practicum experience requires a substantial time commitment on the part of the student of at least 16 hours during the week in a clinical setting (two full days or several evenings,) in addition to weekend courses taken simultaneously in those three semesters. Accordingly, students will be advised by both Admissions counselors and faculty (during the admission interview) prior to starting the program that they must adjust other time commitments during the clinical phase of their training.

The MFT program's rigorous requirements for supervision and clinical experience include:

- 500 hours of supervised clinical experience. Of these, 300 hours must be face-to-face contact with individuals, couples or families,
- To adhere to accreditation guidelines for the American Association of Marriage and Family Therapists, 250 of the 300 hours must be with couples or families,
- To adhere to accreditation guidelines for the American Association of Marriage and Family Therapists, students are required to accumulate 100 hours of clinical supervision with an LMFT Supervisor, of which 50 hours must be “live supervision” via video, audio or live supervision. These 100 hours may be accumulated during the course of the 500 global hours or during the Practicum class on campus.

Students will use the MFT Monthly Record of Practicum Hours and Supervision Form to record their practicum hours (attached with Practicum Syllabus). Three signatures will be required on this form—the student’s, the site supervisor’s and the campus supervisor’s. The student’s campus supervisor will be the College representative responsible for meeting with each student to ensure that the forms are being maintained and the hours completed. The Clinical Practicum Coordinator will be responsible for maintaining records of training hours.

Capstone

The Capstone Project is completed over the last six months of the program (Summer Year 2 and Fall of Year 3.) It is the culmination of a student’s training that assesses ability to integrate course work and clinical experience into a unified working approach. The Capstone Experience Portfolio is evaluated by the student’s advisor and one other faculty member. It includes the portfolio collection, a clinical case analysis, and future plan for professional development. Graduation from the M.A. in MFT Program is dependent upon successful completion of the Capstone Project, as determined by the student’s advisor.

M.A. in Marriage and Family Therapy Program Schedule

FIRST YEAR (Fall 1)	
Course Number & Title	Credits
MFT 620 Introduction to Systems Theory	3
MFT 630 Theories of Marriage & Family Therapy	3
Term credit total:	6
FIRST YEAR (Spring 1)	
Course Number & Title	Credits
MFT 640 Psychopathology in the Family System	3
MFT 650 Assessment in Family Therapy	3
Term credit total:	6
FIRST YEAR (Summer 1)	
Course Number & Title	Credit
MFT 660 Group Processes & Techniques	3
MFT 670 Legal and Ethical Issues in Family Therapy	3
MFT 671 Child Abuse Prevention Workshop (online)	0
Term credit total:	6
SECOND YEAR (Fall 2)	
Course Number & Title	Credits
MFT 680 Treating Diverse Populations	3
MFT 690 Human Development & the Family Life Cycle	3
MFT 701 MFT Practicum I	3
Term credit total:	9
SECOND YEAR (Spring 2)	
Course Number & Title	Credit
MHC 720 Research Methods in Marriage and Family Therapy	3
MFT 730 Couples and Sex Therapy	3
MFT 702 Practicum II	3
Term credit total:	9
SECOND YEAR (Summer 2)	
Course Number & Title	Credits
MFT 740 Substance Abuse and Violence in the Family System	3
MFT 751 Capstone Project I	3
Term credit total:	6
THIRD YEAR (Fall 3)	
Course Number & Title	Credit
MFT 752 Capstone Project II	0
MFT 760 Family Law	3
MFT 703 Practicum III	3
Term credit total:	6
Total credit hours	
	48

Advanced Certificate In Marriage And Family Therapy Program Schedule

Term:Fall 1	
Course Number & Title	Credits
MFT 620 Introduction to Systems Theory	3
MFT 630 Theories of Marriage and Family Therapy	3
MFT 701 Marriage and Family Therapy Practicum I	3
Term credit total:	9
Term:Spring 1	
Course Number & Title	Credits
MFT 650 Assessment in Family Therapy	3
MFT 670 Legal and Ethical Issues in Family Therapy	3
MFT 671 Child Abuse Prevention Workshop	0
MFT 702 Marriage and Family Therapy Practicum II	3
Term credit total:	9
Term:Summer 1	
Course Number & Title	Credits
MFT 703 Marriage and Family Therapy Practicum III	3
MFT 730 Couples and Sex Therapy	3
MFT 760 Family Law	3
Term credit total:	9
Total credit hours	27

M.A. in Marriage and Family Therapy: Licensure-Qualifying Curriculum Content Areas

Required Content Areas:		Course Number(s), Titles(s) and Semester Hours
(i)	study of human development, including individual, child and family, at least 3 semester hours;	MFT 690 Human Development and the Family Life Cycle (3)
(ii)	marriage and family clinical knowledge, including but not limited to psychopathology, at least 12 semester hours;	MFT 640 Psychopathology in the Family System (3) MFT 650 Assessment in Family Therapy (3) MFT 660 Group Processes and Techniques (3) MFT 680 Treating Diverse Populations (3) MFT 730 Couples and Sex Therapy (3)
(iii)	marriage and family theoretical knowledge, at least 6 semester hours;	MFT 620 Introduction to Systems Theory (3) MFT 630 Theories of Marriage and Family Therapy (3)
(iv)	family law;	MFT 760 Family Law (3)
(v)	research, at least 3 semester hours;	MFT 720 Research Methodology in Marriage and Family Therapy (3)
(vi)	professional ethics, at least 3 semester hours;	MFT 670 Legal & Ethical Issues in Family Therapy (3)
(vii)	recognition and reporting of child abuse and maltreatment; and	MFT 671 Child Abuse Prevention Workshop (0)
(viii)	supervised practicum in marriage and family therapy of at least 300 client contact hours.	MFT 701 Marriage and Family Therapy Practicum I (3), MFT 702 Marriage and Family Therapy Practicum II (3), MFT 703 Marriage and Family Therapy Practicum III (3)

Advanced Certificate Marriage and Family Therapy: Licensure-Qualifying Curriculum Content Areas

Required Content Areas:		Course Number(s), Titles(s) and Semester Hours
(i)	study of human development, including individual, child and family, at least 3 semester hours;	Met through prerequisites/admissions criteria
(ii)	marriage and family clinical knowledge, including but not limited to psychopathology, at least 12 semester hours;	MFT 650 Assessment in Family Therapy (3) MFT 730 Couples and Sex Therapy (3) (6 additional hours to be met through prerequisites/admissions criteria)
(iii)	marriage and family theoretical knowledge, at least 6 semester hours;	MFT 620 Introduction to Systems Theory (3) MFT 630 Theories of Marriage and Family Therapy (3)
(iv)	family law;	MFT 760 Family Law (3)
(v)	research, at least 3 semester hours;	Met through prerequisites/admissions criteria
(vi)	professional ethics, at least 3 semester hours;	MFT 670 Legal & Ethical Issues in Family Therapy (3)
(vii)	recognition and reporting of child abuse and maltreatment; and	MFT 671 Child Abuse Prevention Workshop (0)
(viii)	supervised practicum in marriage and family therapy of at least 300 client contact hours.	MFT 701 Marriage and Family Therapy Practicum I (3) MFT 702 Marriage and Family Therapy Practicum II (3) MFT 703 Marriage and Family Therapy Practicum III (3)*

Note for students completing the Advanced Certificate in Marriage and Family Therapy: Students pursuing the Advanced Certificate in Marriage and Family Therapy will not meet some of the content area requirements through the completion of the certificate. However, because these students are required to hold a master's level degree in a related field (Mental Health Counseling, for example), they will have already satisfied the content requirements (through prerequisites). Admissions requirements for the Advanced Certificate in Marriage and Family Therapy ensure that students will already have completed the required content areas for three hours of study of human development, including individual, child and family; six hours of marriage and family clinical knowledge, including but not limited to psychopathology; and, three hours of research.

MARRIAGE AND FAMILY THERAPY COURSE DESCRIPTIONS

MFT 620 INTRODUCTION TO SYSTEMS THEORY

This course is designed to provide students with a foundational understanding of the dynamics of family interaction from a ‘systems’ perspective. This course is an introduction to the history and systemic foundations of the study and understanding of family life with emphasis on the various theories of family process and development. The development of an understanding of ‘systems theory’, its application to family interaction, and its evaluation will form the basis of the course content. Topics included: historical and conceptual development of Family Systems Theory, introduction to General Systems Theory, family rules, roles, structure and interaction patterns, functional and dysfunctional family systems, life cycle issues in marriage and family and ethnicity and family therapy. Three credit hours.

MFT 630 THEORIES OF MARRIAGE AND FAMILY THERAPY

This course is an introduction to the history, development, and systemic foundations of marriage and family therapy. This course will survey the various models and theories of family therapy with particular attention paid to the different conceptions of healthy and dysfunctional dynamics, goals in family therapy treatment, and associated therapeutic approaches and techniques. Particular attention will be paid to the development of the major schools of marriage and family therapy, the integration of various approaches in family therapy and the research outcomes of each. Three credit hours.

MFT 640 PSYCHOPATHOLOGY IN THE FAMILY SYSTEM

This course provides students with the most current information regarding the etiologies, and subsequent treatments, of the most prevalent mental illnesses in our society from a systemic perspective. Three credit hours.

MFT 650 ASSESSMENT IN FAMILY THERAPY

This course will explore theoretical perspectives on marital and family assessment, along with a thorough examination of assessment techniques and treatment planning strategies using the Genogram and eco-map, as well as other assessment tools to determine patterns family systems interactions and develop effective treatment planning strategies. Three credit hours.

MFT 660 GROUP PROCESSES AND TECHNIQUES

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 in a systemic context. Additionally, students will participate in an ongoing experiential process group throughout the semester. Three credit hours.

MFT 670 LEGAL AND ETHICAL ISSUES IN MARRIAGE AND FAMILY THERAPY

This course will focus on the ethical principles and professional standards of therapy practice, and survey the ethical and legal issues facing the professional Family and Marital therapists. Students will review professional goals, objectives, roles and functions of Marital and Family Therapists. This course also examines ethical and legal standards, risk management, professional credentialing and standards for professional counselors. Three credit hours.

MFT 671 CHILD ABUSE PREVENTION WORKSHOP

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

MFT 680 TREATING DIVERSE POPULATIONS

This course is designed to provide students with a general framework for understanding issues related to therapy with diverse populations, different cultures and lifestyles. The influence of race, ethnicity, religion, gender, socioeconomic status, sexual orientation will be explored. Three credit hours.

MFT 690 HUMAN DEVELOPMENT AND THE FAMILY LIFE CYCLE

This course introduces students to the major theories that have shaped the marriage and family therapists' understanding of human growth and development from conception, childhood and adolescence, to early, middle and late adulthood. The stages of family-life cycle are examined at three different levels of analysis: individual, systemic, and relational ethical. Major psychological tasks of each stage are presented with an examination of the potential problems. Family dysfunctions at each stage are considered from a systemic point of view as compared to other, more individually oriented theories, such as behaviorism, psychodynamic and developmental theories. Three credit hours.

MFT 701 MARRIAGE AND FAMILY THERAPY PRACTICUM I

This course will provide 180 hours of the 500 global hours of clinical experience treating couples and families under supervision of a licensed marriage & family therapist. Over the course of practicum I, II, and III, students will provide at least 300 hours of direct contact with couples, families, and/or individuals with marital or family issues, of those hours 250 must be with families and couples. Students will receive at least 1 hour of direct supervision at their practicum sites, and they will participate in practicum seminar on a weekly basis on campus. Particular emphasis is placed on developing skills to assess and conceptualize cases from a chosen theoretical perspective. Three credit hours.

MFT 702 MARRIAGE AND FAMILY THERAPY PRACTICUM II

This course will provide 180 hours of the 500 global hours of clinical experience treating couples and families under supervision of a licensed marriage & family therapist. Over the course of practicum I, II, and III, students will provide at least 300 hours of direct contact with couples, families, and/or individuals with marital or family issues, of those hours 250 must be with families and couples. Students will receive at least 1 hour of direct supervision at their practicum sites, and they will participate in practicum seminar on a weekly basis on campus. Particular emphasis is placed on developing skills to assess and conceptualize cases from a chosen theoretical perspective. Three credit hours.

MFT 703 MARRIAGE AND FAMILY THERAPY PRACTICUM III

This course will provide 180 hours of the 500 global hours of clinical experience treating couples and families under supervision of a licensed marriage & family therapist. Over the course of practicum I, II, and III, students will provide at least 300 hours of direct contact with couples, families, and/or individuals with marital or family issues, of those hours 250 must be with families and couples. Students will receive at least 1 hour of direct supervision at their practicum sites, and they will participate in practicum seminar on a weekly basis on campus. Particular emphasis is placed on developing skills to assess and conceptualize cases from a chosen theoretical perspective. Three credit hours.

MFT 730 COUPLES AND SEX THERAPY

This course will provide a foundation for the treatment of couples, by addressing common presenting issues such as child-rearing problems, partner abuse (emotional and physical), jealousy and conflicts regarding affiliation, gender roles, and issues of intimacy and sexuality. It will also present an overview of the field of sex therapy, by introducing students to sexual dysfunction and an overview of treatment techniques. Three credit hours.

MFT 751 CAPSTONE PROJECT I

The Capstone Project is the culmination of a student's training that assesses ability to integrate course work and clinical experience into a unified working approach. The Capstone Experience Portfolio is evaluated by the student's advisor and one other faculty member. It includes a portfolio collection, a clinical case analysis, and future plan for professional development. Three credit hours.

MFT 752 CAPSTONE PROJECT II

The Capstone Project is the culmination of a student's training that assesses ability to integrate course work and clinical experience into a unified working approach. The Capstone Experience Portfolio is evaluated by the student's advisor and one other faculty member. It includes a portfolio collection, a clinical case analysis, and future plan for professional development. Three credit hours.

MFT 760 FAMILY LAW

This course outlines the rights of the parties in New York Family Law, with particular attention to the legal aspects of marriage, divorce, paternity, child custody, property, and spousal support. Additionally, MFT 760 examines such issues as same-sex marriages, annulment, adoption, spousal violence and adoption laws. Emphasis will be placed on understanding and treating families who are involved in the legal system. Three credit hours.

M.A. IN MENTAL HEALTH COUNSELING/ADVANCED CERTIFICATE IN MENTAL HEALTH COUNSELING

Program Description

The Master of Art (M.A.) program in Mental Health Counseling (MHC) 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 Delivery Format

Medaille's MHC program is offered as a fixed sequence of 17 8-week courses, taken one course at a time, plus three semesters of Supervised Internship (MHC 677). Each 8-week course will include 38 in-class hours (split between the fourth and eighth weekends of the course) and appropriate amounts of professor guided independent study. Students will proceed through the Program as a cohort. This delivery method requires students to take two classes per semester, and six classes per calendar year. During the students second year the student will register for an additional 3 credit hours per semester for Internship (MHC 677). Therefore, students will be registered for 9 credit hours per semester during their second year.

Admissions Requirements

Please contact SAGE Admissions for specific information on admissions requirements.

Provisional Admission

Students may be admitted provisionally to the MHC program pending receipt of credentials such as original transcripts or scores. Students admitted as provisional students may take no more than 12 semester hours of credit (four courses) prior to formal admission.

Probationary Admission

Students who fail to satisfactorily meet the criteria for full admission into the MHC program may be admitted with probationary status. Students admitted with this status need to meet with the Program Director and the Dean for the School of Adult and Graduate Education prior to the start of classes to discuss the terms of the probation, and to sign probationary contracts. Students admitted on probationary status, who are unable to fulfill the terms of the probationary contracts may be dismissed from the program.

Registering for Courses

Students in the MHC Program are “block registered” for each class by the Registrar’s Office. If the student has a hold on their account (for financial, business or health office reasons), the Registrar will not be able to register the student for the term. It is the student’s responsibility to work with the appropriate office to remove the hold, and then contact the Registrar’s Office at 716.932.2582 to ensure they are registered for classes.

Transfer of Coursework Taken at Other Institutions or as an Advanced Special Student

Transfer courses must carry the same/or a similar title and have covered the same/similar objectives and goals as the course the student wishes to waive at Medaille College. Students must be aware that since this is a New York State licensure qualifying program, very strict criteria is followed when transferring in courses. A maximum of six (6) credit hours of graduate level coursework earned from regionally accredited institutions prior to or after matriculation to Medaille’s School of Adult and Graduate Education may be applied towards a master’s degree in Mental Health Counseling. All transfer credits must meet the following criteria:

- Courses must have been offered at the graduate level.
- Courses may not have been used to meet degree requirements for previously earned graduate degrees.
- Courses must have been completed within the last five years of matriculation in the Department.
- Courses must receive approval from the Registrar, the Program Director and the Dean of the School of Adult and Graduate Education.
- A grade of “B” or above must have been earned in the requested transfer courses.

** The student may be subject to final examination in all coursework transferred into the Master’s degree in Mental Health Counseling.*

*** No credit is granted for correspondence courses or for “credit-by-examination” courses.*

****A copy of the transfer course syllabus and textbook table of contents may be required for both New York State and the Program.*

Placement Data for recent graduates of the M.A. in Mental Health Counseling.

	2006	2007	2008
Further Education	0%	0%	6%
% Employed	100%	100%	91%
Placement	100%	100%	97%

ADVANCED CERTIFICATE IN MENTAL HEALTH COUNSELING

Note: The Advanced Certificate in Mental Health Counseling is offered exclusively in an online delivery format. The 18 credit hour Certificate of Advanced Study in Mental Health Counseling is designed for students with a masters degree in a related field (Certified Rehabilitation Counselors, School Counselors, Counselor Education, and Psychology, for example) who are pursuing Mental Health Counseling licensure. The Certificate of Advanced Study in Mental Health Counseling will satisfy New York State's regulations for licensure [see Part 52 of the Regulations, section 52.32(c)], and will provide the student profile identified above with the educational requirements needed to sit for the New York State licensure exam in Mental Health Counseling.

The educational goals of the Certificate of Advanced Study in Mental Health Counseling include:

- providing students with a thorough grounding in advanced principles of mental health counseling at the graduate level
- providing students with an understanding of the tools of counseling that are suitable for building careers in private and public mental health agencies
- completing a 600 hour internship at a site appropriate for those seeking licensure in Mental Health Counseling.

The education objectives of the advanced certificate include: providing students with advanced knowledge in the area of psychopathologies, human growth and development (including developmental problems and the diagnosis of abnormal development), foundations of mental health counseling and consultation, and clinical instruction. Elective courses will provide students with advanced knowledge in grief counseling and clinical supervision. Please note, students will only take these electives if they have satisfied all required courses. Additionally, students will complete a 600 hour internship in an appropriate placement setting.

Mental Health Counseling students should refer to the *MHC Student Handbook*, available here: <http://www.medaille.edu/sage/catalog/master-mental-health-counseling>, for comprehensive program information.

CLINICAL INTERNSHIP

Clinical Placement: Students are required to complete 100 Pre-Practicum hours (45 of which must be direct contact hours) after completing 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 direct 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. Students are expected to complete their Pre Practicum (100) hours and are strongly encouraged to start their Internship during the first term of MHC 677. Students are expected to complete at least half of their remaining (600) Internship hours in each of the remaining term of MHC 677. If a student does not meet the required hours in any term of MHC 677, she/he will receive a CP grade for that term. If the student does not complete the full requirements of Pre Practicum and Internship by the end of the third term of MHC 677, she/he must register for a fourth term of MHC 677 in order to complete the requirements. Students who do not complete their Pre-Practicum and Internship requirements by the end of the fourth term of MHC 677 may be terminated from the program and will not be recommended for graduation.

Guidelines for the Clinical Placement can be found in the *Clinical Placement Manual* here:

http://www.medaille.edu/academics/graduate/mhc/clinical_placement_manual.pdf

PROGRAM SEQUENCE FOR THE M.A. IN MENTAL HEALTH COUNSELING

Semester	Course	Credits
Semester One (15 weeks):	MHC 650 Foundations of MHC and Consultation	3
	MHC 620 Psychopathologies	3
Semester Two (15 weeks):	MHC 600 Counseling Theory & Practice	3
	MHC 631 Human Growth & Development	3
Semester Three (15 weeks):	MHC 652 Research and Evaluation	3
	MHC 625 Personality Psychology	3
Semester Four (15 weeks):	MHC 605 Group Dynamics	3
	MHC 630 Professional & Ethical Issues	3
	MHC 649 Child Abuse Workshop (online workshop)	0
Semester Five (15 weeks):	MHC 670 Clinical Instruction	3
	MHC 622 Assessment & Appraisal	3
	MHC 677 Supervised Clinical Internship	3
Semester Six (15 weeks):	MHC 640 Social & Cultural Foundations	3
	MHC 660 Career Counseling	3
	MHC 677 Supervised Clinical Internship	3
Semester Seven (15 weeks):	MHC 634 Grief Counseling	3
	MHC 680 Family Counseling	3
	MHC 677 Supervised Clinical Internship	3
Semester Eight (15 weeks):	MHC 674 Counseling Children and Adolescents	3
	MHC 720 Advanced Family Therapy	3
	MHC 677 Supervised Clinical Internship	3
	MHC 800 Comprehensive Exam	0
	Total credit distribution	60

PROGRAM SEQUENCE FOR THE ADVANCED CERTIFICATE IN MENTAL HEALTH COUNSELING

Semester	CORE Track	Credits
Semester One (15 weeks):	MHC 650 Foundations of MHC and Consultation	3
	MHC 620 Psychopathologies	3
Semester Two (15 weeks):	MHC 670 Clinical Instruction	3
	MHC 677 Supervised Clinical Internship	3
Semester Three (15 weeks):	MHC 631 Human Growth & Development	3
	MHC 677 Supervised Clinical Internship	3
Semester	ELECTIVE Track	
Semester One (15 weeks):	MHC 634 Grief Counseling	3
	MHC XXX Independent Study	3
Semester Two (15 weeks):	“Child & Adolescent (Internship)”	3
	“Advanced Family (Internship)”	3
	Total credit distribution	18

**M.A. IN MENTAL HEALTH COUNSELING:
LICENSURE-QUALIFYING CURRICULUM CONTENT AREAS**

Required Content Areas:		Course Number(s), Titles(s) and Semester Hours
(i)	human growth and development;	MHC 631 Human Growth and Development (3 credit hours)
(ii)	social and cultural foundations of counseling;	MHC 640 Social and Cultural Foundations (3 credit hours)
(iii)	counseling theory and practice;	MHC 600 Counseling Theory and Practice (3 credit hours) MHC 634 Grief Counseling (3 credit hours) MHC 674 Counseling Children and Adolescents (3 credit hours) MHC 680 Family Counseling (3 credit hours) MHC 720 Advanced Family Therapy (3 credit hours)
(iv)	psychopathology;	MHC 620 Psychopathologies (3 credit hours) MHC 625 Personality Psychology (3 credit hours)
(v)	group dynamics;	MHC 605 Group Dynamics (3 credit hours)
(vi)	lifestyle and career development;	MHC 660 Career Counseling (3 credit hours)
(vii)	assessment and appraisal of individuals, couples, families, and groups;	MHC 622 Assessment and Appraisal (3 credit hours)
(viii)	research and program evaluation;	MHC 652 Research and Evaluation (3 credit hours)
(ix)	professional orientation and ethics;	MHC 630 Professional and Ethical Issues (3 credit hours)
(x)	foundations of mental health counseling and consultation;	MHC 650 Foundations of Mental Health Counseling and Consultation (3 credit hours)
(xi)	clinical instruction;	MHC 670 Clinical Instruction (3 credit hours) MHC 727 Clinical Supervision (3 credit hours)
(xii)	recognition and reporting of child abuse and maltreatment; and	MHC 649 Child Abuse (online workshop, 0 credits)
(xiii)	one-year (at least 600 clock hours) supervised internship or practicum in mental health counseling.	MHC 677 Supervised Internship (3 credit hours; students will take this course 3 times, for a total of 9 credits)

**ADVANCED CERTIFICATE IN MENTAL HEALTH COUNSELING:
LICENSURE-QUALIFYING CURRICULUM CONTENT AREAS**

Required Content Areas:		Course Number(s), Titles(s) and Semester Hours
(i)	human growth and development;	MHC 631 Human Growth and Development (3 credit hours)
(ii)	social and cultural foundations of counseling;	Met through pre-requisites/admissions criteria
(iii)	counseling theory and practice;	Met through pre-requisites/admissions criteria
(iv)	psychopathology;	MHC 620 Psychopathologies (3 credit hours)
(v)	group dynamics;	Met through pre-requisites/admissions criteria
(vi)	lifestyle and career development;	Met through pre-requisites/admissions criteria
(vii)	assessment and appraisal of individuals, couples, families, and groups;	Met through pre-requisites/admissions criteria
(viii)	research and program evaluation;	Met through pre-requisites/admissions criteria
(ix)	professional orientation and ethics;	Met through pre-requisites/admissions criteria
(x)	foundations of mental health counseling and consultation;	MHC 650 Foundations of Mental Health Counseling and Consultation (3 credit hours)
(xi)	clinical instruction;	MHC 670 Clinical Instruction (3 credit hours)
(xii)	recognition and reporting of child abuse and maltreatment; and	Met through pre-requisites/admissions criteria
(xiii)	one-year (at least 600 clock hours) supervised internship or practicum in mental health counseling.	MHC 677 Supervised Internship (3 credit hours; students will take this course 2 times, for a total of 6 credits)

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 HUMAN GROWTH AND DEVELOPMENT

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 (ONLINE WORKSHOP)

This online workshop prepares students who are required by law to report suspected child abuse or maltreatment to the New York State Central Register. Designed to help students understand the risk factors associated with child abuse, as well as recognize child emotional, physical and sexual abuse of children, this class is taken as part of MHC 630 Professional and Ethical Issues. Students will learn their roles and responsibilities as mandated child abuse reporters. Non-credit bearing.

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. Nine 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 727 CLINICAL SUPERVISION

This course will provide students with an understanding of the purpose and process of clinical supervision, as well as the importance of professional growth. This course will also present a review of currently accepted supervisions models. This course will assist students in developing knowledge and skills related to the supervision role and relationship. Issues related to the ethical dilemmas, cultural diversity, power and boundary issues will also be addressed. Three credit hours.

MHC 800 COMPREHENSIVE EXAM

Students apply the knowledge and skills that they've learned in the program to a mock NYS licensure exam.

M.A. IN PSYCHOLOGY

Program Description

Medaille College's M.A. in Psychology is a 36-credit course of study in which students are required to take core courses (18 credits) in behavioral neuroscience, clinical psychology, cognitive psychology, and social psychology. These are complemented by courses (6 credits) in research design and statistical methods. Students also choose three electives (9 credits) from the four core areas, and must also complete a thesis course (3 credits). A written thesis of potentially publishable quality, or successful completion of an internship is required to earn the M.A. degree.

The M.A. in Psychology is designed to provide students with a thorough grounding in advanced principles and methods of psychology at a graduate level suitable for building careers in business, education, research, and government. The objectives include providing students with an opportunity to:

- explore several sub fields of psychology;
- learn more about the science and practice of psychology and focus their interest;
- gain advanced training in each of the core areas of study;
- develop the analytical tools necessary to successful careers and/or further study in psychology.

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.

Program Schedule

The Master of Arts in Psychology is a full time program. Students take 4 courses per semester for one year (fall, spring, summer). Each course is 3 credit hours for a total of 12 credit hours per semester or 36 total credit hours.

Fall Semester /Spring Semester - students will take 4 courses in the following formats:

- 1 Online Course for 15 Weeks (Online Course Format)
- 1 On-Campus Course for 15 Weeks (15 Week Course Format)
- 2 Half Semester Courses for 7 weeks each (7-1-7 format)

Summer Semester - students will take 3 courses in the following formats:

- 1 Course for 15 Weeks (PSY 797 Thesis Guidance or PSY 677 Internship)
- 2 Half Semester Courses for 7 weeks each (7-1-7 format)

Course Formats

Online: Students will take one online course in the fall semester (PSY 504 Social Psychology) and one online course in the spring semester (PSY 602 Counseling)

15 Week: Classes that run over the entire semester (15 Weeks) meet one night per week for 3 hours from 6 p.m. - 9 p.m.

7-1-7: Each 15 week semester is divided into two 7 week course cycles with a 1 week break separating each cycle. Each class taken in the 7 week format meets one night per week from 6 p.m. - 10 p.m.

Note: Classes also meet the first and last Saturday of the course for 4.5 hours on a Saturday (A total of 2 Saturday sessions per course or 4 Saturday session per semester). 7+1 course starts with a Saturday orientation and ends with a Saturday conclusion set aside for assessment and competency.

DELIVERY FORMAT

In the Fall semester, students take two consecutive 7 week courses with a Saturday component at the beginning and end of each course; additionally they take one 15 week course and one online course. This 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 register 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.

Placement Data for recent graduates of the M.A. in psychology

	2006	2007	2008
Further Education	0 %	25 %	41 %
% Employed	100 %	100 %	89 %
Placement	100 %	100 %	95%

Program Sequence

FALL SEMESTER	Credits
PSY 504 *Social Psychology (online)	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 (online)	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*

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. Three credit hours; online 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. Three credit hours.

PSY 521 BIOLOGICAL BASIS OF BEHAVIOR

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

PSY 602 COUNSELING

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

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. Three 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. Three credit hours.

PSY 631 DEVELOPMENTAL PSYCHOLOGY

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

PSY 598 SPECIAL TOPICS IN PSYCHOLOGY

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

PSY 677 INTERNSHIP

A 180 hour internship provides the student with on-site experience and a solid understanding of careers in the mental health, research or clinical setting. Additionally, internships allow students the opportunity to participate in the learning experience while developing professional contacts in their area of specialization. Prerequisite: Complete 6.0 hrs of program coursework; GPA of 3.0 or better. Internships require instructor approval. Six credit hours.

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 hours of program coursework; GPA of 3.0 or better. Six credit hours.

MASTERS OF BUSINESS ADMINISTRATION (MBA)

Program Description

MBA program goals include: To develop competence in strategic analysis and decision making. To develop a broad range of leadership skills. To enhance the quantitative and qualitative skills needed to compete in a global economy. To deepen the students' understanding of the functional areas of business. To cultivate in each student a sense of purpose and ethical responsibility. To develop the communication and interpersonal skills necessary for effective participation in the workplace.

Note: The Masters of Business Administration is offered through the School of Adult and Graduate Education's Accelerated Learning Program. Students should refer to the [Medaille College ALP Student Handbook](#) for comprehensive information regarding this program.

Curriculum Sequence			
	Course	Credits	Weeks
MBA 532X	Management and Leadership	4	7
MBA 533X	Financial Accounting	4	7
MBA 635X	Organizational Development and Transformation	4	7
MBA 664X	Economics for Global Business	4	7
MBA 534X	Business Statistics for Decision Making	4	7
MBA 636X	Strategic Human Resource Management	4	7
MBA 662X	Finance for Managers	4	7
MBA 663X	Marketing in an E-World	4	7
MBA 665X	Accounting for Planning and Control	4	7
MBA 667X	Global Business	4	7
MBA 668X	Strategic Planning and Leadership	4	7
MBA 675X	Integrative Project: Analysis and Synthesis	4	7
	Total	48	84

MBA COURSE DESCRIPTIONS

MBA 532X Management and Leadership

This course focuses on the study of leadership: comparing managers and leaders, reviewing how science and philosophy influenced early twentieth century perceptions of the management of organizations, and examining historical theories of management up to the present day. Students will analyze the difference between management and leadership and the necessary integration of these two activities for the success of any organization. The course will also identify and examine various leadership theories, traits, competencies, and relationships, and compare and contrast the various external environments in which they are aligned.

MBA 533X FINANCIAL ACCOUNTING

This course surveys the principles of accounting with emphasis on accounting vocabulary and preparation and analysis of the four primary financial statements. Topics covered include the use of accounting as a communication tool, the accounting cycle, current assets, long-term assets, current liabilities, long-term liabilities, and stockholders' equity. The impact of FASB and SEC rulings will be examined for their impact on corporate issues of ethics and accounting change.

MBA 534X Business Statistics for Decision Making

This course provides the basis for building decision models reflecting strategic business decision making. Various statistical methods will be analyzed that are crucial to various areas of business behavior. These include: data summarization, probability theory, statistical decision analysis, sampling and hypothesis testing, and simple linear regression.

MBA 635X Organizational Development and Transformation

This course investigates organizational behavior and transformation in today's businesses, examining individual, team, and organizational behaviors and processes. Specifically, this course focuses on, but is not limited to, an examination of behavior and values, motivation, learning, decision making and creativity, conflict resolution, high performance teams, organizational design, organizational culture, and organizational change. This course will develop a people-intensive theme and emphasize this approach as a primary source of competitive advantage in business today.

MBA 636X Strategic Human Resource Management

This course examines how managers may effectively implement the people-intensive strategies that are rapidly becoming a primary source of competitive advantage. Students will examine the ways in which successful organizations align human resource strategy within business strategy. Topics include a review of the legal environment of human resources, personnel planning, staffing and development, reward systems, and industrial relations. All topics will be examined in the context of developing and implementing the overall strategic management of the organization.

MBA 662X Finance for Managers

This course develops the theoretical and practical application of financial management principles with emphasis on financial analysis, communication, and decision making. Students will investigate the use of financial analysis as a problem solving tool through risk, return, and valuation applications. Additional topics include working capital management, capital budgeting, cost of capital, capital structure, and long-term financing strategies.

MBA 663X Marketing in an E-World

This course describes the ways in which the marketing function is integrated into the strategic goals and objectives of the organization. Students will focus on identifying customer needs and wants in an ever-changing, diverse, and global consumer population, creating value for the customer, and developing customer satisfaction and loyalty to sustain brand equity. Central concepts include consumer behavior, target markets and segmentation, customization and customerization, pricing, product/service promotion, digital technologies, marketing in an e-world, using the Internet, e-mail, and Customer Relationship Management programs. Students will apply course content by formulating a comprehensive strategic marketing plan.

MBA 664X Economics for Global Business

This course surveys micro-and macroeconomic principles with an emphasis on strategic applications. Microeconomic topics include scarcity, economic systems, supply and demand, production and cost structure, profit maximization, labor markets, and income inequality. Macroeconomic topics include national income accounting, production, the monetary system, aggregate demand and supply, inflation, fiscal policy, monetary policy, and international trade.

MBA 665X Accounting for Planning and Control

This course is a study of accounting concepts used by managers for planning and control. Cost concepts include terminology, classification, behavior and cost allocation. Additional topics include cost-volume-profit analysis, process costing, job costing, activity based management, budgeting and variance analysis, relevant information, pricing decisions, inventory management and capital budgeting.

MBA 667X Global Business

This course examines the diverse methods an organization uses to establish and maintain a profitable international enterprise. Students will analyze international government and legal issues, the impact of various cultures and belief systems, international economic issues, international trade theories, diplomacy, and negotiation, as well as the operational activities of the foreign exchange and capital markets. Through carefully selected comprehensive case studies and integrated text material, this course bridges both the internationalization process necessary to achieve a global market base, and multi-national management strategies employed to successfully retain a competitive advantage.

MBA 668X Strategic Planning and Leadership

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

MBA 675X Integrative Project: Analysis and Synthesis

This course is a final capstone experience and is intended to provide a complete integration and application of previous course work in the MBA course sequence. Students will first create, evaluate, and present a business concept and a feasibility plan. The final comprehensive project includes an extensive analysis of a new business concept and its synthesis into a formal written business plan. This final project will be presented and defended during the last class sessions.

M.A. IN ORGANIZATIONAL LEADERSHIP (MAOL)

Program Description

MAOL program goals include: To identify and apply the major theories, concepts, and models which make up the field of organizational leadership. To cultivate an in-depth understanding of human behavior. To develop conceptual, analytical, and critical thinking skills. To develop leadership skills and models for multiple applications and diverse settings. To cultivate in each student a sense of purpose and ethical responsibility. To develop proficiency in written, oral, and interpersonal communications.

Note: The M.A. in Organizational Leadership is offered through the School of Adult and Graduate Education's Accelerated Learning Program. Students should refer to the [Medaille College ALP Student Handbook](#) for comprehensive information regarding this program.

Curriculum Sequence			
Course		Credits	Weeks
MOL 521X	Organizational Leadership: Theory and Practice	4	7
MOL 522X	Organizational Development and Behavior	4	7
MOL 623X	Systems Thinking and the Learning Organization	4	7
MOL 624X	Leadership Interactions: Teams, Coaches and Mentors	4	7
MOL 525X	Finance for Leaders	4	7
MOL 626X	Problem Solving and Decision Making	4	7
MOL 627X	Diversity and Multi-Culturalism	4	7
MOL 628X	Leading Change and Transformation	4	7
MOL 629X	Leadership in an E-World	4	7
MOL 630X	Organizational Leadership Capstone	4	7
		Total	40
			70

MAOL COURSE DESCRIPTIONS

MOL 521X Organizational Leadership: Theory and Practice

Drawn from behavioral and social sciences, this course examines leadership theories, research, and models. It includes a 360-degree inventory of leadership behaviors and relationships, a personal assessment of emotional intelligence, and the creation of an individual development plan. Students will also form study teams, assess their personal readiness for graduate study, and review the MAOL program themes. The Leadership Portfolio is begun in this class; the final version is presented during MOL 630, Organizational Leadership Capstone.

MOL 522X Organizational Development and Behavior

This course examines the broad range of behavioral science theory that describes organizational culture in today's organizations. Focusing on the role that organizational culture plays in building successful organizations, it examines various structures, designs, and models, as well as the role of ethical and values-based leadership. The importance of social skill, managerial intelligence, conflict resolution, and negotiation is discussed and students will analyze organizations relative to internal political systems.

MOL 623X SYSTEMS THINKING AND THE LEARNING ORGANIZATION

This course examines systems thinking and complexity theory as they relate to the concept of a learning organization. Through the lens of systems thinking, students will examine organizational complexity, problems, and conflicts. The course will articulate the principles, applications, and practices of a learning organization and its competitive advantage in a dynamic, changing, global context. It will also discuss the role leadership plays in an organization understanding itself and interacting in a certain environment.

MOL 624X Leadership Interactions: Teams, Coaches and Mentors

This course examines the ways in which a leader influences the behavior of groups and individuals. Concentrating on the traits and behaviors of high performance teams, the course first focuses on team dynamics, exploring the reasons why teams execute better, learn faster, implement change more readily, and deliver quality products faster. Students will evaluate team leadership strategies for empowering and involving others, as well as models for transforming an organization into a team-based culture. Next, the course examines a leader's coaching and mentoring roles, including training and performance enhancement strategies. Students will develop strategies for improving individual and group performance.

MOL 525X Finance for Leaders

This course provides the leader with the critical financial interpretation skills needed to understand the impact of financial performance within their organization, as well as the impact of their decisions. Topics covered include: an overview of financial statements, financial vocabulary and concepts, budgetary concepts, project analysis, and the financial assessment of the organization. This course will also apply technology tools in financial analysis, examine the effect of technology and ethics on the financial functions within an organization, and enable students to communicate more effectively with their financial counterparts.

MOL 626X Problem Solving and Decision Making

This course explores various contemporary theories and practices for effective decision making in organizations, relying heavily on the use of case study methodology. Various models and frameworks for analyzing problems are examined in depth; significant focus is placed on the functions of the decision making model, the role of values in decision making, and the techniques of creative and innovative problem solving. Course work will include individual and group case studies, research of historical and current theories, and application of course concepts to workplace situations.

MOL 627X Diversity and Multi-Culturalism

This course is designed to help students relate leadership concepts and skills to domestic issues of diversity and international cultural issues. The course will examine how organizations function with a diverse workforce and in a variety of international cultures. Course readings and activities explore the role of culture, values, ethics, and diverse legal/regulatory systems in shaping domestic and international management practices. The role of ethics, technology, and communication in cross-cultural interactions is examined in depth.

MOL 628X Leading Change and Transformation

This course presents the major theories, models, and best practices related to leading change and transformation, including the purpose and focus of change. Topics include the contexts of change and transformation, organizational design and change, planning for change, and the impact of change on the formal structures, systems, and culture of organizations. The leader as change agent is emphasized, as well as strategies and techniques for leading effective change. Management and leadership best practices are reviewed, as well as the technology of change.

MOL 629X Leadership in an E-World

This course provides an in-depth look at how technology tools and the Internet are impacting the way organizations and individuals lead, communicate, collaborate, share knowledge, and build ever-expanding communities of learning. Course activities focus on the global and ethical questions posed by today's e-world, as well as management best practices that foster effective use of technology. The course also addresses the issues of leading organizations through the process of change as new technologies are implemented and people strive to adapt.

MOL 630X Organizational Leadership Capstone

This course concludes an extensive, long-term inquiry and formal study that integrates key learning components into an Individual Leadership Portfolio, a comprehensive case study, a final paper, and a group oral presentation. Introduced in MOL 521, the group project is conducted under the guidance of ALP faculty, is formally reviewed half way through the program, and is presented to the cohort as part of this course. Groups choose a specific leadership issue, research its development nationally and locally, and present a formal symposium to the class. Individuals assess their personal development as leaders, select areas for supplemental research, and develop a continuous learning plan.

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Ed.D., NOVA Southeastern University

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 M.B.A., Wilfrid Laurier University
 Ph.D., York University

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 M.S., GMI Engineering and Management Institute

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 York College at Buffalo
 M.L.S., University at Buffalo, The
 State University of New York

In addition to the faculty members listed above, the College is privileged to draw upon the expertise of part-time teaching adjunct instructors. Among the part-time teaching faculty in fall 2011, there were 29 in Professional Studies and 68 in Liberal Studies.

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Audrey Grochocki, Administrative Assistant to the President

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Mary Glass-Lindstrom, M.S.Ed., Research Project Specialist

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Kari Costelloe, M.A., Coordinator of Academic Program Development and Grant Support
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Michelle Kreib, A.A.S., Administrative Assistant to the Vice President for Academic Affairs

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George Deacon, M.S., Academic Advisement Counselor
Lindy Feider, M.S., Academic Advisement Counselor
Christine M. Lazzaro, M.S., Academic Advisement Counselor
Erin Pawlak, M.S., Academic Advisement Counselor
Ivey Thomas, Secretary, Academic Advisement Center

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Amanda Sauter, L.M.S.W., M.S., TRiO Student Success Advocate

Tiffany Hamilton, TRiO Student Success Advocate
Laura Comstock, B.S., Program Coordinator
Emily Ryan-Radder, M.A., Academic Specialist in Reading and Writing
Constance Hanel, M.S.Ed., Academic Achievement Specialist
Cheryl Twardowski-Potter, Developmental Math Specialist
Leona Soule, B.A., Administrative Assistant for Title III and Title IV

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Deborah M. Ceppaglia, M.L.S., Reference Services Coordinator
Elizabeth Evans, M.L.S., Support Services Coordinator
Samantha Purpora, M.L.S., Access Services Coordinator
Thomas Orrange, M.L.S., Adult and Graduate Library Services Coordinator
Andrew Yeager, M.L.S., Information Literacy Coordinator
Christopher McDermott, Library Systems Specialist/Senior Programmer
Barbara Fadel, M.L.S., Part-time Reference and Instruction Librarian
Keri Hyde, M.L.S., Part-time Reference and Instruction Librarian
Lea LaBore, M.L.S., Part-time Reference and Instruction Librarian, Rochester Campus
Lara Nicosia, M.L.S., Part-time Reference and Instruction Librarian, Rochester Campus
David Odum, M.L.S., Part-time Reference and Instruction Librarian
Laura Ryan, M.L.S., Part-time Reference and Instruction Librarian
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Raya Then, M.L.S., Part-time Reference and Instruction Librarian
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Wendy Way, M.L.S., Part-time Reference and Instruction Librarian, Rochester Campus
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 Jessica Lane, Transcript Clerk

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 Jennifer Stern, Veterinary Technician
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Jennifer Crandall, M.Ed., Admissions Counselor
Brian L. Filjones, M.S., Admissions Counselor
Jonathan Augustyn, M.B.A., Admissions Counselor
Stacy Zuch, B.S.Ed., Admissions Coordinator/Office Manager
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Phyllis Reed, Financial Aid Technician

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Deborah Strychalski, B.S., Controller
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Susan Page, Accounts Payable Specialist
Kyle Dembrow, M.B.A., Accountant
Diane Schiavone, B.S., Bookkeeper
Debra Persutti, Payroll Clerk

STUDENT ACCOUNTS

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Diane Schmidt, Associate Bursar
Judith Cerza, Assistant Bursar
Rain Williams, B.S., Assistant Bursar
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Mike Birnie, A.S., Human Resources Information Technician

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James D. Burdick, Senior Technology Support Specialist
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Debra Persutti, Switchboard Operator
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