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GENERAL INFORMATION

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

References to College Deans in the Academic Catalog: For policies/procedures which reference College Deans, please redirect to the Vice President for Academic Affairs.

References to "ALP" and "Accelerated Learning Program" have been updated to "Adult/Graduate/Online (AGO)." In instances when "ALP" and/or "Accelerated Learning Program" are still listed, this information applies to "Adult/Graduate/Online (AGO)" students and/academic programs/policies.

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

HIGHER EDUCATION OPPORTUNITY ACT (HEOA) COMPLIANCE

Information regarding Medaille College’s compliance with the Higher Education Opportunity Act (HEOA) is published on the College’s website, available here: www.medaille.edu/heoa.
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 Catalog and program-specific handbooks, where appropriate. Catalogs and handbooks are available here: http://www.medaille.edu/academics/catalogs.

ACCREDITATION

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

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

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

PROGRAM-SPECIFIC ACCREDITATION

American Veterinary Medical Association (AVMA)
The Associate in Science in Veterinary Technology and the Associate in Applied Science in Veterinary Technology degrees are accredited by the American Veterinary Medical Association (AVMA).

Council for Accreditation of Counseling and Related Educational Programs (CACREP)
The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA), has granted accreditation to Medaille’s Master of Arts program in Clinical Mental Health Counseling (CMHC) offered at the College’s Buffalo and Rochester campuses.

http://www.medaille.edu
Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM)
The BPS in Health Information Management program is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). For more information, visit: www.cahiim.org. Graduates and final term students are eligible to register for the national Registered Health Information Administrators (RHIA) credential examination offered by the American Health Information Management Association (AHIMA).

International Assembly for Collegiate Business Education (IACBE)
Medaille College has received specialized accreditation for its business programs through the International Assembly for Collegiate Business Education (IACBE) located at 11374 Strang Line Road in Lenexa, Kansas, USA. The business programs in the following degrees are accredited by the IACBE:
- Buffalo Campus (Department of Business)
  - Bachelor of Science in Business Administration
  - Bachelor of Science in Sport Management
- Buffalo and Rochester Campuses (Department of Management and Leadership)
  - Master of Arts in Organizational Leadership
  - Master of Business Administration
  - Bachelor of Business Administration
The IACBE requires that every member disclose their learning outcomes assessment. The assessment results can be found in our annual reports, available here: IACBE Annual Report 2013-14 (Business) and here: IACBE Annual Report 2013-14 (Management and Leadership)

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

COLLEGE MEMBERSHIPS

TITLE IX
Medaille College is an affirmative action/equal opportunity employer. Further, it admits students of any race, color, national and ethnic origin, and age to all rights, privileges, programs, and activities generally accorded its students. In conformance with Title IX, 1972 Education
Amendments, it does not discriminate on the basis of sex, race, color, handicap, national and ethnic origin or age in the administration of its educational policies, admissions policies, scholarship and local programs, and athletic and other institutionally administered programs. More information about Title IX may be found here: http://www.medaille.edu/offices/human-resources/title-ix.

STUDENTS WITH DISABILITIES

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

LOCATIONS

BUFFALO CAMPUS

The Buffalo Campus is located in Buffalo, New York, on an attractive, 13 acre, tree-lined urban campus at the intersection of Route 198 (Scajaquda 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 academic degree programs, athletic facilities, administrative offices, residence halls, student support, academic support, and the Huber Hall Library.

2 AGASSIZ

2 Agassiz houses the Campus Public Safety Office, the Office of Institutional Research and Planning, and the Director of Operations.

73 HUMBOLDT

73 Humboldt houses the College Relations Office, which includes Alumni Relations, Development, and Communication & Marketing operations. The first floor houses the offices of the Perspective, the campus newspaper, and Incite, the campus magazine. Entrances are available at the front and back of the house.
77 & 81 HUMBOLDT

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

85 HUMBOLDT

Adult & Graduate Admissions team is located 85 Humboldt.

91 HUMBOLDT

The Online and Continuing Education team is located in 91 Humboldt.

103 HUMBOLDT

103 Humboldt contains faculty offices the Division of Applied & Social Sciences, as well as a conference room area, and study spaces for students.

107 HUMBOLDT

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

117 HUMBOLDT

117 Humboldt houses the Wellness Center. This building is home to the Health Services and Counseling Center.

ADMISSIONS BUILDING

This architecturally distinctive building is home to our undergraduate admissions office.

DOWNEY SCIENCE BUILDING

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

HUBER HALL

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

KEVIN I. SULLIVAN CAMPUS CENTER
The Kevin I. Sullivan Campus Center, opened in 1994, is the primary facility for campus activities. The Sullivan Center houses Student Development, Athletics, the college store, dining facilities, Residence Life Student Activities, the Student Involvement Center, and meeting spaces for clubs and organizations. Additional features include: a multipurpose/campus event center with a seating capacity of over 600 people; 3,000-square-foot fitness center; and the President’s Room, which serves as a special event and entertainment suite venue overlooking the multipurpose center and gymnasium. The building is named in honor of Kevin I. Sullivan, President of the College, 1987–2001. More information is available here: http://www.medaille.edu/sully

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

NORTH RESIDENCE HALL
This three-story residence contains 140 student beds, a kitchen and lounge, computer lab, and laundry rooms. This building has a mix of traditional corridor-style rooms and apartment-style suites. The first floor lounge is generally used for informal meetings. A laundry center is available for residents to use on the first floor. The second floor lounge is a popular spot for students to cook, entertain guests, and has comfortable seating for late-night studying.

SOUTH RESIDENCE HALL
This five-story structure was built in 2003, and accommodates over 250 resident students. South Residence Hall has double rooms in a traditional corridor style, and each floor has a lounge, kitchenette, computer stations, and laundry facilities. Rooms are furnished with a bed, dresser, and desk for each student.
ROCHESTER CAMPUS

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

Comprehensive information regarding Medaille College’s locations, including campus maps, directions, and virtual tours are available here: http://www.medaille.edu/campus/medaille-college-rochester-campus.

PARKING

- Additional parking information may be found here: http://www.medaille.edu/public-safety/parking-and-busses.
- Limited student, faculty, and staff parking is provided on the Buffalo Campus. Appropriate parking permits are required. Visitor parking, temporary parking permits, and parking for those requiring handicapped spaces are also available. Parking permits are available in the Campus Public Safety Office located at 2 Agassiz Circle.
- Rochester Campus students, staff, and faculty do not require a parking pass for the Rochester Campus. There are no restrictions as to where they park at this site. However, Rochester Campus students, staff, and faculty are required to obtain a Medaille parking permit if they are parking on the Buffalo Campus.
- Students should obey handicapped space restrictions as well as identified site-specific parking constraints.
- Vehicles without permits are subject to ticketing. Medaille College is not responsible for theft or damage for any vehicle parked in its parking lots or to any personal property contained within. The College reserves the right to have unauthorized or improperly parked vehicles ticketed or towed at the expense of the owner.

CAMPUS EMERGENCY CLOSURE

In the event of a campus emergency closure, students are required to log on to their Blackboard course link to continue with course requirements and to communicate with instructors. Students should access this course link early in the semester to familiarize themselves with it. Any access or usage problems should be reported to the course instructor. Students are encouraged to sign up for immediate alerts by text, phone, or email. Sign up here: http://www.medaille.edu/current-students/public-safety/emergency-information.
MEDAILLE COLLEGE | Undergraduate and Graduate Catalog 2016-2017

HISTORY

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

In 1968, the Sisters of St. Joseph, led by Alice Huber, SSJ, Ph.D., initiated a change in the charter that would create a co-educational college. New York State issued the charter and Medaille College was born. Granted by the Board of Regents, this charter established the college as an independent institution governed by a self-perpetuating Board of Trustees. Medaille experienced significant growth in the 1970s and student enrollment has risen steadily ever since. During the 1980s and 1990s, the college strengthened programs and services for a growing and diverse student body.

In 1991, the college implemented a residence program, attracting students from across New York State and Southern Ontario. Three years later, the Kevin I. Sullivan Campus Center opened, offering students a setting for dining, recreational and co-curricular activities. With the Trbovich Alumni Tower welcoming all visitors, the Sullivan Center serves as home to the Mavericks’ men’s and women’s national collegiate Athletic Association Division III sports programs, which have experienced tremendous success in their short histories.

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

In 2010, Medaille initiated its online program, which continues to grow each semester with new degree options. In the fall of 2011, the college completed a construction project that doubled the size of Huber Hall with a new Student Success Center that integrates academic and student support services under one roof. In September 2012, the Sullivan Center expansion was completed, creating a 3,000-square-foot fitness center, event arena with a 750-person capacity, locker rooms, and student group meeting spaces.

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

Medaille College is the fifth-largest private college in Buffalo, with an economic impact on the community that exceeds $147 million. The college has nearly 80 full-time and more than 250 part-time faculty members.

The growth of Medaille College throughout its history has been guided by a commitment to being the “college of opportunity” for the region that it serves. As the college continues to

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innovate and respond to the higher education needs of the 21st century, it embraces this ethos even more, and has set a strategic direction that seeks to extend and deepen what “opportunity” means for both its students and the community in which they live and learn.

**ESSENTIAL COLLEGE-WIDE LEARNING OUTCOMES**

*Note: The Essential College-Wide Learning Outcomes apply to traditional, undergraduate day programs*

**UNDERGRADUATE COLLEGE EDUCATIONAL VISION**

Medaille College aspires to foster a culture of learning that blends theory with practice, liberal learning with professional studies, and the formal curriculum with the co-curricular. The guiding principle of the undergraduate curriculum at Medaille College is that students will receive a liberal education that exposes them to multiple disciplines and ways of knowing that complements their in-depth study in a major. By design, Medaille exposes students to a knowledge base about professions, human culture, and the natural world that combines depth of study in a specific academic major with breadth of study in a representative variety of arts and sciences disciplines. As a result, Medaille graduates will demonstrate proficiency in the core competencies essential for lifelong personal development, adaptability to change, professional competence, civic engagement, and global understanding. To this end, faculty and other campus educators strive to provide undergraduates with coherent, integrated, and dynamic learning experiences in a depth and breadth of study within and across the majors. Such study shall prepare them for success in the twenty-first century, both personally and professionally, as culturally literate problem solvers and lifelong learners.

**COURSE OUTCOMES**

**Critical Thinking:** Critical thinking is reasoned analysis and evaluation of an object of study, especially its claims, assumptions, and evidence of reasoned analysis. Critical thinking is characterized by open-minded and reflective inquiry that cultivates understanding and informed judgment.

**Scientific Reasoning:** Scientific reasoning is the ability to use deduction and/or induction and scientific methodology to find objective truth about phenomena in the natural world. Scientific methodology includes the use of experimentation, observation and data collection, the formulation and testing of hypotheses, as well as unbiased analytical reasoning.

**Ethical Reasoning:** Ethical reasoning is the ability to recognize and analyze ethical issues—personal, civic, and professional—and to rationally evaluate solutions to those problems by using ethical theories and other relevant knowledge. Ethical reasoning thus combines a basic awareness of ethics with a working knowledge of ethical theory. The development of ethical reasoning will enable students to integrate theory and practice in the critical evaluation of solutions to the problems they face in a complex and globally-connected world.

**Integrative Thinking:** Integrative thinking entails the ability to synthesize knowledge and connect modes of thinking in two or more disciplines, or sub-disciplines. The purpose is to explain a phenomenon, to solve a problem, to create a product or other form of expression,
and/or to make informed decisions in ways that would have been impossible or unlikely through a single disciplinary lens.

**Quantitative Literacy:** Quantitative literacy is the ability to recognize relations among quantities, represent those relations with a formal system, and communicate predictive and descriptive information about those relations. Quantitative Literacy is demonstrated in the application of symbolic manipulation, quantitative analysis, and logical interpretation to problem solving.

**Information Literacy:** Information literacy includes determining the nature and extent of the information that is needed; locating information effectively and efficiently; evaluating the information critically; utilizing it for specific and desired purposes; and recognizing legal and ethical aspects of the information, such as plagiarism.

**Oral Literacy:** Oral literacy is the ability to communicate orally in a manner that unites theory, criticism, and practice to produce effective discourse. It includes awareness of audience and the use of language, grammar, and appropriate examples; it also includes effective responses to the audience’s questions and/or comments.

**Written Literacy:** Written literacy involves the ability to develop and support a clear and concise document that unites theory and practice in order to fulfill a purpose that is relevant and appropriate for its audience.

**Cultural Literacy:** Cultural literacy is the ability to demonstrate an understanding of science, culture, and society, as well as an understanding of the interconnectedness of these elements of human experience. More than mere memorization of facts, this outcome is achieved by research, creative expression, civic or global engagement, and other experiential learning. The result includes the ability to recognize and integrate important elements of artistic and scientific achievement, and political, historical and philosophical understandings, in order to participate in a reasoned, informed discourse and engage in creative problem solving.

**ADULT/GRADUATE/ONLINE (AGO) LEARNING GOALS**

*Note: The AGO Learning Goals apply to online and accelerated programs.*

1. To provide a relevant and innovative education which prepares individuals for professional careers and lifelong learning.
2. To develop in all students the interpersonal skills necessary for effective participation in teams and groups.
3. To enhance the analytical, critical thinking, and decision-making skills of each individual student.
4. To develop and cultivate a sense of purpose, responsibility, and ethical behavior among individuals.
5. To enhance the student’s written and spoken communication skills.
6. To develop proficiency in the application of computer technologies.
COLLEGE MISSION
The mission of Medaille College is to educate and develop empowered individuals for academic achievement, career success and civic engagement, thereby contributing to a healthy, diverse democracy.

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

COLLEGE VALUES

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

EXCELLENCE
We seek to maintain and support a culture of intellectual and personal growth. We encourage the pursuit of the highest levels of academic, civic and personal achievement.

INTEGRITY
We are dedicated to providing an atmosphere of trust, and will actively engage the world with honesty, respect, responsibility, dignity and compassion. We hold ourselves to the highest standards of ethics and personal responsibility.

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

STRATEGIC PLAN
Information about Medaille College’s Strategic Plan may be found here:
http://www.medaille.edu/about-medaille/strategic-plan
APPLYING FOR ADMISSION (UNDERGRADUATE)

Students are encouraged to visit the Admissions homepage for more information:
http://www.medaille.edu/admissions

ADMISSIONS REQUIREMENTS: BUFFALO PROGRAMS AS/BA/BS DEGREES

1. Medaille College Online Application
2. Official high school transcripts or GED with scores
3. SAT or ACT score (SAT code=2422; ACT code=2822)
4. Personal Essay – Strongly encouraged but not required
5. Letters of Recommendation – Strongly encouraged but not required

ADMISSIONS REQUIREMENTS: A&G ADMISSION AS/AAS/BACHELOR DEGREE PROGRAMS

1. Medaille College Online Application
2. Official high school transcripts or GED with scores
3. Official transcripts from all colleges or universities attended

ADMISSIONS POLICY

Medaille College accepts students from varied backgrounds whose academic and extracurricular records indicate they have the potential to succeed. Consideration is given to academic preparation as evidenced by courses taken, grades received, standardized test scores, placement test scores and life experiences. Admission to the College does not automatically entitle the student to admission into any particular program. 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 student aid, athletic, or other institutionally administered programs.

WHEN TO APPLY

Medaille College operates on a rolling admissions policy. Refer to the Undergraduate Admissions page (http://www.medaille.edu/apply) for more information on application procedures and deadlines. Note: For information regarding the undergraduate academic programs offered in the Adult/Graduate/Online format, contact the Office of Adult and Graduate Education. Contact information is available here: http://www.medaille.edu/admissions/adult-graduate-admissions

1. Apply to Medaille

Free, online applications are available here: http://www.medaille.edu/ Paper applications may be requested by writing or telephoning the Admissions Office, Medaille College, 18 Agassiz Circle, Buffalo, New York 14214; (716) 880-2200 or (800) 292-1582. Paper applications must be accompanied by a non-refundable $35 fee.
2. Submit Transcripts
First-time college students should request that their official transcripts be sent from their high school to Medaille College’s Admissions Office. Transfer students should submit official transcript(s) from all colleges previously attended as well as official high school transcript(s).

3. Submit Standardized Test Scores
If you are applying to Medaille directly from high school, you must submit SAT or ACT scores. Medaille College also accepts the High School Equivalency Diploma (GED).

4. Next Steps: Credential Review
Applications are reviewed by Admissions staff upon completion of steps 1 through 3. Applications and all supportive credentials become the property of Medaille College and will not be returned to the applicant.

5. Notification/Acceptance
Medaille College follows a policy of “rolling admissions.” Students are notified of admissions decision within two weeks completing the application process. Acceptance is conditional until final semester and/or year grades have been submitted to Medaille College.

6. The Tuition Deposit
To reserve a position in your program of study at Medaille, you will be required to submit an Intent to Enroll form, or to pay a $100 tuition deposit. Contact Admissions for the amount due for your specific program. 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. Contact Student Accounts here 1-888-252-2235 (ext. 2599).

7. Testing
Prior to acceptance, some students may be requested to take placement tests in math, reading and writing. The scores will be used to place students in appropriate courses. All students should refer to their specific program sections in this Undergraduate Catalog for possible additional testing requirements.

8. 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. Immunization information is also available here: http://www.medaille.edu/student-services/health/immunizations or by calling (716) 880-2212.

9. Early Admissions for High School Students
Medaille offers an Early Admissions Program in order to provide increased educational opportunities for qualified high school students. The admissions policy for the program is based primarily on the New York State Education Department Early Admissions Guidelines. Two types of early admissions are available:
   - non-matriculated, in which the student retains his/ her high school status; and
• matriculated, in which the student studies full-time under supervision at the college level
  before completing formal coursework for the high school diploma.
  
Your guidance counselor or a Medaille admissions counselor can give you further information
  on Early Admissions.

**APPLYING FOR ADMISSION (GRADUATE)**

Information, including admissions requirements, program deadlines, and necessary
documentation required for the admissions process is available here:

http://www.medaille.edu/admissions/how-apply/graduate-admissions. Admission to graduate
study is granted by Medaille College upon the recommendation of the Division Head/Program
Directors of graduate programs, or in some cases, by a Graduate Admissions Committee.
Applicants should see that each undergraduate or graduate institution previously attended sends
official transcripts to the attention of Office of Admissions. The transcripts should be received by
the 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) 880-2568 (or toll-free 1-800-292-1582, ext. 2568), or by emailing
AdultGradAdmissions@medaille.edu. You may also apply online at
http://www.medaille.edu/admissions/graduate-students.

**SUBMIT THE APPLICATION, FEE, AND THE FOLLOWING ADDITIONAL DOCUMENTS:**

- **Master of Business Administration (MBA); Master of Arts in Organizational Leadership (MAOL); and Master of Science in Accounting (MSA)**
  - Official transcripts from each college or university attended
  - Resume
  - Essay explaining why the MAOL program at Medaille will help you reach your professional goals
  - Two professional references

- **Master of Arts in Psychology**
  - Official transcripts from each college or university attended
  - Resume

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• Personal/professional goal statement with a self-appraisal of qualifications for the profession (educational summary, professional experience, assessment of knowledge, skills and abilities)

• Two professional references

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

• Official transcripts from each college or university attended

• Resume

• Personal/professional goal statement with a self-appraisal of qualifications for the profession (educational summary, professional experience, assessment of knowledge, skills and abilities)

• Three letters of recommendation

• Interview with the Faculty Admissions Committee: Prospective students who pass the initial admissions screening will be invited to participate in an interview with members of the Faculty Admissions Committee. This may be conducted in person, Skype or phone depending upon the prospective student’s availability

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

• Official transcripts from each college or university attended

• Resume or Curriculum Vitae

• Professional goal statement: In no more than 3 pages total, write an essay on the following:

  o Your perception of potential success in forming effective and culturally relevant interpersonal relationships in the Clinical Mental Health Counseling Program
  
  o Your perception of your aptitude and ability to reach the level of demands placed upon you in the Clinical Mental Health Counseling Program
  
  o Your perception of the relevance of the Clinical Mental Health Program in meeting your career goals.

• Three (3) professional or academic reference letters with the required reference form.
Interview with the Faculty Admissions Committee: Prospective students who pass the initial admissions screening will be invited to participate in an interview with members of the Faculty Admissions Committee. This may be conducted in person, Skype or phone depending upon the prospective student’s availability.

**Psy. D. in Clinical Psychology**
- 3 Reference forms (available here: [http://www.medaille.edu/sage](http://www.medaille.edu/sage))
- Curriculum vitae or Resume
- Autobiographical Statement
- Official transcripts from each college or university attended
- GRE scores sent to Medaille College

**Master of Science in Education (all programs)**
- **Official Transcripts**
  - Official transcripts from all colleges and universities attended
  - Official high school transcripts
- **Two References**
  - Two professional or academic letters of recommendation
  - Letters should demonstrate the applicant’s academic ability, leadership skills, aptitude for graduate study, and relatable traits for working with children.
- **Philosophy of Education**
  - Submit a 500 word statement describing your educational goals, philosophy of education, and your reason for choosing Medaille College.
- **Resume**
  - Include all professional and volunteer experiences.
- **Graduate Testing Requirements**
  - Applicants are required to take ONE of the following exams, MAT, ALST GRE. Score reports should be sent to the Graduate Admissions Office.
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 for most programs. 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 submit an Enrollment Confirmation Form, or pay a $100 tuition deposit. Contact Admissions for the amount due for your specific program. 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. Contact Student Accounts here 1-800-292-1582 (ext. 2235).

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.

ADMISSIONS: GENERAL POLICIES

ADMISSION WITH FULL STANDING

Individual graduate programs have specific admission requirements. Prospective applicants should consult the Adult and Graduate Office of Admissions and individual program policies directly to learn about program-specific requirements. All applicants should keep in mind that the admission decisions are based on the merit of each individual applicant, taking into account each applicant’s motivation, maturity, and ability as well as the academic record. Consideration is given to academic background, as well as life and work experience as it pertains to the program that the student is applying to. In conformance with Title IX, 1972 Education Amendments, the College does not discriminate on the basis of sex, race, color, handicap, national and ethnic origin or age in the administration of its educational policies, admissions policies, scholarship and local programs, and athletic and other institutionally administered programs.

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Medaille College has a rolling admissions policy and students may be admitted for the Fall Semester, Spring Semester, or, for some programs, March, May, and October. However, to ensure adequate time to apply for Financial Aid and to secure space within their program of study, students are encouraged to apply at least 3 months prior to the start of a semester. See the College’s Academic Calendar to find out when each semester begins. Contact the Adult and Graduate Office of Admissions to find out the priority deadline for each. The Academic Calendar is available here: http://www.medaille.edu/academics/academic-calendar.

**PROBATIONARY ADMISSION**

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

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

**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.

**ADVANCED PLACEMENT AND INTERNATIONAL BACCALAUREATE**

High school students may earn Medaille College credit by taking college-level courses in their high schools. Medaille College will accept Advanced Placement test scores of 3 or better and International Baccalaureate scores of 5 or better.

**MEDAILLE COLLEGE GLOBAL UNIVERSITY PARTNERSHIPS**

Medaille College maintains partnerships with a number of universities around the world that provide opportunities for student and faculty collaboration and exchange.

**Brazil**

- Amazon State University (UEA)
- Federal University of Mato Grosso (UFMT)
- IESB Centro Universitario (IESB)
- Universidade de Caxias do Sul (UCS)
- UniEvangelica Centro Universitario

**China**

- UNIS: Centro Universitarion do Sul de Minas (UNIS)
- University of Passo Fundo (UPF)
- University of Ribeirao Preto (UNAERP)
- University of Tiradentes (UT)

- Dalian Maritime University

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INTERNATIONAL STUDENTS

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

<table>
<thead>
<tr>
<th>TOEFL IBT</th>
<th>Paper-Based TOEFL</th>
<th>IELTS</th>
<th>iTEP</th>
<th>Pearson</th>
<th>Eiken</th>
</tr>
</thead>
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<td>550</td>
<td>6</td>
<td>3.5</td>
<td>53</td>
<td>2A</td>
</tr>
</tbody>
</table>

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

MATRICULATION

Students accepted by the College as degree/certificate-seeking candidates in a specific program are considered to be matriculated. However, undergraduate students may take up to 15 credit hours at Medaille without degree/certificate-seeking status. With the approval of the appropriate Division Head, graduate students may take up to 12 credits in a graduate program on a non-
matriculated basis. In this case, students are considered non-matriculated. Please note: financial aid is not available to non-matriculated students. Transcripts from other institutions are not required for non-matriculated students. Non-matriculated students apply to the College through the Admissions Office; and register for courses through the Registrar’s Office. Upon completion of 12 (graduate) or 15 (undergraduate) credits, non-matriculated students must apply through Admissions for degree/certificate-seeking status.

TRANSFER CREDITS
Medaille’s transfer policy permits acceptance of credit earned at other regionally accredited colleges and institutions of higher learning. Students who wish to have credits earned at other regionally accredited institutions applied toward fulfillment of their course of study at Medaille should check with the Admissions Office for an evaluation of these credentials. The acceptance of transfer credit for a core course which is over 20 years old will be determined by the division head or appointee in consultation with appropriate division faculty. Only those credits are accepted that relate to the degree program they will enter.

Undergraduate academic programs
A maximum of 90 credit hours may be transferred toward a baccalaureate degree from other regionally accredited institutions; however, no more than 72 hours may be transferred from two-year colleges. A maximum of 45 credit hours toward an associate degree may be accepted in transfer from other regionally accredited institutions.

Transfer Policy for School of Education Students (B.S.Ed.)
Note: This policy applies to students who are transferring into one of the following B.S.Ed. degree programs: Adolescent Teaching: Biology 7–12 & Students with Disabilities, Adolescent Teaching: English 7–12 & Students with Disabilities, Adolescent Teaching: Mathematics 7–12 & Students with Disabilities, Adolescent Teaching: Social Studies 7–12 & Students with Disabilities, or Education: Early Childhood/Childhood (B-6) (concentrations in Biology, English, Mathematics, or Social Studies).

Medaille College evaluates transfer credit into its B.S.Ed. Early Childhood/Childhood and Adolescent and Students with Disabilities programs from accredited postsecondary institutions based on current New York State Education Department curriculum program standards, including those covering Content Core (concentration)-Liberal Arts and Sciences and General Core Liberal Arts and Sciences.

However, in order to ensure that students successfully meet New York State Education Department learning standards and outcomes, students may be required to take specific general education core or content area courses at Medaille if they have not already been completed elsewhere. These specific course requirements are published in the Undergraduate Catalog and in curriculum planning and advising documents available to students.

Fifty percent of the total credits in the degree program must be in the liberal arts and sciences as defined by the New York State Department of Education (NYSED) at the time of graduation.
Graduate Academic Programs

Please note: Graduate programs in the Division of Education follow a different policy (see below).

Typically, Medaille permits up to 6 credits to be transferred into graduate programs. 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/Division Head for an evaluation of these credentials. Only credit is transferable; grades, quality points, and cumulative averages do not transfer. Students who wish to have credit(s) from previous institutions counted toward a Medaille degree may petition the appropriate Program Director/Division Head for a Course Waiver, in writing, at the beginning of their program.

Students are required to submit all official transcripts as part of the transfer credit evaluation. The Program Director/Department Chair will determine whether or not graduate coursework completed at another institution can transfer into the degree program and substitute for an existing graduate course. Upon review of the Course Waiver, the Program Director/Division Head 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 student’s permanent file. The Registrar’s Office will send a notice to the student reflecting the decision so that the student can properly plan his/her course schedule.

Division of Education Graduate Academic Programs

For students in graduate programs offered through the Division of Education, the 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.

Doctoral academic programs

A maximum of nine credit hours may be transferred toward the PsyD in Clinical Psychology, pending review of syllabi.

Transfer Students Holding an Associate’s Degree

Medaille College will ordinarily grant full credit (a minimum of 60 credits) for completed coursework to transfer students from two-year Colleges who have successfully earned an A.A. or A.S. degree. As necessary and appropriate, the College will grant credit for transfer courses with “C-” or “D” grades and will count these courses toward the completion of matriculation requirements. In certain instances, College policy regarding an acceptable passing grade in a
required and/or prerequisite course may necessitate that a student repeat a course in order to meet
the minimum standard required of all Medaille students.

Transfer Students without a Degree
In the area of a student’s major program of study only grades of “C” or better are transferable.
Medaille may accept in transfer up to 12 credit hours of “D” grades as liberal arts electives or
free electives provided that the overall transfer average is at least 2.0. Only credit is transferable;
grades, quality points, and cumulative averages do not transfer.

COURSE TRANSFER POLICY
If a course is considered equivalent per the articulation agreement with the transfer institution
and meets the requirements for the degree at Medaille, the course may be accepted toward the
students’ degree requirements. A student must take a minimum of 30 credit hours at Medaille in
order to earn a bachelor’s degree and 15 credit hours to earn an associate degree. A minimum
grade of “C” must be earned in the major coursework accepted in transfer. Students in
Adult/Graduate/Online (AGO) programs are not permitted to waive ENG 111, GEN 303, GEN
300, or GEN 310.

CAMPUS LIFE

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

CAMPUS CRIME PREVENTION AND SECURITY PROGRAM
Medaille College’s Campus Public Safety and Student Development staffs work together with
the Campus Crime and Sexual Assault Committee to facilitate a proactive approach to crime
prevention, security, and safety on campus. Students are informed about security issues during
Orientation. In addition, a variety of educational programs are offered to heighten awareness of
public safety. Topics such as sexual assault, self-defense, bias related crime, and crime
prevention/safety awareness are discussed by facilitators from both the campus and the
community-at-large. Medaille College’s Annual Security and Fire Reports for the Buffalo and
Rochester Campuses are available here:
http://www.medaille.edu/public-safety.

INTRAMURALS AND RECREATION
Medaille College offers a variety of sports at the intramural level of competition. Student interest
determines those sports offered. Recreational activities include flag football, club hockey,
coping. These are just a few of the activities available. For more information, contact the Student Involvement Center (880-2218).

**NCAA ATHLETIC PROGRAM**
Medaille College sponsors a Division III athletic program through the National Collegiate Athletic Association (NCAA) and is a member of the Allegheny Mountain Collegiate Conference (AMCC) and the Eastern Collegiate Athletic conference (ECAC). Medaille College offers intercollegiate athletic programs including: men’s cross country, soccer, volleyball, basketball, lacrosse, golf, and baseball, as well as women’s cross country, soccer, volleyball, basketball, lacrosse, golf, softball, bowling, and tennis. The Medaille College Sports web site is available here: [http://www.medaillesports.com](http://www.medaillesports.com).

**STUDENT CONDUCT**
The Vice President of Student Development, or other designated administrative staff, ensures that College regulations are enforced. A description of student conduct policies and procedures are available on the College web site here: [http://www.medaille.edu/about-medaille/policy-handbooks](http://www.medaille.edu/about-medaille/policy-handbooks).

**STUDENT CLUBS AND ORGANIZATIONS**
Clubs related to academic majors, communication, cultural, recreational and service learning are available for those students interested. To learn more about or sign up for any of the clubs/organizations visit our website: [http://www.medaille.edu/student-life](http://www.medaille.edu/student-life), or, contact the Student Involvement Center (880-2218).

**STUDENT INVOLVEMENT CENTER**
Campus activities are a valuable part of a student’s collegiate experience. Involvement outside the classroom complements a student’s work inside the classroom by providing opportunities to pursue interests, improve interpersonal communication, and develop leadership, time management, and problem-solving skills. Participation in co-curricular activities increases a student’s marketability upon graduation. The Student Involvement Center staff coordinates New Student Orientation, oversees all student clubs and organizations on campus, and implements unique programs and leadership opportunities throughout the academic year. The Student Involvement Center is located inside the Student Development Office, CC201 in the Kevin I. Sullivan Center. More information about the programs, services, and activities offered through the Student Involvement Center may be found here: [http://www.medaille.edu/student-life](http://www.medaille.edu/student-life).

**FINANCIAL INFORMATION**

**FINANCIAL AID**
Financial aid is available to Medaille students through a variety of sources. The Financial Aid Office provides information about the following topics: financial aid programs (eligibility requirements, selection procedures, and disbursement schedules), Satisfactory Academic Progress (SAP), rights and responsibilities of students receiving financial aid, loan repayment, terms and conditions of student employment, costs of attending Medaille, and the liability policy [www.medaille.edu](http://www.medaille.edu).
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 Undergraduate Catalog entitled “Satisfactory Academic Progress” for more information. A complete list of scholarships and other aid is available here: http://www.medaille.edu/scholarships/all

**GRANTS AND SCHOLARSHIPS**

**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. A comprehensive list of institutional scholarships and awards are available here: http://www.medaille.edu/admissions/financial-aid/sources-aid/scholarships/institutional

**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 are 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)** 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-$4,000 per award year. Apply by submitting the FAFSA. Students must maintain SAP to receive this award.

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

**New York State Tuition Assistance Program (TAP)** awards 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.

**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 (which must be accompanied by a New York State tax return), available from the Financial Aid Office. Students must maintain SAP to receive this award.

**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.

**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 here: [http://www.acces.nysed.gov/vr](http://www.acces.nysed.gov/vr)

**FEDERAL WORK-STUDY (FWS) PROGRAM**

The Federal Work-Study (FWS) Program ([http://www2.ed.gov/programs/fws/index.html](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 must be in good academic standing (2.0 GPA) to receive this award. FWS is awarded on a first-come, first-serve basis.

**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:

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

These students must also:

- Establish eligibility by applying to HESC. – complete the New York State Veterans Tuition Award Supplement or contact HESC. You must then apply for payment each year.
- Be New York State residents.
- Be US Citizens or eligible noncitizens.
- Be matriculated full- or part-time at an undergraduate or graduate degree-granting institution in New York State or in an approved vocational training program in New York State.
- Have applied for the Tuition Assistance Program for all undergraduate or graduate study.
- Have graduated from high school in the United States, earned a GED, or passed a federally approved “Ability to Benefit” test as defined by the Commissioner of the State Education Department.
- Be in good academic standing.
- Be charged at least $200 tuition per year.

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• Not be in default on a student loan guaranteed by HESC or on any repayment of state awards.
• Students cannot receive duplicate benefits. Benefits for tuition cannot exceed tuition cost.

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

**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](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. Additional information is available here: [http://www.p12.nysed.gov/natamer/studentaidinfo.html](http://www.p12.nysed.gov/natamer/studentaidinfo.html).
Specific tribes may also have educational benefits. Please contact your specific tribe for additional information.

**FEDERAL DIRECT STAFFORD LOANS**
Stafford loans are provided by the federal government students who are enrolled at least half-time. There are two different types of Stafford Loans: Subsidized Stafford Loans and Unsubsidized Stafford Loans. Eligibility for a Subsidized Stafford Loan is based on financial need, and the federal government will pay the interest while you are enrolled at least half-time, during your grace period, and during deferment periods. Repayment begins six months after you graduate, withdraw, or drop below half-time status. The Unsubsidized Stafford Loan is not based on need, and you are responsible for paying the interest during all periods, starting from
the date the loan is first disbursed. Interest can be deferred while in school, but it will be capitalized (added to the principal balance) at repayment, which begins six months after leaving school or dropping below half-time.

Students begin the application process for a Stafford Loan by completing the Free Application for Federal Student Aid (FAFSA). Upon receipt of award letter from the Financial Aid Office, and confirmation of the loan amount the student intends to borrow, the Financial Aid Office will complete the loan certification. First-time borrowers must complete and sign a Stafford Loan Electronic Master Promissory Note (e-MPN). This can be done on the web site: www.studentloans.gov. Students must maintain SAP to receive Stafford Loans.

### Annual and Aggregate Limits

<table>
<thead>
<tr>
<th>Borrower Dependency Status and Grade Level</th>
<th>Subsidized Stafford Loans ($)</th>
<th>Total Subsidized and Unsubsidized Stafford Loans ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dependent Undergraduate Annual loan limits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st Year</td>
<td>3,500</td>
<td>5,500</td>
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<tr>
<td>2nd Year</td>
<td>4,500</td>
<td>6,500</td>
</tr>
<tr>
<td>3rd Year and above</td>
<td>5,500</td>
<td>7,500</td>
</tr>
<tr>
<td>Aggregate loan limits</td>
<td><strong>23,000</strong></td>
<td><strong>31,000</strong></td>
</tr>
<tr>
<td>Independent Undergraduate Annual loan limits</td>
<td></td>
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</tr>
<tr>
<td>1st Year</td>
<td>3,500</td>
<td>9,500</td>
</tr>
<tr>
<td>2nd Year</td>
<td>4,500</td>
<td>10,500</td>
</tr>
<tr>
<td>3rd Year and above</td>
<td>5,500</td>
<td>12,500</td>
</tr>
<tr>
<td>Aggregate Loan limits</td>
<td><strong>23,000</strong></td>
<td><strong>57,500</strong></td>
</tr>
</tbody>
</table>

**DIRECT FEDERAL PARENT PLUS LOAN**

This is a loan that parents can obtain to help pay the educational costs for their dependent undergraduate children. A biological or adoptive parent (and in some cases, a stepparent) who does not have an adverse credit history may borrow for a dependent undergraduate student who is enrolled at least half-time. The maximum amount a parent can borrow is the cost of attendance minus any other financial aid.

Generally, the first payment is due within 60 days after the final disbursement for the school year. However, the parent-borrower has the option of delaying repayment, and can request an in-school deferment and a six-month post enrollment deferment. During these periods, interest may be paid by the parent or it will be capitalized.

The application process begins for a Parent PLUS Loan by completing the Free Application for Federal Student Aid (FAFSA). Parents may go to http://www.studentloans.gov to apply. Students must maintain SAP for the parent to receive a PLUS Loan.
ALTERNATIVE LOANS
Alternative Loans are private, creditworthy loans that help bridge the gap between the cost of attendance and other financial aid that is awarded. A cosigner is generally required. The maximum annual amount is equal to the cost of attendance minus any other financial aid awarded.
While some lenders will allow you to defer repayment until 6 months after graduation, interest is charged while in school. Eligibility criteria, loan limits, loan fees, deferment options, and repayment differ among the various lenders. Check with your individual lender for all loan terms and conditions.

SATISFACTORY ACADEMIC PROGRESS
Satisfactory Academic Progress (SAP) is achieved by maintaining an appropriate academic average and minimum number of successfully completed hours. The purpose of the Satisfactory Academic Progress standard is to make students aware of a minimal rate at which they must progress toward graduation if a degree is to be awarded with a 10-semester period. Medaille College reviews SAP at the end of every payment period (semester) for state funding and at the end of the spring semester for Federal funding. We evaluate these programs according to state and federal regulations. The criteria of the associated charts must be met in order to receive financial aid for the following semester. Maintaining these requirements is being in good satisfactory academic progress. It is strongly recommended that a student talk to a financial aid counselor if he/she is considering dropping a classes or classes.

When a student does not meet SAP based on the criteria that we will outline he/she will have the opportunity to apply for an appeal. Notification will go to all students that have not maintained SAP to their Medaille One account. A letter will go out with that notification stipulating a due date and an appeal application which must be completed and returned to the financial aid office with documentation. Once it is reviewed by the committee the student is notified of the outcome via his/her Medaille One account.

STATE AID
Standards of SAP for the purpose of determining eligibility for state student aid effective 2010-2011 and thereafter. The following charts explain the eligibility for state financial aid (TAP, APTS).
Effective 2010-11 for non-remedial students receiving first NYS award payment in 2010-11 and thereafter.

<table>
<thead>
<tr>
<th>Program: Baccalaureate Program</th>
<th>Calendar: Semester 2010-11 and thereafter (non-remedial students)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before Being Certified for This Payment</td>
<td>1st</td>
</tr>
</tbody>
</table>

www.medaille.edu
A Student Must Have Accrued at Least This Many Credits

| Credits | 6 | 15 | 27 | 39 | 51 | 66 | 81 | 96 | 111 |

With At Least This Grade Point Average

| Grade | 1.5 | 1.8 | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 |

<table>
<thead>
<tr>
<th>Programs: Associate Program</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Calendar: Semester 2010-11 and thereafter (non-remedial students)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before Being Certified for This Payment</td>
</tr>
<tr>
<td>A Student Must Have Accrued at Least This Many Credits</td>
</tr>
<tr>
<td>With at Least This Grade Point Average</td>
</tr>
</tbody>
</table>

In addition, students 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 credits per semester for your 3rd and 4th semesters, and at least 12 credits for your 5th and all succeeding semesters.

**FEDERAL AID**

Standards of SAP for the purpose of determining eligibility for federal aid (PELL, FSEOG, FWS and Federal Direct Student Loans) are evaluated at the end of the spring semester. If it is determined that a student had not made SAP based on the criteria that we will outline he/she will have the opportunity to apply for an appeal. Notification will go to all students that have not maintained SAP to their Medaille One account. An email will go out with the notification stipulating a due date and an appeal application which must be completed and returned to the financial aid office with documentation. Once it is reviewed by the committee the student is notified of the outcome with his/her Medaille One account.

**FEDERAL CHART**

The following chart explains the requirement for renewed eligibility for federal financial aid (PELL, FSEOG, FCWSP and Federal Stafford Loans):

<table>
<thead>
<tr>
<th>In order to receive aid for Semester</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
<th>6th</th>
<th>7th</th>
<th>8th</th>
<th>9th</th>
<th>10th</th>
<th>11th</th>
<th>12th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cumulative GPA</td>
<td>0.0</td>
<td>1.00</td>
<td>1.25</td>
<td>1.55</td>
<td>2.00</td>
<td>2.00</td>
<td>2.00</td>
<td>2.00</td>
<td>2.00</td>
<td>2.00</td>
<td>2.00</td>
<td>2.00</td>
</tr>
</tbody>
</table>

Part-time requirements will be pro-rated based upon the number of credits carried. GPA requirements are the same. In addition, you must complete your program within 180 attempted credit hours. This is based on the attempted credits per semester which will be prorated accordingly if you attempted less.
2016-2017 TUITION (FULL-TIME STATUS) UNDERGRADUATE, BUFFALO CAMPUS

Undergraduate Programs - Buffalo campus
- Part-time Tuition = $971 per credit hour
- Full-time Tuition (12-18 credit hours) = $13,638 per semester, $27,276 per year

Undergraduate Room and Board - Buffalo campus
- Double: $6,540 per semester, $13,080 per year
- Triple: $5,900 per semester, $11,800 per year
- Single: $7,060 per semester, $14,120 per year

Undergraduate Room and Board (with $50 Mav Bucks) - Buffalo Campus
- Double: $6,590 per semester, $13,180 per year
- Triple: $5,950 per semester, $11,900 per year
- Single: $7,110 per semester, $14,220 per year

Rates are subject to change. Contact the Office of Admissions for more information on tuition. Contact Residence Life for more information about room & board.
# 2016-2017 Tuition Adult and Graduate, Buffalo & Rochester Campuses & Online

Prices effective starting with the Fall 2016 semester

<table>
<thead>
<tr>
<th></th>
<th>Domestic U.S.</th>
<th>Active Duty</th>
<th>On-Campus Fee</th>
<th>Online Technology Fee</th>
<th>One-Time Graduation Fee **</th>
<th>Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Canada</td>
<td>Military *</td>
<td>(per credit hour)</td>
<td>(per online course)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate's Programs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate of Science in Business Administration</td>
<td>$395.00</td>
<td>$250.00</td>
<td>$55.00</td>
<td>$55.00</td>
<td>$50.00</td>
<td>B/R/O</td>
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<tr>
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<td>$55.00</td>
<td>$55.00</td>
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</tr>
<tr>
<td>Associate of Applied Science in Veterinary Technology</td>
<td>$395.00</td>
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<td>~</td>
<td>$50.00</td>
<td>R</td>
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<tr>
<td>Bachelor's Programs</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Bachelor of Business Administration - Evening</td>
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<td>$55.00</td>
<td>$50.00</td>
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</tr>
<tr>
<td>Bachelor of Business Administration - Fast Forward/Day</td>
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<td>$250.00</td>
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<td>~</td>
<td>$50.00</td>
<td>B/R</td>
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<tr>
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<td>$55.00</td>
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<tr>
<td>Bachelor of Professional Studies in Health Information Management</td>
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<td>$250.00</td>
<td>~</td>
<td>$55.00</td>
<td>$50.00</td>
<td>O</td>
</tr>
<tr>
<td>Bachelor of Science in Homeland Security</td>
<td>$645.00</td>
<td>$250.00</td>
<td>$55.00</td>
<td>$55.00</td>
<td>$50.00</td>
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<tr>
<td>Bachelor of Science in General Studies</td>
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<td>$250.00</td>
<td>$55.00</td>
<td>$55.00</td>
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<td>Master's Programs</td>
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<td>Canadian Students - Master of Science in Adolescent Education</td>
<td>$706.40</td>
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<td>$50.00</td>
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<tr>
<td>Canadian Students - Master of Science in Elementary Education: Childhood</td>
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<tr>
<td>Post-Baccalaureate Certification in</td>
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<td>$837.00</td>
<td>$100.00</td>
<td>~</td>
<td>$50.00</td>
<td>B</td>
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</table>

[www.medaille.edu](http://www.medaille.edu)
<table>
<thead>
<tr>
<th>Program</th>
<th>Tuition Per Credit Hour</th>
<th>Fees</th>
<th>Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrated Healthcare Delivery</td>
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<tr>
<td>Master of Business Administration</td>
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<td>$100.00</td>
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</tr>
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<td>Master of Business Administration-Fast Forward/Day</td>
<td>$837.00</td>
<td>$100.00</td>
<td>~</td>
</tr>
<tr>
<td>Master of Arts in Organizational Leadership</td>
<td>$837.00</td>
<td>$100.00</td>
<td>$55.00</td>
</tr>
<tr>
<td>Master of Arts in Clinical Mental Health Counseling</td>
<td>$883.00</td>
<td>~</td>
<td>$55.00</td>
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<tr>
<td>Master of Arts in Psychology</td>
<td>$883.00</td>
<td>~</td>
<td>$55.00</td>
</tr>
<tr>
<td>Master of Arts in Marriage and Family Therapy</td>
<td>$883.00</td>
<td>~</td>
<td>~</td>
</tr>
<tr>
<td>Master of Science in Education, Elementary Education</td>
<td>$883.00</td>
<td>~</td>
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<tr>
<td>Master of Science in Education, Secondary/Adolescent Education</td>
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<tr>
<td>Master of Science in Education, Literacy</td>
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<tr>
<td>Master of Science in Education, Students with Disabilities</td>
<td>$883.00</td>
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</tr>
<tr>
<td>Doctorate Programs</td>
<td>Tuition per Credit Hour</td>
<td>Fees</td>
<td>Campus</td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
<td>-------------------------</td>
<td>------------</td>
<td>--------</td>
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<tr>
<td>Doctor of Psychology in Clinical Psychology</td>
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<td></td>
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<td></td>
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<table>
<thead>
<tr>
<th>Advanced Graduate (Post Master) Certificates</th>
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<tbody>
<tr>
<td>Clinical Mental Health Counseling Advanced Certificate</td>
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<tr>
<td>Marriage and Family Therapy Advanced Certificate</td>
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</tr>
<tr>
<td>Post-Master’s Certification in Literacy</td>
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</tr>
<tr>
<td>Post-Master’s Certification in Students with Disabilities</td>
<td>$883.00</td>
<td>~</td>
<td>B</td>
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</tbody>
</table>

* Active Duty Military status required for tuition discount. See [http://www.medaille.edu/admissions/veterans-military](http://www.medaille.edu/admissions/veterans-military) for details.

** One time graduation fee of $50 is charged to the student account upon application for graduation. Rates are subject to change.

### 2016-2017 Standard Allowance
Medaille College estimates the 2016-2017 standard allowance as follows. The standard allowance changes annually. Please contact Admissions or Financial Aid for updated figures.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Books/supplies</td>
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<tr>
<td>Personal Expenses</td>
<td>$1100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transportation</td>
<td>$2000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>$4200</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Explanation of Education Expenses

**Acceptance Deposit:** confirms the student’s enrollment and reserves his/her place in the College and is refundable if requested before May 1 of the application year. This $100 fee is applied toward the first tuition payment. The housing/damage deposit of $100 reserves on-

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campus housing and is a retainer for possible damages incurred. Refunds of this fee are at the discretion of the Director of Residence Life.

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

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

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

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

**Student Association Fee:** fee charged to all undergraduate students to help support the programming activities sponsored by the Student Government Association.

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

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

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

**Payment Methods:**
- Pay with cash, check, money order, Master Card, Visa, Discover Card or American Express.
- Complete Financial Aid - have all your financial aid in place by the start of school.
- Enroll in Payment Plan – see below.
- Employer Tuition Reimbursement – see below.
A combination of payment arrangements may be utilized. Please be advised that prior semester balances cannot be carried over to the next semester and will prohibit a student from registering for the next semester, receiving his/her grades, transcripts or diploma.

**Payment Plan**

- There is a new Semester Payment Plan at Medaille College
- It is a semester payment plan – you are signing up for one semester only. Must re-enroll each new semester. Offered for the fall and spring semesters only.
- $40 enrollment fee due each semester at sign-up.
- Look at your bill, have your total charges and total aid ready, so it will calculate your semester budget for the plan. Need assistance with the proper budget? Contact Student Accounts.
- There are 5 payments due:
  - for the fall semester due dates are the 1st of each month August through December.
  - for the spring semester due dates are the 8th of each month January through May.
- You can enroll after the first due date or up to one week after the second due date in a semester, but must make payments for past due dates at enrollment.
- There is a $35 late fee for late payments.

**Enrollment into Payment Plan**

- Log into MedailleOne with your user name and password. (Need help with login contact IT Helpdesk at 716-880-2282 or helpdesk@medaille.edu)
- Click on “Student” tab, then click on “Review eBill”
- This is your home page for your student account information.
- Click on “Payment Plans” at the top of page
- Click “Enroll Now”
- Select Term “Fall 2016” (for fall 2016 semester) or “Spring 17” (for spring 2017 semester) and click “Select”
- The plan details will come up, click “Continue”
- Fill in amount from tuition bill in “Charges” box for tuition (no commas)
- Fill in amount from tuition bill in “Credits” box for financial aid (no commas)
- It will calculate your net budget when you click “Display Schedule”
- (Need help with your budget? Contact Student Accounts office.)

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The payment schedule comes up.
At the bottom of the page, you can select whether you want to set up Automatic Payments or not by clicking “Yes” or “No”.
When done with this page, click “Continue”
It will ask you for payment information, answer each question as it comes up. You can also choose to save payment options. When done click “Continue”.
“Payment Plan Agreement” page comes up, read through it and at the bottom click “I Agree” in the box and then click “Continue”.
Done with enrollment. You will see the $40 Payment Plan Enrollment Fee charged to the tuition bill and the $40 payment for the fee on the bill.

Making Payments on Payment Plan
When making payments each month, (if not on automatic payments), go to MedailleOne, “Student” tab, “Review eBill” tab and click “Payment” tab at top.
Scroll down to bottom of page and be sure to always click “Pay Next Installment”. This will properly record your payment for the next installment due.
You can also contact the Student Accounts office to make the payment and we will record that the installment payment was made on your plan.
You can pay off the plan early, with our office, with no penalty.

Recalculating Budget After Enrollment:
Contact the Student Accounts office for assistance

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

PAYMENT POLICY RECAP
Students owing a balance, or whose financial aid has not been completed and are not enrolled on a payment plan, will be expected to pay the balance of their tuition for the semester in full (minus any financial aid) by the 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) 880-2235, 880-2271 or 880-2309, with any questions regarding this payment policy.

**2016-2017 TUITION LIABILITY SCHEDULE**

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

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

**Non-Term Related Tuition Liability Schedules:**

**MASTER OF ARTS in CLINICAL MENTAL HEALTH COUNSELING or MARRIAGE AND FAMILY THERAPY:** Students are 100% financially liable for tuition for a class ON the FIRST FRIDAY of the first weekend of class. If you decide to drop a class for any reason, please do not attend class, and be sure to notify the Program Director and Registrar Office prior to the FIRST FRIDAY of class.

**ADULT AND GRADUATE ASSOCIATE, BACHELOR and MASTER PROGRAMS (7 week courses):** FOR BOTH ON-GROUND AND ONLINE PROGRAMS: Students are 25% financially liable for tuition during the first night/week of class and 100% financially liable for tuition at the start of the second night/week of class. If you decide to drop a class for any reason, please do not attend class, and be sure to notify the Program Director and Registrar Office prior to the first day of class.
## 2016-2017 LIABILITY SCHEDULE

### Fall 2016 Liability Schedule

<table>
<thead>
<tr>
<th>Course Details</th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Day Classes</strong> - September 6, 2016 - December 12, 2016</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate Buffalo Campus, MSED, MA Psychology, Doctoral Program in Clinical Psychology, Bachelor of Business Administration Fast Forward</td>
<td></td>
<td></td>
</tr>
<tr>
<td>40% liability begins 8 a.m. September 14, 2016</td>
<td></td>
<td></td>
</tr>
<tr>
<td>60% liability begins 8 a.m. September 21, 2016</td>
<td></td>
<td></td>
</tr>
<tr>
<td>80% liability begins 8 a.m. September 28, 2016</td>
<td></td>
<td></td>
</tr>
<tr>
<td>100% liability begins 8 a.m. October 4, 2016</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Full Semester Evening Classes</strong> - September 6, 2016 - December 12, 2016</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate Buffalo Campus, MSED, MA in Psychology, Doctoral Program in Clinical Psychology, Bachelor of Business Administration Fast Forward</td>
<td></td>
<td></td>
</tr>
<tr>
<td>40% liability begins 8 a.m. September 14, 2016</td>
<td></td>
<td></td>
</tr>
<tr>
<td>60% liability begins 8 a.m. September 21, 2016</td>
<td></td>
<td></td>
</tr>
<tr>
<td>80% liability begins 8 a.m. September 28, 2016</td>
<td></td>
<td></td>
</tr>
<tr>
<td>100% liability begins 8 a.m. October 4, 2016</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Evening Classes—Session I</strong> - August 27, 2016 - October 15, 2016</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MA in Psychology, MSED Literacy, MSED Students with Disabilities, Doctoral Program in Clinical Psychology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>100% liability begins 8 a.m. September 7, 2016</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Evening Classes—Session II</strong> - October 22, 2016 - December 17, 2016</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MA in Psychology, MSED Literacy, MSED Students with Disabilities, Doctoral Program in Clinical Psychology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>100% liability begins 8 a.m. October 29, 2016</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Adult and Graduate Education – Master of Education – Canadian Students**

(Canadian) MS Education Adolescent, MS Education Elementary Education

<table>
<thead>
<tr>
<th>MONDAY/TUESDAY SESSION: September 12, 2016 - December 13, 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 40% liability begins 8 a.m. September 17, 2016</td>
</tr>
<tr>
<td>• 60% liability begins 8 a.m. September 24, 2016</td>
</tr>
<tr>
<td>• 80% liability begins 8 a.m. October 1, 2016</td>
</tr>
<tr>
<td>• 100% liability begins 8 a.m. October 8, 2016</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SATURDAY/SUNDAY SESSION: September 10, 2016 - December 4, 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 40% liability begins 8 a.m. September 24, 2016</td>
</tr>
<tr>
<td>• 60% liability begins 8 a.m. October 1, 2016</td>
</tr>
<tr>
<td>• 80% liability begins 8 a.m. October 8, 2016</td>
</tr>
<tr>
<td>• 100% liability begins 8 a.m. October 15, 2016</td>
</tr>
</tbody>
</table>

**Spring 2017 Liability Schedule**

<table>
<thead>
<tr>
<th>Day Classes: January 17, 2017 - May 1, 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Buffalo Campus, MSED, MA Psychology, Doctoral Program in Clinical Psychology, Bachelor of Business Administration Fast Forward</td>
</tr>
<tr>
<td>• 40% liability begins 8 a.m. January 25, 2017</td>
</tr>
<tr>
<td>• 60% liability begins 8 a.m. February 1, 2017</td>
</tr>
<tr>
<td>• 80% liability begins 8 a.m. February 8, 2017</td>
</tr>
<tr>
<td>• 100% liability begins 8 a.m. February 14, 2017</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Full Semester Evening Classes: January 17, 2017 – May 1, 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Buffalo Campus, MSED, MA in Psychology, Doctoral Program in Clinical Psychology, Bachelor of Business Administration Fast Forward</td>
</tr>
<tr>
<td>• 40% liability begins 8 a.m. January 25, 2017</td>
</tr>
<tr>
<td>• 60% liability begins 8 a.m. February 1, 2017</td>
</tr>
<tr>
<td>• 80% liability begins 8 a.m. February 8, 2017</td>
</tr>
<tr>
<td>• 100% liability begins 8 a.m. February 14, 2017</td>
</tr>
</tbody>
</table>

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### Evening Classes—Session 3: January 14, 2017 – March 4, 2017

MA in Psychology, MSED Literacy, MSED Students with Disabilities, Doctoral Program in Clinical Psychology

- 100% liability begins 8 a.m. January 21, 2017

### Evening Classes—Session 4: March 11, 2017 – May 6, 2017

MA in Psychology, MSED Literacy, MSED Students with Disabilities, Doctoral Program in Clinical Psychology

- 100% liability begins 8 a.m. March 18, 2017

### Adult and Graduate Education – Master of Education – Canadian Students

(Canadian) MS Education Adolescent, MS Education Elementary Education

**MONDAY/TUESDAY SESSION:** January 23, 2017 – May 9, 2017

- 40% liability begins 8 a.m. January 28, 2017
- 60% liability begins 8 a.m. February 4, 2017
- 80% liability begins 8 a.m. February 11, 2017
- 100% liability begins 8 a.m. February 18, 2017

**SATURDAY/SUNDAY SESSION:** January 21, 2017 – April 23, 2017

- 40% liability begins 8 a.m. February 4, 2017
- 60% liability begins 8 a.m. February 11, 2017
- 80% liability begins 8 a.m. February 18, 2017
- 100% liability begins 8 a.m. February 25, 2017

### Summer 2017 Liability Schedule

**Summer Fast Forward Classes:** May 9, 2017 – August 17, 2017

Bachelor of Business Administration Fast Forward

- 40% liability begins 8 a.m. May 13, 2017
- 60% liability begins 8 a.m. May 20, 2017
- 80% liability begins 8 a.m. June 6, 2017
- 100% liability begins 8 a.m. June 13, 2017
| **Day Session 1 Classes:** May 22, 2017 – June 15, 2017 |
| Undergraduate Buffalo Campus, Doctoral Program in Clinical Psychology |
| • 100% liability begins 8 a.m. May 24, 2017 |
| **Day Session 2 Classes:** June 19, 2017 – August 9, 2017 |
| Undergraduate Buffalo Campus, Doctoral Program in Clinical Psychology |
| • 100% liability begins 8 a.m. June 22, 2017 |
| **Full Semester Evening Classes:** May 22, 2017 – August 15, 2017 |
| Undergraduate Buffalo Campus, Doctoral Program in Clinical Psychology |
| • 100% liability begins 8 a.m. May 26, 2017 |
| **Evening Session 1 Classes:** May 20, 2017 – June 24, 2017 |
| MA in Psychology, MSED Literacy, MSED Students with Disabilities, Doctoral Program in Clinical Psychology |
| • 100% liability begins 8 a.m. May 27, 2017 |
| **Evening Session 2 Classes:** July 11, 2017 – August 19, 2017 |
| MA in Psychology, MSED Literacy, MSED Students with Disabilities, Doctoral Program in Clinical Psychology |
| • 100% liability begins 8 a.m. July 17, 2017 |
| **Adult and Graduate Education – Master of Education – Canadian Students** |
| (Canadian) MS Education Adolescent, MS Education Elementary Education |
| **MONDAY/TUESDAY SESSION:** June 5, 2017 – August 15, 2017 |
| • 100% liability begins 8 a.m. June 10, 2017 |
| **SATURDAY/SUNDAY SESSION:** June 3, 2017 – August 13, 2017 |
| • 100% liability begins 8 a.m. June 10, 2017 |
Accelerated Learning Program [Adult/Graduate/Online] | Online Liability Policy

Under the agreement of the signed parties below, the tuition liability for online courses has been established under the specifications of this policy. In the event of course drop or course withdrawal, student percentage of liability and administrative action are as follows:

<table>
<thead>
<tr>
<th>Week</th>
<th>Student Activity</th>
<th>Administrative Action</th>
<th>Liability if Withdrawn/Dropped</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Not logged in</td>
<td>Automatically dropped</td>
<td>0%</td>
</tr>
<tr>
<td>Week 1</td>
<td>Logged in, no participation OR completed only DQ 1.1</td>
<td>Dropped /No Grade</td>
<td>0%</td>
</tr>
<tr>
<td>Week 1</td>
<td>Active in course; 1. Completed DQ 1.2. AND/OR 2. Completed any assessment in week 1.</td>
<td>Withdrown/W Grade</td>
<td>25%</td>
</tr>
<tr>
<td>Week 2</td>
<td>Active in course; 1. Completed any DQ in week two. AND/OR 2. Completed any assessment in week two.</td>
<td>Withdrown/W Grade</td>
<td>100%</td>
</tr>
<tr>
<td>Week 3</td>
<td>Logged in at any point in weeks 1 through 3; no participation in entire course through the end of week 3. (DQ 1.1 excluded)</td>
<td>Automatically dropped/ No Grade</td>
<td>0%</td>
</tr>
<tr>
<td>Week 3-4</td>
<td>Active in course; 1. Completed only DQ in week three. AND/OR 2. Completed any assessment in week three.</td>
<td>Withdrawn/Receives grade of F</td>
<td>100%</td>
</tr>
<tr>
<td>Week 3-7</td>
<td>Active in course; completed DQ and assessment (Must complete at least 5 weeks to earn a passing grade)</td>
<td>Withdrawn/Receives Grade Earned</td>
<td>100%</td>
</tr>
<tr>
<td>Week 2-7</td>
<td>Did not log in for three weeks in a row.</td>
<td>Administratively withdrawn from course /Grade to be determined</td>
<td>Determined on a case by case basis as of last date of attendance</td>
</tr>
<tr>
<td>Week 2-7</td>
<td>Active in course; Did not complete any discussion questions or assignments for three consecutive weeks.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(DQ) Discussion Questions; “Active in course” denotes that the student has logged in. Learning Team work is excluded. Revised 8/7/15
**COURSE FEES**

The College reserves the right to change established fees and assessments, and to determine the effective date of such changes without prior notice. Please contact the Student Accounts Office for the most up-to-date information.

<table>
<thead>
<tr>
<th>Course</th>
<th>Fee</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 260 Basic Photography</td>
<td>$30</td>
<td>CS</td>
</tr>
<tr>
<td>ART 360 Photography and Perception: A Way of Seeing</td>
<td>$30</td>
<td>CS</td>
</tr>
<tr>
<td>ART 460 Photography: Alternative Processes</td>
<td>$30</td>
<td>CS</td>
</tr>
<tr>
<td>ART 498 Ind. Study (Photography designate only)</td>
<td>$30</td>
<td>CS</td>
</tr>
<tr>
<td>BIO 101 Biology</td>
<td>$40</td>
<td>CGS/DM/EMR</td>
</tr>
<tr>
<td>BIO 120 Botany</td>
<td>$40</td>
<td>CGS/DM/EMR</td>
</tr>
<tr>
<td>BIO 160 Hum. Anatomy and Physio I</td>
<td>$40</td>
<td>CGS/DM/EMR</td>
</tr>
<tr>
<td>BIO 161 Hum. Anatomy and Physio. II</td>
<td>$40</td>
<td>CGS/DM/EMR</td>
</tr>
<tr>
<td>BIO 170 Comp. Anatomy and Physio.I</td>
<td>$85</td>
<td>CGS/DM/EMR</td>
</tr>
<tr>
<td>BIO 171 Comp. Anatomy and Physio II</td>
<td>$85</td>
<td>CGS/DM/EMR</td>
</tr>
<tr>
<td>BIO 200 Microbiology</td>
<td>$40</td>
<td>CGS/DM/EMR</td>
</tr>
<tr>
<td>BIO 320 Ecology</td>
<td>$40</td>
<td>CGS/DM/EMR</td>
</tr>
<tr>
<td>BIO 421 Ichthyology</td>
<td>$40</td>
<td>CGS/DM</td>
</tr>
<tr>
<td>BIO 422 Herpetology</td>
<td>$40</td>
<td>CGS/DM</td>
</tr>
<tr>
<td>BIO 423 Ornithology</td>
<td>$40</td>
<td>CGS/DM</td>
</tr>
<tr>
<td>BIO 424 Mammalogy</td>
<td>$40</td>
<td>CGS/DM</td>
</tr>
<tr>
<td>CHE 145 Chem. for the Health Sciences</td>
<td>$40</td>
<td>CGS/DM/EMR</td>
</tr>
<tr>
<td>CHE 200 General Chemistry I</td>
<td>$40</td>
<td>CGS/DM/EMR</td>
</tr>
<tr>
<td>CHE 201 General Chemistry II</td>
<td>$40</td>
<td>CGS/DM/EMR</td>
</tr>
<tr>
<td>CHE 300 Organic Chemistry I</td>
<td>$50</td>
<td>CGS/DM/EMR</td>
</tr>
<tr>
<td>CHE 301 Organic Chemistry II</td>
<td>$50</td>
<td>CGS/DM/EMR</td>
</tr>
<tr>
<td>CHE 400 General Biochemistry</td>
<td>$40</td>
<td>CGS/DM/EMR</td>
</tr>
<tr>
<td>PHY 200 Physics I</td>
<td>$40</td>
<td>CGS/DM/EMR</td>
</tr>
<tr>
<td>PHY 200 Physics II</td>
<td>$40</td>
<td>CGS/DM/EMR</td>
</tr>
<tr>
<td>VET 100 Introduction to Veterinary Technology</td>
<td>$40</td>
<td>CGS/DM/EMR</td>
</tr>
<tr>
<td>VET 120 Intro to Lab Animal Science</td>
<td>$75</td>
<td>CGS/DM/EMR</td>
</tr>
<tr>
<td>VET 126 Animal Parasitology</td>
<td>$40</td>
<td>CGS/DM/EMR</td>
</tr>
<tr>
<td>VET 202 Sm. Animal Diseases and Nutrition</td>
<td>$1050</td>
<td>CGS/DM/EMR</td>
</tr>
<tr>
<td>VET 204 Vet. Clinical Lab Tech.</td>
<td>$50</td>
<td>CGS/DM/EMR/ RV</td>
</tr>
<tr>
<td>VET 206 Handling and Care of Exotics</td>
<td>$75</td>
<td>CGS/DM/EMR</td>
</tr>
<tr>
<td>VET 208 Veterinary Diagnostic Imaging</td>
<td>$75</td>
<td>CGS/DM/EMR</td>
</tr>
<tr>
<td>VET 222 Farm Animal Restraint, Diseases and Nutrition</td>
<td>$75</td>
<td>CGS/DM/EMR</td>
</tr>
<tr>
<td>VET 224 Surgical Nursing and Anesthesiology</td>
<td>$100</td>
<td>CGS/DM/EMR</td>
</tr>
<tr>
<td>VET 228 Gross and Clinical Pathology</td>
<td>$40</td>
<td>CGS/DM/EMR</td>
</tr>
<tr>
<td>VET 275 Veterinary Service Learning: Heifer</td>
<td>$350</td>
<td></td>
</tr>
</tbody>
</table>
### International

<table>
<thead>
<tr>
<th>Course</th>
<th>Fee</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>VET 301 Dental Radiography</td>
<td>$50</td>
<td>CGS/DM/EMR</td>
</tr>
<tr>
<td>VET 320 Advanced Laboratory Animal Science</td>
<td>$40</td>
<td>CGS/DM/EMR</td>
</tr>
<tr>
<td>VET 375 Veterinary Service Learning: Heifer</td>
<td>$350</td>
<td></td>
</tr>
</tbody>
</table>

Key for fees:
- CGS = Chemicals, glass, and other supplies
- MI = Malpractice insurance coverage
- CS = Chemicals and/or supplies
- RCC = Red Cross Certificate
- RV = Rabies vaccination
- DM = Disposable materials used during course
- ST = Saddle time
- EMR = Equipment maintenance and repair
- T = Tickets for required performances

### Division of Education Course Fees

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Program</th>
<th>Fee</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 478 C: Student Teaching</td>
<td>BSED Birth-6</td>
<td>$150</td>
<td>MESIMS</td>
</tr>
<tr>
<td>EDU 478 E: Student Teaching</td>
<td>BSED Birth-6</td>
<td>$150</td>
<td>MESIMS</td>
</tr>
<tr>
<td>EDU 480 A: Student Teaching</td>
<td>BSED Adol Ed with SWD</td>
<td>$150</td>
<td>MESIMS</td>
</tr>
<tr>
<td>EDU 480 S: Student Teaching</td>
<td>BSED Adol Ed with SWD</td>
<td>$150</td>
<td>MESIMS</td>
</tr>
<tr>
<td>EDU 577 J: Student Teaching</td>
<td>MSED Elem Ed</td>
<td>$150</td>
<td>MESIMS</td>
</tr>
<tr>
<td>EDU 577 P: Student Teaching</td>
<td>MSED Elem Ed</td>
<td>$150</td>
<td>MESIMS</td>
</tr>
<tr>
<td>EDU 677 I: Student Teaching</td>
<td>MSED Adol Ed</td>
<td>$150</td>
<td>MESIMS</td>
</tr>
<tr>
<td>EDU 677 S: Student Teaching</td>
<td>MSED Adol Ed</td>
<td>$150</td>
<td>MESIMS</td>
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<tr>
<td>ESP 695: Student Teaching</td>
<td>MSED-SWD 1-6 non cert</td>
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<tr>
<td>ESP 696: Student Teaching</td>
<td>MSED-SWD 7-12 non cert</td>
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<tr>
<td>LiveText Fee with FEM [New and transfer students]</td>
<td>MSED, BSED and PMC</td>
<td>$115</td>
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[www.medaille.edu](http://www.medaille.edu)
ACADEMIC AND STUDENT SUPPORT SERVICES

ACADEMIC ADVISEMENT CENTER
The Academic Advisement Center is located in the Student Success Center. To schedule an appointment with your advisor, or speak to a member of the Center’s staff, please call: 880-2227. More information is available through the Center’s web site: http://www.medaille.edu/academics/aac.

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

CAREER PLANNING
The Career Planning Center provides services to all students and graduates. We provide the tools and resources to help students succeed and to meet their professional goals. Wherever a student may be in their academic or professional career, the Career Planning Center is prepared to help students achieve their desired outcome.
Contact our office today to:
• Learn about career and occupational information.
• Explore your personal strengths by completing a personal assessment such as the Strong Interest Inventory or our new Typefocus program.
• Prepare for the marketplace by attending one of our informative workshops on resume writing, interviewing, or conducting a job search.
• Polish your skills at one of our special events such as the Etiquette dinner, professional speakers or various networking opportunities.
• Connect with employers for everything from internships to job opportunities through College Central, our job database, or our annual Job Fair. Meet alumni and start building your professional network for future success.
Learn more about Career Planning here: http://www.medaille.edu/career-planning
MEDAILLE COLLEGE HONORS PROGRAM

Please note: Only traditional, day program students are eligible to participate in this program. The Medaille College Honors Program is a distinctive academic community that brings together talented and highly motivated undergraduate students, outstanding and enthusiastic faculty, and dedicated staff and administrators with the shared goal of promoting a rich, dynamic intellectual environment within and beyond the classroom. The purpose of this innovative program is to enhance the educational experiences of honors students by combining a sequence of eight honors-level General Education courses with an array of co-curricular events and projects designed to nurture deep intellectual inquiry, develop academic integrity and leadership skills, and foster a sense of shared moral commitment within the communities of Buffalo, Western New York, and the world.

Benefits to students in the Honors Program include:

- A rigorous and conceptually-integrated curriculum of honors courses designed to introduce and reinforce important critical thinking tools, communication skills, and scholarly ideas;
- Participation in special events, such as special honors receptions, presentations, symposia, service projects, and social events;
- Unique opportunities for personal mentoring from honors faculty, administrators, and staff, as well as the chance to connect with other outstanding and passionate students;
- Flexible advisement and registration procedures to ensure enrollment in honors courses on schedule and in sequence;
- A unique housing grant for all honors students choosing to live on campus;
- Preferred parking for freshman commuter students;
- Official recognition at commencement and on the diploma.

Since the curriculum of the Honors Program is structured around accelerated versions of Medaille’s General Education courses, qualified students pursuing any undergraduate baccalaureate degree program are potentially eligible to participate.

Contact

- For questions or further information about admissions policies or financial aid, please contact Brian Filjones, Honors Program Liaison in the Admissions Office, at (716) 880-2200 or via email (BLF29@medaille.edu).
- For questions or further information about the academic or co-curricular aspects of the program, please contact Dr. Alice Villaseñor, Honors Program Director, at (716) 880-2217 or via email (amv68@medaille.edu).

For more information about the Honors Program, visit: http://www.medaille.edu/academics/honors-program

EQUIP: BUILDING A CIVIC AND SUSTAINABLE FUTURE

At Medaille College, undergraduate learning is hands-on and connected with the community. Through EQUIP, our faculty work directly with students to link classroom learning with real-world problem-solving—right from the first semester. EQUIP encourages early and continuous career exploration through experiential learning and internships. In each undergraduate program,
students are able to get out of the classroom to apply their learning through teamwork, projects, and service in local organizations.

In year 1, students **EXPLORE** their community and **QUESTION** their role in it. First-year book programming and community-based learning activities provide an experiential basis to students’ learning in the freshmen year that both enhances their ability to achieve essential twenty-first century learning outcomes and empowers them to contribute to the vital lifelong work of building a civic and sustainable future.

In year two, students **UNDERSTAND** their major as courses within their academic discipline begin to connect with community issues; at this point, students also begin to explore career options related to their major.

Year three at Medaille typically involves internships, field experiences, and more in-depth community-based learning projects as students build their networks and gain the skills that will empower them for career success.

As seniors, students are expected to **PRODUCE** new knowledge in a capstone course, enabling them to apply learning to solve real-world problems and create original projects that have the potential to make a difference in the community.

For more information about **EQUIP**, please contact the Center for Community-Based Learning at 566-3083.

**COMPUTING CENTERS**

There are a number of computer access centers located throughout the Buffalo Campus. The largest cluster of computers available to students is the traditional Academic Computing Center (ACC) located on the second floor of Huber Hall. The Huber ACC consists of a 25 workstation open lab with two adjacent PC classrooms accessible on an availability basis. One PC Classroom is upgraded annually and this year's equipment is the Dell OptiPlex 7040 PC with an Intel Core i5 processor, 8 GB of RAM, DVD +/-RW drive and a 22” widescreen LCD with easy-access USB ports. Academic computing clusters are also located in the Residence Halls, Library, Student Support Center, Main Building’s fourth floor Commons, the Student Tech Lounge and the Sullivan Center’s student activity rooms and kiosk zones. There are over 300 PCs available to students on the Buffalo campus.

All ACC computers run Microsoft Windows 7 Professional and are networked via fiber optic backbone accessing the Internet through a 400 Meg MPLS Ethernet Circuit. The ACC runs the Microsoft Office Professional Plus 2010 suite along with a variety of course-specific software applications and standard utility applications. Select lab machines have an attached scanner. For enhanced presentations and visual demonstrations, PC classrooms are equipped with an interactive, touch sensitive SmartBoard. Each PC classroom contains a laser printer; the PC lab contains two LaserJet printers, plus a color LaserJet printer.

Visit Medaille College’s IT Support Site (http://www.it.medaille.edu) for more information.

**DISABILITY SERVICES**

The Office of Disability Services, located in the Student Success Center in Huber Hall, assists students with disabilities in all aspects of their College life. Students requesting services and/or accommodations should contact the Coordinator of Disability Services, Sarah Mecca directly at (716) 566-3088 or via email: Sarah.E.Mecca@Medaille.edu. The Office of Disability Services www.medaille.edu
also maintains a comprehensive website with additional information, policies, forms, and resources. The website is available here: http://www.medaille.edu/academics/academic-services/student-success-center/disability-services.

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

HOUSING AND RESIDENCE LIFE
Medaille's small campus provides the perfect atmosphere for students interested in becoming a resident student. Since the fall of 2001, Medaille has built two residence halls that can accommodate a total of 390 students living on campus. Both residence halls offer wireless internet, cable-television and a host of additional amenities.

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

The North Residence Hall offers spacious apartments for our upper class resident students and comfortable suites for entering freshman and current resident students. Both facilities offer a card-access security feature. The North Residence Hall is offline for the 2016-2017 academic year.

Residential Life Mission Statement: The Residence Life program promotes a living and learning environment that balances personal and academic growth with student development and community well-being. Effective Fall 2012, the following residency policy is in effect: Freshman and Sophomore students who do not reside with their parents or legal guardians are required to live in College owned housing. Non-traditional students/transfer students who may be interested in housing off-campus should refer to the Housing and Residence Life Office for information about apartments in the immediate area. While Medaille College provides an off-campus referral service, the College accepts no further responsibility in transactions between students and landlords. Additional information on Medaille’s Housing and Residence Life may be found here: http://www.medaille.edu/residence-life.

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

KEVIN I. SULLIVAN CAMPUS CENTER
The programs and services offered through the Kevin I. Sullivan Campus Center are a vital part of the educational experience at Medaille. The Kevin I. Sullivan Campus Center program serves students, faculty, staff, alumni, and guests in developing well-rounded individuals working together to enhance the educational opportunities provided through the College. The facility
serves as a focal point for College community life and a training ground for students in assuming social responsibility and leadership. The cultural, social, educational, and recreational programs are intended to make free-time activity a cooperative venture with classroom learning. The Center houses a regulation NCAA basketball court, volleyball courts, jogging track, weight and exercise room, locker rooms, training room, food service area/multi-purpose room, College store, student lounges, student club and organization area, and a private dining room. It also houses the Office of Student Development, including the Vice President of Student Development, the Student Involvement Center, Residence Life, and Intercollegiate Athletics.

LEARNING COMMUNITIES
Learning communities co-enroll small groups of students in two or more courses with mutually reinforcing themes and assignments. They are designed to give students “opportunities for deeper understanding and integration of the material they are learning, and more interaction with one another and their teachers as fellow participants in the learning enterprise” (Gabelnick et al., 1990). National research studies, as well as Medaille College’s own experience with learning communities, show that the active, participatory team environment that learning communities promote make learning easier and more rewarding.

All new freshmen at the Buffalo Campus participate in first-year learning communities. While learning communities are used in other contexts at Medaille College, they are embedded in the first-year undergraduate experience because they help students develop the knowledge, skills, and attitudes that are foundational for success in College. Some of the benefits of learning communities include:

**Coordination:** While each course is different, professors coordinate activities and assignments. Sometimes, topics will run parallel in several courses. At other times, the skills learned in one course will come in handy in another. A wealth of national research literature demonstrates that the curricular integration offered through learning communities helps students develop a deeper understanding of coursework and engage more actively in their education.

**Connection:** The learning community design allows students to connect with professors, fellow students, and essential College support services more easily and quickly. Freshmen in learning communities report that they are able to begin to form strong friendships and support networks right from their first day of College.

**Cooperation:** Learning communities foster active, collaborative learning. Students actually learn better when they talk with friends about what they are doing in their courses and when they have ready access to faculty and campus resources. Cooperation and teamwork make learning easier, and they are hallmarks of the learning community experience.

In addition to promoting the benefits that are being realized by campuses across the nation, first-year learning communities at Medaille College include special features that not only enrich classroom learning but also extend student learning beyond the classroom. Themes are carefully connected to larger issues in the local, regional, and global communities, and Community 101 projects featured in the first-year learning communities move students outside the classroom to engage in real-world problem solving. Additionally, students have several opportunities to participate in co-curricular activities that are explicitly linked to the themes of the courses and
the community-based projects on which they are working. For more information about learning communities at Medaille College, please contact the Office of Academic Affairs at 880-2241.

LIBRARIES
The Medaille College Libraries are located on the Buffalo and Rochester Campuses. The largest library is located in Huber Hall on the Buffalo Campus. The Medaille College Libraries collections contain approximately 49,000 print volumes, over 148,000 electronic books, and subscriptions to more than 220 print and electronic journals. Full-text articles are available through subscription databases which range from general to subject-specific. Medaille College is a member of Connect NY, a group of private college libraries that share collections. 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 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 a Librarian” link on the library’s website. Please visit the Medaille College Libraries website for more information: http://libraries.medaille.edu.

OFFICE OF MULTICULTURAL AND COMMUNITY-BASED LEARNING
The Office of Multicultural and Community-Based Learning serves a dual role on the Medaille College campus by supporting the international student population and outreaching to our greater Buffalo community. Located in Huber Hall with the Career Planning Suite, the office coordinates all international student programing and advisement for incoming and current foreign students. The office aims to create a comfortable and welcoming environment by educating our staff, faculty, and students on the importance of cultural collaboration in and out of the classroom. The Office of Multicultural and Community-Based Learning establishes partnerships with numerous local organizations where students are connected with community engagement opportunities. While working with faculty, community-based learning initiatives foster internal student growth by applying what they learn in the classroom to their community. Through the Office of Multicultural and Community-Based Learning, students can become advocates for social justice and appreciate the importance of becoming respectful global citizens.”

NEW STUDENT ORIENTATION
Undergraduate, Traditional Day Programs: Orientation is held each year prior to the beginning of the fall semester. This two-day event is designed to assist new students and their families successfully transition to Medaille College. Orientation provides information about academic programs, institutional resources, student support services, academic support services, co-curricular opportunities, and extra-curricular opportunities. These programs, resources, and opportunities are designed to create a holistic student experience and positive learning environment for all. Additional areas of focus include:
- Diversity and multicultural education
- Positively contributing to your community & social responsibility

www.medaille.edu
Leadership
Healthy behaviors
Interpersonal relationships

Adult and Graduate Programs: 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.

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

STUDENT SUCCESS CENTER
The Student Success Center, located in Huber Hall, provides a network of student support services, including the Academic Advisement Center, the Academic Support Center, Career Planning, and Disability Services. The Center is also home to the TRiO/Student Support Services program and the Office of Multicultural and Community-Based Learning. The Student Success Center purposefully integrates student services with the academic mission of the College in order to promote student success and persistence to graduation, the ultimate measure of student success. Through its network of services and consistent communication with other campus educators, the Center helps to empower students to achieve their academic and
career goals. The Center also includes two new learning labs, a student technology lounge, four state-of-the-art classrooms, and a faculty/staff technology-training room. More information is available here: http://www.medaille.edu/academics/academic-services/student-success-center

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

**WELLNESS CENTER**

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

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

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

ACADEMIC ADVISING (UNDERGRADUATE)
The Academic Advisement Center is located in the Student Success Center in Huber Hall. To schedule an appointment with your advisor, or speak to a member of the Center’s staff, please call: 880-2227. More information is available through the Center’s web site: http://www.medaille.edu/academics/aac.

Our Mission: The mission of the Academic Advisement Center is to provide our students with direction and support to achieve their academic goals. The Advisement Center staff works cooperatively with our students and other College offices to help resolve any issues or problems that may impede academic progress.

Academic Advisors are available both day and evening hours on weekdays to provide a wide variety of academic advisement services. Advice on common academic questions is available on a walk-in basis.

Students are assigned an Academic Advisor upon acceptance to the College. All new students will have an Academic Advisor from the Academic Advisement Center/Student Success Center. Each student is required to meet with his or her Academic Advisor to plan a spring and fall class schedule. Questions regarding schedule changes, academic policies, and program requirements should also be directed to the Academic Advisors in the Center. The Medaille College advising system does not operate in isolation. It is, rather, an intricate system in which all constituencies in the College have an active role in assisting students throughout their academic career at the College. Academic Advisors and support staff in the Advisement Center work closely with faculty and student support offices such as the Registrar’s Office, Financial Aid, Residence Life, Career Planning and Placement, and Student Services to ensure that students have a rewarding experience at Medaille College.

The Advisement Center coordinates the collection and distribution of Academic Warning Reports for at-risk students. Faculty members submit completed Academic Warning Reports online and as needed throughout the semester if a student is performing below a C- in the course. Advisors follow up with students regarding their performance. A comprehensive report is generated each week of all academic warnings issued by the faculty. The report is available to the Athletic Office, Academic Support Center, Division Heads, the Vice President of Student Development, and the student’s Academic Advisor for appropriate follow-up.
DEGREE COMPLETION PLANNING
Note: This policy applies to students in Adult/Graduate/Online (AGO) programs.
Degree completion planning allows the Adult/Graduate/Online (AGO) student to create a plan that enables him/her to complete all degree requirements in a timely manner. All undergraduate students are required to ascertain what general education requirements, liberal arts and sciences electives, and general elective requirements have been met. It is the responsibility of the student to make appointments with his/her advisor to assess status toward graduation. Students should schedule their mandatory advisement session prior to or during their first course to complete the Educational Goal Plan. Students must schedule a mandatory advisement session midway through their program. Failure to do so may result in a delayed graduation date. A Student Services/Advisement Counselor will assist the student in the development of an Educational Goal Plan and explain all available options for earning credits toward the degree requirements. Options include supplemental courses and programs offered at Medaille College, national testing programs, unique offerings at other colleges, and assessment of prior documented and experiential learning. The purpose of educational goal planning is to assist students in selecting those options which are most appropriate for attaining a degree.

PROGRAM/COURSE REGISTRATION
Note: This policy applies to Adult/Graduate/Online (AGO) students only.
Adult/Graduate/Online (AGO) students are registered for all courses within a specific program. No auditing of courses is allowed. A student who fails to participate in or complete any course for which he or she registered will receive an "F" and be billed for the course. In order to prevent such action, the student must be placed on an official leave of absence or officially withdraw from the program. Student forms are available online at www.medaille.edu/registrar. To prevent being billed for a class the student must request an official leave of absence before the first class meeting. Waivers must be requested at least four weeks prior to the start of the waived course.

REGISTRATION FOR ADDITIONAL COURSES
Note: This policy applies to Adult/Graduate/Online (AGO) students only.
If a student needs additional credits in order to fulfill his/her degree completion requirements, he/she may register for AGO elective courses. Registration must be completed at least three weeks prior to the first night of class. Registration forms are available from Student Services. Students must schedule an advisement session with Student Services before registering for additional courses.

ACADEMIC ADVISING (GRADUATE)
Each graduate student at Medaille is assigned a to work with a Program Director (Psychology) or an Faculty/Academic Advisor (Marriage and Family Therapy, Doctor of Psychology, School of Education, Clinical Mental Health Counseling, and Adult, Graudate and Online (AGO) 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. See your program section for more information.

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

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

**ACADEMIC ALTERNATIVES**
Medaille College recognizes that adult students may possess knowledge and experiences distinguishing them from the traditional college student. Therefore, Medaille College offers adult students the opportunity to obtain credit for this knowledge and those experiences through Academic Alternatives. **Note: Academic Alternatives are restricted to enrolled Medaille students in undergraduate programs.**
The Academic Alternative process deals solely with college-level knowledge obtained outside the accredited college classroom. This includes, for example, formal learning gained through successful completion of coursework sponsored by business, military, and government institutions; it also may include, for example, knowledge obtained through career experiences, business expertise, and volunteer work.
The most essential thing to keep in mind about Academic Alternatives is that credit is not awarded for experience (no matter how sophisticated) but for the student’s ability to demonstrate
that these experiences, knowledge, and/or skills are comparable to what is required within Medaille College’s degree programs and courses.

Any new students interested in academic alternatives should first meet with Medaille College Admissions to begin the process of applying to the College.

Credits earned through academic alternatives are posted on the transcript as a separate designation during the semester in which the credit is awarded. There is an indication of which alternative was pursued. For new and currently enrolled students, the total number of credits earned through any combination of academic alternatives cannot exceed 60 for the baccalaureate degree or 30 for the associate degree. All students working toward the bachelor’s degree must earn the last 30 credits in coursework at Medaille College; for the associate degree, the last 15 credits.

**CHALLENGE EXAMS**

Students who think they have the knowledge base for a particular course may be able to take a challenge exam instead of enrolling in the course. Contact the Academic Alternatives Advisor to see which courses are available for challenge exams. This is the only Academic Alternative given residential credit; Satisfactory/Unsatisfactory grades are issued for challenge exams. Fee: $100 for each exam; non-refundable, non-transferable. Exams must be taken within one year of the date of the official letter from the Office of Academic Affairs. Graduates, please check deadline dates for taking exams. The deadline date may occur before the one year deadline date.

**PRIOR LEARNING ASSESSMENT (PLA)**

Students have the opportunity to work with the Academic Alternatives Advisor to prepare a portfolio which demonstrates college-level knowledge/skills that have been acquired through career and life experiences. The portfolio is directed at addressing objectives for a particular course(s) at Medaille College. Students must discuss policies, procedures, and possible courses for a PLA with the Academic Alternatives Advisor. Satisfactory/Unsatisfactory grades are issued for a PLA. Fee: $100 non-refundable, non-transferable application fee for each course; $75 for each credit earned. **SPECIAL NOTE:** A person who applies for PLA credit must first be admitted to and currently registered at the College, either part-time or full-time, before his/her application will be processed.

**DSST**

Medaille College offers DSST exams administered on campus. Students do not need to be enrolled at Medaille College. The DSST offers approximately 38 examinations in subject areas that include physical science, applied technology, math, business, humanities, and social sciences; all are in a multiple choice format (the speech includes an audio recording). Additional information and fact sheets are available at: [http://www.getCollegecredit.com](http://www.getCollegecredit.com). Fee: $140 for each exam, non-refundable. In the event that an exam has to be rescheduled, there will be a $10 fee for each rescheduling.

The following academic alternatives are options taken at other institutions and are eligible for possible transfer credit at Medaille College:

www.medaille.edu
OTHER ACADEMIC ALTERNATIVES

ACE (American Council on Education) Military Program: There are formal courses offered through the armed services that may be eligible for College transfer credit. A DD214 form should be submitted during the Admissions process; evaluation is conducted by the Medaille College’s Registrar’s Office. Additional information is available at http://www.acenet.edu (search for “Military Programs”).

ACE CCRS (American Council on Education College Credit Recommendation Service): Provides access to academic credit for formal courses taken through corporations, volunteer associations, and other non-collegiate organizations. Additional information is available at www.acenet.edu (select “Higher Education Topics”).

AP (Advanced Placement) Exams: High school students may take College-level courses through their high schools. Minimum passing score is 3. A formal examination at the completion of the course is required with scoring processed through the College Board. Additional information is available here: www.collegeboard.com/student/testing/ap/about.html

CLEP (College Level Examination Program): Offered through CLEP are a series of general and specific exams, administered via the computer, that measure achievement primarily in the first two years of college. Minimum passing score is 50. There are five general areas for exams: Composition and Literature, Science and Mathematics, Foreign Language, History and Social Sciences, and Business. Most tests are multiple-choice and have a 90 minute time limit. Additional information and locations for exams is available at: http://clep.collegeboard.org. Fee: $80 for each exam and a $25 college administrative fee determined by the institution. Please see website for specific payment instructions.

Excelsior College Examinations: There are approximately 51 Excelsior College Exams in the arts and sciences, business, nursing, and education. Exams are computer delivered and taken at Pearson VUE Testing Centers. Additional information, exam guides, deadlines, and registration procedures are available here: www.excelsior.edu.

Cross-Registration: Medaille College belongs to the Western New York Consortium of Higher Education, which permits full-time students to register for individual courses in any of the participant colleges or universities. A student may only cross-register for one course per semester. Cross-registration is valid only during the fall and spring semesters. There is no additional tuition for courses taken through the Consortium, provided the student’s total class load does not exceed 18 hours, at least 12 of which are being taken at Medaille. Students are responsible for the cost of books and any associated college fees. Forms for cross-registration are obtained from the Registrar’s Office.

ACADEMIC CALENDAR

The 2016-2017 Academic Calendars are available here: http://www.medaille.edu/academics/academic-calendar

Please note that there are multiple calendars, depending upon the academic program that you enrolled in. Any questions about academic dates may be directed to the Office of Academic Affairs located in the Main Building, Room 202 or by phone (716) 880-2240.
ACADEMIC CLASSROOM CONDUCT
Medaille students\(^1\) are members of a unique and privileged community of learners. They are expected to cooperate with their faculty\(^2\), fellow students, all campus educators \(^3\) and college officials \(^4\) to promote intellectual curiosity and foster respect for diverse people, ideas, points of view, and fields of study in the advancement of learning.

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

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

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

ACADEMIC CLASSROOM CONDUCT-POLICY AND PROCEDURES
The Medaille College Academic Classroom Conduct-Policy and Procedures identifies two levels of inappropriate student conduct, both of which interfere significantly with creating and sustaining the kind of learning environment described above. The Policy and Procedures

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\(^1\) The term “student” includes all persons taking courses at Medaille, either full-time or part-time, pursuing undergraduate or professional studies.

\(^2\) The term “faculty” means any person hired by the college to conduct classroom or teaching activities or who is otherwise considered by the college to be a member of its faculty.

\(^3\) The term “campus educators” includes faculty as well as individuals who may conduct classroom or teaching activities at the request of the college.

\(^4\) The term “college officials” includes any person employed by the college performing assigned administrative or professional responsibilities.

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Statement also outlines the institutional processes for educating students about community standards for classroom behavior and for sanctioning any individuals who fail to conduct themselves in accordance with them.

It should be noted that appropriate academic conduct extends beyond the traditional physical classroom setting and applies equally to other College-related and sanctioned learning environments that include but are not limited to laboratories, clinical and internship sites, field trips, off-site facilities, and online learning environments. Specific information regarding conduct outside of the academic classroom setting is addressed in VOL. VII, Student Life and Residence Policies, of the Medaille College Institutional Manuals, available through the College’s website.

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

**VIOLATIONS OF ACADEMIC DECORUM AND RESOLUTION PROCEDURES**

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

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

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

**Informal Resolution Process:** Faculty members and instructors are required to address initial Level I misconduct behaviors through the following process in the order indicated below:
• Speak directly with the offending student(s) either in class at the time of an incident or as soon as possible after class. Depending upon the nature of the initial infraction, the faculty or campus educator may direct a student(s) to leave the classroom.

• Issue a verbal warning and explain why the behavior is inappropriate in the classroom setting (or other educational context) and disruptive to learning. Describe appropriate behavior and the possible consequences if the misconduct persists.

• Contact other appropriate College officials (i.e. Academic Chairperson, Administrator, and Program Director) and/or issue an academic warning in order to ask for assistance in intervening with the offending student(s) in an effort to defuse and/or resolve a situation before it progresses to a formal warning or dismissal of the student from class.

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

**First Classroom Dismissal and Sanctions (Level I Misconduct):** After being dismissed from a class for the first time, the faculty member or instructor must inform the student(s) in writing that a meeting must be arranged with the faculty member or instructor in an attempt to resolve the matter before the next class meeting. Faculty or instructors should ask their Division Head, or another appropriate institutional official to participate in an effort to facilitate a positive resolution. The student(s) will not be allowed to return to class until this required meeting has taken place.

At this meeting, College officials will reiterate the negative effect on the learning environment of the continued, repeated misconduct in question; explore the causes of it; discuss appropriate corrective behavior; and review again the possible consequences of any further classroom disruptions, including faculty-imposed, course-embedded academic sanctions ranging from a reduced assignment grade on a paper, exam, or project to lowering the final course grade. Students dismissed from class the first time are also subject to a Letter of Warning from the appropriate College Dean.
Second Classroom Dismissal and Academic Withdrawal (Level I Misconduct): Any student(s) dismissed from class for a second time, after a previous meeting with College officials regarding Level I misconduct determined by a faculty member or instructor to be disrespectful and/or disruptive as well as chronic, is/are subject to administrative withdrawal from the course or courses where the infractions have occurred. A faculty member or instructor who has dismissed a student from her/his classroom a second time may pursue the administrative withdrawal of the student(s) through the Office of Academic Affairs within three working days. At the written request of a faculty member or instructor, the appropriate College Dean will review the documentation available regarding chronic misconduct, and make a recommendation to the Vice President for Academic Affairs within three working days of receiving the written request. The decision of the VPAA is final.

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

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

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

Formal Resolution Process: Faculty members and instructors are required immediately to report any Level II misconduct by contacting Public Safety at 716-880-2911 (Buffalo Campus), 716-984-1350 (Amherst Campus), or 585-272-0030 (Rochester Campus, and have the offending student(s) removed from the classroom and off campus grounds. In the event the class is conducted at a sanctioned learning environment such as a laboratory, clinical and internship site, field trip or off-site facilities, the host site will contact its security personnel or the police to remove the student(s) from its property according to the organization’s policy for removing a disruptive or threatening individual.

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

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5 The term “staff” includes any person who is employed by the college

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Once the case is concluded, the Vice President of Student Development will notify, in writing, the student(s), the faculty member or instructor, the appropriate Division Head, the Vice President for Academic Affairs, and Public Safety. Students are not allowed to return to the class from which they were removed during the adjudication of their case.

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

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

Faculty and instructors must complete an official College Incident Report form at Public Safety for all Level II infractions. Copies will be distributed to the faculty member, her/his Division Head, the VPAA, and the Vice President of Student Development.

### ACADEMIC CREDIT, UNIT OF

Medaille College adheres to NYSED’s definition of a semester hour in order to determine instructional time for all courses, regardless of delivery format. Medaille College has established the following definition for an academic unit of credit, or credit hour assignment: one credit represents the equivalent of one hour of lecture or recitation, or at least two hours of laboratory work each week and at least 30 hours of supplementary assignments for one semester term or its equivalent.

<table>
<thead>
<tr>
<th>Semester hour(s)/credit(s) earned</th>
<th>Minutes of instructional time (minimum)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>750</td>
</tr>
<tr>
<td>2</td>
<td>1,500</td>
</tr>
<tr>
<td>3</td>
<td>2,250</td>
</tr>
<tr>
<td>4</td>
<td>3,000</td>
</tr>
</tbody>
</table>

### TIME-ON-TASK FOR ONLINE COURSES

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

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<table>
<thead>
<tr>
<th>Course Credit</th>
<th>Total Time-on-Task for Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 credit</td>
<td>45.5 hours</td>
</tr>
<tr>
<td>2 credits</td>
<td>91 hours</td>
</tr>
<tr>
<td>3 credits</td>
<td>136.5 hours</td>
</tr>
<tr>
<td>4 credits</td>
<td>182 hours</td>
</tr>
</tbody>
</table>

**ACADEMIC 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 from the instructor, the Vice President for Academic Affairs may immediately remove the student from the class. The Vice President for Academic Affairs or designee and the Vice President of Student Development will review the evidence and render a final decision within 30 days.

**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. This policy applies to undergraduate programs only.

**ELIGIBILITY:** After a minimum absence of five consecutive years, students suspended or dismissed for academic reasons, or who voluntarily withdrew because of unsatisfactory academic performance, may seek re-admission to the College through this policy.

The request to be re-admitted through the Fresh Start policy should be made to the Registrar’s Office. Requests will be referred to the Office of Academic Affairs for a decision.

Individuals seeking re-admission 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 re-admitted 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, and suspension. 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 College prior to graduation. All courses taken at Medaille College will be used to calculate eligibility for College honors at Commencement. The Office of Academic Affairs reserves the right to rescind the Fresh Start policy if a student fails to meet minimum academic progress standards or violates any of the conditions of this policy.

**ACADEMIC GRIEVANCE PROCEDURE**

A student wishing to resolve an academically-related grievance is required to follow the Academic Grievance Procedure. The procedure is as follows:

- The student should contact the instructor directly and attempt to resolve the grievance.
- If the grievance cannot be resolved between student and instructor, the student should contact the instructor’s division head/designee. The grievance should be submitted to the division head of the course in question.
- If still not resolved, the student should contact the Academic Affairs Office. Please note, all academic grievances must be made in writing. Academic Affairs reserves the right to meet with the involved parties.

A student may appeal the Division Head/College Dean’s decision to the Vice President for Academic Affairs. The decision of the Vice President for Academic Affairs (or his/her designee) is final for all academic matters.

**ACADEMIC GRADE APPEAL ADULT/GRADUATE/ONLINE (AGO)**

This policy applies to Adult/Graduate/Online (AGO) students only. Academically related conflicts between a student and an instructor should be addressed promptly. Students should understand that grading is viewed as a contractual relationship between the faculty member and the student. Although students have the right to protest, actual changes in grades are both rare and at the discretion of the faculty member. Academic Services will intervene only in extreme circumstances and, even then, only as an intermediary.

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

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

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

ACADEMIC HONORS
At the end of each semester, the College announces the names of the full-time students who are recorded on the Dean’s List. Students who take a minimum of 12 credit hours and who earn a grade point average of 3.5 or higher for all credit hours carried during that semester are placed on the Dean’s List. Pass (“P”) and Satisfactory (“S”) grades are not included in the minimum 12 credit hours required for Dean’s List qualification. Any student receiving an Incomplete (“I”) grade will not be considered for Dean’s List status during the semester in which the Incomplete was issued. A student who attains Dean’s List status for four semesters is eligible for the Medaille Medal, which is awarded at the College’s annual Honors Convocation.
At the end of each semester, the College announces the names of the part-time students who are recorded on the Merit List. Students who take a minimum of 6 but no more than 11 credit hours, and who earn a grade point average of 3.5 or higher for all credit hours carried during that semester, are placed on the Merit List. Pass (“P”) and Satisfactory (“S”) grades are not included in the minimum 6 credit hours required for Merit List qualification. Any student receiving an Incomplete (“I”) grade will not be considered for Merit List status during the semester in which the Incomplete was issued.
Full- and part-time status for academic honors is determined at the conclusion of the drop/add deadline.

ACADEMIC INTEGRITY
(BUFFALO, TRADITIONAL UNDERGRAD)
Overview: 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 expulsion from the College.
Please note: The Academic Integrity policy was originally published in Medaille College’s Policy Manual Volume VI Selected Undergraduate Academic and Enrollment Policies. This policy manual has since been incorporated into the Medaille College Catalog. For the sake of consistency, the original numeration of the section has been preserved.
6.1.1.1 Academic Integrity: All course syllabi contain the following statement: “Medaille’s faculty and administration expect all students to complete their academic assignments with honesty and integrity. Students who engage in any form of academic dishonesty (e.g., ...
plagiarism, cheating on a test, forging a signature or an entire College document) will be dealt with severely, with penalties ranging from an “F” on a given assignment to failing a course or even academic suspension.

6.1.1.1 Definition: 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 expulsion from the College.

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

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

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

a. 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.

b. Enclose within quotation marks all quoted materials.

c. Make certain that paraphrased material is rewritten in your own style and language. The simple rearrangement of sentence patterns is unacceptable.

d. Provide specific documentation for each borrowed item.

e. Provide an entry in [bibliography] for every book or journal [or Internet site] that is referred to in your paper.”

3. Other possible examples of academic dishonesty include:

1. falsely claiming to have done work or obtained data;
2. misrepresenting reasons for not completing assignments or taking examinations as scheduled;
3. submitting the same work in different courses without the prior approval of the instructor;
4. forging a signature on any College document;
5. damaging or stealing college documents and/or equipment from the library, computer center, classrooms, or other academic resources areas; and,
6. cheating on a test or other in class assignments.

6.1.1.1.2 Student Charged with Academic Dishonesty – First Offense
1. An instructor who discovers evidence of cheating, plagiarism, or other forms of academic dishonesty will meet with the student and orally inform the student of the suspected violation and evidence upon which it is based as soon as possible after the offense is discovered. This meeting affords the student an opportunity to present an explanation or defense and possibly resolve to the instructor’s satisfaction what may be a simple misunderstanding. After talking with the student, the instructor may choose not to pursue the matter or invoke any penalty. No formal charge may be filed against the student or a penalty imposed until the faculty member has met with the student (or made a reasonable effort to do so).

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 letter to discuss the instructor’s 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.

2. 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 division head.

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.

6.1.1.13 Student Appeal Process

1. 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 division head, the Academic Standards Committee and, finally, to the Dean. In cases where a division head is the faculty member levying the charge of academic dishonesty, a student should appeal directly to the Academic Standards Committee through the Dean (as described below).

At any stage of the appeal, the division head, the Academic Standards Committee or the 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 the Dean, which is final.

2. To appeal an instructor’s decision, the student must send a letter of appeal to the faculty member’s division head 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:
1. the course name, number, and section
2. the instructor’s name;
3. the nature of the violation;
4. reasons why the student believes academic dishonesty did not occur or a rationale explaining why the penalty imposed is too severe; and
5. 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.

3. To appeal a chairperson’s decision, the student should notify the appropriate Dean of the student’s intent to appeal in writing within five working days of receiving the division head’s written decision. The Dean will review the case evidence, meet with the student and decide whether or not to convene the Academic Standards Committee.

If the Dean determines the student has presented an insufficient basis for further appeal, the Dean will notify the student in writing of the Dean’s 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 division head 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 Academic Standards Committee 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 Academic Standards Committee 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, division head, and the Registrar’s Office.

At an Academic Standards Committee 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.

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

6.1.1.1.5 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 send it to the Academic Standards Committee for recommendations on further sanctions, including expulsion from the College.

6.1.1.1.6 Repeat Offenses

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As described in detail below, the process for handling cases of alleged academic dishonesty involving previous offenders omits the involvement of division head, although they will be informed of the matter. All alleged repeat offenses and student appeals, if any, go directly to the Academic Standards Committee for a full hearing.

1. When the Dean, as the institution’s records manager for cases of academic misconduct, becomes aware of a second (or more) reported charge of alleged academic dishonesty, the Dean will immediately contact both the student charged and the faculty member bringing the charge and inform them of the date and time of a mandatory Academic Standards Committee hearing to adjudicate the current charge of academic misconduct. The Dean will convene the Academic Standards Committee within ten working days after receipt of the most recent charge.

2. The Academic Standards committee will conduct a hearing to review the case and hear the student’s appeal, if any, of the charges and course-related sanctions imposed already by the instructor. 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.

If the Academic Standards Committee dismisses the charge, the student and the faculty member bringing the charge will be informed in writing. The faculty member has the right to appeal the Committee’s decision. If the Academic Standards Committee finds the student guilty, it may either simply affirm the instructor’s course-related sanctions, impose an additional penalty or it may recommend that the Vice President for Academic Affairs dismiss the student from the College.

The Academic Standards Committee will render its recommendation in writing to the Vice President for Academic Affairs within five working days after completing its hearing. The Vice President for Academic Affairs will communicate the Vice President for Academic Affairs’ decision about penalties in writing within ten working days of the Academic Standards Committee hearing, with copies sent to the appropriate faculty member, division head, and the Registrar’s Office.

1. 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.

2. 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 Academic Standards Committee before making a decision on reinstatement.

ACADEMIC INTEGRITY AND MISCONDUCT
ADULT/GRADUATE/ONLINE (AGO)

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

Academic Dishonesty is defined as any of the following:

- Submitting work for academic evaluation that is not the student’s own.
- Copying answers from another student during an in-class or take-home examination.
- Using unauthorized notes or materials during an examination.
- Accessing a cell phone or instant message program during an examination.
- Submitting group work as individual work.
- Failing to properly acknowledge the source of quoted or paraphrased ideas, data, or research.
- Appropriating, word for word, sections of a book, article, or website and submitting it as the student’s or group’s own work.
- Fabricating or falsely reporting data, information, or citations.
- Obtaining or attempting to obtain instructor resource material or confidential College records, either electronic or paper.
- Any academic misconduct that calls into question the integrity of a specific student work.

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

Actions and Appeals

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

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

- The instructor will present evidence to the Director of Academic Services, who will decide within one week if the charge is warranted. If a charge is deemed unwarranted, the accusation will be rejected and no action will be taken. If the charge is warranted, the case will be presented to both the Dean, School of Adult and Graduate Education (SAGE) and the Office of Academic Affairs.
- The Office of Academic Affairs and the Dean, SAGE will inform the student in writing that a charge has been filed.

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

ACADEMIC DISHONESTY
This policy applies to non-Adult/Graduate/Online

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

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

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

“Fundamentally, plagiarism is the offering of words or ideas of another person as one’s own. While the most blatant violation is the use of other students’ work, the most common is the unintentional misuse of 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
• Cheating on a test or other in-class assignments.

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

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

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

2. The penalty may include an “F” for the specific assignment in question, an “F” for the entire course, or other course-related sanction deemed appropriate by the instructor. The instructor must report the action in writing to the appropriate 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.

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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 appropriate 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.
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.

ACADEMIC STANDARDS (UNDERGRADUATE)
Please note: Some programs have different Academic Standards policies. In this case, these academic standards are explained in that program’s information section, or, below in a sub-heading.

POLICIES: The College’s Undergraduate Academic Standards Committee meets at the conclusion of each semester to review all undergraduate students’ academic progress and applies the policies described below to make decisions about their academic status. Note: These policies are in effect for students enrolled in Buffalo Campus, undergraduate programs.

Good Standing: Freshmen with a cumulative grade point average (GPA) of 1.70 or higher and sophomores, juniors, and seniors with a cumulative GPA of 2.0 or higher are defined as being in good academic standing and therefore immune from academic probation or suspension for academic reasons except under extraordinary circumstances. After three semesters of full time attendance students must have a minimum 2.0 GPA to be considered in good academic standing.
**Academic Alert:** All students whose semester grade point average (GPA) falls below a 2.0 will receive an academic alert letter, even when their cumulative grade point average is a 2.0 or higher.

**Academic Probation:** Any student whose cumulative GPA falls below the applicable good academic standing minimums cited above is automatically subject to academic probation or suspension the following semester. Students placed on probation may continue their studies the subsequent semester contingent upon their signing a required Undergraduate Probationary Contract, which limits them to 12 credits. A probationary semester is designed to give students the opportunity to take corrective action and progressively demonstrate their ability to meet the College’s academic standards. Academic probation is not subject to appeal. Failure to sign an Undergraduate Probationary Contract or comply with the conditions of it on a regular basis are grounds for administrative withdrawal from the College at any time during the contract period. Failure to fulfill all the specific conditions of an Undergraduate Probationary Contract may affect the Undergraduate Academic Standards Committee’s decision regarding continued probation or suspension for students who do not return to good standing at the conclusion of the probationary semester. The Undergraduate Academic Standards Committee determines probation at its discretion on a case-by-case basis. Committee members may skip probation and decide to suspend a student. Normally, the Undergraduate Academic Standards Committee will not grant any student more than two semesters of academic probation during her/his academic career at the College before suspending her/him. The Committee will award a third probationary semester only if extraordinary, documented mitigating circumstances apply.

**Suspension:** The Undergraduate Academic Standards Committee has the discretion to suspend students who fail to maintain good standing rather than offer academic probation. Suspension is automatic for students unable to return to good standing after two consecutive semesters on academic probation.

**Appeal Process:** Reinstatement from suspension is not automatic, but based on a careful consideration of available evidence regarding academic performance. Students may seek immediate reinstatement or wait for a full semester or longer to pursue reinstatement. Students denied immediate reinstatement must wait one full semester before appealing again. The Vice President of Academic Affairs or designee’s decision regarding reinstatement is final.

**Immediate Reinstatement:** Students seeking reinstatement must submit an appeal letter to the Vice President of Academic Affairs or designee. The letter should (a) explain mitigating circumstances that may have affected one’s academic performance, (b) make a compelling case for reinstatement and (c) outline a plan for improving one’s academic performance. Students suspended at the conclusion of the fall semester who seek immediate reinstatement for the upcoming spring semester must submit their appeal letter to the Vice President of Academic Affairs or designee within five working days after receipt of the College’s suspension letter. Students suspended at the conclusion of the spring semester who seek immediate reinstatement for the upcoming fall semester must submit their appeal letter by the date indicated on the suspension letter. Students seeking reinstatement after a period of more than one semester on
suspension should contact the Vice President of Academic Affairs or designee at least two weeks before the start of the semester in which they wish to return.

**Delayed Reinstatement:** Any student experiencing a period of absence because of suspension is encouraged to take steps to prepare for a successful return to Medaille College, if reinstated. Steps might include passing new courses at another accredited college or university (see College policies on transfer credits and repeating a course), enrolling in academic skills workshops, or obtaining tutorial assistance. In addition, evidence of intellectual and personal growth through work, community service, counseling, or other means would strengthen a student’s reinstatement appeal.

Any student reinstated from suspension must sign an Undergraduate Probationary Contract. Failure to meet the terms of the Undergraduate Probationary Contract at the end of the semester will result in automatic suspension. Failure to comply with the conditions of the contract during the semester may result in the contract being revoked at any time and the student administratively withdrawn from the College.

Reinstated students making substantial academic progress while under an Undergraduate Probationary Contract may have their reinstatement automatically continued for a second consecutive semester in order to give them reasonable time to return to good academic standing.

**Dismissal:** Students dismissed for academic reasons may not appeal for immediate reinstatement to the College but must wait at least one full academic year before petitioning for re-admittance as a matriculated student through the Office of Undergraduate Admissions. Students re-admitted are subject to the academic requirements in effect at the time of their return. They also return as probationary students and must either return to good standing by the end of one semester or to demonstrate significant progress toward it by earning a minimum semester GPA of 2.0, in order to avoid automatic dismissal. Students re-admitted from dismissal must return to good standing by the end of their second semester of study or be automatically dismissed again.

**Division of Education Undergraduate Dismissal Policy**

This policy applies to students enrolled in the following B.S.Ed. degree programs:

- Adolescent Teaching: Biology 7–12 & Students with Disabilities
- Adolescent Teaching: English 7–12 & Students with Disabilities
- Adolescent Teaching: Social Studies 7–12 & Students with Disabilities
- Education: Early Childhood/Childhood (B-6) Generalist

All B.S.Ed. majors must meet the NYSED mandated 2.5 cumulative GPA at the conclusion of their sophomore year (completion of 60 credit hours). Students who do not meet this requirement will be dismissed from their Education program. Students will also be dismissed from their Education program when referred to the Division of Education Professional Disposition Committee during any two (2) semesters prior to their senior year (completion of 90 credit hours). In both cases, students wishing to appeal dismissal and seek reinstatement must do so in writing within thirty (30) days following the end of the semester. This written appeal should be directed to the Division of Education’s division head. The appeal will be carefully reviewed by based upon available evidence. Their decision regarding reinstatement is final.
**ACADEMIC STANDARDS (GRADUATE)**

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 VPAA or designee. Failure to maintain the minimum 3.0 cumulative grade point average will result in being placed on probation. Any student on probation must not only achieve a 3.0 cumulative average within two successive terms following the term in which the deficiency occurred, but must also maintain at least a 3.0 term average in any term in which he or she is on probation. Failure to meet either of these requirements will result in dismissal from graduate studies at Medaille. Refer to your program handbook (as appropriate) for additional academic requirements. Graduate students must have a minimum 3.0 cumulative grade point average within their academic program in order to graduate. The computation of academic standing is based on hours earned each term. Students who have been dismissed may apply for readmission to the Graduate Admissions Committee after the lapse of two regular semesters. Such students who are then are placed on probation again must return to good standing by the end of one semester or be subject to dismissal. If a student wishes to appeal an academic standards decision, he or she may appeal through the Academic Affairs Office. The initial appeal must be in writing within 14 calendar days of notification or by the end of the first week of the next semester (whichever comes first) and state, in specific terms, the student’s case for appeal.

**ACADEMIC WARNINGS**

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

**ACADEMIC STANDARDS (ADULT/GRADUATE/ONLINE)**

An undergraduate student will be placed on academic probation if his or her cumulative GPA falls below 2.00 at any time during the program; a graduate student must maintain a 3.0 GPA. Academic probation will be removed when the student achieves a satisfactory cumulative GPA of 2.00 (undergraduate) or 3.0 (graduate) within a probationary period of two consecutive courses. Students placed on academic probation are contacted in writing by their advisor. Please note that financial aid may be affected by poor grades. Check with the Office of Financial Aid on the Amherst Campus for more information (716) 631-1061 or 1-800-252-2235.

If a student on academic probation fails to raise his/her GPA within two consecutive courses, he/she will be academically dismissed. Dismissed students are not eligible for re-admission until six months have passed. In such cases, a formal re-admit application must be submitted in accordance with admissions procedures; students must once again meet admissions requirements.
standards. In addition, the applicant should explain the reason for his/her academic deficiencies and why he/she should be given favorable consideration for re-admission.

A student who has received the grade of failure ("F") must contact their advisor for academic counseling before continuing, regardless of GPA. A student who earns a grade of "F" in any Core sequence course must repeat the course.

Students who do not pass their program’s introductory course (ENG 111, GEN 111, GEN 310, or MGT 510) may not progress further into the program sequence before retaking the failed course.

A student may be placed on behavioral probation if he/she violates the Academic Classroom Conduct policy (page 82). Depending upon the severity of the offense or the number of offenses, a student may be dismissed from his/her program.

**ACADEMIC PROBATION FOR FAST FORWARD STUDENTS:**
Please note: This academic probation policy only to students in the “Fast-forward academic programs.”
A student will be placed on academic probation if his or her cumulative GPA falls below 2.00 at any time during the program. Students placed on academic probation are contacted in writing by their advisor. They may continue their studies for one probationary semester. Following the semester, their academic status will be reviewed. Failure to achieve a GPA of 2.0 or higher at the completion of the probationary semester will result in academic dismissal.

A probationary semester is designed to give students the opportunity to take corrective action and progressively demonstrate their ability to meet the College’s academic standards. Academic probation is not subject to appeal. Please note that financial aid may be affected by poor grades. Check with the Office of Financial Aid for more information (716) 880-2610.

Dismissed students are not eligible for re-admission until six months have passed. In such cases, a formal re-admit application must be submitted in accordance with admissions procedures; students must once again meet the admissions standards. In addition, the applicant should explain the reason for his/her academic deficiencies and why he/she should be given favorable consideration for re-admission.

**HEALTH INFORMATION MANAGEMENT MINIMUM GPA AND DISMISSAL POLICY**
To graduate with a Bachelor in Professional Studies degree in Health Information Management, students must complete all required courses with an overall 2.5 cumulative average and at least a 2.5 average in all HIM courses both in the BRIDGE and CORE sequences. Students who fall below the required GPA will be placed on academic probation for the duration of 2 courses. If they do not successfully raise their GPA above a 2.50 by the
end of the second course, they will be dismissed from the College and can reapply to the college in 6 months.

ARTICULATION AGREEMENTS
Medaille College works with the region’s two-year colleges, BOCES programs, and high schools to facilitate student transfer of College-level credit and to welcome transfer students to our academic community. Please contact the Registrar’s Office when inquiring about the transfer of earned credits. Current information about articulation agreements is available here: http://www.medaille.edu/admissions/academic-and-life-credits

ATTENDANCE
Regular attendance is expected in all classes and academic activities related to a course (e.g., field trips) unless otherwise specified. Individual faculty members establish the specific attendance requirements for their courses.
Excessive absences are detrimental to student learning and performance and may affect certain types of financial aid. Discontinuance of attendance in a course or courses does not constitute an official withdrawal. Students intending to withdraw from classes must file the appropriate paperwork with administrative offices. Withdrawal forms are available in the Registrar’s Office.
Medaille College subscribes to the “Guidelines on Students and Religious Observance” adopted by the Commission on Independent Colleges and Universities. Absence does not excuse a student from coursework and responsibility for its completion.

CLASS ATTENDANCE FOR MOE PROGRAMS
MOE classes run from Wednesday to Tuesday; each week opens at 12:01am Wednesday morning and closes at 11:59 Tuesday night. Online students are expected to be present electronically within the Blackboard course site regularly.

Class participation for accountability is calculated based on the hours spent in each of the various Blackboard activities. Students are also expected to spend adequate time working offline on course activities and research.

To maintain active enrollment in online courses, each student is expected to appear regularly in the course electronic site. If you do not log into the course site and participate during the first week of class, you will be dropped from the course. Because of the unique characteristics of online learning, students should review the following attendance guidelines.

- Students must be electronically present for some time during every week of class.
- Each course must be completed during the established time period. Courses may not be extended over additional terms unless an Incomplete (I) grade has been issued.
- Communication has always played a key role in higher education. In online courses, communication is both more essential and more formal. You are expected to adhere to standard netiquette rules for course communications. Please review MOE netiquette expectations.

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• Attendance records are maintained through Blackboard and summarized at the end of each online course.
• It is the student’s responsibility to complete all work that is due within a week.
• Computers and the Internet are easily accessed and highly portable; MOE courses do not require any synchronous meeting times. Therefore, students may plan to complete course work at remote locations, during travel, or when confined to the home. Only extreme hardship, military deployment, serious illness, or other documented extraordinary circumstances will be considered as a valid excuse for week-long absences from the virtual classroom.
• A grade of Incomplete (I) is given only in very special circumstances. The student must furnish documentation to the instructor that coursework cannot be completed due to illness or other circumstance beyond the student's control. The student must have been in attendance in the course and have done satisfactory work up until the last two weeks of the course. All work must be completed within seven weeks from the final meeting date of the course.

**Official Class Attendance/Absences Policy (MOE Students)**

Student "attendance" in online courses will be defined as active participation in the course as described in the individual course syllabus. The instructor may require you to login as much as five times a week.

• Your course activity is tracked by the Blackboard course management system; these records are used to track your attendance in the course.
• Students are required to login to the course site and participate for some period of time each week. Students who fail to log in during any course week will be considered absent.
• Students are responsible for all weekly course work. Students who miss weekly assignments or discussion boards should contact their instructor to account for their absence. Each individual faculty member will establish and publish the consequences of missed deadlines. It is the student’s responsibility to contact the instructor about making up missed work.
• Students will be allowed to make up missed class work with no penalty if the absence was caused by documented illness, death of immediate family member, or participation in College sponsored activities. Otherwise, the instructor has no obligation to allow students to make up work.
• Online attendance within the Blackboard course site will be tracked for all students. Any student who does not log in to the course site and participate within the first week of the course will be administratively dropped from the class for non-attendance. Enrollment status (full-time/part-time, etc.) may be affected by this withdrawal which may impact billing and financial aid eligibility.
• If a student fails to participate for three (3) consecutive weeks, the student will be administratively withdrawn from the course. A recalculation of earned financial aid will be processed for students who are administratively withdrawn from all courses before the end of the term due to lack of class attendance; these students may render themselves ineligible to receive financial assistance.
CLASS ATTENDANCE FOR ADULT & GRAD STUDENTS

Adult & Grad Evening Cohorts:
Classes are held once per week for four hours. At this session, the entire class meets with the instructor. Additionally, students are expected to meet a second time during the week in small learning teams without the instructor's presence. Class and learning team attendance is mandatory and records are maintained in Academic Services.

Because of the nature of the Adult/Graduate/Online programs, attendance at all class meetings and team sessions is mandatory. A student who misses one class meeting, for any reason whatsoever, must understand that his or her academic progress is in jeopardy. A student who has missed one class meeting, or who knows that such an absence will occur, must schedule a conference with the course instructor to detail what steps are to be taken to ensure that readings, assignments, and activities will be completed in a timely fashion. This includes any supplementary assignments which may be assigned, evaluated, and factored into the final course grade at the discretion of the instructor. The responsibility for completing all assignments rests with the student. Failure to comply with these regulations will negatively impact the final course grade.

Missing more than one class meeting may be grounds for a student being withdrawn from the course in question. A student who misses more than one class meeting, or who knows that such absences will occur, must contact his/her instructor to explain the absences and provide an academic rationale for approving this exception to academic policy. The Completion of Course Requirements form, which verifies the required make-up work, must be completed and signed by both the student and the instructor, then filed with Academic Services.

Any student who misses more than two of the scheduled class sessions cannot pass the course. Students with extraordinary circumstances should contact their advisor to discuss their options. Failure to attend three consecutive class sessions will result in an administrative withdrawal, unless the student has been approved for a leave of absence.

Adult and Grad Fast Forward Day Programs
Classes are held once per week for three hours and thirty-five minutes over a fourteen-week semester. Class attendance is mandatory and records are maintained in Academic Services.

Students enrolled in the Fast Forward program must understand the rigorous nature of the educational undertaking in which they are engaged. A student who misses a class meeting, for any reason, is responsible for the material missed. A student who has missed a class, or who knows that such an absence will occur, must meet with the course instructor to ensure that readings, assignments, and activities are completed and submitted in a timely fashion. It is the student’s responsibility, not the instructor’s, to initiate this conference.
If a student’s absences become excessive, the instructor is required to document the student’s ability to meet the course outcomes. The Completion of Course Requirements form, which verifies the required make-up work, must be completed and signed by both the student and the instructor. If a student misses more than three class sessions, a grade will not be issued without a completion of course requirement form.

**ASB R2 Evening Program**

ASB R2 classes meet for two four-hour sessions each week over a seven-week period. Class attendance is mandatory and records are maintained in Academic Services.

Students enrolled in the ASB R2 program must understand the rigorous nature of the educational undertaking in which they are engaged. A student who misses a class meeting, for any reason, is responsible for the material missed. A student who has missed a class, or who knows that such an absence will occur, must meet with the course instructor to ensure that readings, assignments, and activities are completed and submitted in a timely fashion. It is the student’s responsibility, not the instructor’s, to initiate this conference.

If a student’s absences become excessive, the instructor is required to document the student’s ability to meet the course outcomes. The Completion of Course Requirements form, which verifies the required make-up work, must be completed and signed by both the student and the instructor. If a student misses more than three class sessions, a grade will not be issued without a completion of course requirement form.

**Attendance for Adult/Graduate/Online Students**

For financial aid purposes it is important to designate an absence as excused. A student may do so by providing a short written explanation to Academic Services. Medaille College subscribes to "Guidelines on Student and Religious Observance" adopted by the Commission on Independent Colleges and Universities. Absence does not excuse a student from course work and responsibility. When a student misses a class or team meeting because of an excused absence, e.g., death of a family member, the student will not be academically penalized provided all course assignments are completed. Students who must miss an entire course due to unavoidable circumstances must arrange with Student Services for a temporary leave of absence prior to the beginning of the class. For financial aid purposes, there are specific guidelines regarding satisfactory progress and attendance requirements.

**CHANGE OF DEGREE STATUS**

Students taking courses, but not applying the credits toward a degree or certificate, are considered to be “non-matriculating.” Once a student earns 15 credit hours, he/she must apply for admission to the College. Admissions procedures and guidelines are described in the Admissions section of this Undergraduate Catalog.
CHANGE OF NAME OR ADDRESS
Students are required to notify the Registrar’s Office in writing of any change of name, address, phone number, and/or emergency contact(s). Changes in address, phone number, and/or emergency contact(s) can be made by filling out the change of name/address form located in the Registrar’s Office or by emailing the information to registrar@medaille.edu. Name changes must be accompanied by official documentation (i.e. birth certificate, government-issued ID, divorce decree, marriage certificate, etc.).

CHOOSING AN ACADEMIC MAJOR
When choosing a major program of study, Medaille College encourages students to consider their interests, abilities, work and/or volunteer experiences. Students are encouraged to discuss their educational and career goals with their Academic Advisor, as well as Medaille College support staff, faculty, and administrators. Medaille College is committed to assisting students determine a suitable major program of study for all enrolled at the institution. Students should read the Undergraduate Catalog’s description of each program and its required courses.

DECLARING A MAJOR PROGRAM OF STUDY
Undeclared students must declare a major program upon completion of 48 credit hours. Students are required to discuss their choice of program with their present Academic Advisor and the chair of the program of interest. A Change of Status form, available from the Academic Advisement Office, must be completed and submitted to the Registrar’s Office.

UNDECLARED PROGRAM
Students are required to declare a major by the time they have successfully completed 48 credit hours, however, they may declare a major program of study sooner. Remaining undeclared allows students the opportunity to take courses in various majors, take advantage of interest inventories and additional career resources available from Academic Advisors, career counselors, and other faculty and staff at the College in order to determine their major.

MATRICULATION TOWARD THE ASSOCIATE DEGREE AND THE BACCALAUREATE DEGREE
Students may matriculate for either an associate or baccalaureate degree. Those who initially matriculate for an associate degree and successfully complete the requirements are entitled to apply for matriculation to a baccalaureate program. Those who initially matriculate for a baccalaureate degree may apply for an associate degree by completing a Change of Status form. A Change of Status form must be approved prior to the completion of 45 credit hours, and, if applicable, the student may be required to meet the pertinent program’s cumulative grade point average. The student’s advisor must sign the Change of Status Form, enter on it the number of credits earned by the student as well as the student’s GPA. The signature of the new division head also is required.
REGISTRATION PROCEDURES
New students are registered through the Academic Advisement Center. The master schedule will be available via the Medaille College website prior to the start of student advisement. All students must meet with an Academic Advisor to register for classes.

ACADEMIC MINORS
Medaille College offers a number of academic minors. Students are allowed a maximum of one concentration and/or two minors. Please refer “Academic Minors” section for more information.

CONCENTRATIONS
Concentrations are available in certain baccalaureate degree programs. Each concentration consists of a minimum of 12 credits of coursework. Students are required to declare a concentration by the time they have earned 60 credit hours and are considered to have junior standing. Students transferring in more than 60 credit hours must declare a concentration by the end of their first semester at Medaille College. Students are allowed a maximum of one concentration and/or two minors. Please note: Information on the PsyD in Clinical Psychology concentrations is available in the program information section.

DECLARING A CONCENTRATION IN MBA OR MAOL PROGRAMS: Students may declare a concentration within the MBA or MAOL programs prior to completion of 20 credit hours. Students are required to discuss their choice of program with their present Academic Advisor and the chair of the program of interest. A Change of Status form, available from the Registrar’s Office, must be completed and submitted to the Registrar’s Office.

CLASS LOAD
The normal class load of a full-time undergraduate student each semester is 12-18 hours. A student must meet the criteria listed below to carry more than 18 credit hours during one semester. A student is not allowed to carry more than 21 credits in any one semester. All students will be charged additional tuition for those semester hours over 18 during one semester.

The overload policy is as follows:

- Freshmen: no overload permitted
- Sophomores: no overload permitted
- Juniors and Seniors: must have GPA of 3.0 or higher

Before a student is permitted to register online for an overload, the student’s Academic Advisor must first certify in writing to the Registrar’s Office and the appropriate academic dean that he/she meets the following overload: (1) junior or senior standing and (2) GPA of 3.0 or higher.

CLASS STANDING
Class standing is determined by the number of semester hours a student has completed in his/her program of study. For sophomore standing, a student must have a minimum of 30 semester hours of accumulated credits; for junior standing, a minimum of 60 hours; for senior standing, a minimum
of 90 hours. The student should consult the Registrar concerning any questions pertaining to class standing.

**COLLEGE WITHDRAWAL**

**POLICY FOR TRADITIONAL, DAY PROGRAMS**

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

A student will receive “W” if the Withdrawal form is submitted to the Registrar’s Office by the “Last Day/Evening toWithdraw.” Any student who officially withdraws from the College must reapply through the Admissions Office and is subject to all program requirements and policies in effect at the time of re-admittance. The Academic Calendar is available online: [http://www.medaille.edu/academics/academic-calendar](http://www.medaille.edu/academics/academic-calendar)

**POLICY FOR ADULT & GRAD/MOE PROGRAMS:**

*Note: Given the accelerated nature of these programs, a different withdrawal policy is in effect for Adult & Grad/MOE students.*

Adult & Grad/MOE students may drop a course prior to the first night of class by contacting the Registrar’s Office in writing and a full refund of tuition will be issued. A student withdrawing from the program is required to submit a completed Withdrawal/Leave of Absence (available at [www.medaille.edu/registrar/forms](http://www.medaille.edu/registrar/forms)) and return it to the Registrar’s Office. The student's advisor must sign the withdrawal form. Withdrawals must be done before the third class session to avoid a failing grade; however, financial liability still exists. **Students who withdraw on or after the third class session will receive a grade.** Work submitted before the withdrawal will be applied toward the total course requirements and an overall course grade will be calculated.

For online students (MOE): Failure to log in and participate for three (3) consecutive weeks will result in an administrative withdrawal, unless the student has received prior approval for a leave of absence.

For on-campus students Adult & Grad): Failure to attend three consecutive sessions will result in an administrative withdrawal, unless the student has received prior approval for a leave of absence.

Tuition refund calculations are based on the date that a properly completed Withdrawal/Leave of Absence is submitted to the Registrar’s Office (for more information regarding refunds, refer to Tuition Liability Schedule).
Failure to complete the proper paperwork may result in a failing grade for the courses in which the student is enrolled. Students who have been out of attendance for one year or more must be readmitted to the program through Admissions. Students who are re-admitted will be liable for any curriculum and requirement updates and/or changes.

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

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

**CONCURRENT ENROLLMENT**

This policy applies only to students enrolled in Adult & Grad/MOE programs. Concurrent enrollment is not permitted for the first course of each program. Students who have successfully completed the first course may enroll in two courses concurrently, as long as they maintain a 2.0 GPA for undergraduate students and a 3.0 GPA for graduate students. Because Adult & Grad/MOE programs tend to require intensive study and non-traditional students tend to have work and family responsibilities beyond the classroom, students who believe that concurrent enrollment is necessary or advisable should carefully consider the demands on their time, financial, and emotional resources. Please note: The Fast Forward programs include approved exceptions to this policy. Financial Aid will not cover concurrent enrollment.

**COURSE NUMBERING**

Course numbers indicate the following:
- 100-299 undergraduate, lower division courses, primarily for freshmen and sophomores
- 300-499 undergraduate, upper division courses, primarily for juniors and seniors
- 500-599 graduate, primarily foundation courses
- 600-900 graduate, advanced courses

**COURSE PREREQUISITES**

Course prerequisites may be waived only by the consent of the faculty member teaching the course and the appropriate division head. The division head’s decision is final. In situations where a course instructor is TBD, or listed as “STAFF,” only the division head’s approval is required. A signed, approved Course Substitution form must be received in the Registrar’s Office before a student is allowed to register for the course in question. Course Substitution forms are available from the Registrar’s Office, the Advisement Center, and from division secretaries.

**Please note:** A different policy is in effect for Adult/Graduate/Online programs. The policy is as follows: Students are expected to take courses in the order established by their cohort calendar. MOE calendars have been established with multiple entry points to promote student success. Because the material covered in one course may be referenced in subsequent classes, online program courses have been grouped to accommodate course prerequisites. Students who for
extraordinary circumstances wish to register for a course without the required prerequisite(s) should first consult with their advisor regarding the viability of this action; any application to do so must be approved by the Department Chairperson. Students pursuing such action do so at their own risk and upon registration must complete the Course Prerequisite Disclaimer Form available from Student Services.

**COURSE SUBSTITUTION**

Deviation from a prescribed curriculum will be permitted only under extraordinary circumstances. A course substitution waiver must be approved by the student’s Academic Advisor, division head, the Registrar, and the Vice President for Academic Affairs. No student should begin attendance in a requested substitution unless a copy of the approved Course Substitution Waiver 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 SYLLABUS POLICY**

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

**CREDIT PENDING**

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

**DAY CLASSES**

Operating on a fall and spring semester, Buffalo Campus day classes normally run Monday through Friday from 8:00 a.m. to 6:00 p.m. However, on occasion, day students may be required to take a day program course offered in the evening after 6:00 p.m. Typically, day classes are scheduled either on a Monday, Wednesday, and Friday or a Tuesday and Thursday basis. Most students take five courses and 15-16 credits per semester. Those who wish to be full-time students must register for a minimum of 12 credits per semester. Students are limited to 18 credits per semester, unless granted a waiver by the appropriate academic dean.

**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 generally limited to two courses per baccalaureate degree and is usually implemented to fulfill a graduation requirement. Application approval will usually be granted to seniors for courses required for graduation provided that the course(s) is not otherwise available to the student. GPAs of 2.0 are required of undergraduate students who wish to undertake Directed Study. In graduate programs, 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 graduate students who wish to undertake Directed Study. The faculty and College do not guarantee that this is available during any particular semester. Undergraduate students may not take a Directed Study to replace a course in which a failing grade was earned. Graduate 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 Division Head. Before completing an application, a student should discuss the matter with the appropriate instructor, and in the case of graduate programs, with the Program Director. The instructor should be aware of what the student intends to accomplish and be willing to direct the study. The student and the instructor must agree on the time that will be devoted to supervision and the manner in which the instructor will evaluate the study.

**DROP/ADD (COURSE CHANGE)**

A student may not drop or add courses within any particular semester after the deadlines indicated on the Academic Calendar. Should a student drop below 12 credits, there is a possibility of reduced financial aid available to that student. To drop/add a course, a student must contact his/her Academic Advisor. Any course dropped within the published drop/add deadlines is removed from the student’s record and no charges are assessed for the dropped coursework.

**DUAL DEGREE**

The following are guidelines for dual degree status:

- Dual degree status is distinguished by the pursuance of two separate and unrelated fields of study in which two degrees are awarded during the same year upon successful completion of each program.
- A student seeking a second baccalaureate degree must complete an additional minimum of thirty (30) Medaille credit hours of study beyond the work taken for the initial baccalaureate degree.
- A student seeking a second associate degree must complete an additional minimum of fifteen (15) Medaille credit hours of study beyond the work taken for the initial associate degree.
- A Liberal Studies or General Studies degree may not be part of a dual degree.

In all cases, all academic course requirements for both degree programs must be satisfied to qualify for dual degree award.

**DUAL MAJOR**

The following are guidelines for dual major status:

- All requirements for both majors must be fulfilled to qualify for dual major status.
- A dual major generally occurs when the student pursues a second program leading to one degree.
- A Liberal Studies or General Studies degree may not be part of a dual major.
EVALUATION OF STUDENTS’ WORK

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

FIELD EXPERIENCE

Experience-based, hands-on learning is essential to students’ overall education at Medaille College, both inside and outside the classroom. The College’s curriculum stresses the importance of students gaining work experience and engaging in applied, out-of-class learning related to their major program of study. Consequently, most academic majors offer one or several required field experiences. Through field experiences students earn academic credit, apply classroom theory to life experience, enrich their career-related skills, and network in the profession and community in ways that enhance opportunities for future employment. Field experiences may occur in Buffalo, Western New York, or anywhere in the nation or the world. For more information and a complete description of each program’s field experience requirements, students should contact the appropriate division head.

FIELD EXPERIENCE MINIMUM GPA REQUIREMENT

A College minimum of a 2.0 cumulative grade point average is required for any student seeking entry into field experiences. Individual programs may establish their own minimum cumulative grade point requirements with the College minimum as a base.

GENERAL EDUCATION CORE

(MEDAILLE COLLEGE GENERAL EDUCATION CORE GOALS AND OBJECTIVES (OUTCOMES))

The Core will:
1. Encourage students’ pursuit, practice, and enjoyment of an expanded intellectual life.

Students will be able to:
1.1 Read; analyze, evaluate and defend points of view
1.2 Write and speak clearly and persuasively
1.3 Identify and evaluate information appropriate to various areas of inquiry.
1.4 Recognize, appreciate and explore the ways of knowing using creative, scientific and cross-cultural frameworks within academic disciplines.
1.5 Apply interdisciplinary ways of knowing to contemporary issues.

2. Promote the development of strong skills in the areas of critical reading and thinking, communication, quantitative analysis, and information literacy.

Students will be able to:
2.1 Read, analyze, evaluate and defend points of view
2.2 Write and speak clearly and persuasively
2.3 Identify and employ appropriate mathematical and statistical methodologies in analyzing and solving problems.
2.4 Identify and evaluate information appropriate to various areas of inquiry.

3. Foster a deep understanding of and hands-on experience with inquiry practices of disciplines that explore the natural, social and cultural realm and their relation to each other.
   Students will be able to:
   3.1 Examine the ways in which meaning is developed and expressed by individuals, by cultures, within systems of knowledge such as natural sciences, and shared among such systems.
   3.2 Analyze and interpret information and experience through major perspectives and tools of the disciplines in the Core.
4. Cultivate habits of the mind that foster integrative thinking and ability to transfer skills and knowledge from one setting to another.
   Students will be able to:
   4.1 Explore cultural interactions, the nature of creativity and criticism, and scientific thought
   4.2 Identify and evaluate the environment of ideas in which they live.
   4.3 Create a conceptual framework based on an integrated set of analytical skills that foster interdisciplinary investigation.

5. Develop proactive sense of responsibility for individual, civic and social choices.
   Students will be able to:
   5.1 Connect knowledge, values, skills and public action when defining their roles and responsibilities in a democratic environment.
   5.2 Identify and practice their role as educated decision-makers in a democratic society.
   5.3 Demonstrate increasing responsibility for their own educational experience.
   5.4 Facilitate in and contribute to collaborative environments in and out of the classroom, amongst students and faculty.
   5.5 Recognize diversity and communicate an appreciation for individuals different from themselves.

**COURSE LIST**

ENG 110 College Writing (3 credits)
ENG 200 Advanced College Writing (3 credits)
GEN 110 Introduction to Critical Thinking (3 credits)
GEN 220 Justice and Democracy in America (3 credits)
GEN 230 Creative Expression (3 credits)
GEN 240 Scientific Discovery (3 credits)
GEN 410 Baccalaureate Capstone I (3 credits)
GEN 411 Baccalaureate Capstone II (3 credits)
MAT Course (program specific; see credit distribution in program descriptions)
SPE 130 Fundamentals of Public Speaking (3 credits)
GENERAL REQUIREMENTS FOR COLLEGE DEGREES (UNDERGRADUATE)
Graduation from the College with the award of the appropriate degree will be granted only 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 2.0. A minimum 2.0 grade point average is also required of students in their major (core and elective courses). Any student pursuing a Bachelor of Science in Education degree must attain a minimum 2.5 cumulative grade point average for graduation.
- The student must earn his/her final 30 credits at Medaille College if enrolled in a bachelor’s degree program and his/her final 15 credits at Medaille College if enrolled in an associate’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 the release of diplomas and/or transcripts.
- All students are required to submit an application for graduation regardless of intention to attend or not attend the Commencement Ceremony.
- Any person who wishes to participate in the annual Commencement ceremony, held in May, must complete all academic requirements for graduation in order to participate. The following exceptions apply: those students in the process of completing requirements in the semester during which Commencement takes place and those students lacking one to six credit hours who, prior to the ceremony, register to take those outstanding credits during the summer session of their graduation year.

GENERAL REQUIREMENTS FOR COLLEGE DEGREES (GRADUATE)

Note: Each graduate program may have specific requirements; therefore, check the individual program section/handbook.
Graduation from the College with the award of the appropriate degree will be granted upon fulfillment of the following general requirements:

- The student must complete all prescribed courses in a specific program and sufficient elective credits to make up the minimum total required credit hours with a cumulative grade point average of at least 3.0.
- The student must earn his/her final 15 credits at Medaille if enrolled in the master’s degree program.
- All College property on loan to the student must be returned in satisfactory condition to the College and all financial obligations to the College must be met prior to degree conferral and transcript release.
- All students are required to submit an application for graduation regardless of intention to attend or not attend the Commencement Ceremony.
- Any person who wishes to participate in the annual Commencement, held during the month of May each year, must complete all academic requirements for graduation in order to
participate, except for (1) those students in the process of completing requirements in the semester during which Commencement takes place and (2) those students lacking one to six credit hours who, prior to the ceremony, register to take those outstanding credits during their next term of study. Students in the above situations should contact their Program Director to complete a waiver form to allow them to participate in the graduation ceremony.

GRADE APPEAL
Please note: Adult/Graduate/Online students follow a different policy for Academic Grievances/Grade Appeals. Students who believe a final grade in a given course represents an inaccurate evaluation of their work have the right to appeal. This appeal must be submitted in writing within 60 days of the semester’s grade report. This written appeal should be directed to the instructor of the course in question. The student should be prepared to demonstrate how the assigned grade fails to correspond with the instructor’s stated course requirements and grading standards. If the student is unable to resolve the grade satisfactorily with the instructor, the student should forward the appeal to the instructor’s division head and, thereafter, the Vice President for Academic Affairs or a designee. The Vice President’s decision is final.

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

GRADING SYSTEM

UNDERGRADUATE, TRADITIONAL DAY PROGRAMS
The following system of grading has been adopted by Medaille College for traditional, day-campus programs*

<table>
<thead>
<tr>
<th>Description</th>
<th>Letter Grade</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>A</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>A–</td>
<td>3.7</td>
</tr>
<tr>
<td>High Achievement</td>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>B–</td>
<td>2.7</td>
</tr>
<tr>
<td>Average Achievement</td>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>2</td>
</tr>
<tr>
<td>Below Average (passing)</td>
<td>C–</td>
<td>1.7</td>
</tr>
<tr>
<td></td>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td></td>
<td>D</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>D–</td>
<td>0.7</td>
</tr>
</tbody>
</table>
Performance-based Letter Grade Descriptions: Undergraduate Level (Adult/Graduate/Online)
A = Student’s performance is excellent. Has unusually sharp insight into material and initiates thoughtful questions. Sees many sides of an issue. Articulates well and writes logically and clearly. Integrates ideas previously learned from this and other disciplines and anticipates next steps in progression of ideas.
B = Student grasps subject matter at a level considered to be very good. Is an active listener and participant in class discussion. Speaks and writes well. Accomplishes more than the minimum requirements.

C = Student demonstrates a satisfactory comprehension of the subject matter. Accomplishes only the minimum requirements and displays little or no initiative. Communicates orally and in writing at an acceptable level for a college student. Has a generally acceptable understanding of all basic concepts.

D = The quality and quantity of the student’s work in and out of class is below average and barely acceptable.

F = The quality and quantity of the student’s work in and out of class is unacceptable.

**GRADUATE PROGRAMS**

The following scale applies to graduate programs, except for Adult/Graduate/Online graduate programs.

<table>
<thead>
<tr>
<th>Description</th>
<th>Letter Grade</th>
<th>GPA</th>
<th>Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>A</td>
<td>4</td>
<td>93-100</td>
</tr>
<tr>
<td></td>
<td>A–</td>
<td>3.7</td>
<td>90-92</td>
</tr>
<tr>
<td>High Achievement</td>
<td>B+</td>
<td>3.3</td>
<td>87-89</td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>3</td>
<td>83-86</td>
</tr>
<tr>
<td></td>
<td>B–</td>
<td>2.7</td>
<td>80-82</td>
</tr>
<tr>
<td>Average Achievement</td>
<td>C+</td>
<td>2.3</td>
<td>77-79</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>2</td>
<td>70-76</td>
</tr>
<tr>
<td>Failure</td>
<td>F</td>
<td>0</td>
<td>≤ 69</td>
</tr>
<tr>
<td>Official withdrawal</td>
<td>W</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Incomplete</td>
<td>I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pass/Fail</td>
<td>P/F</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Satisfactory/Unsatisfactory</td>
<td>S/U</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Audit</td>
<td>AU</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## ADULT/GRADUATE/ONLINE GRADUATE PROGRAMS

<table>
<thead>
<tr>
<th>Description</th>
<th>Letter Grade</th>
<th>Quality Point Equivalents</th>
</tr>
</thead>
<tbody>
<tr>
<td>High distinction, exceptionally high achievement</td>
<td>A</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>A–</td>
<td>3.7</td>
</tr>
<tr>
<td>High Achievement</td>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>Average Achievement</td>
<td>B</td>
<td>3</td>
</tr>
<tr>
<td>Pass, below average achievement</td>
<td>B–</td>
<td>2.7</td>
</tr>
<tr>
<td></td>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>2</td>
</tr>
<tr>
<td>Failure, unsatisfactory grade</td>
<td>F</td>
<td>0</td>
</tr>
<tr>
<td>Official Withdrawal</td>
<td>W</td>
<td></td>
</tr>
<tr>
<td>Incomplete</td>
<td>I</td>
<td></td>
</tr>
</tbody>
</table>

### Performance-based Letter Grade Descriptions: Graduate Level (Adult/Graduate/Online graduate programs)

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

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

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

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

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

CUMULATIVE AVERAGE

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

(GPA) GRADE POINT AVERAGE

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

(I) INCOMPLETE

POLICY FOR TRADITIONAL, UNDERGRADUATE DAY PROGRAMS

An Incomplete (I) grade is given only for a good and sufficient reason as determined by the instructor. It is completed in a manner determined by mutual agreement of student and instructor as indicated on the Incomplete Grade form, which must be signed by both student and instructor. An Incomplete Grade form must be obtained by the instructor in the Registrar’s Office. It is the responsibility of the student to complete the requirements of the Incomplete by the date stated on the form, which is not to exceed the termination of the semester immediately following the initiation of the Incomplete. The student assumes the risk of not being able to complete the study if a faculty member is no longer at the College. All information must be complete when the form is submitted to the Registrar’s Office. If any part of the Incomplete Grade form is left unanswered, the form will be sent back to the Registrar and no grade will be issued until the form is correctly filed. If no change of grade is submitted by instructor, an Incomplete (I) grade will change to an “F” at the end of the semester following the semester in which the Incomplete (I) was issued. Exceptions will be made to this rule only prior to the stated deadline and under compelling circumstances with the approval of the Vice President for Academic Affairs. Any student receiving an Incomplete (I) grade will not be considered for Dean’s List or Merit List status during the semester in which the Incomplete was issued.
POLICY FOR ADULT & GRAD AND MEDAILLE ONLINE EXPERIENCE PROGRAM

Students who fail to complete all course requirements due to exceptional circumstances or events may petition their instructor for the grade of "I." Requests for an Incomplete are student-initiated and must be submitted before the last class meeting. Faculty are not obligated to issue an Incomplete; students must demonstrate or document need. All work must be completed within seven weeks from the final meeting date of the course. Any student who fails to complete all course requirements within the deadline will have his or her grade of "I" changed to an "F." and will be required to repeat the course at his or her own expense. In cases of extreme hardship, the student may petition Academic Services for an additional extension; such a request must be received prior to the expiration date of the incomplete. Students should be aware that taking an Incomplete may affect their financial aid. Also, taking an Incomplete automatically disqualifies a student for Dean’s list for that semester. A grade of Incomplete cannot be issued for the first course in any program sequence. In all programs, the introductory course must be successfully completed before a student may advance deeper into the sequence of program courses.

(P/F) PASS/FAIL

Please note: The Pass/Fail option does not apply to students enrolled in Adult/Graduate/Online courses.

Medaille College offers the P/F grade primarily as an encouragement for students to take more challenging courses than they might without endangering their grade point average. Students earn credits, but not quality points, for courses in which they earn a Pass (P) grade. A grade of Fail (F) is punitive and is factored into the quality point average.

Students may take a limited number of courses on a P/F basis. Although there is no limit to the number of courses to be taken P/F during a single semester, no more than ten percent (10%) of the total degree or certificate program may be taken P/F. Students may not take General Education Core courses P/F. Students must consult their division office for a list of acceptable courses within their program.

P/F grades are student initiated. Forms are available in the Registrar’s Office. Arrangements must be made within the deadline prescribed. Students requesting to take a course on a P/F basis must sign and return the form to the Registrar’s Office. Arrangements to take a course on such a basis are final.

Since colleges differ on acceptance of P/F grades, students interested in advanced study at other institutions should investigate the acceptance of such grades by specific graduate schools.

(S/U) SATISFACTORY/UNSATISFACTORY

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

(W) COURSE WITHDRAWAL

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 should be obtained. If
the student’s advisor is not available, however, the student must write on the Course Withdrawal form that he/she takes full responsibility for withdrawing from the course, sign and date it. The completed form is returned to the Registrar’s Office.

A student may withdraw from a course during the first two-thirds of a semester. See the Academic Calendar for specific dates. A grade of “W” appears on the transcript for an official withdrawal. No withdrawal is permitted after the deadline. Depending upon the withdrawal date and the number of credits a student is carrying during a particular semester, course withdrawal may affect tuition (See “Tuition Liability Policy”). There is the possibility of reduced financial aid if withdrawing from a course means the student would carry fewer than 12 credits. Please note: Discontinuance of attendance in one or all classes does not constitute an official withdrawal. A student who does not follow the proper procedure and/or stops attending class (an unofficial withdrawal) will receive from the instructor the grade earned according to the student’s performance. The failure of a student to notify the director in writing of withdrawal may delay the refund of tuition due pursuant to the Section 5002 of the Education Law.

**GRADUATE PLACEMENT**

**Higher Education Opportunity Act: Federal Disclosure/Reporting Requirement:**

Information on graduate employment and further education rates are available from the Office of Institutional Research and Planning. More information, including IRP staff contact information is available here: [http://www.medaille.edu/offices/institutional-research-and-planning](http://www.medaille.edu/offices/institutional-research-and-planning).

**GRADUATION HONORS**

The cumulative grade point average determines graduation honors. A student must have 48 credits in residence for baccalaureate degree graduation honors and 24 credits in residence for associate degree graduation honors. If a student has a cumulative GPA for all coursework of 3.5, the student is eligible for Cum Laude; an average of 3.7, Magna Cum Laude; an average of 3.9, Summa Cum Laude. Students who qualify for honors at the end of the fall semester preceding Commencement will have these honors announced during the graduation ceremony.

**INDEPENDENT STUDY**

Independent Study is the student’s self-directed pursuit of academic competence in an autonomous manner which requires a rigorous search into a specified body of knowledge in which the course content, learning activities, and evaluative criteria are developed by the student in collaboration with the faculty mentor. It is a demonstration which provides evidence of capability in self-directed learning. Independent Study is limited to four courses per baccalaureate degree, and normally no more than one may be undertaken at a time. Also, freshmen and sophomores normally will not be allowed to take an Independent Study. Generally, applications will be approved for students who have GPAs above 2.7 and who have demonstrated the ability to pursue a topic in an academically rigorous manner. The faculty and College do not guarantee that this is available during any particular semester. Students may not take an Independent Study to replace a course in which a failing grade was earned.
INTERNSHIPS

Please refer to Medaille College’s internship web site, available here: http://www.medaille.edu/academics/academic-course-catalogs/internships. This site provides extensive resources for students completing their internship experiences.

LEAVE OF ABSENCE

Note: Applies to all undergraduate and graduate programs.

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/Withdrawal form to the Registrar’s Office by the “Last Day/Evening to Withdraw” in order to receive “W” grades. An Advisement Center representative will attempt to make contact with the student prior to registration week of each semester the student is on leave. A student on leave for one or two consecutive academic semesters who wishes to return, may register for classes with his/her Academic Advisor. A student who leaves for more than two consecutive semesters in good standing will be re-admitted to Medaille College through the Admissions Office and will be subject to all program requirements and policies in effect at the time of re-admittance. Adult & Grad/MOE who do not attend three consecutive class sessions (on-campus) or participate (online) will be administratively withdrawn, unless the student has been approved for a leave of absence.

ONLINE STUDENT IDENTITY VERIFICATION

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

POLICY WAIVER

Deviation from a prescribed policy will be permitted only under extraordinary circumstances. An Academic Policy Waiver must be approved by the student’s Academic Advisor (where appropriate), division head, the Registrar, and the Vice President for Academic Affairs. If the waiver is approved, the student will receive a copy of the completed Academic Policy Waiver form. No policy waiver will be granted retroactively.

PRE-GRADUATION REVIEW

A pre-graduation review listing outstanding requirements will be emailed to all students who file a graduation application. Graduation applications are available via MedailleOne under the Student Services tab (https://one.medaille.edu). Please note that failure to apply for graduation by the published deadlines may result in delay of graduation. Graduation deadlines are available on the Registrar’s webpage (http://www.medaille.edu/registrar).
REPEAT POLICY (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 should take note that unless the repeated class is required by the College, New York State will not allow the credit hours for the course to be counted in determining the minimum course load required for financial aid purposes.
- Students may not take a Directed Study, Independent Study, Challenge Exam, or have a course transferred from another college to replace a course in which a failing grade was earned at Medaille College.
- If "W" grade is received for a second attempt, the grade received for the first attempt remains.

REPEATING A FAILED COURSE
Note: This policy applies to the following academic programs: Homeland Security (B.S.), General Studies (A.S., B.S.), Business (A.S., B.B.A.), Business Administration (M.B.A), Health Information Management (B.P.S.), Information Systems (B.B.A.), Integrated Healthcare Delivery (Advanced Certificate), Organizational Leadership (M.A.), and Veterinary Technology (A.A.S). Students will be permitted to retake a failed course in the same term as long as it is running in a different timeframe.

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](http://www.medaille.edu/veterans/rotc).

SECOND BACHELOR’S DEGREE
Students already possessing a baccalaureate degree from another regionally accredited institution of higher education are eligible to apply for a second bachelor’s degree from Medaille College through the Buffalo Campus Admissions Office.
Candidates for a second bachelor’s must earn a minimum of thirty (30) course credits in residence beyond the total number of credits accumulated from their degree, and satisfy all the major requirements for a degree program different from the one completed to earn their first degree. Medaille College will waive the common, non-program specific general education core curriculum requirements it mandates for students pursuing their first bachelor’s degree at the Buffalo Campus. Students pursuing a second degree will be required by their academic division to complete additional arts and sciences coursework deemed essential to meeting the learning outcomes and competencies necessary for degree conferral.
Course work completed as part of the first degree program may be used to satisfy up to half of the major requirements in the second degree. Decisions are at the discretion of the appropriate division head.
Second degree candidates are subject to all of Medaille College’s Buffalo Campus undergraduate academic policies and practices.

**SERVICEMEMBERS’ OPPORTUNITY COLLEGE (SOC)**
Medaille College has been identified as a Servicemember’s Opportunity College (SOC) providing educational assistance to active duty service members. 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.

**STUDENT CLASSIFICATION**
A matriculated student is one following a prescribed program of study. A non-degree or non-matriculated student is one taking classes but not applying for a degree or certificate. A student must matriculate after completing 15 credit hours.

**PART-TIME/FULL-TIME STATUS**
Undergraduate students who carry fewer than twelve credit hours during any given semester are classified as part-time students. Full-time undergraduate students carry at least twelve credit hours per semester. Graduate students who carry fewer than nine credit hours during any given semester are classified as part-time students. Full-time graduate students carry at least nine credit hours per semester.

**STUDENT OPINION SURVEYS**
Information regarding Student Opinion Surveys is available in Policy Manual Faculty Handbook/Volume IV paragraph 4.5.4.6.

**STUDENT RECORDS**
All student records are maintained and made available in accordance with the Federal Family Educational Rights and Privacy Act of 1974. Thus, with some exceptions, all student records are made available for review upon request by that student and the right to challenge the content is
provided. No records are released to third persons except as provided in the Federal Family Educational Rights and Privacy Act. Information will not be released outside the College community without the expressed consent of, or waiver by, the student involved, except under valid legal compulsion or where there is a danger to a member of the College. Detailed information on the maintenance and availability of student records is available in the Registrar’s Office. Normally the College will disclose directory information to the public unless the student notifies the Office of the Registrar in person or in writing before the last day to drop classes. Medaille College will never release this information for commercial purposes. The following is considered directory information at Medaille College: Student’s name, address, telephone number, major field of study, achievements, degrees, academic awards or honors, dates of enrollment, enrollment status, level of study, weight and height if a member of athletic teams, and participation in extracurricular activities.

More information is available here: http://www.medaille.edu/current-students/registrar/ferpa. Questions concerning the Family Educational Rights and Privacy Act may be directed to the Registrar's Office: registrar@medaille.edu.

**TRANSCRIPT OF RECORD**

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

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

**TRANSCRIPTS FROM OTHER INSTITUTIONS, COPIES OF**

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

Transcripts and all documentation of academic history from other institutions submitted to Medaille College become the property of Medaille College and cannot be returned to students or forwarded to other institutions. Once received, all academic documents are retained by the Registrar’s Office. Federal policy (FERPA) states that a student has the right to view documents in his or her file. However, the College is not required to provide (or allow the making of) copies of such documents. Medaille College, along with most colleges and universities, has a policy prohibiting the release of copied academic documentation from other institutions. Stated below are the following reasons behind this policy and common practice:

1. Academic documents from another institution reflect a student’s academic record at that institution at a particular time (like a snapshot) and might be incomplete. The record may have been added to or changed by the issuing institution after the time of receipt by Medaille College.
2. Current, complete, accurate, and official student records are issued by the transcripting institution. It is a common preference that entities receiving and reviewing academic documents should always reference official academic documents, not copies.

3. Medaille College has no way of knowing whether a student wishes to use a copy of a transcript from another institution to avoid having others see grades or information which may be considered negative (incomplete grades, low grades, etc.). Students may have an account balance at the issuing institution and may therefore be prevented from obtaining an official transcript until such obligations are met. As a professional courtesy, Medaille College honors the desire of issuing institutions to have official academic documents obtained directly from issuing institutions. Medaille College requests that other institutions refrain from releasing copies of Medaille College transcripts/academic documents found in their student files.

TRANSFER FROM ONE PROGRAM TO ANOTHER
Forms for changing from one major program to another are available in the Registrar’s Office. The form must be completed and submitted to the Registrar’s Office. A student may not transfer from one program to another during the last 12 credit hours required for degree completion.
ACADEMIC PROGRAMS OF STUDY

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

DOCTOR OF PSYCHOLOGY (PSY.D.)
Clinical Psychology: 2001.00

MASTER OF ARTS DEGREES (M.A.)
Clinical Mental Health Counseling: 2104.10
Marriage and Family Therapy: 2104.10
Organizational Leadership: 0506.00
Psychology: 2001.00

MASTER OF BUSINESS ADMINISTRATION DEGREE (M.B.A.)
Master of Business Administration: 0506.00

MASTER OF SCIENCE IN EDUCATION (M.S.ED.)
Adolescent Education: 0802.00
Education (non-certification): 0801.00
Elementary Education: 0802.00
Literacy Birth-6 and/or 5-12: 0830.00
Students with Disabilities 1-6 & 5-9/7-12 Extension & Generalist 7-12: 0808.00

BACHELOR OF SCIENCE/MASTER OF SCIENCE (B.S. /M.S.)
Accounting: 0502.00

BACHELOR OF BUSINESS ADMINISTRATION DEGREES (B.B.A.)
Business Administration: 0506.00
Information Systems: 0506.00

BACHELOR OF PROFESSIONAL STUDIES (B.P.S.)
Health Information Management: 1215.00

BACHELOR OF SCIENCE DEGREES (B.S.)
Biology: 0401.00
Business Administration: 0506.00
Business Administration: Overseas International Student Transfer Program: 0506.00
Business Administration-Management Information Systems: 0506.00
Communication: 0605.00
Criminal Justice: 2105.00
General Studies: 4901.00
Homeland Security 2105.00  
Liberal Studies: 4901.00  
Liberal Studies: Overseas International Student Transfer Program: 4901.00  
Mathematics: 1701.00  
Mathematics: Overseas International Students Transfer Program: 1701.00  
Sport Management: 0599.00  
Veterinary Technology: 0104.00

### BACHELOR OF SCIENCE IN EDUCATION DEGREES (B.S.ED.)

- Adolescent Teaching: Biology 7–12 & Students with Disabilities: 0808.00  
- Adolescent Teaching: English 7–12 & Students with Disabilities: 0808.00  
- Adolescent Teaching: Mathematics 7–12 & Students with Disabilities: 0808.00  
- Adolescent Teaching: Social Studies 7–12 & Students with Disabilities: 0808.00  
- Education: Early Childhood/Childhood (B-6) Generalist: 0802.00

### BACHELOR OF ARTS DEGREES (B.A.)

- English: 1501.00  
- English: Overseas International Student Transfer Program: 1501.00  
- Psychology: 2001.00

### ASSOCIATE IN SCIENCE DEGREES (A.S.)

- Business: 5001.00  
- General Studies: 5649.00  
- Liberal Studies: 5649.00  
- Veterinary Technology: 5402.00

### ASSOCIATE IN APPLIED SCIENCE (A.A.S)

- Veterinary Technology: 5402.00

### CERTIFICATES

- Alcohol and Substance Abuse Counseling 5506.00 [Postsecondary certificate (>= 1 year, < 2 years)]  
- Computer Crimes Investigation: 2105.00 [Postsecondary certificate (>1 year)]

### ADVANCED CERTIFICATES

- Clinical Mental Health Counseling: 2104.10  
- Elementary Education: 0802.00  
- Integrated Healthcare Delivery 0599.00  
- Literacy Birth-6 and/or 5-12 (including advanced certification option in Birth-6 & 5-12): 0830.00  
- Marriage and Family Therapy: 2104.10  
- Students with Disabilities: Generalist 7-12: 0808.00  
- Students with Disabilities: 1-6/Generalist 7-12: 0808.00
ACADEMIC MINORS

Academic minors are available to students pursuing a baccalaureate degree. Each minor consists of 18–21 credit hours of course work. At least six credit hours in a minor must be completed at the College. Students may not select a minor from the same discipline as their major program. Students wishing to declare a minor must do so by the beginning of their junior year (completion of 60 credit hours). Students transferring in more than 60 credit hours must declare a minor by the end of their first semester at Medaille. Students are permitted to take a maximum of two minors. The following minors are available:

COMMUNICATION (21 CREDIT HOURS)

- COM 101 Introduction to Mass Communication (3)
- COM 110 Journalism in the Digital Era (3)
- COM 130 Survey of Broadcasting: History, Programming, and Operations (3)
- COM 150 Media Promotions and Marketing (3)
- One (1) (Any) COM elective (3)
- Two (2) 300/400 level COM electives (6)

ETHICS (18 CREDIT HOURS)

- PHI 300 Ethics (3)
- INT 350 Seminar in Religion and Belief (3)
- INT 398 The American City (3)

Logic component (3 credit hours)

- PHI 200 Logic (3)

Applied ethics component. Choose one of the following (3 credit hours)

- PHI 298 Special Topic in Philosophy: possible themes include Applied Ethics, Everyday Ethics, Professional Ethics, Animals and Ethics, Digital Ethics, Academic Honesty (3)
- COM 400 Communications Law and Ethics (3)
- CRJ 170 Criminal Justice Ethics (3)
- MGT 460 Business Ethics and Social Responsibility (3)
- SPM 325 Legal and Ethical Issues in Sports and Recreation Management (3)

Advanced study component: choose one of the following (3 credit hours)

- PHI 398 Special Topic in Philosophy: possible themes include Moral Psychology, Relativism and Subjectivism, Advanced Moral Philosophy, Ethics Capstone (3)
- PHI 498 Independent Study in Philosophy (3)
MANAGEMENT (18 CREDIT HOURS)

- ACC101 Financial Accounting 1(3)
- ECO200 Macroeconomics (3)
- MGT175 Management Concepts & Communication (3)
- MKT220 Principles of Marketing (3)

Plus 2 courses (6 credits). Choose from:

- MGT299 Business Law I (3)
- MGT240 Financial Management (3)
- MGT335 Organizational Behavior (3)
- MIS240 Management Information Systems (3)
- MGT230 HR Management (3)

PRE-LAW (21 CREDIT HOURS)

Choose one of the following (3 credit hours):

- CRJ 101 Introduction to Criminal Justice (3)
- POL 101 United States Government (3)

Choose one of the following (3 credit hours):

- HIS 140 Early United States History (3)
- HIS 150 Contemporary United States History (3)
- HIS 450 Early Constitutional Conflict (3)
- HIS 451 Contemporary Constitutional Conflict (3)

Choose one of the following (3 credit hours):

- ENG 205 Introduction to Literature (3)
- ENG 215 Survey of World Literature (3)

Choose one of the following (3 credit hours):

- PSY (300/400 level) Psychology Elective (3)
- SOC (300/400 level) Sociology Elective (3)

Choose one of the following (3 credit hours):

- ENG 270 Argumentation and Persuasion (3)
- ENG 360 Advanced Report and Proposal Writing (3)
Take both of the following courses (6 credit hours):

- PHI 200 Logic (3)
- PHI 300 Ethics (3)

**PRE-PROFESSIONAL (MEDICAL SCHOOL) (18 CREDIT HOURS)**

- PHY 200 Principles of Physics I (4)
- PHY 201 Principles of Physics II (4)
- CHE 400 General Biochemistry (4)
- MAT 251 Calculus I (3)
- BIO 498 Special Topic in Biology (3)

**PRE-PROFESSIONAL (VETERINARIAN SCHOOL)**

- PHY 200 Principles of Physics I (4)
- PHY 201 Principles of Physics II (4)
- CHE 400 General Biochemistry (4)
- 300/400 VET or BIO elective
- 300/400 VET or BIO elective

**PSYCHOLOGY, DEVELOPMENTAL (18 CREDIT HOURS)**

- PSY 100 Introduction to Psychology (3)
- PSY 210 Child Development (3)
- PSY 240 Adolescence (3)
- PSY 349 Psychology of Adulthood (3)
- PSY (Any) Psychology Elective (3)
- PSY (300/400 level) Psychology Elective (3)

**PSYCHOLOGY, EXPERIMENTAL (18 CREDIT HOURS)**

- PSY 100 Introduction to Psychology (3)
- PSY 230 Biopsychology (3)
- PSY 321 Behavioral Neuroscience (3)
- PSY 351 Psychopharmacology (3)
- PSY (Any) Psychology Elective (3)
- PSY (300/400 level) Psychology Elective (3)

**PSYCHOLOGY, GENERAL (18 CREDIT HOURS)**

- PSY 100 Introduction to Psychology (3)
- PSY 247 Cognitive Psychology (3)
- PSY 310 Social Psychology (3)
• PSY 370 Abnormal Human Behavior (3)
• PSY (Any) Psychology Elective (3)
• PSY (300/400 level) Psychology Elective (3)

SPORT AND RECREATION LEADERSHIP (18 CREDIT HOURS)

• PSY 385 Sports Psychology (3)
• ECO380 Economics of Sports (3)
• SPM220 Sports Leadership & Management (3)
• SPM340 History & Philosophy of Sport (3)

Plus 2 courses (6 credits). Choose from:

• SPM325 Legal/Ethical Issues Sports/Rec Mgt. (3)
• SPM320 Sports Marketing & Promotion (3)
• SPM335 Sport Event Management (3)
• SOC301 Sports in Society (3)
• SPM377 Field Experience I (3)

WRITING (18 CREDIT HOURS)

• ENG 200 Advanced College Writing (3)

Choose any five of the following course (15 credit hours):

• COM 200 Digital Media Production (3)
• ENG 210 Introduction to Creative Writing (3)
• ENG 260 Business and Professional Writing (3)
• ENG 300 Fiction Workshop (3)
• ENG 310 Poetry Workshop (3)
• ENG 320 Drama Workshop (3)
• ENG 360 Advanced Report and Proposal Writing (3)
• ENG 400 Senior Portfolio (3)
• ENG 477 Writing Field Experience (3)
• ENG 498 Independent Study in Writing (3)
# UNDERGRADUATE ACADEMIC PROGRAMS

## ACCOUNTING

<table>
<thead>
<tr>
<th>DEGREE EARNED</th>
<th>TOTAL NUMBER OF CREDITS</th>
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<tbody>
<tr>
<td>B.S./M.S.</td>
<td>150</td>
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</table>

## PROGRAM GOALS

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

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

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

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

## PROGRAM DESCRIPTION

The goal of Medaille College’s Accounting curriculum is to prepare students for successful careers in public or private accounting. To that end, Medaille College has combined our four-year, 120 credit-hour undergraduate degree (B.S. in Accounting) with an additional one-year 30-credit hour sequence of graduate courses (M.S. in Accounting) to meet New York State’s Education Department’s requirements for students to sit for the C.P.A. exam. At the completion of the program, students will be graduating with a Bachelor’s degree as well as a Master’s degree in Accounting. The program provides the student with the practical, as well as the theoretical knowledge and learning experiences required to be successful in the accounting profession. As part of the major requirements each student takes courses in management, marketing, finance, business law and management information systems. The field experience requirement gives students the opportunity for “hands-on” experience applying what has been learned in the classroom to real business situations. Students frequently receive job offers through these internships. Credits for work/life experience can also be earned by students who have had appropriate previous experience in related areas. Additionally, the program is designed to allow students to develop their professional communication skills, which are essential in the accounting profession. The liberal arts and sciences portion of the degree provides those necessary skills as well as a solid foundation in the humanities, social sciences, mathematics and science.
All Accounting majors should complete 100-level business courses, ENG 110, ENG 200, SPE 130, ECO 200, and ECO 201 during their first two years at Medaille College. Majors in this program may not take any business course Pass/Fail. A 2.5 cumulative grade point average (GPA) is required of all Accounting majors in their core and elective business courses to graduate. Students admitted to the program must maintain at least a 3.0 College GPA in order to continue in the program in good standing. Students enrolled in the program who fail to maintain a 3.0 average through their first four years will be ineligible to proceed with the fifth year of the program and will instead be awarded the degree of B.S. in Accounting.

DELIVERY FORMAT

The B.S. in Accounting is offered in a standard, full-semester, day format. The M.S. in Accounting is offered as a one year, three semester course of study. Students take two evening courses during a nine week session. Each course session is held two nights per week for two hours. Both courses will be offered on either a Monday/Wednesday or a Tuesday/Thursday schedule.

CREDIT DISTRIBUTION

<table>
<thead>
<tr>
<th>General Education Core (30 credits)</th>
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<tbody>
<tr>
<td>ENG 110 College Writing (3)</td>
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<tr>
<td>ENG 200 Advanced College Writing (3)</td>
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<tr>
<td>GEN 110 Introduction to Critical Thinking (3) [Required of first-year students; all other students must substitute a 300/400 level Liberal Arts and Sciences elective]</td>
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<td>GEN 220 Justice and Democracy in America (3)</td>
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<td>GEN 230 Creative Expression (3)</td>
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<td>GEN 240 Scientific Discovery (3)</td>
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<td>GEN 410 Baccalaureate Capstone I (3)</td>
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<td>GEN 411 Baccalaureate Capstone II (3)</td>
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<tr>
<td>MAT 115 Pre-Calculus or MAT 216 Survey of Introductory Calculus and its Applications (3)</td>
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<tr>
<td>SPE 130 Fundamentals of Public Speaking (3)</td>
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<tr>
<th>Major Requirements (63 credits)</th>
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<tbody>
<tr>
<td>ACC 101 Financial Accounting (3)</td>
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<tr>
<td>ACC 102 Managerial Accounting (3)</td>
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<tr>
<td>ACC 300 Income Tax Accounting (3)</td>
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<td>ACC 305 Cost Accounting (3)</td>
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<td>ACC 350 Intermediate Accounting I (3)</td>
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<tr>
<td>ACC 351 Intermediate Accounting II (3)</td>
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<tr>
<td>ACC 410 Advanced Accounting (3)</td>
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<td>ACC 430 Auditing (3)</td>
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<td>ECO 200 Macroeconomics (3)</td>
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<td>ECO 201 Microeconomics (3)</td>
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<td>ECO 260 Econometrics I (3)</td>
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<tr>
<td>ECO 261 Econometrics II (3)</td>
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<tr>
<td>MGT 175 Management Concepts and Communication (3)</td>
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MGT 240 Financial Management (3)  
MGT 299 Business Law I (3)  
MGT 304 Business Law II (3)  
MGT 335 Organizational Behavior (3)  
MGT 420 Strategic Management I (3)  
MGT 421 Strategic Management II (3)  
MKT 220 Principles of Marketing (3)  
MIS 240 Management Information Systems (3)  

**Experiential Learning (6 credits)**  
ACC 377 Field Experience I (3)  
ACC 477 Field Experience II (3)  

**Liberal Arts and Sciences Courses (21 credits)**  
ENG 205 Introduction to Literature OR ENG 215 Survey of World Literature (3)  
ENG 260 Business and Professional Writing (3)  
INT 411 Global Leadership (3)  
MAT 114 Intermediate Algebra (3) [Students who meet the math competency must substitute a Liberal Arts & Sciences elective (300/400 level)]  
PHI 300 Ethics (3)  
PSY 100 Introduction to Psychology (3)  
Liberal Arts and Sciences Elective (3)  

TOTAL UNDERGRADUATE (B.S. IN ACCOUNTING) CREDITS: 120  

**Accounting: Graduate Core Courses (24 credits)**  
MSA 600 Managerial Economics (3)  
MSA 603 Quantitative Methods (3)  
MSA 605 Financial Management (3)  
MSA 630 Advanced Strategy (3)  
MSA 631 Integrative Case Studies (3)  
MSA 670 Accounting Theory and Research (3)  
MSA 672 Computer Auditing (3)  
MSA 673 Advanced Taxation (3)  

**Accounting: Graduate Electives (6 credits)**  
Choose 2 from the following:  
MSA 601 Strategic Human Resource Management (3)  
MSA 602 Organizational Behavior and Development (3)  
MSA 621 Strategic Operations Management (3)  
MSA 623 Strategic Marketing (3)  

TOTAL GRADUATE (M.S. IN ACCOUNTING) CREDITS: 30  

[www.medaille.edu](http://www.medaille.edu)  
130
ADOLESCENT TEACHING: BIOLOGY 7–12 & STUDENTS WITH DISABILITIES

<table>
<thead>
<tr>
<th>DEGREE EARNED</th>
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<td>Biology 7-12 (initial)</td>
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<tr>
<td></td>
<td></td>
<td>Students with Disabilities Generalist 7-12 (initial)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students with Disabilities Biology 7-12 extension (initial)</td>
</tr>
</tbody>
</table>

PROGRAM DESCRIPTION

Medaille College’s B.S.Ed. degree program in Adolescent Teaching: Biology 7–12 & Students with Disabilities leading to dual-certification in Students with Disabilities and Biology 7–12 is committed to the academic and professional preparation of highly qualified teachers through rigorous, integrated coursework in the liberal arts and professional studies. The program emphasizes active, experiential learning both inside and outside the classroom through frequent field observations and practicum experiences over four years.

The program is committed to fostering reflective practitioners with demonstrated proficiency in academic subject matter content, pedagogy, best practices in teaching, learning theory, and student development. Its graduates will be well prepared to function effectively in an inclusive classroom, to meet successfully the learning and developmental needs of diverse student constituencies, and to function as capable and caring professionals in a variety of secondary school environments. The program is dedicated to producing teachers who will exhibit intellectual rigor and compassion in the learning environment and who will balance their high expectations for students with appropriate degrees of support and assistance to assure adolescents’ intellectual and personal growth.

The Adolescent Education program at Medaille College will offer simultaneous certification in both general and Students with Disabilities. Through this dual-certification process, students will be better able to serve the needs of all individuals across a wide range of learning styles and needs in middle and high school settings through knowledge of differentiated instruction, curricular adaptation, classroom management, the development of positive and supportive classroom environments, and the provision of individualized educational support. Students will also be prepared to collaborate in inclusive settings with developing effective partnerships between classrooms and families.

Program graduates will demonstrate the knowledge, skills, professional attitude, character, and commitment to future students and the teaching profession congruent with New York State and national standards for initial certification and long-term professional success.

All students working toward New York State Certification will take coursework in the professional, field-centered curriculum. The program provides for completion of a campus-based course of study, pre-student-teaching experiences, and classroom student teaching situations. Education majors are required to take the New York State Teacher Certification Exams (NYSTCE) as a prerequisite for New York State Certification.
As a requirement for graduation, all students receiving a Bachelor of Science in Education degree must attain a minimum 2.50 cumulative average. If a student performs below the acceptable standard, he/she will need to take and/or retake the course(s) designated to improve weak areas and pass the course(s) with a grade of C- or better.

Students must receive a grade of a C- or above for all pedagogical courses. As of fall 2011, students must receive a grade of C- or higher in all concentration courses. Otherwise, the course must be repeated. All education teacher candidates must be able to, with or without accommodation, complete all New York State mandated course, field experience, and student teaching requirements.

PROGRAM GOALS

The program has established the following pre-service goals:

- To provide students with individual supervision and assessment during their coursework and field experience to assure that each teacher candidate has the opportunity to develop appropriate professional skills;
- To individualize and adequately differentiate instruction so as to address the academic and emotional/behavioral needs of each learner thereby creating a classroom that values, validates, and nurtures each child;
- To offer a contemporary curriculum that provides majors with the knowledge of subject matter, pedagogy/best practices in teaching, and principles of classroom management;
- To prepare specialized content matter experts who are also strongly grounded in the liberal arts and professional studies;
- To provide majors with an understanding of the foundations of education practice and the philosophical, historical, social, psychological, and pedagogical principles that guide instructional decisions;
- To prepare teachers who are skilled in collaboration and teamwork both with professional colleagues and families;
- To foster graduates who participate in professional growth opportunities as lifelong learners and who are potential leaders in community and educational settings;
- To develop positive and supportive classroom environments in which all students will be valued and successful;
- To produce graduates able to effectively teach in inclusive and culturally diverse classrooms and to promote learning and healthy development for all adolescents, including those with disabilities and special abilities by planning for enrichment, and adaptation of materials;
- To prepare graduates who can effectively integrate theory and practice, engage in critical reading and questioning of current theory and research, and be problem solvers;
- To prepare teachers who understand, practice, and model the highest standards of professional behavior and responsibility in their interactions with students, parents, and other caregivers, school colleagues, and the community; and,
- To produce teachers who will provide informed and thoughtful advocacy for adolescents.

PROGRAM OUTCOMES

The learning outcomes and proficiencies of the B.S.Ed. degree program in Adolescent Teaching: Biology 7–12 & Students with Disabilities leading to dual-certification in Students with Disabilities

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and Biology 7–12 are arranged in four broad categories: (a) curriculum, (b) pedagogy and learning environment, (c) assessment, and (d) professionalism and relationships.

**Graduates of Medaille College’s adolescent teacher certification programs will be able to:**

**Curriculum:**
- Demonstrate proficient knowledge in their professional education and Biology at the 7–12 level;
- Demonstrate knowledge of methods of inquiry in Biology at the 7–12 level;
- Relate and integrate Biology at the 7–12 level content knowledge to other disciplinary fields of study;
- Construct and deliver appropriate curricula for students;
- Teach subject matter accurately;
- To provide full access to the curriculum and related content material to all students;
- Be able to adapt and modify curriculum to effectively teach students with a wide range of learning styles and needs;
- Teach content from multiple viewpoints; and,
- Apply disciplinary knowledge to common life experiences;

**Pedagogy and Learning Environment:**
- Demonstrate an understanding of the components of effective instruction;
- Demonstrate an understanding of how students learn and think about subject content;
- Select and effectively apply a variety of teaching methods and educational materials based on the needs of various learning groups, individuals students’ learning styles, and the goals of each lesson;
- Demonstrate knowledge of the developmental needs of adolescents, particularly as it relates to the teaching-learning process and as evidenced by an ability to meet the diverse learning needs of students;
- Motivate students to want to learn individually, collaboratively, and cooperatively through a variety of successful and differentiated teaching strategies;
- Integrate media and technology to enhance learning;
- Explain and adapt to the influences of society, culture, community, and family on school;
- Demonstrate a comprehension of and adaptability to student diversity: ethnic, gender, social class, race, religion, region, disability, and its implications;
- Create an effective, positive, and active learning environment with high expectations for student achievement; and,
- Respond to student behavior in positive, safe, and educationally productive ways.

**Assessment**
- Keep records to determine and report student progress;
- Evaluate student learning and development through a variety of appropriate formative and summative assessment instruments, including standardized and teacher-constructed tests as well as alternative measures;

[www.medaille.edu](http://www.medaille.edu)
• Understand and utilize curriculum-based and authentic assessment practices across a range of student learning styles;
• Use assessment to improve student learning, teaching effectiveness, and the learning environment; and,
• Reflect upon and improve professional performance based on professional standards, student, peer and supervisor feedback, and best practices.
• Professionalism and Relationships
• Develop a personal philosophy of education that will serve as a basis for professional decisions;
• Demonstrate knowledge of the American public school system;
• Practice professional and ethical behavior consistent with recognized educational standards and codes of ethics;
• Engage in research, reflection and life-long learning to assure continued personal and professional development;
• Acquire skills necessary for the effective problem solving of issues that may occur in collaborative and consultative professional relationships;
• Be able to co-teach and engage in professional collaboration in the inclusive classroom;
• Exhibit a genuine sense of responsibility and service to students and teaching, valuing all aspects of students’ well-being; and,
• Build collaborative and respectful relationships with colleagues, supervisors, students, parents, and community members.

CREDIT DISTRIBUTION

General Education Core (27 Credits)

<table>
<thead>
<tr>
<th>Course</th>
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</tr>
</thead>
<tbody>
<tr>
<td>ENG 110 College Writing</td>
<td>3</td>
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<tr>
<td>ENG 200 Advanced College Writing</td>
<td>3</td>
</tr>
<tr>
<td>GEN 110 Introduction to Critical Thinking</td>
<td>3</td>
</tr>
<tr>
<td>[Required of first-year students; all other students must substitute a Free Elective]</td>
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<td>GEN 220 Justice and Democracy in America</td>
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<td>GEN 230 Creative Expression</td>
<td>3</td>
</tr>
<tr>
<td>GEN 410 Baccalaureate Capstone I</td>
<td>3</td>
</tr>
<tr>
<td>GEN 411 Baccalaureate Capstone II</td>
<td>3</td>
</tr>
<tr>
<td>MAT 115 Pre-Calculus</td>
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</tr>
<tr>
<td>SPE 130 Fundamentals of Public Speaking</td>
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</table>

Education/Dual-License Component (39 Credits)

<table>
<thead>
<tr>
<th>Course Work (27 Credits)</th>
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<tbody>
<tr>
<td>EDU 207 DASA Seminar</td>
<td>0</td>
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<tr>
<td>(co-register with EDU 210 Educational Foundations)</td>
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<tr>
<td>EDU 210 Educational Foundations</td>
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<td>EDU 237 The Adolescent Reader &amp; Writer</td>
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EDU 340 Child Abuse, Drug Awareness, etc. (co-register with ESP 230) (0)
EDU 365 Adol. Teaching Biology Methods with practica (3)
EDU 368 Adolescent General Education/Special Education Curriculum Methods (3)
ESP 230 Intro to Special Education (co-register with EDU 340)
ESP 276 Pos. Behavioral Support Approaches
ESP 348 Educating and Assessing Adolescents with Mild to Severe Disabilities with Practica
ESP 358 Assessing Adolescent Children (Grades 7-12) with Exceptionalities

**Experiential Learning (12 Credits)**
- EDU 480 “S” Student Teaching (5.5)
- EDU 480 “A” Student Teaching (5.5)
- EDU 481 Student Teaching Seminar (1)

**Biology Concentration (34 Credits)**
- BIO 120 Botany (4)
- BIO 170 Comp. Anatomy & Physiology I (5)
- BIO 171 Comp. Anatomy & Physiology II (5)
- BIO 200 Microbiology (4)
- BIO 220 Cell Biology (3)
- BIO 320 Ecology (4)
- BIO 330 Genetics (3)
- BIO 430 Organic Evolution (3)
- MAT 201 Statistics and Society (3)

**Liberal Arts and Science Component (23 Credits)**
- Foreign Language I (3)
- Foreign Language II (3)
- HIS 140 Early United States History (3)
- CHE 200 General Chemistry I (4)
- CHE 201 General Chemistry II (4)
- PSY 100 Introduction to Psychology (3)
- PSY 240 Adolescence (3)

**Computer Information Systems (3 credits)**
- CIS 175 Technology Applications in Education (3)

**TOTAL CREDITS: 126**

**Registration for Student Teaching:** Students who receive an unsatisfactory (U) for one student teaching placement must attend “Refocus for Success” and repeat the student teaching experience. For detailed student teaching information go to [www.medaille.edu/studentteaching](http://www.medaille.edu/studentteaching).
Student teachers who receive an unsatisfactory for two student teaching placements must follow the Student Teaching Improvement Plan.

[www.medaille.edu](http://www.medaille.edu)
ADOLESCENT TEACHING: ENGLISH 7–12 & STUDENTS WITH DISABILITIES

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PROGRAM DESCRIPTION

Medaille College’s B.S.Ed. degree program in Adolescent Education with dual-certification in English Language Arts 7–12 and Students with Disabilities is committed to the academic and professional preparation of highly qualified teachers through rigorous, integrated coursework in the liberal arts and professional studies. The program emphasizes active, experiential learning both inside and outside the classroom through frequent field observation and practice over four years. The Program is committed to fostering reflective practitioners with demonstrated proficiency in academic content, pedagogy, learning theory, and student development. Its graduates will be well prepared to function effectively in an inclusive classroom, to meet successfully the learning and developmental needs of diverse student constituencies, and to function as capable professionals in a variety of secondary school environments. The program is dedicated to producing teachers who will exhibit intellectual rigor and compassion in the learning environment and who will balance their high expectations for students with appropriate degrees of support and assistance to assure adolescents’ intellectual and personal growth.

Program graduates will demonstrate the knowledge, skills, professional attitude, character, and commitment to future students and the teaching profession congruent with New York State and national standards for initial certification and long-term professional success.

All students working toward New York State Certification will take coursework in the professional, field-centered curriculum. The program provides for completion of a campus-based course of study, pre-student-teaching experiences, and classroom student teaching situations. Education majors are required to take the New York State Teacher Certification Exams (NYSTCE) as a prerequisite for New York State Certification.

As a requirement for graduation, all students receiving a Bachelor of Science in Education degree must attain a minimum 2.50 cumulative average. If a student performs below the acceptable standard, he/she will need to take and/or retake the course(s) designated to improve weak areas and pass the course(s) with a grade of C- or better.

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All education teacher candidates must be able to, with or without accommodation, complete all New York State mandated course, field experience, and student teaching requirements.

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PROGRAM GOALS

The program has established the following pre-service goals:

• To provide students with individual supervision and assessment during their coursework and field experience to assure that each teacher candidate has the opportunity to develop appropriate professional skills;

• To individualize and adequately differentiate instruction so as to address the academic and emotional/behavioral needs of each learner thereby creating a classroom that values, validates, and nurtures each child;

• To offer a contemporary curriculum that provides majors with the knowledge of subject matter, pedagogy/best practices in teaching, and principles of classroom management;

• To prepare specialized content matter experts who are also strongly grounded in the liberal arts and professional studies;

• To provide majors with an understanding of the foundations of education practice and the philosophical, historical, social, psychological, and pedagogical principles that guide instructional decisions;

• To prepare teachers who are skilled in collaboration and team work both with professional colleagues and families;

• To foster graduates who participate in professional growth opportunities as life-long learners and who are potential leaders in community and educational settings;

• To develop positive and supportive classroom environments in which all students will be valued and successful;

• To produce graduates able to effectively teach in inclusive and culturally diverse classrooms and to promote learning and healthy development for all adolescents, including those with disabilities and special abilities by planning for enrichment, and adaptation of materials;

• To prepare graduates who can effectively integrate theory and practice, engage in critical reading and questioning of current theory and research, and be problem solvers;

• To prepare teachers who understand, practice, and model the highest standards of professional behavior and responsibility in their interactions with students, parents, and other caregivers, school colleagues, and the community; and,

• To produce teachers who will provide informed and thoughtful advocacy for adolescents.

The Program has established the following pre-service goals:

• To provide students with individual supervision and assessment during their coursework and field experience to assure that each teacher candidate has the opportunity to develop appropriate professional skills;

• To offer a contemporary curriculum that provides majors with the knowledge of subject matter, teaching techniques and basic principles of classroom management;

• To prepare specialized content matter experts who are also strongly grounded in the liberal arts and professional studies;

• To prepare facilitators of learning equipped with multiple methodologies for teaching adolescents;
• To provide majors with an understanding of the foundations of educational practice and the philosophical, historical, social, psychological, and pedagogical principles that guide instructional decisions;
• To prepare teachers who are skilled in professional collaboration and team work;
• To foster graduates who participate in professional growth opportunities as life-long learners and who are potential leaders in community and educational settings;
• To produce graduates able to effectively teach in inclusive and culturally diverse classrooms and to promote learning and healthy development for all adolescents, including those with disabilities and special abilities by planning for remediation, enrichment, and adaptation of materials;
• To prepare graduates who can effectively integrate theory and practice, engage in critical reading and questioning of current theory and research, and be problem solvers;
• To prepare teachers who understand, practice, and model the highest standards of professional behavior and responsibility in their interactions with students, parents and other caregivers, school colleagues, and the community; and
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PROGRAM OUTCOMES
The learning outcomes and proficiencies of the B.S.Ed. degree program in Adolescent Education with dual-certification in English Language Arts 7–12 & Students with Disabilities are arranged in four broad categories: (a) curriculum, (b) pedagogy and learning environment, (c) assessment, and (d) professionalism and relationships.

GRADUATES OF MEDAILLE COLLEGE’S ADOLESCENT TEACHER CERTIFICATION PROGRAMS WILL BE ABLE TO:

**Curriculum**
• Demonstrate proficient knowledge in their professional education and English Language Arts at the 7–12 level;
• Demonstrate knowledge of methods of inquiry in English Language Arts at the 7–12 level;
• Relate and integrate English Language Arts at the 7–12 level content knowledge to other disciplinary fields of study;
• Construct and deliver appropriate curricula for students;
• Teach subject matter accurately;
• Teach content from multiple viewpoints; and
• Apply disciplinary knowledge to common life experiences.
• Pedagogy and Learning Environment:
• Demonstrate an understanding of the components of effective instruction;
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• Demonstrate knowledge of the developmental needs of adolescents, particularly as it relates to the teaching-learning process and as evidenced by an ability to meet the diverse learning needs of students;
• Motivate students to want to learn individually, collaboratively, and cooperatively through a variety of successful teaching strategies;
• Integrate media and technology to enhance learning;
• Explain and adapt to the influences of society, culture, community, and family on schools;
• Demonstrate a comprehension of and adaptability to student diversity: ethnic, gender, social class, race, religion, region, disability, and its implications;
• Create an effective, well-managed, positive, and active learning environment with high expectations for student achievement; and
• Manage student behavior in positive, safe ways.

Assessment:
• Keep records to determine and report student progress;
• Evaluate student learning and development through a variety of appropriate formative and summative assessment instruments, including standardized and teacher-constructed tests as well as alternative measures;
• Use assessment results to improve student learning, teaching effectiveness, and the learning environment; and
• Reflect upon and improve their professional performance based on professional standards, student, peer and supervisor feedback, and best practices.

Professionalism and Relationships:
• Develop a personal philosophy of education that will serve as a basis for professional decisions;
• Demonstrate knowledge of the American public school system;
• Practice professional and ethical behavior consistent with recognized educational standards and codes of ethics;
• Engage in research, reflection, and life-long learning to assure continued personal and professional development;
• Exhibit a genuine sense of responsibility and service to students and teaching, valuing all aspects of students’ well-being; and
• Build collaborative and respectful relationships with colleagues, supervisors, students, parents, and community members.

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</table>
GEN 220 Justice and Democracy in America (3)
GEN 230 Creative Expression (3)
GEN 240 Scientific Discovery (3)
GEN 410 Baccalaureate Capstone I (3)
GEN 411 Baccalaureate Capstone II (3)
MAT 114 Intermediate Algebra (or higher) (3)
MAT 201 Statistics and Society (3)
SPE 130 Fundamentals of Public Speaking (3)

Education/Dual-License Component (39 Credits)

Course Work (27 Credits)

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Experiential Learning (12 Credits)

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<td>EDU 480 “S” Student Teaching (5.5)</td>
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<tr>
<td>EDU 480 “A” Student Teaching (5.5)</td>
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<tr>
<td>EDU 481 Student Teaching Seminar (1)</td>
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English Concentration (24 credits)

<table>
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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>ENG 205 Introduction to Literature</td>
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</tr>
<tr>
<td>ENG 210 Introduction to Creative Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENG 215 Survey of World Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENG 305 British Literature: Middle Ages to the Eighteenth Century</td>
<td>3</td>
</tr>
<tr>
<td>ENG 325 American Literature: Colonial to the Civil War</td>
<td>3</td>
</tr>
<tr>
<td>ENG 365 Ethnic Literature in America</td>
<td>3</td>
</tr>
<tr>
<td>ENG 435 Major Literary Figures</td>
<td>3</td>
</tr>
<tr>
<td>ENG 460 Literary Theory &amp; Criticism</td>
<td>3</td>
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</tbody>
</table>

English Electives: Provides for full English major (6 Credits) | Electives must be chosen in consultation with Division Head or designee. Choose one course from the following:

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>ENG 300 Fiction Workshop</td>
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<tr>
<td>ENG 310 Poetry Workshop</td>
<td>3</td>
</tr>
<tr>
<td>ENG 320 Drama Workshop</td>
<td>3</td>
</tr>
<tr>
<td>ENG 360 Advanced Report and Proposal Writing</td>
<td>3</td>
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Choose one course from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ENG 345</td>
<td>Film Art and Appreciation (3)</td>
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</tr>
<tr>
<td>ENG 355</td>
<td>Major Literary Forms (3)</td>
<td></td>
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<tr>
<td>ENG 405</td>
<td>Themes and Topics in American Literature (3)</td>
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<tr>
<td>ENG 415</td>
<td>Themes and Topics in British Literature (3)</td>
<td></td>
</tr>
<tr>
<td>ENG 425</td>
<td>Themes and Topics in World Literature (3)</td>
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**Liberal Arts and Sciences Component (21 Credits)**

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<th>Course Code</th>
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<tr>
<td></td>
<td>Foreign Language I (3)</td>
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<td></td>
<td>Foreign Language II (3)</td>
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</tr>
<tr>
<td></td>
<td>HIS 140 Early United States History (3)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HUM 300 The Arts in Society (3)</td>
<td></td>
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<tr>
<td></td>
<td>PHY 104 Physical Science (3)</td>
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<tr>
<td></td>
<td>PSY 100 Introduction to Psychology (3)</td>
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<td>PSY 240 Adolescence (3)</td>
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**Computer Information Systems Component (3 credits)**

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<tbody>
<tr>
<td></td>
<td>CIS 175 Technology Applications in Education (3)</td>
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**TOTAL CREDITS: 126**

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ADOLESCENT TEACHING: MATHEMATICS 7–12 & STUDENTS WITH DISABILITIES

As of fall 2013, the College is no longer accepting new students into the B.S.Ed. Adolescent Teaching: Mathematics 7-12 & Students with Disabilities program.

<table>
<thead>
<tr>
<th>DEGREE EARNED</th>
<th>TOTAL NUMBER OF CREDITS</th>
<th>CERTIFICATE/LICENSES TITLES AND TYPES</th>
</tr>
</thead>
</table>
| B.S.Ed.       | 128                     | Mathematics 7-12 (initial)  
               |                                                        | Students with Disabilities Generalist 7-12  
               |                                                        | (initial)  
               |                                                        | Students with Disabilities Mathematics 7-12 extension (initial) |

PROGRAM DESCRIPTION

Medaille College’s B. S. Ed. degree program in Adolescent Mathematics Education with dual-certification in Mathematics 7–12 and Students with Disabilities is committed to the academic and professional preparation of highly qualified teachers through rigorous, integrated coursework in the liberal arts and professional studies. The program emphasizes active, experiential learning both inside and outside the classroom through frequent field observation and practice over four years. The program is committed to fostering reflective practitioners with demonstrated proficiency in academic content, pedagogy, learning theory, and student development. Its graduates will be well prepared to function effectively in an inclusive classroom, to meet successfully the learning and developmental needs of diverse student constituencies, and to function as capable professionals in a variety of secondary school environments. The program is dedicated to producing teachers who will exhibit intellectual rigor and compassion in the learning environment and who will balance their high expectations for students with appropriate degrees of support and assistance to assure adolescents’ intellectual and personal growth.

Program graduates will demonstrate the knowledge, skills, professional attitude, character, and commitment to future students and the teaching profession congruent with New York State and national standards for initial certification and long-term professional success.

All students working toward New York State Certification will take coursework in the professional, field-centered curriculum. The program provides for completion of a campus-based course of study, pre-student-teaching experiences, and classroom student teaching situations. Education majors are required to take the New York State Teacher Certification Exams (NYSTCE) as a prerequisite for New York State Certification.

As a requirement for graduation, all students receiving a Bachelor of Science in Education degree must attain a minimum 2.50 cumulative average. If a student performs below the acceptable standard, he/she will need to take and/or retake the course(s) designated to improve weak areas and pass the course(s) with a grade of C- or better.

Students must receive a grade of a C- or above for all pedagogical courses. As of fall 2011, students must receive a grade of C- or higher in all concentration courses. Otherwise, the course must be repeated.
All education teacher candidates must be able to, with or without accommodation, complete all New York State mandated course, field experience, and student teaching requirements.

**PROGRAM GOALS**

**The program has established the following pre-service goals:**

- To provide students with individual supervision and assessment during their coursework and field experience to assure that each teacher candidate has the opportunity to develop appropriate professional skills;
- To individualize and adequately differentiate instruction so as to address the academic and emotional/behavioral needs of each learner thereby creating a classroom that values, validates, and nurtures each child;
- To offer a contemporary curriculum that provides majors with the knowledge of subject matter, pedagogy/best practices in teaching, and principles of classroom management;
- To prepare specialized content matter experts who are also strongly grounded in the liberal arts and professional studies;
- To provide majors with an understanding of the foundations of education practice and the philosophical, historical, social, psychological, and pedagogical principles that guide instructional decisions;
- To prepare teachers who are skilled in collaboration and team work both with professional colleagues and families;
- To foster graduates who participate in professional growth opportunities as life-long learners and who are potential leaders in community and educational settings;
- To develop positive and supportive classroom environments in which all students will be valued and successful;
- To produce graduates able to effectively teach in inclusive and culturally diverse classrooms and to promote learning and healthy development for all adolescents, including those with disabilities and special abilities by planning for enrichment, and adaptation of materials;
- To prepare graduates who can effectively integrate theory and practice, engage in critical reading and questioning of current theory and research, and be problem solvers;
- To prepare teachers who understand, practice, and model the highest standards of professional behavior and responsibility in their interactions with students, parents, and other caregivers, school colleagues, and the community; and,
- To produce teachers who will provide informed and thoughtful advocacy for adolescents.

**PROGRAM OUTCOMES**

The learning outcomes and proficiencies of the B. S. Ed. degree program in Adolescent Mathematics Education with certification in Mathematics 7–12 and Students with Disabilities are arranged in four broad categories: (a) curriculum, (b) pedagogy and learning environment, (c) assessment, and (d) professionalism and relationships.
Graduates of Medaille College’s adolescent teacher certification programs will be able to:

**Curriculum**
- Demonstrate proficient knowledge in their professional education and Mathematics at the 7–12 level;
- Demonstrate knowledge of methods of inquiry in Mathematics at the 7–12 level;
- Relate and integrate Mathematics at the 7–12 level content knowledge to other disciplinary fields of study;
- Construct and deliver appropriate curricula for students;
- Teach subject matter accurately;
- Teach content from multiple viewpoints; and
- Apply disciplinary knowledge to common life experiences.

**Pedagogy and Learning Environment**
- Demonstrate an understanding of the components of effective instruction;
- Demonstrate an understanding of how students learn and think about subject content;
- Select and apply a variety of teaching methods and educational materials appropriately and effectively according to the needs of various learning groups, individual students’ learning styles, and the goals of each lesson;
- Demonstrate knowledge of the developmental needs of adolescents, particularly as it relates to the teaching-learning process and as evidenced by an ability to meet the diverse learning needs of students;
- Motivate students to want to learn individually, collaboratively, and cooperatively through a variety of successful teaching strategies;
- Integrate media and technology to enhance learning;
- Explain and adapt to the influences of society, culture, community, and family on schools;
- Demonstrate a comprehension of and adaptability to student diversity: ethnic, gender, social class, race, religion, region, disability, and its implications;
- Create an effective, well-managed, positive, and active learning environment with high expectations for student achievement; and
- Manage student behavior in positive, safe ways.

**Assessment**
- Keep records to determine and report student progress;
- Evaluate student learning and development through a variety of appropriate formative and summative assessment instruments, including standardized and teacher-constructed tests as well as alternative measures;
- Use assessment results to improve student learning, teaching effectiveness, and the learning environment; and
- Reflect upon and improve their professional performance based on professional standards, student, peer and supervisor feedback, and best practices.
Professionalism and Relationships

- Develop a personal philosophy of education that will serve as a basis for professional decisions;
- Demonstrate knowledge of the American public school system;
- Practice professional and ethical behavior consistent with recognized educational standards and codes of ethics;
- Engage in research, reflection, and life-long learning to assure continued personal and professional development;
- Exhibit a genuine sense of responsibility and service to students and teaching, valuing all aspects of students’ well-being; and
- Build collaborative and respectful relationships with colleagues, supervisors, students, parents, and community members.

CREDIT DISTRIBUTION

General Education Core (27 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENG 110 College Writing</td>
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<tr>
<td>ENG 200 Advanced College Writing</td>
<td>(3)</td>
</tr>
<tr>
<td>GEN 110 Introduction to Critical Thinking</td>
<td>(3)</td>
</tr>
<tr>
<td>GEN 220 Justice and Democracy in America</td>
<td>(3)</td>
</tr>
<tr>
<td>GEN 230 Creative Expression</td>
<td>(3)</td>
</tr>
<tr>
<td>GEN 240 Scientific Discovery</td>
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<tr>
<td>GEN 410 Baccalaureate Capstone I</td>
<td>(3)</td>
</tr>
<tr>
<td>GEN 411 Baccalaureate Capstone II</td>
<td>(3)</td>
</tr>
<tr>
<td>SPE 130 Fundamentals of Public Speaking</td>
<td>(3)</td>
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</table>

Education/Dual-License Component (39 Credits)

Course Work (27 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDU 207 DASA Seminar (co-register with EDU 210 Educational Foundations)</td>
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</tr>
<tr>
<td>EDU 210 Educational Foundations (co-register with EDU 207 DASA Seminar)</td>
<td>(3)</td>
</tr>
<tr>
<td>EDU 237 The Adolescent Reader &amp; Writer</td>
<td>(3)</td>
</tr>
<tr>
<td>EDU 238 Strategic Literacy Instruction</td>
<td>(3)</td>
</tr>
<tr>
<td>EDU 340 Child Abuse, Drug Awareness, etc. (co-register with ESP 230)</td>
<td>(0)</td>
</tr>
<tr>
<td>EDU 365 Adol. Teaching Biology Methods with practica</td>
<td>(3)</td>
</tr>
<tr>
<td>EDU 368 Adolescent General Education/Special Education Curriculum Methods</td>
<td>(3)</td>
</tr>
<tr>
<td>ESP 230 Intro to Special Education (co-register with EDU 340)</td>
<td></td>
</tr>
<tr>
<td>ESP 276 Pos. Behavioral Support Approaches</td>
<td></td>
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<tr>
<td>ESP 348 Educating and Assessing Adolescents with Mild to Severe Disabilities with Practica</td>
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<tr>
<td>ESP 358 Assessing Adolescent Children (Grades 7-12) with Exceptionalities</td>
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</table>
### Experiential Learning (12 Credits)

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
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<tr>
<td>EDU 480 “A” Student Teaching</td>
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<tr>
<td>EDU 481 Student Teaching Seminar</td>
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### Mathematics Concentration (36 Credits)

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>MAT 151 Trigonometry/Geometry</td>
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<tr>
<td>MAT 182 Discrete Mathematics</td>
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</tr>
<tr>
<td>MAT 251 Calculus I</td>
<td>3</td>
</tr>
<tr>
<td>MAT 252 Calculus II</td>
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</tr>
<tr>
<td>MAT 255 Theory of Numbers</td>
<td>3</td>
</tr>
<tr>
<td>MAT 260 Linear Algebra</td>
<td>3</td>
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<tr>
<td>MAT 261 Calculus III</td>
<td>3</td>
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<tr>
<td>MAT 342 Abstract Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MAT 361 Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>MAT 381 Statistics and Probability I</td>
<td>3</td>
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<tr>
<td>MAT 382 Statistics and Probability II</td>
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<td>MAT 421 Real Variables</td>
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### Liberal Arts and Science Courses (23 Credits)

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>Foreign Language I</td>
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</tr>
<tr>
<td>Foreign Language II</td>
<td>3</td>
</tr>
<tr>
<td>HIS 140 Early United States History</td>
<td>3</td>
</tr>
<tr>
<td>PSY 100 Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 240 Adolescence</td>
<td>3</td>
</tr>
<tr>
<td>PHY 200 Principles of Physics I</td>
<td>4</td>
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<tr>
<td>PHY 201 Principles of Physics II</td>
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</table>

### Computer Information Systems (3 credits)

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<tr>
<th>Course</th>
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<tr>
<td>CIS 175 Technology Applications in Education</td>
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<tbody>
<tr>
<td>B.S.Ed.</td>
<td>129</td>
<td>Social Studies 7-12 (initial)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students with Disabilities Generalist 7-12 (initial)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students with Disabilities Social Studies 7-12 extension (initial)</td>
</tr>
</tbody>
</table>

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Graduates of Medaille College’s adolescent teacher certification programs will be able to:

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- Demonstrate proficient knowledge in their professional education and Social Studies at the 7–12 level;
- Demonstrate knowledge of methods of inquiry in Social Studies at the 7–12 level;

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• Relate and integrate Social Studies at the 7–12 level content knowledge to other disciplinary fields of study;
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<td>3</td>
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<td>3</td>
</tr>
<tr>
<td>MAT 114 Intermediate Algebra (or higher)</td>
<td>3</td>
</tr>
<tr>
<td>MAT 201 Statistics and Society</td>
<td>3</td>
</tr>
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<td>SPE 130 Fundamentals of Public Speaking</td>
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Education/Dual-License Component (39 Credits)

Course Work (27 Credits)

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<thead>
<tr>
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<tbody>
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Experiential Learning (12 Credits)

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</tr>
<tr>
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Social Studies Concentration (36 credits)

<table>
<thead>
<tr>
<th>Course</th>
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<tr>
<td>ECO 200 Macroeconomics or ECO 201 Microeconomics</td>
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<tr>
<td>GEO 110 Physical Geography</td>
<td></td>
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<tr>
<td>Course</td>
<td>Credits</td>
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</tr>
<tr>
<td>GEO 310 Cultural Geography</td>
<td>(3)</td>
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<tr>
<td>HIS 100 Western Civilization</td>
<td>(3)</td>
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<tr>
<td>HIS 101 World Cultures</td>
<td>(3)</td>
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<tr>
<td>HIS 140 Early United States History</td>
<td>(3)</td>
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<tr>
<td>HIS 150 Contemporary United States History</td>
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<td>HIS 315 History of Ethnic America</td>
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<tr>
<td>HIS 400 American Historiography</td>
<td>(3)</td>
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<td>HIS 402 The History of New York State</td>
<td>(3)</td>
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<tr>
<td>POL 100 Introduction to Political Science</td>
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<td>POL 101 United States Government</td>
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**Liberal Arts and Sciences Component (18 Credits)**

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<td>Foreign Language I</td>
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<td>Foreign Language II</td>
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<tr>
<td>ENG 215 Survey of World Literature</td>
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<tr>
<td>PHY 104 Physical Science</td>
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<tr>
<td>PSY 100 Introduction to Psychology</td>
<td>(3)</td>
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<td>PSY 240 Adolescence</td>
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**Computer Information Systems (3 credits)**

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<th>Course</th>
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<tbody>
<tr>
<td>CIS 175 Technology Applications in Education</td>
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BIOLOGY

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<tbody>
<tr>
<td>B.S.</td>
<td>128</td>
</tr>
</tbody>
</table>

PROGRAM GOALS

- Students will develop an understanding of the central themes, principles, and technologies of biological knowledge and a familiarity with appropriate supporting areas of chemistry and mathematics.
- Students will develop the scientific literacy necessary to analyze, critically evaluate, and communicate scientific concepts.
- Students will develop their investigative skills and increase their understanding of science as a way of knowing that guides and facilitates scientific investigation and decision-making.

PROGRAM DESCRIPTION

The purpose of the Bachelor’s of Science degree program in Biology is to provide rigorous training to those students desiring careers in the biological, biomedical, and environmental sciences. The program also provides the necessary preparation to those students who wish to pursue graduate training in biology, medicine, or veterinary science. The goal of the program is to produce graduates who, having been trained in the analytical and investigative techniques of the biological sciences, are ready to embark on promising careers in government, industry, and biomedical sciences.

The Biology major at Medaille College is designed to introduce students to the broad spectrum of biological knowledge, from the complexities of the single cell to the dynamics of the ecosystem, and to develop an awareness of the achievements, methods, potentials, and limitations of the biological sciences. Consistent with a liberal education, the Biology major includes a combination of required and elective courses. Students may utilize their electives to experience the rich traditions of the liberal arts, to develop significant expertise in a second area of study, such as communications or management, or to acquire an additional degree or certification, i.e., the Associate in Science degree in Veterinary Technology.

The curriculum consists of a 40-credit core of courses designed to allow students to explore, in depth, the analytical procedures and principle tenets of thought in biological science. The core consists of (a) eight required courses in botany, cell biology, ecology, genetics, microbiology, epidemiology and biostatistics, and comparative anatomy and physiology; and (b) a choice of electives from courses that include immunology, animal behavior, advanced vertebrate physiology, herpetology, ichthyology, ornithology, mammalogy, organic evolution, developmental biology, and biochemistry. Students also take courses in general and organic chemistry, and mathematics. The design of the Biology curriculum is such that graduates of Medaille College’s Associate in Science degree program in Veterinary Technology may transfer into the Bachelor of Science degree program in Biology without loss of any credits, provided they take the appropriate chemistry and liberal arts sequences.

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### CREDIT DISTRIBUTION

**General Education Core (27 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 110 College Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENG 200 Advanced College Writing</td>
<td>3</td>
</tr>
<tr>
<td>GEN 110 Introduction to Critical Thinking</td>
<td>3</td>
</tr>
<tr>
<td>GEN 220 Justice and Democracy in America</td>
<td>3</td>
</tr>
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<td>GEN 230 Creative Expression</td>
<td>3</td>
</tr>
<tr>
<td>GEN 410 Baccalaureate Capstone I</td>
<td>3</td>
</tr>
<tr>
<td>GEN 411 Baccalaureate Capstone II</td>
<td>3</td>
</tr>
<tr>
<td>MAT 115 Pre-Calculus</td>
<td>3</td>
</tr>
<tr>
<td>SPE 130 Fundamentals of Public Speaking</td>
<td>3</td>
</tr>
</tbody>
</table>

**Major Requirements (31 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 120 Botany</td>
<td>4</td>
</tr>
<tr>
<td>BIO 170 Comparative Anatomy and Physiology I</td>
<td>5</td>
</tr>
<tr>
<td>BIO 171 Comparative Anatomy and Physiology II</td>
<td>5</td>
</tr>
<tr>
<td>BIO 200 Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 220 Cell Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 301 Epidemiology and Biostatistics</td>
<td>3</td>
</tr>
<tr>
<td>BIO 320 Ecology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 330 Genetics</td>
<td>3</td>
</tr>
</tbody>
</table>

**Major Electives (9 credits)**

**Electives: Choose 3 from the following:**

<table>
<thead>
<tr>
<th>Course</th>
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</tr>
</thead>
<tbody>
<tr>
<td>BIO 303 Toxicology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 310 Immunology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 340 Animal Behavior</td>
<td>3</td>
</tr>
<tr>
<td>BIO 370 Advanced Vertebrate Physiology I</td>
<td>3</td>
</tr>
<tr>
<td>BIO 371 Advanced Vertebrate Physiology II</td>
<td>3</td>
</tr>
<tr>
<td>BIO 421 Ichthyology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 422 Herpetology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 423 Ornithology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 424 Mammalogy</td>
<td>4</td>
</tr>
<tr>
<td>BIO 430 Organic Evolution</td>
<td>3</td>
</tr>
<tr>
<td>BIO 470 Developmental Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 498 Independent Study In Biology</td>
<td>3</td>
</tr>
<tr>
<td>CHE 400 General Biochemistry</td>
<td>4</td>
</tr>
</tbody>
</table>
### Liberal Arts and Sciences Courses (19 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHE 200 General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CHE 201 General Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>CHE 300 Organic Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CHE 301 Organic Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>PHI 300 Ethics</td>
<td>3</td>
</tr>
</tbody>
</table>

### Computer Information Systems (3 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 115 Computer Information Systems or above</td>
<td>3</td>
</tr>
</tbody>
</table>

### Free Electives (39 credits)

May include any College course

### TOTAL 128 CREDIT HOURS

Note: Students planning to apply for admission to graduate, medical, or veterinary school are strongly encouraged to take CHE 400 General Biochemistry, PHY 200 Principles of Physics I and PHY 201 Principles of Physics II. Additionally, students are encouraged to take either MAT 216 Survey of Introductory Calculus and its Applications, or MAT 251 Calculus I and MAT 252 Calculus II (a two-course sequence). Students interested in professional careers in medicine are advised to develop a foundation in the Humanities and the Social Sciences.
BUSINESS ADMINISTRATION

<table>
<thead>
<tr>
<th>DEGREE EARNED</th>
<th>TOTAL NUMBER OF CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.S.</td>
<td>120</td>
</tr>
</tbody>
</table>

PROGRAM GOALS

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

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

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

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

PROGRAM DESCRIPTION

The Business Administration curriculum is designed to provide the student with the practical, as well as the theoretical knowledge and learning experiences required to be successful in a business environment. The goal of the program is to give students the ability to recognize and capitalize on business opportunities by harnessing the business and economic resources available to them. Medaille College’s generalist approach imparts a working expertise in all the functional areas of business, enabling the student to better understand the management of a business.

As part of the major requirements each student takes courses in accounting, management, marketing, finance, and law. The management information systems component seeks to provide a basic familiarity of computers for Business students. The field experience requirement gives students the opportunity for “hands-on” experience applying what has been learned in the classroom to real business situations. Credit hours for work/life experience can also be earned by students who have had appropriate previous experience in related areas.

The liberal arts and sciences portion of the degree seeks to provide a solid foundation in the humanities and social sciences as well as a background in mathematics and science. All Business majors should complete 100-level business courses, ENG 110, ENG 200, SPE 130, ECO 200, and ECO 201 during their first two years at Medaille College.

Business majors are expected to attend all classes. Students are responsible for all material covered and for any announcements made in any class session whether the student is present or not. Majors
in this program may not take any business course Pass/Fail. A 2.0 cumulative grade point average (GPA) is required of all Business majors in their core and elective business courses to graduate. The Bachelor of Science degree in Business Administration is accredited by the International Assembly for Collegiate Business Education (IACBE).

**CREDIT DISTRIBUTION**

### General Education Core (30 credits)

<table>
<thead>
<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>ENG 110 College Writing</td>
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<td>GEN 110 Introduction to Critical Thinking</td>
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<td>GEN 220 Justice and Democracy in America</td>
<td>3</td>
</tr>
<tr>
<td>GEN 230 Creative Expression</td>
<td>3</td>
</tr>
<tr>
<td>GEN 240 Scientific Discovery</td>
<td>3</td>
</tr>
<tr>
<td>GEN 210 Baccalaureate Capstone I</td>
<td>3</td>
</tr>
<tr>
<td>GEN 411 Baccalaureate Capstone II</td>
<td>3</td>
</tr>
<tr>
<td>MAT 115 Pre-Calculus or MAT 216 Econometrics I (3)</td>
<td></td>
</tr>
<tr>
<td>SPE 130 Fundamentals of Public Speaking</td>
<td>3</td>
</tr>
</tbody>
</table>

### Major Requirements (51 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 101 Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACC 102 Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ECO 200 Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECO 201 Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECO 260 Econometrics I</td>
<td>3</td>
</tr>
<tr>
<td>ECO 261 Econometrics II</td>
<td>3</td>
</tr>
<tr>
<td>MGT 175 Management Concepts and Communication</td>
<td>3</td>
</tr>
<tr>
<td>MGT 230 Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>MGT 240 Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>MGT 299 Business Law I</td>
<td>3</td>
</tr>
<tr>
<td>MGT 302 Operations Management</td>
<td>3</td>
</tr>
<tr>
<td>MGT 335 Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>MGT 420 Strategic Management I</td>
<td>3</td>
</tr>
<tr>
<td>MGT 421 Strategic Management II</td>
<td>3</td>
</tr>
<tr>
<td>MIS 240 Management Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>MKT 220 Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MKT 315 Marketing Management and Strategy</td>
<td>3</td>
</tr>
</tbody>
</table>

### Experiential Learning (6 credits): For students with significant business experience, the division offers several options in fulfilling the field experience requirements. Information on these options and waiver applications may be obtained from the division. Waiver applications must be filed at least one semester before implementation according to the following schedule: October 1 for the following Spring semester; March 1 for the following Fall semester.
<table>
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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>MGT 377</td>
<td>Field Experience I (3)</td>
<td></td>
</tr>
<tr>
<td>MGT 477</td>
<td>Field Experience II (3)</td>
<td></td>
</tr>
</tbody>
</table>

**Liberal Arts and Sciences Courses (18 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 205</td>
<td>Introduction to Literature or ENG 215 Survey of World Literature (3)</td>
<td></td>
</tr>
<tr>
<td>ENG 260</td>
<td>Business and Professional Writing (3)</td>
<td></td>
</tr>
<tr>
<td>INT 411</td>
<td>Global Leadership (3)</td>
<td></td>
</tr>
<tr>
<td>MAT 114</td>
<td>Intermediate Algebra (3)</td>
<td></td>
</tr>
<tr>
<td>PHI 300</td>
<td>Ethics (3)</td>
<td></td>
</tr>
<tr>
<td>PSY 100</td>
<td>Introduction to Psychology (3)</td>
<td></td>
</tr>
</tbody>
</table>

**Breadth electives (6 credits)**

At least two (2) courses (300/400 level) from those housed in the Division of Management and Leadership (Except BBA, BBA-IS, or SPM designated courses).

**Free Electives (9 credits)**

May include any College course.

**TOTAL 120 CREDIT HOURS**
BUSINESS ADMINISTRATION-MANAGEMENT INFORMATION SYSTEMS

<table>
<thead>
<tr>
<th>DEGREE EARNED</th>
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PROGRAM GOALS

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

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

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

PROGRAM DESCRIPTION

The Business Administration-Management Information Systems curriculum is designed to provide the student with the practical, as well as the theoretical knowledge and learning experiences required to be successful in a business environment. The goal of the program is to give students the ability to recognize and capitalize on business opportunities by harnessing the business and economic resources available to them.

Information systems support a wide range of business organizational functions. In addition to supporting decision making, coordination, and control, information systems help managers and workers analyze problems, visualize complex subjects, and develop an innovative vision that helps to shape the future of their organizations. The purpose of Business Administration-Management Information Systems is to give students insight into how management, technology, and organizational elements work together to provide solutions to organizational problems and to translate them into competitive advantages. In order to help students recognize the potential impact of information technology on competitive strategy and organizational operations, the curriculum maintains a practitioner-focus. Specific emphasis is placed on the organizational and management nature of information systems and their power to provide solutions to challenges and problems in the business environment. The primary goal of the program is to equip managers and future managers to think creatively about the use of information technology.

As part of the major requirements each student takes courses in accounting, management, marketing, finance, and law. The field experience requirement gives students the opportunity for

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“hands-on” experience applying what has been learned in the classroom to real business situations. Credits for work/life experience can also be earned by students who have had appropriate previous experience in related areas. The liberal arts and sciences portion of the degree seeks to provide a solid foundation in the humanities and social sciences as well as a background in mathematics and science. All Business Administration-MIS majors should complete 100-level business courses, ENG 110, ENG 200, SPE 130, ECO 200, and ECO 201 during their first two years at Medaille College.

Business Administration-MIS majors are expected to attend all classes. Students are responsible for all material covered and for any announcements made in any class session whether the student is present or not. Majors in this program may not take any business course Pass/Fail. A 2.0 cumulative grade point average (GPA) is required of all Business Administration-MIS majors in their core and elective business courses to graduate.

**CREDIT DISTRIBUTION**

**General Education Core (30 credits)**

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</tr>
<tr>
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</tr>
<tr>
<td>GEN 110 Introduction to Critical Thinking (3) [Required of first-year students; all other students must substitute a 300/400 level Liberal Arts and Sciences Elective.]</td>
<td></td>
</tr>
<tr>
<td>GEN 220 Justice and Democracy in America (3)</td>
<td></td>
</tr>
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<td>GEN 230 Creative Expression (3)</td>
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<tr>
<td>MIS 240 Management Information Systems (3)</td>
<td></td>
</tr>
<tr>
<td>MIS 300 Database Development (3)</td>
<td></td>
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</tbody>
</table>

[www.medaille.edu](http://www.medaille.edu)
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<tr>
<th>Course Code</th>
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<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MIS 330</td>
<td>Data Communication and Networks</td>
<td>(3)</td>
</tr>
<tr>
<td>MIS 335</td>
<td>Business Data Analysis and Decision Making</td>
<td>(3)</td>
</tr>
<tr>
<td>MIS 400</td>
<td>System Analysis and Design</td>
<td>(3)</td>
</tr>
<tr>
<td>MKT 220</td>
<td>Principles of Marketing</td>
<td>(3)</td>
</tr>
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</table>

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<td>(3)</td>
</tr>
<tr>
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<td>Survey of World Literature</td>
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<td>Intermediate Algebra</td>
<td>(3)</td>
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<tr>
<td>PHI 300</td>
<td>Ethics</td>
<td>(3)</td>
</tr>
</tbody>
</table>

Students who meet the math competency must substitute a 300/400 level Liberal Arts and Sciences Elective.

**Free Electives (12 credits)**

May include any College course.

**TOTAL 120 CREDIT HOURS**
COMMUNICATION

<table>
<thead>
<tr>
<th>DEGREE EARNED</th>
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</thead>
<tbody>
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<td>B.S.</td>
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</tbody>
</table>

PROGRAM GOALS:

- Enables and encourages proficient practitioners and critics of public communication
- Enables and encourages students to engage in oral, written, and audio-visual communication and web technology in order to prepare them for the profession of communication
- Enables and encourages students a commitment to lifelong intellectual learning
- Enables and encourages professional ethics, as well as personal growth
- Encourages student’s competence in research methods and critical thinking
- Enables and encourage students to engage in critical study of each mass medium
- Foster student’s excellence in professional performance in communication

LEARNING OBJECTIVES

- Students will be able to successfully engage in oral presentations.
- Students will use appropriate resources and research methods to achieve specific audience objectives.
- Student will be able to analyze and critically review the various forms of oral, written and audio-visual communication.
- Students will be able to write effectively in the style appropriate to each mass medium (electronic, TV, radio, visual, etc.)
- Students will be able to analyze and articulate the history, development and operations of each mass medium and how they relate to each other.
- Students will demonstrate visual communication through a coherent framework including, but not limited to, video, film, audio-visual communication and web technology.
- Students will demonstrate excellence in job performance through the development of skills including, but limited to, resume and cover letter writing, interviewing and office etiquette and portfolio construction.

PROGRAM DESCRIPTION

The Communication program provides a career-oriented program designed to give the student broad practical and theoretical knowledge of various aspects of communication, television, radio, newspaper, advertising, public relations and digital multimedia. Courses in Communication, which include experiences of a practical nature, begin in the freshman year to provide the student immediate exposure to communication processes. Field experiences, permitting the student to observe and work in a chosen communications medium, begin early in the program. They allow students to explore media settings, develop skills, and make contacts that are critical to success in this industry. By the senior year the student may reach and maintain a clear, professional performance in communication.
independent focus on the practical art of communication through the mass media and his/her role in that process.

In addition, the Communication student is given the opportunity to acquire a comprehensive liberal arts background. While enriching his/her specialized program, this may provide the student with a humanistic perspective for the evaluation of his/her role in relation to society and assist toward mutual improvement of self and society.

Communication majors may not take any Career Component course Pass/Fail.

All Communication majors should complete 100-level Communication courses, writing courses (ENG 110 and ENG 200) and SPE 130 during their first year at Medaille College. It is also important to complete as many other required 100-level courses as possible in the first two years.

Students may not go out on field experiences (COM 277, COM 377, COM 388, COM 477) unless their average is 2.5 or better, and unless they have all prerequisite courses completed, as stated in the Undergraduate Catalog.

The Division of Liberal Arts and Communication operates and maintains the College radio lab and television studio. Medaille College’s on-campus radio lab offers students an opportunity to learn production, news, and on-air techniques. The student staff is responsible for all aspects of operating a radio station from programming to final product. The campus radio lab is now online at WMCB The Lizzard.

The TV studio allows students to learn various aspects of broadcast production from computer graphics to directing and editing a television program. Students produce their own show, “Medaille Magazine,” which airs on local cable systems on public access. Hands-on experience at the production facility is encouraged. The television studio is equipped with all digital, state of the art High Definition equipment.

**CREDIT DISTRIBUTION**

**General Education Core (33 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 110</td>
<td>College Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENG 200</td>
<td>Advanced College Writing</td>
<td>3</td>
</tr>
<tr>
<td>GEN 110</td>
<td>Introduction to Critical Thinking (3)</td>
<td></td>
</tr>
<tr>
<td>GEN 220</td>
<td>Justice and Democracy in America (3)</td>
<td></td>
</tr>
<tr>
<td>GEN 230</td>
<td>Creative Expression (3)</td>
<td></td>
</tr>
<tr>
<td>GEN 240</td>
<td>Scientific Discovery (3)</td>
<td></td>
</tr>
<tr>
<td>GEN 410</td>
<td>Baccalaureate Capstone I (3)</td>
<td></td>
</tr>
<tr>
<td>GEN 411</td>
<td>Baccalaureate Capstone II (3)</td>
<td></td>
</tr>
<tr>
<td>MAT 114</td>
<td>Intermediate Algebra (3)</td>
<td></td>
</tr>
<tr>
<td>MAT 201</td>
<td>Statistics and Society (3)</td>
<td></td>
</tr>
<tr>
<td>SPE 130</td>
<td>Fundamentals of Public Speaking (3)</td>
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</table>

**Major Requirements (39 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>COM 101</td>
<td>Introduction to Mass Communication (3)</td>
<td></td>
</tr>
<tr>
<td>COM 110</td>
<td>Journalism in the Digital Era (3)</td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>COM 130</td>
<td>Survey of Broadcasting: History, Programming, and Operations</td>
<td>(3)</td>
</tr>
<tr>
<td>COM 150</td>
<td>Media Promotions and Marketing</td>
<td>(3)</td>
</tr>
<tr>
<td>COM 200</td>
<td>Digital Media Production</td>
<td>(3)</td>
</tr>
<tr>
<td>COM 211</td>
<td>Mass Media Writing</td>
<td>(3)</td>
</tr>
<tr>
<td>COM 300</td>
<td>Introduction to Communication Theory</td>
<td>(3)</td>
</tr>
<tr>
<td>COM 311</td>
<td>Social Media Strategies</td>
<td>(3)</td>
</tr>
<tr>
<td>COM 355</td>
<td>Theory of Media Criticism</td>
<td>(3)</td>
</tr>
<tr>
<td>COM 400</td>
<td>Communications Law and Ethics</td>
<td>(3)</td>
</tr>
<tr>
<td>COM 475</td>
<td>Media and Society Seminar</td>
<td>(3)</td>
</tr>
<tr>
<td>COM (Any)</td>
<td>Communication Elective</td>
<td>(3)</td>
</tr>
<tr>
<td>COM (300/400 level)</td>
<td>Communication Elective</td>
<td>(3)</td>
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</tbody>
</table>

**Experiential Learning (12 Credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 277</td>
<td>Field Experience I</td>
<td>(3)</td>
</tr>
<tr>
<td>COM 377</td>
<td>Field Experience II</td>
<td>(3)</td>
</tr>
<tr>
<td>COM 477</td>
<td>Field Experience III</td>
<td>(6)</td>
</tr>
</tbody>
</table>

**Liberal Arts and Sciences Courses (24 credits)**

- Liberal Arts and Science electives (choose any three LAS courses) (9 credits)
- 300/400 level Liberal Arts and Science electives (choose two LAS courses) (6 credits)
- PHI 200 Logic or PHI 300 Ethics (3)
- SPE 315 Advanced Public Speaking (3)
- HIS (Any) History Elective (3)

**Free Electives (12 credits)**

May include any College course.

**TOTAL 120 CREDIT HOURS**
CRIMINAL JUSTICE

<table>
<thead>
<tr>
<th>DEGREE EARNED</th>
<th>TOTAL NUMBER OF CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.S.</td>
<td>120</td>
</tr>
</tbody>
</table>

PROGRAM DESCRIPTION

The Bachelor of Science degree in Criminal Justice provides rigorous training to students desiring a career in law enforcement, or those eventually obtaining a graduate degree. The College’s goal is to produce graduates who, having been trained in procedures and law by working professionals, are ready to embark on promising and expanding careers in law enforcement agencies. The Criminal Justice program focuses on criminal law and criminal procedure. The curriculum requires 120 credit hours and consists of a 37 credit core of courses enabling students to explore, in depth, the many procedures, agencies, and personnel involved as a person moves through the criminal justice system. In addition, the program provides the opportunity for students to participate in hands-on internship positions, creating exposure to actual job conditions and experiences. The program also articulates with two-year degree programs in criminal justice in the Western New York area by accepting, as transfers, credits from these programs. Another unique feature of the program is the twelve-credit Elective Study Area Component that allows students to explore courses in any area that is of interest to them and relevant to their career goals, such as business, human services, or social sciences.

Medaille College’s Criminal Justice program was designed to make the most of a student’s previous College transfer credits. In addition, the College recognizes the educational value of and awards credit for many types of life experience related to our degree programs. Law enforcement personnel returning for this degree may apply for Challenge Exams for various courses that relate to their occupation.

The College stresses the importance of gaining work experience that is related to a student’s major program of study. In the Criminal Justice program, students have the opportunity to fulfill six credit hours’ worth of hands-on learning through field experiences. As a Criminal Justice major, you may find experience opportunities in law enforcement or community-based agencies, public defenders offices, private security firms, and pretrial services.

CREDIT DISTRIBUTION

General Education Core (33 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 110 College Writing (3)</td>
<td></td>
</tr>
<tr>
<td>ENG 200 Advanced College Writing (3)</td>
<td></td>
</tr>
<tr>
<td>GEN 110 Introduction to Critical Thinking (3) [Required of first-year students; all other students must substitute a 300/400 level Liberal Arts and Sciences Elective.]</td>
<td></td>
</tr>
<tr>
<td>GEN 220 Justice and Democracy in America (3)</td>
<td></td>
</tr>
<tr>
<td>GEN 230 Creative Expression (3)</td>
<td></td>
</tr>
<tr>
<td>GEN 240 Scientific Discovery (3)</td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>-------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>GEN 410</td>
<td>Baccalaureate Capstone I</td>
</tr>
<tr>
<td>GEN 411</td>
<td>Baccalaureate Capstone II</td>
</tr>
<tr>
<td>MAT 114</td>
<td>Intermediate Algebra</td>
</tr>
<tr>
<td>SPE 130</td>
<td>Fundamentals of Public Speaking</td>
</tr>
<tr>
<td>MAT 201</td>
<td>Statistics and Society</td>
</tr>
<tr>
<td>CRJ 101</td>
<td>Introduction to Criminal Justice</td>
</tr>
<tr>
<td>CRJ 160</td>
<td>Crime and Society</td>
</tr>
<tr>
<td>CRJ 170</td>
<td>Law Enforcement Ethics</td>
</tr>
<tr>
<td>CRJ 201</td>
<td>Introduction to Criminal Law</td>
</tr>
<tr>
<td>CRJ 240</td>
<td>Criminal Courts and Procedures</td>
</tr>
<tr>
<td>CRJ 250</td>
<td>Social Issues in Policing a Multicultural Community</td>
</tr>
<tr>
<td>CRJ 301</td>
<td>Criminal Investigation I</td>
</tr>
<tr>
<td>CRJ 303</td>
<td>Criminal Investigation I Lab</td>
</tr>
<tr>
<td>CRJ 340</td>
<td>Corrections</td>
</tr>
<tr>
<td>CRJ 350</td>
<td>Community Policing</td>
</tr>
<tr>
<td>CRJ 420</td>
<td>Senior Seminar/Topics</td>
</tr>
<tr>
<td>CRJ 377</td>
<td>Field Experience I</td>
</tr>
<tr>
<td>CRJ 477</td>
<td>Field Experience II</td>
</tr>
<tr>
<td>PHI 300</td>
<td>Ethics</td>
</tr>
<tr>
<td>PSY 100</td>
<td>Introduction to Psychology</td>
</tr>
<tr>
<td>SOC 100</td>
<td>Introduction to Sociology</td>
</tr>
<tr>
<td>Any U.S. History or Political Science Course</td>
<td></td>
</tr>
<tr>
<td>Liberal Arts and Sciences Electives (6 credits): May include any APY, ART, BIO, CHE, CHI, CRJ, ECO, ENG, FRE, GEN, GEO, HIS, HUM, LNG, MAT, PHI, PHY, POL, PSY, RDG, SSC, SOC, SPA, SPE, or THE course</td>
<td>6</td>
</tr>
<tr>
<td>Social Sciences Electives (6 credits): May include any APY, CRJ, ECO, GEO, HIS, POL, PSY, SSC, or SOC course</td>
<td>6</td>
</tr>
</tbody>
</table>

**Free Electives (12 credits)**

May include any College course.

**TOTAL 120 CREDIT HOURS**
## EDUCATION: EARLY CHILDHOOD/CHILDHOOD (B-6)

<table>
<thead>
<tr>
<th>DEGREE EARNED</th>
<th>TOTAL NUMBER OF CREDITS</th>
<th>CERTIFICATE/LICENSES TITLES AND TYPES</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.S.Ed.</td>
<td>Generalist Concentration: 132</td>
<td>Childhood 1-6/Early Childhood Birth-2</td>
</tr>
</tbody>
</table>

## PROGRAM DESCRIPTION

The Early Childhood (B-2) and Childhood (1-6) degree provides students with the skills they need to teach children from Birth to Sixth Grade. Upon successful completion of this program, students will earn a B.S.Ed. degree and certification in both Early Childhood (B-2) and Childhood (grades 1-6).

Medaille College’s Education programs seek to prepare constructive thinkers for today and tomorrow’s world. Our teacher candidates are taught theoretical perspectives and practical applications of teaching. This ensures that graduates are prepared to successfully meet New York State Learning Standards in their classrooms. The generalist concentration embedded the Common Core Curriculum Learning Standards, Regents, Reform mandates, NY State Education department mandates, and Race to the Top content into the program in a coherent and consistent manner. Additionally, course content covers the performance indicators on the NYSTCEs.

The B.S.Ed. in Early Childhood/Childhood (B-6) Education Generalist Concentration is rigorous in nature and provides students with multiple opportunities to engage in practical application of coursework. The literacy courses and the methods courses will have instruction delivered in 2 hours blocks to allow students supervised opportunities in area schools.

Students will have to complete 160 participation/volunteer hours. 80 hours are attached to EDU 378. The additional 80 hours are attached to the foundations, literacy and methods courses. During the field experiences students will have the opportunity to develop appropriate professional skills.

Students will have 3 student teaching placements: Universal Pre-K, Primary, and Intermediate. Students will be observed twice at the first placement site and once at the second and third placement site.

The teacher candidates in this program as with the other education programs will graduate: knowing the subject matter in their certification areas; meeting the needs of diverse learners through effective pedagogy and best teaching practices; demonstrating scholarship supported by the use of technology; as caring and competent educators.

All students working toward New York State Certification will take coursework in the professional, field-centered curriculum education. The program provides for completion of a campus-based course of study, pre-student-teaching experiences, and classroom student teaching situations. Education majors are required to take the New York State Teacher Certification Exams (NYSTCE) as a prerequisite for New York State Certification.

As a requirement for graduation, all students receiving a Bachelor of Science in Education degree must attain a minimum 2.50 cumulative average. If a student performs below the acceptable standard, he/she will need to take and/or retake the course(s) designated to improve weak areas and pass the course(s) with a grade of C- or better. Students must receive a grade of a C- or above for all pedagogical courses. Otherwise, the course must be repeated.

www.medaille.edu

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All education teacher candidates must be able to, with or without accommodation, complete all New York State mandated course, field experience, and student teaching requirements. This quality program will prepare future teachers for the Elementary Schools of tomorrow.

THE PROGRAM HAS ESTABLISHED THE FOLLOWING PRE-SERVICE GOALS:

- To provide students with individual supervision and assessment during their coursework and field experience to assure that each teacher candidate has the opportunity to develop appropriate professional skills;
- To individualize and adequately differentiate instruction so as to address the academic and emotional/behavioral needs of each learner thereby creating a classroom that values, validates, and nurtures each child;
- To offer a contemporary curriculum that provides majors with the knowledge of subject matter, pedagogy/best practices in teaching, and principles of classroom management;
- To prepare specialized content matter experts who are also strongly grounded in the liberal arts and professional studies;
- To provide majors with an understanding of the foundations of education practice and the philosophical, historical, social, psychological, and pedagogical principles that guide instructional decisions;
- To prepare teachers who are skilled in collaboration and team work both with professional colleagues and families;
- To foster graduates who participate in professional growth opportunities as life-long learners and who are potential leaders in community and educational settings;
- To develop positive and supportive classroom environments in which all students will be valued and successful;
- To produce graduates able to effectively teach in inclusive and culturally diverse classrooms and to promote learning and healthy development for all students, including those with disabilities and special abilities by planning for enrichment, and adaptation of materials;
- To prepare graduates who can effectively integrate theory and practice, engage in critical reading and questioning of current theory and research, and be problem solvers;
- To prepare teachers who understand, practice, and model the highest standards of professional behavior and responsibility in their interactions with students, parents, and other caregivers, school colleagues, and the community; and,
- To produce teachers who will provide informed and thoughtful advocacy for children.
## CREDIT DISTRIBUTION

### EDUCATION: EARLY CHILDHOOD/CHILDHOOD (B-6) GENERALIST CONCENTRATION

#### General Education Core (33 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 110 College Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENG 200 Advanced College Writing</td>
<td>3</td>
</tr>
<tr>
<td>GEN 110 Introduction to Critical Thinking</td>
<td>3</td>
</tr>
<tr>
<td>GEN 220 Justice and Democracy in America</td>
<td>3</td>
</tr>
<tr>
<td>GEN 230 Creative Expression</td>
<td>3</td>
</tr>
<tr>
<td>GEN 240 Scientific Discovery</td>
<td>3</td>
</tr>
<tr>
<td>GEN 410 Baccalaureate Capstone I</td>
<td>3</td>
</tr>
<tr>
<td>GEN 411 Baccalaureate Capstone II</td>
<td>3</td>
</tr>
<tr>
<td>MAT 114 Intermediate Algebra [or higher]</td>
<td>3</td>
</tr>
<tr>
<td>MAT 125 Concepts in Mathematics I</td>
<td>3</td>
</tr>
<tr>
<td>SPE 130 Fundamentals of Public Speaking</td>
<td>3</td>
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</table>

#### Major Requirements (33 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDU 207 DASA Seminar (Requires co-registration with EDU 210)</td>
<td>0</td>
</tr>
<tr>
<td>EDU 210 Educational Foundations (Requires co-registration with EDU 207)</td>
<td>3</td>
</tr>
<tr>
<td>EDU 223 Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>EDU 240 Literacy I: Language Development and Pre-Emergent Literacy</td>
<td>3</td>
</tr>
<tr>
<td>EDU 241 Literacy II: Emergent to Early Readers and Writers</td>
<td>3</td>
</tr>
<tr>
<td>EDU 242 Literacy III: Transitional to Fluent Readers and Writers</td>
<td>3</td>
</tr>
<tr>
<td>EDU 340 Child Abuse and School Violence and other Current Issues in Education (requires co-registration with ESP 230)</td>
<td>0</td>
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<tr>
<td>EDU 370 Methods of Language Arts with Children’s Literature</td>
<td>3</td>
</tr>
<tr>
<td>EDU 371 Methods of Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>EDU 372 Methods of Science and Technology</td>
<td>3</td>
</tr>
<tr>
<td>EDU 373 Methods of Social Studies and Creative Arts</td>
<td>3</td>
</tr>
<tr>
<td>EDU 375 Strategic Literacy Instruction for Diverse Learners</td>
<td>3</td>
</tr>
<tr>
<td>ESP 230 Introduction to Special Education</td>
<td>3</td>
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#### Student Teaching (15 credits)

<table>
<thead>
<tr>
<th>Course</th>
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</tr>
</thead>
<tbody>
<tr>
<td>EDU 378 Field Experiences and Seminars</td>
<td>3</td>
</tr>
<tr>
<td>EDU 478 Student Teaching (B-6)/Seminar</td>
<td>12</td>
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#### Liberal Arts and Sciences Courses (18 Credits)

<table>
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<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>Foreign Language I</td>
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</tr>
<tr>
<td>MAT 201 Statistics &amp; Society</td>
<td>3</td>
</tr>
<tr>
<td>HIS 140 Early United States History</td>
<td>3</td>
</tr>
<tr>
<td>PHY 104 Physical Science</td>
<td>3</td>
</tr>
<tr>
<td>Generalist Concentration (30 Credits)</td>
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<tr>
<td>--------------------------------------</td>
<td></td>
</tr>
<tr>
<td>ENG 205 Introduction to Literature or ENG 215 Survey of World Literature (3)</td>
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</tr>
<tr>
<td>ENG 210 Introduction to Creative Writing (3)</td>
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</tr>
<tr>
<td>ENG 375 Children’s Literature: From Ancient Myth to the Digital Age (3)</td>
<td></td>
</tr>
<tr>
<td>ENG 485 The English Language: Past, Present &amp; Future (3)</td>
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</tr>
<tr>
<td>MAT 126 Concepts in Math II (3)</td>
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<tr>
<td>MAT 152 College Geometry (3)</td>
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</tr>
<tr>
<td>BIO 101 Biology (3)</td>
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</tr>
<tr>
<td>HIS 315 History of Ethnic America (3)</td>
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</tr>
<tr>
<td>HIS 402 New York State History (3)</td>
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</tr>
<tr>
<td>Choose one of the following courses (3 credits):</td>
<td></td>
</tr>
<tr>
<td>ENG 305 British Literature: Middle Ages to 18th Century (3)</td>
<td></td>
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<tr>
<td>ENG 315 British Literature: Late 18th Century through the 20th Century (3)</td>
<td></td>
</tr>
<tr>
<td>ENG 325 American Literature: Colonial to the Civil War (3)</td>
<td></td>
</tr>
<tr>
<td>ENG 335 American Literature: Civil War through the 20th Century (3)</td>
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</tr>
<tr>
<td>ENG 365 Ethnic Literature in America (3)</td>
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</tr>
</tbody>
</table>

**TOTAL NUMBER OF CREDITS: 132**

**Registration for Student Teaching:** Students who receive an unsatisfactory (U) for one student teaching placement must attend “Refocus for Success” and repeat the student teaching experience. For detailed student teaching information go to [www.medaille.edu/studentteaching](http://www.medaille.edu/studentteaching). Student teachers who receive an unsatisfactory for two student teaching placements must follow the Student Teaching Improvement Plan.
EDUCATION: EARLY CHILDHOOD/CHILDHOOD (B-6)
Please note: As of fall 2014, incoming students in the B.S.Ed. in Education: Early Childhood/Childhood (B-6) will enroll in the Generalist concentration.

<table>
<thead>
<tr>
<th>DEGREE EARNED</th>
<th>TOTAL NUMBER OF CREDITS</th>
<th>CERTIFICATE/LICENSES TITLES AND TYPES</th>
</tr>
</thead>
</table>

PROGRAM DESCRIPTION
The Early Childhood (B-2) and Childhood (1-6) degree will provide students with the skills they need to teach children from Birth to Sixth Grade. The School of Education at Medaille College seeks to prepare constructive thinkers for today and tomorrow’s world. Our teacher candidates are taught both theoretical perspectives and practical applications of teaching to ensure that children’s learning meets the New York State Learning Standards.

The students will receive a Bachelor’s of Science degree with certification in both areas. This is important because it will provide our students with certification in (B-6), thus, making them more marketable to School Districts.

This program will be rigorous in nature and provide students with multiple opportunities to engage in practical application of coursework throughout their degree program. The literacy courses and the methods courses will have instruction delivered in 2 hours blocks to allow students supervised opportunities in area schools. This program, depending on the concentration, can range from 129-134 credit hours.

Students will have to complete 150 participation/volunteer hours. 100 hours are attached to EDU 378. The additional 50 hours are attached to the foundations, literacy and methods courses. During the field experiences students will have the opportunity to develop appropriate professional skills.

Students will have 3 student teaching placements: Universal Pre-K, Primary, and Intermediate. Students will be observed twice at the first placement site and once at the second and third placement site.

The teacher candidates in this program as with the other education programs will graduate: knowing the subject matter in their certification areas; meeting the needs of diverse learners through effective pedagogy and best teaching practices; demonstrating scholarship supported by the use of technology; as caring and competent educators.

All students working toward New York State Certification will take coursework in the professional, field-centered curriculum education. The program provides for completion of a campus-based course of study, pre-student-teaching experiences, and classroom student teaching situations. Education majors are required to take the New York State Teacher Certification Exams (NYSTCE) as a prerequisite for New York State Certification.

As a requirement for graduation, all students receiving a Bachelor of Science in Education degree must attain a minimum 2.50 cumulative average. If a student performs below the acceptable standard, he/she will need to take and/or retake the course(s) designated to improve weak areas and
pass the course(s) with a grade of C- or better. Students must receive a grade of a C- or above for all pedagogical courses. Otherwise, the course must be repeated. All education teacher candidates must be able to, with or without accommodation, complete all New York State mandated course, field experience, and student teaching requirements. This quality program will prepare future teachers for the Elementary Schools of tomorrow.

**THE PROGRAM HAS ESTABLISHED THE FOLLOWING PRE-SERVICE GOALS:**

- To provide students with individual supervision and assessment during their coursework and field experience to assure that each teacher candidate has the opportunity to develop appropriate professional skills;
- To individualize and adequately differentiate instruction so as to address the academic and emotional/behavioral needs of each learner thereby creating a classroom that values, validates, and nurtures each child;
- To offer a contemporary curriculum that provides majors with the knowledge of subject matter, pedagogy/best practices in teaching, and principles of classroom management;
- To prepare specialized content matter experts who are also strongly grounded in the liberal arts and professional studies;
- To provide majors with an understanding of the foundations of education practice and the philosophical, historical, social, psychological, and pedagogical principles that guide instructional decisions;
- To prepare teachers who are skilled in collaboration and team work both with professional colleagues and families;
- To foster graduates who participate in professional growth opportunities as life-long learners and who are potential leaders in community and educational settings;
- To develop positive and supportive classroom environments in which all students will be valued and successful;
- To produce graduates able to effectively teach in inclusive and culturally diverse classrooms and to promote learning and healthy development for all adolescents, including those with disabilities and special abilities by planning for enrichment, and adaptation of materials;
- To prepare graduates who can effectively integrate theory and practice, engage in critical reading and questioning of current theory and research, and be problem solvers;
- To prepare teachers who understand, practice, and model the highest standards of professional behavior and responsibility in their interactions with students, parents, and other caregivers, school colleagues, and the community; and,
- To produce teachers who will provide informed and thoughtful advocacy for children.
# CREDIT DISTRIBUTION

## EDUCATION: EARLY CHILDHOOD/CHILDHOOD (B-6) BIOLOGY CONCENTRATION

### General Education Core (30 Credits)

- ENG 110 College Writing (3)
- ENG 200 Advanced College Writing (3)
- GEN 110 Introduction to Critical Thinking (3) [Required of all first-year students; all other students must substitute a free elective]
- GEN 220 Justice and Democracy in America (3)
- GEN 230 Creative Expression (3)
- GEN 410 Baccalaureate Capstone I (3)
- GEN 411 Baccalaureate Capstone II (3)
- MAT 114 Intermediate Algebra (3) [Students who meet the math competency must substitute MAT 201]
- MAT 125 Concepts in Mathematics (3)
- SPE 130 Fundamentals of Public Speaking (3)

### Major Requirements (48 Credits)

#### Course Work (33 credits)

- EDU 210 Educational Foundations (3)
- EDU 223 Educational Psychology (3)
- EDU 240 Literacy I: Language Development and Pre-Emergent Literacy (3)
- EDU 241 Literacy II: Emergent to Early Readers and Writers (3)
- EDU 242 Literacy III: Transitional to Fluent Readers and Writers (3)
- EDU 340 Child Abuse and School Violence and other Current Issues in Education (0)
- EDU 370 Methods of Language Arts with Children’s Literature (3)
- EDU 371 Methods of Mathematics (3)
- EDU 372 Methods of Science and Technology (3)
- EDU 373 Methods of Social Studies and Creative Arts (3)
- EDU 466 Content Area Literacy with Children’s Literature (3)
- ESP 230 Introduction to Special Education (3)

#### Experiential Learning (15 credits)

- EDU 378 Field Experiences and Seminars
- EDU 478 “E” Student Teaching (B-6)/Seminar
- EDU 478 “C” Student Teaching (B-6)/Seminar

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172
## Liberal Arts and Sciences Courses (21 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 205 or ENG 215</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language I</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language II</td>
<td>3</td>
</tr>
<tr>
<td>HIS 140 Early United States History</td>
<td>3</td>
</tr>
<tr>
<td>PHY 104 Physical Science</td>
<td>3</td>
</tr>
<tr>
<td>PSY 100 Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 210 Child Development</td>
<td>3</td>
</tr>
</tbody>
</table>

## Computer Information Systems (3 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 175 Technology Applications in Education</td>
<td>3</td>
</tr>
</tbody>
</table>

## Biology Concentration (32 Credits)

<table>
<thead>
<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>BIO 120 Botany</td>
<td>4</td>
</tr>
<tr>
<td>BIO 170 Comparative Anatomy and Physiology I</td>
<td>5</td>
</tr>
<tr>
<td>BIO 171 Comparative Anatomy and Physiology II</td>
<td>5</td>
</tr>
<tr>
<td>BIO 200 Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 220 Cell Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 320 Ecology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 330 Genetics</td>
<td>3</td>
</tr>
<tr>
<td>CHE 145 Chemistry for the Health Sciences</td>
<td>4</td>
</tr>
</tbody>
</table>

## EDUCATION: EARLY CHILDHOOD/CHILDHOOD (B-6) ENGLISH CONCENTRATION

## General Education Core (30 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 110 College Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENG 200 Advanced College Writing</td>
<td>3</td>
</tr>
<tr>
<td>GEN 110 Introduction to Critical Thinking</td>
<td>3 [Required of all first-year students; all other students must substitute a free elective]</td>
</tr>
<tr>
<td>GEN 220 Justice and Democracy in America</td>
<td>3</td>
</tr>
<tr>
<td>GEN 240 Scientific Discovery</td>
<td>3</td>
</tr>
<tr>
<td>GEN 410 Baccalaureate Capstone I</td>
<td>3</td>
</tr>
<tr>
<td>GEN 411 Baccalaureate Capstone II</td>
<td>3</td>
</tr>
<tr>
<td>MAT 114 Intermediate Algebra</td>
<td>3 [Students who meet the math competency must substitute MAT 201]</td>
</tr>
<tr>
<td>MAT 125 Concepts in Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>SPE 130 Fundamentals of Public Speaking</td>
<td>3</td>
</tr>
</tbody>
</table>
### Major Requirements (48 Credits)

#### Course Work (33 Credits)
- EDU 210 Educational Foundations (3)
- EDU 223 Educational Psychology (3)
- EDU 240 Literacy I: Language Development and Pre-Emergent Literacy (3)
- EDU 241 Literacy II: Emergent to Early Readers and Writers (3)
- EDU 242 Literacy III: Transitional to Fluent Readers and Writers (3)
- EDU 340 Child Abuse and School Violence and other Current Issues in Education (0)
- EDU 370 Methods of Language Arts with Children’s Literature (3)
- EDU 371 Methods of Mathematics (3)
- EDU 372 Methods of Science and Technology (3)
- EDU 373 Methods of Social Studies and Creative Arts (3)
- EDU 466 Content Area Literacy with Children’s Literature (3)
- ESP 230 Introduction to Special Education (3)

#### Experiential Learning (15 credits)
- EDU 378 Field Experiences and Seminars
- EDU 478 “E” Student Teaching (B-6)/Seminar
- EDU 478 “C” Student Teaching (B-6)/Seminar

#### English Concentration (30 Credits)
- ENG 205 Introduction to Literature (3)
- ENG 210 Introduction to Creative Writing (3)
- ENG 215 Survey of World Literature (3)
- ENG 305 British Literature: Middle Ages to 18th Century (3)
- ENG 315 British Literature: Late 18th Century through the 20th Century (3)
- ENG 325 American Literature: Colonial to the Civil War (3)
- ENG 335 American Literature: Civil War through the 20th Century (3)
- ENG 365 Ethnic Literature in America (3)

#### Electives: choose one of the following courses (3 credits)
- ENG 355 Major Literary Forms
- ENG 435 Major Literary Figures

#### Electives: choose one of the following courses (3 credits)
- ENG 405 Themes/Topics in American Literature (3)
- ENG 415 Themes/Topics in British Literature (3)
- ENG 425 Themes/Topics in World Literature (3)

### Liberal Arts and Sciences Courses (18 Credits)
- Foreign Language I (3)
- Foreign Language II (3)
- HIS 140 Early United States History (3)
<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PHY 104 Physical Science</td>
<td>3</td>
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<tr>
<td>PSY 100 Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 210 Child Development</td>
<td>3</td>
</tr>
</tbody>
</table>

**Computer Information Systems (3 credits)**

CIS 175 Technology Applications in Education (3)

**EDUCATION: EARLY CHILDHOOD/CHILDHOOD (B-6) MATHEMATICS CONCENTRATION**

**General Education Core (30 Credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENG 110 College Writing</td>
<td>3</td>
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<tr>
<td>ENG 200 Advanced College Writing</td>
<td>3</td>
</tr>
<tr>
<td>GEN 110 Introduction to Critical Thinking (3) [Required of all first-year students; all other students must substitute a free elective]</td>
<td></td>
</tr>
<tr>
<td>GEN 220 Justice and Democracy in America</td>
<td>3</td>
</tr>
<tr>
<td>GEN 230 Creative Expression</td>
<td>3</td>
</tr>
<tr>
<td>GEN 240 Scientific Discovery</td>
<td>3</td>
</tr>
<tr>
<td>GEN 410 Baccalaureate Capstone I</td>
<td>3</td>
</tr>
<tr>
<td>GEN 411 Baccalaureate Capstone II</td>
<td>3</td>
</tr>
<tr>
<td>MAT 114 Intermediate Algebra (3) [Students who meet the math competency must substitute MAT 201]</td>
<td></td>
</tr>
<tr>
<td>SPE 130 Fundamentals of Public Speaking</td>
<td>3</td>
</tr>
</tbody>
</table>

**Major Requirements (48 Credits)**

**Course Work (33 Credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 210 Educational Foundations</td>
<td>3</td>
</tr>
<tr>
<td>EDU 223 Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>EDU 240 Literacy I: Language Development and Pre-Emergent Literacy (3)</td>
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</tr>
<tr>
<td>EDU 241 Literacy II: Emergent to Early Readers and Writers (3)</td>
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<tr>
<td>EDU 242 Literacy III: Transitional to Fluent Readers and Writers (3)</td>
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<tr>
<td>EDU 340 Child Abuse and School Violence and other Current Issues in Education (0)</td>
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<tr>
<td>EDU 370 Methods of Language Arts with Children’s Literature (3)</td>
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<tr>
<td>EDU 371 Methods of Mathematics</td>
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<tr>
<td>EDU 372 Methods of Science and Technology</td>
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</tr>
<tr>
<td>EDU 373 Methods of Social Studies and Creative Arts (3)</td>
<td></td>
</tr>
<tr>
<td>EDU 466 Content Area Literacy with Children’s Literature (3)</td>
<td></td>
</tr>
<tr>
<td>ESP 230 Introduction to Special Education (3)</td>
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</tbody>
</table>

**Experiential Learning (15 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDU 378 Field Experiences and Seminars</td>
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</tr>
<tr>
<td>EDU 478 “E” Student Teaching (B-6)/Seminar</td>
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</tr>
<tr>
<td>EDU 478 “C” Student Teaching (B-6)/Seminar</td>
<td></td>
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</tbody>
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**Mathematics Concentration (30 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MAT 115 Pre-Calculus</td>
<td>3</td>
</tr>
</tbody>
</table>

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175
MAT 151 Geometry/Trigonometry (3)  
MAT 182 Discrete Mathematics (3)  
MAT 251 Calculus I (3)  
MAT 255 Theory of Numbers (3)  
MAT 260 Linear Algebra (3)  
MAT 381 Statistics and Probability I (3)  
MAT 382 Statistics and Probability II (3)  

**Electives: choose two of the following courses (6 credits)**  
MAT 125 Concepts in Mathematics (3)  
MAT 252 Calculus II (3)  
MAT 342 Abstract Algebra (3)  
PHI 201 Formal Logic (3)  

**Liberal Arts and Sciences Courses (21 Credits)**  
ENG 205 Introduction to Literature (3) or ENG 215 Survey of World Literature (3)  
Foreign Language I (3)  
Foreign Language II (3)  
HIS 140 Early United States History (3)  
PHY 104 Physical Science (3)  
PSY 100 Introduction to Psychology (3)  
PSY 210 Child Development (3)  

**Computer Information Systems (3 credits)**  
CIS 175 Technology Applications in Education (3)  

**EDUCATION: EARLY CHILDHOOD/CHILDHOOD (B-6) SOCIAL STUDIES CONCENTRATION**  

**General Education Core (30 Credits)**  
ENG 110 College Writing (3)  
ENG 200 Advanced College Writing (3)  
GEN 110 Introduction to Critical Thinking (3) [Required of all first-year students; all other students must substitute a free elective]  
GEN 230 Creative Expression (3)  
GEN 240 Scientific Discovery (3)  
GEN 410 Baccalaureate Capstone I (3)  
GEN 411 Baccalaureate Capstone II (3)  
MAT 114 Intermediate Algebra (3) [Students who meet the math competency must substitute MAT 201]  
MAT 125 Concepts in Mathematics (3)  
SPE 130 Fundamentals of Public Speaking (3)  

**Major Requirements (48 Credits)**  

**Course Work (33 Credits)**  
EDU 210 Educational Foundations (3)
EDU 223 Educational Psychology (3)
EDU 240 Literacy I: Language Development and Pre-Emergent Literacy (3)
EDU 241 Literacy II: Emergent to Early Readers and Writers (3)
EDU 242 Literacy III: Transitional to Fluent Readers and Writers (3)
EDU 340 Child Abuse and School Violence and other Current Issues in Education (0)
EDU 370 Methods of Language Arts with Children’s Literature (3)
EDU 371 Methods of Mathematics (3)
EDU 372 Methods of Science and Technology (3)
EDU 373 Methods of Social Studies and Creative Arts (3)
EDU 466 Content Area Literacy with Children’s Literature (3)
ESP 230 Introduction to Special Education (3)

**Experiential Learning (15 credits)**
EDU 378 Field Experiences and Seminars
EDU 478 “E” Student Teaching (B-6)/Seminar
EDU 478 “C” Student Teaching (B-6)/Seminar

**Social Studies Concentration (30 Credits)**
Any Economics course (ECO) (3)
Any Political Science course POL (3)
GEO 110 Physical Geography (3)
GEO 310 Cultural Geography (3)
HIS 100 Western Civilization (3)
HIS 101 World Cultures (3)
HIS 140 Early United States History (3)
HIS 315 History of Ethnic America (3)
HIS 401 The History of Buffalo (3)
HIS 402 The History of New York State (3)

**Liberal Arts and Sciences Courses (18 Credits)**
ENG 205 Introduction to Literature (3) or ENG 215 Survey of World Literature (3)
Foreign Language I (3)
Foreign Language II (3)
PHY 104 Physical Science (3)
PSY 100 Introduction to Psychology (3)
PSY 210 Child Development (3)

**Computer Information Systems (3 credits)**
CIS 175 Technology Applications in Education (3)

**REGISTRATION FOR STUDENT TEACHING:** Students who receive an unsatisfactory (U) for one student teaching placement must attend “Refocus for Success” and repeat the student teaching experience. For detailed student teaching information go to [www.medaille.edu/studentteaching](http://www.medaille.edu/studentteaching).

Student teachers who receive an unsatisfactory for two student teaching placements must follow the Student Teaching Improvement Plan.

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

<table>
<thead>
<tr>
<th>DEGREE EARNED</th>
<th>TOTAL NUMBER OF CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.A.</td>
<td>120</td>
</tr>
</tbody>
</table>

PROGRAM GOALS

- To enrich students’ understanding of the historical development of American and British literature and of the English language
- To expose students to both canonical and non-canonical literary texts, as well as to literature in English outside of the American and British traditions
- To enhance students’ comprehension of the major genres of literary expression: prose, poetry, and drama
- To familiarize students with major critical-theoretical approaches to analyzing literary texts: as aesthetic objects, as historical registers, as social documents, as occasions for meditation or revolution
- To increase students’ abilities to read closely and to make informed critical judgments
- To develop students’ abilities to communicate clearly and persuasively, both orally and in writing
- To develop students’ awareness of cultural diversity so that they can communicate with reflection, sensitivity, and intelligence
- To prepare students for careers in teaching, writing, and other fields that require precise communication and intellectual discernment

PROGRAM DESCRIPTION

The study of English provides students with the opportunity to explore the centrality of written expression in understanding and giving meaning to human experience. Through dynamic and multifaceted investigations of the immense creative possibilities of language, students who major in English develop clarity of thought, precise writing and speaking skills, informed critical judgment, and a keen awareness of the power of language to shape personal and social relations. The development of these competencies provides excellent preparation for careers in teaching, law, business and management, government, publishing, technical writing, journalism, writing for media, public relations, library science, and many other areas of professional and creative endeavor. Additionally, the English major is ideal preparation for law or graduate school. Students majoring in English develop a strong foundation in (1) the historical development of American and British literature; (2) the major genres of literary expression—prose, poetry, and drama; (3) the principal critical-theoretical approaches to reading and writing; and (4) the practice of writing in a variety of contexts. Students also are exposed to literature outside of the American and British traditions, as well as to other forms of expression—for example, art, philosophy, theater, music—that make up the Humanities. In addition, English majors have the opportunity to work as interns with local businesses and non-profit organizations. This field experience allows students to apply the knowledge, skills, and values that they have learned in a professional setting. Students who complete the program earn a Bachelor of Arts in English. Students who have a particular interest in the craft of writing can tailor their curriculum to combine their Bachelor of
Arts in English with a formal concentration in either Creative Writing or Professional Writing. While all English majors gain a broad grounding as mature writers in a variety of genres and contexts, students who choose one of these formal concentrations extend their learning to develop a thorough understanding of writing as a complex, rigorous discipline of study in its own right. All English majors, but especially those who choose a concentration in Creative or Professional Writing, benefit from one-on-one interactions with faculty who are themselves published writers of literary criticism, poetry, fiction, or multimedia. They also benefit from a number of extracurricular opportunities, such as The Write Thing Reading Series, which allows students to interact with nationally and internationally acclaimed writers in an intimate setting.

**CREDIT DISTRIBUTION**

**General Education Core (33 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 110 College Writing (3)</td>
<td></td>
</tr>
<tr>
<td>ENG 200 Advanced College Writing (3)</td>
<td></td>
</tr>
<tr>
<td>GEN 110 Introduction to Critical Thinking (3) [Required of first-year students; all other students must substitute a 300/400 level Liberal Arts &amp; Sciences Elective]</td>
<td></td>
</tr>
<tr>
<td>GEN 220 Justice and Democracy in America (3)</td>
<td></td>
</tr>
<tr>
<td>GEN 230 Creative Expression (3)</td>
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<tr>
<td>GEN 240 Scientific Discovery (3)</td>
<td></td>
</tr>
<tr>
<td>GEN 410 Baccalaureate Capstone I (3)</td>
<td></td>
</tr>
<tr>
<td>GEN 411 Baccalaureate Capstone II (3)</td>
<td></td>
</tr>
<tr>
<td>MAT 114 Intermediate Algebra (3) [Or above, as determined by placement test. Students who meet the math competency must substitute a Liberal Arts &amp; Sciences Elective]</td>
<td></td>
</tr>
<tr>
<td>MAT 201 Statistics and Society (3)</td>
<td></td>
</tr>
<tr>
<td>SPE 130 Fundamentals of Public Speaking (3)</td>
<td></td>
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</tbody>
</table>

**Major Requirements (30 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
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<td></td>
</tr>
<tr>
<td>ENG 215 Introduction to World Literature (3)</td>
<td></td>
</tr>
<tr>
<td>ENG 305 British Literature: Middle Ages to the Eighteenth Century (3)</td>
<td></td>
</tr>
<tr>
<td>ENG 315 British Literature: Late Eighteenth Century through the Twentieth Century (3)</td>
<td></td>
</tr>
<tr>
<td>ENG 325 American Literature: Colonial to the Civil War (3)</td>
<td></td>
</tr>
<tr>
<td>ENG 335 American Literature: Civil War through the Twentieth Century (3)</td>
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<tr>
<td>ENG 365 Ethnic Literature in America (3)</td>
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</tr>
<tr>
<td>ENG 435 Major Literary Figures (3)</td>
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</tr>
<tr>
<td>ENG 460 Literary Theory &amp; Criticism: English Seminar (3)</td>
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</tbody>
</table>

**Major Electives (9 credits)**

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>ENG 300 Fiction Workshop (3)</td>
<td></td>
</tr>
<tr>
<td>ENG 310 Poetry Workshop (3)</td>
<td></td>
</tr>
<tr>
<td>ENG 320 Drama Workshop (3)</td>
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<tr>
<td>ENG 477 English Field Experience (3)</td>
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</tbody>
</table>
Choose two (2) of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ENG 345</td>
<td>Film Art and Appreciation</td>
<td>3</td>
</tr>
<tr>
<td>ENG 355</td>
<td>Major Literary Forms</td>
<td>3</td>
</tr>
<tr>
<td>ENG 405</td>
<td>Themes and Topics in American Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENG 415</td>
<td>Themes and Topics in British Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENG 425</td>
<td>Themes and Topics in World Literature</td>
<td>3</td>
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</tbody>
</table>

**Liberal Arts and Sciences Courses (15 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRE 101</td>
<td>Elementary French I or SPA 101 Elementary Spanish I</td>
<td>3</td>
</tr>
<tr>
<td>FRE 102</td>
<td>Elementary French II or SPA 102 Elementary Spanish II</td>
<td>3</td>
</tr>
<tr>
<td>HUM 300</td>
<td>The Arts in Society</td>
<td>3</td>
</tr>
<tr>
<td>PHI 170</td>
<td>Issues in Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PHI 200</td>
<td>Logic</td>
<td>3</td>
</tr>
</tbody>
</table>

**Liberal Arts and Sciences Electives (15 credits)**

- Choose three (3) 100-200 level courses from the following: APY, ART, BIO, CHE, CHI, ECO, ENG, GEO, HIS, HUM, LNG, MAT, MUS, PHI, PHY, POL, PSY, SSC, SOC, or THE course
- Choose two (2) 300-400 level courses from the following: APY, ART, BIO, CHE, CHI, ECO, ENG, GEO, HIS, HUM, LNG, MAT, MUS, PHI, PHY, POL, PSY, SSC, SOC, or THE course

**Free Electives (18 credits; or, 6 credits with optional concentration)**

May include any college course. Electives must be chosen in consultation with the division head and/or appropriate Program Director. English majors who choose to pursue a formal concentration in either Creative Writing or Professional Writing will use twelve (12) of their free elective credits to fulfill the concentration requirements. As with all elective credits, majors must consult with the division head and/or appropriate Program Director before scheduling any electives.

**Optional Concentrations: Creative Writing or Professional Writing**

English majors who choose to pursue a formal concentration in either Creative Writing or Professional Writing will use twelve (12) of their free elective credits to fulfill the concentration requirements.

**Creative Writing**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 477</td>
<td>English Field Experience</td>
<td>3</td>
</tr>
<tr>
<td>ENG 400</td>
<td>Senior Portfolio</td>
<td>3</td>
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</table>

- Choose two (2) of the following (6 credits):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 300</td>
<td>Fiction Workshop</td>
<td>3</td>
</tr>
<tr>
<td>ENG 310</td>
<td>Poetry Workshop</td>
<td>3</td>
</tr>
<tr>
<td>ENG 320</td>
<td>Drama Workshop</td>
<td>3</td>
</tr>
<tr>
<td>ENG 498</td>
<td>Independent Study in Writing</td>
<td>3</td>
</tr>
</tbody>
</table>

**Professional Writing**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 260</td>
<td>Business and Professional Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENG 360</td>
<td>Advanced Report and Proposal Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENG 477</td>
<td>English Field Experience</td>
<td>3</td>
</tr>
<tr>
<td>COM 200</td>
<td>Digital Media Production</td>
<td>3</td>
</tr>
</tbody>
</table>

[www.medaille.edu](http://www.medaille.edu)
TOTAL CREDIT HOURS 120
LIBERAL STUDIES

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<th>TOTAL NUMBER OF CREDITS</th>
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<tr>
<td>A.S.</td>
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<tr>
<td>B.S.</td>
<td>120</td>
</tr>
</tbody>
</table>

PROGRAM GOALS:

- Encourage students’ pursuit and enjoyment of an expanded intellectual life.
- Promote the development of strong skills in the areas of critical reading and thinking, communication, quantitative analysis, and information literacy.
- Foster a deep understanding of and hands-on experience with inquiry practices of disciplines that explore the natural, social and cultural realm and their relation to each other.
- Cultivate habits of the mind that foster integrative thinking and the ability to transfer skills and knowledge from one setting to another.
- Develop proactive sense of responsibility for individual, civic, and social choices.

PROGRAM DESCRIPTION:
The Liberal Studies program is part of the College’s Division of Liberal Arts and Communication and is based on the development of an individualized course of study by a student and his/her advisor. This approach allows students to tailor their coursework to some degree in order to meet their personal interests and needs. Apart from the basic liberal arts requirements, students are free to select a major percentage of their courses within elective categories. Students are given significant responsibility for planning a coherent study program and afforded the freedom and opportunity to sample many disciplines and career areas.

ELECTIVE COURSES ARE BROKEN INTO TWO CATEGORIES:
Liberal arts and sciences electives which must be chosen from offerings in humanities, social sciences, multimedia, natural sciences or mathematics. Free electives which may include the previous broad subject areas as well as any of Medaille College’s career courses and professional, technical and occupational courses transferred from two- or four-year institutions. Other non-traditional approaches to granting credit, such as Prior Learning Assessment, may also be applied toward the Liberal Studies degree.

The degree options of the Liberal Studies program allow students the opportunity to utilize prior recognized educational and professional experiences which frequently are not applicable or transferable to other degree programs. Because of the unique nature of the program, an individual interested in obtaining the Liberal Studies degree should consult with the division head in order to discuss his/her educational background and to plan an educational goal. Students must work closely with their Academic Advisor throughout their studies to discuss course selections. It is also strongly recommended that early in the program students visit the Career Planning and Placement Office to help them identify their own personal and career goals. This goal identification is of great importance to students when selecting electives which will help them meet their needs.

Liberal Studies students may complete a specific, existing academic minor or choose to organize their electives around a central topic or theme such as American Studies. In planning their program, students may use such a central theme, for example, to organize and integrate liberal arts electives in humanities and social sciences with free electives in political science. Another example could be students interested in
working in sales who might take a combination of courses in business, advertising, speech, writing, public relations and other related areas to prepare them for success in this field. Many other theme areas are possible.

**CREDIT DISTRIBUTION (A.S.)**

**General Education Core (15 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEN 110 Introduction to Critical Thinking (3) [Required of first-year students; all other students must substitute a Liberal Arts and Sciences Elective.]</td>
<td>3</td>
</tr>
<tr>
<td>ENG 100 Fundamentals of College Writing (3) and ENG 110 College Writing (3) or ENG 110 College Writing (3) and ENG 200 Advanced College Writing (3)</td>
<td>6</td>
</tr>
<tr>
<td>MAT 114 Intermediate Algebra (3) [Students who meet the math competency must substitute a Liberal Arts and Sciences Elective]</td>
<td>3</td>
</tr>
<tr>
<td>MAT 201 Statistics and Society (3)</td>
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</tbody>
</table>

**Liberal Arts and Sciences Courses (18 credits)**

<table>
<thead>
<tr>
<th>Category</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Humanities Electives (6)</td>
<td>6</td>
</tr>
<tr>
<td>Social Sciences Electives (6)</td>
<td>6</td>
</tr>
<tr>
<td>Liberal Arts and Sciences Electives (6)</td>
<td>6</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities Electives (6): May include any ART, DAN, ENG, FRE, HUM, MUS, PHI, SPA, SPE, or THE course</td>
<td>6</td>
</tr>
<tr>
<td>Social Sciences Electives (6): May include any APY, CRJ, ECO, GEO, HIS, POL, PSY, SSC, SOC course</td>
<td>6</td>
</tr>
<tr>
<td>Liberal Arts and Sciences Electives (6): May include any APY, ART, BIO, CHE, CHI, CRJ, DAN, ENG, ECO, FRE, GEN, GEO, HIS, HUM, INT, MAT, MUS, PHI, PHY, POL, PSY, RDG, SSC, SOC, SPA, SPE, or THE course</td>
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**Free Elective Component (27 credits)**

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<th>Course</th>
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<tbody>
<tr>
<td>Free Elective Component (27 credits)</td>
<td>27</td>
</tr>
</tbody>
</table>

May include any College course. Because of the limited number of elective hours required for the associate degree, the in-depth concept and theme topics are not required. However, students are encouraged to organize their electives according to their future career and educational goals. In addition, students are counseled to select courses which may later lead to a baccalaureate degree.

**TOTAL 60 CREDIT HOURS**

**CREDIT DISTRIBUTION (B.S.)**

**General Education Core (33 credits)**

<table>
<thead>
<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>ENG 110 College Writing (3)</td>
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<td>3</td>
</tr>
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<td>GEN 220 Justice and Democracy in America (3)</td>
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<td>GEN 230 Creative Expression (3)</td>
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<td>GEN 240 Scientific Discovery (3)</td>
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<td>GEN 410 Baccalaureate Capstone I (3)</td>
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</tr>
<tr>
<td>GEN 411 Baccalaureate Capstone II (3)</td>
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</tbody>
</table>

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<table>
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<tr>
<th>Course</th>
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<td>[Students who meet the math competency must substitute a Free Elective]</td>
<td></td>
</tr>
<tr>
<td>MAT 201 Statistics and Society</td>
<td>(3)</td>
</tr>
<tr>
<td>SPE 130 Fundamentals of Public Speaking</td>
<td>(3)</td>
</tr>
</tbody>
</table>

### Experiential Learning (3 credits)

Any 377/477 level course

### Liberal Arts and Sciences Courses (36 credits)

- ENG 205 Introduction to Literature or ENG 215 Introduction to World Literature (3)

#### Choose any five courses from the following disciplines (15):

- APY 100 Introduction to Anthropology (3)
- ECO 200 Macroeconomics or ECO 201 Microeconomics (3)
- GEO 110 Physical Geography (3)
- HIS 100 Western Civilization or HIS 101 World Cultures or HIS 140 Early United States History or HIS 150 Contemporary United States History (3)
- POL 100 Introduction to Political Science or POL 101 United States Government (3)
- PSY 100 Introduction to Psychology (3)
- SOC 100 Introduction to Sociology (3)

### Liberal Arts and Sciences Electives (18 credits)

Choose six 300/400 level liberal arts and sciences electives, including: APY, ART, BIO, CHE, CHI, CRJ, DAN, ECO, ENG, FRE, GEN, GEO, HIS, HUM, MAT, MUS, PHI, PHY, POL, PSY, RDG, SSC, SOC, SPA, SPE, or THE courses

### Free Elective Component (48 credits)

May include any College course.

### TOTAL 120 CREDIT HOURS
MATHEMATICS
As of fall 2013, the College is no longer accepting new students into the B.S. in Mathematics program.

<table>
<thead>
<tr>
<th>DEGREE EARNED</th>
<th>TOTAL NUMBER OF CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.S.</td>
<td>122</td>
</tr>
</tbody>
</table>

PROGRAM GOALS AND OBJECTIVES:
- Students shall develop an understanding of the central components of Mathematics and their interaction in special areas.
- Students shall develop primary tools relevant to performing Mathematics in their chosen fields.
- Students shall develop ancillary tools relevant to research level Mathematics.

PROGRAM DESCRIPTION
As the world becomes increasingly complex, information skills become increasingly vital. The ability to collect relevant data, process it, and make decisions based upon the results is a common theme in industrialized society. An aspect of the Mathematics program is to provide an opportunity to enhance these information skills by covering the core areas of mathematics. Not only are these skills invaluable for graduate school and postdoctoral research in mathematics, but they also facilitate the study of physics, chemistry, biology, and computer science as well as areas of economics, finance, and psychology. The logical, statistical, and communication expertise developed in the program are valuable skills for most careers.

The Mathematics major at Medaille College is designed to introduce the core areas of mathematics and their roles in more specialized fields. Students will complete a course of study anchored in analysis, algebra, and topology, which can be used to study other areas including dynamical systems and functional analysis. Students can tailor this program to areas of science or business via free electives. Special areas in mathematics can be explored through a variety of independent study topics that are close to student and faculty interests.

There is a 36-credit core of courses that will expose students to a three part Calculus sequence along with Differential Equations, Linear Algebra, and a two part Statistics and Probability sequence. The core courses also include the more theoretical areas of Number Theory, Abstract Algebra, Real and Complex Analysis, and Topology. The student can choose between a two semester sequence in either Chemistry or Physics to complete the science requirement.

The mission of the B.S. program in Mathematics at Medaille College is twofold. Our first charge is to provide activities which allow our students to develop the expertise needed for career success, including translating and understanding research level mathematics. This knowledge will be developed through strong experiences in computational skills, academic programming, technological applications, critical thinking, analysis tactics, and problem solving. These experiences will occur during student-student and student-faculty interaction in the classroom and at social events such as seminars and colloquia. Our second charge is to encourage awareness of the people and events that contribute to the shape of Mathematics. This awareness will develop through
discourse among students and faculty and be woven into instruction. Besides fostering an environment conducive to mathematics research, the program also emphasizes the importance of communicating the subject effectively, either to mathematically or non-mathematically oriented audiences.

Students will complete a program that is anchored by Analysis, Algebra and Topology, which is at the root of study for nearly any mathematical endeavor that they may wish to pursue. Majors can tailor this program to areas of Science or Business via free electives, as well as special areas of Mathematics from a variety of independent study topics that are close to current faculty interests. Students are required to take Topology and Complex Analysis.

**CREDIT DISTRIBUTION**

**General Education Core (33 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ENG 110 College Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENG 200 Advanced College Writing</td>
<td>3</td>
</tr>
<tr>
<td>GEN 110 Introduction to Critical Thinking (3) [Required of first-year students, all other students must substitute a Liberal Arts &amp; Sciences elective]</td>
<td></td>
</tr>
<tr>
<td>GEN 220 Justice and Democracy in America</td>
<td>3</td>
</tr>
<tr>
<td>GEN 230 Creative Expressions</td>
<td>3</td>
</tr>
<tr>
<td>GEN 240 Scientific Discovery</td>
<td>3</td>
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<tr>
<td>GEN 410 Baccalaureate Capstone I</td>
<td>3</td>
</tr>
<tr>
<td>GEN 411 Baccalaureate Capstone II</td>
<td>3</td>
</tr>
<tr>
<td>MAT 251 Calculus I</td>
<td>3</td>
</tr>
<tr>
<td>MAT 381 Statistics and Probability I</td>
<td>3</td>
</tr>
<tr>
<td>SPE 130 Fundamentals of Public Speaking</td>
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</table>

**Major Requirements (36 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MAT 151 Trigonometry/Geometry</td>
<td>3</td>
</tr>
<tr>
<td>MAT 182 Discrete Math</td>
<td>3</td>
</tr>
<tr>
<td>MAT 252 Calculus II</td>
<td>3</td>
</tr>
<tr>
<td>MAT 255 Number Theory</td>
<td>3</td>
</tr>
<tr>
<td>MAT 260 Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MAT 261 Calculus III</td>
<td>3</td>
</tr>
<tr>
<td>MAT 342 Abstract Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MAT 361 Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>MAT 382 Statistics and Probability II</td>
<td>3</td>
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<tr>
<td>MAT 421 Real Variables</td>
<td>3</td>
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<tr>
<td>MAT 442 Complex Analysis</td>
<td>3</td>
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<tr>
<td>MAT 450 Topology</td>
<td>3</td>
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</table>

**Liberal Arts and Sciences Courses (20 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Two humanities electives</td>
<td>6</td>
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<tr>
<td>Two social sciences electives</td>
<td>6</td>
</tr>
<tr>
<td>Two-course science sequence</td>
<td>8</td>
</tr>
<tr>
<td>PHY 200 Principles of Physics I (4) and PHY 201 Principles of Physics II (4) or CHE 200 General Chemistry I (4) and CHE 201 General Chemistry II (4)</td>
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<tr>
<td><strong>Free Electives (33 credits)</strong></td>
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<tr>
<td>May include any College course.</td>
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<tr>
<td><strong>TOTAL CREDIT HOURS 122</strong></td>
<td></td>
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</tbody>
</table>
PSYCHOLOGY

<table>
<thead>
<tr>
<th>DEGREE EARNED</th>
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</thead>
<tbody>
<tr>
<td>B.A.</td>
<td>120</td>
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</tbody>
</table>

PROGRAM DESCRIPTION

The Bachelor of Arts degree program in Psychology is designed to provide students with a broad-based understanding of psychology, and, through an appropriate choice of electives, the opportunity to tailor courses of study to fit specific interests and career objectives. The purpose of the Bachelor of Arts degree program is to provide intensive training to those students who desire a foundation for graduate work in psychology, or who choose to further education in a graduate program in business, human services, law, mental health, etc. It also provides a strong preparation for careers in fields which require a knowledge of human behavior, leadership and motivation, and advanced social skills. The Bachelor of Arts degree program consists of a 45 credit core of courses that includes 18 required credits in basic psychology, statistics, and research methods, followed by 27 credits of psychology electives.

PROGRAM GOALS:

Excellence in Teaching
- Experienced faculty
- Faculty represent multiple disciplines in the field
- Faculty are rated highly in terms of student satisfaction
- Personal Attention
- Faculty meet regularly with students to advise and mentor
- Faculty write letters of recommendation; review graduate school application materials
- Help students identify area of graduate study they wish to pursue and schools to take them to next step

Scientific Foundation
- Courses in Research Methods, Writing in Psychology (APA style), Statistics
- Discussion of empirical research as the foundation of Psychological science is infused in every class
- Experiential learning includes brain dissection; empirical research design; literature reviews; data analysis & interpretation
- Course content includes comprehensive learning of major theory in all disciplines in Psychology, as well as review and discussion of seminal historical research that shapes current understanding and research directions in the field

Career-oriented
- Internships are required and provide invaluable real-world experiential learning to apply classroom learning and concepts

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• Faculty contacts with community leaders and workers in Psychology and mental health related fields give students access to professionals who act as examples and provide learning opportunities
• Preparation for graduate studies is part of the Psychology program curriculum; students are informed of the requirement of graduate education for a successful career path in psychology related fields
• Community partnerships and service learning opportunities are combined with classroom learning in many courses to help students bring their learning into real world environments and situations
• The Psychology program has key elements embedded in every course to identify and grow critical thinking skills in all students

**Student Success**

• The Psychology program faculty coordinates resources within and without the Medaille College community to provide comprehensive services for students to insure their academic success

**Program development**

• Faculty continue to develop and introduce courses into the curriculum related to current topics in Psychology (e.g. trauma; popular psychology; counseling; etc.)

**Resource Allocation**

• The Psychology program faculty coordinates and develops resources within and without the Medaille College community to provide comprehensive services for students to insure innovation in teaching and learning

**Community**

• Faculty in the Psychology program partner with agencies and professionals in the WNY community to enrich learning opportunities for students
• Internship and Service Learning opportunities connect our students to real world situations and environments where they see and experience psychological theories, concepts, research, and human behavior in action

**CREDIT DISTRIBUTION**

**General Education Core (33 credits)**

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
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<td>GEN 411 Baccalaureate Capstone II (3)</td>
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[www.medaille.edu](http://www.medaille.edu)
MAT 114 Intermediate Algebra (3) [Students who meet the math competency must substitute an LAS Elective]

MAT 201 Statistics and Society (3)
SPE 130 Fundamentals of Public Speaking (3)

**Major Requirements (45 credits)**

**Required courses (18 credits)**

- PSY 100 Introduction to Psychology (3)
- PSY 207 Psychological Statistics (3)
- PSY 250 Research Methods in Psychology (3)
- PSY 350 Psychology Research and Writing (3)
- PSY 370 Abnormal Human Behavior (3)
- PSY 377 Undergraduate Internship (3)

**Psychology Electives (27 credits)**

Students must choose 9 courses from the following of which at least 8 courses or 24 credit hours must be PSY courses: PSY 210, PSY 230, PSY 240, PSY 247, PSY 298, PSY 300, PSY 310, PSY 320, PSY 321, PSY 349, PSY 351, PSY 368, PSY 379, PSY 385, PSY 398, PSY 420, PSY 421, PSY 477, PSY 498, EDU 223, SSC 200, SOC 401. Additionally, 5 courses (15 credits) must be a 300/400-level course.

**Liberal Arts and Sciences Courses (21 credits)**

Students are required to complete 21 credits of Liberal Arts and Sciences Electives, 9 credits of which must be 300/400-level courses. Liberal Arts and Science course include: APY, ART, BIO, CHE, CRJ, ECO, ENG, FRE, GEN, GEO, HIS, HUM, LNG, MAT, PHI, PHY, POL, PSY, RDG, SSC, SOC, SPA, SPE, and THE courses.

**Free Elective Component (21 credits)**

May include any College course.

**TOTAL 120 CREDIT HOURS**
SPORT MANAGEMENT

<table>
<thead>
<tr>
<th>DEGREE EARNED</th>
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<tbody>
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<td>B.S.</td>
<td>120</td>
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</table>

PROGRAM GOALS

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

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

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

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

PROGRAM DESCRIPTION

Sport Management involves applying marketing and communication concepts as well as the management principles of planning, organizing, leading, and directing to the unique industry of commercial sport. Emphasis is placed on the production, facilitation, promotion, and organization of sport products and services. Because the $500 billion sport industry demands sport communicators, marketers, administrators, and managers with a specialized combination of functional business and sport management skills, the Sport Management bachelor’s degree is intended to serve students who have a desire to be involved in any aspect of the commercial sport-related enterprise.

The Sport Management program is actively involved in preparing students for working in the fields of sport, leisure and recreation. Faculty will promote, stimulate, and encourage study, research, scholarly writing, and professional development in the area of sport management—both theoretical and applied aspects (North American Society of Sport Management. NASSM 2006).

Medaille College’s Sport Management program now offers all courses required by New York State Education Department to obtain a New York State Coaching Certificate (Sport Specific).

Supporting the College’s mission, the Sport Management program fosters an excellent, intellectually stimulating program that prepares students for productive careers responsive to the sport industry’s employment needs. Possessing tremendous expansion potential, The Sport Management program contributes to the College’s well-known flexible delivery system. Our
curriculum integrates a core of general education themes, career preparation, and learning through experience. We will continue to recruit and maintain student-oriented, professional faculty and staff. The faculty, in conjunction with the office of institutional advancement, will continue to seek resources for the College. The versatile curriculum will allow us to recruit and retain a motivated, qualified and diverse student body. Utilizing the institute’s various academic units and programs, all students in The Sport Management program will work within the community to enhance quality of life and offer lifelong learning opportunities.

**Areas of focus include:**
- Sport marketing, promotion, sponsorship and naming rights
- Employment perspectives, leadership, sport and the law, personnel management,
- Managing venues and events, operations, risk and security management
- Commercial development of sport and sporting properties
- Strategic, tactical and change management
- Broadcasting, media and technology
- Finance and accounting
- Globalization and international management
- Athletic Coaching and Leadership
- Analyzing the ever-changing parameters of the sport business industry

**CREDIT DISTRIBUTION**

**General Education Core (30 credits)**

<table>
<thead>
<tr>
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<td>GEN 411 Baccalaureate Capstone II</td>
<td>(3)</td>
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<tr>
<td>MAT 115 Pre-Calculus or MAT 216</td>
<td>(3)</td>
</tr>
<tr>
<td>SPE 130 Fundamentals of Public Speaking</td>
<td>(3)</td>
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</table>

**Major Requirements (54 credits)**

<table>
<thead>
<tr>
<th>Course</th>
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</tr>
</thead>
<tbody>
<tr>
<td>ACC 101 Financial Accounting</td>
<td>(3)</td>
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<tr>
<td>ECO 201 Microeconomics</td>
<td>(3)</td>
</tr>
<tr>
<td>ECO 260 Econometrics I</td>
<td>(3)</td>
</tr>
<tr>
<td>ECO 261 Econometrics II</td>
<td>(3)</td>
</tr>
<tr>
<td>ECO 380 Economics of Sports</td>
<td>(3)</td>
</tr>
<tr>
<td>MGT 175 Management Concepts and Communication</td>
<td>(3)</td>
</tr>
<tr>
<td>MGT 240 Financial Management</td>
<td>(3)</td>
</tr>
<tr>
<td>MGT 335 Organizational Behavior</td>
<td>(3)</td>
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<tr>
<td>Course Code</td>
<td>Course Name</td>
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<tr>
<td>MGT 420</td>
<td>Strategic Management I</td>
</tr>
<tr>
<td>MIS 240</td>
<td>Management Information Systems</td>
</tr>
<tr>
<td>PSY 385</td>
<td>Sport Psychology</td>
</tr>
<tr>
<td>SOC 301</td>
<td>Sports in Society</td>
</tr>
<tr>
<td>SPM 220</td>
<td>Management and Leadership in Sport Organizations</td>
</tr>
<tr>
<td>SPM 320</td>
<td>Sport Marketing and Promotion</td>
</tr>
<tr>
<td>SPM 325</td>
<td>Legal and Ethical Issues in Sport and Recreation</td>
</tr>
<tr>
<td>SPM 335</td>
<td>Sport Event Management</td>
</tr>
<tr>
<td>SPM 340</td>
<td>History and Philosophy of Sport</td>
</tr>
<tr>
<td>SPM 400</td>
<td>Sport Facility Planning and Management</td>
</tr>
</tbody>
</table>

**Experiential Learning (6 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPM 377</td>
<td>Field Experience I</td>
<td>3</td>
</tr>
<tr>
<td>SPM 477</td>
<td>Field Experience II</td>
<td>3</td>
</tr>
</tbody>
</table>

**Liberal Arts and Sciences (18 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 260</td>
<td>Business and Professional Writing</td>
<td>3</td>
</tr>
<tr>
<td>INT 411</td>
<td>Global Leadership</td>
<td>3</td>
</tr>
<tr>
<td>MAT 114</td>
<td>Intermediate Algebra [Students who meet the math competency must substitute a Liberal Arts and Sciences Elective]</td>
<td>3</td>
</tr>
<tr>
<td>PHI 300</td>
<td>Ethics</td>
<td>3</td>
</tr>
<tr>
<td>PSY 100</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Liberal Arts Elective</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

**Free electives (12 credits)**

May include any College course.

**TOTAL 120 CREDIT HOURS**
VETERINARY TECHNOLOGY

<table>
<thead>
<tr>
<th>DEGREE EARNED</th>
<th>TOTAL NUMBER OF CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.S.</td>
<td>72</td>
</tr>
<tr>
<td>B.S.</td>
<td>120</td>
</tr>
</tbody>
</table>

PROGRAM DESCRIPTION

This rigorous program accredited by the American Veterinary Medical Association (AVMA) combines professional, liberal arts, basic sciences, and two Preceptorship (field experience) requirements. Students will earn an Associate Degree (A.S.) and also have the opportunity to apply all credits towards a Bachelor’s Degree (B.S.). The Associate Degree entails seventy-two credits over two academic years, but may be adjusted to accommodate a student’s special needs. The Bachelor’s Degree can be obtained after two additional years of study and will include specialization courses in Veterinary Technology, upper level sciences and diverse General Education topics. Students may also choose the Pre-Veterinary pathway and complete prerequisite courses for application to Veterinary schools.

The Veterinary Technology program focuses on laboratory testing techniques, clinical assisting and animal nursing procedures in modern state-of-the-art facilities. Diagnostics, treatments, and medical ethics are stressed. Lecture sessions utilize computer-assisted instruction and technological “smart classrooms,” with an emphasis on clinical courses and hands-on laboratory exercises. “Reality-based” teaching techniques, including the use of case-studies and interactive computer-based activities, connect classes and clinical laboratory experiences with current veterinary practice. These are complemented with two off-campus Preceptorships. The Buffalo Zoo, Erie County SPCA, Roswell Park Cancer Institute, SUNY Buffalo, Veterans Hospital and local Buffalo and Rochester Veterinary Hospitals cooperate with Medaille College. Large animal facilities and local farms provide opportunities to work with equine and agricultural animals. The Medaille College student will become familiar with medical procedures for companion, laboratory, exotic and all major large animal species. As a Veterinary Technician employment is available in veterinary hospitals, equine and food animal practices, the pharmaceutical industry, biological testing labs, state and federal government agencies, medical Colleges and universities, and animal breeding facilities. The Bachelor’s Degree will enhance a student’s knowledge and skills, providing additional opportunities for pursuing career goals and advanced graduate studies.

Admission to the College is based on Medaille College Admission Policies. Those entering as Provisional students and placing into developmental courses will require additional semesters to complete the A.S. degree. All VET courses above VET 120 require formal acceptance into the Veterinary Technology program. The Veterinary Technology program requires student time beyond scheduled class and laboratory hours. Animal Care and Vivarium responsibilities (in new and spacious animal housing facilities), clinical laboratory testing and animal supervision are some of the assigned duties which require substantial time outside the classroom. Travel to and from instructional programs held off the Buffalo Campus, such as farm animal labs, necessitates additional student time.

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Those students wishing to pursue a Bachelor’s Degree, including courses required for veterinary school admission, can do so in conjunction with the Veterinary Technology program. Flexibility in the various Bachelor Degree programs affiliated with the A.S. in Veterinary Technology will allow participants to satisfy the admissions requirements for most professional post-graduate medical programs of several professions.

A Veterinary Technology Handbook of policies, procedures, and needed materials will be furnished to each Veterinary Technology student in their first semester. An Orientation Day specific to the Veterinary Technology program is required for every student before their entrance into the program and prior to their beginning clinical courses.

To graduate with an Associate in Science degree, students must complete all required courses with not less than an overall 2.0 (C) average and not less than a 2.0 (C) average in Veterinary Technology courses. Majors in this program may not take any Veterinary Technology course as a Pass/Fail.

Students within six (6) months of graduation in the Associate Degree program are eligible to take the Veterinary Technician National Examination (VTNE). As graduates of an AVMA accredited program, and passage of the VTNE, Medaille College students can be licensed in New York State and become eligible for reciprocal licensing in most other states.

**CREDIT DISTRIBUTION (A.S. – 72 CREDIT HOURS)**

<table>
<thead>
<tr>
<th>General Education Core (9 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 110 College Writing (3)</td>
</tr>
<tr>
<td>GEN 110 Introduction to Critical Thinking (3) [Required of first-time freshman students; transfer students may substitute a Liberal Arts or Sciences Elective]</td>
</tr>
<tr>
<td>SPE 130 Fundamentals of Public Speaking (3)</td>
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</table>

<table>
<thead>
<tr>
<th>Major Requirements (31 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>VET 100 Introduction to Veterinary Technology (3)</td>
</tr>
<tr>
<td>VET 120 Introduction to Laboratory Animal Science (3)</td>
</tr>
<tr>
<td>VET 126 Animal Parasitology (2)</td>
</tr>
<tr>
<td>VET 202 Small Animal Diseases and Nutrition (3)</td>
</tr>
<tr>
<td>VET 204 Veterinary Clinical Laboratory Techniques (3)</td>
</tr>
<tr>
<td>VET 206 Handling and Care of Exotics (2)</td>
</tr>
<tr>
<td>VET 208 Veterinary Diagnostic Imaging (2)</td>
</tr>
<tr>
<td>VET 222 Farm Animal Restraint, Diseases, and Nutrition (3)</td>
</tr>
<tr>
<td>VET 224 Surgical Nursing and Anesthesiology (3)</td>
</tr>
<tr>
<td>VET 226 Veterinary Practice Management (3)</td>
</tr>
<tr>
<td>VET 228 Gross and Clinical Pathology (1)</td>
</tr>
<tr>
<td>VET 230 Pharmacy and Pharmacology (3)</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Experiential Learning (5 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>VET 177 Preceptorship I (2)</td>
</tr>
<tr>
<td>VET 277 Preceptorship II (3)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Liberal Arts and Sciences Required Courses (21 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 170 Comparative Anatomy and Physiology I (5)</td>
</tr>
<tr>
<td>BIO 171 Comparative Anatomy and Physiology II (5)</td>
</tr>
<tr>
<td>Course Code</td>
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<tr>
<td>-------------</td>
</tr>
<tr>
<td>BIO 200</td>
</tr>
<tr>
<td>CHE 145</td>
</tr>
<tr>
<td>MAT 112</td>
</tr>
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</table>

**Liberal Arts and Sciences Elective Component (6 credits)**

May include any APY, ART, BIO, CHE, CHI, CRJ, ECO, ENG, FRE, GEN, GEO, HIS, HUM, MAT, PHI, PHY, POL, PSY, RDG, SSC, SOC, SPA, SPE, or THE course.

Students anticipating enrollment in the Bachelor of Science degree program in Biology or Veterinary Technology or wishing to satisfy prerequisites for applying to Veterinary school should consult with the Veterinary Technology division head/program director for appropriate course selections.

**CREDIT DISTRIBUTION (B.S. – 120 CREDIT HOURS)**

**General Education Core (30 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 110</td>
<td>College Writing</td>
<td>(3)</td>
</tr>
<tr>
<td>ENG 200</td>
<td>Advanced College Writing</td>
<td>(3)</td>
</tr>
<tr>
<td>GEN 110</td>
<td>Introduction to Critical Thinking</td>
<td>(3)</td>
</tr>
<tr>
<td>GEN 220</td>
<td>Justice and Democracy in America</td>
<td>(3)</td>
</tr>
<tr>
<td>GEN 230</td>
<td>Creative Expression</td>
<td>(3)</td>
</tr>
<tr>
<td>GEN 410</td>
<td>Baccalaureate Capstone I</td>
<td>(3)</td>
</tr>
<tr>
<td>GEN 411</td>
<td>Baccalaureate Capstone II</td>
<td>(3)</td>
</tr>
<tr>
<td>MAT 114</td>
<td>Intermediate Algebra</td>
<td>(3)</td>
</tr>
<tr>
<td>MAT 201</td>
<td>Statistics and Society or BIO 301 Epidemiology &amp; Biostatistics</td>
<td>(3)</td>
</tr>
</tbody>
</table>

**Major Requirements (31 credits)**

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
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<td>Introduction to Veterinary Technology</td>
<td>(3)</td>
</tr>
<tr>
<td>VET 120</td>
<td>Introduction to Laboratory Animal Science</td>
<td>(3)</td>
</tr>
<tr>
<td>VET 126</td>
<td>Animal Parasitology</td>
<td>(2)</td>
</tr>
<tr>
<td>VET 202</td>
<td>Small Animal Diseases and Nutrition</td>
<td>(3)</td>
</tr>
<tr>
<td>VET 204</td>
<td>Veterinary Clinical Laboratory Techniques</td>
<td>(3)</td>
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<td>VET 206</td>
<td>Handling and Care of Exotics</td>
<td>(2)</td>
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<td>(3)</td>
</tr>
<tr>
<td>VET 224</td>
<td>Surgical Nursing and Anesthesiology</td>
<td>(3)</td>
</tr>
<tr>
<td>VET 226</td>
<td>Veterinary Practice Management</td>
<td>(3)</td>
</tr>
<tr>
<td>VET 228</td>
<td>Gross and Clinical Pathology</td>
<td>(1)</td>
</tr>
<tr>
<td>VET 230</td>
<td>Pharmacy and Pharmacology</td>
<td>(3)</td>
</tr>
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**Experiential Learning (5 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>VET 177</td>
<td>Preceptorship I</td>
<td>(2)</td>
</tr>
<tr>
<td>VET 277</td>
<td>Preceptorship II</td>
<td>(3)</td>
</tr>
</tbody>
</table>

**Veterinary Technology Electives (15 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>VET (Any)</td>
<td>Veterinary Technology Electives</td>
<td>(six credits)</td>
</tr>
</tbody>
</table>
Student must choose 2 courses from the following:

- VET 130 Basic Introduction To Horses
- VET 232 Horse And Stable Management
- VET 298 Special Topic In Veterinary Technology
- VET 299 Independent Study In Veterinary Technology

300/400 level Veterinary Technology Electives (9) Student must choose 3 courses from the following:

- VET 300 Veterinary Dentistry: Principles And Practices
- VET 301 Dental Radiography
- VET 326 Equine Nutrition And Physiology
- VET 340 Applied Animal Behavior For Veterinary Practice: Part I
- VET 355 Pain Management In Animals
- VET 360 Patient Management And Therapeutics In Emergency Medicine And Critical Care
- VET 398 Special Topic In Veterinary Technology
- VET 400 Advanced Dental Techniques
- VET 401 Specialization In Veterinary Dentistry
- VET 440 Applied Animal Behavior For Veterinary Practice: Part II
- VET 450 Anesthesia For Canine And Feline High Risk Patients
- VET 460 Small Animal Emergency And Critical Care I
- VET 461 Small Animal Emergency And Critical Care II

Liberal Arts and Sciences Courses (21 credits)

- BIO 170 Comparative Anatomy and Physiology I (5)
- BIO 171 Comparative Anatomy and Physiology II (5)
- BIO 200 Microbiology (4)
- CHE 145 Chemistry for the Health Sciences (4)
- MAT 112 Mathematics for the Sciences (3)

Liberal Arts and Sciences Electives (12 credits)

- Choose two Liberal Arts and Sciences courses of any level (6 credits)
- Choose two 300/400 level Liberal Arts and Sciences courses

Liberal Arts and Sciences courses include APY, ART, BIO, CHE, CHI, CRJ, ECO, ENG, FRE, GEN, GEO, HIS, HUM, MAT, PHI, PHY, POL, PSY, RDG, SSC, SOC, SPA, SPE, or THE course

Free Electives (6 credits)

May include any College course.

Bachelor of Science Degree Program: Matriculation from Associate Degree in Veterinary Technology to Liberal Studies, Biology or Veterinary Technology. Medaille College offers the opportunity for Veterinary Technology majors to apply their previously earned A.S. degree toward fulfilling the requirements of a Bachelor of Science in Liberal Studies, Biology or Veterinary Technology. These programs enable the Veterinary Technician to receive the maximum benefit from transfer credits. Although the Bachelor of Science programs have been formulated to complement the Medaille College Veterinary Technology degree, it is anticipated that other States
and New York programs accredited by the AVMA will be quite similar and that almost all earned credits will transfer.
ACCOUNTING

ACC 101 FINANCIAL ACCOUNTING
This is an introduction to the principles of accounting with emphasis on preparation of general purpose financial statements. This includes service organizations and merchandisers. An in-depth coverage of corporate securities, income tax and cash flow is included. Other topics reviewed include the accounting cycle-journal entry preparation and posting and elements of the balance sheet. Finally, financial statements will be analyzed through various analytical procedures. Computer applications included. A lab will be required of all students for problem solving, discussion and any questions. This requirement will be waived as long as a student maintains a minimum of a B average in the course and has satisfactorily completed all homework assignments. Three credit hours. Prerequisites: none. Offered fall semester.

ACC 102 MANAGERIAL ACCOUNTING
This course is a continuation of ACC 101. The different forms of business organizations are compared including corporations, partnerships and limited liability companies. The balance sheet will continue to be analyzed. Management accounting will be introduced. Topics including accounting for a manufacturer including job order and process costing, cost-volume-profit analysis and budgeting. Computer applications included. Three credit hours. Prerequisites: ACC 101. Offered spring semester.

ACC 298 SPECIAL TOPIC IN ACCOUNTING
Topic to be specified each semester course offered.

ACC 300 INCOME TAX ACCOUNTING
Provisions and procedures of federal and state income tax laws for individuals will be studied. Problems will be utilized to assist the student in understanding the practical application of those regulations. Current issues in tax accounting and tax planning are also considered. Computer application included. Three credit hours. Prerequisites: ACC 102. Offered spring semester in odd numbered years.

ACC 305 COST ACCOUNTING
This course develops the use of accounting data and the basic technical understanding to be applied internally by managers in directing the affairs of an organization. Such topics as budgeting, cost-volume-profit relationships, job-order and process costing, and standard costs will be covered. Computer applications included. Three credit hours. Prerequisites: MAT 110 or MAT 115; and ACC 102. Offered fall semester in odd numbered years.

ACC 350 INTERMEDIATE ACCOUNTING I
This course serves to elevate the competence level of the student’s accounting skills so that a working knowledge of financial accounting is possible. The course commences with a review of basic financial accounting principles and develops further the areas of asset valuation, income

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measurement, complete financial statement preparation, and time value of money. Computer applications included. Three credit hours. Prerequisites: ACC 102. Offered fall semester in odd numbered years.

**ACC 351 INTERMEDIATE ACCOUNTING II**
This course will develop, at the intermediate level, a thorough understanding of the equity area of accounting. Topics to be covered will include capital stock, retained earnings, treasury stock, stock rights and warrants. The course also will provide coverage of long-term debt, pensions, leases, earnings per share, income recognition and cash flow. Computer applications included. Three credit hours. Prerequisites: ACC 350. Offered spring semester in even numbered years.

**ACC 377 FIELD EXPERIENCE I**
This course provides the student with both observational and “hands-on” learning experience through participation in an internship, ideally in the field in which the student will be seeking employment. Students who are already on an established career path may enhance their visibility in the organization by completion of a special project related to their careers, subject to prior instructor approval. Three credit hours. Prerequisites: ACC 351, junior standing and a 2.0 cumulative GPA. Offered fall and spring semesters.

**ACC 398 SPECIAL TOPIC IN ACCOUNTING**
Topic to be specified each semester course offered.

**ACC 410 ADVANCED ACCOUNTING**
This course will provide an in-depth emphasis on the accounting procedures and disclosures regarding combined corporate entities and consolidations. Additional topics to be covered in this course include branch accounting, segment reporting, foreign operations, partnerships and bankruptcies. Computer applications included. Three credit hours. Prerequisites: ACC 351. Offered spring semester in even numbered years.

**ACC 430 AUDITING**
This course will focus on the standards and procedures of the auditing function within the industry. The course will provide an understanding of the standards of ethical conduct; auditor’s legal responsibility and liability; meaning, significance, and preparation of an auditor’s report; nature of audit evidence; internal control and tests; and the importance of EDP in auditing. Statements on auditing standards from the AICPA are reviewed. Computer applications included. Three credit hours. Prerequisites: ACC 351. Offered fall semester in odd numbered years.

**ACC 477 FIELD EXPERIENCE II**
This is a continuation of the business exposure completed in the Field Experience I. A minimum of 120 work hours is required, but the performance level of the assignment is expected to be higher than the level I assignment. Students may again elect to complete a project related to their careers, but it must be demonstrative of a higher level competence and difficulty, and approved by the program chair. Three credit hours. Prerequisites: ACC 430, Senior Standing, 2.0 Cumulative GPA. Offered fall and spring semesters.
ACC 498 INDEPENDENT STUDY IN ACCOUNTING
Topic to be specified each semester course offered.

MASTERS OF SCIENCE IN ACCOUNTING

MSA 600 MANAGERIAL ECONOMICS
This course surveys micro- and macroeconomic principles, with an emphasis on strategic applications. Microeconomics topics covered include: demand and supply elasticities, firm cost structure, market structure, and pricing. Macroeconomics topics covered include national income accounting, national income, employment, and price level determination, and fiscal and monetary policy. Three credit hours. Prerequisites: none.

MSA 601 STRATEGIC HUMAN RESOURCE MANAGEMENT
The way we manage the people in our organizations needs to be aligned with our business strategies. The means for this alignment is human resource strategy – a directional plan for managing human resources that addresses important people-related business issues. The purpose of this course is to examine how managers may implement more effectively the people-intensive strategies that are rapidly becoming as primary source of competitive advantage. Only by addressing human resource issues in the context of overall strategic management will managers and human resource staff together achieve the results needed to sustain and develop a business. Three credit hours. Prerequisites: none.

MSA 602 ORGANIZATIONAL BEHAVIOR AND DEVELOPMENT
The objective of this course is to provide a broad survey of the fields of organizational behavior on three distinct levels of analysis – individuals, groups and organizations. Specific topics to be examined from these three perspectives include, but are not limited to: motivation, job design, leadership, diversity, organizational design, communication, secession-making, conflict management, power, innovation and the work environment. Special attention will be given to the most common organizational development methods used in solving managerial and organizational problems. The course examines such intervention strategies as team building, team skills training, survey feedback, sensitivity training, behavior modification, job enrichment, and management by objectives. Three credit hours. Prerequisites: none.

MSA 603 QUANTITATIVE METHODS
This course presents an in-depth look at various quantitative analytical techniques encountered in analyzing managerial problems and making effective decisions. The major topics covered include: linear programming, transportation, assignment, network models, project management, statistical approaches, and decision analysis. Application of these techniques in functional areas such as production, marketing, finance and accounting are covered. Three credit hours. Prerequisites: ECO 260, ECO 261, and MGT 302.

MSA 605 FINANCIAL MANAGEMENT
This course develops the theoretical and practical uses of financial management principles, including the concepts of risk, return, and value. Areas of concentration include working capital

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management, capital budgeting, the cost of capital, and capital structure. Three credit hours. Prerequisites: Undergraduate Finance Course.

**MSA 621 STRATEGIC OPERATIONS MANAGEMENT**
In this course, techniques of managerial decision making are applied to problems in the management of production and operations in both manufacturing and service organizations. Quality management is emphasized throughout the course. The course emphasis is on people operating in teams for improved delivery of goods and services to customers. Topics covered include: quality assurance and control, forecasting, aggregate planning, scheduling, inventory planning and control, facility location, and process and job design. Three credit hours. Prerequisites: MSA 600, MSA 603.

**MSA 623 STRATEGIC MARKETING**
This course presents the importance of the marketing function in the strategic management of the organization. Within the framework of the marketing discipline, students will learn how to ascertain customer needs and to strategically plan to fill those needs while serving an increasingly diverse population. Also considered in this course are issues such as environmentalism, consumerism, consumer life style, and government regulation. As part of this course, students will identify actual consumer needs and devise a comprehensive strategic marketing plan. Three credit hours. Prerequisites: none.

**MSA 630 ADVANCED STRATEGY**
The first of a two-course integrative capstone experience, this course will teach managers to think and act strategically. Emphasis will be placed on the creation of competitive advantage within a dynamic environment. A variety of analytical techniques will be discussed that will enable managers to thoroughly analyze the organization’s environment in order to clearly identify its competitive advantage and how the organization will seek to utilize this advantage. Topics to be covered include various strategic management decision models, industry analysis, competitive position analysis, and the analysis, choice and implementation of strategic options. Case studies will be utilized as the primary method of familiarizing students with the strategic analysis process. Three credit hours. Prerequisites: Completion of all MSA required/core courses.

**MSA 631 INTEGRATIVE CASE STUDIES**
A final capstone experience, this course is intended to provide a complete integration and application of previous coursework. The course consists of three parts: a series of case analysis discussions, a business simulation game in which student teams will compete with each other in a computer simulated business, and a final presentation. The final presentation is to be a significant portion of the grade in this course. For purposes of this presentation, student teams will do an extensive analysis of an existing business and report on their findings in both a written report to management and a full period oral presentation. Three credit hours. Prerequisites: MSA 630.

**MSA 632 APPLIED ACCOUNTING RESEARCH**
The research of accounting concepts and standards as they relate to corporate financial statements is the focus of this course. The research will be applied in analyzing complex accounting and contemporary reporting issues. Research methodologies are covered in conjunction with the latest
in accounting information resources. Three credit hours. Prerequisites: ACC 300, ACC 410, and ACC 430.

**MSA 670 ACCOUNTING THEORY AND RESEARCH**
This course analyzes the theoretical foundations of accounting concepts as set forth in the Statements of Financial Accounting Concepts as developed by the Financial Accounting Standards Board (FASB). It is through these concepts that new standards are developed due to technological advances and business innovations. Existing regulations are examined as well as pending changes currently under review. Research of concepts and current practices are included. Three credit hours. Prerequisites: ACC 351.

**MSA 672 COMPUTER AUDITING**
In this course students will learn about the different types of audits as they relate to a variety of computer systems including data management systems, networks, Internet, e-commerce and the information technology function. Students will utilize various computer-assisted audit tools and software as they relate to the audit function. Ethical issues and fraud detection are also discussed. Three credit hours. Prerequisites: ACC 430.

**MSA 673 ADVANCED TAXATION**
Corporate income tax is the primary focus of this course in regard to filing requirements, options available in reporting income and regulatory compliance. Other business entities are examined as alternatives to the traditional corporate structure. Tax research utilizing the latest technology assists in developing effective tax planning strategies. Three credit hours. Prerequisites: ACC 300.

**ANTHROPOLOGY**

**APY 100 INTRODUCTION TO ANTHROPOLOGY**
An overview of anthropological theory and research, including sub-fields of the discipline with particular emphasis on cultural anthropology. Three credit hours. Prerequisites: none. Offered as needed.

**APY 300 URBAN ANTHROPOLOGY**
An analysis of urban communities in historical and cultural perspectives; the role of cities in large societies and cultural systems; the application of anthropological techniques in understanding complex urban communities. Three credit hours. Prerequisites: APY 100 or junior standing. Offered as needed. Please note: APY 300 has been identified as a U course in the EQUIP curriculum sequence. This course is designed to help students understand their academic discipline within the context of the broader community, region, and the world. APY 300 considers the potential of the discipline and its methodology to contribute to a civic and sustainable future.”

**ART**

**ART 230 TWO-DIMENSIONAL DESIGN AND COLOR THEORY**
An introductory studio course in which students use the basic elements of art and design principles to learn and apply the language of visual organization. The course also includes basic concepts of

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typography, layout, and color theory. Three credit hours. Prerequisites: none. Offered spring semester.

**ART 240 DRAWING**
A studio course providing instruction in basic perceptual skills and drawing techniques in a variety of media. Three credit hours. Prerequisites: none. Offered spring semester.

**ART 260 BASIC PHOTOGRAPHY**
A study of photography composition and use of the camera as an artistic and communication tool. An introduction to the use of the still camera, light, meter, film development, darkroom techniques and photographic enlargement. Students also will learn to “read” photos, speak intelligently about their own personal style and ethics regarding visual communications. Techniques learned here can not only be applied as vocational skills, but the student is encouraged to pursue photography as a lifelong method of personal expression. Three credit hours. Prerequisites: none. Offered spring semester.

**ART 298 SPECIAL TOPIC IN ART**
Topic to be specified each semester course offered.

**ART 314 ART HISTORY I: ANCIENT THROUGH MEDIEVAL**
This course provides a survey of world art and architecture from prehistory through the medieval period. This course interprets the development of world civilizations and fosters understanding of culture in social, religious, economic, political, and philosophical contexts. Three credit hours. Prerequisites: ENG 200/ENG 201. Offered fall semester.

**ART 315 ART HISTORY II: RENAISSANCE THROUGH MODERN**
This course provides a survey of world art and architecture of from the 15th through the 20th century, with an emphasis on Western art. This course interprets artistic traditions and fosters understanding of culture in social, religious, economic, political, and philosophical contexts. Three credit hours. Prerequisites: ENG 200/ENG 201. Offered spring semester.

**ART 320 PAINTING**
A studio course providing basic instruction in painting techniques and pictorial organization. Three credit hours. Prerequisites: none. Offered as needed.

**ART 331 RENAISSANCE ART**
An art history course providing an in-depth examination of Renaissance arts and architecture in Italy and Northern Europe. The developing art styles and masterworks will be seen in the context of social, political, and religious change. Includes slide lectures, art videocassette tapes, and field trip(s). Three credit hours. Prerequisites: ENG 110 and GEN 230. Offered as needed.

**ART 332 WOMEN ARTISTS**
An art history course surveying the contributions of women artists from 1750 to present. Provides a feminist perspective on the discipline of art history and consideration of issues of women’s art-

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making in a male-dominated context. Three credit hours. Prerequisites: ENG 110 and GEN 230. Offered as needed.

**ART 333 THE HISTORY OF PHOTOGRAPHY**
A historical survey of the development of photography from its 19th century origins to contemporary practice. The course includes slide lectures, videotapes, and field trip(s). Three credit hours. Prerequisites: ENG 110 and GEN 230. Offered as needed.

**ART 335 CONTEMPORARY ART**
The study of art movements since 1940. Emphasis will be placed on how art expresses personal, social, and cultural experience. Includes slide lectures, discussions, art videos, and field trips. Three credit hours. Prerequisites: ENG 110 and GEN 230. Offered as needed.

**ART 340 ADVANCED DRAWING**
A continuation of ART 240 Drawing. A studio course designed to develop perceptual skills, critical judgment, and the ability to draw using a variety of mediums and subjects. Three credit hours. Prerequisites: ART 240. Offered as needed.

**ART 360 PHOTOGRAPHY AND PERCEPTION: A WAY OF SEEING**
This course offers students the opportunity to learn about digital photography, recognize, interpret and apply concepts of pictorial composition and explore a range of techniques in order to communicate significant ideas and express emotions. This course has an emphasis on visual literacy and critical thinking. This course explores contemporary photographic practices throughout the Western New York area while using problem-based, experiential learning to create a dynamic photographic portfolio. Three credit hours. Prerequisites: GEN 230. Offered as needed.

**ART 370 CERAMICS**
A studio course providing instruction in basic ceramic techniques and exploration of clay as a medium of artistic expression. Includes hand-building, throwing, glaze application, kiln loading, firing, and unloading. Three credit hours. Prerequisites: ART 230. Offered as needed.

**ART 398 SPECIAL TOPIC IN ART**
Topic to be specified each semester course offered.

**ART 420 ADVANCED PAINTING**
A continuation of ART 320, Painting. A studio course designed to develop perceptual skills, critical judgment, and the ability to paint in oils. Three credit hours. Prerequisites: ART 320. Offered as needed.

**ART 460 PHOTOGRAPHY: ALTERNATIVE PROCESSES**
An advanced look at photography using alternative processing techniques. This course will show students that photography is a broad medium that encompasses a wide variety of techniques beyond that of black and white photography. Students will discuss where their inspiration comes from, initiate a plan for creating images using various lighting, camera, darkroom and digital techniques. Each assignment will profile a different technique including but not limited to: hand coloring,
cyanotype, Platinum and Palladium printing, digital imaging, Polaroid emulsion transfers, Polaroid manipulations, pin hole photography and much more. Course work will include lectures, hands-on experience, demonstrations, studio experience, and off-campus field trips. Students will create an alternative process notebook as well as a final portfolio. Three credit hours. Prerequisites: ART 260. Offered as needed.

**ART 498 INDEPENDENT STUDY IN ART**
Topic to be specified each semester course offered.

**BIOLOGY**

**BIO 101 BIOLOGY**
An introduction to biological processes and principles including: (1) the nature of science, (2) origin of life and evolution, (3) the chemical basis of life, (4) cells and cellular events, (5) reproduction and genetics, (6) plant structure and function, and (7) ecosystems. Contemporary applications of these topics will be discussed. A laboratory will introduce students to the use of the scientific method by combining experiments, observations, measurements and analyses. Three credit hours. Offered Fall semester. Note: Registration for both the lecture (BIO 101) and the lab (BIO 101 L) is required.

**BIO 110 HUMAN NUTRITION**
An introduction to human nutrition covering topics such as energy, protein, fat and carbohydrate requirements. Vitamin and mineral requirements and nutrition through the life cycle are also examined. Students apply nutrition concepts to their own diets. Three credit hours. Offered as needed.

**BIO 120 BOTANY**
A study of plant structure, physiology, and classification. Fundamental concepts of genetics and evolution will be introduced. Special emphasis will be placed on the ecological importance and economic value of plants. Travel time to and from off-campus activities may be required. Number of Credits: 4. Prerequisites and/or Special Considerations: Registration for both the lecture (BIO 120) and the lab (BIO 120L) is necessary. BIO120 requires community-based learning field experiences and is a “U” course component of Medaille’s Project EQUIP curriculum (Understanding the place of your major in the greater community). Projects are chosen to benefit the Buffalo community while enhancing student knowledge, gaining experience in plant ecology and knowledge sharing with selected mentees.

**BIO 150 ENVIRONMENTAL STUDIES**
An introduction to ecological theory, natural and man-made environmental problems and human population dynamics. The interaction of science and society in creating and solving environmental problems is emphasized. Students are challenged to question their own attitudes concerning man and nature. Three credit hours. Offered as needed.
BIO 160 HUMAN ANATOMY AND PHYSIOLOGY I
This course initiates the study of the human body. Topics include cells, tissues, and the skeletal, muscular, and nervous systems. Four credit hours. Offered as needed. Note: Registration for both the lecture (BIO 160) and the lab (BIO 160 L) is required.

BIO 161 HUMAN ANATOMY AND PHYSIOLOGY II
A continuation of BIO 160. Topics include the endocrine, circulatory, digestive, respiratory, excretory, and reproductive systems. Four credit hours. Prerequisites: BIO 160. Offered as needed. Note: Registration for both the lecture (BIO 161) and the lab (BIO 161 L) is required.

BIO 170 COMPARATIVE ANATOMY AND PHYSIOLOGY I
A combination of lecture and laboratory exercises that provide an introduction to the major animal phyla and comparison of their life processes. Topics include cell structure and function, energy transformation, major body systems, genetics and behavior. Each of these topics is viewed from an evolutionary perspective to highlight the unity and diversity within the animal kingdom. Detailed study of mammalian anatomy, physiology, and histology is initiated. Prerequisite: None. Five credit hours. Offered fall semester. Note: Registration for both the lecture (BIO 170) and the lab (BIO 170 L) is required.

BIO 171 COMPARATIVE ANATOMY AND PHYSIOLOGY II
A continuation of BIO 170 Exploration of mammalian anatomy, physiology and histology are emphasized. A combination of lectures and laboratories to study both gross and microscopic anatomy. Models for examination are the dog, cat, horse and cow. The animal is seen in its life processes and activities. The physiological aspects of the mammalian body are explored. Specific anatomical differences in other species are noted. Methods involved in the preparation of tissue slides for histological examination are introduced. Histological slides are part of the laboratory exercises. Number of Credits: 5. Prerequisites and/or Special Considerations: BIO 170, minimum grade of C-. Offered Spring semester. NOTE: Registration for both the lecture, (BIO 171), and the lab (BIO 171L) is necessary

BIO 200 MICROBIOLOGY
A survey of microscopic organisms including their morphology, nutrition, physiology, and interactions with humans and animals. Microorganisms surveyed include bacteria, viruses, and fungi. Laboratory exercises cover microscope techniques, slide preparation, cell staining, sterile techniques, and the identification of microorganisms. Principles of immunology and the inflammatory response are discussed. Four credit hours. Prerequisites: BIO 101 or BIO 170. Offered fall and spring semesters. Note: Registration for both the lecture (BIO 200) and the lab (BIO 200 L) is required.

BIO 220 CELL BIOLOGY
The study of the biology of eukaryotic and prokaryotic cells. Topics include the chemical composition and organization of cells, the function of organelles and cell specialization. Cellular reproduction, regulation of gene expression and cell signaling will be emphasized. Number of
Credits: 3. Prerequisites and/or Special Considerations: BIO 171, any college chemistry course, minimum grade of C-. Offered fall semester.

**BIO 298 SPECIAL TOPIC IN BIOLOGY**
Topic to be specified each semester course offered.

**BIO 301 EPIDEMIOLOGY AND BIOSTATISTICS**
This course provides an introduction to descriptive and inferential statistical techniques using computer statistical software. Topics such as hypothesis testing and interpretation of data from health, behavior, ecological and epidemiologic research will be covered. The course will also review the methods used in epidemiologic research, including the calculation of rates, sampling theory, and types of studies. Credit Hours: 3. Prerequisites: BIO 161 or BIO 171 and MAT 110.

**BIO 303 TOXICOLOGY**
This course is an introduction to the fundamental principles of toxicology. Topics include the history and scope of toxicology, the mechanisms of toxicity, and risk assessment. Depending upon the specialized areas of interest of the instructor, students are also introduced to broader subjects in the discipline such as environmental toxicology, clinical toxicology, and forensic toxicology. Three credit hours. Prerequisites: BIO 161 or 171 and any College-level chemistry course. Offered as needed.

**BIO 310 IMMUNOLOGY**
The course is designed to provide students with in-depth knowledge of the current principles of immunology. Both humoral and cellular immune responses will be examined in terms of the cells involved and the method in which the cells recognize and react to foreign antigens. Several disease states that are controlled by host immunity will also be included. Three credit hours. Prerequisites: BIO 200 and any College-level chemistry course. Offered as needed.

**BIO 320 ECOLOGY**
The study of the relationships of organisms to their environment. Topics include the ecology of individual organisms as well as population, community, and ecosystem ecology. Application of ecological principles to issues of environmental concern such as pollution, conservation, and land use will be considered. Additional student time outside of scheduled class and laboratory hours may be required for assignments and/or travel to and from off-campus activities. Four credit hours. Prerequisites: Any College-level biology course. Offered fall semester. Note: Registration for both the lecture (BIO 320) and the lab (BIO 320 L) is required.

**BIO 330 GENETICS**
A study of the fundamental concepts of transmission, molecular and population genetics. Mendelian principles and their applications are explored; the chemical and physical structure of chromosomes, genetic linkage and mapping are included. Expression of genetic material, chromosomal organization, mutations and mechanisms of recombination are discussed. Three credit hours. Prerequisites: Any college-level biology and any college-level chemistry course, minimum grade of C-. Offered spring semester.
BIO 340 ANIMAL BEHAVIOR
This course covers the natural behavior of animals, providing a broad examination of genetic, neural, developmental, ecological, social and evolutionary aspects of behavior. Specific discussion will focus on sexual and parental behavior, migration, communication and aggression and learning. Summarization will address behavior problems, methods of intervention and solutions pertaining to companion and farm animals. An outside field trip is required. Comparative studies will be used for helping to understand human behavior. Three credit hours. Prerequisites: Any College-level biology course. Offered as needed.

BIO 370 ADVANCED VERTEBRATE PHYSIOLOGY I
An investigation into comparative vertebrate physiology of the nervous, muscular, hematologic, cardiovascular, respiratory and excretory systems as they relate to environmental adaptation, health and disease states. Analysis of organ system physiology in whole animal survival is emphasized. Number of Credits: 3. Prerequisites and/or Special Considerations: BIO 171, minimum grade of C-. Offered as needed.

BIO 371 ADVANCED VERTEBRATE PHYSIOLOGY II
An investigation into comparative vertebrate physiology of the digestive, reproductive and endocrine systems as they relate to environmental adaptation, health and disease states. Thermoregulatory mechanisms are explored. Analysis of organ system physiology in whole animal survival is emphasized. Three credit hours. Prerequisites: BIO 171 or equivalent. Offered as needed.

BIO 421 ICHTHYOLOGY
This course is an exploration of the taxonomy and biological characteristics of fish, including their anatomy and physiology, life history, ecology and distribution. The relationship of fishes to man will be examined. The laboratory will include identification of native and exotic species, surface and internal anatomy, and field trips to examine specimens in their natural and/or captive environments. Special emphasis is placed on the identification and life history of native New York fauna. Field trips may require time outside of normally scheduled class and/or lab. Four credit hours. Prerequisites: BIO 171, BIO 301, and BIO 320. Offered as needed. Note: Registration for both the lecture (BIO 421) and the lab (BIO 421 L) is required.

BIO 422 HERPETOLOGY
This course is an exploration of the taxonomy and biological characteristics of reptiles and amphibians, including their anatomy and physiology, life history, ecology and distribution. The relationship of herptiles to man will be examined. The laboratory will include identification of native and exotic species, surface and internal anatomy, and field trips to examine specimens in their natural and/or captive environments. Special emphasis is placed on the identification and life history of native New York fauna. Field trips may require time outside of normally scheduled class and/or lab. Four credit hours. Prerequisites: BIO 171, BIO 301, and BIO 320. Offered as needed. Note: Registration for both the lecture (BIO 422) and the lab (BIO 422 L) is required.
BIO 423 ORNITHOLOGY
This course is an exploration of the taxonomy and biological characteristics of birds, including their anatomy and physiology, life history, ecology and distribution. The relationship of avians to man will be examined. The laboratory will include identification of native and exotic species, surface and internal anatomy, and field trips to examine specimens in their natural and/or captive environments. Special emphasis is placed on the identification and life history of native New York fauna. Field trips may require time outside of normally scheduled class and/or lab. Four credit hours. Prerequisites: BIO 171, BIO 301, and BIO 320. Offered as needed. Note: Registration for both the lecture (BIO 423) and the lab (BIO 423 L) is required.

BIO 424 MAMMALOGY
This course is an exploration of the taxonomy and biological characteristics of mammals, including their anatomy and physiology, life history, ecology and distribution. The relationship of mammals to man will be examined. The laboratory will include identification of native and exotic species, surface and internal anatomy, and field trips to examine specimens in their natural and/or captive environments. Special emphasis is placed on the identification and life history of native New York fauna. Field trips may require time outside of normally scheduled class and/or lab. Four credit hours. Prerequisites: BIO 171, BIO 301, and BIO 320. Offered as needed. Note: Registration for both the lecture (BIO 424) and the lab (BIO 424 L) is required.

BIO 430 ORGANIC EVOLUTION
This course will explore the evolutionary process in detail and will address the rationale underlying evolutionary theory. Topics include the evidence for evolution, the mechanisms of evolutionary change, the measurement of evolutionary change, speciation and the analysis of phylogeny. Three credit hours. Prerequisites: BIO 171, BIO 330, MAT 114 (or equivalent), and any College-level chemistry course. Offered as needed.

BIO 470 DEVELOPMENTAL BIOLOGY
An intensive examination of developmental biology from both the classical and contemporary perspectives. Topics include fundamental concepts such as nuclear totipotency, cell determination, induction, and morphogenesis interspersed with modern genetic and molecular analyses of development. Current issues in developmental biology will also be addressed. Three credit hours. Prerequisites: BIO 220 and BIO 330. Offered as needed.

BIO 498 INDEPENDENT STUDY IN BIOLOGY
Topic to be specified each semester course offered.

CHEMISTRY
CHE 145 CHEMISTRY FOR THE HEALTH SCIENCES
This one-semester course gives students entering allied health, veterinary, or medical fields a fundamental knowledge of areas of chemistry that relate to physiological principles. The course covers the fundamental concepts and essentials of general chemistry, introductory organic chemistry and an introduction to biochemistry. A laboratory will introduce students to the use of the scientific method by combining experiments, observations, measurements and analysis.

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Number of Credits: 4. Prerequisites and/or Special Considerations: Minimum grade C- in MAT 112 or MAT 114 or higher placement. **NOTE**: Registration for both lecture (CHE145) and laboratory (CHE145L) is required.

**CHE 200 GENERAL CHEMISTRY I**
A combination of lecture and laboratory exercises that provide an introduction to the basic principles of chemistry. Topics include stoichiometry, atomic theory, chemical bonding, thermochemistry, states of matter, and properties of mixtures. This course includes three hours of lecture, three hours of laboratory and one hour of recitation per week. Four credit hours. Prerequisites: A minimum grade of C- in MAT 114 or higher level math course High School Chemistry or CHE 145 is recommended. Registration for both the lecture (CHE200) and the lab (CHE 200L) is required. Offered fall semester.

**CHE 201 GENERAL CHEMISTRY II**
The Application of principles learned in CHE 200 to complex chemical systems. Topics include kinetics, acids equilibria, thermodynamics and electrochemistry. This course includes three hours of lecture, three hours of laboratory and one hour of recitation per week. Number of Credits: 4 Prerequisites and/or Special Considerations: A minimum grade of C- in CHE 200. Registration for both the lecture (CHE201) and the lab (CHE 201L) is required.

**CHE 300 ORGANIC CHEMISTRY I**
An introductory course that examines the properties of carbon-containing compounds. Lecture topics will include nomenclature, organic functional groups, reaction mechanisms, stereochemistry, acid-base chemistry, oxidation-reduction reactions, and synthetic schemes. The laboratory will introduce the student to organic techniques and synthesis. This course includes three hours of lecture, three hours of laboratory and one hour of recitation per week. Number of Credits: 4 Prerequisites and/or Special Considerations: minimum grade of C- in CHE 201. **NOTE**: Concurrent enrollment in lecture(CHE 300) and lab(CHE300L) is mandatory

**CHE 301 ORGANIC CHEMISTRY II**
A continuation of Chemistry 300. The course supplies an expanded view of organic synthesis, reaction mechanisms, and stereochemistry. The student will develop a more complete synthetic correlation chart. The chemistry of organic molecules will be related to the biochemical reactions of living systems. Emphasis will be placed on spectroscopy, molecular rearrangements, and applications to molecular genetics. The laboratory will offer an integration of organic techniques such as spectroscopy, chromatography, and analytical techniques. This course includes three hours of lecture, three hours of laboratory and one hour of recitation per week. Number of Credits: 4. Prerequisites and/or Special Considerations: minimum grade of C- in CHE 300. **NOTE**: Registration for both the lecture (CHE301) and the lab (CHE301L) is necessary.

**CHE 400 GENERAL BIOCHEMISTRY**
A course that explores the biological importance of chemical compounds with emphasis on the relationship between structure and function. Topics include enzyme regulation, enzyme kinetics, the role of carbohydrates, the biological mechanisms employed in energy production, and the
integration of metabolic pathways. The laboratory will provide an introduction to the
fundamental techniques of biochemistry. Number of Credits: 4 Prerequisites and/or Special
Considerations: minimum grade of C- in BIO 171 and CHE 301. NOTE: Concurrent enrollment
in lecture(CHE 400) and lab(CHE400L) is mandatory

**CHE 498 INDEPENDENT STUDY IN CHEMISTRY**
Topic to be specified each semester course offered.

**CHINESE**

**CHI 101 ELEMENTARY CHINESE (MANDARIN) I**
This course is designed for individuals learning Mandarin Chinese as a foreign language at the
beginning level. The course aims at developing elementary communicative skills and basic
knowledge of the Mandarin Chinese language. Extensive training in the vocabulary building and
role playing, utilizing language in everyday situations, as well as phonology, character writing, and
basic grammar skills will be introduced. Learners will be exposed to the Chinese culture along with
the language study. Three credit hours. Prerequisites: none. Offered fall, or, as needed.

**CHI 102 ELEMENTARY CHINESE (MANDARIN) II**
This course is a continuation of CHI 101. It will instruct the student in relatively more complex
grammatical structures and vocabulary building as well as character writing. It encourages an
increased degree of accuracy and control in the spoken language with correct tones. Learners will
be further exposed to the Chinese culture along with the language study. Three credit hours.
Prerequisite: CHI 101. Offered spring, or as needed.

**COMMUNICATION**

**COM 101 INTRODUCTION TO MASS COMMUNICATION**
This survey course provides an overview of the history, development, and influences of the various
forms of mass communication, such as digital print, radio, and television. The course will also
examine technological breakthroughs (innovations) within the field and their effects on the
experiences of the various audiences, including the merging of mass and interpersonal
communication. Three credit hours. Prerequisites: None. Offered fall semester.

**COM 110 JOURNALISM IN THE DIGITAL ERA**
Examination of the basic tenets of newspaper journalism – how to research, organize and write a
story. Also covers internal structures of a newspaper: advertising, circulation and editorial policies
and practices. Newspaper censorship and libel laws are discussed. Different styles and
expectations for both print and on-line news writing will be explored. Includes field trips and guest
lecturers. Three credit hours. Prerequisites: ENG 110. Offered fall & spring semesters.

**COM 130 SURVEY OF BROADCASTING: HISTORY, PROGRAMMING, AND
OPERATIONS**
An introduction to current organizational structures, programming, production, and operation of
broadcast media. Also details functions of the Federal Communication Commission, and laws
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relating to electronic media. Effects of broadcasting are also discussed, as well as a historical overview of the radio, television, cable and satellite industries. Three credit hours. Prerequisites: None. Offered spring semester.

**COM 150 MEDIA PROMOTIONS AND MARKETING**
The purpose of this course is to introduce students to the process of promotion. Each element of the promotional mix – advertising, public relations, sales promotion and personal selling is discussed within the framework of integrated marketing communications. Three credit hours. Prerequisite: None. Offered spring semester.

**COM 200 DIGITAL MEDIA PRODUCTION**
An introduction to digital production and multimedia techniques using video, audio, graphics, and photograph. This course provides students with a critical understanding of visual storytelling from the shaping of ideas to shooting, capturing and editing a final product. Student will also be introduced to the idea of “backpack journalism” as well as the skills involved in creating media presentations for multiple formats and technological outlets. Three credit hours. Prerequisites: COM 101 and COM 130. Please note: COM 200 has been identified as a U course in the EQUIP curriculum sequence. This course is designed to help students understand their academic discipline within the context of the broader community, region, and the world. COM 200 considers the potential of the discipline and its methodology to contribute to a civic and sustainable future.

**COM 210 COMPUTER ASSISTED REPORTING**
This course will be a hands-on journalism course, providing students with instruction on use of techniques and software that would then be used in development of stories. This course will introduce students to the fundamentals of Computer Assisted Reporting (CAR), including spreadsheet and database skills, as well as using the Internet in researching, compiling, and submitting new stories. Prerequisites: COM 110, ENG 110, CIS 115 or equivalent. Offered fall and spring semesters.

**COM 211 MASS MEDIA WRITING**
This course is intended to provide the students with an opportunity to practice non-persuasive and persuasive writing for mass media audiences. The course will introduce the students to the various styles of writing for public relations, advertising, radio and television broadcasting and print media (newspaper and magazine) and the Web. Three credit hours. Prerequisites: COM 110 and ENG 200. Offered fall semester.

**COM 230 RADIO PRODUCTION TECHNIQUES**
Students are introduced to various types of radio continuity writing. Using College studio facilities, students are exposed to current radio programming production methods and are given opportunity to use professional broadcasting equipment to produce original programs and “spot” announcements. Three credit hours. Prerequisites: COM 101, COM 130, and ENG 110/ENG 111. Offered as needed.

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COM 235 RADIO PROGRAMMING
A basic introductory course in the study of radio programming. We will focus on progressive techniques and methods used in successful strategies as well as audience perception and attitudes. Students will dive into the minds of radio program directors in order to understand how ratings are part of the game plan and how changes will play a major role in format selection and change. Three credit hours. Prerequisites: COM 130. Offered as needed.

COM 236 BROADCAST MEDIA PERFORMING
A course designed for those persons who wish to develop their skill as “on-air” performers. Attention is given to techniques of delivery, style, announcing and performing on radio and television. Three credit hours. Prerequisites: COM 130 and SPE 130. Offered as needed.

COM 260 PHOTOJOURNALISM
Photojournalism is a particular form of journalism that creates images in order to tell a news story. Photojournalism provides a more complex and fully human way of capturing, describing and explaining to others what words often fail to do. With the new age of Digital Photography, photojournalism has become almost instant. Photographs can evoke a range of human feelings—dignity, integrity, shame, industry, integrity, pain, or joy—far beyond verbal linguistic description. Photojournalism as an art has developed into a new form of photographs for web slide shows and video. Students will see the importance of digital photography and the correct ways to use it. Students will be expected to attend off campus events at times other than the scheduled class time as needed. Three credit hours. Prerequisites: none. Offered as needed.

COM 267 MULTIMEDIA GRAPHIC DESIGN
This course will introduce students to the basics of desktop publishing and graphic design. They will be exposed to a form of communication that combines writing skills, design techniques and computer capabilities. Students will be given the opportunity to create ads, fliers, and professional-grade publications through hands-on experience. Three credit hours. Prerequisites: COM 101. Offered as needed.

COM 277 FIELD EXPERIENCE I
This internship course offers students a structured, supervised opportunity to design their own learning within the context of their program’s expectations, goals and objectives for enhancing students’ academic and professional development and the needs of their host organization. COM 277 provides an observational and “hands-on” introduction to a media form through field placement in a media agency. This internship course offers students a structured, supervised opportunity to design their own learning within the context of their program’s expectations, goals and objectives of enhancing students’ academic and professional development and the needs of their host organization. A total of 120 hours is required for this field experience. Three credit hours. Prerequisites: COM 101, COM 110, COM 130, COM 150 and ENG 200/ENG 201 and a 2.0 cumulative GPA. Offered fall and spring semesters.

COM 298 SPECIAL TOPIC IN COMMUNICATION
Topic to be specified each semester course offered.
COM 300 INTRODUCTION TO COMMUNICATION THEORY
This course is a survey of the current body of theory which pertains to nonverbal, interpersonal, mass communication, spoken, and written communication. Language structures, meaning, encoding, social interactions, and evaluations are discussed. Three credit hours. Prerequisites: SPE 130 and ENG 110/ENG 111. Offered spring semester.

COM 305 JOURNALISM PRACTICUM
A course designed to introduce students to the tools and strategies needed to publish the Medaille College student newspaper. This course will help students learn how to obtain article submissions for publication, set up editorial criteria for copy editing, create a layout of the newspaper and obtain advertising revenue, organize, publicize, and implement a campus student newspaper and encourage more interest in and support for the Medaille College student newspaper. Three credit hours. Prerequisites: ENG 200/ENG 201. Offered fall and spring semesters.

COM 311 SOCIAL MEDIA STRATEGIES
This class examines the relationship between society and the current crop of computer-mediated communication technologies known as “social media.” This class will break down the mythologies of social media and develop methods of analysis and critical evaluations or the impact of social media on branding, politics, news media and marketing. Students will gain basic practical social media skills including understanding the landscape, learning “best practices”, and using different social media technologies throughout the class to create content. Three credit hours. Prerequisite: ENG 200. Offered spring semester.

COM 330 TELEVISION PRODUCTION TECHNIQUES
A study and implementation of current television production methods and equipment. Students learn the basic concepts of shooting, editing, lighting, producing and directing television program material. Student will also be introduced to the concept of producing video material for the Internet. Three credit hours. Prerequisites: COM 130 Broadcasting: Principles and Practices. Offered as needed.

COM 336 BROADCAST NEWS JOURNALISM
A course which covers the operation of radio and television station newsrooms. Concentrates on techniques of reporting and editing news for an audio audience as well as practical instruction development of visual ideas for those media. Students will visit area radio and television newsrooms. Three credit hours. Prerequisites: COM 110, COM 130, and ENG 110/ENG 111. Offered as needed.

COM 355 THE THEORY OF MEDIA CRITICISM
This course will not only allow Communication and non-Communication majors to become more articulate in their appraisal of media content, but it also will teach them how to assess the validity of other reviews of media content. The course will review form and content of all areas of media and the arts, including radio, television, print, and graphic art. Three credit hours. Prerequisites: ENG 200/ENG 201 and junior standing. Offered fall and spring semesters.
COM 377 FIELD EXPERIENCE II
This internship course offers students a structured, supervised opportunity to design their own learning within the context of their program’s expectations, goals and objectives for enhancing students’ academic and professional development and the needs of their host organization. COM 377 provides an observational and “hands-on” introduction to a media form through field placement in a media agency. This internship course offers students a structured, supervised opportunity to design their own learning within the context of their program’s expectations, goals and objectives of enhancing students’ academic and professional development and the needs of their host organization. A total of 120 hours is required for this field experience. It is a required course for Communication majors. Three credit hours. Prerequisites: COM 277 and a 2.0 cumulative GPA. Offered fall and spring semesters.

COM 388 FIELD EXPERIENCE
This internship course offers students a structured, supervised opportunity to design their own learning within the context of their program’s expectations, goals and objectives for enhancing students’ academic and professional development and the needs of their host organization. COM 388 provides an observational and “hands-on” introduction to a media form through field placement in a media agency. This internship course offers students a structured, supervised opportunity to design their own learning within the context of their program’s expectations, goals and objectives of enhancing students’ academic and professional development and the needs of their host organization. It is for students wishing to explore a third media situation. Prerequisites: COM 277 and a 2.0 cumulative GPA. Offered fall and spring semesters.

COM 398 SPECIAL TOPIC IN COMMUNICATION
Topic to be specified each semester course offered.

COM 398 GENDER AND COMMUNICATION
An introduction to gender issues, specifically in the field of communication. Special emphasis will be given to mass communication and nonverbal communication, as well as awareness of gay, lesbian and transgender relationships. This course may be used as an upper level liberal arts elective. Three credit hours. Prerequisites: ENG 200/ENG 201 and GEN 220. Offered as needed.

COM 400 MEDIA COMMUNICATION LAW AND ETHICS
This course is a study of the history of media communication law from the First Amendment of the Constitution to laws in congress today. Students discuss current issues and regulations involving ethical standards in all media. This course deals specifically with the rights of the reporter, the right of the public to know, government constraints and moral sensibilities. Three credit hours. Prerequisites: COM 377. Offered spring semester.

COM 405 ADVANCED NEWSPAPER PRACTICUM
An advanced course designed to utilize the tools and strategies that students have acquired during COM 305 needed to publish newspapers. Students will learn how to design and implement more complex editorial packages. They will incorporate graphic design and photo preparation in the editorial content. Students will focus on growth and improvement of the student newspaper and
explore strategies for organizational growth. They will learn how to improve content and how that improvement will increase readership. Three credit hours. Prerequisites: ENG 200 and COM 305. Offered fall and spring semesters.

**COM 421 ADVERTISING/PR CAMPAIGN PLANNING**
A course involving the students in the design, implementation, and execution of a complete Advertising/PR campaign. Students work in teams on analysis of marketing problems, research expenditures, media selection, and creative plan execution. May include multimedia presentation format. Three credit hours. Prerequisites: COM 150 and ENG 200. Offered as needed.

**COM 475 MEDIA AND SOCIETY SEMINAR**
This course is an upper-level examination of media issues. We primarily focus on current and significant issues in mass media, including issues of commercialism, information overload, media bias, consolidation, and media convergence. We rigorously examine how and why the current media landscape is changing and how this affects our daily lives. Three credit hours. Prerequisites: COM 300, ENG 200/ENG 201, and junior standing. Offered fall semester.

**COM 477 FIELD EXPERIENCE III**
This internship course offers students a structured, supervised opportunity to design their own learning within the context of their program’s expectations, goals and objectives for enhancing students’ academic and professional development and the needs of their host organization. COM 477 provides an intensive off-campus experience which builds upon the skills/knowledge/attitudes gained in COM 277 and COM 377. It prepares the student for employment in his or her chosen field of media. This internship course offers students a structured, supervised opportunity to design their own learning within the context of their program’s expectations, goals and objectives of enhancing students’ academic and professional development and the needs of their host organization. A total of 200 hours is required for this field experience. Six credit hours. Prerequisites: COM 377 and a 2.0 cumulative GPA. Offered fall and spring semesters.

**COM 498 INDEPENDENT STUDY IN COMMUNICATION**
Topic to be specified each semester course offered.

**COMPUTER INFORMATION SYSTEMS**

**CIS 115/CIS 116 COMPUTER APPLICATIONS**
This course provides “hands-on” computer literacy by developing specific skills in the types of standard application software used in most organizations. The instruction includes the introduction of a graphical user interface (GUI), computer word processing, spreadsheets, and database management along with graphics, telecommunications and other pertinent topics such as computer ethics. Although Computer Information Systems majors can benefit from this course, it is especially recommended for students in other majors. Three credit hours. Prerequisites: none. Offered fall and spring semesters.
CIS 175 TECHNOLOGY APPLICATIONS IN EDUCATION
This course provides "hands-on" computer literacy by developing specific skills in the types of standard application software used in early childhood and childhood education (birth-sixth grade) and adolescent education. The instruction stresses management/administrative software that a teacher uses in education. Students will be engaged in both application and developmental aspects of a wide range of classroom hands-on tools. These tools will prepare students to become productive educators and allow them to assist their future students with learning. Three credit hours. Prerequisite: Education majors only. Offered fall and spring semesters.

CIS 245 INTERMEDIATE MICROCOMPUTER APPLICATIONS
This course is a continuation of the introduction course on computer applications. The course emphasizes the integration of popular microcomputer software using advanced concepts. Students will learn advanced features of (1) word processing such as tables, mail merge, macros, and desktop publishing features; (2) spreadsheet program to develop charts, macros and use the database feature of spreadsheets; and (3) database program to create reports and forms using macros and modules. Three credit hours. Prerequisites: CIS 115; or Windows skills and computer file management. Offered spring semester.

CRIMINAL JUSTICE

CRJ 101 INTRODUCTION TO CRIMINAL JUSTICE
An introductory course designed to provide a foundation of information on characteristics of crime and criminal justice procedures. An interdisciplinary approach is used, drawing on perspectives from legal studies, psychology, sociology, political science, history, and other disciplines. Three credit hours. Prerequisites: none. Offered fall semester.

CRJ 160 CRIME AND SOCIETY
This course is designed to heighten the student’s awareness of the theoretical explanations for criminal behavior and resulting ideas for prevention, treatment, and punishment which may be implemented by the government. The perspectives of the originators of criminological thought will be discussed as well as contemporary approaches to understanding the nature, causes, and prevention of crime. Three credit hours. Prerequisites: none. Offered spring semester.

CRJ 170 LAW ENFORCEMENT ETHICS
This course is designed to provide the student with ethical awareness. The need for ethical standards throughout the criminal justice system has long been advocated. Discussion of ethical issues in particular situations will be included as well as high standards of behavior generally. Written codes and canons of ethics will be analyzed and evaluated. Three credit hours. Prerequisites: none. Offered fall semester.

CRJ 180 INTRODUCTION TO PERSONAL COMPUTERS AND THEIR OPERATING SYSTEMS FOR COMPUTER CRIME INVESTIGATIONS
An introduction to the IBM-based personal computer and its DOS and Windows-based operating system designed for the Criminal Justice major who may eventually specialize in computer-related
investigations. The course will provide an intermediate working knowledge of computer hardware and the basic operating systems of DOS and Windows. The course will focus on the creation, maintenance and destruction of data stored in electronic form, and provides an understanding of the significance of this data as possible evidence to criminal investigations. Three credit hours. Prerequisites: CIS 115; restricted to CRJ majors. Offered as needed.

**CRJ 201 INTRODUCTION TO CRIMINAL LAW**
A comprehensive introduction to the substantive law of crimes. Topics include: constitutional limits on behavior control; elements of crimes; offenses against people, property, public morality; criminal responsibility and defenses. Three credit hours. Prerequisites: CRJ 101. Offered fall semester.

**CRJ 211 LAW ENFORCEMENT**
This course will chronicle the history, development, philosophy and current status of law enforcement. Topics will include an examination of law enforcement agencies, identifying most important characteristics of city, state, and federal police work. Analysis of police problems, and the processes of justice and constitutional limitations on law enforcement will also be discussed in the course. Three credit hours. Prerequisites: none. Offered as needed.

**CRJ 225 JUVENILE DELINQUENCY**
An examination of delinquent behavior and its effect on society. Topics will include analyzing and describing the nature and extent of juvenile delinquency, causes of delinquent behavior, juvenile gangs, and other issues directly related to the study of delinquency. Three credit hours. Prerequisites: none. Offered as needed.

**CRJ 240 CRIMINAL COURTS AND PROCEDURES**
The study of the U.S. criminal justice system, which includes a study of the criminal justice process, law enforcement, adjudication, post-conviction strategies, and the juvenile justice system. Three credit hours. Prerequisites: CRJ 101. Offered spring semester.

**CRJ 250 SOCIAL ISSUES IN POLICING A MULTICULTURAL COMMUNITY**
This course is designed to prepare students for careers of service to the public and in the criminal justice system by demonstrating an understanding of a variety of populations. The course will supply the student with an opportunity to experience multicultural populations through in-depth study and role-play simulations. Three credit hours. Prerequisites: none. Offered spring semester.

**CRJ 280 COMPUTER FORENSICS: ELECTRONIC MEDIA AS EVIDENCE**
An introduction to evidence collection, preservation, examination and presentation in an investigation involving electronic media for the Criminal Justice major who may eventually specialize in computer-related investigations. The course will provide a working knowledge of the seizure of computers and other evidence in electronic form. The course will focus on the preservation and examination of data stored in electronic form, and provide an understanding of the significance of this data as possible evidence to criminal investigations. Three credit hours. Prerequisites: CRJ 180; restricted to CRJ majors. Offered as needed.

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CRJ 298 SPECIAL TOPIC IN CRIMINAL JUSTICE
Topic to be specified each semester course offered.

CRJ 301 CRIMINAL INVESTIGATION I
An introduction to the criminal justice system with a special focus on basic criminal investigations. The significance and application of investigative techniques and procedures for criminal and non-criminal investigators will be examined. Three credit hours. Prerequisites: none. Offered fall semester.

CRJ 303 CRIMINAL INVESTIGATION I LAB
A criminal investigation laboratory which will introduce the student to the newest advances in crime fighting including basic fingerprinting, firearms identification, evidence control and examination, bloodstain evidence, and DNA. This lab is a required component and graduation requirement for CRJ majors. One credit hour. Prerequisites: CRJ 301 or concurrent registration in CRJ 301. Offered fall semester.

CRJ 310 CRIMINAL INVESTIGATION II
This is a continuation of the criminal investigation exposure completed in Criminal Investigation I (CRJ 301). The performance level of the study is expected to be more detailed and highly refined. Techniques and procedures for criminal and non-criminal investigators will be examined. Topics, which will be beneficial for the student to have greater detailed and in-depth study in, will be emphasized including searches and seizures, physical evidence, obtaining information, surveillance, homicide, and courtroom preparation. Three credit hours. Prerequisites: CRJ 301. Offered as needed.

CRJ 320 PAROLE, PROBATION, AND COMMUNITY-BASED CORRECTIONS
Using the federal system as a model, this course adopts a practical approach to the study of the personnel, practices, and procedures that comprise parole, probation, and community-based corrections. Reference to relevant state models also will be made. Three credit hours. Prerequisites: CRJ 240. Offered as needed.

CRJ 340 CORRECTIONS
A study of the field of corrections and correctional systems. As a result of perceived increases in violent crime and a sense of the randomness of victimization, citizens have demanded immediate and final resolutions to the problem of crime. Consequently, populations of prisoners have increased, previous programs such as chain-gangs have been renewed, and new ones, boot camps for example, have been implemented. Additionally, the age and gender gaps appear to be closing when it comes to committing crime as more females and older citizens are incarcerated. These trends require thoughtful consideration and leadership by those who work in the criminal justice system. Three credit hours. Prerequisites: CRJ 240. Offered fall semester.

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CRJ 350 COMMUNITY POLICING
This course is designed to convey a philosophy of policing which includes the belief that the police and the community work cooperatively to resolve problems. This will be distinguished from previous efforts such as neighborhood watches, team policing, and other cooperative policing programs. An emphasis will be placed on a service orientation toward those the police have sworn to protect with additional emphasis placed on interpersonal skill development. Three credit hours. Offered spring semester.

CRJ 360 ADVANCED CRIMINAL LAW
This is a continuation of the study of the criminal law completed in CRJ 201. An in-depth, highly detailed study of the pervasive problems which must be resolved by the criminal justice system. Discussion of the means of the criminal law, imposing ruthless force upon individual lives and its ends, serving the highest order of social and human values will be considered. Three credit hours. Prerequisites: CRJ 201. Offered as needed.

CRJ 365 LAW AND SOCIETY
This course is an interdisciplinary approach to the study of the relationship between law and society. Our initial task is to examine the diverse and conflicting ways scholars theorize, analyze and evaluate the relationship of law and society. From there we will look at the organization of law, the role of the legal profession, the courts, legislature, and law enforcement. The course’s main goal will be to understanding how the "law" is not just an abstract concept only to be found on the pages of legal texts, but also an active instrument that, to a large part, shapes and defines our lives. Three credit hours. Prerequisite: GEN 110. Offered as needed.

CRJ 377 FIELD EXPERIENCE I
This course provides the student with both observational and “hands-on” learning experience through participation in an internship, ideally in the field in which the student will be seeking employment. This internship course offers students a structured, supervised opportunity to design their own learning within the context of their program’s expectations, goals and objectives for enhancing students’ academic and professional development and the needs of their host organization. Prerequisites: A minimum 2.0 cumulative GPA, junior standing, and 24 credits in core courses. Offered fall and spring semesters.

CRJ 380 COMPUTER CRIME INVESTIGATION: EVIDENCE, LAW, AND INVESTIGATIVE TECHNIQUES
This course will focus on the actual investigation of computer crime. The course covers the application of previously acquired skills of collecting and examining electronic evidence and the use of this evidence in a criminal investigation. Investigative techniques such as interviewing, surveillance and warrant execution also will be applied to investigations involving electronic evidence. Students will become thoroughly familiar with the current issues of computer crime investigation. Three credit hours. Prerequisite: None. Offered as needed.

CRJ 398 SPECIAL TOPIC IN CRIMINAL JUSTICE
Topic to be specified each semester course offered.

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CRJ 401 CONSTITUTIONAL ISSUES IN CRIMINAL JUSTICE
The Constitution and its interpretation from the post-Civil War period to the present. Emphasis will be placed on Supreme Court decisions, how they affected civil rights, civil liberties, and reform movements. Three credit hours. Prerequisites: CRJ 240 or HIS 150. Offered as needed.

CRJ 410 POLICE ADMINISTRATION
The thematic study of the capacity for change and dynamic qualities of police administration in the United States. A variety of perspectives are analyzed including behavioral, structural, and procedural approaches to facilitate a comprehensive understanding of the subject matter. Three credit hours. Prerequisites: Senior standing. Offered as needed.

CRJ 415 RESEARCH METHODS IN CRIMINAL JUSTICE
This course is designed to develop student’s confidence and appreciation of the various research tools used in the field of criminal justice. Additionally, the student will develop an enhanced appreciation for the approaches to scientific inquiry and an ability to evaluate the efficacy of research tools used in each and become good consumers of research. Three credit hours. Prerequisites: none. Offered as needed.

CRJ 420 SENIOR SEMINAR/TOPICS
Topic to be specified each semester course offered. This course provides the opportunity to offer specialty courses not included in the regular course offerings. Included may be various contemporary topics and issues such as domestic violence; stress and police personnel; death penalty; history of law enforcement; juvenile justice system; the nature of leadership, authority, and power; and organizational communication. A student may take this course more than once for credit under different topics. Three credit hours. Prerequisites: Senior standing. Offered fall semester.

CRJ 421 SENIOR CAPSTONE
The senior seminar is intended to be an opportunity for students to demonstrate mastery of their learning of the major areas of criminal justice obtained during the course of their undergraduate matriculation. Students will demonstrate their analysis, reasoned judgment and creation of new understanding by developing, carrying out and producing results of a high quality, scholarly research project which addresses an issue in the criminal justice discipline. Three credit hours. Prerequisite: Senior Standing. Offered as needed.

CRJ 477 FIELD EXPERIENCE II
This is a continuation of the criminal justice system exposure completed in Field Experience I. The performance level of the assignment is expected to be higher than the Level I assignment. Students may elect to complete a project related to their careers, but it must be demonstrative of a high level of competence and difficulty and approved by the division head/program director. This internship course offers students a structured, supervised opportunity to design their own learning within the context of their program’s expectations, goals and objectives for enhancing students’ academic and professional development and the needs of their host organization. Three credit hours.
Prerequisites: A minimum 2.0 cumulative GPA, Senior standing, and CRJ 377. Offered fall and spring semesters.

**CRJ 480 COMPUTER CRIME INVESTIGATION: COMPUTER NETWORKS AND THE INTERNET**
This course will focus on the relationship of networks (and by extension, the Internet) to computer crime. The student will learn how to apply the previously acquired skills of collecting and examining electronic evidence to the use of this evidence in a criminal investigation which involves a computer network and/or the Internet. The course will also examine issues related to the detection, investigation and prevention of network intrusions. Four credit hours. Prerequisites: CRJ 380; restricted to CRJ majors. Offered as needed.

**CRJ 498 INDEPENDENT STUDY IN CRIMINAL JUSTICE**
Topic to be specified each semester course offered.

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**ECONOMICS**

**ECO 200 MACROECONOMICS**
Macroeconomics is a study of the national economy as an aggregate. The course includes a study of the determinants of the general price level, the rate of inflation, national income and production levels, monetary and budgetary policies, and unemployment. Three credit hours. Prerequisites: none. Offered fall semester.

**ECO 201 MICROECONOMICS**
Microeconomics focuses upon an analysis of utility and price elasticity within the framework of the American capitalistic system. An investigation is made of basic market structures with strong emphasis upon oligopoly and real work issues of industrial organizations. Three credit hours. Prerequisites: none. Offered spring semester.

**ECO 260 ECONOMETRICS I**
This course provides students with an introduction to statistics and its applications in business and economics. The course concerns itself with the application of statistics and the tools of statistical inference to the empirical measurement and testing of relationships postulated by economic theory. This will be accomplished through a comprehensive coverage of statistical concepts and strategies providing good preparation for the study of more advanced statistical material. The course will provide numerous applications of data analysis and statistical methodology offering considerable insights into the techniques by which data should be gathered as well as into the techniques through which a particular set of data should be analyzed once it has been gathered. Three credit hours. Prerequisites: MAT 114. Offered fall semester.

**ECO 261 ECONOMETRICS II**
This course is a continuation of ECO 260. Statistical topics to be covered include design of experiments, analysis of variance, simple regression, multiple regression, model building, index numbers, forecasting, time series, chi-square and nonparametric statistics. The estimation and testing of linear economic models of two or more variables, statistical quality control, and decision making.
analysis will be included. The course will rely on a specific computer-based application (SPSS, MINITAB, SAS, Excel, etc.) to create graphical and numerical outputs which will allow for in-depth interpretation of output, sensitivity analysis and examination of alternative modeling approaches. This course offers students an opportunity to learn practical approaches for analyzing data, ways of using data effectively to make informed decisions, and approaches for developing, analyzing and solving models of decision problems. Three credit hours. Prerequisites: ECO 260. Offered spring semester.

**ECO 380 ECONOMICS OF SPORTS**
This course applies basic economic theory to the analysis of several problems and issues in sports and recreation. Topics covered include: the history of the development of sports markets; the role of economics in the analysis of these markets; and the demand for activities, facilities, equipment, travel and leisure time. Problems affecting the recreation manager, such as pricing, investment, and budgeting are investigated in detail. Three credit hours. Prerequisites: ECO 201. Offered spring semester.

**ECO 498 INDEPENDENT STUDY IN ECONOMICS**
Topic to be specified each semester course offered.

**EDUCATION**

**EDU 110 INTRODUCTION TO EDUCATION**
An introductory study of approaches to education through research and observations in elementary schools; a study of the organization of schools, role of school personnel, and a variety of elementary curricula. Three credit hours. Prerequisites: none. Offered fall semester.

**EDU 207 DIGNITY FOR ALL STUDENTS ACT SEMINAR**
This coursework or training is designed to fulfill the harassment, bullying, and discrimination prevention and intervention training required for certification/licensure under the Dignity for All Students Act (The Dignity Act). The Dignity Act requires, among other things, school districts to create policies and guidelines to be used in school training programs to discourage the development of discrimination or harassment and to enable employees to prevent and respond to discrimination or harassment. This is a six hour seminar. This coursework or training will address the social patterns of harassment, bullying and discrimination, marginalization and micro-aggressions, including but not limited to those acts based on a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex as defined in § 11 – Definitions. This training should address these issues from a proactive – rather than a reactive - position and present the “goal” as creating an affirming educational environment for all students through addressing school culture and climate. It will also cover the identification and mitigation of harassment, bullying and discrimination; and strategies for effectively addressing problems of exclusion, bias and aggression in educational settings. Successful completion of this course will meet the certification requirements in §14(5) of Chapter 102 of the Laws of 2012. This course fulfills the DASA requirement. Number of credits: zero. Co-requisites: Co-register with EDU 210 Educational Foundations. Pre-requisites: None. Offered fall semester.

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**EDU 210 EDUCATIONAL FOUNDATIONS**
This course is an introductory study of approaches to education through research and observation in education. The course is designed to provide a body of work in educational theory which examines current and anticipated educational trends from a sociological, philosophical, and historical perspective. Students will utilize reflective practice and culturally responsive approaches. The course will also examine how these trends impact school organization, personnel and school curricula. This interdisciplinary approach will help students think deeply about issues centering on power and privilege, multiculturalism, inequity; and tracking, educational reform, dropouts, community/school relations and affirmative action. Such an exploration will encourage students to become critical and reflective educational practitioners. In alignment with the New State Dignity for All Students Act, students will analyze and discuss issues related to race, class, gender, exceptionalities, sexual orientation, religion, bullying/cyber-bullying and language. Three credit hours. Prerequisites: none. Offered fall semester. Please note: EDU 210 has been identified as a U course in the EQUIP curriculum sequence. This course is designed to help students understand their academic discipline within the context of the broader community, region, and the world. EDU 210 considers the potential of the discipline and its methodology to contribute to a civic and sustainable future.

**EDU 223 EDUCATIONAL PSYCHOLOGY**
This course is a study of the fundamental aspects of educational psychology as it applies to learning and teaching practices utilized for students in early childhood and childhood developmental stages. Various learning and developmental theories and related research are described and evaluated through an array of activities. The course will also examine practical instructional strategies that are applicable to child development, learning and problem solving in classroom environments. Three credit hours. Prerequisites: PSY 100. Offered fall and spring semesters.

**EDU 232 BASIC CONCEPTS OF LITERACY I**
This is an in-depth study of literacy instruction for the classroom teacher. The nature of reading is explored in order to develop a working definition of reading. Using the conceptual framework of a balanced literacy program, the elements of reading are discussed, modeled and demonstrated. The student will design read alounds and shared reading experiences for the classroom. Lesson plans for guided reading which include mini skill lessons for concepts of print, phonic awareness, word recognition skills, concepts of language and concepts of literature are developed. Literature circles are introduced at the early fluency and fluency levels. Three credit hours. Prerequisites: none. Offered fall semester.

**EDU 233 BASIC CONCEPTS IN LITERACY II**
This course offers the student a continued in-depth study of literacy instruction in the classroom and literacy assessment for the elementary school teacher. The concept of literature circles for literacy instruction will be explored. Material as well as planning guides will be developed. The student will be presented with various instruments for the assessment of literacy skills such as sight words, phonics, structural analysis, and comprehension. Holistic assessment of literacy will also be discussed such as the New York Early Literacy Profile and the New York State English Language Arts Exams. Students will learn to administer, score, and interpret these assessments and use the
EDU 234 THE ADOLESCENT READER AND LITERACY
This course offers the student an in-depth study of the skills necessary to enable the adolescent school teacher to assist the adolescent learner in developing appropriate literacy skills. The student will formulate a definition of reading. Students will develop materials appropriate for a balanced adolescent school literacy program including literature circles, work recognition skills, vocabulary, and comprehension. Students will also have the opportunity to assess an adolescent’s literacy level to better plan instruction. Field work for at least twenty (20) hours beyond class time will be included. Three credit hours. Prerequisites: EDU 232. Offered spring semester.

EDU 235 CHILDREN’S LITERATURE
A systematic overview of authors, illustrators, and books written especially for children and young adults; psychology of writing for children and an analysis of works of various authors. Three credit hours. Prerequisites: none. Offered spring semester.

EDU 236 CONTENT AREA LITERACY WITH FIELDWORK
The students will explore the role of reading and writing in the content areas. Students will develop an understanding of language acquisition and language learners. Emphasis will be placed on developing the listening, speaking, reading, and writing skills of all students. Students will develop materials using various strategies for vocabulary, comprehension, and study skills in the content areas. Students will participate in field work for at least ten (10) hours beyond class time. Three credit hours. Prerequisites: none.

EDU 237 ADOLESCENT READER AND WRITER WITH FIELDWORK
This course offers the student an in-depth study of the skills necessary to enable the adolescent school teacher to assist the adolescent learner in developing appropriate literacy skills. The student will formulate a definition of reading. Students will develop materials appropriate for a balanced adolescent school literacy program including literature circles, word recognition skills, vocabulary, and comprehension. Students will also have the opportunity to assess an adolescent’s literacy level to better plan instruction. Field work for at least ten (10) hours beyond class time will be included. Offered fall semester.

EDU 240 LITERACY I: LANGUAGE DEVELOPMENT AND PRE-EMERGENT LITERACY
This is an in-depth study of the development of literacy instruction in early childhood education. Students will study the research which focuses on oral language development and its role as the foundation for literacy. Students will study phonological awareness, print awareness, and early reading and writing skills. Long-term plans for supporting the literacy development of young children will be developed using multi-level and culturally responsive approaches. These plans will include literacy-rich environments, play-settings, and opportunities for the young child to engage in developmentally appropriate talking, reading, and writing experiences which will include Read Alouds, Shared Reading, Independent Reading, Shared/Interactive Writing, and Independent
Writing. Students will be exposed to high quality children’s literature including a variety of genres. Current preschool programs will be studied and emphasis will be placed on the home-school connection. Students will design mini-lessons and assessments that align with the New York State Prekindergarten Foundation for the Common Core and the New York State P-12 Common Core Learning Standards for English Language Arts and Literacy. A minimum of 10 participation hours are required. Three credit hours. Prerequisites: EDU 210 and EDU 223. Offered spring semester.

**EDU 241 LITERACY II: EMERGENT TO EARLY READERS AND WRITERS**

This is an in-depth study of literacy instruction in the elementary classroom for the Emergent and Early reader and writer (including the English Language Learner). Using the conceptual framework of a balanced literacy program and reflective practice, the elements of reading and writing are discussed, modeled and practiced. Students will study the five pillars of reading research (phonemic awareness, phonics, fluency, vocabulary, and comprehension) and use this knowledge to design multi-level, culturally responsive instruction focusing on Word Study, Read Alouds, Shared Reading, Guided Reading, and Independent Reading. They will also study the connection between reading and writing, and will be introduced to the Writing Process, Modeled/Guided Writing, and Independent Writing. The use of technology in the classroom will be integrated into instruction. Students will be introduced to high quality children’s literature including a variety of genres. Students will work to develop the critical understanding that assessment drives instruction. Students will design minilessons and assessments that align with the New York State P-12 Common Core Learning Standards. A minimum of 10 participation hours are required. Three credit hours. Prerequisites: EDU 240. Offered fall semester.

**EDU 242 LITERACY III: TRANSITIONAL TO FLUENT READERS AND WRITERS**

This is an in-depth study of literacy instruction in the elementary classroom for the Transitional and Fluent reader and writer (including the English Language Learner). Using the conceptual framework of a balanced literacy program, the elements of reading and writing are discussed, modeled and practiced. The students will explore the role of reading and writing in the content areas. Students will study the reading research (fluency, vocabulary, and comprehension) as it relates to the transitional and fluent reader and writer, and use this knowledge to design multi-level and culturally responsive instruction focusing on Word Study, Read Alouds, Shared Reading, Guided Reading, and Independent Reading (including Literature Study and Book Clubs). Various methods and strategies for teaching and improving reading and writing in the content areas will be researched and identified. The use of technology will be integrated into instruction. The Writing Process will be discussed, modeled, and practiced, and students will design instruction focusing on writing in the various genres. Students will be exposed to high quality children’s literature and young adult literature including a variety of genres. In addition, the elements of literacy assessment for the Transitional and Fluent reader will be studied, modeled, and practiced. Students will work to develop the critical understanding that assessment drives instruction. Students will design minilessons and assessments that align with the New York State P-12 Common Core Learning Standards. A minimum of 10 participation hours are required. Three credit hours. Prerequisites: EDU 240 and EDU 241. Offered spring semester.
EDU 298 SPECIAL TOPIC IN EDUCATION
Topic to be specified each semester course offered.

EDU 340 CHILD ABUSE, SCHOOL VIOLENCE AND OTHER CURRENT ISSUES IN EDUCATION
This course provides the student with opportunity to explore the identification and reporting of suspected child abuse and maltreatment and SAVE Legislation. This course will be taken concurrently with ESP 230. Zero credit hours. Offered fall and spring semester.

EDU 345 MIDDLE SCHOOL CHILD AND CURRICULUM
This course investigates the characteristics common to the middle school child. It examines areas of concern and effective teaching methods that can be employed by the middle school educator in congruence with the New York State Standards for Learning and in light of the inclusive, classroom setting. Three credit hours. Prerequisites: junior standing in Education. Offered spring semester.

EDU 350 EDUCATION METHODS AND MATERIALS: CREATIVE ARTS
This course provides study and application of methods and materials to integrate art and music in the elementary classroom setting. One credit hour. Prerequisites: junior standing in Elementary Education. Offered fall and spring semesters.

EDU 351 EDUCATION METHODS AND MATERIALS: GENERIC CORE
This course provides study and application of methods and materials appropriate for the understanding and implementation of a variety of “generic” situations appropriate for an elementary classroom setting. Three credit hours. Prerequisites: junior standing in Elementary Education or earned Baccalaureate degree. Offered fall and spring semesters.

EDU 352 EDUCATION METHODS AND MATERIALS: LANGUAGE ARTS
This course provides study and application of methods and materials appropriate for English language arts in an elementary classroom setting. Two credit hours. Prerequisites: EDU 233, EDU 235, SPE 130, ENG 200/ENG 201, and junior standing in Elementary Education. Offered fall and spring semesters.

EDU 353 EDUCATION METHODS AND MATERIALS: MATHEMATICS
The study and application of methods and materials appropriate for the teaching of mathematics in the elementary school. Two credit hours. Prerequisites: junior standing in Elementary Education. Offered fall and spring semesters.

EDU 354 EDUCATION METHODS AND MATERIALS: SCIENCE
This course provides study and application of methods and materials appropriate for science in an elementary classroom setting. Two credit hours. Prerequisites: junior standing in Elementary Education. Offered fall and spring semesters.
EDU 355 EDUCATION METHODS AND MATERIALS: SOCIAL STUDIES
This course provides study and application of methods and materials appropriate for the teaching of social studies in an elementary classroom setting. Two credit hours. Prerequisites: junior standing in Elementary Education. Offered fall and spring semesters.

EDU 362 ADOLESCENT MATH WITH PRACTICUM
This course provides a foundation in current educational theory and practice for teaching Mathematics 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 Mathematics for all learners across a range of learning styles. Additional attention will be paid to the psychology of math instruction and remediation for students having explicit difficulty with mathematics competencies. 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. The development of differentiated instructional planning, the use of curricular adaptations, technology, assessment, and instructional strategies intended to support learners with diverse learning needs will also be addressed. This course will require that students complete fifty (50) of the total 100 hours required of off-campus practicum experiences in addition to time spent in class. Students should sign up for the practicum with the Office of Field Placement and Certification in the School of Education. Practicum contacts will be equally divided between middle and high school general and special education experiences. Three credit hours. Prerequisites: ESP 230. Offered fall semester.

EDU 363 ADOLESCENT SOCIAL STUDIES WITH PRACTICUM
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. The development of lesson and differentiated instructional planning, the use of curricular adaptations, technology, assessment, and instructional strategies intended to support learners with diverse learning needs will also be addressed. This course will require that students complete fifty (50) of the total 100 hours required of off-campus practicum experiences in addition to time spent in class. Students should sign up for the practicum with the Office of Field Placement and Certification in the School of Education. Practicum contacts will be equally divided between middle and high school general and special education experiences. Three credit hours. Prerequisites: ESP 230. Offered spring semester.

EDU 364 ADOLESCENT ENGLISH WITH PRACTICUM
This course provides students with a foundation in current educational theory and practice for teaching English Language Arts to middle and high school level students. Students will accumulate a repertoire of materials, methods, and inclusive strategies to teach and assess standards based English Language Arts for all learners across a range of learning styles. Additional attention will be paid to strategies to help remediate specific problems with reading and comprehension. 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. Students will also focus on the development of lesson and differentiated instructional planning, the use of curricular adaptations, technology, assessment, and instructional strategies intended to support learners with diverse learning needs. This course will require that students complete fifty (50) of the total 100 hours required of off-campus practicum experiences in addition to time spent in class. Students should sign up for the practicum with the Office of Field Placement and Certification in the School of Education. Practicum contacts will be equally divided between middle and high school general and special education experiences. Three credit hours. Prerequisites: ESP 230. Offered spring semester.

**EDU 365 ADOLESCENT TEACHING: BIOLOGY METHODS WITH PRACTICA**

This course is based on current educational theory and practice in the area of Adolescent Biology for grades 7–12. This course will provide knowledge, training and practice in the teaching of biological principles, selection of course content, effective classroom methods, preparation of classroom materials and use of inclusive strategies and differentiated instruction used in the teaching of biology/living environments. Students will design a unit and lesson plan which aligns with the New York State Learning Standards. The development of differentiated instructional planning, the use of curricular adaptations, technology, assessment, and instructional strategies intended to support learners with diverse learning needs will also be addressed. This course will require that students complete fifty (50) hours of practicum experience. Three credit hours. Prerequisites: BIO 171, CHE 201.

**EDU 368 ADOLESCENT GENERAL EDUCATION/SPECIAL EDUCATION CURRICULUM METHODS**

This course provides study and application of adolescent education methods and materials. Emphasis will be placed on curricular design and instructional planning to address the special developmental and educational needs of students in secondary schools. In addition, the integration of general education and special education methodologies for the inclusion classroom will be examined. Attention is given to culturally responsive teaching and technological instruction and integration. Lesson and unit planning are examined on the state, district, school and classroom levels which align with the P-12 Common Core and NYS Learning Standards. In addition, various strategies for interdisciplinary planning and instruction are explored. Forty (40) participation hours are required for this course. Three credit hours. Prerequisites: None. Offered as needed.

**EDU 370 METHODS OF LANGUAGE ARTS WITH CHILDREN’S LITERATURE BIRTH TO 6TH GRADE**

This course provides study and application of methods and materials appropriate for English Language Arts in a classroom setting. Students will become familiarized with instructional methods used to accommodate diverse learners in Birth-2 and 1-6 classrooms. Using the conceptual framework of a balanced literacy framework and reflective practice, they will plan, teach, and assess lessons in English Language Arts while integrating high quality children’s and young adult literature. Lessons will be aligned with the New York State P-12 Common Core Learning Standards for English Language Arts and Literacy and the New York State
Prekindergarten Foundation for the Common Core. A minimum of 10 participation hours are required. Three credit hours. Prerequisites: EDU 210, EDU 223, EDU 240, EDU 241, EDU 242. Offered fall semester.

**EDU 371 METHODS OF MATHEMATICS: BIRTH TO 6TH GRADE**
The course provides study and application of methods and materials appropriate for the teaching of mathematics in the elementary school. Students will be familiarized with instructional methods used to accommodate diverse learners. They will plan, teach, and assess lessons in mathematics using differentiated learning techniques and Gardner’s Multiple Intelligences. Students will design multi-level, culturally responsive instruction. The use of technology will be integrated into instruction. Lessons will be aligned with New York State P-12 Common Core Learning Standards for Mathematics and the New York State Pre-Kindergarten Foundation for the Common Core. A minimum of 10 participation hours are required. Three credit hours. Prerequisites: EDU 210, EDU 223, EDU 240, EDU 241, EDU 242. Offered fall semester.

**EDU 372 METHODS OF SCIENCE AND TECHNOLOGY BIRTH TO 6TH GRADE**
This course provides study and application of methods and materials appropriate for the teaching of science and technology in early childhood and childhood classroom settings. Students will design multi-level, culturally responsive instruction and will plan, assess, and teach using the New York State Learning Standards for Science, the New York State P-12 Common Core Learning Standards for English Language Arts and Literacy and the New York State Prekindergarten Foundations for the Common Core. Instructional methods that meet the needs of diverse learners will be utilized in class. The use of technology will be integrated into instruction. A minimum of 10 participation hours are required. Three (3) credit hours. Prerequisites: EDU 210, EDU 223, EDU 240, EDU 241, EDU 242. Offered fall semester.

**EDU 373 METHODS OF SOCIAL STUDIES AND CREATIVE ARTS BIRTH TO 6TH GRADE**
This course provides study and application of methods and materials appropriate for the teaching of Social Studies and Creative Arts in a classroom setting for students from Birth to Grade 6. Students will plan, assess, and teach using the New York State Learning Standards for Social Studies, the New York State P-12 Common Core Learning Standards and the New York State Prekindergarten Foundations for the Common Core. Students will design multi-level, culturally responsive instruction. The use of technology will be integrated into instruction. A minimum of 10 participation hours are required. Three credit hours. Prerequisites: EDU 210, EDU 223, EDU 240, EDU 241, EDU 242.

**EDU 375 STRATEGIC LITERACY INSTRUCTION FOR DIVERSE LEARNERS: EARLY CHILDHOOD/CHILDHOOD**
This course will focus on ways to effectively differentiate literacy instruction for diverse learners in the preschool and elementary classroom. Students will learn a wide-range of research-based literacy instructional approaches and methods to support academic development using data analysis.
and a tiered intervention model. Students will study English language learners, cultural diversity, and learning/behavior disabilities, and examine the curricular implications and interventions for the development of literacy skills. The use of the New York State P-12 Common Core Learning Standards, New York State Prekindergarten Foundation for the Common Core, and new literacies will be integrated into the course. Students will also learn to be reflective practitioners. Three (3) credit hours. Prerequisites and/or Special Considerations: EDU 240, EDU 241, EDU 242. Offered fall semester.

**EDU 377 JUNIOR PARTICIPATION AND SEMINARS**
This course provides Education majors with pre-student teaching experience that will be both campus and site-based. The students will be assigned to two situations, one at each level of their certification: Childhood (Grades 1-6) or Middle Childhood (Grades 5-9). A professional portfolio and journal will be developed. Three credit hours. Prerequisites: EDU 233 or EDU 234 and a minimum 2.5 cumulative GPA. Offered fall and spring semesters.

**EDU 378 FIELD EXPERIENCES AND SEMINARS**
This course provides Education majors with pre-student teaching experience that will be both on campus and site-based. The students will be assigned experiences that relate to their certification levels: Early Childhood (B-2) and Childhood (Grades 1-6). Students will be encouraged to make connections between field observations and the New York State P-12 Common Core Learning Standards and the New York State Prekindergarten Foundation for the Common Core. Students will complete a minimum of 80 hours of fieldwork. Number of Credits: 3. Prerequisites and/or Special Considerations: Restricted to Education Majors with a 2.5 cumulative GPA. Offered fall and spring semesters.

**EDU 398 SPECIAL TOPIC IN EDUCATION**
Topic to be specified each semester course offered.

**EDU 465 CONTENT AREA LITERACY**
The students will explore the role of reading and writing in the content areas. Various methods and strategies for teaching and improving reading and writing in the content areas will be identified. Students will develop materials using various strategies for developing vocabulary, comprehension, and study skills in the content areas. Three credit hours. Prerequisites: EDU 233. Offered fall and spring semesters.

**EDU 466 CONTENT AREA LITERACY AND CHILDREN’S LITERATURE**
The students will explore the role of reading and writing in the content areas. Various methods and strategies for teaching and improving reading and writing in the content areas will be researched and identified. Using the framework of a balanced literacy framework and reflective practice, students will use this knowledge to develop multi-level, culturally responsive instruction using various strategies for developing vocabulary, comprehension, and study skills in the content areas. The use of technology will be integrated into instruction. Lessons will be aligned with New York State Learning Standards. Three credit hours. Prerequisites: EDU 210, 223, 240. Offered fall semester.
EDU 469 FOUNDATIONS OF EDUCATION
Provides the major block of work in educational theory; examination of current and anticipated educational trends from the sociological, philosophical, and historical perspectives. Three credit hours. Prerequisites: Senior standing in Elementary Education. Offered fall and spring semesters. Please note: EDU 469 has been identified as a U course in the EQUIP curriculum sequence. This course is designed to help students understand their academic discipline within the context of the broader community, region, and the world. EDU 469 considers the potential of the discipline and its methodology to contribute to a civic and sustainable future.

EDU 477 STUDENT TEACHING /SEMINAR: CAREER AND OCCUPATIONAL STUDIES | EDU 477-P (PRIMARY) AND EDU 477-J (JUNIOR)
This course provides students with on-site experience. Students 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. Twelve credit hours. Prerequisites: EDU 350, EDU 351, EDU 352, EDU 353, EDU 354, EDU 355, and a minimum 2.5 cumulative GPA. Offered fall and spring semesters.

EDU 478 STUDENT TEACHING (B-6) AND SEMINAR
Student teaching provides teacher candidates with a culminating clinical experience consisting of placements in both early childhood and childhood classrooms. Candidates will gain experience using the New York State P-12 Common Core Learning Standards, the New York State Prekindergarten Foundation for the Common Core, and the New York State Learning Standards in each of the content areas. Throughout the experience, teacher candidates will be mentored and evaluated by an Associate Teacher and College Supervisor. Number of Credits: 12. Prerequisites and/or Special Considerations: 2.5 cumulative GPA EDU 370, 371, 372, 373. Offered fall and spring semester.

EDU 480 ADOLESCENT STUDENT TEACHING | EDU 480-I (INTERMEDIATE)/EDU 480-S (SENIOR)
This course provides students with full-time on-site immersion experiences in middle and high school settings with time being equally divided between general and special education classrooms. Students will put their pedagogical knowledge and skills into practice to include planning for, instructing, assessing, and managing/supporting students in secondary classrooms, as well as become acquainted with the personnel and functions of the school in which they teach. Each student will have at least two different supervisors; that is, one in general education with individual content specialty and the second a Special Education faculty from the School of Education. Three credit hours. Prerequisites: EDU 364.

EDU 481 ADOLESCENT STUDENT TEACHING SEMINAR
This course provides the Adolescent Teaching candidate with content area and pedagogical support for their full time on-site experience. Students will be given the opportunity to connect what is
viewed in classroom settings to research about pedagogy through the development of a lesson plan
data base which illustrates curriculum development, lesson and differentiated instructional
planning, curricular adaptations and instructional strategies in the student’s area of concentration.
Attention will also be paid to the relationship between the general education and special education
curriculum and the process of collaboration and co-teaching in inclusive settings. Three credit
hours. Prerequisites: EDU 364.

**EDU 498 INDEPENDENT STUDY IN EDUCATION**
Topic to be specified each semester course offered.

**ENGLISH**

**NOTE:** All new students entering the College are required to take ENG 100/ENG 101, ENG
110/ENG 111, and ENG 200/ENG 201 within their first 45 credits at Medaille College. Transfer
students with more than 45 credits already completed should complete these courses as soon as
possible.

**ENG 100 FUNDAMENTALS OF COLLEGE WRITING**
This course introduces students to the fundamentals of college writing. The course specifically
addresses the following: pre-writing, writing, revising, and editing; paragraph and essay
organization; introductory research and documentation skills; the importance of critical thinking,
clarity, and conciseness in writing; grammar; in-class writing; audience and purpose. Three credit
hours. This course is required for all students who place within the specified range on the
placement test. Offered fall and spring semesters.

**ENG 102 COLLEGE WRITING I FOR INTERNATIONAL STUDENTS +
SUPPLEMENTAL INSTRUCTION**
This course is the equivalent to ENG 100: College Writing I, but it is designed to introduce ESL
and EFL students to American culture, both within and beyond the academy. As with ENG 100,
ENG 102 increases students’ abilities to communicate confidently with others, to think clearly, and
to organize ideas in a manner that will lead to success in other courses taught in English. Students
will gain practice with sentence, paragraph, and ultimately essay construction in English. The
process approach to writing (Pre-writing, drafting, revising and editing) will be introduced.)
Students will also develop strategies for reading and interacting with published texts. Students will
receive ongoing instruction in English grammar mechanics, while also being introduced to
American academic traditions. Students will be required to attend 2-3 hours of supplemental
tutorial per week registered for this course. Three credit hours. **PREREQUISITES:** Placement by
testing

**ENG 110 COLLEGE WRITING**
This course develops students’ abilities to write effectively in College. It assists students to make
judgments regarding content within their own writing, particularly when utilizing researched
sources. It also emphasizes organization, structure, revision, and mechanics. Students will produce
a portfolio of their written work, including a self-assessment and are expected to retrieve these from

[www.medaille.edu](http://www.medaille.edu)
ENG 112 COLLEGE WRITING FOR STUDENTS OF ENGLISH AS A SECOND LANGUAGE AND SUPPLEMENTAL INSTRUCTION

This course is the equivalent of ENG 110, with modifications to meet the needs of ESL and EFL students. This course introduces the students to U. S. academic writing practices and develops the students' abilities to write effectively in college. It assists students to make judgments regarding content within their own writing, particularly when utilizing researched sources. Students will be introduced to accepted modes of citing sources in the United States. It also emphasizes organization, structure, revision, and mechanics. The course will further the students' grasp of English grammar, style, and vocabulary. Students will produce a portfolio of their written work, including a self-assessment and are expected to retrieve these from the division secretary at the end of the semester for use in ENG 201. Three credit hours. Prerequisites: ENG 101 or its equivalent.

ENG 200 ADVANCED COLLEGE WRITING

This course develops students' skills in critical thinking and in writing analyses using subject matter from across the curriculum. Each writing assignment requires research and writing from sources. Students will produce a portfolio of their written work, including a self-assessment. Three credit hours. Prerequisites: ENG 110 or its equivalent in transfer credits. Offered fall and spring semesters.

ENG 202 ADVANCED COLLEGE WRITING FOR ESL STUDENTS & SUPPLEMENTAL INSTRUCTION

This course is designed to follow ENG 111, and it is the equivalent of ENG 200: Advanced College Writing, with additional support for the ESL/EFL student. It develops students' skills in critical thinking and in writing analyses, using subject matter from across the curriculum. Each writing assignment requires research and writing from sources. Students will produce a portfolio of their written work, including a self-assessment. If the student is in a four-year degree program that they intend to complete at Medaille, they are expected to retrieve these portfolios from the divisional secretary at the end of the semester for use in their capstone projects in GEN 410. The course will also further address each individual students’ needs, in terms of grammar, style, vocabulary, and other ELL needs. Students are required to attend a weekly one hour supplemental while in this course. In some cases, students will be required to attend individual tutorial sessions, as well. Three credit hours. Prerequisites and/or Special Considerations: ENG 111 or its equivalent from another accredited American university or college. Each student is required to complete a one-hour supplemental session, led by a tutor/mentor. Some students may be required to attend additional hours of tutoring each week in the Academic Skills Center.

ENG 205 INTRODUCTION TO LITERATURE

This course introduces students to the basic literary forms, techniques and processes used in poetry, drama and the short story, as well as to some of their classical origins. In addition to selections from European and American literature, students will read selected classical and religious texts that
have contributed to the development of Western Literature. Three credit hours. Prerequisites: none. Offered fall and spring semesters. Please note: ENG 205 has been identified as a U course in the EQUIP curriculum sequence. This course is designed to help students understand their academic discipline within the context of the broader community, region, and the world. ENG 205 considers the potential of the discipline and its methodology to contribute to a civic and sustainable future.

**ENG 210 INTRODUCTION TO CREATIVE WRITING**
This course introduces students to the tools and techniques needed to compose different types of creative writing, including fiction, poetry, drama and, at the discretion of the instructor, perhaps one other genre such as creative non-fiction or the personal essay. This course also is designed to help students learn how to express idea, emotion, and other experiences in language through traditional, contemporary, and experimental forms of stories, poems, plays, and essays. This course also will help build students’ confidence in the oral performance of their creative writing and provide them knowledge about how to publish their own work. Three credit hours. Prerequisites: GEN 110. Offered spring semester.

**ENG 215 INTRODUCTION TO WORLD LITERATURE**
This survey course is designed to introduce students to representative works (short stories, poems and plays) of world literature. Three credit hours. Prerequisites: none. Offered spring semester.

**ENG 260 BUSINESS AND PROFESSIONAL WRITING**
This course examines the different types of business and professional writing, both traditional and electronic, as well as oral communications in various cultural settings. Students shall learn how to most effectively use basic grammar skills and usage in a variety of business and professional applications. They will also learn the proper use of graphs, visuals, and presentation materials as they relate to written; both print and online, and oral communication. This course investigates the necessary relationships between audiences, styles of writing, and ethical considerations pertinent to business and professional communications. Students will produce a print and/or online portfolio which will include a resume, application letters, memoranda, reports, instructions, and brochures. Three credit hours. Prerequisites: ENG 200/ENG 201. Offered spring semester.

**ENG 270 ARGUMENTATION AND PERSUASION**
This course offers a detailed study of the principles employed in effective written arguments and persuasive pieces. The course will familiarize students with the tools and techniques of persuasion, and place special emphasis on the nature of argument. Practical application of the art of persuasion in the professional world will be included. The course will provide extensive writing practice. Three credit hours. Prerequisites: ENG 200/ENG 201 and PHI 200. Offered as needed.

**ENG 298 SPECIAL TOPICS IN ENGLISH**
Topic specified each semester course offered. Three credit hours. Prerequisites: ENG 200/ENG 201 or higher. Offered as needed.
ENG 300 FICTION WORKSHOP
This course helps the student to focus his/her creative ideas and thoughts and write short pieces of fiction with a view toward entering contests, freelancing his/her work and other areas of publication. The student through actual writing of short stories will come to a better awareness and appreciation of the short story as an art form. Three credit hours. Prerequisites: ENG 200/ENG 201. Offered fall semester.

ENG 305 BRITISH LITERATURE: MIDDLE AGES TO THE EIGHTEENTH CENTURY
This course surveys selected major authors from the Middle Ages through the Restoration and early 18th century. Emphasis of the course is on major authors, the historical contexts of literary production and reception, and the historical development of the English language. Three credit hours. Prerequisites: ENG 205 or ENG 215. Offered fall semester.

ENG 310 POETRY WORKSHOP
This course is designed to introduce the student to the tools and techniques needed for writing poetry. It is a course in the creative expression of thought and idea combined with the discipline of learning traditional, contemporary, and experimental forms of poetry. It is also designed to give the student confidence in oral reading of poetry and knowledge of how to publish. Three credit hours. Prerequisites: ENG 200/ENG 201. Offered spring semester.

ENG 315 BRITISH LITERATURE: LATE EIGHTEENTH CENTURY THROUGH THE TWENTIETH CENTURY
This course surveys selected major authors from the Romantic Period through the 20th century. Emphasis of the course is both on major authors and the historical development of literary traditions. Three credit hours. Prerequisites: ENG 205 or ENG 215. Offered spring semester.

ENG 320 DRAMA WORKSHOP
This course will provide a practical introduction to writing for the stage. It will include a study of dramatic structure, character, themes, and theatrical devices. Through experiential activities, students will gain an appreciation for issues such as the effective use of space, movement, light, dialogue, and sound. Students will write exercises or short scenes every week, and that writing will become the basis of a one-act play, which will be the final project. Three credit hours. Prerequisites: ENG 200/ENG 201. Offered fall semester.

ENG 325 AMERICAN LITERATURE: COLONIAL TO THE CIVIL WAR
This course is an intensive critical study of American literature beginning with texts of the New World exploration and settlement up until the Civil War, inclusive of Native American oral literature. Emphasis in the course is on both individual works and literary/historical traditions. Three credit hours. Prerequisites: ENG 205 or ENG 215. Offered fall semester.

ENG 330 PRELUDE PRACTICUM
A course designed to introduce students to the tools and strategies needed to complete both the desktop and online publication of the Prelude, Medaille’s creative arts journal. This course will
help students learn how to work together with others to obtain submissions for publication, set up editorial criteria for selection of submissions, notify authors about selection or rejection of their submissions, and create a story board for format and layout of the journal. This course also will help students learn how to edit and organize selected copy; learn how to use desk top publishing software to format, layout, and publish a hard copy book of poems, stories, and visual art, as well as to create and maintain a website for online publication of the Medaille creative arts journal. Moreover, students will learn how to organize, publicize, and implement campus and community readings or other events to encourage more interest in and support for the Prelude. Three credit hours. Prerequisites: ENG 110.

ENG 331 PRELUDE PRACTICUM II
This course helps students master the tools and strategies needed to complete desktop publication of the Prelude, as well as a web site. This course also is designed to help students learn how to edit and organize copy, as well as how to use desktop publishing software to format and layout a book of poems, stories, and visual art. The course also helps students master the software skills necessary to build a web-related materials for the Prelude. One and a half credit hours (1.5). Prerequisites: ENG 330. Offered spring semester.

ENG 335 AMERICAN LITERATURE: CIVIL WAR THROUGH THE TWENTIETH CENTURY
This course is an intensive critical study of American literature from the start of the Civil War through the 20th century, emphasizing both individual works and literary/historical traditions. Three credit hours. Prerequisites: ENG 205 or ENG 215. Offered spring semester.

ENG 345 FILM ART AND APPRECIATION
This course explores the development of film as an art form in its historical, political, and cultural contexts. Students learn to become active viewers of film through analysis of film technique, genre, and theory. Special emphasis is placed on the connections between cinematic “language” and the world of literature: not only because film and literature are closely linked in their use of narrative, but also because methods of literary analysis provide a useful avenue into film analysis. Three credit hours. Prerequisites: Any 200 ENG 205 or ENG 215. Offered as needed.

ENG 355 MAJOR LITERARY FORMS
This course studies one of the important forms of literature: drama, short story, novel, or poetry using representative examples. The course will include the history and development of the form as well as its nature and variety. A student may take the course more than once for credit under different literary forms. Three credit hours. Prerequisites: ENG 205 or ENG 215. Offered fall semester.

ENG 360 ADVANCED REPORT AND PROPOSAL WRITING
This course teaches advanced critical thinking and writing skills for application in various academic disciplines and professional contexts. Students also learn how most effectively to produce professional and academic discipline specific texts that are print-ready, coherent, and cohesive. Students produce a portfolio in both print and web-based media that will include an advanced
research report and a proposal. Three credit hours. Prerequisites: ENG 200 or ENG 201. Offered spring semester.

**ENG 365 ETHNIC LITERATURE IN AMERICA**
This course analyzes the literature of selected minority groups. The course will focus on the literature of African-Americans, Native Americans, Hispanics, and Jews. It will cover the cultural and historical heritage expressed through the literature as the vision of the minority experience in America and the more universal nature of the human condition. Three credit hours. Prerequisites: Any ENG 205 or ENG 215. Offered spring semester.

**ENG 370 TEACHING AND EVALUATING WRITING**
This course is a study of modern approaches to the teaching of writing, emphasizing writing for practice, responding to writing, and developing practical tools for secondary school writing instruction. Coursework will include holistic scoring and portfolio evaluation. Three credit hours. Prerequisites: EDU 200, EDU 233 or EDU 234. Offered as needed.

**ENG 375 CHILDREN’S LITERATURE: FROM ANCIENT MYTH TO THE DIGITAL AGE**
This course is a study of children’s (birth through adolescence) literature and media from a broad range of cultures, periods, and genres. The course will examine the history, the development, and the reception of children’s literature and media. A community-based learning project will provide an opportunity for students to understand and apply children’s literature in real-world, multicultural contexts. Offered as needed. Three credit hours. Prerequisites and/or Special Considerations: GEN110; ENG 200/201; a 200-level literature course. Please note: ENG 375 has been identified as a U course in the EQUIP curriculum sequence. This course is designed to help students understand their academic discipline within the context of the broader community, region, and the world. ENG 200 considers the potential of the discipline and its methodology to contribute to a civic and sustainable future.

**ENG 398 SPECIAL TOPICS IN ENGLISH**
Topic specified in each semester course offered. Three credit hours. Prerequisites: ENG 200/ENG 201 or higher. Offered as needed.

**ENG 400 SENIOR PORTFOLIO**
In this workshop, students with previous experience in writing for business, technical writing, and/or creative writing, learn how to write for publication. The class employs a workshop approach, whereby students are exposed to all types of writing and publication issues, while themselves choosing one area of writing in which to focus on publication. Students learn what manuscripts should look like, how to professionally submit them for publication, and how to identify markets and submit to Internet publications. They will also learn about the business of publishing, about grants and contests, self-publishing options, and how to use revision to turn manuscripts into finished products. Three credit hours. Prerequisites: Any writing course 260 or above. Offered spring semester.
ENG 405 THEMES AND TOPICS IN AMERICAN LITERATURE
This course analyzes selected themes or topics from American literature. A student may take this course more than once for credit under different themes/topics. Three credit hours. Prerequisites: ENG 205 or ENG 215. Offered spring semester.

ENG 415 THEMES AND TOPICS IN BRITISH LITERATURE
This course provides an in-depth study of a specific theme or topic from British literature. A student may take this course more than once for credit under different themes/topics. Three credit hours. ENG 205 or ENG 215. Offered fall semester.

ENG 425 THEMES AND TOPICS IN WORLD LITERATURE
This course explores a significant theme or topic reflected in major literary works and/or authors from world literature. A student may take this course more than once for credit under different themes/topics. Three credit hours. Prerequisites: ENG 205 or ENG 215. Offered spring semester.

ENG 435 MAJOR LITERARY FIGURES
This course provides an intensive study of the works of a major writer or a highly limited number of related authors. A student may take this course more than once for credit under different literary figures. Three credit hours. Prerequisites: ENG 205 or ENG 215. Offered fall semester.

ENG 460 LITERARY THEORY AND CRITICISM: ENGLISH SEMINAR
This course considers the history of literary theory and criticism from New Criticism through contemporary theoretical developments. Over the course of the semester, students will apply theoretical approaches to the analysis of literary works and other forms of creative expression. Students will also explore the relationship of literary theory and criticism to the construction and revision of literary canons. Three credit hours. Prerequisites: This course is restricted to English and Adolescent Education majors. Other majors may enroll with special approval from division head. Offered fall semester.

ENG 477 ENGLISH FIELD EXPERIENCE
This internship course offers students a structured, supervised opportunity to design their own learning within the context of their program’s expectations, goals and objectives for enhancing students’ academic and professional development and the needs of their host organization. In this field experience, students gain experience working with a local publication or in some other writing-based career employer. Skills practiced in the field experience are expected to be at a high-level of competence and difficulty and approved by the division head. Three credit hours. Prerequisites: ENG 250. Offered fall and spring semesters.

ENG 478 ENGLISH FIELD EXPERIENCE II
This internship course offers students a structured, supervised opportunity to design their own learning within the context of their program’s expectations, goals and objectives for enhancing students’ academic and professional development and the needs of their host organization. In this field experience, students gain experience working with a local publication or in some other writing-based career employer. Skills practiced in the field experience are expected to be at a high-level of competence and difficulty and approved by division head. This is intended as a second

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internship semester for students who have taken ENG 477. Three credit hours. Prerequisite: ENG 477. Offered as needed.

**ENG 485 THE ENGLISH LANGUAGE: PAST, PRESENT & FUTURE**
Consideration of major social, historical, and geographic factors influencing the origin and development of English; sound, meaning, and grammatical elements of the language; differences between American and British English (as well as other global variations); attitudes toward language and language differences. In addition, this course will consider the impact that globalization and technology have had on the English language, and the implications for its future growth. The course will culminate with each student contributing to a digital humanities project, such as an article or other digital feature to an evolving website on some aspect of the development, future, structure or influence of the English language. Three credit hours. Prerequisites: ENG 200/201; junior standing.

**ENG 498 INDEPENDENT STUDY IN ENGLISH**
Topic developed by student and instructor for each semester offered. Three credit hours. Prerequisites: ENG 260 or above. Offered as needed.

**ENGLISH AS A SECOND LANGUAGE**

**ESL 110 ORAL COMMUNICATION IN AMERICAN ENGLISH**
This English as a Second Language (ESL) course emphasizes various aspects of oral communication in order to improve linguistic and communicative competence, strengthen conveyance of meaning, and build vocabulary. Special emphasis will be placed on the specific speaking skills of pronunciation, fluency, and conversational speed. Students will engage in individual and group projects and structured role plays in order to increase their proficiency and comfort level in cross-cultural experiences unique to the international student. Three credit hours. Prerequisites and/or Special Considerations: Enrollment restricted to international students.

**FINANCIAL SERVICES**

**FNS 298 SPECIAL TOPIC IN FINANCIAL SERVICES**
Topic to be specified each semester course offered.

**FNS 301 INVESTMENT PLANNING**
An examination of various investment opportunities with primary emphasis on equity and debt instruments (stocks and bonds). Other investments covered may include real estate, collectibles, precious metals and gems. Three credit hours. Prerequisites: MGT 240 or MGT 400. Offered spring semester.

**FNS 305 MONEY, BANKING AND MONETARY ECONOMICS**
Study of money and the financial system. Particular attention given to the operation, function, and structure of the banking system and functions of central banking. The role of monetary theories, monetary management and the effectiveness of monetary policy is studied. Three credit hours. Prerequisites: ECO 201 and MGT 240. Offered fall semester in odd numbered years.

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FNS 310 FINANCIAL MARKETS AND INSTITUTIONS
A study of the operation of financial intermediaries and their role in the financial system. The operation of the capital and money markets, determinants and structure of interest rates and the regulation of the financial sector are also explored. Three credit hours. Prerequisites: MGT 240 or MGT 400. Offered fall semester in even numbered years.

FNS 320 RETIREMENT PLANNING AND EMPLOYEE BENEFITS
This course provides an overview of the various qualified and non-qualified plans. A study is made of the following topics: personal tax-deferred retirement programs; qualified retirement plan design; government sponsored plans; group life, health and disability insurance; non-qualified deferred compensation; costs and funding requirements of federal laws; and tax considerations. Three credit hours. Prerequisites: MGT 240 or MGT 400. Offered fall semester.

FNS 325 INSURANCE PLANNING
This course introduces the principles of risk management and insurance. Topics covered will include the identification of risk exposures; selecting appropriate risk management techniques; risk transfer through the use of life, health, casualty and liability insurance; basic insurance contracts; and an introduction to the insurance industry. Three credit hours. Prerequisites: MGT 240 or MGT 400. Offered fall semester.

FNS 330 ESTATE PLANNING
This course studies the estate planning process. Topics included are: the fundamentals of federal estate and gift taxation; methods of exclusion and valuation; wills, intestacy, and the probate process; trusts; property ownership forms; charitable transfers; and business transfers. Three credit hours. Prerequisites: MGT 240 or MGT 400. Offered spring semester.

FNS 340 REAL ESTATE LOANS: STRUCTURE AND ANALYSIS
A thorough consideration of real estate as a growing component of banks’ loan portfolios. Course includes a specific investigation of various banks’ loan policies, risk analysis, loan pricing and servicing, and other related topics. Construction lending is reviewed as well. Three credit hours. Prerequisites: FNS 305. Offered as needed.

FNS 377 FIELD EXPERIENCE I
This course provides the student with both observational and “hands-on” learning experience through participation in an internship, ideally in the specific area of the financial services field in which the student will be seeking employment. Students who are already on an established career path may enhance their visibility in the organization by completion of a special project related to their careers, subject to prior approval of the Director of Academic Field Placements. Three credit hours. Prerequisites: CIS 115, MGT 240, MGT 400, MKT 215, junior standing, and a 2.0 cumulative GPA. Offered fall and spring semesters.

FNS 398 SPECIAL TOPIC IN FINANCIAL SERVICES
Topic to be specified each semester course offered.

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FNS 405 BANKING LAW AND REGULATION
This course deals with the general regulation of banking, bank holding companies and other financial institutions. Topics to be covered include bank failures, FDIC, antitrust litigation, bank mergers and commercial transactions. Three credit hours. Prerequisites: BUS 315. Offered as needed.

FNS 410 FINANCIAL STATEMENT AND CREDIT ANALYSIS
This course emphasizes the analytical skills necessary to successfully evaluate the credit worthiness of potential borrowers. The following topics will be covered in detail: ratio analysis, trend analysis, cash flow and liquidity analysis, loan pricing, and the structuring of loan agreements. Three credit hours. Prerequisites: ACC 350, FNS 301, and FNS 305. Offered as needed.

FNS 477 FIELD EXPERIENCE II
This is a continuation of the exposure completed in Field Experience I. The performance level of the assignment is expected to be higher than the Level I assignment. Students may again elect to complete a project related to their careers, but it must be demonstrative of a higher level competence and difficulty, and approved by the Director of Academic Field Placements. Three credit hours. Prerequisites: FNS 377, Senior standing, and a 2.0 cumulative GPA. Offered fall and spring semesters.

FNS 498 INDEPENDENT STUDY IN FINANCIAL SERVICES
Topic to be specified each semester course offered.

FRENCH

FRE 101 ELEMENTARY FRENCH I
This course will instruct the student in the basic grammatical structures of French. Special emphasis will be placed on oral skills. Vocabulary building and role playing, utilizing the spoken language in everyday situations, will be stressed. Three credit hours. Prerequisites: none. Offered as needed.

FRE 102 ELEMENTARY FRENCH II
A continuation of FRE 101. This course will instruct the student in more complex grammatical structures and vocabulary building while encouraging an increased degree of accuracy and control in the spoken language. Three credit hours. Prerequisites: FRE 101 or high school French. Offered as needed.

FRE 498 INDEPENDENT STUDY IN FRENCH
Topic to be specified each semester course offered.

GENERAL EDUCATION

GEN 110 INTRODUCTION TO CRITICAL THINKING
As a cornerstone in Medaille College’s General Education Core curriculum, this course aims to introduce students to the fundamentals of critical thinking. Its coursework integrates basic critical thinking skills with practical applications.

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thinking, argumentation, and related written and spoken communication lessons with the exploration and evaluation of significant ideas. Thus, the course specifically addresses some of the most important academic skills required not only for success in college, but also for open-minded and reflective inquiry, substantial understanding, and informed judgment. Three credit hours. Prerequisites: none. Offered fall and spring semesters.

**GEN 220 JUSTICE AND DEMOCRACY IN AMERICA**
This course examines the relationship between justice and democracy in America. The course will focus on a specific theme from an interdisciplinary perspective to examine critically how people differently situated in the social structure have both shaped and have been shaped by American society and government. Students will probe the relationships between political ideals and the evolution of the American culture, society, and politics; and examine the construction of categories related to identity, such as class, race, gender, religion, ethnicity, etc. In the process, students will explore the ways in which their selves relate to others in their community. Three credit hours. Prerequisites: GEN 110 and ENG 110. Offered fall and spring semesters.

**GEN 230 CREATIVE EXPRESSION**
Through various topics and themes by section, this course explores forms of creative expression in visual, performing, and literary arts. Students will acquire abilities and perspectives about these arts and interrelationships among them. In addition, through exploring, developing, and demonstrating their creativity in one art form, students will enhance their understanding of artistic expression. A student may not take this course more than once for credit under different topics. Three credit hours. Prerequisites: GEN 110 and ENG 110/ENG 111. Offered fall and spring semesters.

**GEN 240 SCIENTIFIC DISCOVERY**
The course engages students an active inquiry into the process of scientific discovery: its methodology, development, relationship with technology, and role in modern society. By exploring aspects of scientific inquiry, students will develop a critical awareness of scientific and technological issues, methods, and processes. Three credit hours. Prerequisites: GEN 110 and ENG 110/ENG 111. Offered fall and spring semesters. Note: Registration for both the lecture (GEN 240) and the lab (GEN 240 L) is required.

**GEN 410 BACCALAUREATE CAPSTONE I**
The baccalaureate capstone is a course about ideas and the ways in which the educated person contends with them. The course deals in an integrative, interdisciplinary fashion with the five broad General Education themes: The Self and Others, Global Perspectives, Creative Expression, Science and Technology, and Communication. The course invites students to engage in a sophisticated way with ideas and works that raise questions about and shed light upon contemporary life. Through the process of reading, reflection, writing, and discussion, students will be required to demonstrate the critical thinking and communication skills generally held to be the hallmark of the educated individual pursuing and enjoying an informed life. Three credit hours. Prerequisites: Junior standing and completion of all lower-level General Education requirements. Offered fall and spring semesters.
GEN 411 BACCALAUREATE CAPSTONE II
This seminar course gives students the opportunity to integrate their coursework with individual research projects. Each student is responsible for the production, presentation, and defense of a research paper which addresses a specific academic topic related to the College’s General Education core. Research projects must demonstrate significant knowledge within the selected topic area, an understanding of its place in an integrated intellectual framework, and a high level of skill development. Three credit hours. Prerequisites: GEN 410. Offered spring and fall semester.

GEOGRAPHY

GEO 110 PHYSICAL GEOGRAPHY
A general survey of the physical aspects of earth’s environment including man’s relationship to it. Three credit hours. Prerequisites: none. Offered fall semester.

GEO 310 CULTURAL GEOGRAPHY
A study of mankind with its diverse cultures, economies, settlement patterns, spatial arrangements within and between urban areas, including the use of models as a means of understanding spatial phenomena. Three credit hours. Prerequisites: ENG 110/ENG 111. Offered fall semester.

GEO 498 INDEPENDENT STUDY IN GEOGRAPHY
Topic to be specified each semester course offered.

HISTORY

HIS 100 WESTERN CIVILIZATION
An introductory course designed to familiarize students with major historical issues from 1500 to the present. Three credit hours. Prerequisites: none. Offered fall and spring semesters.

HIS 101 WORLD CULTURES
World Cultures will examine various civilizations in Africa, Asia and what is today called the Middle East. Our foci of study will include the role and impact that trade, education, science, philosophy, technology, famine, and war have had on the rise and fall of civilizations in these geographic regions. Throughout, our concern will be the “differences” and “similarities” between civilizations, countries, and peoples of Africa, Asia, and the Middle East. Three credit hours. Prerequisites: none. Offered fall and spring semesters.

HIS 140 EARLY UNITED STATES HISTORY
A survey of the history of the United States, from pre-colonial North America to the end of the Civil War, that addresses important political, economic, social, scientific, and cultural developments. The course will include discussions of the role of class, race, and gender on U.S. history as well as the ways in which systems of labor, intellectual developments, and technological innovations shaped history. The course also introduces students to the skills of historical thinking necessary to form their own understanding of the past. Three credit hours. Prerequisites and/or Special Considerations: RDG 125 and ENG 100, or higher placement. Offered fall and spring semesters.

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**HIS 150 CONTEMPORARY UNITED STATES HISTORY**  
A survey of the history of the United States, from the Era of Reconstruction through the twentieth century, that addresses important political, economic, social, scientific, and cultural developments. The course will include discussions of the role of class, race, and gender on U.S. history as well as the ways in which systems of labor, intellectual developments, and technological innovations shaped history. The course also introduces students to the skills of historical thinking necessary to form their own understanding of the past. Three credit hours. Prerequisites and/or Special Considerations: RDG 125 and ENG 100, or higher placement. Offered fall semester.

**HIS 200 AFRICAN-AMERICAN HISTORY**  
A comprehensive study of the historical impact of the Black community upon American society in the twentieth century. Three credit hours. Prerequisites: HIS 150 or SOC 100. Offered as needed.

**HIS 298 SPECIAL TOPIC IN HISTORY**  
Topic to be specified each semester course offered.

**HIS 310 URBAN HISTORY**  
A concentrated study of the development of American urban areas from Colonial times to the present. Three credit hours. Prerequisites: HIS 150 and SOC 100. Offered as needed.

**HIS 315 HISTORY OF ETHNIC AMERICA**  
This course will focus on the history of various ethnic groups in America. This focus will include their historical roles, their socio-cultural perspectives and practices, and important historical and empowerment struggles involving education, employment, religion, language, the law, and organizing strategies for strengthening their ethnic group development so as to challenge, change, and expand America’s pluralistic theory, principles, and practices. Three credit hours. Prerequisites: junior standing. Offered spring semester in odd numbered years.

**HIS 350 WORLD REVOLUTIONS IN THE 20TH CENTURY**  
This course examines revolutions and revolutionary movements of the twentieth-century, with a focus on making comparative evaluations and assessing the transnational character of revolutions. Through the prism of revolutions and revolutionary movements, and understanding them as part of the revolving violent and non-violent history of the nation-states, students will critically assess from a global perspective historical developments and transformations in the twentieth century. Three credit hours. Prerequisites: junior standing. Offered fall or spring semester.

**HIS 360 THE SIXTIES: AN AGE OF REVOLUTIONS**  
This course examines the meaning behind the events and changes brought about during the decade of the 1960’s. The political, social, and cultural movements of the decade are explored through the eyes of extraordinary and ordinary people. Three credit hours. Prerequisites: junior standing. Offered as needed.
HIS 370 MYTH OF THE MELTING POT: A HISTORY OF AMERICAN RACISM AND PREJUDICE
An exploration of the manner in which immigrants and minority groups have been treated in American society; detailed analysis and discussion of historical documents, articles, and books. Three credit hours. Prerequisites: SOC 100. Offered as needed.

HIS 380 EUROPEAN HISTORY AND THE BERLIN WALL
A study of how the history of Europe in the twentieth century symbolically parallels the rise and fall of the Berlin Wall. Three credit hours. Prerequisites: junior standing. Offered as needed.

HIS 390 HOLLYWOOD’S AMERICA: UNITED STATES HISTORY THROUGH MOVIES AND TELEVISION
A study of the American experience via movies and television against a backdrop of the United States’ cultural life in the late nineteenth century to the last decade of the twentieth century. Three credit hours. Prerequisites: ENG 200/ENG 201, any two Social Science courses, and junior standing. Offered as needed.

HIS 398 SPECIAL TOPIC IN HISTORY
Topic to be specified each semester course offered.

HIS 400 AMERICAN HISTORIOGRAPHY
This course will provide an in depth immersion into historical developments within a specific theme in American history that will be listed in the course schedule. Students will examine the interaction of cultural, political, social, economic, intellectual and technological issues leading to multiple and varied historical interpretations of topics within the chosen theme. Students may take this more than once as long as the theme is different. Three credit hours. Prerequisites: HIS 140. Offered as needed.

HIS 401 THE HISTORY OF BUFFALO
A study of the historical, geographical, sociological, religious, political, and economic developments of Buffalo. Emphasis is to be placed on the period following the burning of the city during the War of 1812 to the present day. This course also will focus on the city as a resource for primary research. Three credit hours. Prerequisites: ENG 200/ENG 201 and junior standing. Offered fall semester.

HIS 402 THE HISTORY OF NEW YORK STATE
This course covers the Empire State from the early occupation to the present. Emphasis will be on historical, geographical, sociological, political, and economic developments. These will be viewed within a multicultural context. Three credit hours. Prerequisites: HIS 140 or HIS 150 or junior standing. Offered spring semester; offered fall semester in odd numbered years.
HIS 410 WAR AND PEACE IN THE NUCLEAR AGE
This course examines the origins and evaluation of the nuclear competition between the United States and the Soviet Union and its impact upon the world. Three credit hours. Prerequisites: junior standing. Offered fall semester.

HIS 450 EARLY CONSTITUTIONAL CONFLICT
The history of the U.S. Constitution as a product of three hundred years of American legal and intellectual thought. Particular attention will be paid to those who wrote the Constitution, the philosophical influences on them, and the resulting debates at the Constitutional Convention. Three credit hours. Prerequisites: HIS 140 and POL 101. Offered as needed.

HIS 451 CONTEMPORARY CONSTITUTIONAL CONFLICT
The history of the Constitution from the post-Civil War period to the present. Emphasis will be placed on Supreme Court decisions, how they affected reform movements, civil rights and civil liberties. Three credit hours. Prerequisites: HIS 150 and POL 101. Offered as needed.

HIS 456 HISTORICAL ISSUES
This course allows the social science group in the liberal arts division to offer specialty courses that are not included in our regular course offerings. Included are various histories of Asia, Africa, Latin America, Europe, Americas, United States and the Middle East. A student may take this course more than once for credit under different topics. Three credit hours. Prerequisites: junior standing. Offered spring semester.

HIS 498 INDEPENDENT STUDY IN HISTORY
Topic to be specified each semester course offered.

HONORS
Note: Registration in HON designated courses is restricted to students enrolled in the Medaille College Honors Program.

HON 110 HONORS INTRODUCTION TO CRITICAL THINKING
As a cornerstone in Medaille College’s General Education Core curriculum, this course aims to introduce students to the fundamentals of critical thinking. Its coursework integrates basic critical thinking, argumentation, and related written and spoken communication lessons with the exploration and evaluation of significant ideas. Thus, the course specifically addresses some of the most important academic skills required not only for success in college, but also for open-minded and reflective inquiry, substantial understanding, and informed judgment. Three credit hours. Prerequisites: none. Offered fall and spring semesters.

HON 200 HONORS ADVANCED COLLEGE WRITING
This course develops students' skills in critical thinking and in writing analyses using subject matter from across the curriculum. Each writing assignment requires research and writing from sources. Students will produce a portfolio of their written work, including a self-assessment. Three credit hours. Prerequisites: ENG 110 or its equivalent in transfer credits. Offered fall and spring semesters.

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HON 220 HONORS JUSTICE AND DEMOCRACY IN AMERICA
This course examines the relationship between justice and democracy in America. The course will focus on a specific theme from an interdisciplinary perspective to examine critically how people differently situated in the social structure have both shaped and have been shaped by American society and government. Students will probe the relationships between political ideals and the evolution of the American culture, society, and politics; and examine the construction of categories related to identity, such as class, race, gender, religion, ethnicity, etc. In the process, students will explore the ways in which their selves relate to others in their community. Three credit hours. Prerequisites: GEN 110/HON 110 and ENG 110. Offered fall and spring semesters.

HON 230 HONORS CREATIVE EXPRESSION
Through various topics and themes by section, this course explores forms of creative expression in visual, performing, and literary arts. Students will acquire abilities and perspectives about these arts and interrelationships among them. In addition, through exploring, developing, and demonstrating their creativity in one art form, students will enhance their understanding of artistic expression. A student may not take this course more than once for credit under different topics. Three credit hours. Prerequisites: GEN 110/HON 110 and ENG 110/ENG 111. Offered fall and spring semesters.

HON 340 HONORS SCIENTIFIC DISCOVERY
The course is an inquiry into the process of scientific discovery, its methodology, development, relationship with technology, and role in modern society. By exploring aspects of scientific inquiry, students will develop a critical awareness of science as a unique way of studying and understanding the natural world. Prerequisites and/or Special Considerations: GEN 110 or HON 110, ENG 200 or HON 200, Sophomore Standing. Students who have already completed GEN 240 cannot take this course. Three credit hours. NOTE: Registration for both the lecture (HON 340) and the lab (HON 340L) is required except for students who have already completed a BIO, CHE, PHY, or VET course with a lab component, who may choose to complete an extra research project instead of enrolling in HON 340L.

HON 410 HONORS BACCALAUREATE CAPSTONE I
The baccalaureate capstone is a course about ideas and the ways in which the educated person contends with them. The course deals in an integrative, interdisciplinary fashion with the five broad General Education themes: The Self and Others, Global Perspectives, Creative Expression, Science and Technology, and Communication. The course invites students to engage in a sophisticated way with ideas and works that raise questions about and shed light upon contemporary life. Through the process of reading, reflection, writing, and discussion, students will be required to demonstrate the critical thinking and communication skills generally held to be the hallmark of the educated individual pursuing and enjoying an informed life. Three credit hours. Prerequisites: Junior standing and completion of all lower-level General Education requirements. Offered fall and spring semesters.
HON 411 HONORS BACCALAUREATE CAPSTONE II
This seminar course gives students the opportunity to integrate their coursework with individual research projects. Each student is responsible for the production, presentation, and defense of a research paper which addresses a specific academic topic related to the College’s General Education core. Research projects must demonstrate significant knowledge within the selected topic area, an understanding of its place in an integrated intellectual framework, and a high level of skill development. Three credit hours. Prerequisites: GEN 410. Offered spring and fall semester.

HON 130 HONORS FUNDAMENTALS OF PUBLIC SPEAKING
This course is designed to develop students’ knowledge of and skills in oral communication. It focuses on the speech-making process, rhetorical analysis, and the ethics of public speaking. Students will prepare, present and respond to public speeches on a regular basis. Prerequisites: None. Three credit hours. Offered spring and fall semester.

HUMANITIES

HUM 201 LITERACY IN THE VIRTUAL WORLD: INTRODUCTION TO NEW MEDIA
This course analyzes the forces that keep increasing the demand for verbal, visual, and aural communication skills. The course examines the past, present, and future of information literacy, especially applications of emerging technology in human communication. Hands-on studio work will illuminate the promise and perils of networked intelligence while developing communication skills. Three credit hours. Prerequisites: ENG 110/ENG 111. Offered as needed.

HUM 298 SPECIAL TOPIC IN HUMANITIES
Topic to be specified each semester course offered.

HUM 300 THE ARTS IN SOCIETY
This course explores the roles of the arts in society. Students will examine various arts within the Humanities—the literary, visual, and performing arts—and analyze their functions and interrelationships within historical, political, and cultural contexts. Three credit hours. Prerequisites: ENG 100 or ENG 110/ENG 111. Offered fall and spring semesters.

HUM 398 SPECIAL TOPIC IN HUMANITIES
Topic to be specified each semester course offered.

HUM 400 PHILOSOPHY AND LITERATURE
The consideration of selected topics and themes drawn from literature and seen from a corresponding philosophical viewpoint. Three credit hours. Prerequisites: ENG 110/ENG 111 and a philosophy course. Offered as needed.

HUM 498 INDEPENDENT STUDY IN HUMANITIES
Topic to be specified each semester course offered.
INTERDISCIPLINARY STUDIES

INT 101 MEDAILLE ACADEMIC PATHWAYS: AN INTEGRATIVE SEMINAR
The integrative seminar is designed to help new students make a successful transition to Medaille College. The course aims to foster the development of the academic skills needed to succeed in college, develop an understanding of college as a system and culture and to support personal development and the development of students’ academic and professional goals. INT 101 provides students with opportunities to use campus resources, participate in life on campus and appreciate the benefits of being a part of college culture and immediately apply what they are learning to their other courses and activities. This course is offered only to first-time freshmen on a satisfactory (S)/unsatisfactory (U) basis, and it may not be repeated. No prerequisites. One credit hour. Offered fall semester.

INT 105 LEARNING IN COLLEGE
This integrative seminar is designed to help new students make a successful transition to Medaille College. The course aims to foster the development of the academic skills needed to succeed in college and develop an understanding of college as a culture. This course aims to support the development of students’ personal, academic, and professional goals. This course provides students with opportunities to use campus resources, participate in life on campus, and appreciate the benefits of being a part of college culture; this will allow students to immediately apply what they are learning to their other courses and activities. This course is required for all incoming freshman students enrolled in RDG 125, MAT 100, or ENG 100. This course will count as a Free Elective. Prerequisites and/or Special Considerations: This course is required for all incoming freshman students enrolled in RDG 125, MAT 100, or ENG 100. Three credit hours. Offered fall semester.

INT 240 ISSUES AND PROBLEMS IN HUMAN SEXUALITY
The course presents the major empirical findings in broad content areas of human sexuality. This course may be taken as a Liberal Arts and Sciences elective, or a free elective. Three credit hours. Prerequisites: none. Offered as needed.

INT 275 DEATH, GRIEF, LOSS AND CHANGE
This course is designed to acquaint students with death and dying in order to develop skills in coping with grief, loss, life changes, suicide, guilt, and death for themselves and in dealing with others. This course may be used as either a liberal arts and sciences elective or a free elective. Three credit hours. Prerequisites: none. Offered as needed.

INT 320 AMERICAN POPULAR CULTURE
This course is an upper-level introduction to the issues surrounding popular culture, particularly focused on production, consumption, and reception of popular culture. We explore the significance of popular culture as both a reflection of and an influence upon American attitudes, beliefs, expectations, hopes, and concerns. The theoretical framework for this course is drawn from cultural studies, with special emphasis on race, gender, and class issues. This course may be used as an
upper-level Liberal Arts and Sciences elective and a Communication elective. Three credit hours. Prerequisites: ENG 200/ENG 201 and Junior standing. Offered as needed.

**INT 325 INTERCULTURAL COMMUNICATION**
The overarching purpose of this course is to develop an understanding of the process of communicating across cultural boundaries. It will deal with culture as both a producer and product of communication. It will discuss how cultural similarities and differences may facilitate or impede political, economic, and social exchanges between people of different cultural backgrounds. The course will develop an appreciation of intercultural communication as an essential factor in promoting peace and fostering development in national, regional, and global contexts. This course may be used as a Liberal Arts and Sciences Elective. Three credit hours. Prerequisites: ENG 110 or ENG 111. Offered fall semester. Please note INT 325 has been identified as a U course in the EQUIP curriculum sequence. This course is designed to help students understand their academic discipline within the context of the broader community, region, and the world. INT 325 considers the potential of the discipline and its methodology to contribute to a civic and sustainable future.

**INT 350 SEMINAR IN RELIGION AND BELIEF**
This course will introduce students to the field of religious studies by exploring and comparing various religious cultures around the world. Two central questions provide the focus of the course: what is religion? How does religion shape the human experience and social life? This course will examine the ways in which religion is part of larger social and culture systems that provide a variety of functions: producing group cohesion, forming how individuals and communities understand themselves and their world, shaping decision making, and causing social tensions. While the course is not a survey of world religions, the history, principles, and practices of a variety of religions will be studied for the purpose of being able to investigate how religion influences the thoughts and actions of human beings. Three credit hours. Prerequisites and/or Special Considerations: Junior standing.

**INT 411 GLOBAL LEADERSHIP**
Students will engage in the examination of fundamental, research-based leadership traits, skills, and behaviors as well as historical and contemporary conceptions of leadership and the leadership process. They will explore leadership challenges, practices, and processes from gender, multidisciplinary, cross-cultural, and global perspectives. Students will engage in the self-assessment of their leadership behaviors and abilities throughout the course and participate in a leadership-in-action project. This course may be used as a Liberal Arts and Sciences Elective. Three credit hours. Prerequisites: ENG 200/ENG 201 and junior standing. Offered in either the fall or spring semester.

**MANAGEMENT**

**MGT 175 MANAGEMENT CONCEPTS AND COMMUNICATION**
This course surveys management as a universal function including planning, organizing, motivation, leadership, and control. Special attention will be given to ethical, socially responsible management practices needed in today’s globally networked organizations. Using business
technology resources, students will develop the professional skills necessary to effectively analyze and present data and other information through networked media. They will demonstrate their competencies via presentations. Three credit hours. Prerequisites: None. Offered fall semester.

**MGT 230 HUMAN RESOURCES MANAGEMENT**
This course examines the functions of human resource management within a business environment. Emphasis is placed upon the effective management of employees as a means of achieving organizational goals. Topics to be covered include the legal environment of human resources, planning and forecasting personnel needs, recruitment and employee selection, performance evaluation, employee motivational strategies, training and development, benefits management, compensation analysis and administration, labor relations in a union environment, safety and health, and employee termination. Three credit hours. Prerequisites: ENG 110/ENG 111. Offered fall and spring semester.

**MGT 240 FINANCIAL MANAGEMENT**
This course seeks to develop the theoretical and practical uses of financial management principles including the concepts of risk, return and value. Coverage includes financial statement analysis, forecasting, working capital management, capital budgeting and long-term financing strategies. Three credit hours. Prerequisites: ACC 101. Offered spring semester.

**MGT 298 SPECIAL TOPIC IN MANAGEMENT**
Topic to be specified each semester course offered.

**MGT 299 BUSINESS LAW I**
This course is intended to acquaint the student with the development of the law and legal reasoning. Students become familiar with legal terminology and concepts and the impact existing law has on business decision making. Topics covered in the course include: an overview of the American legal system, Federal and State courts, constitutional law, business torts, crimes, contracts and the law of sales. Three credit hours. Prerequisites: none. Offered fall semester.

**MGT 301 MANAGERIAL ANALYSIS AND DECISION MAKING**
This course gives an in-depth look at various quantitative analytical techniques encountered in analyzing managerial problems and making effective decisions. Topics include linear programming, sensitivity analysis, Economic Order Quantity (EOQ) models, Reorder Point (ROP) analysis, production lot-sizing, Material Requirement Planning (MRP), the just-in-time system, decision criteria, and creative problem solving techniques. Three credit hours. Prerequisites: ECO 260 or ECO 261. Offered spring semester.

**MGT 302 OPERATIONS MANAGEMENT**
This course provides a basic overview of the operational and managerial issues encountered in the production of goods and services. Topics include production and inventory control, investment decision making, capacity planning, logistics and transportation systems, facilities selection and layout, design, work methods, quality control, and Japanese and other contemporary methods of manufacturing. Students will be introduced to the use of quantitative techniques as decision tools.

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for operations managers. Three credit hours. Prerequisites: ECO 260 and junior standing. Offered fall semester.

**MGT 304 BUSINESS LAW II**
This course continues the introduction of the business student to the various forms of business organizations and also emphasizes the laws of commercial paper and banking. Debtor/creditor rights and responsibilities are explored along with the rights of landlord and tenants. Topics covered include: franchises, sole proprietorships, partnerships, corporations, checks and the banking system, secured transactions, creditor’s rights and real property. Three credit hours. Prerequisites: junior standing. Offered spring semester.

**MGT 305 MANAGEMENT SCIENCE**
This course gives an in-depth look at various quantitative analytical techniques encountered in analyzing managerial problems and making effective decisions. The major topics include: linear programming, transportation, assignment, network models, project management, and decision analysis. Application of these techniques in functional areas such as production, marketing, finance, and accounting are covered. Three credit hours. Prerequisites: ECO 260, ECO 261, and junior standing. Offered as needed.

**MGT 306 BUSINESS ANTHROPOLOGY**
This course is designed to examine the application of anthropological theories, methods, and knowledge to solve practical problems in today’s highly competitive business environment. Students will learn how anthropological concepts, methods, and insights can be applied to identify and solve important business problems by reviewing the major areas of business anthropology combining theoretical issues with concrete ethnographic examples. The course is an exploration of the uses of anthropology to reform culturally insensitive organizational practices in the contemporary workplace and to identify culturally appropriate preferences to guide the innovation of new goods and services in businesses. Three credit hours. Prerequisites: GEN 110. Offered fall semester.

**MGT 321 PROFESSIONAL ETIQUETTE AND IMAGE**
This course will explore the areas of business and professional etiquette and image so that students will understand and appreciate the critical role these play in the business environment. Basic skills and techniques will be discussed to enable students to better project a professional business image. Three credit hours. Prerequisites: junior standing. Offered spring semester in odd numbered years.

**MGT 325 INTERNATIONAL BUSINESS STRATEGY**
This course will look at how firms become and remain international in scope. The course deals with the experiences of firms of all sizes, and from many countries, as they come to grips with an increasingly competitive global environment when a home market perspective is no longer enough. Through carefully selected comprehensive case studies and integrated text material, this course bridges both the internationalization process and multinational management. Three credit hours. Prerequisite: Junior standing. Offered as needed.
MGT 330 NEW VENTURE CREATION
This course studies the role of the entrepreneur and the small business. It concentrates on the considerations and tasks involved in starting and running a new business. Three credit hours. Prerequisites: ACC 102, MGT 175 and MKT 220. Offered fall semester in even numbered years.

MGT 335 ORGANIZATIONAL BEHAVIOR
This course is designed to enrich student’s understanding of behavior in organizations. Course study draws on the behavioral and social sciences to explore organizational phenomena in terms of individuals, groups, and total organizational systems. The course stresses the role leadership plays in creating effective organizations, meeting employee needs, managing power relationships, and revealing meaning in contemporary organizations. Three credit hours. Prerequisites: MGT 175. Offered fall semester.

MGT 342 PERSONAL FINANCIAL PLANNING
This course provides an overview of the financial planning process. It introduces the importance of issues affecting financial management as well as the following topics in financial planning: analyzing a financial situation; capital accumulation methods; risk management; credit management; tax management; and investment management. Three credit hours. Prerequisites: junior standing. Offered as needed.

MGT 377 FIELD EXPERIENCE I
This internship course offers students a structured, supervised opportunity to design their own learning within the context of their program’s expectations, goals and objectives for enhancing students’ academic and professional development and the needs of their host organization. It provides both an observational and “hands-on” learning experience through participation in an internship, ideally in the field in which the student will be seeking employment. Students who are already on an established career path may enhance their visibility in the organization by completion of a special project related to their careers, subject to prior instructor approval. Three credit hours. Prerequisites: MGT 175, MKT 220, MGT 330, MGT 240, junior standing and a 2.0 Cumulative GPA. Offered fall and spring semesters.

MGT 398 SPECIAL TOPIC IN MANAGEMENT
(Topic to be specified each semester course offered).

MGT 400 FINANCIAL PLANNING
This course provides an overview of the financial planning process. It introduces the legal, ethical, and regulatory issues affecting financial planners, as well as the following topics in financial planning; analyzing a client’s financial situation, capital accumulation methods, risk management, tax management, and investment management. Three credit hours. Prerequisites: ACC 101.

MGT 410 ORGANIZATION DEVELOPMENT AND CHANGE
This course explores the technologies of organization development primarily for the manager, secondarily for the leader, consultant and/or administrator. It is directed at understanding organizational intervention technologies and how to decide which of them might be most appropriate to a particular goal or need. It relates enhanced capability, improved performance,
increased integration or heightened adaptability of an organization. This course is designed for prospective general managers who are likely to be participants in steering developmental change projects, for those managers who might work with OD specialists as clients and collaborators, and for those who wish to take a first step toward obtaining professional expertise in the practice of OD consultation. Three credit hours. Prerequisites: junior standing. Offered as needed.

**MGT 415 DIVERSITY IN ORGANIZATIONS**
Management success in the twenty-first century requires an increased ability to lead people in diverse organizations, and a greater sensitivity to differences-and similarities-in a changing workplace and customer base. This course builds awareness of the developing issues relating to diversity and inclusion, and enables students to develop skills for success in the work environment. Students will explore both visible and invisible dimensions of diversity including: race, gender, ethnicity, age, religion, cultural background, sexual orientation, education, disabilities, and others. The course draws on research and practice from various disciplines including psychology, leadership, human resource management, law, anthropology and sociology. Three credit hours. Prerequisites: junior standing. Offered as needed.

**MGT 420 STRATEGIC MANAGEMENT I**
The course is the first of a two course integrated capstone experience for business students that will teach managers to think and act strategically as well as prepare them for the final integration of all coursework in the second course in the series. The course focuses on how to gain competitive advantage and compete successfully in a global marketplace. Students will focus on the analysis of a firm’s external and internal environment, corporate mission vision, objectives and goals, analysis of strategic options and implementations of strategy. The course will also emphasize the cultural, ethical, political and regulatory issues faced in the business environment as well as the need for leadership for the successful management of strategic change. Three credit hours. Prerequisites: senior standing. Offered fall semester.

**MGT 421 STRATEGIC MANAGEMENT II**
The second part of a two course integrated capstone experience for business students, this course will enable the student to experience the practical application of concepts learned in previous coursework. The course consists of three parts: 1) a series of case analysis discussion; 2) a business simulation game; and, 3) a final presentation. In the simulation, student teams will be responsible for developing a strategy to successfully compete with the other teams in their industry and to make all major operational decisions for their company. The final presentation should be seen as the culmination of the undergraduate business experience at Medaille College. For this presentation, student teams will do an extensive analysis of an existing business and report on their findings in both a written report to management as well as a full period presentation. It is expected that all coursework will be done to the highest professional standard. Three credit hours. Prerequisites: MGT 420. Offered spring semester.

**MGT 460 BUSINESS ETHICS AND SOCIAL RESPONSIBILITY**
This course explores business as a dynamic enterprise, interacting within the environment of governmental regulation, professional codes of conduct, individual personal value conflicts, and
increasing social pressures. Special emphasis is placed on social responsibility and the changing environment of business operations in both the domestic and international arena. Three credit hours. Prerequisites: junior standing. Offered spring semester in even numbered years.

**MGT 477 FIELD EXPERIENCE II**
This internship course offers students a structured, supervised opportunity to design their own learning within the context of their program’s expectations, goals and objectives of enhancing students’ academic and professional development and the needs of their host organization. This is a continuation of the business exposure completed in the Field Experience I. A minimum of 120 work hours is required, but the performance level of the assignment is expected to be higher than the level I assignment. Students may again elect to complete a project related to their careers, but it must be demonstrative of a higher level competence and difficulty, and approved by the program chair. Three credit hours. Prerequisites: MGT 377, senior standing, 2.0 Cumulative GPA. Offered fall and spring semesters.

**MGT 498 INDEPENDENT STUDY IN MANAGEMENT**
Topic to be specified each semester course offered.

**MANAGEMENT INFORMATION SYSTEMS**

**MIS 240 MANAGEMENT INFORMATION SYSTEMS**
This course introduces students to basic computing concepts and various business-oriented software applications. Hands-on software instructions are designed to emphasize fundamental aspects in managerial statistics and database development. The course will discuss information technology from the perspective of its potential impact upon competitive strategy and organizational operations. Students will be required to attend computer lab sessions to practice concepts learned in lectures. Three credit hours. Prerequisites: CIS 115; or Windows skills and computer file management. Offered spring semester. Please note: MIS 240 has been identified as a U course in the EQUIP curriculum sequence. This course is designed to help students understand their academic discipline within the context of the broader community, region, and the world. MIS 240 considers the potential of the discipline and its methodology to contribute to a civic and sustainable future.

**MIS 300 DATABASE DEVELOPMENT**
Introduction to database concepts and development with an emphasis on structuring, navigating, and querying databases using host languages. Discussion and application of data structures, indexed and direct file organizations, models of data including hierarchical, network and relational. Discussion of storage devices, data administration and data analysis, design and implementation. Three credit hours. Prerequisites: MIS 240. Offered fall semester.

**MIS 330 DATA COMMUNICATIONS AND NETWORKS**
This course provides an overview of the telecommunications industry today. It provides background and applications which a computer information systems or business major would find valuable for local area network administration. Three credit hours. Prerequisites: MIS 240. Offered spring semester.

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MIS 335 DECISION SUPPORT SYSTEMS
This course discusses the key technical and managerial issues in the effective development and use of decision support systems (DSS) in organizations. Decision support implies the use of computers to assist managers in their decision processes, support rather than replace managerial judgment; and improve effectiveness of decision making rather than just its efficiency. The course covers the tools, techniques, and theory of DSS and how they can be used to improve the quality of management decisions. Three credit hours. Prerequisites: MIS 300. Offered spring semester in odd numbered years.

MIS 377 FIELD EXPERIENCE I
This course provides the student with both observational and “hands-on” learning experience through participation in an internship within the MIS field. Students who are already on an established career path may enhance their visibility in the organization by completion of a special project related to their careers, subject to prior instructor approval. Three credit hours. Prerequisites: MGT 175, MKT 220, MGT 335, MGT 240, MIS 300, junior standing and a 2.0 cumulative GPA.

MIS 400 SYSTEMS ANALYSIS AND DESIGN
This course introduces students to the analysis and design of computer-based information systems and major computer applications. The systems development life cycle is studied. Topics include the tools and techniques of system studies, problem definition, requirements analysis, feasibility study, systems design, implementation, and systems operation and support. A portion of the course is devoted to a computer aided software engineering (CASE) tool. Three credit hours. Prerequisites: MIS 300. Offered fall semester.

MARKETING

MKT 215 SALESMAINSHP
An exploration of the sales function in an organization. This course will show the importance of sales and how the sales function relates to the overall market concept. Students will also be introduced to the basic sales process as well as the skills needed in a selling situation. Three credit hours. Prerequisites: none. Offered spring semester.

MKT 220 PRINCIPLES OF MARKETING
This is an introductory course which shows the importance of marketing to all organizations as well as the role marketing plays in our lives. The course covers the traditional market mix components of product, distribution, promotion and price all in the context of the marketing concept. Target marketing, market research and marketing ethics are also discussed. Three credit hours. Prerequisites: None. Offered spring semester.

MKT 298 SPECIAL TOPIC IN MARKETING
Topic to be specified each semester course offered.
MKT 310 BUSINESS ADVERTISING AND PROMOTION
The purpose of this course is to acquaint students with the methods and decision making process in developing an integrated strategy involving advertising, promotions and publicity and the interrelatedness between these three specific areas. Three credit hours. Prerequisites: MKT 220. Offered fall semester.

MKT 312 CONSUMER BEHAVIOR
To study the factors that determine what, when, how, where, and why consumers purchase and use goods and services. Three credit hours. Prerequisites: PSY 100. Offered as needed.

MKT 315 MARKETING MANAGEMENT AND STRATEGY
Marketing management and strategy is a concise and practical management guide to the latest ideas in marketing and strategy. In this course students will learn to ascertain market needs and to strategically plan to fill those needs while serving an increasingly diverse population. Topics will include: market analysis and measurement, competitive analysis, product strategy, promotion strategy, distribution strategy and pricing strategies for both domestic and foreign markets. Three credit hours. Prerequisites: MKT 220 and junior standing. Offered fall semester.

MKT 320 INDUSTRIAL AND ORGANIZATIONAL MARKETING
This course offers an in-depth look at the marketing process as it applies to the industrial and organizational segment of the market. Emphasis is placed on how the industrial organizational segment differs from the consumer segment in their buying behavior. Specific attention will be given to the elements of the market mix as they are used to target the organizational buyer. Three credit hours. Prerequisites: MGT 200. Offered fall semester in even numbered years.

MKT 340 DIRECT AND INTERACTIVE MARKETING
Students will be introduced to the scope of direct and interactive marketing, including mail order, lead generation, circulation, relationship/loyalty programs, store building, fund raising, pre-selling, post-selling and research. The course includes a grounding in all major direct marketing media: direct mail, broadcast, electronic, print advertising, telemarketing, inserts and video. The measurability and accountability of direct marketing and its relationship to the total marketing mix are stressed. Three credit hours. Prerequisites: MKT 220, ECO 260, and ECO 261. Offered spring semester in even numbered years.

MKT 398 SPECIAL TOPIC IN MARKETING
Topic to be specified each semester course offered.

MKT 425 MARKET RESEARCH AND SURVEY
This course provides an in-depth understanding of market research techniques. It examines how the different research methods can be utilized to enhance and create effective marketing and communication programs. Three credit hours. Prerequisites: MKT 220. Offered fall semester in odd numbered years.

MKT 498 INDEPENDENT STUDY IN MARKETING
Topic to be specified each semester course offered.
MATHEMATICS

MAT 100 FUNDAMENTALS OF MATHEMATICS
An introductory mathematics course including topics basic to the foundations of algebra: rational numbers and integers; equations; ratio, proportion, and percents; and problem solving. Three credit hours. This course is required for and limited to all students who place within the specified range on the placement test. Offered fall and spring semesters.

MAT 110 INTRODUCTION TO ALGEBRA
A study of the structure of algebra, including numbers and their properties, exponents, equations, polynomials, functions, and graphs. Three credit hours. Prerequisites: MAT 100 or placement. Offered fall and spring semesters.

MAT 112 MATHEMATICS FOR THE SCIENCES
This course emphasizes the mathematical concepts and skills used in the science fields. Topics covered include fractions, percentage, the metric system, dimensional analysis, scientific notation, unit conversions, equations, graphs, and logarithms. Three credit hours. Prerequisites: none. Offered fall and spring semesters.

MAT 114 INTERMEDIATE ALGEBRA
Intermediate Algebra assumes proficiency with the techniques of basic algebra. The course includes study of the algebra of functions, rational functions, solving and graphing non-linear functions, inequalities, and the complex number system. Additional topics such as matrices, sequences and series, or conic sections may be covered at the discretion of the instructor. Three credit hours. Prerequisites: MAT 110 or placement. Course may not be taken out of sequence. Offered fall and spring semesters.

MAT 115 PRE-CALCULUS
This course combines pertinent topics from intermediate algebra and trigonometry that are necessary as fundamentals to master subsequent course study in calculus. Three credit hours. Prerequisites: MAT 114 or placement. Course may not be taken out of sequence. Offered fall and spring semesters.

MAT 125 CONCEPTS IN MATHEMATICS I
This is a course in a two semester sequence designed for Elementary Education majors and students seeking a broader understanding of the field of mathematics. Topics covered in this course include problem solving, numeration systems, arithmetic operations, fractions, and elementary number theory. Three credit hours. Prerequisites: Completion of MAT 110 or higher placement. Offered fall/spring semester.

MAT 126 CONCEPTS IN MATHEMATICS II
This is a course in a two semester sequence designed for Elementary Education majors and students seeking a broader understanding of the field of mathematics. Topics covered in this course include decimals, ratio and proportional relationships, integers, real numbers, probability, measurement,
dimensional analysis, and data analysis. Three credit hours. Prerequisites: Completion of MAT110 or higher placement. Offered spring/fall semester.

**MAT 152 COLLEGE GEOMETRY**
This course is an introductory study of the structures of geometry. It is designed for Elementary Education majors and students seeking a broader understanding of the area of geometry. Topics covered in this course include two- and three-dimensional geometric shapes, perimeter, area, volume, congruence and similarity, coordinate geometry, and transformations. Three credit hours. Prerequisites: MAT 114 or higher placement. Offered fall semester.

**MAT 182 DISCRETE MATHEMATICS**
This course is an introduction to non-continuous mathematics. Topics will include Logic, Proof, Matrices, Linear Programming, Counting, and Functions. Three credit hours. Offered spring semester in odd numbered years. Prerequisites: MAT 115 or higher placement.

**MAT 201 STATISTICS AND SOCIETY**
An introduction to data collection and interpretation, measurement, variability, survey and experiment design, statistical summarization, and statistical inference. Three credit hours. Prerequisites: Completion of MAT 110 or higher placement. Offered fall and spring semesters.

**MAT 216 SURVEY OF INTRODUCTORY CALCULUS AND ITS APPLICATIONS**
This course introduces the techniques of differential and integral calculus and illustrates these ideas with practical applications from the social, managerial, and life sciences with special emphasis on business and economics. Three credit hours. Prerequisites: MAT 115 or placement. Course may not be taken out of sequence. Offered fall and spring semesters.

**MAT 250 OPERATIONS ANALYSIS AND MODELING**
This course is an introduction to the modeling of certain operational features common to business and information systems management. The focus will be on scheduling models, allocation models, queuing models, and inventory models. The models will provide mathematical information which can be used in the decision-making processes needed to solve large-scale problems. Emphasis is on problem formulation and experimentation with “naive” methods of solution; microcomputer software will be used to solve problems representative of the real world. Three credit hours. Prerequisites: Completion of MAT 114 or higher placement; and CIS 115 or CIS 120. Offered spring semester.

**MAT 251 CALCULUS I**
Calculus I is the first course of a three semester sequence in Calculus, covering differentiation with applications, including transcendental functions. Three hours of lecture and one hour of lab/recitation per week. Three credit hours. Prerequisites: MAT 115 or higher placement. Offered fall semester.
MAT 252 CALCULUS II
Calculus II is the second of a three course sequence in Calculus. The course covers integration, including transcendental functions, methods of integration, sequences, and series with applications. Three hours of lecture and one hour of lab/recitation per week. Three credit hours. Prerequisites: MAT 251 or MAT 216. Offered spring semester. Note: Registration for both the lecture (MAT 252) and the lab (MAT 252L) is required.

MAT 255 THEORY OF NUMBERS
This course is an introduction to the theory of numbers. Topics will include Prime Numbers, Divisibility, Congruences, Powers of an Integer Modulo m, Quadratic Reciprocity, Greater Integer Function, and Diophantine Functions. Three credit hours. Prerequisites: MAT 151 and MAT 182. Offered spring semester in even numbered years.

MAT 260 LINEAR ALGEBRA
This course is an introduction to linear algebra. The topics covered will include Systems of Linear Equations, Vectors and Vector Spaces, Linear Transformations, Linear Dependence, Matrices, Determinants, Basis and Dimensions, Eigenvectors and Invariant Spaces. Three credit hours. Prerequisites: MAT 251. Offered spring semester.

MAT 261 CALCULUS III
Calculus III extends the concepts of calculus in one variable to the calculus of several variables. Course topics include: vectors in the plane and space; 3-dimensional coordinate system; vector-valued functions; differential geometry; partial differentiation; and multivariable calculus. Three credit hours. Prerequisites: MAT 252. Offered fall semester. Note: Registration for both the lecture (MAT 261) and the lab (MAT 261L) is required.

MAT 298 SPECIAL TOPIC IN MATHEMATICS
Topic to be specified each semester course offered.

MAT 342 ABSTRACT ALGEBRA
The main goal of this course is to expose the student to the abstract concepts of algebra. The topics include sets, relations, mappings, groups, rings, isomorphism, homomorphism, polynomial ring, ideal, vector spaces, and linear independence. Three credit hours. Prerequisites: MAT 260 and MAT 255. Offered fall semester.

MAT 361 DIFFERENTIAL EQUATIONS
A first course in ordinary differential equations from analytic, geometric, numeric, and applied perspectives (including the use of modern computational technology as appropriate). Topics include exact, separable, and linear equations; initial-value and boundary-value problems; system of first-order equations; undetermined coefficients; variation of parameters; and series solutions. Three credit hours. Prerequisites: MAT 261 and 242. Offered spring semester. Note: Registration for both the lecture (MAT 361) and the lab (MAT 361L) is required.

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MAT 381 STATISTICS AND PROBABILITY I
This course introduces students to descriptive statistics, elementary probability theory and counting techniques, random variables, probability distributions, normal distributions, confidence intervals and hypothesis testing. The topics of the course will be presented at a level of depth that is appropriate to mathematics majors. Students will also learn to apply technology to problem solving in statistics. Three credit hours. Prerequisites MAT 115 or higher placement. Offered fall semester. Note: Registration for both lecture (MAT 381) and lab (MAT 381L) is required.

MAT 382 STATISTICS AND PROBABILITY II
This course focuses on the process of statistical inference, presenting confidence intervals and hypothesis testing for two populations, chi-square procedures, linear and nonlinear regression, and one-way analysis of variance. The topics of the course will be presented at a level of depth that is appropriate to mathematics majors. Students will also apply technology to problem solving in statistics. Three credit hours. Prerequisites: MAT 381, or MAT 201, minimum of grade B recommended. Offered spring semester. Note: Registration for both lecture (MAT 382) and lab (MAT 382L) is required.

MAT 398 SPECIAL TOPIC IN MATHEMATICS
Topic to be specified each semester course offered.

MAT 421 REAL VARIABLES
This course will present the formal concepts of calculus. The topics include real numbers, one variable functions, continuity, derivatives, Riemann integral, and infinite series. Three credit hours. Prerequisites: MAT 255 and MAT 261. Offered fall semester.

MAT 442 COMPLEX ANALYSIS
This course will expose the students to the useful concepts of complex numbers, complex functions and their applications. The topic includes complex number, complex plane, analytic functions, their derivatives, Cauchy integral theorem, Cauchy-Riemann differential equations, power series, and residues. Three credit hours. Prerequisites: MAT 342 and 421. Offered spring semester as needed.

MAT 450 TOPOLOGY
This course will introduce the ideas of continuity, convergence, connectedness in a topological space, metric space, knot, manifold, and surface. Prerequisites: MAT 255 and MAT 261. Three credit hours. Offered fall semester as needed.

MAT 498 INDEPENDENT STUDY IN MATHEMATICS
Topic to be specified each semester course offered.

PHILOSOPHY

PHI 100 NATURE OF MAN
The course introduces students to rival theories of human nature: instinct, genetic, behaviorist, interactionist; demonstrates how these theories influence social, political and educational policy;
and teaches students how to critically evaluate rival theories. Three credit hours. Prerequisites: none. Offered spring semester.

**PHI 170 ISSUES IN PHILOSOPHY**
This is a course in applied philosophy. The philosophical perspectives of important thinkers are used to examine issues that dramatically affect the direction and quality of our lives. Three credit hours. Prerequisites: none. Offered as needed.

**PHI 200 LOGIC**
This course introduces the student to informal and formal reasoning and the principles of scientific reasoning. Three credit hours. Prerequisites: none. Offered spring semester.

**PHI 201 FORMAL LOGIC**
This course offers a fundamental study of the techniques of formal reasoning. After an introduction to basic argument identification and analysis procedure, students will develop formal tools for analyzing and evaluating arguments in the categorical and propositional systems of logic, paying special attention to the relationship between natural language and its expression in categorical and propositional notation. Selected problems in the history and philosophy of logic shall also be considered. Three credit hours. This course is designed to support programs of study in Secondary Education and Mathematics. Prerequisites: None. Offered as needed.

**PHI 298 INDEPENDENT STUDY IN PHILOSOPHY**
Topic to be specified each semester course offered.

**PHI 300 ETHICS**
The course examines rival theories of making ethical choices, clarifies what theories of human nature and self they presuppose and directly tests their workability by requiring students to use them to resolve conflicts of values, personal and interpersonal. Three credit hours. Prerequisites: none. Offered fall semester.

**PHI 368 THE AMERICAN CITY**
What is a city? An American city? This course explores such questions through readings, discussions, field trips, and site visits. Using local examples, students will be able to read the urban environment, thinking critically about the ways in which American cities have developed and could develop in the future. We will thus advance what Charles Landry calls “urban literacy,” deepening our understanding of cities and their place in American society. This course may be used as an upper-level Liberal Arts and Sciences Elective. Number of Credits: 3.0. Prerequisites and/or Special Considerations: ENG 110/111.

**PHI 398 INDEPENDENT STUDY IN PHILOSOPHY**
Topic to be specified each semester course offered.

**PHI 498 INDEPENDENT STUDY IN PHILOSOPHY**
Topic to be specified each semester course offered.

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PHYSICAL EDUCATION

PED 110 BEGINNING GOLF
This course emphasizes the fundamental techniques, skill, strategy, and rules in playing the game of golf. One credit hour. Prerequisites: none. Offered as needed.

PED 111 BEGINNING TENNIS
This course emphasizes the fundamental techniques, skill, strategy, and rules in playing the game of tennis. One credit hour. Prerequisites: none. Offered as needed.

PED 112 BEGINNING AEROBICS
This course deals with aerobics and exercise as a form of preventive and rehabilitative medicine. The emphasis is on basic concepts related to aerobics and fitness. Personal fitness means a form of self-motivated, systematic participation in exercise that is geared toward improvement in one’s quality of living. One credit hour. Prerequisites: none. Offered as needed.

PED 113 SELF DEFENSE
This course emphasizes the fundamental techniques, skills, and strategy of self-defense. One credit hour. Prerequisites: none. Offered as needed.

PED 114 RESPONDING TO HEALTH EMERGENCIES
This course will provide emergency health care instruction for common illnesses and injuries. Successful completion of this course will result in American Red Cross certification in cardiopulmonary resuscitation of the adult, child, and infant as well as Standard First Aid certification. This course would be useful for anyone teaching, coaching, or working with the public. Three credit hours. Prerequisites: none. Offered spring semester.

PED 298 SPECIAL TOPIC IN PHYSICAL EDUCATION
Topic to be specified each semester course offered.

PHYSICS

PHY 104 PHYSICAL SCIENCE
This course is designed to introduce the non-science student to the nature of physical reality and the physical laws which govern the universe. Contemporary applications in physics, chemistry, geology, and astronomy will be discussed as well as new frontiers in scientific thought. A laboratory will introduce students to the use of the scientific method by combining experiments, observations, measurements and analysis. Three credit hours. Prerequisites: Completion of MAT 114 or higher placement. Offered fall and spring semesters. Note: Registration for both the lecture (PHY 104) and the lab (PHY 104 L) is required.

PHY 200 PRINCIPLES OF PHYSICS I
This course is an introduction to the underlying principles of physics that govern behavior in the physical world. The topics of mechanics, heat, and waves will be covered. Emphasis will be placed on applications and problem solving. Four credit hours. Prerequisites: Completion of MAT 115 or
placement in MAT 216. Offered fall semester in odd numbered years. Note: Registration for both the lecture (PHY 200) and the lab (PHY 200 L) is required.

**PHY 201 PRINCIPLES OF PHYSICS II**
This course is a continuation of Principles of Physics I. The topics of electricity, magnetism, light, optics, and modern physics will be covered. Emphasis will be placed on applications and problem solving. Four credit hours. Prerequisites: PHY 200. Offered spring semester in even numbered years. Note: Registration for both the lecture (PHY 201) and the lab (PHY 201 L) is required.

**PHY 498 INDEPENDENT STUDY IN PHYSICS**
Topic to be specified each semester course offered.

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**POLITICAL SCIENCE**

**POL 100 INTRODUCTION TO POLITICAL SCIENCE**
Introduction to Political Science will focus upon political theory and its application to individuals, nations and the international arena. Three credit hours. Prerequisites: none. Offered fall semester.

**POL 101 UNITED STATES GOVERNMENT**
An overview of the Constitutional basis, structure, and administrative organization of government in the U.S. Principal focus will be on the national government; various contemporary political problems will be explored. Three credit hours. Prerequisites: none. Offered spring semester.

**POL 201 JUDICIAL SYSTEM IN U.S. POLITICS**
Introductory survey of the major components of the courts and judicial system at the national, state and local levels. Topics may include criminal justice, factors influencing judicial decision-making and the courts in relation to other government agencies. Three credit hours. Prerequisites: POL 101. Offered as needed.

**POL 203 LEGISLATIVE PROCESS IN U.S. POLITICS**
An analysis of the nature and functions of U.S. legislative bodies. Some of the topics covered may include politics of lawmaking, oversight and investigations, legislative campaigns, role of lobbying, and the budgetary process. Three credit hours. Prerequisites: POL 101. Offered as needed.

**POL 207 THE EXECUTIVE OFFICE IN U.S. POLITICS**
A course which covers the evolution and development of the executive function of government at the national, state and local levels. Emphasis will be placed on analyzing leadership, power, and managerial skills. Special attention will be devoted to the U.S. Presidency. Three credit hours. Prerequisites: POL 101. Offered as needed.

**POL 210 WORLD POLITICS**
This course introduces the study of political science in a global context. Aristotle called political science “the master science” not only because political actors decided a great many practical matters, but because he believed that politics was about attaining justice, arête (human excellence), and eudaimonia (well-being or goodness) for entire societies. We will approach politics as this

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nexus of practical, moral, and philosophical concerns by investigating enduring political questions, such as: What is justice?, What is the best society?, How should citizens and states interact?, How and where does power operate?, What does it mean to be modern?, and What does globalization portend? We will attempt to answer these questions by reading, analyzing, and discussing political arguments from a wide variety of traditions, times, and places. And we will always consider the relationships between the past and the present, the local and the global, and the theoretical and the practical. Three credit hours. Prerequisites: POL 100. Offered as needed.

POL 217 PUBLIC ADMINISTRATION
Analysis of the principles of public administration with an introduction to theories of organization and administration as they apply to government bureaucracy. Three credit hours. Prerequisites: POL 101. Offered as needed.

POL 240 COMPARATIVE STATE AND LOCAL GOVERNMENT
Comparative analysis of formal and informal institutions and processes by which state and sub-state governments operate. Various problems and issues confronting state and local governments will be covered. Three credit hours. Prerequisites: POL 101. Offered as needed.

POL 298 SPECIAL TOPIC IN POLITICAL SCIENCE
Topic to be specified each semester course offered.

POL 300 AFRICAN POLITICAL SYSTEMS
The general stages of African political systems that will be studied include traditional African political systems and European imperialism. Some of the themes that will be examined include: tribalism; the dynamics of nationalism; Pan-Africanism; and the effects of multinational corporations on political, economic, and cultural development of various African countries. Three credit hours. Prerequisites: POL 100. Offered as needed.

POL 310 COMPARATIVE POLITICAL SYSTEMS
A study of political ideologies and systems functioning today; comparison of different political systems. Three credit hours. Prerequisites: HIS 100 and POL 100. Offered as needed.

POL 330 AFRICAN-AMERICAN POLITICS
African-American Politics will examine Blacks’ political attitudes, voting behavior, organizational strategies, ideology, and their influence on public policy. Study and analysis in these areas will be with an eye to how the legal system systematically restricted and expanded the civil and human rights of Blacks in America. Three credit hours. Prerequisites: POL 100. Offered as needed.

POL 398 SPECIAL TOPIC IN POLITICAL SCIENCE
Topic to be specified each semester course offered.
PSYCHOLOGY

PSY 100 INTRODUCTION TO PSYCHOLOGY
An introduction to the science of psychology, including how psychological data are gathered and applied to every-day life. Topics covered each semester include (but are not limited to) the amazing brain, intelligence, learning and memory, psychopathology, the senses and sexually dimorphic differences. Three credit hours. Prerequisites: none. Offered fall and spring semesters.

PSY 207 PSYCHOLOGICAL STATISTICS
This course surveys both descriptive and inferential statistical techniques commonly used in psychology, education, and the behavioral and social sciences. Emphasis is placed on methods and procedures involved in handling, analyzing and presenting data. Three credit hours. Prerequisites: MAT 110 or above. Offered fall semester.

PSY 210 CHILD DEVELOPMENT
Presents foundations of child development through adolescence, based on consideration of culture, theories of development, genetics, prenatal influences, bonding, and socialization influences. Emphasis on the impact of role models in establishing relationships, setting limits, and moral development. Three credit hours. Prerequisites: PSY 100. Offered spring semester.

PSY 230 BIOPSYCHOLOGY
Biological psychologists strive to explain behavior in terms of its physiology, development, evolution, and function. This course focuses on the biological mechanisms that are most relevant to key issues in psychology topics such as the mind-body problem, the development of learning and memory, sexual behavior, homeostatic regulation, recovery from brain damage, neuroanatomy, depression, and schizophrenia. Three credit hours. Prerequisites: PSY 100 or BIO 160 or BIO 161. Offered fall semester.

PSY 240 ADOLESCENCE
This course applies general principles and theories of development to the adolescent period. Topics include physiological change, cognitive development, social relations, identity, and issues of adolescence. Three credit hours. Prerequisites: PSY 100. Offered spring semester; offered spring semester in odd numbered years.

PSY 247 COGNITIVE PSYCHOLOGY
Cognitive psychology takes an information-processing approach to human behavior, including how humans interpret and understand the environment, how memory processes work, and how we acquire language. Emphasis is placed on such topics as intelligence and creativity, personal cognition and applied cognitive psychology. Three credit hours. Prerequisites: none. Offered spring semester.

PSY 250 RESEARCH METHODS IN PSYCHOLOGY
This course introduces students to methodology used in the research process, including inductive and deductive reasoning, hypothesis generation, theory formation and analysis of empirically collected data. Three credit hours. Prerequisites: none. Offered spring semester.
PSY 298 SPECIAL TOPIC IN PSYCHOLOGY  
Topic to be specified each semester course offered.

PSY 300 ORGANIZATIONAL PSYCHOLOGY  
Organizational psychology can be divided into three levels of thought, inquiry and action. This 
course will focus on these divisions and incorporate the theories, research and practices of 
organizational psychologists. Emphasis is placed on behavior of individuals within organizations 
and principles of industrial psychology. Three credit hours. Prerequisites: PSY 100 or Junior 
standing. Offered as needed.

PSY 310 SOCIAL PSYCHOLOGY  
Social psychology is the study of how an individual’s behaviors, feeling and thoughts are 
influenced, or determined, by the behaviors and/or characteristics of others. Topics covered each 
semester include attraction and love, prejudice, attitudes, conformity, altruistic behaviors, and 
aggression. Three credit hours. Prerequisites: Junior standing or PSY 100. Offered fall semester in 
odd numbered years.

PSY 320 HEALTH PSYCHOLOGY  
Health psychology deals with an understanding of the psychological influences on how people stay 
healthy, why they become ill, and how they respond when they do get ill. Topics covered include 
preventive health behaviors and their modifications, the mind-body relationship, stress and illness, 
stress reduction, the patient in treatment settings, the management of pain and discomfort, and 
coping with chronic illness. Three credit hours. Prerequisites: PSY 100. Offered fall semester.

PSY 321 BEHAVIORAL NEUROSCIENCE  
In recent years, the fields of biology and psychology have increasingly found common ground; this 
convergence of disciplines defines the field of neuroscience. By drawing upon current research 
findings, this course will introduce students to the major issues in neuroscience, from molecular 
biology to clinical science. Three credit hours. Prerequisites: PSY 230. Offered spring semester.

PSY 349 PSYCHOLOGY OF ADULTHOOD  
The purpose of this course is to help the student understand the adulthood years mainly from the 
developmental perspective including the critical importance of the biological, social, psychological 
and environmental factors. This course will deal with the last three stages in the life cycle—young 
adulthood, middle, and aging. Three credit hours. Prerequisites: PSY 100. Offered fall semester in 
odd numbered years.

PSY 350 PSYCHOLOGY RESEARCH AND WRITING  
The purpose of this course is to increase student proficiency in three major areas. First, this course 
emphasizes the development of skills to obtain, interpret, and critically evaluate research in 
psychology and closely related disciplines. Second, current writing standards set by the American 
Psychological Association (APA) will be presented, practiced, and mastered. Third, emphasis will 
be placed on appropriately using the psychological literature to construct a written report using 
APA format. Three credit hours. Prerequisites: ENG 200/ENG 201, PSY 100, PSY 250, or 
concurrently with PSY 250. Offered fall semester.

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PSY 351 DRUGS AND BEHAVIOR
The purpose of this course is to introduce the student to the field of psychopharmacology, with special emphasis placed on the relationships between drugs, their mechanisms of action in the nervous system, and human behavior. Three credit hours. Prerequisites: PSY 100. Offered spring semester.

PSY 368 HISTORY AND SYSTEMS OF PSYCHOLOGY
A study of the history of psychology highlighting people, ideas, and schools of thought. Individuals and contextual forces influencing the history of psychology will be emphasized. Three credit hours. Prerequisites: PSY 100 or junior standing. Offered as needed.

PSY 370 ABNORMAL HUMAN BEHAVIOR
This course is for upper-level students who wish to learn about the field of abnormal behavior. Topics include: theories of abnormality, its causes and treatment; classification systems and conditions, such as anxiety disorders, affective disorders, personality disorders, dissociative and somatoform disorders, psychosexual disorders, substance abuse and schizophrenia. Three credit hours. Prerequisites: PSY 100 and junior standing. Offered spring semester; offered fall semester in even numbered years.

PSY 377 UNDERGRADUATE INTERNSHIP
Students will complete 90 contact hours at an approved organization, plus on-campus supervision as assigned. Internships are designed to furnish the student with the opportunity to apply theory to practice in an applied setting consistent with the student’s career goals. Internships require instructor approval prior to beginning any work at the field placement organization. This internship course offers students a structured, supervised opportunity to design their own learning within the context of their program’s expectations, goals and objectives for enhancing students’ academic and professional development and the needs of their host organization. Three credit hours. Prerequisites: junior standing. Offered fall and spring semesters.

PSY 379 PARAPSYCHOLOGY AND PSEUDOSCIENCE
A critical look into parapsychology and other pseudo-sciences. Specifically, this course will examine historical and current evidence given in the search for parapsychological phenomena such as extra sensory perception, telepathy, clairvoyance, and the validity of horoscopes. Also, current controversies in the psychological and medical literature will be addressed on such topics as repressed memories, multiple personality disorder, and touch therapy. Three credit hours. Prerequisites: junior standing. Offered as needed.

PSY 385 SPORT PSYCHOLOGY
This course introduces students to the latest research and practices in applied sport psychology. Topics include cognitive techniques for building confidence and enhancing performance, concentration and attention control training, sport participation and youth development, team building strategies, motivation in sports and coaching concepts and strategies. Three credit hours. Prerequisites: PSY 100 and a 2.0 cumulative GPA. Offered fall and spring semesters.
PSY 398 SPECIAL TOPIC IN PSYCHOLOGY
Topic to be specified each semester course offered.

PSY 411 PSYCHOLOGY CAPSTONE
This seminar course gives students the opportunity to integrate their course work with individual research projects. Each student is responsible for the production, presentation, and defense of a research paper which addresses a specific topic within the discipline of psychology. Research projects must demonstrate significant knowledge within the selected topic area, an understanding of its place in an integrated intellectual framework, and a high level of skill development. Applying APA writing style will be emphasized. Number of Credits: Three. Prerequisites and/or Special Considerations: PSY 350 and GEN 410. This course can serve as a substitute for GEN 411 for students that have selected a psychology topic and meet the prerequisites. If a student successfully completes GEN 411, the student may still take PSY 411 and it will count as a PSY upper-level elective.

PSY 420 PERSONALITY
Personality explores concepts and theories which have been formulated to explain and predict individual differences in behavior. Topics include: psychoanalytic theories, biological, social learning, and humanist theories as well as methods of personality assessment. Three credit hours. Prerequisites: PSY 100. Offered fall semester.

PSY 421 PSYCHOLOGICAL ASSESSMENT
This course provides students with a current analysis of the most widely used psychological tests in schools, professional training programs, business, industry, the military, and clinical settings. Applications of the tests and examination of the issues shaping the future of testing will be emphasized. Three credit hours. Prerequisites: PSY 100. Offered spring semester.

PSY 477 UNDERGRADUATE INTERNSHIP IN PSYCHOLOGY II
This second Psychology internship course offers students a structured, supervised opportunity to design their own learning within the content of their program’s expectations, goals and objectives for enhancing students’ academic and professional development and the needs of their host organization. It is expected that students will apply the skills acquired from PSY 377. Students will complete 90 contact hours at an approved organization, plus on-campus supervision as assigned. Internships are designed to furnish the student with the opportunity to apply theory to practice in an applied setting consistent with the student’s career goals. Internships require instructor approval prior to beginning any work at the field placement organization. Three credit hours. Prerequisites: completion of PSY 377. Offered fall and spring semesters.

PSY 498 INDEPENDENT STUDY IN PSYCHOLOGY
Topic to be specified each semester course offered.
READING

RDG 125 CRITICAL AND ANALYTICAL READING
This course will engage students in active reading strategies and best practices for comprehending college reading materials. Included will be reading process skills, vocabulary development, and recognizing text features and organizational patterns, which will enable students to master skills for reading critically across the curriculum, creating study tools from texts, and retaining college reading material. Three credit hours. Prerequisites and/or Special Considerations: This course is required for and limited to all students who place within the specified range on the placement test. This course can be used as a Liberal Arts and Sciences Elective. NOTE: Registration for and attendance of both the lecture (RDG125) and supplemental instruction (RDG125-SI) are required. The RDG 125-Supplement Instruction is worth 25% of the overall RDG 125 grade. Offered fall and spring semesters.

SOCIAL SCIENCES

SSC 200 HUMAN RELATIONS
This course integrates theory with experience in order to enhance self-awareness, self-concept and the ability to maximize interpersonal effectiveness. A primary emphasis of the course is on developing specific interpersonal skills through the effective use of communication techniques such as listening, observing, paraphrasing and perception checking. Prerequisites: none. Three credit hours. Offered fall and spring semesters.

SSC 210 THE HISTORY AND CONTRIBUTIONS OF AFRICAN-AMERICAN WOMEN
This course provides an exploration into the political, social, cultural and historical struggles faced by African-American women in the United States. Emphasis will be placed upon the unrecognized accomplishments of African-American women. Three credit hours. Prerequisites: none. Offered as needed.

SSC 268 SEMINAR ON ALCOHOL AND DRUGS
An opportunity for students to attempt to understand the nature of the contemporary drug/alcohol problem; preparation for dealing objectively with the complex nature of drug/alcohol abuse. Three credit hours. Prerequisites: none. Offered as needed.

SSC 298 SPECIAL TOPIC IN SOCIAL SCIENCES
Topic to be specified each semester course offered.

SSC 398 SPECIAL TOPIC IN SOCIAL SCIENCES
Topic to be specified each semester course offered.

SSC 477 FIELD EXPERIENCE
This course provides the student with both observational and “hands-on” learning experience through participation in an internship, ideally in the field in which the student will be seeking employment. For example, students may work at anthropological sites, historical organizations,
legal services, or law enforcement agencies. Students who are already on an established career path may enhance their visibility in the organization by completion of a special project related to their careers, subject to prior approval by the appropriate Medaille College assigned faculty instructor. Students will complete 30 contact hours per credit hour at an approved organization, plus on-campus supervision as assigned. Internships are designed to furnish the student with the opportunity to apply theory to practice in an applied setting consistent with the student’s career goals. Internships require instructor approval prior to beginning any work at the field placement organization. This internship course offers students a structured, supervised opportunity to design their own learning within the context of their program’s expectations, goals and objectives for enhancing students’ academic and professional development and the needs of their host organization. One to nine credit hours. Prerequisites: Senior standing. Offered fall and spring semesters.

**SSC 498 INDEPENDENT STUDY IN SOCIAL SCIENCES**
Topic to be specified each semester course offered.

**SOCIODEMY**

**SOC 100 INTRODUCTION TO SOCIOLOGY**
An introduction to the fundamental concepts of sociology and application to specific areas of sociology such as the scientific method, culture and society, and socialization. Three credit hours. Prerequisites: none. Offered fall and spring semesters.

**SOC 201 GENDER ROLES IN AMERICAN SOCIETY**
An introduction to the roles, functions, and emerging consciousness of women in American society; historical, psychological, and sociological background. Three credit hours. Prerequisites: SOC 100. Offered as needed.

**SOC 240 FAMILY IN SOCIETY**
The main trends of theoretical and practical analysis of the family: its history, life cycle, and various aspects and elements, including the use of real-life family interviews. Three credit hours. Prerequisites: SOC 100. Offered fall semester in odd numbered years; offered fall semester in even numbered years.

**SOC 280 VIOLENCE AND CIVIL DISOBEDIENCE IN AMERICA**
An examination of violence and civil disobedience as important elements in the historical development of the nation. Three credit hours. Prerequisites: SOC 100. Offered as needed.

**SOC 281 MULTI CULTURAL DIVERSITY**
This course is intended for Criminal Justice and other majors that are committed to societal service. It is designed to prepare students to effectively interact and understand a variety of diverse people within mainstream society. The course will offer students opportunities to engage in different experiences related to multicultural and diverse populations through in-depth study and practical research based applications along with service learning opportunities. Students will acquire a more integrated approach and knowledge of diverse groups through greater interaction and discussion of

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contemporary issues confronting diversity within society. Attention will be placed on students becoming better consumers of information from and about people of diverse populations through sensitivity workshops and training which are intended to positively affect their personal and professional attitudes and behaviors within their respective career fields. Skill application will be stressed through realistic practice exercises. Three credit hours. Prerequisites: none. Offered fall semester. Please note: SOC 281 has been identified as a U course in the EQUIP curriculum sequence. This course is designed to help students understand their academic discipline within the context of the broader community, region, and the world. SOC 281 considers the potential of the discipline and its methodology to contribute to a civic and sustainable future.

**SOC 298 SPECIAL TOPIC IN SOCIOLOGY**
Topic to be specified each semester course offered.

**SOC 301 SPORTS IN SOCIETY**
An introduction to the fundamental concepts of sport as it relates to the larger society such as economics, politics, race relations and gender roles. Students will explore societal trends related to sport, youth development and social responsibility. Socio-cultural dimensions of sport will also be reviewed. Three credit hours. Prerequisites: SOC 100 or junior standing. Offered spring semester; offered spring semester in odd numbered years.

**SOC 311 A LIFESPAN VIEW OF FAMILY VIOLENCE**
This course is an introduction to the study of family violence. It is intended for Criminal Justice and other majors that are committed to societal service. It provides essential information about the causes, consequences, and contextual factors associated with family violence. Additionally, attention will be given to the multiple intervention systems that seek to prevent family violence and offer treatment when it occurs. The course will apply life-span and multi-disciplinary perspectives to the subject and emphasize community based solutions. Three credit hours. Prerequisites: PSY 100 and SOC 100.

**SOC 315 WOMEN’S STUDIES**
A study of the roles, functions and status of women in society; their evolving participation in education, politics, business as well as their changing roles in the family. The history of women’s roles in society will be explored, resulting in a better understanding of recent developments and continued issues involving women. Three credit hours. Prerequisites: SOC 100. Offered spring semester in even numbered years.

**SOC 398 SPECIAL TOPIC IN SOCIOLOGY**
Topic to be specified each semester course offered.

**SOC 401 SOCIAL PROBLEMS**
An examination and study of current social problems including racism, poverty, sexism, population, etc. Three credit hours. Prerequisites: SOC 100 and junior standing. Offered fall semester in odd numbered years.
SOC 402 GLOBAL SOCIAL PROBLEMS
With an increasingly interconnected world due to globalization, social problems in the United States such as poverty, the environment, crime, gender inequality and drugs are best understood by viewing them from the prism of a global perspective or; given the growing interdependence of nation states, social problems such as overpopulation can be best understood by looking at the global dimensions of the problem. Three credit hours. Prerequisites: SOC 100 or junior standing or permission of the instructor.

SOC 498 INDEPENDENT STUDY IN SOCIOLOGY
Topic to be specified each semester course offered.

SPANISH

SPA 101 ELEMENTARY SPANISH I
This course will instruct the student in the basic grammatical structures of Spanish. Special emphasis will be placed on oral skills. Vocabulary building and role playing, utilizing the spoken language in everyday situations, will be stressed. Three credit hours. Prerequisites: none. Offered fall semester.

SPA 102 ELEMENTARY SPANISH II
A continuation of SPA 101. This course will instruct the student in more complex grammatical structures and vocabulary building while encouraging an increased degree of accuracy and control in the spoken language. Three credit hours. Prerequisites: SPA 101 or high school Spanish. Offered spring semester.

SPA 498 INDEPENDENT STUDY IN SPANISH
Topic to be specified each semester course offered.

SPECIAL EDUCATION

ESP 230 INTRODUCTION TO SPECIAL EDUCATION
This course offers an examination of the historical, social, and legal foundations of special education. Emphasis will be placed on assessment procedures, multicultural issues, family involvement and the referral process. An overview of the characteristics and instructional needs of individuals with disabilities for children birth through Grade 12 will be explored. A focus will be on the general education teacher assuming educational responsibility for inclusion of students and the collaborative practices across general and special education programs. An overview of the characteristics and instructional needs of individuals with all exceptionalities (including Autistic Spectrum Disorders) as identified in the present federal educational disability related legislation will be provided. The impact of diversity and assistive technology services of persons with special needs in the school will also be addressed. Students will become familiar with The New York State P-12 Common Core Learning Standards and Adaptive/Functional Curricula for Students with Disabilities. Three credit hours. Offered fall and spring semesters. Prerequisites: None. Students will not receive a grade in this course until the completion of the Chile Abuse and Save Legislation

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requirement for New York State. Students will submit two (2) individual certificates to the instructor upon completion of the class.

ESP 276 POSITIVE BEHAVIORAL SUPPORT APPROACHES TO CLASSROOM MANAGEMENT AND INSTRUCTION
This course provides an understanding of the principles of human behavior across school contexts and demonstrates ways in which these principles can be used to enhance learning for all students. A primary focus will be on the use of positive behavior support systems and behaviorally-based instruction along with the establishment of safe, positive and supportive learning environments. Attention to causal and etiological explanations in combination with issues related to cultural and economic diversity on the identification and intervention for individuals with emotional/behavioral needs will be stressed. Students will also recognize the functional relationships that typically exist between behavior and the environment. The creation of student-centered Behavioral Support Plans that include explicit transition planning, when appropriate, will also be considered along with legal mandates and relevant regulations. Three credit hours. Offered fall and spring semesters. Prerequisites: ESP 230.

ESP 348 EDUCATION AND ASSESSMENT OF ADOLESCENTS WITH DISABILITIES
This course will consider the range of medical, learning, emotional, behavioral, and adaptive needs of individuals with mild to moderate to severe disabilities. Relevant curricular development and instructional methodologies towards both primary academic content (e.g., language arts/reading, math, science, and social studies) and alternative instruction will be specifically targeted. Emphasis will be placed on the integration of general education and special education methodologies. Curriculum-based and alternative assessment practices will be used towards the development of valid and viable individualized educational plans. Communication, social skills, inclusive practices, transition planning, relevant assistive and instructional technology, and operating in the natural environment will also be emphasized. Consideration will be given to cultural and social background in the identification of disability and development of unique educational strategies. A minimum of 40 participation hours are required. Three credit hours. Prerequisite ESP 230 Introduction to Special Education. Offered as needed.

ESP 400 INTEGRATING THE CURRICULUM: AN EDUCATIONAL COLLABORATION
This course will target the implementation of relevant educational outcomes using a more integrated curriculum for students with a wider range of learning needs to include GT, lower incidence developmental disabilities, specific learning disabilities (e.g., math, reading/language arts, and reading), and behavioral disabilities across age levels. The many direct connections between the special and general education models will be considered towards an enhanced understanding of how these two disciplines complement and support one another. Particular attention will be given to the special educator as a consultant/collaborator and co-teacher across a range of general education settings along with forming home-school partnerships. Students will learn to problem solve school and/or classroom based curricular, individual student, and systemic issues. Use of a positive school wide model of support within schools will be examined. Students
will also understand and be able to plan for specific transition, vocational, and school-to-work objectives and supports for older students and their families. Three credit hours. Prerequisites: ESP 348. Offered spring semester.

**SPEECH**

**SPE 130 FUNDAMENTALS OF PUBLIC SPEAKING**
This course is designed to develop students’ knowledge of and skills in oral communication. It focuses on the speech-making process, rhetorical analysis, and the ethics of public speaking. Students will prepare, present and respond to public speeches on a regular basis. Prerequisites: None. Three credit hours. Offered spring and fall semester.

**SPE 298 SPECIAL TOPIC IN SPEECH**
Topic to be specified each semester course offered.

**SPE 301 SPEAKING CLEARLY: VOICE AND DICTION**
A combination of basic as well as advanced techniques used in speech. Emphasis will be placed on improving voice and diction techniques as used in the communications process. Students will learn to speak to be understood, with emphasis on clarity. Three credit hours. Prerequisites: SPE 130. Offered as needed.

**SPE 315 ADVANCED PUBLIC SPEAKING**
An intensive study of the theory and practice of public speaking. Strategies and techniques for effective public speaking will be discussed in depth and a variety of experiences in public speaking will be offered. Three credit hours. Prerequisites: SPE 130 and junior standing. Offered spring semester.

**SPE 330 SMALL GROUP COMMUNICATION**
An analysis of the communication process in small groups. Special emphasis is placed on the theories and practices which pertain to decision-making groups. Three credit hours. Prerequisites: SPE 130. Offered as needed.

**SPE 398 SPECIAL TOPIC IN SPEECH**
Topic to be specified each semester course offered.

**SPE 498 INDEPENDENT STUDY IN SPEECH**
Topic to be specified each semester course offered.

**SPORT MANAGEMENT**

**SPM 211 THEORIES AND TECHNIQUES OF COACHING**
This course is an investigation of athletic coaching as a vocation. A review of select theories and techniques of coaching will serve as the foundation. Current research will be explored in areas including but not limited to leadership behavior in sport. Coaching as a vocation has been part of the educational system in the United States for over a hundred years. Throughout this time there
has been little inquiry on measuring coaching effectiveness and performance. The demand for such inquiry is clearly evidenced by the increasing number of sports participants. A rapidly expanding global market, the rise of women’s sports, and the addition of alternative sports such as the X games have all significantly contributed to this growth. Three credit hours. Prerequisites: none. Offered fall semester.

**SPM 216 FOUNDATIONS OF HUMAN PERFORMANCE**
This course is designed to explore the foundations of human performance. A review of applications and techniques of physical training for sport will guide the course content. Health-related physical fitness, sport skills and motor abilities will be explored. Concepts contained in the content are intended span across all human performance topical areas including but not limited to athlete-development, sport specific strength and conditioning, wellness programming and age and gender considerations. Three credit hours. Prerequisites: none. Offered fall semester.

**SPM 220 SPORT LEADERSHIP AND MANAGEMENT**
This course emphasizes the management and leadership components of sport organizations. More specifically, the course focuses on the means of improving performance within sports organizations through such practices as goal development, decision-making, strategic planning, conflict management, leadership style, and human resource management. Additionally, the course addresses the design, structure, and culture of sport organizations. Three credit hours. Prerequisites: none. Offered fall semester.

**SPM 298 SPECIAL TOPIC IN SPORT MANAGEMENT**
Topic to be specified each semester course offered.

**SPM 310 VIRTUAL MANAGEMENT IN THE FANTASY SPORTS WORLD**
This course explores the multiple aspects of fantasy sports. Topics to be discussed include the legal aspects of sport, sport gambling, sport information and statistics, scouting practices, team management, and the implications of sport marketing. Mathematics and statistics, among other disciplines, are particularly engaged in fantasy sport features; these include making schemes, player assessments, and statistical comparisons. Three credit hours. Prerequisites: junior standing. Offered fall semester.

**SPM 320 SPORT MARKETING AND PROMOTION**
This course is designed to provide students with an understanding of the fundamental marketing and promotional principles utilized in sport organizations, sport facilities, and sport events. Additionally, sport sponsorship is discussed as a sport marketing and promotional tool. The role of computer and Internet applications in sport marketing and promotions is emphasized. Three credit hours. Prerequisites: SPM 220. Offered spring semester.

**SPM 325 LEGAL AND ETHICAL ISSUES IN SPORTS AND RECREATION MANAGEMENT**
This course provides an exploration into the legal aspects of sports including but not limited to tort law, contract law, risk management procedures, constitutional law and product liability. Limitations of the legal system will be addressed, as will the role and limitations of ethics. Students will discuss
both the law and ethics and how each affects sports and recreation administration. Three credit hours. Prerequisites: SPM 220 and junior standing. Offered fall semester.

**SPM 335 SPORT EVENT MANAGEMENT**
This course emphasizes the competencies involved in the designing, planning, implementing, and evaluating of sport events. In doing so, students learn logistical skills and techniques associated with various aspects of event management including: 1) box office management; 2) security and supervision; 3) safety and medical services; 4) housekeeping and maintenance; 5) concessions and merchandise; 6) risk management and insurance; 7) media marketing of sport events; and 8) sponsorship of and hospitality at sport events. Emphasis is also placed on the experience of sport event customer and/or participant. Three credit hours. Prerequisites: SPM 220. Offered fall semester.

**SPM 340 HISTORY AND PHILOSOPHY OF SPORT**
This course explores the history and philosophy of sport. Selected topics include the perspectives of Greek Philosophers Socrates, Plato and Aristotle relating specifically to the mind and body. Further study will assist students in learning how cultures throughout Western civilization have viewed the relationship of the mind and body through sports and physical education. Students will be introduced to basic philosophical processes including but not limited to aesthetics and metaphysics. The concepts of play, sport and games will be investigated along with a review of varied paradigms on winning and morals. Finally, students will discover how urbanization, industrialization, modernization, technology and politics have affected sport throughout history. Three credit hours. Prerequisites: ENG 200/ENG 201. Offered spring semester.

**SPM 377 FIELD EXPERIENCE I**
This course provides an opportunity for observation and practice by individual students in work related to a particular area of study in sport management. This course has a 120 contact hour requirement. The student will complete a work-skills assessment and explore career options related to an area of course concentration in a work setting. This internship course offers students a structured, supervised opportunity to design their own learning within the context of their program’s expectations, goals and objectives for enhancing students’ academic and professional development and the needs of their host organization. Three credit hours. Prerequisites: junior standing, and a 2.0 Cumulative GPA. Offered fall and spring semesters.

**SPM 398 SPECIAL TOPIC IN SPORTS MANAGEMENT**
Topic to be specified each semester course offered.

**SPM 400 SPORT FACILITY PLANNING AND MANAGEMENT**
This course is designed to provide the student with a comprehensive look at the planning and management of major sport facilities. A step-by-step exploration of facility planning, promotions and operations will be the focus of the content. Topics covered include: facility planning and design, contracting, image, crowd and alcohol management, booking and scheduling, box office, concessions and merchandise management, event planning, and production and facility operations. Three credit hours. Prerequisites: ACC 102, MKT 220, SPM 220 and junior standing. Offered spring semester.

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SPM 477 FIELD EXPERIENCE II
This course provides an opportunity for observation and practice by individual students in work related to a particular area of study in sport management. This course has a 120 contact hour requirement. The student will complete a work-skills assessment and explore career options related to an area of course concentration in a work setting. This internship course offers students a structured, supervised opportunity to design their own learning within the context of their program’s expectations, goals and objectives for enhancing students’ academic and professional development and the needs of their host organization. Three credit hours. Prerequisites: 2.0 GPA. Offered fall and spring semesters.

SPM 478 FIELD EXPERIENCE III
This course provides an opportunity for observation and practice by individual students in work related to a particular area of study in sport management. This course has a 160 contact hour requirement. A higher level of performance is expected in this field experience. The work will be more intensive than the introductory field experience (SPM 377). The student will complete a work-skills assessment and explore career options related to an area of course concentration in a work setting. This internship course offers students a structured, supervised opportunity to design their own learning within the context of their program’s expectations, goals and objectives for enhancing students’ academic and professional development and the needs of their host organization. Three credit hours. Prerequisites: SPM 477 and a 2.0 cumulative GPA. Offered fall and spring semesters.

SPM 498 INDEPENDENT STUDY IN SPORTS MANAGEMENT
Topic to be specified each semester course offered.

THEATRE

THE 100 INTRODUCTION TO THEATRE
This course teaches the theory, appreciation, and performance of theatre. The theory component examines structures and techniques. The appreciation component examines classic and contemporary text and performances. In the performance component, the students rehearse roles for in-class presentation. Three credit hours. Prerequisites: none. Offered as needed.

VETERINARY TECHNOLOGY

VET 100 INTRODUCTION TO VETERINARY TECHNOLOGY
The student is introduced to the Medaille facilities, expectations of the Veterinary Technology Program, medical terminology and basic scientific concepts. Discussions are generated on career opportunities, the role of the veterinary technician in veterinary medicine, and the human-animal bond. The different classifications and breeds of companion and farm animals are studied. General principles of animal behavior, care, equipment and management are presented. Legal regulations on the county, state and federal levels are examined. There will be a preliminary investigation of the concepts of health and disease. Three credit hours. Prerequisites: Restricted to Veterinary Technology majors. Offered fall and spring semesters.
VET 120 INTRODUCTION TO LABORATORY ANIMAL SCIENCE
A general overview of the field of laboratory animal science is covered. Humane handling, care and ethical use of laboratory animals are emphasized. Taxonomic classification and comparative anatomic and physiologic characteristics of each species are mentioned. Laws, regulations, standards and organizations promoting responsible lab animal management are discussed. The use of alternatives to animals for research is explored. Basic handling, restraint and performing common procedures on small mammals are practiced in the laboratory portion of the course. Recognition of health and disease through the animal care rotation (vivarium) is an important aspect of this course. Note: The animal care rotation will require additional time besides scheduled class and laboratory hours for vivarium duty. Three credit hours. Prerequisites: Permission of the Veterinary Technology Chairperson. Students MUST obtain a minimum grade of C- in order to pass the course. Offered fall and spring semesters. Note: Registration for both the lecture (VET 120) and the lab (VET 120 L) is required.

VET 126 ANIMAL PARASITOLOGY
This course focuses on the common ectoparasites and endoparasites of pets and large animals and laboratory animals. Parasite identification, life history and pathogenesis are studied. Public health aspects are noted and methods of prevention and treatment are discussed. Diagnostic procedures and identification are performed in the laboratory. Two credit hours. Prerequisites: VET 100; restricted to VET majors. Offered spring or fall semester. Note: Registration for both the lecture (VET 126) and the lab (VET 126 L) is required.

VET 130 BASIC INTRODUCTION TO HORSES
The student is introduced to methods of handling and restraint of the horse: basic equine terminology including basic anatomy, breed identification, color and color patterns and equipment, and different disciplines of horseback riding. Three credit hours. Prerequisites: none. Offered as needed.

VET 177 PRECEPTORSHIP I
Each students spends 60 hours observing at an animal facility in the areas of surgery, anesthesia, treatment, radiology, laboratory and general facility operations. The primary objective is to introduce concepts by seeing examples of actual cases. The student becomes more familiar with and appreciates the scope of the Veterinary Technician in a practical, applied atmosphere. Two credit hours. Prerequisites: 2.0 cumulative average, unless taken in the first semester at college, restricted to Veterinary Technology majors. Offered fall and spring semesters.

VET 202 SMALL ANIMAL DISEASES AND NUTRITION
Emphasis is placed on the dog and cat regarding proper restraint and care. Physical as well as chemical methods of restraint are presented. Common disease processes experienced by the dog and cat are outlined and nutrition is examined as it relates to both the healthy and ill pet. Infectious, hormonal, traumatic, toxicological and nutritional problems include some of the disease processes covered. Raising orphan puppies and kittens and proper vaccination procedures are taught. Additional student time and assignments may be required outside of scheduled class and laboratory hours. Three credit hours. Prerequisites: VET 100 minimum grade of C-, VET 120
minimum grade of C-, BIO 171 minimum grade of C-, restricted to VET majors. Offered fall semester. Note: Registration for both the lecture (VET 202) and the lab (VET 202 L) is required.

**VET 204 VETERINARY CLINICAL LAB TECHNIQUES**

This course examines blood, urine and feces for diagnostic and prognostic purposes. Lectures will focus on the physiologic responses to disease and the effects of disease on measurable substances produced by the body. The collection, storage and handling of laboratory specimens and general laboratory management procedures including safety and quality control will be discussed. Laboratory sessions emphasize the performance of analytical procedures commonly used in veterinary medicine. Less routine procedures will be demonstrated and/or discussed. Three credit hours. Prerequisites: BIO 171 (minimum C-); restricted to VET majors. Offered fall semester. Note: Registration for both the lecture (VET 204) and the lab (VET 204 L) is required.

**VET 206 HANDLING AND CARE OF EXOTICS**

This course is specifically designed to acquaint the student with the most common exotic pets. Handling, husbandry and diseases are studied. Techniques of immobilization and obtaining laboratory samples are demonstrated. Experiences may occur at various locations with birds, reptiles, amphibians and mammals. Travel time to and from off-campus activities is required. Two credit hours. Prerequisites: VET 100 with a minimum grade of C-, BIO 171 with a minimum grade of C-, restricted to VET majors. Offered spring semester. Note: Registration for both the lecture (VET 206) and the lab (VET 206 L) is required.

**VET 208 VETERINARY DIAGNOSTIC IMAGING**

Topics include the theory of x-ray production and the x-ray machine as well as the practical aspects of producing diagnostic radiographs. Emphasis will be placed on the production of high quality diagnostic images by correcting common problems of technique and positioning. Students will have experience exposing, processing, and handling of radiographic films while practicing NYS Radiation Safety regulations. The students will also gain experience with contrast media and special techniques, the production and interpretation of electrocardiograms (ECG), and the role of ultrasonography in veterinary medicine. Two credit hours. Prerequisites: VET 100 minimum grade C-, BIO 171 minimum grade C-. Restricted to Vet majors. Offered fall semester. Note: Registration for both the lecture (VET 208) and the lab (VET 208 L) is required.

**VET 222 FARM ANIMAL RESTRRAINT, DISEASES, AND NUTRITION**

This course is comprised of both a lecture and laboratory portion. In the lecture, the states of wellness and disease of large animals will be presented in regards to nutrition, anatomy and physiology, treatment, and prevention and control. The course will explore reproductive physiology and management, herd management, and the husbandry of equine, bovine, porcine and small ruminants. Common procedures and vaccination protocols of large animals will be presented in class and practiced in lab. Additional student time and assignments will be required outside of scheduled class and laboratory hours. Three credit hours. Prerequisites: VET 100 minimum grade C-, BIO 171 minimum grade C-. Restricted to Vet majors. Note: Registration for both the lecture (Vet222) and the lab (Vet 222L) is required. Offered spring semester.
VET 224 SURGICAL NURSING AND ANESTHESIOLOGY
The student becomes familiar with surgical theory and techniques. Topics include pre-operative theory and post-operative patient care, aseptic technique and materials and instruments used in various surgical procedures. Different types of sterilization processes and the care of surgical instruments are practiced. Anesthesiology includes the actions and uses of pre-anesthetic drugs as well as that of intravenous, intramuscular and inhalation anesthetics. Special emphasis is placed on monitoring the patient while under any type of anesthesia. Additional student time and assignments will be required outside of scheduled class and laboratory hours. Three credit hours. Prerequisites: VET 202, VET 204, and VET 230. Offered spring semester. Note: Registration for both the lecture (VET 224) and the lab (VET 224 L) is required.

VET 226 VETERINARY PRACTICE MANAGEMENT
The veterinary hospital is seen as both a medical and business facility. Emphasis is on the pivotal role which the veterinary technician can perform. Topics include human relations both with clients and other staff, basic business principles, medical records, financial transactions, ordering and inventory, supervising and hospitalized animal health care. Computerization and its use in the veterinary office are investigated. Three credit hours. Prerequisites: VET 100 (minimum C-); Restricted to VET majors. Offered spring semester.

VET 228 GROSS AND CLINICAL PATHOLOGY
The place of necropsy as a learning experience is explained. Proper techniques for small animal and avian species are demonstrated and other species are illustrated. Laboratory exercises with exotic species occur as the opportunities exist. Additional student time and assignments may be required outside of scheduled class and laboratory hours. One credit hour. Prerequisites: VET 100 and BIO 171 (minimum C-); restricted to VET majors. Offered spring semester. Note: Registration for both the lecture (VET 228) and the lab (VET 228 L) is required.

VET 230 PHARMACY AND PHARMACOLOGY
The student becomes familiar with the major drugs used in veterinary medicine. Pharmacy covers maintenance and inventory. Pharmacology is intended to acquaint the student with fundamental knowledge of the mechanism of action, the dosage, the routes of administration and the toxic effects of various groups of veterinary-related drugs. Conversion of weights and the calculation of various drug dosages are practiced, as well as fluid therapy and blood transfusion dynamics and calculations. Three credit hours. Prerequisites: MAT 112 or higher with a minimum grade C, BIO171 minimum grade C-, CHE 145. Offered fall semester.

VET 232 HORSE AND STABLE MANAGEMENT
Students will learn how to care for the horse in the barn including feeding, grooming, and cleaning stalls. Students will learn about the expenses of horse ownership. Students will participate in different aspects of running a horse show including course design, setup and breakdown, secretarial duties and other areas as required. Three credit hours. Prerequisites: VET 130 or permission of Veterinary Technology chair. Offered as needed.

VET 275 VETERINARY SERVICE LEARNING: HEIFER INTERNATIONAL
This service learning course introduces the student to global problems of poverty and hunger. The
core of the course is an experiential Alternative Spring Break program at Heifer International’s Heifer Farm in Massachusetts. The participants engage in a range of activities to challenge and strengthen problem-solving and communication skills. Throughout the 5-day program, the students will experience lifestyles from around the world and engage in service work, community building, and hands-on learning activities focused on hunger, sustainable development and caring for the earth. This course is scheduled over the Medaille College spring break (leave Sunday and return Friday) and includes travel time to and from Massachusetts. Students will be responsible to pay a fee established by Heifer International. One or three credit hours. Prerequisites: None. Offered Spring semester.

**VET 277 PRECEPTORSHIP II**
Each student spends 90 hours in a small animal, mixed (small and large) animal or other veterinary practice or facility to gain practical experience in the areas of surgery, anesthesia, treatment, radiology, laboratory and general veterinary facility operations. The primary objective is to reinforce and expand upon learning concepts by participating in actual cases. Students will be exposed to the role of Veterinary Medicine and its impact on Society as expressed in the Veterinary Technician Oath (Vet. Tech. Student Handbook). Three credit hours. Prerequisites: Restricted to VET majors. Offered fall and spring semesters. VET 277 has been identified as a U course in the EQUIP curriculum sequence. This course is designed to help students understand their academic discipline within the context of the broader community, region, and the world. VTE 277 considers the potential of the discipline and its methodology to contribute to a civic and sustainable future.

**VET 298 SPECIAL TOPIC IN VETERINARY TECHNOLOGY**
Topic to be specified each semester course offered.

**VET 300 VETERINARY DENTISTRY: PRINCIPLES AND PRACTICES**
The fundamentals of veterinary dentistry are presented through the use of lecture and hands-on instruction. Emphasis is on the role of the veterinary technician in a small animal practice in providing dental services and client education. In-depth study of the oral cavity is combined with practical and clinical applications to present-day treatments. Understanding of common dental disease and the role of the veterinary technician in its treatment and prevention is stressed. Three credit hours. Prerequisites: VET 224 or licensure as a Veterinary Technician. Offered as needed.

**VET 301 DENTAL RADIOGRAPHY**
A detailed examination of the oral cavity will be presented through the use of dental radiography. Specialized radiographic equipment and supplies will be utilized. Techniques for patient positioning and radiographic exposure will be demonstrated and practiced by students during laboratory sessions. Common disease processes seen in veterinary practice will be highlighted. Three credit hours. Prerequisites: VET 300. Offered as needed.

**VET 320 ADVANCED LABORATORY ANIMAL SCIENCE**
An in-depth exploration of the principles and practices of advanced laboratory animal science is presented through a research-based course. Students will collaborate in development of animal protocols and will be responsible for all aspects of the research plan, including experimental design,
completion of necessary documentation, and implementation of the protocol and communication of the results. Specialized techniques will be examined, including immunology, molecular biology, genetic engineering and gnotobiology. Management issues, such as principles of supervision, cost analysis, facility security, government regulations and occupational health and safety, will be emphasized. Ethical issues related to animal research will be evaluated. Note: Animal care will require additional time besides scheduled class and laboratory hours. Three credit hours.

Prerequisites: VET 120; or licensure as a Veterinary Technician; or certification as a Laboratory Animal Technician or Laboratory Animal Technologist. Offered as needed.

VET 326 EQUINE NUTRITION AND PHYSIOLOGY
Basic anatomy and physiology of the equine digestive system and its relation to nutrition and disease states will be covered. Application of ration formulas will be applied to calculate nutritional requirements for different life stages. Evaluation of different feed sources and supplements will be addressed. Three credit hours. Prerequisites: VET 222. Offered as needed.

VET 335 INTRODUCTION TO EQUINE BEHAVIOR AND HANDLING
Equine communication will be covered relative to basic handling, training, and restraint. The behaviors used by horses to communicate will be explored and applied to improve equine/human communication. This study will encompass hands-on work with horses in which students will be required to apply the skills they have acquired in the classroom. Three credit hours. Prerequisites: none. Offered as needed.

VET 340 APPLIED ANIMAL BEHAVIOR FOR VETERINARY PRACTICE: PART I
This is a practical course geared to the veterinary professional who wishes to specialize in small animal behavior. A systematic approach is adopted, beginning with the study of normal behavior and followed by an investigation into canine and feline aggressive behavior. Components of a proper behavioral history and their relationship to approaching behavioral problems are stressed. Case studies will be integrated into classroom and clinical experiences. A survey of behavior problems in farm animals will be included. Three credit hours. Prerequisites: VET 100 and VET 230; or licensure as a Veterinary Technician. Offered as needed.

VET 345 INTRODUCTION TO ANIMAL REHABILITATION
This course focuses on an introduction to the newly evolving field of animal rehabilitation. Topics will include common orthopedic and neurological conditions and their appropriate modalities. Laws, certification standards and organizations promoting rehabilitation will be discussed, as well as the role of medications, nutraceuticals and nutrition. Three credit hours. Prerequisites: Restricted to VET majors; sophomore or higher standing. Offered as needed.

VET 355 PAIN MANAGEMENT IN ANIMALS
The issues and fundamentals of pain management are presented through the use of lecture, discussion and laboratory. An integrated approach is utilized, with emphasis on the ethics of pain management in animals. The physiology and biochemistry of pain and pain control will be explored. The role of the technician in detecting, assessing, reporting and managing pain is
stressed. Three credit hours. Prerequisites: VET 120 and VET 230; or licensure as a Veterinary Technician. Offered as needed.

**VET 360 PATIENT MANAGEMENT AND THERAPEUTICS IN EMERGENCY MEDICINE AND CRITICAL CARE**

This course is geared to the veterinary professional interested in emergency and critical care work. Requirements for specialization in the field will be discussed. The basic principles of emergency medicine including triage, all aspects of intravenous support, placement and care of monitoring devices as well as pain management will be covered. Basic nursing care of critical patients and interaction with clients of these patients will be included. Three credit hours. Prerequisites: VET 224 or licensure as a Veterinary Technician. Offered as needed.

**VET 365 FELINE MEDICINE**

Emphasis is placed on common diseases and conditions of the cat. Infectious, parasitic, hormonal, allergic, traumatic, toxicological, congenital and acquired problems will be covered. Diagnostic tests and treatments will be discussed, as well as specialized nursing care. Preventative strategies will be discussed. Importance of client education and concerns about zoonotic potential of diseases will be stressed. Additional student time and assignments will be required outside of scheduled class hours. Three credit hours. Prerequisites: VET 202, VET 230, restricted to VET majors. Offered as needed.

**VET 375 VETERINARY SERVICE LEARNING: HEIFER INTERNATIONAL**

This service learning course introduces the student to global problems of poverty and hunger. The core of the course is an experiential Alternative Spring Break program at Heifer International’s Heifer Farm in Massachusetts. The participants engage in a range of activities to challenge and strengthen problem-solving and communication skills. Throughout the 5-day program, the students will experience lifestyles from around the world and engage in service work, community building, and hands-on learning activities focused on hunger, sustainable development and caring for the earth. This course is scheduled over the Medaille College spring break (leave Sunday and return Friday) and includes travel time to and from Massachusetts. Students will be responsible to pay a fee established by Heifer International. One to three credit hours. Prerequisites: VET 100 Introduction to Veterinary Technology. Offered Spring semester.

**VET 398 SPECIAL TOPIC IN VETERINARY TECHNOLOGY**

Topic to be specified each semester course offered.

**VET 400 ADVANCED DENTAL TECHNIQUES**

Periodontal treatment as part of the basic dental prophylaxis is highlighted and practiced in hands-on demonstrations. Other advanced techniques for situations commonly encountered in small animal veterinary practice are studied. Emphasis is placed on the veterinary technicians’ understanding of dental lesions and pathology and their relationship to periodontic and exodontics. The enlarging role of the veterinary technician in providing these therapies is given prominence. Three credit hours. Prerequisites: VET 301. Offered as needed.
VET 401 SPECIALIZATION IN VETERINARY DENTISTRY
This course focuses on the specialized areas of veterinary dentistry that are applicable to small animal species. Those interested in pursuing specialty certification or in employment with a veterinary dental specialist will find the presented material to be informative, useful and necessary. Topics covered will include endodontics, restorative dentistry, orthodontics and prosthodontics. Three credit hours. Prerequisites: VET 400. Offered as needed.

VET 410 SMALL ANIMAL NUTRITION IN HEALTH AND DISEASE
This course is designed to provide veterinary technicians with advanced knowledge of nutritional management in small animals. Topics covered include neonatal, pediatric and geriatric nutrition in both health and disease states. Enteral and parenteral forms of nutrition will be explored. Students will be awarded the title of Veterinary Nutritional Advocate through Hill’s Pet Nutrition after completion of the course. Three credit hours. Prerequisites: VET 202. Offered as needed.

VET 440 APPLIED ANIMAL BEHAVIOR FOR VETERINARY PRACTICE: PART II
A continuation of the specialized study into the common behavioral problems of dogs and cats. Treatments are presented that utilize principles of behavior modification and current behavioral pharmacology. Learning to “choose the right pet” is one example of the prevention recommendations that will be discussed. Case studies will be integrated into classroom and clinical experiences. Three credit hours. Prerequisites: VET 340 or licensure as a Veterinary Technician. Offered as needed.

VET 450 ANESTHESIA FOR CANINE AND FELINE HIGH RISK PATIENTS
An in-depth coverage of anesthetizing the problematic and medically challenging small animal patient. Pre-anesthesia planning, treating complicated physical conditions and choosing appropriate anesthetic protocols will be integrated. The role of analgesia during the four components of general anesthesia will be emphasized. Three credit hours. Prerequisites: VET 224 or licensure as a Veterinary Technician. Offered as needed.

VET 460 SMALL ANIMAL EMERGENCY AND CRITICAL CARE I
A body system approach is used in examining in depth the physiology, treatment and care of emergency and critical care cases seen in practice. Physical findings, appropriate diagnostic testing, initial treatment, appropriate monitoring and follow-up are emphasized. The cardiovascular, respiratory, neurologic and urinary systems are covered. Hematologic, toxicologic and thermal emergencies are also explored, as well as shock, anesthetic emergencies and allergic reactions, which are pansystemic. Clinical cases will be utilized in the course of study. Three credit hours. Prerequisites: VET 360. Offered as needed.

VET 461 SMALL ANIMAL EMERGENCY AND CRITICAL CARE II
This course is a continuation of the study of presentations in emergency and critical care by body system. Cases in the gastrointestinal tract, male and female reproductive systems, ocular, otic and dermatologic system will be examined. Emergencies involving the endocrine system and metabolic emergencies will be covered in detail. An overview of the approach to treating musculoskeletal and
soft tissue injuries will be included. Case studies will again be utilized. Three credit hours. Prerequisites: VET 460. Offered as needed.

**VET 498 INDEPENDENT STUDY IN VETERINARY TECHNOLOGY**
Topic to be specified each semester course offered.
NON-TRADITIONAL UNDERGRADUATE ACADEMIC PROGRAMS (ADULT/GRADUATE/ONLINE)

ADULT/GRADUATE/ONLINE MISSION
Medaille College provides high quality academic programs designed to accommodate non-traditional students. These academic programs are structured around self-directed and collaborative learning situations, the meaningful integration of theory and practice, an emphasis on meeting individual student needs, and a commitment to innovative instructional methods and technology. Furthermore, we are dedicated to excellence in teaching and professional and student development, as well as to serving both the College and the community. These programs is committed to the maximum development of its human resources - students and faculty - and strives to create an atmosphere characterized by inquiry, openness, and professionalism. We are actively engaged in providing high quality degrees that develop lifelong, pro-active, adult learning skills through applied instruction and in cultivating and sustaining partnerships with the academic, business, and public communities.

ADULT/GRADUATE/ONLINE LEARNING GOALS
7. To provide a relevant and innovative education which prepares individuals for professional careers and lifelong learning.
8. To develop in all students the interpersonal skills necessary for effective participation in teams and groups.
9. To enhance the analytical, critical thinking, and decision-making skills of each individual student.
10. To develop and cultivate a sense of purpose, responsibility, and ethical behavior among individuals.
11. To enhance the student’s written and spoken communication skills.
12. To develop proficiency in the application of computer technologies.

FUNDAMENTALS OF ACCELERATED LEARNING
These academic programs are designed based on these fundamental concepts:

1. The use of academically qualified business professionals to teach courses which integrate theory and practice in a meaningful way;
2. Emphasis on an instructional model that uses small groups of experienced adults in collaborative learning situations to solve management problems;
3. Reliance on self-directed learning and highly motivated adult learners;
4. A standardized sequence of courses and established curriculum that is regularly reviewed and updated by Medaille faculty and other business professionals;
5. Special emphasis on meeting individual student needs; and
6. A commitment to innovation and non-traditional instructional methods and technology.
ADULT/GRADUATE/ONLINE UNIQUE STRENGTHS

1. **Acceleration**: The accelerated pace of the program places much of the learning responsibility with the student. Students are expected to spend considerable time each week preparing for class. Because courses run for only seven weeks, every meeting is important.

2. **Collaborative Cohort Learning**: Most non-traditional students are members of two learning communities: their cohort and their learning team. Even students enrolled in programs that do not use formal learning teams will find that collaboration is a significant part of their learning experience. We believe that non-traditional students bring with them meaningful life experiences and that collaboration facilitates efficient learning, high student motivation, effective teamwork, and increased self-confidence. Students learn from classmates and help them to learn.

3. **Facilitation**: The role of the instructor is to guide and stimulate the class; some courses will have little formal lecturing. Students are expected to be actively involved in the classroom learning environment.

4. **Variety of Instructional Formats**: Teaching strategies include: seminars, small groups, experiential learning, simulations, presentations, and brainstorming. Case studies and research projects are used extensively. Up-to-date course management software and wireless connectivity on both campuses allows instructors to incorporate online research and sources, virtual experiences, and video conferencing.

5. **Adult Learning**: Students are responsible for their own education. The role of staff and instructors is to facilitate students’ exposure to learning experiences; students are responsible for assimilating the information. The program provides appropriate learning opportunities; students must decide how these opportunities will be used.

MOE UNIQUE STRENGTHS

1. **Acceleration**: The accelerated pace of the program meets the needs of today’s online student. Successful online learners tend to be motivated and organized, thus much of the responsibility for learning has been placed with the student. Students are expected to spend considerable time each week preparing for class. Because courses run for only seven weeks, learning activities are clearly spelled out as the course begins and it is imperative that students make every effort not to fall behind.

2. **Virtual Classroom Interaction**: Communication among online students has been shown to be key in student success and persistence. For that reason, MOE classes have been designed with the virtual discussion board in a central position. Each week, students share their research, articulate their ideas, explain their conclusions, and comment on one another’s progress. Students should envisage the class discussion board as the heart of their online classroom.

3. **Collaborative Learning**: Online collaborative learning activities play an important role in MOE courses. Students become part of online learning teams to investigate challenging problems, share experiences, and provide support and encouragement. Collaboration facilitates efficient learning, high student motivation, effective teamwork, and increased self-confidence. Students learn from classmates and help them to learn.

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4. **Comprehensive Resources and Support:** MOE has assembled a collection of support services and online resources that meet the needs of online students and the virtual classroom. Student services, technical support, library resources, registration, academic tutoring, and advisement have been developed to meet the needs of all MOE students.

5. **Variety of Online Instructional Experiences:** Based on a clear understanding of self-directed learning, the MOE curriculum uses an online course blueprint to translate familiar educational activities into interesting and appropriate virtual learning experiences. Discussion boards and collaborative learning provide core instruction and are complemented by online seminars, simulations, presentations, case studies and research projects.

**COLLABORATIVE LEARNING TEAMS**

Please refer to the *Guide to Collaborative Learning Teams* for techniques and guidance to make the most of collaborative learning. This guide is provided to students upon enrollment. Collaborative learning experiences provide a wealth of benefits for students, including increased proficiency at teamwork, problem solving, interpersonal skills, listening, creative thinking, and leadership.

**GENERAL EDUCATION REQUIREMENTS**

General Education requirements are detailed on each undergraduate student degree completion plan and should be reviewed with his/her advisor prior to starting the program. If additional credit hours are required to reach 120 credit hours, including the fulfillment of general education requirements, they may be obtained in the following ways:

- Take Five online electives
- Additional Medaille College courses
- Traditional or online college courses from regionally accredited institutions
- Credit for Prior Learning
- Challenge Exams
- Credit by Examination - RCE, CLEP, DSST
- Independent Study

It is strongly recommended that degree requirements be completed within a year of finishing a program sequence. If a student has outstanding credits to complete following the completion of a program sequence, he/she must complete at least one course per year to maintain an active enrollment status with Medaille. If one year lapses in which the student does not complete a course, he or she may be subject to new admission and graduation requirements, as well as new tuition pricing levels, and will be required to reapply for admission to the program.

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**ADMISSION STATUS (ADULT/GRADUATE/ONLINE UNDERGRADUATE PROGRAMS)**

An undergraduate student admitted with a low transfer GPA must maintain a GPA of 2.5 in the first two four-credit hour courses. Status will be reviewed at that time. If the student has less than a 2.5 GPA, he/she may be administratively dismissed. Undergraduate students with low GPAs from previously earned Medaille credits may be eligible for the Fresh Start Policy.

**COMMUNICATION AND NETIQUETTE IN ONLINE COURSES**

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

- Be polite and reflective; think about what you are writing so that you do not offend others. Your work should be thoughtful and supportive, not opinionated.
- Address teammates and classmates by name. Sign your own name to your work on discussion boards and in e-mail.
- Do not type your entire message in all capital letters; most people find this ANNOYING. It is like yelling at someone on the computer.
- Keep your discussion board posts relevant and concise. Since all class members must read through all posts, avoid rambling, repetition, or opinionated arguments that are not supported by research. Respect other people’s time.
- Treat others as you would like to be treated. Find a way to share a difference of opinion without verbal abuse or insults.
- Respect copyrights. There is a wealth of information on the Internet, and as an online student you will need to access the work, words, and ideas of others. However, failing to attribute work to its true originator can feel like theft. Be scrupulous about citing sources.
- Use proper grammar and spelling. Abbreviated words, web jargon, and emoticons can wear thin and do nothing to increase your skills in professional communication. Use spell check if needed and remember that you are establishing web habits to carry you successfully through a professional career. Standard typing, grammar, spelling, punctuation and APA rules apply.
- Never put anything in writing that you would be embarrassed for your mother to see. Keep even private discussions appropriate and avoid profanity. Nothing is ever truly gone on the web and you never know when something will reappear.
- For all e-mail communication MOE student and instructors have been directed to use the Medaille e-mail system. There is additional e-mail capability within each Blackboard course, but mail sent within Blackboard will not be available after the course has closed.
- Instructors will publish their times of availability, including periods of time during the week when the instructor is not available. MOE instructors have been asked to check their e-mail at least once a day while teaching, but keep in mind that online access does not necessarily mean immediate response. It is most likely that your instructor shares the same work and
family responsibilities as you. Every effort will be made to address student concerns promptly, and your consideration will be appreciated. You should expect an instructor to return your phone or e-mail message within a day or two.

- Keep in mind that others in your course cannot see your facial expression or body language. This makes joking or sarcasm tricky to pull off successfully online. Your only interaction with your classmates will be the typed letters on a computer screen. For that reason, reread your work carefully before you click send or submit; make sure it says exactly what you would like it to say. Once it has been sent, you cannot retrieve it.
- Treat team members with the same respect you reserve for your instructor and other classmates. You are expected to contribute fully in all team activities.
- MOE teams are not expected to carry or cover for non-performing team members.
- You are expected to participate in individual and learning team discussion boards each week, in addition to weekly and team assignments. Standard netiquette rules are especially important on individual and team discussion boards. Students may also communicate with each other outside of the course management system. Medaille cannot monitor these communications; however students are expected to adhere to the same standards that apply in the course management system.

**RESPONSIBILITIES OF MOE STUDENTS**
The non-traditional learning environment found in the online classroom makes some additional demands on its students. These include:

- Students must participate in all activities and contribute to all discussions.
- Students are responsible for initiating contact with the instructor if they have missed a class, a test, or an assignment.
- Students are responsible for acquiring and maintaining an adequate laptop computer and Internet access. Medaille will provide software and appropriate IT support.
- Students are expected to comply with the policies and procedures outlined in this handbook.

**RESPONSIBILITIES OF ADULT/GRADUATE/ONLINE STUDENTS**
The non-traditional learning environments found in these programs make some additional demands on its students. These include:

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

RESPONSIBILITIES OF CLASS REPRESENTATIVES

Evening Program cohorts select a class representative early in its program. The representative's duties and responsibilities include but are not limited to:

• Serving as spokesperson for the cohort in order to maintain a constructive dialogue with Medaille College.
• Welcoming new students to the group.
• Facilitating the student's entry into an available learning team, if appropriate.
• Developing and coordinating the use of the telephone contact chain for informing students of important information.
• Assisting the class in organizing social events, as appropriate.
• Attending periodic meetings as scheduled.
• Assisting in the distribution of program-related materials and correspondence.
• Contacting and assisting faculty members as needed.
• Notifying Academic Services if the class does not convene as scheduled for any reason, or if the meeting location changes.
• Providing contact information to expedite communication with the cohort.
• Newly elected class representatives should contact Student Services for a brief training session.
A.S. /B.B.A. IN BUSINESS

PROGRAM DESCRIPTION

These bachelor- and associate- level degree programs are specifically designed for highly motivated, non-traditional students. Our students may be working adults who have acquired learning through career experiences, professional or military schools, college or university courses, and in-service training; they may also be students of a more traditional age who are simply interested in completing their degree requirements in a manner that accommodates their work and family obligations.

The Bachelor of Business Administration degree program has been established with two entry points. Students who have completed the equivalent of a freshman and sophomore year (approximately 60 credits) enter the BBA Core, a 60-credit course sequence that includes junior- and senior-level courses. The BBA Core is offered in three formats: an on-campus day program, and on-campus evening program, and an online program.

DELIVERY FORMATS

- **On-campus evening** students are enrolled in one four-credit, seven-week course at a time.
- **On-campus day students** may enroll in up to four four-credit courses during each fourteen-week semester. An online capstone course is spread across three semesters and may be taken consecutively with four on-campus courses. If students desire to work at this pace, they can complete the requirements for a BBA in under one year.
- **Online students** take one-course at a time; each course is seven weeks in length. Online instructional methods include mini-lectures, discussion boards, case studies, group projects, virtual labs, and simulations. Each four-credit course is a required component of the program.

The A.S. in Business can be used to earn an associate’s degree or simply to accumulate sufficient credits to transfer into a baccalaureate-level program, depending on the student’s educational goals.

PROGRAM GOALS

The Bachelor of Business Administration (BBA) is designed to include courses in all the functional areas of business, management, and leadership. Students earn a degree that relates business theory to business practice, applying classroom concepts to real world situations. The goals of the program include:

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

**A.S. IN BUSINESS (ONLINE & ON-CAMPUS)-COURSE SEQUENCE**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ACC 110 Accounting Concepts</td>
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<tr>
<td>CIS 118 Computer Skills and Applications</td>
<td>4</td>
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<tr>
<td>ENG 111 Writing Effective Essays</td>
<td>4</td>
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<tr>
<td>ENG 201 Writing the Research Paper</td>
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<tr>
<td>GEN 111 Critical and Academic Thought</td>
<td>4</td>
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<tr>
<td>GEN 221 Cultural Interactions: Early American Experiences</td>
<td>4</td>
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<tr>
<td>GEN 231 Creativity and Expression</td>
<td>4</td>
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<tr>
<td>GEN 241 Scientific Methods and Discovery</td>
<td>4</td>
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<td>HIS 251 Perspectives: The World Today</td>
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<td>MAT 121 Mathematical Applications</td>
<td>4</td>
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<tr>
<td>MGT 112 Fundamentals of Management</td>
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<td>MGT 231 Human Resource Fundamentals</td>
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<td>MGT 265 Negotiation and Consensus</td>
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<td>PHI 190 Ethical Issues for Today</td>
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<td>PSY 101 General Psychology</td>
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**Total Credit Hours: 60**

**B.B.A. IN BUSINESS ADMINISTRATION CORE (ON-CAMPUS & EVENING)-COURSE SEQUENCE**

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<tr>
<td>GEN 300 Critical Thinking and the Adult Learner</td>
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<tr>
<td>MGT 310 Contemporary Management and Leadership</td>
<td>4</td>
</tr>
<tr>
<td>ACC 304 Current Issues in Financial Accounting</td>
<td>4</td>
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<tr>
<td>ENG 361 Advanced Business Report Writing</td>
<td>4</td>
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<tr>
<td>MAT 203</td>
<td>Statistics for Today’s Businesses</td>
</tr>
<tr>
<td>MKT 346</td>
<td>Managing the Marketing Function</td>
</tr>
<tr>
<td>ECO 301</td>
<td>Concepts in Economics</td>
</tr>
<tr>
<td>BUS 301</td>
<td>Legal and Ethical Issues in Business</td>
</tr>
<tr>
<td>FNS 203</td>
<td>Principles of Finance</td>
</tr>
<tr>
<td>MGT 366</td>
<td>Organizational Development and Behavior</td>
</tr>
<tr>
<td>ACC 315</td>
<td>Accounting Analysis and Decision Making</td>
</tr>
<tr>
<td>BUS 445</td>
<td>Case Studies in Global Strategy</td>
</tr>
<tr>
<td>BUS 476</td>
<td>Business Strategy Capstone</td>
</tr>
<tr>
<td>Elective</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td></td>
</tr>
<tr>
<td>Transfer/Free Electives</td>
<td>(60 Credits*)</td>
</tr>
</tbody>
</table>

**Total Credit Hours: 120**
**B.B.A. IN BUSINESS CORE (DAY) - COURSE SEQUENCE**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEN 303 Critical Thinking and Learning</td>
<td>4</td>
</tr>
<tr>
<td>MGT 310 Contemporary Management and Leadership</td>
<td>4</td>
</tr>
<tr>
<td>ACC 304 Current Issues in Financial Accounting</td>
<td>4</td>
</tr>
<tr>
<td>ENG 361 Advanced Business Report Writing</td>
<td>4</td>
</tr>
<tr>
<td>MAT 203 Statistics for Today’s Businesses</td>
<td>4</td>
</tr>
<tr>
<td>MKT 346 Managing the Marketing Function</td>
<td>4</td>
</tr>
<tr>
<td>ECO 301 Concepts in Economics</td>
<td>4</td>
</tr>
<tr>
<td>BUS 301 Legal and Ethical Issues in Business</td>
<td>4</td>
</tr>
<tr>
<td>FNS 203 Principles of Finance</td>
<td>4</td>
</tr>
<tr>
<td>MGT 366 Organizational Development and Behavior</td>
<td>4</td>
</tr>
<tr>
<td>ACC 315 Accounting Analysis and Decision Making</td>
<td>4</td>
</tr>
<tr>
<td>BUS 445 Case Studies in Global Strategy</td>
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<td>BUS 470 Business and Strategy Capstone 1</td>
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<td>BUS 471 Business and Strategy Capstone 2</td>
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<tr>
<td>BUS 472 Business and Strategy Capstone 3</td>
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<td>Elective</td>
<td>4</td>
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<tr>
<td>Elective</td>
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</tr>
</tbody>
</table>

**FREE/TRANSFER ELECTIVES (60 Credits*)

**Total Credit Hours: 60**

*This is an accelerated degree completion program. Students need approximately two years of college credits to begin the core sequence. Medaille offers undergraduate coursework to help you reach this minimum credit level.

**B.B.A. IN BUSINESS ADMINISTRATION CORE (ONLINE) COURSE SEQUENCE**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Note: Online students are required to successfully complete an online prep course prior to beginning their course sequence.</td>
<td></td>
</tr>
<tr>
<td>GEN 310 Critical Thinking and Online Studies</td>
<td>4</td>
</tr>
<tr>
<td>MGT 310 Contemporary Management and Leadership</td>
<td>4</td>
</tr>
<tr>
<td>ACC 304 Current Issues in Financial Accounting</td>
<td>4</td>
</tr>
</tbody>
</table>

[www.medaille.edu](http://www.medaille.edu)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 361</td>
<td>Advanced Business Report Writing</td>
<td>4</td>
</tr>
<tr>
<td>MAT 203</td>
<td>Statistics for Today’s Businesses</td>
<td>4</td>
</tr>
<tr>
<td>MKT 346</td>
<td>Managing the Marketing Function</td>
<td>4</td>
</tr>
<tr>
<td>ECO 301</td>
<td>Concepts in Economics</td>
<td>4</td>
</tr>
<tr>
<td>BUS 301</td>
<td>Legal and Ethical Issues in Business</td>
<td>4</td>
</tr>
<tr>
<td>FNS 203</td>
<td>Principles of Finance</td>
<td>4</td>
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<tr>
<td>MGT 366</td>
<td>Organizational Development and Behavior</td>
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<td>Business Strategy Capstone</td>
<td>4</td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Free/Transfer Electives 60 credits*</td>
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</tr>
</tbody>
</table>

**Total Credit Hours: 120**

*This is an accelerated degree completion program. Students need approximately two years of college credits to begin the core sequence. Medaille offers undergraduate coursework to help you reach this minimum credit level.*
A.S. /B.S. IN GENERAL STUDIES

PROGRAM DESCRIPTION
The A.S. in General Studies and the B.S. in General Studies programs are designed to produce a well-rounded critical thinker with the ability to analyze and synthesize disparate topics, function effectively in workplace teams, and direct his/her actions based on an understanding of ethical behavior and personal responsibility. Built around a core of general education goals, the General Studies program provides a flexible scaffold upon which students may assemble a unique program of study designed to accommodate individual needs, interests, and experiences.

The A.S. in General Studies and the B.S. in General Studies are accelerated programs where students will complete one, four-credit course every eight weeks. Previously earned transfer credits from accredited institutions may be used to fulfill required and elective courses. Based upon the student’s transfer credits, general education requirements, and selection of free electives from any Medaille College’s currently approved courses, a student and his/her advisor will build a program schedule that fulfills program requirements while allowing the student to maintain full-time status.

- Students are permitted to transfer up to 45 credits into the A.S. in General Studies.
- Students are permitted to transfer up to 90 credits into the B.S. in General Studies.

PROGRAM GOALS
To develop in all students the interpersonal skills necessary for effective participation in teams and groups.
1. To enhance the analytical, critical thinking, and decision-making skills of each individual student.
2. To develop and cultivate a sense of purpose, responsibility, and ethical behavior among individuals.
3. To enhance the student’s written and spoken communication skills.
4. To develop proficiency in the application of computer technologies.

DELIVERY FORMATS
1. On-campus (Day or Evening)
2. Online

A.S. IN GENERAL STUDIES
Note: Online students are required to successfully complete an online prep course prior to beginning their course sequence.
HUMANITIES (MINIMUM OF 6 CREDITS IF UTILIZING TRANSFER CREDITS AND/OR A COMBINATION OF TRANSFER AND MEDAILLE CREDITS; 8 CREDITS PER RECOMMENDED SEQUENCE BELOW)
One HUM course must be a writing course. Recommended courses:

- ENG 111 Writing Effective Essays (4) [or equivalent]
- ENG 201 Writing the Research Paper (4) [or equivalent]

NATURAL SCIENCES (MINIMUM OF 3 CREDITS IF UTILIZING TRANSFER CREDITS AND/OR A COMBINATION OF TRANSFER AND MEDAILLE CREDITS; 4 CREDITS PER RECOMMENDED SEQUENCE BELOW)

- Recommended course: GEN 241 Scientific Methods and Discovery or BIO 150 Environmental Studies (4) [or equivalent]

ETHICS (MINIMUM OF 3 CREDITS IF UTILIZING TRANSFER CREDITS AND/OR A COMBINATION OF TRANSFER AND MEDAILLE CREDITS; 4 CREDITS PER RECOMMENDED SEQUENCE BELOW)

- Recommended course: PHI 190 Ethical Issues for Today (4) [or equivalent]

MATHEMATICS (MINIMUM OF 3 CREDITS IF UTILIZING TRANSFER CREDITS AND/OR A COMBINATION OF TRANSFER AND MEDAILLE CREDITS; 4 CREDITS PER RECOMMENDED SEQUENCE BELOW)

- Recommended course: MAT 121 Mathematical Applications (4) or MAT 203 Statistics for Today’s Business (4) [or equivalent]

SOCIAL SCIENCES (MINIMUM OF 6 CREDITS IF UTILIZING TRANSFER CREDITS AND/OR A COMBINATION OF TRANSFER AND MEDAILLE CREDITS; 8 CREDITS PER RECOMMENDED SEQUENCE BELOW)

Students are required to complete two social sciences courses. Typical courses include:

- GEN 221 Cultural Interactions: Early American Experiences (4)
- HIS 210 Immigration in America (4)
- HIS 251 Perspectives: The World Today (4)
- PSY 101 General Psychology (4)

LIBERAL ARTS AND SCIENCES ELECTIVES (9 CREDITS)

Students are required to complete 9 credits of Liberal Arts and Sciences courses. Courses in the humanities, natural sciences and mathematics, and social sciences are considered Liberal Arts and Sciences courses. Electives should be discussed in consultation with a student’s academic advisor.

www.medaille.edu
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FREE ELECTIVES: 30 CREDITS

TOTAL CREDIT HOURS: 60
B.S. IN GENERAL STUDIES

HUMANITIES (MINIMUM OF 6 CREDITS IF UTILIZING TRANSFER CREDITS AND/OR A COMBINATION OF TRANSFER AND MEDAILLE CREDITS; 8 CREDITS PER RECOMMENDED SEQUENCE BELOW)
One HUM course must be a writing course. Recommended courses:
- ENG 111 Writing Effective Essays (4) [or equivalent]
- ENG 201 Writing the Research Paper (4) [or equivalent]

NATURAL SCIENCES (MINIMUM OF 3 CREDITS IF UTILIZING TRANSFER CREDITS AND/OR A COMBINATION OF TRANSFER AND MEDAILLE CREDITS; 4 CREDITS PER RECOMMENDED SEQUENCE BELOW)
- Recommended course: GEN 241 Scientific Methods and Discovery or BIO 150 Environmental Studies (4) [or equivalent]

ETHICS (MINIMUM OF 3 CREDITS IF UTILIZING TRANSFER CREDITS AND/OR A COMBINATION OF TRANSFER AND MEDAILLE CREDITS; 4 CREDITS PER RECOMMENDED SEQUENCE BELOW)
- Recommended course: PHI 190 Ethical Issues for Today (4) [or equivalent]

MATHEMATICS (MINIMUM OF 3 CREDITS IF UTILIZING TRANSFER CREDITS AND/OR A COMBINATION OF TRANSFER AND MEDAILLE CREDITS; 4 CREDITS PER RECOMMENDED SEQUENCE BELOW)
- Recommended course: MAT 121 Mathematical Applications (4) or MAT 203 Statistics for Today’s Business (4) [or equivalent]

SOCIAL SCIENCES (MINIMUM OF 6 CREDITS IF UTILIZING TRANSFER CREDITS AND/OR A COMBINATION OF TRANSFER AND MEDAILLE CREDITS; 8 CREDITS PER RECOMMENDED SEQUENCE BELOW)
Students are required to complete two social sciences courses. Typical courses include:
- GEN 221 Cultural Interactions: Early American Experiences (4)
- HIS 210 Immigration in America (4)
- HIS 251 Perspectives: The World Today (4)
- PSY 101 General Psychology (4)

COMPUTER SKILLS (MINIMUM OF 3 CREDITS IF UTILIZING TRANSFER CREDITS AND/OR A COMBINATION OF TRANSFER AND MEDAILLE CREDITS; 4 CREDITS PER RECOMMENDED SEQUENCE BELOW)
- CIS 118 Computer Skills and Applications (4) or CIS 160 Essential Technologies for Today (4)

www.medaille.edu
LIBERAL ARTS AND SCIENCES ELECTIVES (12 CREDITS)
Students are required to complete 12 credits of Liberal Arts and Sciences courses. Courses in the humanities, natural sciences and mathematics, and social sciences are considered Liberal Arts and Sciences courses. Electives should be discussed in consultation with a student’s academic advisor.

300-400 LEVEL LIBERAL ARTS AND SCIENCE ELECTIVES (20 CREDITS)
Students are required to complete 20 credits of 300-400 level Liberal Arts and Sciences courses. Courses in the humanities, natural sciences and mathematics, and social sciences are considered Liberal Arts and Sciences courses. Electives should be discussed in consultation with a student’s academic advisor.

FREE ELECTIVES 52 CREDITS: Students may take any college course.

TOTAL CREDIT HOURS: 120
BPS IN HEALTH INFORMATION MANAGEMENT

PROGRAM OVERVIEW
Needs within the healthcare system continue to shift, making the role of the health information professional increasingly vital. The Bachelors of Professional Studies in Health Information Management prepares students to collect, maintain, interpret, analyze and protect data that is essential for providing quality, effective and efficient patient care. The program includes courses in the management of data with emphasis on electronic health data (the EHR), the analysis of information for patient care, financial and statistical purposes as well as auditing, trending and benchmarking. If you are interested in healthcare in a broader sense and want to create a better experience for patients behind the scenes, then Healthcare Information Management may be for you. Students should be interested in data management and analysis, technology, interacting with physicians and working collaboratively towards a common goal.

HEALTH INFORMATION MANAGEMENT MINIMUM GPA AND DISMISSAL POLICY
To graduate with a Bachelor in Professional Studies degree in Health Information Management, students must complete all required courses with an overall 2.5 cumulative average and at least a 2.5 average in all HIM courses both in the BRIDGE and CORE sequences. Students who fall below the required GPA will be placed on academic probation for the duration of 2 courses. If they do not successfully raise their GPA above a 2.50 by the end of the second course, they will be dismissed from the College and can reapply to the college in 6 months.

PROGRAM GOALS:
1. To develop proficiency in the competencies, skills, and knowledge of health information management, including privacy and security, health databases, principles of management and leadership, professional certification and computer technologies.
2. To develop in all students the interpersonal skills necessary for effective participation in teams and groups.
3. To enhance the analytical, critical thinking, and decision-making skills of each individual student.
4. To develop and cultivate a sense of purpose, responsibility, and ethical behavior among individuals, especially in regard to the legal and ethical issues related to protected health information.
5. To enhance the student’s written and spoken communication skills.
6. To develop proficiency in the application of computer technologies.

DELIVERY FORMAT
1. Online

BPS IN HEALTH INFORMATION MANAGEMENT – COURSE SEQUENCE
Note: Online students are required to successfully complete an online prep course prior to beginning their course sequence.
## CORE CURRICULUM (60 CREDITS*)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEN 310</td>
<td>Critical Thinking and Online Studies</td>
<td>4</td>
</tr>
<tr>
<td>HIA 321</td>
<td>Health Information Theory and Practice</td>
<td>4</td>
</tr>
<tr>
<td>HIA 322</td>
<td>The Legal Health Record</td>
<td>4</td>
</tr>
<tr>
<td>HIA 330</td>
<td>Information Systems &amp; Technology</td>
<td>4</td>
</tr>
<tr>
<td>HIA 334</td>
<td>The Electronic Health Record</td>
<td>4</td>
</tr>
<tr>
<td>BIO 312</td>
<td>Pathophysiology and Pharmacology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 313</td>
<td>Pathophysiology and Pharmacology II</td>
<td>4</td>
</tr>
<tr>
<td>HIA 405</td>
<td>Managing the Coding Process for Inpatients</td>
<td>4</td>
</tr>
<tr>
<td>HIA 406</td>
<td>Managing the Coding Process for Outpatients</td>
<td>4</td>
</tr>
<tr>
<td>HIA 407</td>
<td>Reimbursement Methodologies</td>
<td>4</td>
</tr>
<tr>
<td>HIA 408</td>
<td>Financial and Revenue Cycle Management</td>
<td>4</td>
</tr>
<tr>
<td>HIA 466</td>
<td>Health Data Management, Storage, and Retrieval</td>
<td>4</td>
</tr>
<tr>
<td>HIA 408</td>
<td>Financial and Revenue Cycle Management</td>
<td>4</td>
</tr>
<tr>
<td>HIA 333</td>
<td>Healthcare Statistics, Research, and Quality Improvement</td>
<td>4</td>
</tr>
<tr>
<td>HIA 440</td>
<td>Management and Organization for Health Professions</td>
<td>4</td>
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<tr>
<td>HIA 460</td>
<td>HIA Management Capstone</td>
<td>4</td>
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<tr>
<td>HIA 470</td>
<td>Professional Review and Certification</td>
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</table>

Transfer/Electives: 60 credits (The bridge sequence may count towards these 60 credits)

**Total Credit Hours: 120**

## BRIDGE SEQUENCE (24 CREDITS)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HIA 197</td>
<td>Essentials of Healthcare Delivery</td>
<td>4</td>
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<tr>
<td>HIA 198</td>
<td>Health Information Technology</td>
<td>4</td>
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<tr>
<td>MAT 203</td>
<td>Statistics for Today’s Business</td>
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<tr>
<td>HIA 123</td>
<td>Medical Terminology</td>
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<tr>
<td>BIO 140</td>
<td>Human Anatomy and Physiology I</td>
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<tr>
<td>BIO 141</td>
<td>Human Anatomy and Physiology II</td>
<td>4</td>
</tr>
</tbody>
</table>

*The BPS-HIM Program is an accelerated, online degree completion sequence, one of several developed for working adults who have already earned college credits and have significant work experience in the field. A BPS-HIM Bridge course sequence is available to students who do not have the necessary credits.

[www.medaille.edu](http://www.medaille.edu)
B.S. IN HOMELAND SECURITY

PROGRAM OVERVIEW

Emergency preparedness has long been an important part of government policy at the federal, state, and local levels; within the last decade the concept of homeland security has been developed to incorporate emergency management as well as the task of protecting the United States from terrorist attacks. The B.S. in Homeland Security program teaches the theories, models, tools, and techniques needed to effectively prepare for and mitigate the effects of natural, manmade, or terrorist disasters. The Homeland Security curriculum is designed to give students both theoretical and practical knowledge in homeland security, terrorism, domestic and international law, and emergency management. The curriculum supports the development of a global perspective, enhanced interpersonal skills, and an increased awareness of the current state of homeland security. The Homeland Security program is offered as an accelerated, non-traditional degree completion program for adult learners. Students entering directly into the Homeland Security Core sequence must transfer in at least applicable 60 credits. Students without transfer credits may enter the AS in Business, then move into the Homeland Security Core.

PROGRAM GOALS

The Homeland Security program focuses on using information systems to confront and resolve business and management problems, meeting the operation needs of business organizations. The goals of the program include:

1. To provide a relevant and innovative education that prepares individuals for professional careers and lifelong learning.
2. To develop in all students the interpersonal skills necessary for effective participation in teams and groups.
3. To enhance the analytical, critical thinking, and decision-making skills of each individual student.
4. To develop and cultivate a sense of purpose, responsibility, and ethical behavior among individuals.
5. To enhance the student’s written and spoken communication skills.
6. To develop proficiency in the application of theoretical and practical knowledge of homeland security, terrorism, international and domestic law, and emergency preparedness.

DELIVERY FORMAT

1. Online
2. On-campus (Buffalo Campus only)

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## B.S. IN HOMELAND SECURITY CORE- COURSE SEQUENCE

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>GEN 310 Critical Thinking and Online Studies (online students)</td>
<td>4</td>
</tr>
<tr>
<td>GEN 300 Critical Thinking and the Adult Learner (on-ground students)</td>
<td>4</td>
</tr>
<tr>
<td>CRJ 470 Government Leadership Challenges in Homeland Security</td>
<td>4</td>
</tr>
<tr>
<td>CRJ 305 Securing the Homeland</td>
<td>4</td>
</tr>
<tr>
<td>HLS 300 Administering Homeland Security</td>
<td>4</td>
</tr>
<tr>
<td>CRJ 301 Homeland Security: Issues and Impact</td>
<td>4</td>
</tr>
<tr>
<td>HIS 320 History of Terrorism</td>
<td>4</td>
</tr>
<tr>
<td>POL 340 Systems of International Terrorism</td>
<td>4</td>
</tr>
<tr>
<td>POL 341 Systems of Domestic Terrorism</td>
<td>4</td>
</tr>
<tr>
<td>POL 320 International Legal Systems</td>
<td>4</td>
</tr>
<tr>
<td>POL 321 The Constitution and the Patriot Act</td>
<td>4</td>
</tr>
<tr>
<td>POL 422 International Political Systems and Homeland Security</td>
<td>4</td>
</tr>
<tr>
<td>MGT 375 Principles of Emergency Management</td>
<td>4</td>
</tr>
<tr>
<td>HLS 402 Managing Natural Disasters</td>
<td>4</td>
</tr>
<tr>
<td>HLS 403 Managing Manmade Disasters</td>
<td>4</td>
</tr>
<tr>
<td>HLS 475 Capstone in Homeland Security</td>
<td>4</td>
</tr>
<tr>
<td>Transfer/Electives:</td>
<td>60</td>
</tr>
<tr>
<td><strong>Total Credit Hours:</strong></td>
<td><strong>120</strong></td>
</tr>
</tbody>
</table>

*The BS in Homeland Security is an accelerated online degree completion program. Students need approximately two years of college credits to begin the core sequence. Medaille offers undergraduate coursework to help you reach this minimum credit level.*
BBA IN INFORMATION SYSTEMS

PROGRAM DESCRIPTION

Information Systems is designed to teach theories, models, tools, and techniques needed to use information technology in innovative and effective business administration. Information Systems (IS) is defined as the use of computers and information to enable people and organizations to be more creative and productive. This is an accelerated degree developed for adults who can demonstrate a minimum level of experience in information systems and may or may not have college credits.

PROGRAM GOALS:

The Information Systems program focuses on using information systems to confront and resolve business and management problems. The goals of the program include:

1. To develop proficiency in the application of information systems, including the identification of IS requirements, the design and development of IS systems, and the implementation of IS in business situations.
2. To develop in all students the interpersonal skills necessary for effective participation in teams and groups.
3. To enhance the analytical, critical thinking, and decision-making skills of each individual student.
4. To develop and cultivate a sense of purpose, responsibility, and ethical behavior among individuals.
5. To enhance the student’s written and spoken communication skills.
6. To develop proficiency in the application of computer technologies.

DELIVERY FORMAT

1. Online

INFORMATION SYSTEMS- COURSE SEQUENCE*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEN 310</td>
<td>Critical Thinking and Online Study</td>
<td>4</td>
</tr>
<tr>
<td>BIS 290</td>
<td>Fundamentals of Information Systems</td>
<td>4</td>
</tr>
<tr>
<td>BIS 300</td>
<td>Database Design and Development</td>
<td>4</td>
</tr>
<tr>
<td>ENG 361</td>
<td>Advanced Business Report Writing</td>
<td>4</td>
</tr>
<tr>
<td>BIS 350</td>
<td>Computer Architecture</td>
<td>4</td>
</tr>
<tr>
<td>BIS 355</td>
<td>Information Systems Security Policy and Procedure</td>
<td>4</td>
</tr>
<tr>
<td>MAT 205</td>
<td>Math for Information Systems</td>
<td>4</td>
</tr>
<tr>
<td>ACC 304</td>
<td>Current Issues in Financial Accounting</td>
<td>4</td>
</tr>
<tr>
<td>MGT 362</td>
<td>Information Systems Management Theory</td>
<td>4</td>
</tr>
</tbody>
</table>
**MGT 366 Organizational Development and Behavior (4 credits)**

**BUS 420 E-Business Strategy and Design (4 credits)**

**BIS 400 Systems Analysis (4 credits)**

**BUS 430 Business Data Communications (4 credits)**

**BIS 410 Distributed Systems Development (4 credits)**

**BIS 480 Project Management Capstone (4 credits)**

**Transfer/Elective Credits: 60***

**Total Credit Hours: 120**

*The BBA-IS Program is an accelerated online degree completion program. Students need approximately two years of college credits to begin the core sequence. Medaille offers undergraduate coursework to help you reach this minimum credit level.*
A.A.S. IN VETERINARY TECHNOLOGY (ON-GROUND)

PROGRAM OVERVIEW

The A.A.S in Veterinary Technology provides students with classroom instruction, group study, and clinical experiences needed to perform effectively as veterinary technicians. The curriculum is designed to provide the necessary credentials for students to sit for the Veterinary Technician National Exam (VTNE), as well as satisfy New York State Education requirements for professional licensure as a veterinary technician.

The curriculum for the A.A.S. in Veterinary Technology has been constructed to include the Curriculum and Essential Tasks (didactic and psychomotor) required and recommended by the Committee on Veterinary Technician Education and Activities/American Veterinary Medical Association (CVTEA/AVMA). Special attention has been given to the organization and presentation of subject areas to fit the hours of classroom instruction, group study, and clinical experiences.

The A.A.S. reflects a terminal degree program which will provide the necessary credentials for taking the Veterinary Technician National Exam (VTNE) and satisfy New York State Education requirements for professional licensure as a Veterinary Technician. Licensed veterinarians and veterinary technicians serving as faculty and staff in Medaille’s Veterinary Technology Department have been instrumental in designing and writing the A.A.S. in Veterinary Technology.

This innovative program provides an educational and veterinary technician licensing opportunity for those employed full-time in some capacity in a veterinary practice or other career pathway and wishing to become a professional veterinary technician.

To graduate with an Associate in Applied Science degree, students must complete all required courses with not less than an overall 2.0 (C) average and not less than a 2.0 (C) average in Veterinary Technology courses. Majors in this program may not take any Veterinary Technology course as a Pass/Fail. The Veterinary Technology program requires student time beyond scheduled class. Travel to and from instructional programs held off the Rochester Campus, such as farm animal labs, necessitates additional student time.

PROGRAM GOALS

1. To provide a relevant and innovative education that prepares individuals for professional careers and lifelong learning.
2. To develop in all students the interpersonal skills necessary for effective participation in teams and groups.
3. To enhance the analytical, critical thinking, and decision-making skills of each individual student.
4. To develop and cultivate a sense of purpose, responsibility, and ethical behavior among individuals.
5. To enhance the student’s written, spoken, and technological skills.
6. To obtain the knowledge and develop proficiency in clinical and practical veterinary medicine in order to take the Veterinary Technician National Exam (VTNE) and satisfy New York State Education requirements for professional licensure as a veterinary technician.
DELIVERY FORMAT

- On-campus (Evening) Rochester Campus only

### AAS IN VETERINARY TECHNOLOGY-COURSE SEQUENCE (ON-GROUND)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 172</td>
<td>Comparative Anatomy and Physiology for Veterinary Science</td>
<td>4</td>
</tr>
<tr>
<td>CIS 118</td>
<td>Computer Skills and Applications</td>
<td>4</td>
</tr>
<tr>
<td>ENG 111</td>
<td>Writing Effective Essays</td>
<td>4</td>
</tr>
<tr>
<td>GEN 131</td>
<td>Critical Thinking and Health Sciences</td>
<td>4</td>
</tr>
<tr>
<td>MAT 121</td>
<td>Mathematical Applications</td>
<td>4</td>
</tr>
<tr>
<td>SPE 242</td>
<td>Public Speaking Skills and Techniques</td>
<td>4</td>
</tr>
<tr>
<td>VET 101</td>
<td>Introduction to Veterinary Technology</td>
<td>4</td>
</tr>
<tr>
<td>VET 180</td>
<td>Care and Management of Exotic and Laboratory Animals</td>
<td>4</td>
</tr>
<tr>
<td>VET 205</td>
<td>Veterinary Clinical Laboratory Techniques</td>
<td>4</td>
</tr>
<tr>
<td>VET 249</td>
<td>Clinical Experiences I</td>
<td>3</td>
</tr>
<tr>
<td>VET 250</td>
<td>Clinical Experiences II</td>
<td>3</td>
</tr>
<tr>
<td>VET 251</td>
<td>Clinical Case Study 1: Wellness and Preventative Medicine</td>
<td>4</td>
</tr>
<tr>
<td>VET 252</td>
<td>Clinical Case Study 2: Integument &amp; Wound Healing and the Musculo-skeletal System</td>
<td>4</td>
</tr>
<tr>
<td>VET 253</td>
<td>Clinical Case Study 3: Gastrointestinal System</td>
<td>4</td>
</tr>
<tr>
<td>VET 254</td>
<td>Clinical Case Study 4: Cardiology, Respiration, and Hematology</td>
<td>4</td>
</tr>
<tr>
<td>VET 255</td>
<td>Clinical Case Study 5: Reproduction, Urogenital and Endocrinology</td>
<td>4</td>
</tr>
<tr>
<td>VET 256</td>
<td>Clinical Case Study 6: Neurology, Special Senses and Immunology</td>
<td>4</td>
</tr>
<tr>
<td>VET 270</td>
<td>Veterinary Technology Capstone</td>
<td>4</td>
</tr>
</tbody>
</table>

**Total Credit Hours: 70**
A.A.S. IN VETERINARY TECHNOLOGY ONLINE

NUMBER OF CREDITS: 72

PROGRAM OVERVIEW

This is a unique Associate of Applied Science in Veterinary Technology Online program. First, it is offered in an online delivery format, combined with on-site clinical experiences. The program meets the needs of individuals who are not able through necessity of employment or other personal circumstances to attend a traditional, classroom-based academic program. The Veterinary Technology Online program parallels other AVMA accredited degree programs and its curriculum includes the subject content and the didactic and psychomotor essential tasks enumerated by the AVMA Committee of Veterinary Technician Educational Activities (CVTEA). Those individuals within six months of graduation will be eligible to take the Veterinary Technician National (licensing) Exam (VTNE), nationally recognized by many states for licensure. Pending AVMA accreditation of the program, students from outside New York State should check with their local Board of Education regarding licensure eligibility. Students completing the AAS in Veterinary Technology Online will receive the terminal degree required for licensure in New York State as a Veterinary Technician.

PROGRAM GOALS

The AAS in Veterinary Technology Online program provides instruction and clinical experiences needed to perform effectively as a veterinary technician. The AAS in Veterinary Technology Online curriculum provides the necessary credentials to take the Veterinary Technician National Exam (VTNE) and satisfies the New York State Education requirements for professional licensure as a veterinary technician. The goals of the program include:

- To provide a relevant and innovative education that prepares individuals for professional careers in Veterinary Medicine and lifelong learning.
- To develop in all students the interpersonal skills necessary for effective participation in teams and groups.
- To enhance the analytical, critical thinking, and decision-making skills of each individual student.
- To develop and cultivate a sense of purpose, responsibility, and ethical behavior among individuals.
- To enhance the student’s written, spoken, and technological skills.
- To obtain knowledge and develop proficiency in clinical and practical veterinary medicine in order to take the Veterinary Technician National Exam (VTNE) and satisfy New York State Education requirements for professional licensure as a veterinary technician.

DELIVERY FORMAT

- Online

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# AAS in Veterinary Technology-Course Sequence Online

<table>
<thead>
<tr>
<th>Course Number &amp; Title (Credit hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 172 Comparative Anatomy and Physiology for Veterinary Science (4)</td>
</tr>
<tr>
<td>CIS 118 Computer Skills and Applications (4)</td>
</tr>
<tr>
<td>ENG 111 Writing Effective Essays (4)</td>
</tr>
<tr>
<td>GEN 131 Critical Thinking and the Health Sciences (4)</td>
</tr>
<tr>
<td>MAT 117 Mathematics for the Applied Sciences (4)</td>
</tr>
<tr>
<td>SPE 242 Public Speaking Skills and Techniques (4)</td>
</tr>
<tr>
<td>VET 101 Introduction to Veterinary Technology (3)</td>
</tr>
<tr>
<td>VET 180 Care and Management of Exotic and Laboratory Animals (4)</td>
</tr>
<tr>
<td>VET 203 Small Animal Diseases and Nutrition (4)</td>
</tr>
<tr>
<td>VET 207 Veterinary Clinical Lab Techniques (4)</td>
</tr>
<tr>
<td>VET 209 Diagnostic Imaging (3)</td>
</tr>
<tr>
<td>VET 221 Pharmacy and Pharmacology (3)</td>
</tr>
<tr>
<td>VET 223 Farm Animal Diseases and Nutrition (4)</td>
</tr>
<tr>
<td>VET 225 Pain Management and Analgesia (3)</td>
</tr>
<tr>
<td>VET 227 Surgical Nursing and Anesthesia (4)</td>
</tr>
<tr>
<td>VET 239 Dentistry (3)</td>
</tr>
<tr>
<td>VET 243 Emergency Medicine and Critical Care (3)</td>
</tr>
<tr>
<td>VET 260 Clinical Experience I (1)</td>
</tr>
<tr>
<td>VET 261 Clinical Experiences (II) (2)</td>
</tr>
<tr>
<td>VET 262 Clinical Experiences (III) (1)</td>
</tr>
<tr>
<td>VET 263 Clinical Experiences (IV) (2)</td>
</tr>
<tr>
<td>VET 270 Veterinary Technology Capstone (4)</td>
</tr>
<tr>
<td>Total Credit Hours: 72</td>
</tr>
</tbody>
</table>
POSTSECONDARY CERTIFICATE: COMPUTER CRIMES INVESTIGATION (CCI)

PROGRAM DESCRIPTION
The Computer Crimes Investigation (CCI) certificate is a 16-credit course of study designed to fulfill the goal of improving law enforcement in the Western Region of New York by providing students with a thorough grounding in the application of the tools and techniques of criminal investigations to electronic evidence. The curriculum includes an introductory course covering computer applications, followed by four core courses covering the following topics in the context of criminal investigations involving computing systems: (1) personal computers and their operating systems; (2) computer forensics and electronic media as evidence; (3) law and investigative techniques; and (4) computer networks and the Internet.

OBJECTIVES:
To provide students with hands-on opportunities to strengthen their criminal investigative skills in scenarios involving computers and electronic evidence
To provide law enforcement professionals with knowledge and skills that they can carry back to their employers and disseminate to their colleagues
To provide students and law enforcement professionals with a basis on which to build further training in computer crime investigations
To provide students and law enforcement professionals with a command of the analytical tools necessary for successful careers in criminal justice.

DELIVERY FORMAT
- On-campus (Evening)

<table>
<thead>
<tr>
<th>Course Number &amp; Title</th>
<th>Course length (in weeks)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 120 Computer Applications</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 180 Introduction to Computer Hardware and</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Computer Operating Systems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CRJ 280 Computer Forensics: Electronic Media as Evidence</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 380 Introduction to Computer Crime</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 480 Topics in Computer Crime Investigation:</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>Computer Networks and the Internet</td>
<td></td>
<td></td>
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</tbody>
</table>
All five courses may be applied towards the B.B.A. in Information Systems, the B.S. in Homeland Security, and the B.B.A. in Business Administration. Students enrolled in other programs may use these courses in order to fulfill their free elective requirement, should their program accommodate 16 credits of free electives.

POSTSECONDARY CERTIFICATE (> = 1 YEAR, < 2 YEARS):
ALCOHOL AND SUBSTANCE ABUSE

Please note: Enrollment in this certificate is restricted to individuals at the Albion Correctional Facility participating in a grant-funded educational program. Students enroll in up to two, three-credit courses at a time. All courses in the certificate are delivered over a traditional fourteen-week semester.

PROGRAM DESCRIPTION
The twenty-four credit-hour Alcohol and Substance Abuse Counselor (ASAC) certificate provides students with theoretical and practical knowledge in the field of alcohol and substance abuse counseling. The course sequence includes the following: Knowledge of Substance Abuse: Assessment, Evaluation and Treatment Planning; Neurochemistry of Addiction: Pharmacology, Substance Abuse Counseling Theory; Individual and Group Counseling; Substance Abuse Counseling: Special Populations, Case Management and Educational Outreach; and Professional and Ethical Responsibilities. The course sequence reflects a range of knowledge, skills, and professional techniques related to chemical dependence counseling. The Alcohol and Substance Abuse Counseling certificate is approved as a fully Credentialed Alcohol and Substance Abuse Counselor (CASAC) 350-Hour Certificate Program by the New York State Office of Alcoholism and Substance Abuse Services.

GOALS AND OBJECTIVES:
1. In order to understand the fundamentals of alcohol and substance abuse, the students will:
   a. Define and describe the most common treatment, intervention, and prevention programs.
   b. Define addiction.
   c. Evaluate psychotherapeutic theories and techniques.
   d. Describe the biology of addiction and the effects of drugs of abuse on the body.
   e. Demonstrate familiarity with key drugs of abused and treatment.
2. In order to develop skills in alcohol and substance abuse counseling, the students will:
   a. Describe and apply the basic theories and principles of alcoholism and substance abuse counseling.
   b. Develop and demonstrate interpersonal communication skills appropriate for counseling.
   c. Demonstrate familiarity with issues pertinent to substance abusers, such as anger management, personality and addiction, depression and suicide, aggression, and motivation.
d. Describe and evaluate theories of vocational counseling.
e. Analyze and apply theories and practices relevant to group counseling sessions.
f. Describe the issues and challenges of working with the elderly, women, and children.
g. Demonstrate sensitivity to the counseling needs of special populations, including adolescent abusers, the mentally ill, gender and sexual orientation, and those with communicable diseases, especially HIV/AIDS.

3. In order to understand the issues involved in assessment, clinical evaluation, treatment planning, case management, and family and community education, the students will:
   a. Describe procedures for the screening, evaluation, and intake of patients.
   b. Evaluate and use the tools used to assess and diagnose chemical dependency.
   c. Recognize and describe the stages of recovery.
   d. Create an appropriate treatment plan.
   e. Describe the overall function of the case manager.
   f. Explain the role of cultural diversity in treatment scenarios.
   g. Define and describe the addicted family systems theory.

4. In order to describe and explain the professional and ethical responsibilities involved with substance abuse counseling, the students will:
   a. Articulate the relevance of ethical standards and behavior in counseling situations.
   b. Describe the methods used to maintain accurate and secure health records.
   c. Explain and apply professional, state, and federal guidelines for ethical behavior.

**PROGRAM SCHEDULE**

<table>
<thead>
<tr>
<th>COURSE NUMBER, TITLE, AND CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester 1</strong></td>
</tr>
<tr>
<td>HHS 201 Knowledge of Substance Abuse (3)</td>
</tr>
<tr>
<td>HHS 203 Neurochemistry of Addiction: Pharmacology (3)</td>
</tr>
<tr>
<td><strong>Semester 2</strong></td>
</tr>
<tr>
<td>HHS 202 Assessment, Evaluation and Treatment Planning (3)</td>
</tr>
<tr>
<td>HHS 204 Substance Abuse Counseling Theory (3)</td>
</tr>
<tr>
<td><strong>Semester 3</strong></td>
</tr>
<tr>
<td>Course Code</td>
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<td>-------------</td>
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<tr>
<td>HHS 205</td>
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<tr>
<td>HHS 206</td>
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<tr>
<td><strong>Semester 4</strong></td>
</tr>
<tr>
<td>HHS 207</td>
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<tr>
<td>HHS 208</td>
</tr>
</tbody>
</table>

**TOTAL CREDIT HOURS: 24**
COURSE DESCRIPTIONS FOR NON-TRADITIONAL UNDERGRADUATE PROGRAMS

Please note: Courses are offered in a variety of modalities: online or on-campus, evening or day, once a week or twice a week. In all cases, however, the course content is identical. The course number remains the same regardless of delivery method; however, a letter is added to the course number to indicate the manner in which a course is taught.

X: Indicates an evening class
E: Indicates an online class
F: Indicates a Fast Forward day class

ACCOUNTING

ACC 110 ACCOUNTING CONCEPTS
This course is an introduction to the principles of accounting with emphasis on preparation and analysis of the four primary financial statements. Topics covered include the accounting equation, the accounting cycle, internal controls, account classifications, and use of accrual accounting to record and analyze transactions related to revenues, expenses, dividends, assets, liabilities and owners’ equity. Basic managerial accounting concepts will be introduced. Ethical issues and the influence of FASB, IMA, and the SEC will be explored. 4 credit hours. Offered as needed.

ACC 304 CURRENT ISSUES IN FINANCIAL ACCOUNTING
Financial accounting focuses on the creation and use of financial information for external reporting requirements. Emphasis is placed on using corporate financial statements to evaluate organizations and understand the impact of managerial decisions. Accounting transactions and financial statements will be prepared using Generally Accepted Accounting Principles (GAAP). 4 credit hours. Offered as needed.

ACC 315 ACCOUNTING ANALYSIS AND DECISION MAKING
This course provides students with an understanding of how to use accounting information in the decision making process as well as the kinds of information found outside of traditional accounting systems that can be drawn upon to improve the quality of financial analysis and decision making. Topics include cost systems, budgeting, evaluation and control, performance measurement, human resource management, strategic planning (including game theory), forecasting, managing intellectual property, and costing and pricing challenges in an information-based economy. Throughout the course there is an emphasis on the role of ethics in decision making, internal control, and global interactions. 4 credit hours. Offered as needed.
ART

ART 115 ART AND THE WORLD 4 CREDITS, 7 WEEKS
This course presents a global view of the major epochs of human experience and major events of historical and cultural significance from the European Renaissance to the present. Works of art examined in context offer insight into the ways that people in different times and places have explored their relationship with other human beings, nature, and specific social development, and have defined meaning and value in existence. 4 credit hours. Offered as needed. NOTE: This course is offered exclusively online as a Take Five elective.

BIOLOGY

BIO 140 INTRODUCTORY HUMAN ANATOMY AND PHYSIOLOGY I
This course provides an introduction to the cell and tissue levels of organization of the skeletal, muscular and nervous systems of the human body including the physiology of those systems and their interrelationships. Students will engage in a series of online laboratory activities in order to clarify, apply, and enhance course concepts. 4 credit hours. Offered as needed.

BIO 141 INTRODUCTORY HUMAN ANATOMY AND PHYSIOLOGY II
This course is a continuation of BIO 140. Topics include the endocrine, circulatory, digestive, lymphatic, respiratory, excretory, and reproductive systems. Students will engage in a series of online laboratory activities in order to clarify, apply, and enhance course concepts. 4 credit hours. Offered as needed.

BIO 150 ENVIRONMENTAL STUDIES
This course provides an introduction to ecological theory, natural and man-made environmental problems and human population dynamics. The interaction of science and society in creating and solving natural and manmade environmental problems is emphasized. Students are challenged to question their own attitudes concerning man, nature, and the future course of global environment direction. 4 credit hours. Offered as needed. NOTE: This course is offered exclusively online as a Take Five elective.

BIO 160 HUMAN ANATOMY AND PHYSIOLOGY I
This course initiates the study of the human body. Topics include cells, tissues, and the skeletal, muscular, and nervous systems. 4 credit hours. Offered as needed.

BIO 161 HUMAN ANATOMY AND PHYSIOLOGY II
This course is a continuation of BIO 160. Topics include the endocrine, circulatory, digestive, respiratory, excretory, and reproductive systems. 4 credit hours. Offered as needed.
**BIO 172 COMPARATIVE ANATOMY AND PHYSIOLOGY FOR VETERINARY SCIENCE**
This course covers the Anatomy and Physiology of Domestic Animals relevant to the duties and responsibilities of the Veterinary Technician. Major systems will be examined with an emphasis on their structure, function and interrelationships. Included is a laboratory examination of the cat. Other pertinent anatomical areas required for proper body function will also be covered. Note: There may be one or two mandatory wet labs, associated with this course that falls outside of normal class meeting time. Prerequisites: None. Four credit hours. Offered as needed.

**BIO 312 PATHOPHYSIOLOGY AND PHARMACOLOGY I**
This course is the first half of a detailed investigation into pathophysiology and pharmacology. Students examine the biological and physical manifestations of a wide variety of diseases and conditions, the appropriate medical procedures, and the related pharmacology, as well as the ways in which this information is used in coding, medical transcription, and data analysis. Pathophysiology and Pharmacology II examines basic pharmacology and pathophysiology concepts; infectious diseases; endocrine, deficiency, and immunity disorders; mental disorders; the nervous system; sense organs; and the cardiovascular system. 4 credit hours. Offered as needed.

**BIO 313 PATHOPHYSIOLOGY AND PHARMACOLOGY II**
This course is the second half of a detailed investigation into pathophysiology and pharmacology. Students examine the biological and physical manifestations of a wide variety of diseases and conditions, the appropriate medical procedures, and the related pharmacology, as well as the ways in which this information is used in coding, medical transcription, and data analysis. Pathophysiology and Pharmacology II examines the respiratory system, the digestive system, the integumentary system, the musculoskeletal system, the genitourinary system, obstetrics and newborns, as well as injury and trauma. 4 credit hours. Offered as needed.

**BUSINESS**
(Note: Business courses include both BUS and BIS)

**BIS 290 FUNDAMENTALS OF INFORMATION SYSTEMS**
This online course provides an introduction to systems and development concepts, information technology, and application software. It explains how information is used in organizations and how IT enables improvement in quality, timeliness, and competitive advantage. Systems theory, quality, decision-making, and the organizational role of information systems are introduced. Information technology including computing and telecommunications systems are stressed. Concepts of organizations, information systems growth, and process improvement are introduced. Prerequisites: None. 4 credit hours. Offered as needed.

**BIS 300 DATABASE DESIGN AND DEVELOPMENT**
This online course covers information systems design and implementation within a database management system environment. Students will demonstrate their mastery of the design process acquired in earlier courses by designing and constructing a physical system using database software to implement the logical design. 4 credit hours. Offered as needed.
BUS 301 LEGAL AND ETHICAL ISSUES IN BUSINESS
This course provides a comprehensive look at the legal and ethical issues which shape modern business, integrating concepts from law, ethics and current management practice. Students will review government regulation, business structures, legal concepts, professional codes of conduct, individual personal value conflicts, and corporate values, morals, and ethical codes. Although the course focuses on the American corporation, international law and business transactions are covered as well. Extensive use of case studies will help students to integrate legal and ethical concepts with practical business applications. 4 credit hours. Offered as needed.

BIS 302 SYSTEMS AND DATABASES: APPLICATIONS
This online course provides an opportunity for students to assess and hone their information systems, computer applications and database design skills. Course content will focus on the application of information systems and database management theory and principles to realistic situations from today’s workplace. The course will provide the option for individualized instruction so that students advance at their own pace through a series of outcomes, while using collaborative learning situations to confront and solve practical real world problems. 4 credit hours. Offered as needed.

BIS 350 COMPUTER ARCHITECTURE
In this course, students will review the theoretical underpinnings, installation, and configuration of computer hardware and software through operational laboratory experiences. This course provides systems development personnel with hardware and software technology background, enabling them to evaluate computer architecture options and alternatives for effective use in a business environment. System architecture for networked computing systems and operating systems will also be covered. 4 credit hours. Offered as needed.

BIS 390 COMPARATIVE PROGRAMMING LANGUAGES
This course provides a study of several modern programming languages and the programming paradigm that each language strives to accommodate. Procedural, functional, logical, compiled, and interpretative programming languages are studied. For each language students will examine data types, control structures, syntax and semantics, idiomatic constructs, translation into executable units, and the run-time environment, delving behind the scenes in some cases to examine implementation of language elements. Students will develop a small program in each language examined. The design philosophy of each language will be analyzed to discover how that philosophy is exhibited in the elements of the language. 4 credit hours. Offered as needed.

BIS 355 INFORMATION SYSTEMS SECURITY: POLICY AND PROCEDURES
This course explores the development of the policies and procedures needed to implement information security controls. Students will review, evaluate, and develop various types of policies, procedures, and security manuals, as well as assessing the security issues, trends, and resources most relevant for business today. Upon completion of the course, students will be able to create and defend an information security policy, identify processes to implement and enforce policy, and evaluate various security threats and risks. Students will also explore how information...
security must be integrated into all aspects of the business process. Tier 1- Tier- 3 policies will be discussed along with the mapping of the requirements for each. 4 credit hours. Offered as needed.

**BIS 400 SYSTEMS ANALYSIS**
This course examines the system development and modification process. It emphasizes the factors required for effective communication and integration with users and user systems while it promotes development of interpersonal skills between clients, users, team members, and others associated with development, operation, and maintenance of the system. Structured and object-oriented analysis and design, use of modeling tools, adherence to methodological life cycles, and project management standards are used to analyze and design information systems. Students will apply course content through group analysis and design of a departmental level system. 4 credit hours. Offered as needed.

**BIS 410 DISTRIBUTED SYSTEMS DEVELOPMENT**
This course presents the physical design and implementation of information systems applications in emerging distributed computing environments using traditional and contemporary development methodologies. Students will use systems analysis concepts to implement an information system in an emerging systems environment. Study groups will use project management principles to implement an information system. 4 credit hours. Offered as needed.

**BUS 420 E-BUSINESS STRATEGY AND DESIGN**
This course establishes the link between organizational strategy and current electronic methods of delivering products, services and exchanges in inter-organizational, national, and global environments. Information technology strategy and technological solutions for enabling effective business processes within and between organizations in a global environment are examined and appraised. Students analyze the ways in which networked information technology can implement and enhance organizational strategy, connecting individuals, businesses, governments, and other organizations to each other. The course provides an introduction to e-business strategy and the development and architecture of e-business solutions and their components. 4 credit hours. Offered as needed.

**BUS 430 BUSINESS DATA COMMUNICATIONS**
This course provides an overview of the telecommunications industry today – including voice, data, and video transmissions. Students are introduced to the major components of local area networks (LANs) and wide area networks (WANs), exploring issues related to the design and administration of computer networks. The Internet and its underlying technologies (TCP/IP, domain management, etc.) are reviewed. Varying transmission media are compared, and students will gain a fundamental understating of the operation of wired and wireless data communications. Data communications fundamentals, encoding methods, and network security are also discussed. 4 credit hours. Offered as needed.

**BUS 445 CASE STUDIES IN GLOBAL STRATEGY**
This course examines the strategies, competencies, policies, and procedures used to compete in a global business environment. Through in-depth study of the macro and micro-environments and the internal core competencies of a company, students will examine how a strategy can be crafted to

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build and maintain a competitive advantage. The forces which drive and control international business will be identified and their impact on conducting business in foreign countries analyzed. Through case study analysis, students will apply the material; in a final international business case, students will assess the overall success of a business venture and offer recommendations for long-term viability. 4 credit hours. Offered as needed.

**BUS 470 BUSINESS STRATEGY INTERNSHIP AND CAPSTONE I**
This Fast Forward course introduces the student’s capstone experience. Students work with ALP faculty to identify and arrange their internship experience. Online activities lead the student to evaluate and improve his/her resume and interviewing techniques. At the same time, students will engage in online discussion of current business readings and case studies to become familiar with the fundamentals of business strategy. This course is offered only in conjunction with BUS 471 and BUS 472. 1 credit hour. Offered as needed.

**BUS 471 BUSINESS STRATEGY INTERNSHIP AND CAPSTONE II**
This Fast Forward course focuses on both academic and experiential learning opportunities. Students continue in their internship. Experience gained during the internship is analyzed in concurrent courses; course concepts are applied in the work situations. At the same time, students engage in online analysis of current readings and case studies on business strategy. This course is offered only in conjunction with BUS 470 and BUS 472. 1 credit hour. Offered as needed.

**BUS 472 BUSINESS STRATEGY INTERNSHIP AND CAPSTONE III**
This Fast Forward course concludes the students’ capstone experience. Students wrap up and evaluate their year-long internship. Experience gained during the internship is analyzed in concurrent courses; course concepts are applied in the work situations. At the same time, student teams will participate in an online business strategy simulation. This course is only offered in conjunction with BUS 470 and BUS 471. 2 credit hours. Offered as needed.

**BUS 476 BUSINESS STRATEGY CAPSTONE**
This Capstone course integrates the knowledge and skills learned in the previous BBA courses, asking students to demonstrate integrative thinking and the ability to transfer theoretical knowledge from one setting to another. Using a business simulation, each group will apply theory to real situations, analyze data statistically, employ appropriate problem-solving methodologies, and function effectively as a team. Each group will analyze its progress in a series of written and oral reports. Each student will evaluate his/her own growth and development through the BBA program in a series of reflective written and oral essays. 4 credit hours. Offered as needed.

**BIS 480 PROJECT MANAGEMENT CAPSTONE**
This course covers the factors necessary for successful management of information systems development or enhancement projects. Both technical and behavioral aspects of project management are applied within the context of an information systems development project. In this culminating course, high-performance teams will engage in and complete the design and implementation of a significant information system. Project management, management of the IS function, and systems integration will be demonstrated and assessed in this project experience. 4 credit hours. Offered as needed.
COMPUTER INFORMATION SYSTEMS

CIS 115/CIS 116 COMPUTER APPLICATIONS
This course provides “hands-on” computer literacy by developing specific skills in the types of standard application software used in most organizations. The instruction includes the introduction of a graphical user interface (GUI), computer word processing, spreadsheets, and database management along with graphics, telecommunications and other pertinent topics such as computer ethics. Although Computer Information Systems majors can benefit from this course, it is especially recommended for students in other majors. Three credit hours. Prerequisites: none. Offered fall and spring semesters.

CIS 118 COMPUTER SKILLS AND APPLICATIONS
This skill-based introduction to the personal computer develops specific skills in the types of standard application software used in most organizations. Instruction includes the introduction of a graphical user interface (GUI), computer word processing, spreadsheets, and database management along with graphics, telecommunications and other pertinent topics such as computer ethics. 4 credit hours. Offered as needed.

CIS 120 COMPUTER APPLICATIONS
This course assesses student computer literacy, as it will be used in subsequent CCI courses. Demonstrated skills in standard application software are required, including graphical user interface (GUI), computer word processing, spreadsheets, and database management, along with graphics and telecommunications. Student proficiency will determine the level of instruction; questions of ethics, the role of technology in today's culture, and study group formation are also highlighted. 4 credit hours. Offered as needed.

CIS 160 ESSENTIAL TECHNOLOGIES FOR TODAY
In this course students will be exploring and evaluating the advancing surge of digital technology around them. Students will demonstrate increased proficiency using application software while developing aptitude in internet searches, exploring new hardware and software innovations, and evaluating the risks and benefits of other uses of technology such as cloud computing concepts, social networking, and internet security. Mobile devices and GPS technology will be introduced along with future technology trends. 4 credit hours. Offered as needed.

CRIMINAL JUSTICE

CRJ 305 SECURING THE HOMELAND
This course provides the students with an introduction to the role of Homeland Security and discusses the concept of the rule of law in defending the homeland. Students investigate problems and solutions relating to the tactics for defending borders, tactics for defending coasts, tactics for defending critical infrastructures, tactics for defending aviation security, tactics for defending information technology, and tactics for defending our communities. The course will discuss the role of intelligence in Homeland Security. 4 credit hours. Offered as needed.
CRJ 470 ADVANCED ISSUES IN TERRORISM
This course will focus on advanced issues in domestic and international terrorism, including technological, cyber, nuclear, biological, and chemical terror concerns. Topics will include the effect of the media on terrorism, the effect of terrorism on constitutional and civil liberties, the financing of terrorism, and the management of a terrorist incident. Students will examine the efforts of nations around the world in deterring, detecting and combating terrorism, their strategies and responses, and what the United States can learn from them. Students will reflect on whether the Homeland Security policies of the United States have strengthened or strained relations with our allies, how they may have changed relations with our enemies, and whether the United States is actually safer now than it was before 9/11. 4 credit hours. Offered as needed.

CRJ 480 TOPICS IN CCI: COMPUTER NETWORKS AND THE INTERNET
This course will focus on the relationship of networks (and by extension, the Internet) to computer crime. The student will learn how to apply the previously acquired skills of collecting and examining electronic evidence to the use of this evidence in a criminal investigation which involves a computer network and/or the Internet. The course will also examine issues related to the detection, investigation and prevention of network intrusions. 4 credit hours. Offered as needed.

ECONOMICS

ECO 301 CONCEPTS IN ECONOMICS
This course presents basic micro- and macro-economic concepts and methods used to formulate and solve problems. Topics include demand and supply theories, production, profit maximization, pricing in different market structures, income determination, labor markets, international trade, aggregate demand and supply, and fiscal and monetary policy with an emphasis on how policy influences decisions made by management. 4 credit hours. Offered as needed.

ENGLISH

ENG 111 WRITING EFFECTIVE ESSAYS
Developed for the returning adult student, this course enables students to assess, critique, and hone their college-level composition skills, developing the ability to write effectively. It assists students to make judgments regarding content, organization, structure, and mechanics, focusing on the production of relevant, clear, and concise student essays. Research and revision are emphasized. Students will compile and evaluate a portfolio of their writings, including a self-assessment. 4 credit hours. Offered as needed.

ENG 201 WRITING THE RESEARCH PAPER
This second course in the ALP writing sequence develops students' skills in thinking and in writing analyses, using subject matter from across the curriculum. Each writing assignment requires research and writing from sources. Students will produce a formal research paper and a portfolio of their writings, including a self-assessment. Several writing diagnostics will be administered to help students identify and correct individual writing weaknesses. 4 credit hours. Offered as needed.
ENG 206 LITERATURE AND SOCIETY
This course introduces students to the basic literary forms, techniques, and processes used in poetry, drama, and the short story while examining the relationship between literature and society. Students will read and discuss selections from European and American literature, as well as selected classical and religious texts that have contributed to the development of Western Literature. 4 credit hours. Offered as needed.

ENG 215 LITERATURE AND THE WORLD
This course examines the contemporary world through a narrative of history and literature since the nineteenth century, with particular emphasis on the individual in the workplace environment. The impact of increasing globalization of scientific, technological, commercial, industrial, political, social, and artistic revolutions on the individual within selected civilizations in modern Europe, Africa, Asia, the Middle East, and the Americas will be explored. 4 credit hours. Offered as needed.

ENG 260 PERSUASIVE WRITING TODAY’S WORLD
This course is a study of persuasive and ethical written communication - in the workplace, in the marketplace, and in interpersonal communication. Students will use proven techniques of effective writing such as purpose, scope, audience, thesis development, and structure to explore argument and opinion. Course topics include evaluating persuasive strategies and attitudes as well as the approaches and techniques of argument; students will apply their learning to a variety of business communication tools including essays, web-based messages, speeches, advertisements, and proposals. 4 credit hours. Offered as needed. NOTE: This course is offered exclusively online as a Take Five elective.

ENG 361 ADVANCED BUSINESS REPORT WRITING
This course teaches advanced critical thinking and writing skills for application in academic, business, and professional contexts. Students will produce professional and academic reports that are print-ready, coherent, and cohesive. Emphasis is placed on honing the students’ skills in written, verbal, and electronic communication, producing an accomplished writer who is practiced in the conventions of written English and professional communication. Students produce a portfolio in both print and web-based media that will include an advanced research report and a proposal. 4 credit hours. Offered as needed.

FINANCE

FNS 203 PRINCIPLES OF FINANCE
This course is an introduction to the theoretical and practical uses of financial management principles with emphasis on financial analysis, decision making, and communication. Topics covered include financial ratios, along with concepts of risk, return and value. Emphasis is also placed on working capital management, cost of capital, capital structure, and long-term financing strategies. 4 credit hours. Offered as needed.
GENERAL EDUCATION

GEN 111 CRITICAL AND ACADEMIC THOUGHT
This course is designed to provide adult students with an introduction to the expectations and opportunities of college-level study. Throughout the course, critical thinking, problem solving, and communication skills are emphasized in the exploration and evaluation of significant ideas. In addition, the course specifically addresses the academic, study, personal, and interpersonal skills required for success in accelerated learning situations. Students will also participate in and evaluate group learning interactions. 4 credit hours. Offered as needed.

GEN 131 CRITICAL THINKING AND HEALTH SCIENCES
This course provides an introduction to the expectations and methodology of the Accelerated Learning Program. Through readings, discussion, investigation, and writing assignments, the course examines critical thinking as it is related to the health sciences. Students will review the scientific method as it applies to general chemistry, microbiology, and physics, using experiments, observations, and measurements to critically analyze scientific concepts and content. The course addresses the thinking and learning skills required for success as an adult student including time management, self-directed and collaborative learning, communication skills, the conventions of academic research and scientific study, and personal study skills. Study group formation, library orientation, and learning style assessment are also included. 4 credit hours. Prerequisites: None. Offered as needed.

GEN 221 CULTURAL INTERACTION: EARLY AMERICAN EXPERIENCES
This course examines the ways in which the widely divergent cultures of seventeenth and eighteenth century North America interacted with each other and with their specific environments. The course uses historical, anthropological, social, economic, and political perspectives to develop a more sophisticated understanding of the American past, and the complex nature of global cultural interactions of which the colonial American experience is an example. 4 credit hours. Offered as needed.

GEN 231 CREATIVITY AND EXPRESSION
This course explores forms of creative expression in visual, performing, and literary arts. Students will critically examine a variety of works of art, using accepted terminology to describe them, while acquiring perspective about these works and the interrelationships among them. In addition, through exploring, developing, and demonstrating their creativity in one art form, students will enhance their understanding of artistic expression. 4 credit hours. Offered as needed.

GEN 241 SCIENTIFIC METHODS AND DISCOVERY
This course is an inquiry into the process of scientific discovery, its methodology, development, relationship with technology, and role in modern society. By exploring aspects of scientific inquiry, students will develop a critical awareness of scientific and technological issues, methods, and critical processes. 4 credit hours. Offered as needed.
**GEN 300 CRITICAL THINKING AND THE ADULT LEARNER**  
This course provides an introduction to the expectations and methodology of the Accelerated Learning Programs. Through readings, discussion, and writing assignments, the course examines critical thinking and communication skills as they are used in the analysis of significant ideas. In addition, the course specifically addresses self-directed and collaborative learning, the role of communication in conflict resolution, the conventions of academic research, an introduction to Medaille’s General Education themes, and the study and personal skills required for success as an adult student. Study group formation, library orientation, and learning style assessment are also included. 4 credit hours. Offered as needed.

**GEN 303 CRITICAL THINKING AND LEARNING**  
This course provides an introduction to the expectations and methodology of the Accelerated Learning Program. Through readings, discussion, and writing assignments, the course examines critical thinking and communication skills as they are used in the analysis of significant ideas. In addition, the course specifically addresses self-directed and collaborative learning, the role of goal setting in time management, the conventions of academic research, an introduction to Medaille’s General Education themes, and the study and personal skills required for success as an adult student. Advanced study skills, library orientation, and learning style assessment are also included. 4 credit hours. Offered as needed.

**GEN 310 CRITICAL THINKING AND ONLINE STUDIES**  
This course provides an introduction to the expectations and methodology of college-level online learning and critical thinking. Through readings, discussion, and writing assignments, the course examines critical thinking and communication skills as they are used in the analysis of significant ideas. The course specifically addresses the challenges of online self-directed learning, the demands of online communication, the conventions of academic research, and the study and personal skills required for success as an adult student. Study team dynamics, library orientation, and learning style assessment are also included. 4 credit hours. Offered as needed.

**HEALTH AND HUMAN SERVICES**  
Please note: Enrollment in these courses is restricted to students pursuing the Alcohol and Substance Abuse Counseling Certificate.

**HHS 201 KNOWLEDGE OF SUBSTANCE ABUSE**  
This course meets the required focus of Section One of the educational requirements for the Credentialing of Alcoholism and Substance Abuse Counselors (CASAC). The course will provide students with a foundation for knowledge of chemical dependence, substance abuse and the effects of addiction on the individual, family and society. It will also examine the various theoretical models of addiction such as the medical model, spiritual model, and psychological model, in addition to others. Special emphasis will be focused on the array of treatment formats commonly used such as detoxification, outpatient, inpatient and residential services. Other topics will include an examination of school- and community-based interventions used for education and prevention of
substance use disorders. Students will have the opportunity to earn up to 45 CASAC educational hours in this course. Three credit hours. Pre-requisites: None. Offered as needed.

**HHS 202 ASSESSMENT, EVALUATION, AND TREATMENT PLANNING**
This course has been designed to meet the required focus of Section Three of the educational requirements for the Credentialing of Alcoholism and Substance Abuse Counselors (CASAC). This course focuses on the screening, evaluation, and intake of patients. It examines the tools used to assess and diagnose chemical dependency, the stages of recovery, and the effects of cultural diversity in patient counseling and screening. Students will learn to assess substance abuse status and develop treatment plans. Students have the opportunity to earn up to 45 CASAC educational hours in this course, including 40 that may be applied directly to Section 3. Three credit hours. Pre-requisites: None. Offered as needed.

**HHS 203 NEUROCHEMISTRY OF ADDICTION: PHARMACOLOGY**
This course meets the required focus of Section One of the educational requirements for the Credentialing of Alcoholism and Substance Abuse Counselors (CASAC). The course will integrate classroom discussion with a series of exercises designed to introduce students to the fundamental principles of psychopharmacology. Content includes, but is not limited to, the action of drugs of abuse on the body (including those during pregnancy), the biology of addiction, an examination of the key drugs of abuse, drug interactions, and pharmacological treatment of addiction. Students have the opportunity to earn up to 45 CASAC educational hours in this course. Three credit hours. Pre-requisites: None. Offered as needed.

**HHS 204 SUBSTANCE ABUSE COUNSELING THEORY**
This course has been designed to meet the required focus of Section Two of the educational requirements for the Credentialing of Alcoholism and Substance Abuse Counselors (CASAC). The following theories and approaches of alcoholism and substance abuse counseling will be explored: Cognitive-Behavioral Therapy, Motivational Interviewing, Solution-Focused Brief Therapy, the Minnesota Model approach, Rational Emotive Behavioral Therapy, and CENAPS Relapse Prevention Therapy. Course topics focus on the role of the counselor and the unique concerns of treating individuals with substance use disorders. Special issues such as depression/suicide, resistance, the amotivational syndrome, the criminal justice system, and aggression will be discussed. In addition, the dysfunctional aspects of the addicted family will be examined. Students have the opportunity to earn up to 45 CASAC educational hours in this course. Three credit hours. Pre-requisites: None. Offered as needed.

**HHS 205 INDIVIDUAL AND GROUP COUNSELING**
This course has been designed to meet the required focus of Section Two of the educational requirements for the Credentialing of Alcoholism and Substance Abuse Counselors (CASAC). Individual counseling topics such as establishing a helping relationship, facilitating engagement in the treatment process, promoting and reinforcing positive changes, adapting techniques to the individual and facilitating the involvement of family will be covered. Models of relapse prevention are evaluated. In addition, stages of group process, actions necessary to form a group, facilitate a group, establish group goals, clarify behavioral ground rules and terminate a group will be
examined. Students have the opportunity to earn up to 45 CASAC educational hours in this course. Three credit hours. Pre-requisites: None. Offered as needed.

**HHS 206 SUBSTANCE ABUSE COUNSELING: SPECIAL POPULATIONS**

This course has been designed to meet the required focus of Section Two of the educational requirements for the Credentialing of Alcoholism and Substance Abuse Counselors (CASAC). In this course students will examine and analyze the special counseling needs, issues, and approaches for a variety of populations and situations: adolescent substance abuse, the mentally ill, chemically addicted (MICA) abuser, issues of gender and sexual orientation, communicable and social diseases, and patients with HIV/AIDS. Attitudes and perceptions of death and bereavement, as well as appropriate counseling strategies are also examined. Students have the opportunity to earn up to 45 CASAC educational hours in this course. Three credit hours. Pre-requisites: None. Offered as needed.

**HHS 207 CASE MANAGEMENT AND EDUCATIONAL OUTREACH**

This course has been designed to meet the required focus of Sections Two and Three of the educational requirements for the Credentialing of Alcoholism and Substance Abuse Counselors (CASAC). This course explores the overall function of the case manager, including the coordination of the treatment plan with ancillary services. The roles and interrelationships among family members – especially the adolescent and adult children of alcoholics/substance abusers – are analyzed and the facilitation of family counseling is introduced. The importance of vocational/educational rehabilitation and anger management are examined. In addition, significant time is spent designing and developing chemical dependency education programs. Students have the opportunity to earn up to 45 CASAC educational hours in this course, including 30 that may be applied directed to Section 3 and 15 that may be applied directly to Section Two. Three credit hours. Pre-requisites: None. Offered as needed.

**HHS 208 PROFESSIONAL AND ETHICAL RESPONSIBILITIES**

This course has been designed to meet the required focus of Section Four of the educational requirements for the Credentialing of Alcoholism and Substance Abuse Counselors (CASAC). Course topics focus on the development and use of ethical standards when counseling a substance abuser. Students are introduced to the basic concepts of managed care and health records management and confidentiality. Students will examine issues specific to the counselor-client relationship, the Ethical Canon, and Code of Confidentiality, as well as counselor wellness and its significance to the profession. This course also provides a thorough knowledge of state and federal rules, HIPAA regulations, and the methodologies for protecting the privacy of the individual. Students have the opportunity to earn up to 45 CASAC educational hours in this course. Three credit hours. Pre-requisites: None. Offered as needed.

**HEALTH INFORMATION MANAGEMENT**

**HIA 123 MEDICAL TERMINOLOGY**

This course introduces students to the language of medicine utilized by health care professionals within various healthcare settings, when diagnosing and treating various diseases and conditions.
Students will identify the various components of medical terms (i.e. roots, suffixes, and prefixes) when building and dissecting these terms. 4 credit hours. Offered as needed.

**HIA 197 ESSENTIALS OF HEALTHCARE DELIVERY**

This course covers the essential elements of healthcare delivery in the United States, providing an overview of health care policy and its development. Course topics include the resources and systems used in delivering health care, including outpatient and primary care services, hospitals, managed care, long term care, and populations with special needs. Students will evaluate the outcomes of our health care system and how they are addressed through health care policy. The future of healthcare in the United States is discussed and analyzed, including health reform, cost and access, public health, and technology. 4 credit hours. Offered as needed.

**HIA 198 HEALTH INFORMATION TECHNOLOGY**

This course investigates the function and purpose of both the Health Information Management (HIM) Department and the health record. Students will explore HIM professional opportunities, the history of health information management, and the role of HIM in the healthcare team. Course activities will focus on the health record, including its purpose, function, content, and structure, as well as the role of the HIM professional in maintaining the record. The course will also provide a brief introduction into privacy and confidentiality issues regarding the health record. 4 credit hours. Offered as needed.

**HIA 321 HEALTH INFORMATION MANAGEMENT: THEORY AND PRACTICE**

This course provides the student with knowledge of the organization and delivery of healthcare systems and the concepts, principles, rules and regulations that govern HIM operations. Students will examine documentation requirements, timeliness, and completeness of the health record, with emphasis placed on the transition to the Electronic Health Record (EHR). Students will also review record content requirements mandated by accrediting and regulatory agencies and various legal requirements in maintaining health records, as well as investigate various registries and indexes and the role HIM has in maintaining them. 4 credit hours. Offered as needed.

**HIA 322 THE LEGAL HEALTH RECORD**

This course provides an overview of the U.S. legal system, processes, and actions encountered in healthcare. Students will become familiar with the legal health record, e-discovery guidelines, and related agencies or external entities that influence both the healthcare environment and the HIM profession. Topics include access and disclosure of personal health information (PHI), various legal healthcare documents, HIPAA privacy, security and breaches, and compliance with subpoenas. The course also analyzes the effectiveness of compliance programs, including governmental audits, coding compliance, HIPAA Privacy and Security audit programs, and the Office of the Inspector General (OIG) as it relates to healthcare compliance. Ethical standards of practice in health information management (HIM) such as coding are also examined. 4 credit hours. Offered as needed.
HIA 330 INFORMATION SYSTEMS & TECHNOLOGY
This course provides the student with in-depth knowledge regarding the implementation and management of various technology systems utilized in the healthcare industry. Students will be introduced to the hardware and software available to ensure data integrity and security. Additionally, the principles and concepts learned will assist with the development of various networks, intranet, internet, electronic health record (EHR), personal health record (PHR), public health and other administrative systems. 4 credit hours. Offered as needed.

HIA 333 HEALTHCARE STATISTICS, RESEARCH, & QUALITY IMPROVEMENT
This course applies high-level statistical management skills to HIM operations, health research, and quality management and performance improvement. Students will analyze data to identify trends, manage risk, optimize utilization, and facilitate decision making. Students will also examine basic research designs and methodology used in HIM and organization-wide operations. 4 credit hours. Offered as needed.

HIA 334 THE ELECTRONIC HEALTH RECORD
This course presents a detailed overview of the various technologies and systems used to handle and store medical records data, provide and enforce security, and maintain accurate and reliable systems. Course topics cover the hardware and software needed to ensure data collection, storage, analysis, and reporting. Networks, including intranet and internet applications, are examined as they contribute to the administration of electronic medical records. Special attention is given to the issues of privacy and security (HIPAA), which include data security concepts, contingency planning, audit trails, and the use of technology to secure data integrity and validity. Processes and procedures regarding the proper use and disclosure of healthcare data as well as the concept of interoperability will be investigated. 4 credit hours. Offered as needed.

HIA 405 MANAGING THE CODING PROCESS FOR INPATIENTS
This course focuses on the medical coding system of ICD-10-CM and ICD-10-PCS as well as the application of these systems to hospital inpatient services reporting. Students will examine and apply key functions related to the coding process. Inpatient reimbursement processes, including the documentation improvement process, management of inpatient coding quality using audit techniques, and coding resources and tools (i.e. encoders and groupers) will also be addressed.

HIA 406 MANAGING THE CODING PROCESS FOR OUTPATIENTS
This course focuses on the medical coding system of CPT (Current Procedural Terminology) and HCPCS and the application of these systems to all outpatient services reporting. Students will examine key functions related to the coding and outpatient reimbursement process, including documentation issues, coordination of the reimbursement process, use of Charge Description Master (CDM), management of outpatient coding quality in a variety of outpatient settings, and outpatient reimbursement systems. Compliance strategies to meet Federal and other regulatory requirements for the outpatient services will be developed and utilized. 4 credit hours. Offered as needed.
HIA 407 REIMBURSEMENT METHODOLOGIES
This course includes a review of health care reimbursement systems for all patient services. Students will review health insurance basics and apply the concepts to a variety of patient and payer types in order to calculate accurate health care reimbursements using federal and state edits, compliance techniques, and resources. Unique patient types and services such as home care, skilled nursing care, Medicare, and Medicaid insurance are included. 4 credit hours. Offered as needed.

HIA 408 FINANCIAL AND REVENUE CYCLE MANAGEMENT
This course provides an overview of the financial concepts required by the health information professional: basic accounting reports, budgeting, contracts, and specific healthcare data management that is directly related to the revenue cycle, including coding, and reimbursement. Students will also review basic accounting and financial management principles, the history of reimbursement methodologies, and how healthcare data plays an increasingly important role in the revenue cycle. The course will focus on the impact of documentation improvement as it relates to ICD-10. 4 credit hours. Offered as needed.

HIA 440 MANAGEMENT AND ORGANIZATION FOR HEALTH PROFESSIONS
This course will investigate best practices in human resources, project, and operations management (including process improvement and quality assurance in healthcare), and managing workplace teams. Special emphasis is placed on recruiting, training, and motivating employees. Basic strategic planning and management concepts will be applied to projects specific to the HIM department. Concepts of change management and emotional intelligence are applied to the management of the HIM department. This course is a pre-requisite to HIA 460. 4 credit hours. Offered as needed.

HIA 460 HIA PROFESSIONAL PRACTICE CAPSTONE
Students will engage in a management experience which focuses on a specific project. Developed in cooperation with the HIA Program Director and the designated site, the capstone project will require demonstration of management capabilities, problem solving, and a firm understanding of HIA concepts and practices. At the same time, the student will consolidate and review the technical internship skills which were developed through the virtual lab exercises in earlier courses. Students will present their professional practice project and portfolio for peer review. 4 credits. Offered as needed.

HIA 470 PROFESSIONAL REVIEW AND CERTIFICATION
Within this course, students will review, synthesize, and evaluate skills and content from previous BPS HIA courses. Students will investigate areas of individual interest and proficiency, as well as professional opportunities within the current HIA market. The course will include partial and complete mock competency exams. Four credits. Offered as needed.
HIST 152 TWENTIETH CENTURY UNITED STATES HISTORY
This survey course is an exploration of United States history throughout the twentieth century, including both national politics and foreign affairs. Students will trace the emergence of modern America, focusing on the issues, institutions, and players that shaped the century. The course looks for what is unique in the American historical experience, placing historical events in a global context. Students will research in depth one event or issue from twentieth century America. (Take Five Online Elective). Four credits. Offered as needed.

HIS 145 EARLY UNITED STATES HISTORY: ROOTS THROUGH 1877
A survey of the history of the United States, from pre-colonial North America to the end of the Civil War, that addresses important political, economic, social, scientific, and cultural developments. The course will include discussions of the role of class, race, and gender on U.S. history as well as the ways in which systems of labor, intellectual developments, and technological innovations shaped history. The course also introduces students to the skills of historical thinking necessary to form their own understanding of the past. (Take Five Online Elective). Four credits. Offered as needed.

HIS 155 MODERN UNITED STATES HISTORY
A survey of the history of the United States, from the Era of Reconstruction through the twentieth century, that addresses important political, economic, social, scientific, and cultural developments. The course will include discussions of the role of class, race, and gender on U.S. history as well as the ways in which systems of labor, intellectual developments, and technological innovations shaped history. The course also introduces students to the skills of historical thinking necessary to form their own understanding of the past. Four credit hours. (Take Five Online Elective).

HIS 250 WORLD SYSTEMS
This course provides a global perspective on the forces uniting to shape the post-modern world. In particular, the impact of Western and non-Western societies upon each other is illuminated through an historical, cultural, and social examination of Chinese, Indian, and African states. This course highlights the reemergence of traditional societies in an age of fluid communications. (Take Five Online Elective). Four credit hours.

HIS 251 PERSPECTIVE: THE WORLD TODAY
This course provides a global perspective on the forces uniting to shape the post-modern world. In particular, the impact of Western and non-Western societies upon each other is illuminated through an historical, cultural, and social examination of Chinese, Indian, and African states. This course highlights the re-emergence of traditional societies in an age of fluid communications. Four credit hours. Offered as needed.

HIS 281 HISTORY OF AMERICAN BUSINESS
This course traces the development of American business from colonial times to the present, analyzing the emergence of American economic and management theories in conjunction with historical events and developments. Students will examine contemporary managerial thought as a
result of a long development which was influenced by major events in the history of the United States. Four credit hours.

**HIS 320 HISTORY OF TERRORISM**
This course is an in-depth, historical examination of terrorism, providing the student with a working definition of terrorism and exploring the development of terrorism and terrorist tactics. The course will discuss the difference between terrorist acts and ordinary criminal activity and focus on providing the background necessary to understand the evolution, proliferation, and mutation of terrorism. Students will evaluate the varying efforts of nations around the world in deterring, detecting and combating terrorism. Four credit hours.

**HOMELAND SECURITY**

**HLS 300 ADMINISTERING HOMELAND SECURITY**
This course examines the administration of homeland security. Students will review the formation of the Department of Homeland Security (DHS) from pre-existing agencies and evaluate how this impacts both the functions and the functioning of DHS. Students will investigate the responsibilities of various federal, state and local political entities and compare the role of domestic law enforcement vs. the role of the military. The course will also introduce the determination of potential terrorist targets, examine the differences between actual and symbolic targets of terrorism, discuss financing the war on terror, and explore the administration and cost of the response to natural disasters. Four credit hours. Offered as needed.

**HLS 301 HOMELAND SECURITY: ISSUES AND IMPACT**
The course presents, examines, and discusses practical issues related to Homeland Security including domestic and international travel, immigration and civil rights, international relations, and consequences of the recent war on terror, especially the resultant political extremism. Students will examine Homeland Security failures and successes by both domestic and foreign governments, evaluate means to correct the failures, and propose methods to capitalize on the successes. In addition, students will explore the impact of Homeland Security on the average citizen and the impact of Homeland Security on commerce. Four credit hours. Offered as needed.

**HLS 402 MANAGING NATURAL DISASTERS**
This course examines the management of non-mannmade disasters such as intense storms, hurricanes, tornados, floods, earthquakes, fires, drought, diseases, or epidemics. The course will discuss principles of prior strategic planning for a large incident, including preparation of emergency operation plans, the role of incident command, the role of planning during an incident, resource management, reentry, and cleanup. The specific emergency management demands and challenges of each disaster will be reviewed through the use of case studies. Four credit hours. Offered as needed.

**HLS 403 MANAGING MANMADE DISASTERS**
This course examines the management of manmade disasters such as chemical, biological or radiological spills; the deployment of weapons of mass destruction; a nuclear radiation release; or transportation catastrophe. Building upon the last course, students will apply the principles of prior

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strategic planning for a large incident, emergency operation plans, incident command, disaster response planning, and resource management. Specific emergency management demands and challenges will be reviewed through the use of case studies. Four credit hours. Offered as needed.

**HLS 475 CAPSTONE IN HOMELAND SECURITY**
This capstone course integrates the knowledge and skills learned in the previous courses, asking students to demonstrate integrative thinking and the ability to transfer theoretical knowledge from one setting to another. Using simulations and case studies, individuals and groups will apply theory to real situations, analyze situations, employ appropriate problem solving, demonstrate effective planning, and function effectively as a team. Each group will develop an emergency disaster plan for a specific community and event, as well as analyze its effectiveness as a team. Each student will evaluate his/her own growth and development in a series of reflective essays and problem solving responses. Four credit hours. Offered as needed.

**INTERDISCIPLINARY STUDIES**

**INT 010 ONLINE PREP**
This online course, which consists of three common modules and one additional graduate module, provides an introduction to the expectations and methodology of college-level online learning. Course activities specifically address the challenges of online self-directed learning, the demands of online communication, and the technical and personal skills required for success as an online adult student. Zero credit hours. Offered as needed.

**MATHEMATICS**

**MAT 113 INTRODUCTORY ALGEBRA**
This course review the structure of algebra, including numbers and their properties, exponents, equations and inequalities, polynomials, functions and graphs. Four credit hours. Offered as needed.

**MAT 116 MATHEMATICS FOR VETERINARY TECHNOLOGY**
This course emphasizes the mathematical concepts and skills used in the practice of veterinary technology. Topics include fractions, percentage, the metric system, dimensional analysis, scientific notation, unit conversions, equations, graphs, and logarithms. Prerequisites: None. Four credit hours. Offered as needed.

**MAT 117 MATHEMATICS FOR THE APPLIED SCIENCES**
This course emphasizes the mathematical concepts and skills used in the science fields. Topics covered include fractions, percentage, the metric system, dimensional analysis, scientific notation, unit conversions, equations, graphs, and logarithms. Four credit hours. Prerequisites: None.

**MAT 121 MATHEMATICAL APPLICATIONS 4 CREDITS**
This course provides an introduction to the basic mathematical concepts, techniques, and applications associated with the fields of business and management. Topics include the algebra of
linear equations, graphing, compound interest, set theory, and mathematical reasoning. Four credit hours. Offered as needed.

**MAT 203 STATISTICS FOR TODAY’S BUSINESSES**
This course presents an introduction to data collection and interpretation, descriptive and inferential statistics, sampling, hypothesis testing, and probability distribution as they apply to business planning and decision making. Emphasis is placed on the use of statistical software for data analyses and the ethical uses of statistics. Four credit hours. Offered as needed.

**MAT 205 MATH FOR IS**
This course provides a survey of college mathematics with emphasis placed on the nature of mathematics, problem solving, and thinking patterns. Topics covered will be selected from the areas of algebra, geometry, systems of numeration and unit analysis. Mathematical topics integral to computing are also covered, including Boolean logic and algorithmic analysis. Students will apply concepts to individual and group problem solving. Four credit hours. Offered as needed.

**MANAGEMENT**

**MGT 112 FUNDAMENTALS OF MANAGEMENT**
This course serves as a basic introduction to the study of management. Students will study the managerial environment and the processes of planning, organizing, leading, motivating, and controlling. These fundamental principles are examined using current events and practices in the business environment. The course will emphasize management in the 21st century as it faces the challenges of globalization, diversity, technology, social responsibility, and ethics. Four credit hours. Offered as needed.

**MGT 231 HUMAN RESOURCE FUNDAMENTALS**
This course examines the functions of human resource management within a business environment. Emphasis is placed upon the effective management of employees as a means of achieving organizational goals. Topics to be covered include the legal environment of human resources, planning personnel needs, recruitment and employee selection, performance evaluation, employee motivational strategies, training and development, benefits management, compensation analysis and administration, labor relations in a union environment, safety and health, employee termination, ethics, diversity, and the impact of globalization and technological changes. Four credit hours. Offered as needed.

**MGT 265 NEGOTIATION AND CONSENSUS**
This course examines two common methods used to resolve conflicting interests: negotiation and consensus building. Students are introduced to a range of effective organizational communication tools, including negotiation, consensus facilitation, and dispute resolution practices. Students will become aware of their own and other’s behavior in conflict situations and the effect or response that their communication has on others. Students will participate in a variety of negotiation cases, role plays, and communication exercises that illustrate different conflict resolution styles and strategies. Four credit hours. Offered as needed.
MGT 310 CONTEMPORARY MANAGEMENT AND LEADERSHIP 4 CREDITS
This course examines the distinct traits and roles of leaders and managers, as well as the impact of each on successfully organizing and directing a business. The role of vision, commitment, empowerment, and emotional intelligence in leadership will be analyzed and applied to various corporate situations. Traditional and contemporary management theories, a systems approach to problem solving, and the four major roles of managers will be studied and applied. A review of current management practices, including Total Quality Management and Six Sigma, will afford insights into improving overall productivity and enhancing strategic advantage. Working individually and as groups, students will apply course content to both their current business roles and to pertinent case studies. Four credit hours. Offered as needed.

MGT 362 INFORMATION SYSTEMS MANAGEMENT THEORY
This course provides an in-depth examination of IS organizational systems, the planning and decision processes, and how information is used for decision support in organizations. It covers quality and decision theory, information theory, and those practices essential for providing viable information to the organization. It outlines the concepts of IS for competitive advantage, data as a resource, IS and IT planning and implementation, change, and project management. Four credit hours. Offered as needed.

MGT 366 ORGANIZATIONAL DEVELOPMENT & BEHAVIOR
This case-study based course uses systems thinking to apply advanced organizational behavior concepts to real world problems and situations. Students will be asked to analyze the global implications of organizations, to distinguish between a business and the organization that conducts that business, and to develop proficiency in motivation and the creation of win-win environments. Students will use “framing” in decision-making models, analyze the traits of a learning organization perspective, and review the historical foundations of organizations. Ongoing individual assignments require synthesis of course concepts, as students act as an internal consultant to the CEO, recommending and evaluating various actions and their consequences. Four credit hours. Offered as needed.

MGT 375 PRINCIPLES OF EMERGENCY MANAGEMENT
This course introduces the principles of emergency management, including an understanding of how to perform a local hazard assessment for an organization or community, the development of a response plan, and an introduction to the management of large scale incidents. Students will examine the concept of disaster recovery for organizations and communities and the parallel concept of disaster recovery as it concerns information technology. Instruction will address the role of first responders to an incident, financing issues for emergency management and the process of securing grants from the Department of Homeland Security. Four credit hours. Offered as needed.

MARKETING

MKT 346 MANAGING THE MARKETING FUNCTION
This course examines the strategic role of marketing and the decision making role of marketing managers. Emphasis is placed on how the organization seeks to understand its customers while

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serving increasingly diverse markets. The course is designed to enhance the student's ability to make ethical, comprehensive decisions about product distribution, product promotion, and pricing issues. The use of modern technology is explored through e-business, the Internet, globalization, and evolving and new media sources. Four credit hours. Offered as needed.

**PHILOSOPHY**

**PHI 190 ETHICAL ISSUES FOR TODAY**
This course examines the ways in which ethical philosophies affect our day-to-day choices and decisions. Various theories of ethics and morality are analyzed; students apply concepts to case studies, simulations, and real world situations. Students analyze their personal values, articulate a personal moral code, examine the role of ethics in today’s professions, and define and defend right and wrong behavior. Course concepts include normative and applied ethics, the history of moral philosophy, and major figures and theories. Four credit hours. Offered as needed.

**POLITICS**

**POL 320 INTERNATIONAL LEGAL SYSTEMS**
This course provides an introduction to international legal systems and investigates how those systems affect the administration of Homeland Security in the United States. The course will examine how the United States interacts with the world community in a legal sense. Students will explore the multiple forums that apply to international legal issues and the ways in which these forums complicate the imposition of Homeland Security processes by the United States. Four credit hours. Offered as needed.

**POL 321 THE CONSTITUTION AND THE PATRIOT ACT**
This course provides the student with a solid introduction to and understanding of the Constitution of the United States and its relationship to Homeland Security. Students will examine the Patriot Act and discuss related issues involving civil liberties and civil rights. Course topics include the roles of federal, state and local law enforcement authorities, as well as the effect of the Patriot Act on the investigation and dismantling of terrorist organizations. Four credit hours. Offered as needed.

**POL 340 SYSTEMS OF INTERNATIONAL TERRORISM**
The course will examine international terrorism in detail, including the definition, origins, history, tactics and behavior of international terrorists. Students will compare and contrast motivation, specifically the differences between politically motivated terrorists, nationally or ethnically motivated terrorists, and religiously motivated terrorists. The course will also examine terrorist networks and the financing of international terrorism. Four credit hours. Offered as needed.

**POL 341 SYSTEMS OF DOMESTIC TERRORISM**
The course will examine domestic terrorism in detail, including the origins of terrorism within the United States as well as a definition and explanation of the tactics and behaviors of domestic terrorists. The course will attempt to classify terrorism within the area of criminal justice by

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exploring the definition and differences between terrorist acts and non-terrorist related criminal acts. The course will provide an introduction to related concepts such as eco-terrorism, militias, conspiracies and anti-abortion violence. Four credit hours. Offered as needed.

**POL 422 INTERNATIONAL POLITICAL SYSTEMS AND HOMELAND SECURITY**
This course provides an introduction to and overview of international political systems and focuses on the manner in which those political systems affect the Homeland Security of the United States. Course activities will examine the ways in which the United States interacts with the world community economically, politically, and socially. Students will evaluate the ways in which national interests, diplomacy, and economic power complicate the imposition of Homeland Security processes by the United States. Four credit hours. Offered as needed.

**PSYCHOLOGY**

**PSY 101 GENERAL PSYCHOLOGY**
This course provides an introduction to the science of psychology, including how psychological data are gathered and applied to everyday life. Topics covered include the amazing brain, intelligence and thinking, learning and memory, social psychology, motivation, emotions and stress, personality and psychopathology, the senses and perception. Four credit hours. Offered as needed.

**SPEECH**

**SPE 242 PUBLIC SPEAKING: SKILLS AND TECHNIQUES**
This course provides the foundation in public communication required for professional success in contemporary business. Topics include formal, informal, rehearsed, and extemporaneous speeches; preparing an effective presentation; group speech delivery; techniques for overcoming anxiety and elevating self-confidence; and videotape and written feedback evaluation strategies. Four credit hours. Offered as needed.

**VETERINARY TECHNOLOGY**

**VET 101 INTRODUCTION TO VETERINARY TECHNOLOGY**
The student is introduced to the expectations of the Veterinary Technology Program, medical terminology and basic scientific and medical concepts. Emphasis will also be placed on definitions, abbreviations, and word elements used in the profession. Discussions are generated on career opportunities, the role of the veterinary technician in veterinary medicine, and the human-animal bond. The different classifications and breeds of companion and farm animals are studied. General principles of animal behavior, care, equipment and management are presented. Legal regulations on the county, state and federal levels are examined. Student safety will be addressed from a regulatory standpoint. Students will also be introduced to the concepts of euthanasia and necropsy. There will be a preliminary investigation of the concepts of health and disease. Credit Hours: 4. Prerequisites: None. Offered as needed. Note: There may be one or two mandatory wet labs, associated with this course that falls outside of normal class meeting time.
VET 180 CARE AND MANAGEMENT OF EXOTIC AND LABORATORY ANIMALS
A general overview of exotic and laboratory animals is provided. Humane care, handling, management, technical procedures, and use of these animals are emphasized. Taxonomic classification and comparative anatomic and physiologic characteristics of common exotic and laboratory animals are presented. Laws, regulations, standards and organizations associated with laboratory animal science and the possession and management of exotic animals are discussed. Safety and ethical issues are addressed. Number of Credits: 4, Prerequisites: VET 101 Introduction to Veterinary Technology, BIO 172 Comparative Anatomy and Physiology for Veterinary Science, GEN 131 Critical Thinking and Health Sciences. Offered as needed.

VET 203 SMALL ANIMAL DISEASES AND NUTRITION
Emphasis is placed on the dog and cat regarding proper restraint and care. Physical as well as chemical methods of restraint are presented. Common disease processes experienced by the dog and cat are outlined and nutrition is examined as it relates to both the healthy and ill pet. Infectious, hormonal, traumatic, toxicological and nutritional problems include some of the disease processes covered. Raising orphan puppies and kittens and proper vaccination procedures are taught. Four credit hours. Prerequisites: VET 101, VET 180, and BIO 172.

VET 205 VETERINARY CLINICAL LABORATORY TECHNIQUES
This course examines blood, urine, feces and cells for diagnostic and prognostic purposes. Lectures will focus on the physiologic responses to disease and the effects of disease on measurable substances produced by the body. The collection, storage and handling of laboratory specimens and general laboratory management procedures, including safety and quality control, will be discussed. The common ectoparasites and endoparasites of pet, exotic and large animals are identified and their life history and pathogenesis are studied. Public health aspects are noted and methods of prevention and treatment are discussed. Prerequisites: VET 101 Introduction to Veterinary Technology, BIO 172 Comparative Anatomy and Physiology for Veterinary Science, GEN 131 Critical Thinking and Health Sciences. Four credit hours. Offered as needed. Note: There may be one or two mandatory wet labs, associated with this course that falls outside of normal class meeting time.

VET 207 VETERINARY CLINICAL LABORATORY TECHNIQUES
This course examines blood, urine, feces and cells for diagnostic and prognostic purposes. Lectures will focus on the physiologic responses to disease and the effects of disease on measurable substances produced by the body. The collection, storage and handling of laboratory specimens and general laboratory management procedures, including safety and quality control, will be discussed. The common ectoparasites and endoparasites of pet, exotic and large animals are identified and their life history and pathogenesis are studied. Public health aspects are noted and methods of prevention and treatment are discussed. Four credit hours. Prerequisites: VET 101, VET 180, and BIO 172.
**VET 209 DIAGNOSTIC IMAGING**
Topics include the theory of x-ray production as well as the practical aspects of taking radiographs. Emphasis is on the diagnostic quality of radiographs and how to correct common problems. Students will have experience in radiographic exposure, development and handling. Proper positioning and restraint for various anatomical views are shown. Use of contrast media and special techniques is mentioned. Safety precautions and New York State regulations are emphasized. The role of the electrocardiogram (ECG) in veterinary medicine is discussed. Proper patient positioning and methods of restraint are taught. The normal ECG tracing and common disease variations are studied. Three credit hours. Prerequisites: VET 2303

**VET 221 PHARMACY AND PHARMACOLOGY**
The student becomes familiar with the major drugs used in veterinary medicine. Pharmacology is intended to acquaint the student with fundamental knowledge of the mechanism of action, dosage, routes of administration and toxic effects of various groups of veterinary-related drugs. Conversion of weights, volumes and the calculation of drug doses are practiced. Emphasis is placed on the role the veterinary technician plays in educating the client in the use of prescribed drugs in pets and production animals. Three credit hours. Prerequisites: VET 203

**VET 223 FARM ANIMAL RESTRAINT, DISEASES AND NUTRITION**
Physical and chemical restraint is demonstrated on the bovine, equine, caprine and ovine. Common diseases and the significant role of nutrition in the farm animal are presented. Miscellaneous procedures such as the physical exam, dentistry and diagnostic nerve blocks are shown. Porcine assisting techniques are mentioned. Regulatory medicine, vaccination protocols and methods of administering medications are taught. Four credit hours. Prerequisites: VET 101 and BIO 172.

**VET 225 PAIN MANAGEMENT AND ANALGESIA**
The issues and fundamentals of pain management are presented through the use of lecture, discussion and laboratory. An integrated approach is utilized, with emphasis on the ethics of pain management in animals. The physiology and biochemistry of pain and pain control will be explored. The role of the technician in detecting, assessing, reporting and managing pain is stressed. Three credit hours. Prerequisites: VET 101, VET 180, and BIO 172.

**VET 227 SURGICAL NURSING AND ANESTHESIA**
The student becomes familiar with surgical theory and techniques. Topics include pre-operative theory and post operative patient care, aseptic technique and materials and instruments used in various surgical procedures. Different types of sterilization processes and the care of surgical instruments are practiced. Anesthesiology includes the actions and uses of pre-anesthetic drugs as well as that of intravenous, intramuscular and inhalation anesthetics. Special emphasis is placed on monitoring the patient while under any type of anesthesia. Four credit hours. Prerequisites: VET 203 and VET 207.
VET 239 VETERINARY DENTISTRY: PRINCIPLES, PRACTICES AND RADIOGRAPHY
The fundamentals of veterinary dentistry are presented through the use of lecture and laboratory hands-on instruction. Emphasis is on the role of the veterinary technician in a small animal practice in providing dental services and client education. In-depth study of the oral cavity is combined with practical and clinical applications to present-day treatments and radiography. Understanding of common dental disease and the role of the veterinary technician in its treatment and prevention is stressed. Techniques for patent positioning and radiographic exposure will be covered. Three credit hours. Prerequisites: VET 227

VET 243 SMALL ANIMAL EMERGENCY AND CRITICAL CARE
An overview approach in examining the physiology, treatment and care of emergency and critical care cases seen in practice. Physical findings, appropriate diagnostic testing, initial treatment, appropriate monitoring and follow-up are emphasized. All body systems are covered. Hematologic, toxicologic and thermal emergencies are also explored, as well as shock, anesthetic emergencies and allergic reactions, which are pansystemic. Clinical cases will be utilized in the course of study. Three credit hours. Prerequisites: VET 227.

VET 249 CLINICAL EXPERIENCES I
Each student spends a minimum of 240 hours observing and performing the tasks of a Veterinary Technician at an animal facility in such areas as surgery, anesthesia, treatment, radiology, laboratory and general facility operations. The primary objective is to introduce the concepts of veterinary medicine and the duties and responsibilities of a Veterinary Technician by seeing and participating in actual cases. The student should become familiar with and appreciate the role of the Veterinary Technician in a practical, applied atmosphere. Prerequisites: VET 101, BIO 172, and GEN 131. Three credit hours. Offered as needed. Note: There may be one or two mandatory wet labs, associated with this course that falls outside of normal class meeting time.

VET 250 CLINICAL EXPERIENCES II
Each student spends a minimum of 240 hours observing and performing the tasks of a Veterinary Technician at an animal facility in such areas as surgery, anesthesia, treatment, radiology, laboratory and general facility operations. The primary objective is to introduce the concepts of veterinary medicine and the duties and responsibilities of a Veterinary Technician by seeing and participating in actual cases. The student should become familiar with and appreciate the role of the Veterinary Technician in a practical, applied atmosphere. Prerequisites: VET 101, BIO 172, and GEN 131. Three credit hours. Offered as needed. Note: There may be one or two mandatory wet labs, associated with this course that falls outside of normal class meeting time.

VET 251 CLINICAL CASE STUDY 1: WELLNESS AND PREVENTATIVE MEDICINE
This is the first course in a series of 7 Clinical Case Applications. Health and wellness will be discussed from the perspective of preventive medicine. The importance of medical history, physical examination and accurate medical record keeping will be stressed. Wellness programs for dogs, cats, horses and ruminants will be described, including vaccination protocols, parasite control, and other preventive measures. Three credit hours. Prerequisites: VET 101, BIO 172, and GEN 131. Offered as needed. Note: There may be one or two mandatory wet labs, associated with this course that falls outside of normal class meeting time.
prevention and control, grooming, dentistry, routine diagnostic procedures and surgeries, and behavior training. The importance of nutrition in maintaining health will be discussed. Note: There may be one or two mandatory wet labs, associated with this course that falls outside of normal class meeting time. Prerequisites: VET 101 Introduction to Veterinary Technology, BIO 172 Comparative Anatomy and Physiology for Veterinary Science, GEN 131 Critical Thinking and Health Sciences. Four credit hours. Offered as needed.

**VET 252 CLINICAL CASE STUDY 2: INTEGUMENT, WOUND HEALING AND THE MUSCULOSKELETAL SYSTEM**

This is the second course in a series of 7 Clinical Case Applications. This course covers the veterinary technician’s role in managing acute and chronic integument and musculoskeletal system abnormalities including wound care and healing in large and small animals. Case studies will incorporate the techniques and skills required for the Veterinary Technician to perform relevant procedures as determined by the Veterinarian. Basic principles of radiography will be explored emphasizing radiology of the skeletal system. Appropriate pharmacologic agents and alternative medicine treatment modalities for the musculoskeletal system and integument will be covered. Anesthesia will be introduced, with emphasis on inhalant anesthetics and anesthetics equipment. Note: There may be one or two mandatory wet labs, associated with this course that falls outside of normal class meeting time. Prerequisites: VET 101 Introduction to Veterinary Technology, BIO 172 Comparative Anatomy and Physiology for Veterinary Science, GEN 131 Critical Thinking and Health Sciences. Four credit hours. Offered as needed.

**VET 253 CLINICAL CASE STUDY 3: GASTROINTESTINAL SYSTEM**

This is the third course in a series of 7 Clinical Case Applications. This course will cover diseases, therapies and diagnostics of the gastrointestinal system of common domestic species. Particular attention will be placed on the role of the veterinary technician in the procedures for the diagnosis and treatments for gastrointestinal disorders. The physiology and management of pain will be introduced, differentiating general and local anesthetic agents, indications, and techniques. Note: There may be one or two mandatory wet labs, associated with this course that falls outside of normal class meeting time. Prerequisites: VET 101 Introduction to Veterinary Technology, BIO 172 Comparative Anatomy and Physiology for Veterinary Science, GEN 131 Critical Thinking and Health Sciences. Four credit hours. Offered as needed.

**VET 254 CLINICAL CASE STUDY 4: CARDIOLOGY, RESPIRATION, AND HEMATOLOGY**

A continuation of the clinical case series of courses. This course specifically encompasses the Cardiac, Respiratory and Hematology areas of importance to Veterinary Medicine and the role of the Veterinary Technician. Case Studies will incorporate the techniques and skills required for the Veterinary Technician to perform relevant procedures as determined by the Veterinarian. An understanding of the common cardiac, respiratory and hematologic diseases will be augmented by an understanding of the medications and protocols necessary for appropriate treatment. Note: There may be one or two mandatory wet labs, associated with this course that falls outside of normal class meeting time. Prerequisites: VET 101 Introduction to Veterinary Technology, BIO
172 Comparative Anatomy and Physiology for Veterinary Science, GEN 131 Critical Thinking and Health Sciences. Four credit hours. Offered as needed.

**VET 255 CLINICAL CASE STUDY 5: REPRODUCTION, UROGENITAL, URINARY, AND ENDOCRINOLOGY**
A continuation of the Clinical Case series of courses. This course will cover the normal and abnormal reproduction of companion and large animals and diagnostics of the reproductive systems. Normal and abnormal urogenital conditions, endocrine diseases and their diagnostics are examined. Particular attention will be placed on the role of the Veterinary Technician in the diagnosis and treatments of the reproductive, urologic and endocrine systems. Note: There may be one or two mandatory wet labs, associated with this course that falls outside of normal class meeting time. Note: There may be one or two mandatory wet labs, associated with this course that falls outside of normal class meeting time. Prerequisites: VET 101 Introduction to Veterinary Technology, BIO 172 Comparative Anatomy and Physiology for Veterinary Science, GEN 131 Critical Thinking and Health Sciences. Four credit hours. Offered as needed.

**VET 256 CASE STUDY 6: NEUROLOGY, SPECIAL SENSES AND IMMUNOLOGY**
A continuation of the clinical case series of courses. This course surveys the anatomy and physiology of the Central and Peripheral Nervous Systems. Common diseases are covered along with the physical examination and relevant diagnostic procedures for discovering the causes. Drugs affecting the Nervous System are categorized and studied for use, effect and efficacy. Note: There may be one or two mandatory wet labs, associated with this course that falls outside of normal class meeting time. Prerequisites: VET 101 Introduction to Veterinary Technology, BIO 172 Comparative Anatomy and Physiology for Veterinary Science, GEN 131 Critical Thinking and Health Sciences. Four credit hours. Offered as needed.

**VET 260 (1 CREDIT), VET 261 (2 CREDITS), VET 262 (1 CREDIT), VET 263 (2 CREDITS) CLINICAL EXPERIENCE**
To complete the AAS Veterinary Technology degree program all procedures on the required essential task checklist must be performed satisfactorily. Failure to satisfactorily complete the requirements described will result in the AAS degree not being awarded, regardless of numerical grades in lectures. It is the student’s responsibility to ensure that the instructor/supervisor observes and/or evaluates each item and documents the satisfactory completion of all required essential tasks. Essential tasks required for accredited AVMA veterinary technology programs are determined by their committee on veterinary technician education activities. These tasks are reviewed and revised on a yearly basis. Standard criteria for performing the required essential tasks are developed according to established and present-day principles of veterinary medicine. VET 260-263 Clinical Experiences will be reviewed and updated yearly to reflect any changes in AVMA requirements and constantly evolving principles of veterinary medicine. Please note: Clinical Experiences VET 260, VET 261, VET 262, and VET 263 all have the same course description; the clinical experience is divided into multiple courses in order to accommodate scheduling. Prerequisites: Permission of Vet Tech Chair or designee.
VET 270 VETERINARY TECHNOLOGY CAPSTONE
The focus of this capstone course is the incorporation of students' hands-on clinical experiences with prior clinical case coursework. Students will have the opportunity to select case studies from actual medical situations encountered during their 240 hour clinical rotations. Emphasis will be placed on the knowledge, role and responsibilities of a licensed veterinary technician. Any species suggested by students and approved by the instructor can be included as a basis for examination and study. Four credit hours. Offered as needed.
GRADUATE ACADEMIC PROGRAMS

MISSION OF GRADUATE STUDY

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

While students pursuing graduate studies are subject to the policies of the College’s Catalog, each graduate program may have specific or additional requirements. Students should refer to their specific academic program section. If students have any questions, please contact program directors and/or appropriate division head.

GRADUATE COURSEWORK DEFINED

1. Graduate coursework is more rigorous than undergraduate coursework, and requires a great deal of critical thinking. More is expected of the graduate student than of the certificate or undergraduate student, especially in regard to reading and writing.
2. Graduate coursework is more self-directed. Students choose, under the guidance of faculty, an area that they feel they need to know more about, and they study that area.
3. Graduate coursework is more attentive to research. Students look into conducting, as well as reading, original research.
4. Graduate coursework is a community of learners, rather than only a teacher-student relationship. Graduate students are assumed to have reached an intellectual maturity that puts them at a place where the role of the instructor is different. Instructors need to guide and mentor the mature student in the direction that the student has identified.
5. Graduate coursework encourages students to be involved in local, state, and national leadership issues. Graduate study emphasizes effective, positive change so that students will be leaders of their communities on a local, state, and national level.
6. Graduate study is not simply remembering information; it is also constructing knowledge. The community of learners encourages new insights and creates new knowledge in the field.
UNIQUE STRENGTHS OF MEDAILLE COLLEGE GRADUATE PROGRAMS:

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

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

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

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

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

Note: More detailed information is available here: http://www.medaille.edu/about-medaille/divisions/division-education

Medaille College is a leader in the preparation of students to become classroom teachers. Our 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 techniques, you will become a successful professional in the field. Our Education programs explore 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. 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. Placement data is available from the Office of Institutional Research and Planning (http://www.medaille.edu/irp), on the institution’s Higher Education Opportunity Act information page (http://www.medaille.edu/heoa), and on the Division of Education page (http://www.medaille.edu/about-medaille/divisions/division-education).
M.S.ED IN ADOLESCENT EDUCATION

The MS. Ed. in Adolescent Education includes instruction in NYS P-12 Common Core Learning Standards, Dignity for all Students Act (anti-bullying and cyber bullying legislation), and all current mandates and standards from New York State related to the NYSTCEs, specifically the edTPA.

The Adolescent Education program provides a 33 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 also requires that all students have the following credits from a regionally accredited college: 3 credits each in English Language Arts, Social Studies/History, Math, Science, and language other than English.

NEW YORK STATE TEACHING CERTIFICATION EXAMINATIONS (NYSTCE)

Students must take these tests:

1. ALST (Academic Literacy Skills Test)
2. CST (Content Specialty Test) for either English, French, Mathematics, Biology, or Chemistry, Social Studies, Literacy, Students with Disabilities
3. edTPA (Teacher Performance Assessment)
4. EAS (Educating all Students Exam)
**COMPREHENSIVE EXAMINATION:**

All students are required to successfully complete a comprehensive exam upon completion of their coursework and prior to beginning EDU 677 Student Teaching in Adolescent Education (6 credits). Each exam consists of approximately fifty percent pedagogical questions from Medaille course content and fifty percent discipline-specific questions from the student's content area. A minimum score of 75 is required for passing. If a student scores lower than a 75, he or she can schedule one opportunity to re-take the exam. The examination will be set jointly by all program faculty each academic year and is administered in January, May, and August of each year.

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<td><strong>Fall Weekday</strong></td>
<td>January Intercession or March interim week between student teaching placements</td>
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<td><strong>Spring Weekend</strong></td>
<td>August Intercession or October-interim week between student teaching placements</td>
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<td><strong>Summer Weekend</strong></td>
<td>January Intercession or March-interim week between student teaching placements</td>
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<td><strong>Summer Weekday</strong></td>
<td>August Intercession or October-interim week between student teaching placements</td>
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<td><strong>Fall Weekend (4 semester)</strong></td>
<td>August Intercession or October-interim week between student teaching placements</td>
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<td>July and May (if needed)</td>
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**STUDENT TEACHING:** Students will fulfill student teaching requirements in both adolescent settings, 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/](http://www.medaille.edu/studentteaching/)
M.S.Ed in Adolescent Education Tracks: Students will take 6 credits of methods courses 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.

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<td>EDU 667 Pre-Student Teaching</td>
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<td>EDU 677 Student Teaching</td>
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<tr>
<td>EDU 603 Methods in Adolescence Education-Mathematics</td>
<td></td>
</tr>
<tr>
<td>EDU 667 Pre-Student Teaching</td>
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<tr>
<td>EDU 677 Student Teaching</td>
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<thead>
<tr>
<th>BIOLOGY 7-12 TRACK</th>
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<tbody>
<tr>
<td>EDU 604 Methods in Adolescence Education-Biology</td>
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<td>EDU 667 Pre-Student Teaching</td>
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<tr>
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<tr>
<td>EDU 605 Methods in Adolescence Education-Chemistry</td>
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<td>EDU 667 Pre-Student Teaching</td>
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<td>EDU 677 Student Teaching</td>
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<table>
<thead>
<tr>
<th>SOCIAL STUDIES 7-12 TRACK</th>
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<tr>
<td>EDU 606 Methods in Adolescence Education-Social Studies</td>
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<td>EDU 667 Pre-Student Teaching</td>
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</tr>
<tr>
<td>EDU 677 Student Teaching</td>
<td></td>
</tr>
</tbody>
</table>
**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 7-12.

<table>
<thead>
<tr>
<th>COURSE NUMBER &amp; TITLE</th>
<th>CREDITS</th>
</tr>
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<tbody>
<tr>
<td>ECI 535 Culturally Responsive Pedagogy: Shaping Culturally Inclusive Classrooms/EDU 507 DASA Seminar</td>
<td>3</td>
</tr>
<tr>
<td>ECI 610 Transitions from Education’s Roots to the Present</td>
<td>3</td>
</tr>
<tr>
<td>EDU 600 Curriculum Planning in Adolescent Education</td>
<td>3</td>
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<tr>
<td>Methods Courses: Students will take one of the following courses</td>
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<tr>
<td>• EDU 601 Methods in Adolescence Education: English</td>
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<tr>
<td>• EDU 602 Methods in Adolescence Education: French</td>
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<tr>
<td>• EDU 603 Methods in Adolescence Education: Mathematics</td>
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</tr>
<tr>
<td>• EDU 604 Methods in Adolescence Education: Biology</td>
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</tr>
<tr>
<td>• EDU 605 Methods in Adolescence Education: Chemistry</td>
<td></td>
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<tr>
<td>• EDU 606 Methods in Adolescence Education: Social Studies</td>
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<tr>
<td>EDU 667 Pre-Student Teaching Experiences</td>
<td>3</td>
</tr>
<tr>
<td>EDU 670 Literacy in the Content Areas</td>
<td>3</td>
</tr>
<tr>
<td>EDU 671 Information Technology and Data Analysis</td>
<td>3</td>
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<tr>
<td>EDU 677 Student Teaching in Adolescence Education</td>
<td>6</td>
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<tr>
<td>ESP 600 Foundations of Special Education (3 credits) and EDU 506 Child Abuse/SAVE (0 credits; must co-register for EDU 506 and ESP 600). Offered online.</td>
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<tr>
<td>EDU 570 Strategic Literacy Instruction for the Diverse Learner: Adolescence</td>
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<td><strong>Total Credits:</strong></td>
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### M.S.ED. IN ADOLESCENT EDUCATION PROGRAM SEQUENCE

#### DAY PROGRAM | FALL START

<table>
<thead>
<tr>
<th>Course Number &amp; Title</th>
<th>Credits</th>
<th>Term</th>
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<tbody>
<tr>
<td>EDU 570 Strategic Literacy Instruction for the Diverse Learner: Adolescence</td>
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<td>Fall</td>
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<tr>
<td>EDU 600 Curriculum Planning in Adolescent Education</td>
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<td>Fall</td>
</tr>
<tr>
<td>EDU 601-606 (Methods course; dependent on track)</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>EDU 667 Pre-Student Teaching Experiences</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>EDU 670 Literacy in the Content Area</td>
<td>3</td>
<td>Spring</td>
</tr>
<tr>
<td>EDU 677 Student Teaching in Adolescent Education</td>
<td>6</td>
<td>Spring</td>
</tr>
<tr>
<td>ECI 610 Transitions from Education’s Roots to the Present</td>
<td>3</td>
<td>Summer</td>
</tr>
<tr>
<td>ECI 535 Culturally Responsive Pedagogy: Shaping Culturally Inclusive Classrooms/EDU 507 DASA Seminar</td>
<td>3</td>
<td>Summer</td>
</tr>
<tr>
<td>ESP 600 Foundations of Special Education/ EDU 506 Child Abuse and SAVE Seminar</td>
<td>3</td>
<td>Summer</td>
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<tr>
<td>EDU 671 Information Technology and Data Analysis</td>
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#### WEEKEND PROGRAM | FALL START

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<tr>
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<tr>
<td>EDU 600 Curriculum Planning in Adolescent Education</td>
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<td>Fall</td>
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<tr>
<td>EDU 601-606 (Methods course; dependent on track)</td>
<td>3</td>
<td>Fall</td>
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<tr>
<td>EDU 667 Pre-Student Teaching</td>
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<tr>
<td>ESP 600 Foundations of Special Education/ EDU 506 Child Abuse and SAVE Seminar</td>
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<tr>
<td>ECI 535 Culturally Responsive Pedagogy: Shaping Culturally Inclusive Classrooms/EDU 507 DASA Seminar</td>
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<td>Spring</td>
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<tr>
<td>EDU 670 Literacy in the Content Areas</td>
<td>3</td>
<td>Spring</td>
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<tr>
<td>ECI 610 Transitions from Education’s Roots to the Present</td>
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<td>Summer</td>
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<td>EDU 671</td>
<td>Information Technology and Data Analysis</td>
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<tr>
<td>EDU 570</td>
<td>Strategic Literacy Instruction for the Diverse Learner: Adolescence</td>
<td>3</td>
</tr>
<tr>
<td>EDU 677</td>
<td>Student Teaching</td>
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</table>
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 semester hours of university-level credit in each of the following general education areas: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; scientific processes, mathematical processes; and written analysis and expression.
- 3 semester hours of 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 three foundations courses, two literacy courses, two research courses, four methods courses, and student teaching. Students must receive a grade of a B- or above for all pedagogical courses (methods courses). Otherwise, the course must be repeated.

- ECI 510 Research in Education
- ECI 535 Culturally Responsive Pedagogy: Shaping Culturally Inclusive Classrooms
- EDU 500 The Core of Education
- EDU 502 Education Methods of Teaching: Math, Science, Technology
- EDU 503 Education Methods of Teaching: The Arts, English, Language Arts, and Social Studies
- EDU 504 Early Field Experience/Seminar: Physical Educations, Family/Consumer Sciences
- ESP 600 Foundations of Special Education/ EDU 506 Child Abuse and SAVE Seminar

CAPSTONE

Students are required to take EDU 693 Elementary Education Portfolio and Professional Development course which assists graduates to create an action research project and integrates and summarizes their program.
FIELD EXPERIENCES (PRE-STUDENT TEACHING)

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 677. 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.

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

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

<table>
<thead>
<tr>
<th>COURSE NUMBER &amp; TITLE</th>
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<tr>
<td>ECI 510 Research in Education</td>
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<tr>
<td>ECI 535 Culturally Responsive Pedagogy: Shaping Culturally Inclusive Classrooms/EDU 507 DASA Seminar</td>
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<tr>
<td>ECI 610 Transitions from Education’s Roots to the Present</td>
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<tr>
<td>EDU 693 Elementary Education Portfolio and Professional Development</td>
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<tr>
<td>EDL 550 Developmental Literacy: Emergence to Fluency</td>
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<tr>
<td>EDU 571 Technology for the Elementary Classroom</td>
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<tr>
<td>EDL 650 Assessment and Evaluation of Literacy</td>
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<tr>
<td>EDU 500 The Core of Education</td>
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<tr>
<td>EDU 502 Education Methods of Teaching: Math and Science</td>
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<tr>
<td>EDU 503 Education Methods of Teaching: The Arts, English, Language Arts, and Social Studies</td>
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<tr>
<td>EDU 504 Early Field Experience/Seminar: Physical Educations, Family/Consumer Sciences</td>
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<tr>
<td>EDU 506 Child Abuse and SAVE Seminar/ESP 600 Foundations of Special Education</td>
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M.S.ED. IN ELEMENTARY EDUCATION (CHILDHOOD 1-6) PROGRAM SCHEDULE

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<th>FALL START</th>
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<tbody>
<tr>
<td>COURSE NUMBER &amp; TITLE</td>
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<tr>
<td>ECI 510 Research in Education (online)</td>
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<tr>
<td>COURSE NUMBER &amp; TITLE</td>
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<tr>
<td>EDL 550 Developmental Literacy: Emergence to Fluency</td>
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<tr>
<td>EDU 500 The Core of Education</td>
</tr>
<tr>
<td>EDU 502 Education Methods of Teaching: Math and Science</td>
</tr>
<tr>
<td>EDU 504 Early Field Experience/Seminar: Physical Educations, Family/Consumer Sciences</td>
</tr>
<tr>
<td>EDL 650 Assessment and Evaluation of Literacy</td>
</tr>
<tr>
<td>EDU 503 Education Methods of Teaching: The Arts, English, Language Arts, and Social Studies</td>
</tr>
<tr>
<td>EDU 577 Student Teaching/Seminar: Career and Occupational Studies</td>
</tr>
<tr>
<td>ECI 610 Transitions from Education’s Roots to the Present</td>
</tr>
<tr>
<td>ECI 535 Culturally Responsive Pedagogy: Shaping Culturally Inclusive Classrooms/EDU 507 DASA Seminar</td>
</tr>
<tr>
<td>EDU 571 Technology for the Elementary Classroom</td>
</tr>
<tr>
<td>EDU 506 Child Abuse and SAVE Seminar/ESP 600 Foundations of Special Education</td>
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<td>SPRING START</td>
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<td>ECI 510 Research in Education (online)</td>
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<td>EDL 550 Developmental Literacy: Emergence to Fluency</td>
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<td>EDU 500 The Core of Education</td>
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<td>EDU 504 Early Field Experience/Seminar: Physical Educations, Family/Consumer Sciences</td>
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<tr>
<td>EDL 650 Assessment and Evaluation of Literacy</td>
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<td>EDU 503 Education Methods of Teaching: The Arts, English, Language Arts, &amp; Social Studies</td>
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<td>EDU 571 Technology for the Elementary Classroom</td>
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<tr>
<td>EDU 506 Child Abuse and SAVE Seminar/ESP 600 Foundations of Special Education</td>
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<tr>
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<tr>
<td>EDU 693 Elementary Education Portfolio and Professional Development</td>
</tr>
<tr>
<td>ECI 610 Transitions from Education’s Roots to the Present</td>
</tr>
<tr>
<td>EDU 577 Student Teaching/Seminar: Career and Occupational Studies</td>
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360
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 day or weekend format. Students may enter into any one of the two formats and continue in that format for the duration of the program.

<table>
<thead>
<tr>
<th>COURSE NUMBER &amp; TITLE</th>
<th>CREDITS</th>
</tr>
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<tbody>
<tr>
<td>ECI 510 Research in Education</td>
<td>3</td>
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<tr>
<td>ECI 535 Educational Explorations in Diversity/EDU 507 DASA Seminar</td>
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</tr>
<tr>
<td>ECI 610 Transitions from Education's Roots to the Present</td>
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<tr>
<td>ECI 695 Capstone Portfolio Project</td>
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<td>EDL 550 Developmental Literacy: Emergence to Fluency</td>
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<td>EDU 571 Technology for the Elementary Classroom</td>
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<tr>
<td>EDL 650 Assessment and Evaluation of Literacy</td>
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<tr>
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<td>EDU 504 Early Field Experience/Seminar: Physical Educations, Family/Consumer Sciences</td>
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<td>EDU 506 Child Abuse and SAVE Seminar/ESP 600 Foundations of Special Education</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>36</strong></td>
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</tbody>
</table>
M.S.ED. IN LITERACY

PROGRAM DESCRIPTION

This program provides the knowledge and skills needed to enable students to meet the literacy challenges of the 21st century. Teachers must be knowledgeable about literacy development as it is crucial to children’s academic achievement from early childhood through high school. Current research also recognizes the importance of leadership in literacy.

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

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

NEW YORK STATE TEACHING CERTIFICATION EXAMINATIONS (NYSTCE)

Students must take the CST (Content Specialty Test) for Literacy.

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).

<table>
<thead>
<tr>
<th>Practica courses</th>
<th>No. of Practicum Hrs.</th>
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<tr>
<td>EDL 671 Practicum I Early Intervention</td>
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<tr>
<td>EDL 676 Practicum II Elementary</td>
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</tr>
<tr>
<td>EDL 681 Practicum III Adolescent</td>
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</tbody>
</table>
**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 | ADVANCED CERTIFICATION IN LITERACY (POST MASTERS)

This Advanced Certification in Literacy (Birth–Grade 6) provides the academic requirements for an additional certification in literacy for those professionals who hold a master’s degree and initial/professional certification in education. Students may be able to complete these requirements with 18 hours of coursework (B-Grade 6) 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 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.

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<th>LITERACY COURSES</th>
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<tr>
<td><strong>Birth –Grade 6 Certification Track:</strong></td>
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<tr>
<td>EDU 508 DASA Seminar (0)</td>
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<tr>
<td>EDL 580 Methodologies in the Reading Processes (3)</td>
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<td>EDL 581 Early Language Development and Literacy (3)</td>
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<tr>
<td>EDL 582 Word Study: Early Childhood through Adolescence (3)</td>
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<tr>
<td>EDL 651 Assessment I: Diagnosis &amp; Remediation of Emergent and Early Readers (3)</td>
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<tr>
<td>EDL 584 Teaching Writing through the Development Process (3)</td>
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<tr>
<td>EDL 583 Creating Strategic Readers and Writers (3)</td>
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<tr>
<td>EDL 652 Assessment II: Diagnosis &amp; Remediation of Early and Transitional Readers (3)</td>
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<tr>
<td>EDL 692 Literacy Portfolio and Professional Development (3)</td>
</tr>
<tr>
<td>EDL 671 Practicum I: Early Intervention (3)</td>
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<tr>
<td>ESP 608 Assessment of Students with Disabilities at the Childhood and Middle Childhood Levels (3)</td>
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364
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>EDL 690</td>
<td>Leadership in Literacy</td>
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<tr>
<td>EDL 676</td>
<td>Practicum II: Elementary</td>
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<td><strong>Grade 5 – Grade 12 Certification Track:</strong></td>
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<td>DASA Seminar</td>
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<td>EDL 580</td>
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<tr>
<td>EDL 582</td>
<td>Word Study: Early Childhood through Adolescence</td>
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<tr>
<td>EDL 583</td>
<td>Creating Strategic Readers and Writers</td>
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<td>EDL 652</td>
<td>Assessment II: Diagnosis &amp; Remediation of Early and Transitional Readers</td>
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<tr>
<td>EDL 584</td>
<td>Teaching Writing through the Development Process</td>
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<td>EDL 692</td>
<td>Literacy Portfolio and Professional Development</td>
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<tr>
<td>ESP 608</td>
<td>Assessment of Students with Disabilities at the Childhood and Middle Childhood Levels</td>
<td>3</td>
</tr>
<tr>
<td>EDL 585</td>
<td>Adolescent Literacy: Transacting with Literature</td>
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<tr>
<td>EDL 676</td>
<td>Practicum II: Elementary</td>
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<tr>
<td>EDL 653</td>
<td>Assessment III: Diagnosis &amp; Remediation of the Adolescent Reader</td>
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<td>Leadership in Literacy</td>
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<td>EDL 681</td>
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<td>EDL 580</td>
<td>Methodologies in the Reading Processes</td>
<td>3</td>
</tr>
<tr>
<td>EDL 581</td>
<td>Early Language Development and Literacy</td>
<td>3</td>
</tr>
<tr>
<td>EDL 582</td>
<td>Word Study: Early Childhood through Adolescence</td>
<td>3</td>
</tr>
<tr>
<td>EDL 651</td>
<td>Assessment I: Diagnosis &amp; Remediation of Emergent and Early Readers</td>
<td>3</td>
</tr>
<tr>
<td>EDL 584</td>
<td>Teaching Writing through the Development Process</td>
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</tr>
<tr>
<td>EDL 583</td>
<td>Creating Strategic Readers and Writers</td>
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</tr>
<tr>
<td>EDL 652</td>
<td>Assessment II: Diagnosis &amp; Remediation of Early and Transitional Readers</td>
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<tr>
<td>EDL 692</td>
<td>Literacy Portfolio and Professional Development</td>
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365
<table>
<thead>
<tr>
<th>Course Code</th>
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<tr>
<td>EDL 671</td>
<td>Practicum I: Early Intervention (3)</td>
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<td>Assessment of Students with Disabilities at the Childhood and Middle Childhood Levels (3)</td>
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<tr>
<td>EDL 690</td>
<td>Leadership in Literacy (3)</td>
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<tr>
<td>EDL 676</td>
<td>Practicum II: Elementary (3)</td>
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<tr>
<td>EDL 653</td>
<td>Assessment III: Diagnosis &amp; Remediation of the Adolescent Reader (3)</td>
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<tr>
<td>EDL 585</td>
<td>Adolescent Literacy: Transacting with Literature (3)</td>
</tr>
<tr>
<td>EDL 681</td>
<td>Practicum III: Adolescent (3)</td>
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**Total credit hours: 45**
Option 1: MS Ed. in Literacy (Certification in Birth-Grade 6 & Grades 5-12)

Note: All students are required to complete EDU 508 DASA Seminar (0)

<table>
<thead>
<tr>
<th>Semester I</th>
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<tbody>
<tr>
<td>Session I:</td>
</tr>
<tr>
<td>EDL 651 Assessment I: Diagnosis &amp; Remediation of Emergent &amp; Early Readers (3)</td>
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<tr>
<td>EDL 581 Early Language Development &amp; Literacy (3)</td>
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<tr>
<td><strong>Session II:</strong></td>
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<td>EDL 582  Word Study: Early Childhood through Adolescence (3)</td>
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<table>
<thead>
<tr>
<th>Semester II</th>
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<tbody>
<tr>
<td><strong>Session I:</strong></td>
</tr>
<tr>
<td>EDL 652 Assessment II: Diagnosis &amp; Remediation of Early &amp; Transitional Readers (3)</td>
</tr>
<tr>
<td>EDL 580 Methodologies in the Reading Processes (3)</td>
</tr>
<tr>
<td><strong>Session II:</strong></td>
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<tr>
<td>EDL 583 Creating Strategic Readers &amp; Writers (3)</td>
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<td><strong>Session II:</strong></td>
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<tr>
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*Full Semester*
EDL 671 or 676 or 681 Practicum (3)

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<th>Semester IV</th>
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<tbody>
<tr>
<td><strong>Session I:</strong></td>
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<tr>
<td>EDL 690 Leadership in Literacy (3)</td>
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<tr>
<td><strong>Session II:</strong></td>
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<tr>
<td>EDL 692 Literacy Portfolio and Professional Development (3)</td>
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*Full Semester*
EDL 671 or 676 or 681 Practicum (3)

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<thead>
<tr>
<th>Semester V</th>
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<tbody>
<tr>
<td><strong>Session I:</strong></td>
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</table>
EDL 653 Assessment III: Diagnosis & Remediation of the Adolescent Reader (3)

Session II:
EDL 585 Adolescent Literacy: Transacting with Literature (3)

Full Semester:
EDL 671 or 676 or 681 Practicum

Total Hours: 45
### Option 2: MS Ed. in Literacy (Certification in Birth-Grade 6)

Note: All students are required to complete EDU 508 DASA Seminar (0)

#### Semester I

**Session I:**
- EDL 651 Assessment I: Diagnosis & Remediation of Emergent & Early Readers (3)
- EDL 581 Early Language Development & Literacy (3)

**Session II:**
- EDL 582 Word Study: Early Childhood through Adolescence (3)

#### Semester II

**Session I:**
- EDL 652 Assessment II: Diagnosis & Remediation of Early & Transitional Readers (3)
- EDL 580 Methodologies in the Reading Processes (3)

**Session II:**
- EDL 583 Creating Strategic Readers & Writers (3)

#### Semester III

**Session I:**
- ESP 608 Assessment of Students with Disabilities at the Childhood & Middle Childhood Levels (3)

**Session II:**
- EDL 584 Teaching Writing through the Developmental Process (3)

*Full Semester:*
- EDL 671 or 676 or 681 Practicum (3)

#### Semester IV

**Session I:**
- EDL 690 Leadership in Literacy (3)

**Session II:**
- EDL 692 Literacy Portfolio and Professional Development (3)

*Full Semester:*
- EDL 671 or 676 Practicum (3)

**Total Hours: 36**
Option 3: MS Ed. in Literacy (Certification in Grades 5-12)

Note: All students are required to complete EDU 508 DASA Seminar (0)

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<thead>
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<tr>
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<tr>
<td>EDL 580 Methodologies in the Reading Processes (3)</td>
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<table>
<thead>
<tr>
<th>Semester III</th>
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<tbody>
<tr>
<td><strong>Session I:</strong></td>
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<tr>
<td>ESP 608 Assessment of Students with Disabilities at the Childhood &amp; Middle Childhood Levels (3)</td>
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<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>Session I:</strong></td>
<td></td>
</tr>
<tr>
<td>EDL 690 Leadership in Literacy (3)</td>
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</table>

| **Total Hours:**     | 36 |
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.

PROGRAM MISSION
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 Master’s 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.

PROGRAM GOALS
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

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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.

FIELD EXPERIENCES & PRACTICUM

All students in MSED 1-6 with initial certification are required to complete two practica: ESP 688P Integrative Practicum and ESP 688J Integrative Practicum for a total of six credit hours of practica. All students in MSED 1-6 without initial certification are required to complete one practica: ESP 688P Integrative Practicum or ESP 688J Integrative Practicum and ESP 695 Students with Disabilities (Grades 1-6), which provides three credit hours of student teaching.

All students in MSED 7-12 with initial certification are required to complete two practica: ESP 689A Integrative Practicum and ESP 689S Integrative Practicum for a total of six credit hours of practica. All students in MSED 7-12 without initial certification are required to complete one practica: ESP 689A Integrative Practicum or ESP 689S Integrative Practicum and ESP 696 Students with Disabilities (Grades 7-12), which provides three credit hours of student teaching.

Courses that require field experiences:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Grade Level</th>
<th>Clock Hours</th>
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<tbody>
<tr>
<td>ESP 688 J</td>
<td>Integrative Practicum I: 4-6</td>
<td>4-6</td>
<td>25</td>
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<tr>
<td>ESP 688 P</td>
<td>Integrative Practicum I: 1-3</td>
<td>1-3</td>
<td>25</td>
</tr>
<tr>
<td>ESP 689A</td>
<td>Integrative Practicum II: 7-9</td>
<td>7-9</td>
<td>25</td>
</tr>
<tr>
<td>ESP 689S</td>
<td>Integrative Practicum II: 9-12</td>
<td>9-12</td>
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Courses that require college-supervised student-teaching experiences:

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<thead>
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<th>Course Title</th>
<th>Grade Level</th>
<th>No. of Full School Days</th>
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<tbody>
<tr>
<td>ESP 695</td>
<td>Student Teaching: Students With Disabilities (Grades 1-6)</td>
<td>1-6</td>
<td>20</td>
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<tr>
<td>ESP 696</td>
<td>Student Teaching – Students with Disabilities (Grades 7-12)</td>
<td>7-12</td>
<td>20</td>
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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.

M.S.ED. STUDENTS WITH DISABILITIES (1-6) (FOR STUDENTS WITH INITIAL CERTIFICATION)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Course Credits</th>
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<tbody>
<tr>
<td>ESP 612</td>
<td>Educating Students with Mild to Moderate Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>ESP 613</td>
<td>Educating Students with Severe &amp; Multiple Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>ESP 602</td>
<td>Behavioral Strategies for Working with Children with Exceptionalities: Managing the Learning Environment</td>
<td>3</td>
</tr>
<tr>
<td>ESP 618</td>
<td>Assessing Children (1st-6th) with Exceptionalities</td>
<td>3</td>
</tr>
<tr>
<td>ESP 607</td>
<td>Professional, Family and Community Collaboration in Schools and Schooling</td>
<td>3</td>
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<tr>
<td>ESP 621</td>
<td>Methods for Instruction of the Content Areas SWD Grade 1-6 (1st-6th)</td>
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<tr>
<td>EDL 580</td>
<td>Methodologies in the Reading Process</td>
<td>3</td>
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<tr>
<td>EDL 581</td>
<td>Early Language Development and Literacy (1st-6th)</td>
<td>3</td>
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<td>Course Number</td>
<td>Course Title</td>
<td>Course Credits</td>
</tr>
<tr>
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<tr>
<td>ECI 510</td>
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<tr>
<td>ESP 688J</td>
<td>Integrative Practicum I</td>
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<tr>
<td>ESP 688P</td>
<td>Integrative Practicum II (1st-6th students)</td>
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<td>ESP 691</td>
<td>Portfolio for Students with Disabilities</td>
<td>3</td>
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<tr>
<td>EDU 508</td>
<td>DASA Seminar</td>
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</tr>
<tr>
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<td><strong>TOTAL CREDITS</strong></td>
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### M.S. ED. STUDENTS WITH DISABILITIES (1-6) (FOR STUDENTS WITHOUT INITIAL CERTIFICATION)

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<td>ESP 600</td>
<td>Foundations of Special Education</td>
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<td>EDU 506</td>
<td>Child Abuse Awareness/SAVE Seminar</td>
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<td>ESP 612</td>
<td>Educating Students with Mild to Moderate Disabilities</td>
<td>3</td>
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<td>ESP 613</td>
<td>Educating Students with Severe &amp; Multiple Disabilities</td>
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<tr>
<td>ESP 602</td>
<td>Behavioral Strategies for Working with Children with Exceptionalities: Managing the Learning Environment</td>
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<tr>
<td>ESP 618</td>
<td>Assessing Children (1st-6th) with Exceptionalities</td>
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<td>Professional, Family and Community Collaboration in Schools and Schooling</td>
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<td>Methods for Instruction of the Content Areas SWD Grade 1-6 (1st-6th)</td>
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<td>ECI 510</td>
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<td>ESP 695</td>
<td>Student Teaching: Students With Disabilities (Grades 1-6)</td>
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<td>Integrative Practicum (1st-6th students)</td>
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<td>ESP 691</td>
<td>Portfolio for Students with Disabilities</td>
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<td>EDU 508</td>
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## M.S.ED. STUDENTS WITH DISABILITIES (7-12) (FOR STUDENTS WITH INITIAL CERTIFICATION)

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<td>ESP 613</td>
<td>Educating Students with Severe &amp; Multiple Disabilities</td>
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<td>ESP 602</td>
<td>Behavioral Strategies for Working with Children with Exceptionalities:</td>
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<td>Managing the Learning Environment</td>
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<td>Research in Education (online)</td>
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<td>ESP 689A</td>
<td>Integrative Practicum (7th-12th)</td>
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<td>ESP 689S</td>
<td>Integrative Practicum (7th-12th)</td>
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<td>ESP 691</td>
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<td>DASA Seminar</td>
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**TOTAL CREDITS** 36
### M.S. ED. STUDENTS WITH DISABILITIES (7-12) (FOR STUDENTS WITHOUT INITIAL CERTIFICATION)

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<tr>
<td>ESP 600</td>
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<td>ESP 602</td>
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<td>ESP 607</td>
<td>Professional, Family and Community Collaboration in Schools and Schooling</td>
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<td>ESP 622</td>
<td>Methods for Instruction of the Content Areas - SWD 7-12 (7th-12th)</td>
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### ADVANCED CERTIFICATE: SWD 1-6 (WITH INITIAL CERTIFICATION)

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## ADVANCED CERTIFICATE: SWD 1-6 (WITH INITIAL CERTIFICATION)

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<td>Educating Students with Mild to Moderate Disabilities</td>
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<td>ESP 613</td>
<td>Educating Students with Severe and Multiple Disabilities</td>
<td>3</td>
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<tr>
<td>ESP 618</td>
<td>Assessing Children (1-6 grade) with Exceptionalities</td>
<td>3</td>
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## ADVANCED CERTIFICATE: SWD 7-12 (WITH INITIAL CERTIFICATION)

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<td>Assessing Children (7-12 grade) with Exceptionalities</td>
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### MSED Students With Disabilities

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377
## (Certified Candidates)

### Grades 1-6 & 7-12

<table>
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**Session I**

- **ESP 612**: Educating Students with Mild to Moderate Disabilities
- **ESP 618**: Assessing Children 1-6 w/Exceptionalities
- **ESP 619**: Assessing Children 7-12 w/Exceptionalities
- **EDL 580**: Methodologies in the Reading Process
- **ESP 688P**: Integrative Practicum
- **ESP 689A**: Integrative Practicum

**Session II**

- **ESP 602**: Behavioral Strategies
- **ESP 607**: Prof., Fam., & Comm., Collab. In School & Schooling
- **EDL 581**: Early Lang. Development & Literacy
- **EDL 585**: Adolescent Literacy
- **ESP 688 J**: (Cert only) Integrative Practicum
- **ESP 689S**: (Cert only) Integrative Practicum

**Session II**

- **ESP 613**: Educating Students with Severe and Multiple Disabilities
- **ESP 621**: Methods for Instruction of the Content Areas – SWD Gr. 1-6
- **ESP 622**: Methods for Instruction of the Content Areas – SWD Gr. 7-12
- **ECI 510 Online**: Research in Education
- **ESP 691**: Portfolio

**Session II**

- **ESP 688J**: (Cert only) Integrative Practicum
- **ESP 689S**: (Cert only) Integrative Practicum

**Full Semester**

- **Full Semester**
- **Full Semester**

**Total Credits**: 36
# MSEd Students With Disabilities

## (Non-Certified Candidates)

### Grades 1-6 & 7-12

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### Post Masters Certification

**Students With Disabilities**

**Grades 1-6 & 7-12**

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Total Credits: 39

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Total Credits: 18
DIVISION OF EDUCATION COURSE DESCRIPTIONS

ECI COURSE DESCRIPTIONS (CURRICULUM AND INSTRUCTION)

ECI 510 RESEARCH IN EDUCATION
This online course provides the graduate student with an overview of action research in today’s classroom while navigating through a virtual experience. Students will study and apply qualitative, quantitative, and data analysis skills while researching current issues in education at the New York State and local school district levels. This affords students the opportunity to analyze current issues in education as they relate to student learning and teaching. At the completion of this course, students will have investigated state and district procedures, reviewed school district websites for policies, procedures, curriculum plans, analyzed data from a state document such as the New York State Report Card, studied the action research model, as well as conducted research on a current issue in education. All material will be reviewed in relation to NYS P-12 Common Core Learning Standards. Number of Credits: 3. Prerequisites: None. Offered Fall and Spring semesters.

ECI 535 CULTURALLY RESPONSIVE PEDAGOGY: FOSTERING CULTURALLY INCLUSIVE CLASSROOMS
This course will focus on theoretical and practical issues of diversity in the classroom. In alignment with the New State Dignity for All Students Act, students will analyze and discuss issues related to race, ethnicity, class, gender, exceptionalities, sexual orientation, religion, bullying/cyber-bullying and language. Further, students will be challenged to think critically and analytically about their own beliefs, confronting their opinions with realistic findings and theories. Additionally, students will engage in dialogues that connect theory, reflection, thoughts, action, and practice. All material will be reviewed in relation to NYS P-12 Common Core Learning Standards. Number of Credits: 3. Prerequisites: None. Offered Spring and Summer semesters.

ECI 610 TRANSITIONS FROM EDUCATION’S ROOTS TO THE PRESENT
This course covers the various foundations of education. It provides a bridge from the works of past theorists and practitioners to current ideas and innovative teaching procedures of present day educators. The works of core influential thinkers, such as Socrates, Locke, Dewey, Skinner, Rogers, Piaget, Freire, Giroux, hooks, McLaren, and Gardner will be used. Lessons will be aligned with the NYS PK-12 Common Core Learning Standards. Credits 3. Prerequisites: None. Offered Summer and Fall semesters.
EDU COURSE DESCRIPTIONS (EDUCATION)

EDU 500 THE CORE OF EDUCATION
This course provides study and application of methods and materials appropriate for the understanding and implementation of effective instruction and assessment in 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. Lessons will be aligned with the NYS P-12 Common Core Learning Standards. Credits: 3. Prerequisites: None. Offered Fall and Spring semesters.

EDU 502 EDUCATION METHODS OF TEACHING: MATH, SCIENCE
This course is designed to examine theories of learning and thinking as they interact with the 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. Lessons will be aligned with the New York State P-12 Common Core Learning Standards. Number of Credits: 3. Prerequisites: None. Offered Spring semester.

EDU 503 EDUCATION METHODS OF TEACHING: THE ARTS, LANGUAGE ARTS, & 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 in 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 will be explored and incorporated for the teaching of these disciplines in the childhood classroom setting. Lessons will be aligned with the New York State P-12 Common Core Learning Standards. Number of Credits: 3. Prerequisites: None. Offered Spring and Summer semesters.

EDU 504 EARLY FIELD EXPERIENCE/SEMINAR: PHYSICAL EDUCATION, FAMILY/CONSUMER SERVICES
This course requires that the learner combines knowledge, dispositions through seminar training, early field/classroom observation and/or participation. Students will reflect upon that which they have learned and apply this knowledge into active and meaningful experiences. This course also integrates the areas of health, physical education, family/consumer services and career development/occupational studies into the elementary curriculum. Finally, this course defines the understanding of the operations and management of the classroom. Students will make connections between field observations and the NYS P-12 Common Core Learning Standards. Number of Credits: 3. Prerequisites: None. Offered Spring and Summer semesters.
EDU 506 CHILD ABUSE AWARENESS/SAVE SEMINAR
This course, comprised of two online workshops, satisfies New York State’s requirements for Project SAVE legislation as well as Child Abuse Identification and Reporting. Credits: 0. Prerequisites: Student must co-register for ESP 600 Foundations of Special Education and EDU 506 Child Abuse Awareness/SAVE Seminar Students must successfully complete EDU 506 Child Abuse Awareness/SAVE Seminar in the same semester that they are registered for, and complete ESP 600 Foundations of Special Education. 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. Offered Summer and Fall semesters.

EDU 507 DIGNITY FOR ALL STUDENTS ACT SEMINAR
This coursework or training is designed to fulfill the harassment, bullying, and discrimination prevention and intervention training required for certification/licensure under the Dignity Act. The Dignity Act requires, among other things, school districts to create policies and guidelines to be used in school training programs to discourage the development of discrimination or harassment and to enable employees to prevent and respond to discrimination or harassment. This is a six hour seminar. This coursework or training will address the social patterns of harassment, bullying and discrimination, marginalization and micro-aggressions, including but not limited to those acts based on a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex as defined in §11 – Definitions. This training should address these issues from a proactive – rather than a reactive - position and present the “goal” as creating an affirming educational environment for all students through addressing school culture and climate. It will also cover the identification and mitigation of harassment, bullying and discrimination; and strategies for effectively addressing problems of exclusion, bias and aggression in educational settings. Successful completion of this course will meet the certification requirements in §14(5) of Chapter 102 of the Laws of 2012. This course fulfills the DASA requirement. Zero credit hours. Co-requisites: co-register with ECI 535.

EDU 508 DIGNITY FOR ALL STUDENTS ACT SEMINAR
This coursework or training is designed to fulfill the harassment, bullying, and discrimination prevention and intervention training required for certification/licensure under the Dignity Act. The Dignity Act requires, among other things, school districts to create policies and guidelines to be used in school training programs to discourage the development of discrimination or harassment and to enable employees to prevent and respond to discrimination or harassment. This is a six hour seminar. This coursework or training will address the social patterns of harassment, bullying and discrimination, marginalization and micro-aggressions, including but not limited to those acts based on a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex as defined in §11 – Definitions. This training should address these issues from a proactive – rather than a reactive - position and present the “goal” as creating an affirming educational environment for all students through addressing school culture and climate. It will also cover the identification and mitigation of harassment, bullying and discrimination;
and strategies for effectively addressing problems of exclusion, bias and aggression in educational settings. Successful completion of this course will meet the certification requirements in §14(5) of Chapter 102 of the Laws of 2012. This course fulfills the DASA requirement. Zero credit hours.

EDU 570 STRATEGIC LITERACY INSTRUCTION FOR THE DIVERSE LEARNER: ADOLESCENCE
This course will focus on ways to effectively differentiate literacy instruction for the adolescent learner. Students will learn a wide-range of research-based literacy instructional approaches and methods to support academic development using data analysis and Response to Intervention. Students will study English Language Learners, cultural diversity, and learning/behavior disabilities, and will examine the curricular implications and interventions for the development of literacy skills. The use of the New York State P-12 Common Core Learning Standards and new literacies will be integrated into the course. Prerequisites and/or Special Considerations: None. Number of Credits: 3. Offered Summer and Fall semesters.

EDU 571 TECHNOLOGY FOR THE ELEMENTARY CLASSROOM
This course provides various computer-based technologies that are essential to teaching in elementary education. Teacher candidates will develop understanding, perspective, competence, and leadership in the use of “hands-on” information technology with an emphasis upon integrating technology in the elementary curriculum, including children’s literature. Teacher candidates will engage in both application and developmental aspects of a wide range of technology tools, culturally responsive teaching strategies, and meeting the needs of a diverse student population, including students with special needs. These experiences will prepare teacher candidates to become productive educators and allow them to assist their future students with learning and technology skill development. Number of Credits: 3. Prerequisites and/or Special Considerations: None. Offered Summer semester.

EDU 577 STUDENT TEACHING (1-6) AND SEMINAR
Student teaching provides teacher candidates with a culminating clinical experience consisting of placements, grades (1-3) and grades (4-6). Teacher candidates will gain experience using the New York State P-12 Common Core Learning Standards, and the New York State Learning Standards in each of the content areas. Throughout the experience, teacher candidates will be mentored and evaluated by an Associate Teacher and College Supervisor. Number of Credits: 12. Prerequisites and/or Special Considerations: 3.0 cumulative GPA; ECI 510, EDU 500, 502, 503, 504, EDL 550, EDL 650. Offered Spring and Fall semesters.

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, implementation, and assessment to ensure 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

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interdisciplinary planning and instruction are explored. Lesson will be aligned with the New York State P-12 Common Core Learning Standards. Credits: 3. Prerequisite(s): none. Offered Fall 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 developing the awareness of the needs of diverse learners, in particular working with students for whom English is a second language, students with disabilities, and students from diverse backgrounds. Lessons will be aligned with the New York State P-12 Common Core Learning Standards. Number of credits: 3. Prerequisites: None. Offered Fall 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, culturally diverse learners, and students with different learning styles and abilities. Lessons will be aligned with the New York State P-12 Common Core Learning Standards. Number of credits: 3. Prerequisites: None. Offered Fall 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 adolescent education students, grades 7 – 12, in mathematics education. The course will also provide opportunities for candidates to build and deliver lessons and units. Lessons will be aligned with the New York State P-12 Common Core Learning Standards. Number of credits: 3. Prerequisites: None. Offered Fall 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 study the nature of scientific understanding and the culture and climate of the classroom. The class will also review strategies to ensure educational equity. Lessons will be aligned with the New York State P-12 Common Core Learning Standards. Number of credits: 3. Prerequisites: None. Offered Fall semester.

**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 texts, etc. Teacher candidates will study the nature of scientific understanding and the culture and climate of the classroom. The class will also review strategies to ensure educational equity. Lessons will be aligned with the New York State P-12 Common Core Learning Standards. Number of credits: 3. Prerequisites: None. Offered Fall semester.

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teacher candidate directed discussions, teacher candidate developed tests, etc. Teacher candidates will 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. Lessons will be aligned with the New York State P-12 Common Core Learning Standards. Number of credits: 3. Prerequisites: None. Offered Fall semester.

EDU 606 ADOLESCENT METHODS OF SOCIAL STUDIES/HISTORY
This course provides students with a foundation in current educational theory and practice for teaching the social studies curriculum to middle and high school level students. 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 standard-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. Lessons will be aligned with the New York State P-12 Common Core Learning Standards. Number of credits: 3. Prerequisites: None. Offered Fall semester.

EDU 667 PRE-STUDENT TEACHING EXPERIENCES
This course provides students with an opportunity to participate in a minimum of 100 hours of volunteer and/or paid teaching experiences that relate to their certification areas. 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 7-9, and 10-12. Students will make connections between field observations and the NYS P-12 Common Core Learning Standards. Number of credits: 3. Prerequisites: None. Offered Spring and Fall semesters.

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. Lessons will be aligned with the New York State P-12 Common Core Learning Standards. Number of Credits: 3. Prerequisites: None. Offered Spring semester.

EDU 671 INFORMATION TECHNOLOGY AND DATA ANALYSIS
This course provides various computer-based technologies that are essential to teaching in adolescent education. Teacher candidates will develop understanding, perspective, competence, and leadership in the use of “hands-on” information technology with an emphasis upon integrating technology throughout the curriculum. Teacher candidates will engage in both application and developmental aspects of a wide range of technology tools, culturally responsive teaching strategies, and meeting the needs of a diverse student population, including students with special needs. In addition, data analysis as it relates to classroom assessment, instruction, and technology
will be discussed, analyzed, and applied. These experiences will prepare teacher candidates to become productive educators and allow them to assist their future students with learning and technology skill development. Lessons will be aligned with the NYS P-12 Common Core Learning Standards. Number of credits: 3. Prerequisites: None. Offered Summer semester.

**EDU 677 ADOLESCENT STUDENT TEACHING**

Catalog Description of Course: Student teaching provides teacher candidates with a culminating clinical experience consisting of placements in the teacher candidate’s specific discipline in grades (7-9) and grades (9-12). Teacher candidates will gain experience using the New York State P-12 Common Core Learning Standards and the New York State Learning Standards in each of the content areas. Throughout the experience, teacher candidates will be mentored and evaluated by an Associate Teacher and College Supervisor. Number of Credits: 6. Prerequisites and/or Special Considerations: 3.0 cumulative GPA; Methods and literacy classes. Offered Spring and Fall semesters.

**EDU 681 PRACTICUM III: ADOLESCENT**

This course is designed to explore theories and conduct in-depth literacy assessments of the adolescent reader using both formal and informal measures of assessment. Through the completion of twenty-five hours of college supervised tutoring, students will learn procedures and the interpretation of results using multiple assessment instruments. Students will also examine the methods and materials used for the remediation and will learn how to prepare case study reports. Students will explore intervention techniques appropriate for the adolescent learner while working with struggling readers in a one-on-one or small group tutorial setting. Emphasis will be on the use of observation and reflective practices. Through their research and application, students will experience the importance of communicating with the students, parents and school personnel. Number of Credits: 3. Prerequisites: None. Offered Summer, Fall, and Spring semesters.

**EDL COURSE DESCRIPTIONS (LITERACY)**

**EDL 550 DEVELOPMENTAL LITERACY: EMERGENCE TO FLUENCY**

Catalog Course Description: 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. Lessons will be aligned with the NYS P-12 Common Core Learning Standards. Number of Credits: 3. Prerequisites: None. Offered Fall and Spring semesters.

**EDL 580 METHODOLOGIES IN THE READING PROCESSES**

Students will expand their knowledge of the complex processing systems used by proficient readers from early childhood through adolescence. Theories and research on the foundations of literacy will be explored and related to the major components of reading. Students will learn to use a wide range of research-based instructional approaches and methods to support various stages of literacy development and learners from a variety of cultural and linguistic backgrounds. High quality, diverse children’s literature will be examined. Students will also learn to be reflective practitioners. www.medaille.edu
The use of technology and the New York State PK-12 Common Core Learning Standards and New York State Pre-Kindergarten Foundation for the Common Core will be integrated. Number of Credits: 3. Prerequisites: none. Offered fall semester.

EDL 581 EARLY LANGUAGE DEVELOPMENT AND LITERACY
This course explores research and current understandings of the development of language and literacy in young children from birth through preschool. 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. Students will design lessons and assessments that align with the New York State Pre-Kindergarten Foundations for the Common Core. If a student is pursuing the MSED-SWD a minimum of 25 participation hours is required. Number of Credits: 3. Prerequisites: none. Offered Fall 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 reflective practice and new literacies will be integrated. Students will design lessons and assessments that align with the New York State PK-12 Common Core Learning Standards and New York State Pre-Kindergarten Foundation for the Common Core. Number of Credits: 3. Prerequisites: EDL 580 or equivalent. Offered Fall 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, and new literacies will be integrated. Students will design lessons and assessments that align with the New York State PK-12 Common Core Learning Standards and New York State Pre-Kindergarten Foundation for the Common Core. Number of Credits: 3. Prerequisites: EDL 580 or equivalent. Offered Spring 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, and new literacies will be integrated. Students will design lessons and assessments that align with the New York State PK-12 Common Core Learning Standards and New York State Pre-Kindergarten Foundation for the Common Core. Number of Credits: 3. Prerequisites: EDL 580 or equivalent. Offered Summer 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 new literacies, diversity for learners, and reflective practices will be included. Students will design instructional materials which are aligned with the New York State PK-12 Common Core Learning Standards. Number of Credits: 3. Prerequisites: EDL 580 or equivalent. Offered Spring 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. Lessons will be aligned with the NYS PK-12 Common Core Learning Standards. Number of Credits: 3. Prerequisites: none. Offered Spring and Summer semesters.

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. Students will design lessons and assessments that align with the New York State PK-12 Common Core Learning Standards. Number of Credits: 3. Prerequisites: EDL 580 or equivalent. Offered Fall 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. Students will design lessons and assessments that align with the New York State PK-12 Common Core Learning Standards. Number of Credits: 3. Prerequisites: EDL 651. Offered Spring 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 new literacies will be included. Students will design lessons and assessments that align with the New York State PK-12 Common Core Learning Standards. Number of Credits: 3. Prerequisites: EDL 652. Offered Spring 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. Number of Credits: 3. Prerequisites: EDL 580 or equivalent. Offered Summer, Fall, and Spring semesters.

**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. Number of Credits: 3. Prerequisites: None. Offered Summer, Fall, and Spring semesters.
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. Students will also learn the characteristics of adult learners as well as ways to communicate with colleagues, other school personnel, and parents/caregivers. Through the development of in-service workshops and study groups, 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. Number of Credits: 3. Prerequisites: EDL 580. Offered: Fall semester.

EDL 692 LITERACY PORTFOLIO AND PROFESSIONAL DEVELOPMENT
The purpose of this course is to provide students with documentation of their growth and achievement throughout their Master’s program in Literacy. Emphasis will be on the creation of a professional portfolio which will include selection of specific artifacts that represent evidence of knowledge, application and reflective practice in teaching literacy instruction and intervention. This portfolio serves as a capstone project for the MSED degree. Students will engage in an intensive study of the International Reading Association’s Standards for Reading Professionals, New York State P-12 Learning Standards for the Common Core, and the New York State Prekindergarten Foundation for the Common Core and will align evidence of their learning with these standards in a written analysis and reflection. Number of Credits: 3. Prerequisites and/or Special Considerations: EDL 690. Offered Fall semester.

EDL 693 ELEMENTARY EDUCATION PORTFOLIO
The purpose of this course is to provide students with documentation of their growth and achievement throughout their Master’s program in Elementary Education. Emphasis will be on the creation of a professional portfolio which will include selection of specific artifacts that represent evidence of knowledge, application and reflective practice in planning, instruction, and assessment. Students will engage in an intensive study of the New York State P-12 Common Core Learning Standards and other appropriate standards. Students will align evidence of their learning with these standards in a written analysis and reflection. Number of Credits: 3. Prerequisites and/or Special Considerations. Offered Summer semester.

EPD COURSE DESCRIPTIONS (EDUCATION PROFESSIONAL DEVELOPMENT)

EPD 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. Prerequisites: None.
EPD 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.

SPECIAL EDUCATION COURSE DESCRIPTIONS

ESP 600 FOUNDATIONS OF SPECIAL EDUCATION
Historical, social, and legal foundations of special education are examined in this course. An overview of the characteristics and instructional needs of individuals with disabilities for children birth through 12 will be provided (including Autistic Spectrum Disorders) as identified in the present federal educational disability related legislation. Issues related to school, community and family collaborations for children with disabilities will also be examined including the New York State P-12 Common Core Learning Standards and Adaptive/Functional Curricula. Emphasis will be placed on trends, and legislation which affect the provision of services in school, home, and community settings with a focus on inclusion of individuals with disabilities in home and school settings. Students will also study the use of assistive technology in schools. A minimum of 15 participation hours are required. Prerequisites and/or Special Considerations: None. Number of Credits: 3. Offered Spring, Summer, and Fall semesters.

ESP 602 BEHAVIORAL STRATEGIES FOR WORKING WITH STUDENTS WITH EXCEPTIONALITIES: MANAGING THE LEARNING ENVIRONMENT
Catalog Description of Course: 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. Prerequisites and/or Special Considerations: None. Number of Credits: 3. Offered Fall, Spring.

ESP 606 ASSISTIVE TECHNOLOGY IN SPECIAL EDUCATION
Designed to help special educators develop an awareness of technology that can assist in the lives and learning of children birth through 12th grade, receiving special education. Technology for managing, assessing, and teaching across multiple computer operating systems will be covered as well as administrative applications of technology related to special education. Students will analyze

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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: ESP 600; Students must co-register in ESP 604 or ESP 605. 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. Prerequisites and/or Special Considerations: None. Number of Credits: 3. Offered Summer.

ESP 608 ASSESSMENT OF STUDENTS WITH DISABILITIES AT THE CHILDHOOD & MIDDLE CHILDHOOD LEVEL
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. Prerequisites: ESP 600. Number of credits: 3. Offered Summer 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 DISABILITIES**
This course analyzes the characteristics and educational difficulties of children and adolescents with a wide range of mild and moderate disabilities. Key issues confronting educators of students with disabilities are explored as students discover the integration of general education and special education methodologies. Students will analyze the development and implementation of Individualized Education Plans for children and adolescents with mild to moderate disabilities. The relevant legal and service mandates as per IDEA and ADA will be examined. Assistive technology services of children with special needs in the school will also be addressed. A minimum of 10 participation hours is required. Prerequisites and/or Special Considerations: ESP 600 or equivalent. Number of Credits: 3. Offered Fall, Spring.

**ESP 613 EDUCATING STUDENTS WITH SEVERE AND MULTIPLE DISABILITIES**
This course examines the characteristics of elementary, middle, and high school learners with severe or multiple disabilities. It also examines the issues, problems, and trends affecting the development and implementation of community-based educational, recreational, work and living options and supports. Topics include least restrictive environment and inclusion, 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. Students will analyze the development and implementation of Individualized Education Plans. A minimum of 10 participation hours is required. Number of Credits: 3. Prerequisites and/or Special Considerations: ESP 612 or equivalent.

**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. Prerequisites and/or Special Considerations: ESP 600, ESP 612, ESP 613. Number of Credits: 3. 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. Prerequisites and/or Special Considerations: ESP 600 or equivalent, ESP 612, ESP 613. Number of Credits: 3. 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 621 METHODS FOR CONTENT AREA INSTRUCTION - STUDENTS WITH DISABILITIES GRADES 1-6
This course provides a foundation for the development of differentiated instructional planning, the use of curricular adaptations, technology, assessment, and instructional strategies intended to support elementary learners with diverse learning needs in Grades 1-6. Students will design unit and lesson plans and assessments using these methods and align them with the New York State P-12 Common Core Learning Standards. The use of technology, including assistive technology, will be integrated into instruction. Prerequisites and/or Special Considerations: ESP 612, ESP 613. Number of Credits: 3

ESP 622 METHODS FOR CONTENT AREA INSTRUCTION - STUDENTS WITH DISABILITIES GRADES 7-12
This course provides a foundation for the development of differentiated instructional planning, the use of curricular adaptations, technology, assessment, and instructional strategies intended to support adolescent learners with diverse learning needs in Grades 7-12. Students will design unit and lesson plans and assessments using these methods and align with the New York State Common Core Learning Standards. Number of Credits: 3. Prerequisites and/or Special Considerations: ESP 612, ESP 613.

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

ESP 695 STUDENT TEACHING – STUDENTS WITH DISABILITIES (GRADES 1-6)
Student teaching provides teacher candidates with a culminating clinical experience consisting of one seven-week placement, specializing in a Students with Disabilities setting (Grades 1-6). Teacher candidates will gain experience using the New York State P-12 Common Core Learning Standards and the New York State Learning Standards in each of the content areas. Throughout the experience, teacher candidates will be mentored and evaluated by an Associate Teacher and College Supervisor. Prerequisites and/or Special Considerations: 3.0 cumulative GPA. Number of Credits: 3

ESP 696 STUDENT TEACHING – STUDENTS WITH DISABILITIES (GRADES 7-12)
Student teaching provides teacher candidates with a culminating clinical experience consisting of one seven-week placement, specializing in a Students with Disabilities setting (Grades 7-12). Teacher candidates will gain experience using the New York State P-12 Common Core Learning Standards and the New York State Learning Standards in each of the content areas. Throughout the experience, teacher candidates will be mentored and evaluated by an Associate Teacher and College Supervisor. Prerequisites and/or Special Considerations: 3.0 cumulative GPA. Number of Credits: 3
DIVISION OF APPLIED AND SOCIAL SCIENCES

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 51
credit course of study that meets New York State educational requirements for licensure as an
MFT. Students take courses that prepare them to work with families, couples and individuals,
complete a 500-hour Marriage and Family Practicum and prepare a Capstone Project.
Upon completion of the program, graduates may seek employment in public and private sectors,
where they work under supervision to complete the 1,500 hour NYS experience requirement for
licensure. Clinicians have up to 2 years to fulfill the experience requirement and must pass a
national qualifying exam in order to be eligible for licensure as an MFT. Licensed Marriage and
Family Therapists deliver services that focus on interactional and systemic issues affecting
relationships within a couple or a family system.

ADVANCED CERTIFICATE DESCRIPTION

The Advanced Certificate in Marriage and Family Therapy (MFT) is a year and a half program. It
is designed to prepare students who already have a clinical graduate degree to work with couples
and families in a variety of settings, by providing both theoretical and practical skills in this highly
specialized field. The emphasis is to train competent clinicians who conceptualize individual and
family issues from a systemic perspective. The program is a 30-credit course of study that meets
New York State educational requirements for licensure as an MFT. Along with course work,
students complete a 500-hour Marriage and Family Practicum.

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 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.
- 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.

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

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

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 two weeks before the start of the first class. Orientation will include the Program Director, the Clinical Director, and faculty who will provide an overview of the program, internship, and capstone project requirements. This forum will encourage students to ask questions and obtain clarification regarding their upcoming academic and training experience.

COURSEWORK

The MFT Program is offered as a fixed sequence of twelve required, 8-week courses and one 8 week elective course. Courses are taken one at a time. Students must complete a 500 hr supervised MFT Internship (with a minimum of 300 client contact hours; 250 of these hours must be relational – more than one client in the room) and must complete a capstone project. Each 8-week course includes 30-in-class hours (split between the fourth and eighth weekends of the course) with 4-week intervals of online learning (which equal 8 hours of seat time) and independent study with faculty support as needed.

EACH OF THE THIRTEEN 8-WEEK COURSES WILL PROCEED AS FOLLOWS:

<table>
<thead>
<tr>
<th>Week</th>
<th>Course Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students receive all learning materials, including course syllabus, reading assignments, research paper topics, and/ or project assignments. Begin online assignments such as journals, article summaries and reflections.</td>
</tr>
<tr>
<td>2 &amp; 3</td>
<td>Students work independently on assignments with faculty support as needed. The students also continue with online assignments.</td>
</tr>
<tr>
<td>4</td>
<td>Students spend 15 hours in class (8 hours Saturday, and 7 hours Sunday)</td>
</tr>
<tr>
<td>5, 6, &amp; 7</td>
<td>Students work independently on assignments with faculty support as needed. Students continue online assignments such as journals, article summaries and reflections.</td>
</tr>
<tr>
<td>8</td>
<td>Students spend 15 hours in class (8 hours on Saturday, and 7 hours on Sunday.). At the end of weekend 8, students receive all learning materials for the next class</td>
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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 10 hours during the week in a clinical setting (two full days or several evenings) in addition to weekend courses taken simultaneously in those three and a half 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 Director will be responsible for maintaining records of training hours.

M.A. IN MARRIAGE AND FAMILY THERAPY PROGRAM SCHEDULE

FIRST YEAR (FALL 1)

<table>
<thead>
<tr>
<th>Course Number &amp; Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MFT 620 Structural, Strategic &amp; Systemic Family Therapies</td>
<td>3</td>
</tr>
<tr>
<td>System MFT 670 Family Law &amp; Ethical Issues In Family Therapy</td>
<td>3</td>
</tr>
<tr>
<td>MFT 671 Child Abuse Prevention Workshop (online)</td>
<td>0</td>
</tr>
<tr>
<td>MFT 640 Psychopathology in the Family</td>
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FIRST YEAR (SPRING 1)

<table>
<thead>
<tr>
<th>Course Number &amp; Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MFT 631 Family &amp; Couple Therapy Skills</td>
<td>3</td>
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<tr>
<td>MFT 651 Social Constructionist Theories</td>
<td>3</td>
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<tr>
<td>MFT 690 Human Development &amp; the Family Life Cycle</td>
<td>3</td>
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<tr>
<td>MFT 701 MFT Practicum I</td>
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## SECOND YEAR (FALL 2)

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>MFT 661 Transgenerational Theories</td>
<td>3</td>
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<tr>
<td>MFT 720 Research Methods in Marriage and Family Therapy</td>
<td>3</td>
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<tr>
<td>MFT 730 Sex Therapy</td>
<td>3</td>
</tr>
<tr>
<td>MFT 702 Practicum II</td>
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## SECOND YEAR (SPRING 2)

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<thead>
<tr>
<th>Course Number &amp; Title</th>
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<tbody>
<tr>
<td>MFT 680 Treating Diverse Populations</td>
<td>3</td>
</tr>
<tr>
<td>MFT 761 Trauma and the Family</td>
<td>3</td>
</tr>
<tr>
<td>MFT 703 Practicum III</td>
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## THIRD YEAR (FALL 3)

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<thead>
<tr>
<th>Course Number &amp; Title</th>
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<tbody>
<tr>
<td>MFT 740 Substance Abuse and Violence in the Family System</td>
<td>3</td>
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<tr>
<td>MFT 704 Practicum IV</td>
<td>3</td>
</tr>
<tr>
<td>MFT 763 Treating Sexual Trauma or MFT 762 Child &amp; Adolescent Therapy</td>
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<td><strong>Term credit total</strong></td>
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## TOTAL CREDIT HOURS

<p>| | |</p>
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<tbody>
<tr>
<td><strong>TOTAL CREDIT HOURS</strong></td>
<td><strong>51</strong></td>
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## Advanced Certificate in Marriage And Family Therapy Program

### Schedule

**TERM: Fall 1**

<table>
<thead>
<tr>
<th>Course Number &amp; Title</th>
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<tbody>
<tr>
<td>MFT 620 Structural, Strategic &amp; Systemic Family Therapies</td>
<td>3</td>
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<tr>
<td>MFT 661 Transgenerational Theories</td>
<td>3</td>
</tr>
<tr>
<td>MFT 702 Practicum II</td>
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<tr>
<td><strong>Term credit total</strong></td>
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**TERM: Spring 1**

<table>
<thead>
<tr>
<th>Course Number &amp; Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MFT 631 Family &amp; Couple Therapy Skills</td>
<td>3</td>
</tr>
<tr>
<td>MFT 670 Family Law &amp; Ethical Issues In Family Therapy</td>
<td>3</td>
</tr>
<tr>
<td>MFT 671 Child Abuse Prevention Workshop (online)</td>
<td>0</td>
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<tr>
<td>MFT 703 Practicum III</td>
<td>3</td>
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**TERM: Summer 1**

<table>
<thead>
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<tbody>
<tr>
<td>MFT 704 Practicum IV</td>
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<tr>
<td>MFT 730 Sex Therapy</td>
<td>3</td>
</tr>
<tr>
<td>MFT 761 Trauma and the Family</td>
<td>3</td>
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<td><strong>Term credit total</strong></td>
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</table>

**Total credit hours**

|                                                               | 27     |
## M.A. IN MARRIAGE AND FAMILY THERAPY: LICENSURE-QUALIFYING CURRICULUM CONTENT AREAS

<table>
<thead>
<tr>
<th>Required Content Areas:</th>
<th>Course Number(s), Titles(s) and Semester Hours</th>
</tr>
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<tbody>
<tr>
<td>(i) study of human development, including individual, child and family, at least 3 semester hours;</td>
<td>MFT 690 Human Development and the Family Life Cycle (3)</td>
</tr>
<tr>
<td>(ii) marriage and family clinical knowledge, including but not limited to psychopathology, at least 12 semester hours;</td>
<td>MFT 640 Psychopathology in the Family System (3), MFT 631 Family and Couple Therapy Skills (3), MFT 680 Treating Diverse Populations (3), MFT 730 Sex Therapy (3); MFT 763 Sex Therapy II or MFT 762 Child &amp; Adolescent Therapy (3)</td>
</tr>
<tr>
<td>(iii) marriage and family theoretical knowledge, at least 6 semester hours;</td>
<td>MFT 620 Structural, Strategic and Systemic Family Therapies (3), MFT 651 Social Constructionist Theories (3), MFT 661 Transgenerational Theories (3)</td>
</tr>
<tr>
<td>(iv) family law;</td>
<td>MFT 670 Family Law &amp; Ethical Issues in Family Therapy (3)</td>
</tr>
<tr>
<td>(v) research, at least 3 semester hours;</td>
<td>MFT 720 Research Methodology in Marriage and Family Therapy (3)</td>
</tr>
<tr>
<td>(vi) professional ethics, at least 3 semester hours;</td>
<td>MFT 670 Legal &amp; Ethical Issues in Family Therapy (3)</td>
</tr>
<tr>
<td>(vii) recognition and reporting of child abuse and maltreatment; and</td>
<td>MFT 671 Child Abuse Prevention Workshop (0)</td>
</tr>
<tr>
<td>(viii) supervised practicum in marriage and family therapy of at least 300 client contact hours.</td>
<td>MFT 701 Marriage and Family Therapy Practicum I (3), MFT 702 Marriage and Family Therapy Practicum II (3), MFT 703 Marriage and Family Therapy Practicum III (3), MFT 704 Marriage and Family Therapy Practicum IV (3)</td>
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## ADVANCED CERTIFICATE IN MARRIAGE AND FAMILY THERAPY: LICENSURE-QUALIFYING CURRICULUM CONTENT AREAS

<table>
<thead>
<tr>
<th>Required Content Areas:</th>
<th>Course Number(s), Titles(s) and Semester Hours</th>
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<tbody>
<tr>
<td>Requirement</td>
<td>Course</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>(i) study of human development, including individual, child and family, at least 3 semester hours;</td>
<td>Met through prerequisites/admissions criteria</td>
</tr>
</tbody>
</table>
| (ii) marriage and family clinical knowledge, including but not limited to psychopathology, at least 12 semester hours; | MFT 631 Family and Couple Therapy Skills (3)  
MFT 730 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 Structural, Strategic and Systemic Family Therapies (3)  
MFT 651 Social Constructionist Theories (3), MFT 661 Transgenerational Theories (3) |
| (iv) family law; | MFT 670 Family Law & Ethical Issues in Family Therapy (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 702 Marriage and Family Therapy Practicum I (3)  
MFT 703 Marriage and Family Therapy Practicum II (3)  
MFT 704 Marriage and Family Therapy Practicum III (3) |

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

MFT 631 FAMILY & COUPLE THERAPY SKILLS
This course is designed to prepare students for their first practicum experience. The course will emphasize the development of beginning practice skills. Students will explore theoretical perspectives on marital and family assessment, along with a thorough examination of assessment techniques and treatment planning strategies and develop effective treatment planning strategies. Three credit hours. Prerequisites: None

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 651 SOCIAL CONSTRUCTIONIST THEORIES
This course examines social constructionist theories and constructivist models within the field of marriage and family therapy. The course examines the theoretical foundations and how to apply them to a variety of clientele, such as couples, children and adolescents. The use of these theories with mental disorders, such as anxiety and depression is also explored through research, theory and practice. Prerequisites: None. Three credit hours.

MFT 661 TRANSGENERATIONAL THEORIES
This course is designed to examine and implement the transgenerational theories of marriage and family therapy. The transgenerational theories go beyond typical treatment models, to discuss issues such as family evolution and human behavior. These models have had a major impact on the field of family therapy, and are crucial to understanding many of the current treatment models in the field. This course provides an in-depth look at some of the key theorists in the transgenerational approach. Further, these ideas will be discussed in relationship to gender, culture, sexual orientation, and power and privilege. Finally, all of these theories will be examined from the three-pronged approach of theory, research, and practice. Prerequisites: None. Three credit hours.
MFT 670 FAMILY LAW & ETHICAL ISSUES IN FAMILY THERAPY
This course will focus on the ethical principles and professional standards of therapy practice, and survey the ethical and legal issues facing the professional Family and Marital therapists. It will also incorporate family law aspects of marriage, divorce, paternity, child custody, property, and spousal support. Students will review professional goals, objectives, roles and functions of Marital and Family therapists. This course also examines ethical and legal standards, risk management, professional credentialing and standards for professional counselors. Three credit hours. Prerequisites: None.

MFT 671 CHILD ABUSE PREVENTION WORKSHOP
This online course prepares students who are required by law to report suspected child abuse or maltreatment to the New York State Central Register. The course is designed to help students understand the risk factors associated with child abuse, as well as to recognize emotional, physical and sexual abuse of children. Students will learn their roles and responsibilities as mandated child abuse reporters. Non-credit bearing.

MFT 680 TREATING DIVERSE POPULATIONS
This course is designed to provide students with a general framework for understanding issues related to therapy with diverse populations, different cultures and lifestyles. The influence of race, ethnicity, religion, gender, socioeconomic status, and sexual orientation will be explored. Three credit hours.

MFT 690 HUMAN DEVELOPMENT AND THE FAMILY LIFE CYCLE
This course introduces students to the major theories that have shaped the marriage and family therapists’ understanding of human growth and development from conception, childhood and adolescence, to early, middle and late adulthood. The stages of family-life cycle are examined at three different levels of analysis: individual, systemic, and relational ethical. Major psychological tasks of each stage are presented with an examination of potential problems. Family dysfunctions at each stage are also considered from a systemic point of view as compared to other, more individually oriented theories, such as behaviorism, psychodynamic and developmental theories. Three credit hours.

MFT 701 MARRIAGE AND FAMILY THERAPY PRACTICUM I
This course provides 75 hours of the 500 global hours of clinical experience treating couples and families under supervision of a licensed marriage and family therapist. Over the course of practicum I-IV, students will provide at least 300 hours of direct contact with couples, families and/or individuals with marital or family issues. Of those hours, 250 must be with families and couples. Students will receive at least one hour of weekly supervision at their practicum sites, and they will participate in a weekly on-campus supervision. Particular emphasis is placed on developing initial clinical skills to assess and conceptualize cases from a theoretical perspective. Prerequisites: MFT 640 Psychopathology in the Family System and MFT 671 Child Abuse Workshop. Three credits.
MFT 702 MARRIAGE AND FAMILY THERAPY PRACTICUM II
This course provides 125 hours of the 500 global hours of clinical experience treating couples and families under supervision of a licensed marriage and family therapist. Over the course of practicum I-IV, students will provide at least 300 hours of direct contact with couples, families and/or individuals with marital or family issues. Of those hours, 250 must be with families and couples. Students will receive at least one hour of weekly supervision at their practicum sites, and they will participate in a weekly on-campus supervision. Particular emphasis is placed on enhancing skills to assess and conceptualize cases from a variety of theoretical perspectives. Prerequisites: MFT 701. Three credit hours.

MFT 703 MARRIAGE AND FAMILY THERAPY PRACTICUM III
This course provides 150 hours of the 500 global hours of clinical experience treating couples and families under supervision of a licensed marriage and family therapist. Over the course of practicum I-IV, students will provide at least 300 hours of direct contact with couples, families and/or individuals with marital or family issues. Of those hours, 250 must be with families and couples. Students will receive at least one hour of weekly supervision each week at their practicum site, and they will participate in a weekly on-campus faculty supervision. Particular emphasis is placed on self of the therapist and refining the skills of assessing and conceptualizing cases from a variety of theoretical perspectives. Prerequisites: MFT 702. Three credit hours.

MFT 704 MARRIAGE AND FAMILY THERAPY PRACTICUM IV
This course will provide 150 hours of the 500 global hours of clinical experience treating couples and families under supervision of a licensed marriage and family therapist. Over the course of practicum I-IV, students will provide at least 300 hours of direct contact with couples, families and/or individuals with marital or family issues. Of those hours 250 must be with families and couples. Students will receive at least one hour of weekly supervision each week at their practicum site, and they will participate in practicum faculty supervision on a weekly basis on campus. Emphasis is placed on students refining and enhancing their clinical skills and self of the therapist. Students will also complete a capstone project. Prerequisites: MFT 703. Three credit hours.

MFT 730 SEX THERAPY
This course provides 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. This course also presents an overview of the field of sex therapy, by introducing students to sexual dysfunction and an overview of treatment techniques. Three credit hours.

MFT 740 SUBSTANCE ABUSE AND VIOLENCE IN THE FAMILY SYSTEM
This course presents a survey of the leading theorists and concepts in the field of family therapy. Students will become better acquainted with this field of therapy and will acquire skills necessary to work with families who are affected by violence and substance abuse. Prerequisites: None. Three credit hours.

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MFT 761 TRAUMA AND THE FAMILY
In this course students will critically examine theories and research on the manifestations of trauma on the individual and the family. Systemic and relational influences on recovery from trauma will be highlighted. The course will examine various approaches to trauma including EMDR, Somatic Experiencing, and Family therapy interventions for trauma treatment will be reviewed. Prerequisites: None. Three credit hours.

MFT 762 CHILD AND ADOLESCENT THERAPY
This course is a didactic and experiential to provide students with the knowledge, awareness and skills necessary to treat children and adolescents. Analysis, synthesis and appropriate application of child development and MFT theories is emphasized with a focus is on clinical practice, diagnostic skills, play, art therapy and family systems interventions. Students will be challenged to examine issues that may impact their effectiveness as therapists with children and adolescent. Ethical guidelines, historical development of the field, research findings and standards of practice are also examined. Prerequisites: None. Three credit hours.

MFT 763 SEX THERAPY II
This course is designed as an extension of MFT 730 sex therapy. This course will provide students with knowledge on working with sexual trauma and greater detailed approaches to sexual dysfunctions and sexual desire. Prerequisites: MFT 730 Sex Therapy. Three credit hours...
M.A. IN CLINICAL MENTAL HEALTH COUNSELING

CERTIFICATE OF ADVANCED STUDY IN CLINICAL MENTAL HEALTH COUNSELING

“Mental Health Counselors combine traditional psychotherapy with a problem solving approach that creates a dynamic and efficient path for change and problem resolution.” (American Mental Health Counselors Association)

PROGRAM DESCRIPTION (M.A.)

The Master of Art (MA) CACREP accredited * program in Clinical Mental Health Counseling (CMHC) is a 60-credit course of study in which students are required to take a fixed sequence of courses including a one-year, 9-credit supervised internship and pass a comprehensive examination (MHC 800) in order to be awarded the MA degree.

The program is designed to fulfill the goals of: providing students with a thorough grounding in advanced principles of mental health counseling at a graduate level, and instilling students with an understanding of the tools of counseling that is suitable for building careers in private and public mental health agencies. Students will also gain advanced research-based knowledge in the area of group and individual counseling, counseling techniques, and testing and diagnosis. In addition, the program will fulfill an understanding of the professional and ethical issues relevant to mental health counseling and consultation, as well as detailed knowledge of multicultural and career issues in counseling.

*Buffalo and Rochester on-ground campuses are CACREP accredited.

PROGRAM DELIVERY FORMAT

Medaille’s CMHC on-ground delivery is offered as a fixed sequence of 17 courses (60 credits) over 6 semesters, with 9 credits taken each Fall and Spring and 12 credits taken each Summer (Fall starts) and 9 credits taken each Spring and Summer and 12 credits taken each Fall (Spring starts). Three of these courses (9 credits) are taken concurrently online. Online courses are comprised of professor-guided independent study, often combined with assigned group projects. Fourteen of these courses (48 credits) are taken on-ground, unless approval is granted to take online, due to extenuating circumstances. On-campus courses run 8 weeks and include 38 in-class hours (split between 2 weekends) and appropriate amounts of professor-guided study.

Medaille’s CMHC online delivery is offered as a fixed sequence of 14, 7-week courses (51 credits) taken one at a time, plus 3 semesters of practicum and internship (9 credits). Each 7-week course is comprised of professor-guided independent study, combined with assigned group and individual projects.

Students will proceed through the program as a cohort.

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ADMISSIONS REQUIREMENTS

Please contact Adult & Graduate Admissions for specific information on admissions requirements.

PROVISIONAL ADMISSION

Students may be admitted provisionally to the CMHC program pending receipt of documentation such as official transcripts or letters of recommendation. 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 CMHC program may be admitted with probationary status. Students admitted with this status need to meet with their advisor 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 CMHC Program are “block registered” for each class by the Registrar’s Office. If the student has a hold on his or her account (for financial, business or health office reasons), the Registrar will not be able to register the student for the term. It is the student’s responsibility to work with the appropriate office to remove the hold, and then contact the Registrar’s Office at 716.880.2365 to ensure they are registered for classes.

TRANSFER OF COURSEWORK TAKEN AT OTHER INSTITUTIONS OR AS AN ADVANCED SPECIAL STUDENT

Transfer courses must carry the same/or a similar title and have covered the same/similar objectives and goals as the course the student wishes to waive at Medaille College. Students must be aware that since this is a New York State licensure-qualifying program, very strict criteria is followed when transferring in courses. 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 Clinical Mental Health Counseling. All transfer credits must meet the following criteria:

- Courses must have been offered at the graduate level.
- Courses may not have been used to meet degree requirements for previously earned graduate degrees.
- Courses must have been completed within the last five years of matriculation in the Department.
- Courses must receive approval from the Registrar, the Division Head of Applied & Social Sciences, and the Vice President of Academic Affairs.

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A grade of “B” or above must have been earned in the requested transfer courses.

Please note:

- The student may be subject to final review of all coursework transferred into the Master’s degree in Clinical Mental Health Counseling.
- No credit is granted for correspondence courses or for “credit-by-examination” courses.
- A copy of the transfer course syllabus and textbook table of contents may be required for both New York State and the Program.

**CLINICAL INTERNSHIP**

Students are required to complete the courses MHC 669 Prepracticum and MHC 670 Helping Relationships to prepare and reinforce the skills and training for clinical work out in the field. Anyone who does not pass MHC 669 will not be permitted to take MHC 670.

MHC 670 Helping Relationships is taken with the first clinical course MHC 677 Practicum, which is held over the course of one semester and includes 100 hours of clinical practice on site in an approved community setting; 40 of those hours must be direct contact hours with clients. You must pass MHC 677 and finish the hours to receive a grade in BOTH MHC 670 and MHC 677 and to move on to the next phase.

In the next phase of clinical hours, you are required to complete over the course of 2 full semesters a minimum of 600 total hours between MHC 678 Internship 1 and MHC 679 Internship 2 (240 of which must be direct contact hours, including both individual and group counseling). Your campus supervisor will evaluate your hours completed by the end of the year. If you need more time, you will register for a third section of Internship to finish. On average, to finish within the year, you will need to carve out approximately 14 hours per week toward your practicum and internship.

Practicum and Internship placements will be chosen in a collaborative effort between students and the Clinical Coordinator, Advisor, and/ or their campus supervisor. Each placement is considered on an individual basis and must first meet the approval of the Director of Clinical Training and/ or Clinical Coordinator.

Students are expected to complete their Practicum (100) hours and are strongly encouraged to start their Internship 1 and 2 immediately after finishing the Practicum. Students are expected to complete at least half (300) of their 600 internship hours in MHC 678 Internship 1, and the remaining (300 hours) in MHC 679 Internship 2. Your campus supervisor will evaluate your hours completed by the end of the year and if you need more time you will register for a third section of Internship to finish.

If a student does not meet the required hours in any term of MHC 677, MHC 678, or MHC 679 she/he will receive an Incomplete (I) grade for that term. If the student does not complete the full
requirements of Practicum and Internship by the end of the third term, she/he must register for again for MHC 679 in order to complete the requirements. Students who do not complete their Practicum and Internship requirements by the end of the fourth term may be terminated from the Program and will not be recommended for graduation. Guidelines for the Clinical Placement can be found in the Clinical Mental Health Counseling Clinical Placement Manual.

**M.A. IN CLINICAL MENTAL HEALTH COUNSELING SEQUENCE**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Semester One (15 Weeks)</td>
<td>MHC 650 Professional Orientation and Practice</td>
<td>3</td>
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<tr>
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<td>MHC 600 Counseling Theory and Practice</td>
<td>3</td>
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<tr>
<td></td>
<td>MHC 631 Human Growth and Development</td>
<td>3</td>
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<tr>
<td>Semester Two (15 weeks)</td>
<td>MHC 640 Cultural and Social Diversity</td>
<td>3</td>
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<td></td>
<td>MHC 605 Group Work</td>
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<td>MHC 630 Professional, Ethical and Legal Issues in Counseling</td>
<td>3</td>
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<td></td>
<td>MHC 649 Child Abuse Mandated Reporter Training (Note: non-credit bearing) *Taken concurrently with MHC 630</td>
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<tr>
<td>Semester Three (15 weeks)</td>
<td>MHC 620 Psychopathologies</td>
<td>3</td>
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<td>MHC 669 Prepracticum</td>
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<td></td>
<td>MHC 670 Helping Relationships</td>
<td>3</td>
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<td>Semester Four (15 weeks)</td>
<td>MHC 622 Assessment and Evaluation</td>
<td>3</td>
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<td></td>
<td>MHC 652 Research and Program Evaluation</td>
<td>3</td>
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<td>MHC 677 Practicum in Clinical Mental Health Counseling</td>
<td>3</td>
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<tr>
<td>Semester Five (15 weeks)</td>
<td>MHC 634 Grief, Trauma and Crisis Counseling and Therapy</td>
<td>3</td>
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<tr>
<td></td>
<td>MHC 674 Children and Adolescent Counseling and Therapy</td>
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<td>MHC 678 Internship in Clinical Mental Health Counseling I</td>
<td>3</td>
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<td>Semester Six (15 weeks)</td>
<td>MHC 680 Family Counseling and Therapy</td>
<td>3</td>
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<td>MHC 660 Career Development</td>
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<td>MHC 679 Internship in Clinical Mental Health Counseling II</td>
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<td>MHC 727 Counseling Supervision and Practice</td>
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<tr>
<td></td>
<td>MHC 800 Clinical Counseling Comprehensive Examination (Note: non-credit bearing.) *Taken concurrently with MHC 727</td>
<td>0</td>
</tr>
</tbody>
</table>
Total Credit Distribution

*Online Sequence is the same. The actual dates may be different than the on-ground schedule.

Online Course Sequence Chart

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester One (15 Weeks)</td>
<td>MHC 650 Professional Orientation and Practice</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MHC 600 Counseling Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MHC 631 Human Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>Semester Two (15 weeks)</td>
<td>MHC 640 Cultural and Social Diversity</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MHC 605 Group Work</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MHC 630 Professional, Ethical and Legal Issues in Counseling</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MHC 649 Child Abuse Mandated Reporter Training (Note: non-credit bearing) *Taken concurrently with MHC 630</td>
<td>0</td>
</tr>
<tr>
<td>Semester Three (15 weeks)</td>
<td>MHC 620 Psychopathologies</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MHC 669 Prepracticum</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>MHC 670 Helping Relationships</td>
<td>3</td>
</tr>
<tr>
<td>Semester Four (15 weeks)</td>
<td>MHC 622 Assessment and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MHC 652 Research and Program Evaluation</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MHC 677 Practicum in Clinical Mental Health Counseling</td>
<td>3</td>
</tr>
<tr>
<td>Semester Five (15 weeks)</td>
<td>MHC 634 Grief, Trauma and Crisis Counseling and Therapy</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MHC 674 Children and Adolescent Counseling and Therapy</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MHC 678 Internship in Clinical Mental Health Counseling I</td>
<td>3</td>
</tr>
<tr>
<td>Semester Six (15 weeks)</td>
<td>MHC 680 Family Counseling and Therapy</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MHC 660 Career Development</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MHC 679 Internship in Clinical Mental Health Counseling II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MHC 727 Counseling Supervision and Practice</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MHC 800 Clinical Counseling Comprehensive Examination (Note: non-credit bearing) *Taken concurrently with MHC 727</td>
<td>0</td>
</tr>
</tbody>
</table>

Total Credit Distribution 60

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

<table>
<thead>
<tr>
<th>Required Content Areas:</th>
<th>Course Number(s), Titles(s) and Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i) human growth and development;</td>
<td>MHC 631 Human Growth and Development (3 credit hours)</td>
</tr>
</tbody>
</table>

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413
(ii) social and cultural foundations of counseling;  
MHC 640 Cultural and Social Diversity (3 credit hours)

(iii) counseling theory and practice;  
MHC 600 Counseling Theory and Practice (3 credit hours)

(iv) psychopathology;  
MHC 620 Psychopathologies (3 credit hours)

(v) group dynamics;  
MHC 605 Group Work (3 credit hours)

(vi) lifestyle and career development;  
MHC 660 Career Development (3 credit hours)

(vii) assessment and appraisal of individuals, couples, families, and groups;  
MHC 622 Assessment and Evaluation (3 credit hours)

(viii) research and program evaluation;  
MHC 652 Research and Program Evaluation (3 credit hours)

(ix) professional orientation and ethics;  
MHC 630 Professional, Ethical, and Legal Issues in Counseling (3 credit hours)

(x) foundations of mental health counseling and consultation;  
MHC 650 Professional Orientation and Practice (3 credit hours)

(xi) clinical instruction;  
MHC 670 Helping Relationships (3 credit hours)
MHC 669 Pre-Practicum (3 credit hours)

(xii) recognition and reporting of child abuse and maltreatment;  
MHC 649 Child Abuse Mandated Reporter Training (online workshop, 0 credits)

(xiii) one-year (at least 600 clock hours) supervised internship or practicum in mental health counseling.  
MHC 677 Practicum in Clinical Mental Health Counseling (3 credits)
MHC 678 Internship in Clinical Mental Health Counseling I (3 credits)
MHC 679 Internship in Clinical Mental Health Counseling II (3 credits)
PROGRAM DESCRIPTION (CERTIFICATE OF ADVANCED STUDY)

The Certificate of Advanced Study in Clinical Mental Health Counseling is offered exclusively in an asynchronous (online) format. It is designed for students with 48 or more credits in a master’s degree in a related field who are pursuing clinical mental health counseling licensure. The Certificate of Advanced Study in Clinical Mental Health Counseling will satisfy New York State’s regulations for licensure [see Part 52 of the Regulations, section 52.32(c)], and will provide the student profile identified above with the educational requirements needed to sit for the New York State licensure exam in Mental Health Counseling.

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

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

The education objectives of the certificate of advanced study include coursework to satisfy the core requirements as defined by New York State, which may include: Psychopathologies; Human Growth and Development; Professional Orientation and Practice. Students are required to take Helping Relationships (MHC 670) as well as complete a 600 hour internship in an approved setting.

CLINICAL INTERNSHIP

Students are required to complete a minimum of 600 hours of Clinical Internship (240 of which must be direct contact hours). Students are required to find and secure an approved clinical placement site which will then be communicated to the clinical coordinator or clinical director for final approval. Each placement is considered on an individual basis and must first meet the approval of the Clinical Coordinator or Clinical Director. Students register for two semesters of Internship (MHC 678 and 679) and are expected to complete at least half of their 600 Internship hours in the first term of MHC 678. If a student does not meet the required hours in any term of MHC 678 or MHC 679, she/he will receive an Incomplete grade for that term. If the student does not complete the full requirements of Internship by the end of MHC 679, she/he must register for a second term of MHC 679 in order to complete the requirements. Students who do not complete their Internship requirements by the end of the second term of MHC 679 may be terminated from the program and will not be recommended for completion of the Certificate of Advanced Study.

CERTIFICATE IN ADVANCED STUDY IN CLINICAL MENTAL HEALTH COUNSELING SEQUENCE

The program sequence for the Certificate in Advanced Study depends on the specific needs of the student. Students will take the courses they need to meet the NYS requirements for core courses,
as they are offered within the curriculum of the Clinical Mental Health Counseling program. Below is an example of a potential course of study.

<table>
<thead>
<tr>
<th>Semester Course Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester One</td>
</tr>
<tr>
<td>MHC 650 Professional Orientation and Practice 3 (15 weeks)</td>
</tr>
<tr>
<td>MHC 620 Psychopathologies 3 MHC 631 Human Growth and Development 3</td>
</tr>
<tr>
<td>Semester Two</td>
</tr>
<tr>
<td>MHC 670 Helping Relationships 3 (15 weeks)</td>
</tr>
<tr>
<td>MHC 678 Internship in Clinical Mental Health Counseling I 3 MHC 679 Internship in Clinical Mental Health Counseling II 3</td>
</tr>
<tr>
<td>Total credit distribution 18</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Required Content Areas:</th>
<th>Course Number(s), Titles(s) and Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>(xiv) human growth and development;</td>
<td>Likely met through prerequisites/admissions criteria</td>
</tr>
<tr>
<td>(xv) social and cultural foundations of counseling;</td>
<td>Likely met through prerequisites/admissions criteria</td>
</tr>
<tr>
<td>(xvi) counseling theory and practice;</td>
<td>Likely met through prerequisites/admissions criteria</td>
</tr>
<tr>
<td>(xvii) psychopathology;</td>
<td>Likely met through prerequisites/admissions criteria</td>
</tr>
<tr>
<td>(xviii) group dynamics;</td>
<td>Likely met through prerequisites/admissions criteria</td>
</tr>
<tr>
<td>(xix) lifestyle and career development;</td>
<td>Likely met through prerequisites/admissions criteria</td>
</tr>
<tr>
<td>(xx) assessment and appraisal of individuals, couples, families, and groups;</td>
<td>Likely met through prerequisites/admissions criteria</td>
</tr>
<tr>
<td>(xxi) research and program evaluation;</td>
<td>Likely met through prerequisites/admissions criteria</td>
</tr>
<tr>
<td>(xxii) professional orientation and</td>
<td>Likely met through prerequisites/admissions criteria</td>
</tr>
</tbody>
</table>
(xxiii) foundations of mental health counseling and consultation; MHC 650 Professional Orientation and Practice (3 credit hours)

(xxiv) clinical instruction; MHC 670 Helping Relationships (3 credit hours)

(xxv) recognition and reporting of child abuse and maltreatment; and Likely met through prerequisites/admissions criteria

(xxvi) one-year (at least 600 clock hours) supervised internship MHC 678 Internship in Clinical Mental Health Counseling I (3 credits)

or practicum in mental health counseling. MHC 679 Internship in Clinical Mental Health Counseling II (3 credits)

**COURSE DESCRIPTIONS**

Course Sequence:

1. MHC 650
2. MHC 600
3. MHC 631
4. MHC 640
5. MHC 605
6. MHC 630/ MHC 649 (taken concurrently)
7. MHC 620
8. MHC 669
9. MHC 670
10. MHC 622
11. MHC 652
12. MHC 677
13. MHC 634
14. MHC 674
15. MHC 678
16. MHC 680
17. MHC 660
18. MHC 679
19. MHC 727/ MHC 800 (taken concurrently)
MHC 600: COUNSELING THEORY & PRACTICE
This course covers the basic theory, principles and techniques of mental health counseling and its application to professional counseling settings. It also considers various theories of counseling and issues in the practice of professional counseling and supervision. This course summarizes the history and explores the primary concepts of the major approaches to counseling. We will consider the key concepts of each theory, and application practices. Strengths and limitations of each approach are also explored as well as the impact of these theories on clients diagnosed with mental health disorders. This course will examine strategies to support and advocate for clients. Prerequisites: MHC 650 Number of Credits: 3 credits

MHC 605: GROUP WORK
Syllabus: This course is designed to provide students with an understanding of group development, process and dynamics. Students will learn theoretical and practical concepts related to the practice of group psychotherapy. It is based on the assumption that experiential learning is the most effective way to get acquainted with a new and challenging topic. It prepares students to work with groups in various settings. Using a clinical model, students develop an understanding of relevant group practice, roles and responsibilities of facilitators, and the relevance and purpose of group work. This course is considered one of the Council for Accreditation of Counseling and Related Educational Programs (CACREP) core curricular courses. Prerequisites: MHC 640, MHC 650, MHC 631, MHC 600, Number of Credits: 3 credits

MHC 620: PSYCHOPATHOLOGIES
Syllabus: This course will provide an in-depth review of a broad spectrum of psychopathological conditions as defined in the DSM-V. The focus of this review will include the etiology, prevalence & incidence, signs & symptoms, and criteria for differential diagnosis. The emphasis of this review will be on comparing and contrasting different theoretical perspectives on each disorder, as well as reviewing empirically-supported best practices in treatment plans. This course will also cover the basic etiology of substance addiction and co-occurring disorders as well as subsequent treatment plans. Prerequisites: MHC 650, MHC 640, MHC 600. Number of Credits: 3 credits.

MHC 622: ASSESSMENT & EVALUATION
Syllabus: This course provides students with a comprehensive overview of the major principles of assessment, assessment instruments and assessment skills relevant for mental health counselors. Emphasis will be placed on the statistical properties, use and interpretation of assessment and appraisal techniques commonly used in clinical, educational, and organizational fields. It includes an analysis of psychometric properties used to develop and evaluate these instruments. The course also addresses ethical, legal, and diversity issues including cultural bias and fairness in assessments. An extensive review of the clinical interview assessment for future clinicians will be covered. This course is considered one of Council for Accreditation of Counseling and Related Educational Programs (CACREP) core curricular courses. Prerequisites: MHC 650, MHC 600, MHC 630, MHC 631, Number of Credits: 3 credits.
MHC 625 PERSONALITY THEORIES AND COUNSELING
*NOTE – this course may be needed for Canadian Licensure. Please check with the licensing body in Canada where you plan on obtaining licensure. This course surveys the descriptive and causal aspects of individual differences in personality. Students will examine theories and explanations of the development of normal and abnormal personalities. Major models of personality theory include biological, cognitive social, behavioral, and psychodynamic models. Prerequisites: None. Number of Credits: 3 credits.

MHC 630: PROFESSIONAL, ETHICAL & LEGAL ISSUES IN COUNSELING
This course will focus on the ethical principles and professional standards of counseling practice, and survey the ethical and legal issues facing the professional counselor in 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. This course covers significant clinical challenges for the mental health professional. The counseling profession’s ethical standards are also addressed with an emphasis on the American Counseling Association code of ethics and counselor ethical decision-making processes. New York State Office of Professions Practice guidelines for Licensed Mental Health Counselors will be used to examine legal issues. Through various methods students have the opportunity to develop their understanding and commitment to professional standards and ethical guidelines for practice as a mental health counselor. Prerequisites: MHC 640, MHC 650, MHC 631, MHC 600. Number of Credits: 3 credits.

MHC 631: HUMAN GROWTH & DEVELOPMENT
This course introduces students to the major theories that have shaped counselors’ understanding of human growth and development from conception, childhood and adolescence, to early, middle, and late adulthood. Aspects of development discussed include biosocial, cognitive and psychosocial changes. Expected developmental milestones during each of these phases of development are addressed. This course reviews significant research findings and theory about human development. Building a multidimensional framework for understanding development process and dynamics and for predicting challenges associated with life transitions is emphasized. This course is one of the Council for Accreditation of Counseling and Related Educational Programs (CACREP) core curricular courses. Prerequisites: MHC 650. Number of Credits: 3 credits.

MHC 634: GRIEF, TRAUMA & CRISIS COUNSELING & THERAPY
This course is designed to help students understand both the normal and complicated grieving process with individuals across the life span. This course examines various therapeutic interventions that are useful on helping the bereaved. The impact of culture and how it is related to differences in the grief process are explored. An extensive analysis of the difference between grief counseling and grief therapy will be explored. Students will study historical and current theories in grief and loss. This leads into an in-depth presentation of abnormal grief reactions, complicated mourning processes, and when to use more advanced interventions of counseling. Students will study grief therapies and learn when to refer clients for such. Issues of the
counselor's own grief and burn-out syndromes are also addressed. In addition, techniques associated with trauma and crisis counseling are introduced and explored. Prerequisites: MHC 650, MHC 600. Number of Credits: 3 credits.

**MHC 640: SOCIAL & CULTURAL DIVERSITY**
This course is designed to provide students with a general framework for understanding issues related to mental health services delivered to people from diverse populations. The influence of socio-identities (e.g., race, ethnicity, religion, gender, socioeconomic status, sexual orientation, religious preferences) on individuals' functioning, concerns, and the counseling process will be explored. This course is designed to increase students' awareness and knowledge of, as well as skills related to, multicultural counseling and the delivery of counseling services. Students explore diversity and identity issues and discuss their impact on the therapeutic relationship. This course is one of the Council for Accreditation of Counseling and Related Educational Programs (CACREP) core curricular courses. Prerequisites: MHC 650 and MHC 631, MHC 600; student must receive a grade of B or above. Number of Credits: 3 credits.

**MHC 649: CHILD ABUSE MANDATED REPORTER TRAINING**
This workshop prepares students who are required by law to report suspected child abuse or maltreatment to the New York State Central Register. This workshop is designed to help students understand the risk factors associated with child abuse, as well as, to recognize child emotional, physical and sexual abuse of children. Students will learn their roles and responsibilities as mandated child abuse reporters. This workshop is presented in accordance with the New York State Office of Child and Family Services, Mandated Reporters Guide (Publication #1159) and online training. Prerequisites: None Required. Number of Credits: 0 credits.

**MHC 650: PROFESSIONAL ORIENTATION & PRACTICE**
This course focuses on the practical and personal side of counseling. The course provides students with the opportunity to learn about oneself personally and professionally, and accomplish the basic attitudes and techniques of counseling. The course includes class discussion, observation, practice of counseling skills and attitudes, role-plays of counseling, group and individual supervision, observation of a counseling case with supervision, and critical reflection on your experience in these learning and practice exercises. This course focuses on principles and skills related to interviewing and observation, as well as related legal, ethical, and cultural issues. Students gain practice in conducting interviews, making behavioral observations, collecting and interpreting data during an interview, and developing written reports of findings. This course is considered one of Council for Accreditation of Counseling and Related Educational Programs (CACREP) core curricular courses. Prerequisites: None. Number of Credits: 3 credits.

**MHC 652: RESEARCH & PROGRAM EVALUATION**
This course surveys the major methodologies for conducting psychological research, and focuses on research report development, publication of psychological data, and ethical considerations in conducting research. Students will also be introduced to the statistics necessary for describing and analyzing psychological data. This course also introduces students to the principles and
practices of program evaluation and systems research, including quantitative and qualitative research methodologies. This course introduces students to design of qualitative, quantitative, and mixed-method approaches to counseling research and evaluation. Students learn the strengths and limitations of each method and under what circumstances each approach would be the most appropriate research design. Students are exposed to legal and ethical issues associated with human subjects’ protection. This course is one of the Council for Accreditation of Counseling and Related Educational Programs (CACREP) core curricular courses. Prerequisites: MHC 650, MHC 631, MHC 600, MHC 620, MHC 605, MHC 630, MHC 649. Number of Credits: 3 credits.

MHC 660: CAREER DEVELOPMENT
This course is designed to provide students with the theoretical framework and basic counseling skills necessary for the career counseling process and for planning programs for educational and career counseling. The course includes a review of theories of career development, individual and programmed techniques for diagnosis, assessment, decision-making and career search/advancement. Attention is given to assessment of how people make career choices, which are suitable to the individual and are viable in society. Emphasis is on developing a broad view of career as life style and on practical application of theory and information in a professional counseling context. This course is considered one of the Council for Accreditation of Counseling and Related Educational Programs (CACREP) core curricular courses. Prerequisites: MHC 650, MHC 605, MHC 670, MHC 600. Number of Credits: 3 credits.

MHC 669: PRE-PRACTICUM
This course will introduce you to basic skills that initiate counseling relationships and follow with the four principal approaches to counseling: cognitive, affective, behavioral, and family/systemic. These approaches will provide the context for assessment, goal setting, and the integration of skills into interventions. In addition, this course also provides an introduction to the understanding of the basic neurobiology of psychopathology and the different types of psychotropic medications to treat these conditions. As such, this aspect of the course emphasizes the counselor’s role as a member of a multidisciplinary treatment team in facilitating treatment compliance, monitoring the efficacy as well as side effects of the psychotropic medication prescribed, and the counselor’s role in integrating pharmacologic treatments with other non-pharmacological modalities. Prerequisites: MHC 650, MHC 605, MHC 620, and MHC 630, MHC 640, MHC 631, MHC 600. Number of Credits: 6.

MHC 670: HELPING RELATIONSHIPS-ADVANCED CLINICAL COUNSELING SKILLS
This course focuses on the practical and personal side of counseling, and provides students with the opportunity to learn about oneself personally and professionally, as well as learn and practice the basic attitudes and techniques of counseling. The course includes class discussion, observation, practice of counseling skills and attitudes, counseling role-plays, group and individual supervision, observation of a counseling case with supervision, and critical reflection on your experience in these learning and practice exercises. MHC 670 focuses on the principles and skills related to interviewing and observation, as well as related legal, ethical, and cultural
issues. Students gain practice in conducting interviews, making behavioral observations, collecting and interpreting data during an interview, and developing written reports of findings. This course is one of the Council for Accreditation of Counseling and Related Educational Programs (CACREP) core curricular courses. Prerequisites: MHC 650, MHC 631, MHC 600, MHC 620, MHC 605, MHC 630, MHC 649, MHC 652, MHC 640, MHC 669. Number of Credits: 3 credits.

**MHC 674: CHILDREN & ADOLESCENT COUNSELING & THERAPY**
This course will emphasize utilizing developmentally appropriate counseling and therapy techniques for children and adolescents who are experiencing social, behavioral or affective problems. The course is designed to help graduate students to focus on the knowledge base, skills, theories, research, models, and critical issues of contemporary Children and Adolescent counseling and therapy. Future clinicians will learn to help children and adolescents in a variety of ways by receiving emotional support, resolving conflicts with people, understanding feelings and problems, and trying out new solutions to old problems. Intervention goals for therapy may be specific (change in behavior, improved relations with friends or family), or more general (less anxiety, better self-esteem) will be explored. Current issues facing youth in the contemporary world will also be explored. Prerequisites: MHC 650, MHC 605, MHC 670. Number of Credits: 3 credits.

**MHC 677: PRE-PRACTICUM IN CLINICAL MENTAL HEALTH COUNSELING**
A 10-week supervised practicum in a mental health/psychiatric agency provides the experiences for the student-intern to increase professional competence for a minimum of 100 hours (40 hours of which are direct face to face). Through the practicum experience, the student is challenged to apply and integrate the knowledge, theories and concepts of counseling practice, and to build on previous life and work experience, as well as to develop new areas of professional competence. This process allows the student to bring together and to integrate for professional use cognitive learning, professional competence, values and ethics, life experiences, and activities which will enhance skill and critical analysis of counseling practice. There is a weekly supervision requirement and a biweekly group supervision requirement for this course in addition to other assignments. This course is considered one of Council for Accreditation of Counseling and Related Educational Programs (CACREP) Professional Practice. Prerequisites: MHC 650, MHC 631, MHC 600, MHC 620, MHC 605, MHC 630, MHC 649, MHC 652, MHC 640, MHC 622, MHC 669. Number of Credits: Variable 1 to 3 credits.

**MHC 678: INTERNSHIP IN CLINICAL MENTAL HEALTH COUNSELING I**
Syllabus: An 8 month supervised internship in a mental health/psychiatric agency provides the experiences for the student-intern to increase professional competence for a minimum of 600 hours (240 hours of which are direct face to face individual and group counseling). When you have finished internship 1 and 2 you will have completed 600 hours with 240 face to face in individual and group counseling. Through the internship experience, the student is challenged to apply and integrate the knowledge, theories and concepts of counseling practice, and to build on
previous life and work experience, as well as to develop new areas of professional competence. This process allows the student to bring together and to integrate for professional use cognitive learning, professional competence, values and ethics, life experiences, and activities which will enhance skill and critical analysis of counseling practice. There is a weekly supervision requirement and a biweekly group supervision requirement for this course in addition to other assignments. This course is considered one of Council for Accreditation of Counseling and Related Educational Programs (CACREP) Professional Practice. Prerequisites: MHC 650, MHC 631, MHC 600, MHC 620, MHC 605, MHC 630, MHC 649, MHC 652, MHC 640, MHC 622, MHC 669, MHC 677. Number of Credits: 3 credits.

**MHC 679: INTERNSHIP IN CLINICAL MENTAL HEALTH COUNSELING II**

Syllabus: An 8 month supervised internship in a mental health/psychiatric agency provides the experiences for the student-intern to increase professional competence for a minimum of 600 hours (240 hours of which are direct face to face individual and group counseling). When you have finished internship 1 and 2 you will have completed 600 hours with 240 face-to-face in individual and group counseling. Through the internship experience, the student is challenged to apply and integrate the knowledge, theories and concepts of counseling practice, and to build on previous life and work experience, as well as to develop new areas of professional competence. This process allows the student to bring together and to integrate for professional use cognitive learning, professional competence, values and ethics, life experiences, and activities which will enhance skill and critical analysis of counseling practice. There is a weekly supervision requirement and a biweekly group supervision requirement for this course in addition to other assignments. This course is considered one of Council for Accreditation of Counseling and Related Educational Programs (CACREP) Professional Practice. Prerequisites: MHC 650, MHC 631, MHC 600, MHC 620, MHC 605, MHC 630, MHC 649, MHC 652, MHC 640, MHC 622, MHC 669, MHC 677, MHC 678. Number of Credits: 3 credits.

**MHC 680: FAMILY COUNSELING & THERAPY**

This course is an introduction to the history, development, and systemic foundations of marriage and family therapy. This course will survey the various models and theories of family therapy with particular attention paid to the different conceptions of healthy and dysfunctional dynamics, goals in family therapy treatment, and associated therapeutic approaches and techniques. Particular attention will be paid to the development of the major schools of marriage and family therapy, the integration of various approaches in family therapy and the research outcomes of each. Prerequisites: MHC 650, MHC 605, MHC 674. Number of Credits: 3 credits.

**MHC 727: COUNSELING SUPERVISION & PRACTICE**

Syllabus: This course will provide students with an understanding of the purpose and process of clinical supervision, as well as, the importance of professional growth. This course will also present a review of currently accepted supervision models. This will course will assist students in developing knowledge and skills related to the supervisory role and relationship. Issues related to the ethical dilemmas, cultural diversity, power and boundary issues will also be addressed. Prerequisites: MHC 650, MHC 605, MHC 670. Number of Credits: 3 credits.
MHC 800: CLINICAL COUNSELING COMPREHENSIVE EXAMINATION
This exam prepares students to analyze, diagnose and provide treatment plans for cases similar to real world experience. This exam is designed to help students understand the need to accurately define presenting problems, account for any underlying problems and provide relief to ameliorate coping mechanisms and reduce mental health symptoms through an appropriate treatment plan. Passing the comprehensive examination satisfies one of the requirements for a degree in mental health counseling. Prerequisites: None. Number of Credits: 0 credits.

POLICIES

EMAIL POLICY WITHIN THE PROGRAM
Upon registration into the program, all students are given a Medaille College email address. It is the student’s responsibility to check this account every day. Important Program and College information will be sent to this address, (NOT to a personal email account). Students may decide to forward their Medaille email to a personal account. Students should contact helpdesk@medaille.edu or the IT Department on campus if they need assistance setting up their Medaille email account.

EVALUATION PROCESS & CMHC PORTFOLIO
Evaluations of students occur on an on-going basis, informally and formally, throughout a student’s time in the CMHC program. The core faculty members assess the acquisition of content knowledge and professional development within the program. According to CACREP, “program faculty systematically assess each student’s professional dispositions throughout the program,” (2016 CACREP Standards, p.18).

Formal evaluation occurs specifically at five checkpoints within the program, as outlined below. These checkpoints serve as your informed consent, assuring not only your continued development as a mental health professional, but also guaranteeing transparency of our collective evaluation of your progress. At each evaluation checkpoint, the student will either be making satisfactory progress or will need a plan for retention. The plan for retention may include focused advising, remediation, or dismissal.

FORMAL EVALUATION CHECKPOINTS / CMHC PORTFOLIO

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CMHC PORTFOLIO

Students in the MA Clinical Mental Health Counseling program are required to create a CMHC Portfolio documenting both their academic work and professional activities completed during their time in the program. Documents related to the evaluation checkpoints listed above must be uploaded to students’ portfolios located in Blackboard. Additional details will be provided in the first course, MHC 650, Professional Orientation and Practice.

An example of materials collected at each checkpoint is listed below:

- **Admissions Application:** Written proficiency as evidenced by written statement, academic potential as noted by transcripts, and dispositional potential as evidenced by letters of reference.
- **Academic / Behavior Review (Ongoing):** Faculty Assessments & Evaluation of Counselor Behaviors Checklist. Faculty members continually assess each student’s attainment of content knowledge, skills and dispositions through exams, papers, projects, observations, and journals.
- **Practicum Application:** Pre-Practicum Clinical Skills Evaluation Form, resume, cover letters, proof of ACA insurance and proof of Child Abuse Workshop.
- **Clinical Internship:** Site visits and written evaluations from site supervisor.
- **Graduation:** Successful completion of 60 credits and passing the comprehensive exam.

(Please note that additional materials may be requested.)
M.A. IN PSYCHOLOGY

PROGRAM DESCRIPTION
Medaille College’s M.A. in Psychology is a 36-credit course of study in which students take 3-credit courses: Social Psychology, Cognitive Psychology, Biological Basis of Behavior, Research Methods, Assessment, Counseling, Statistics, Evolutionary Psychology, Developmental Psychology, and Psychopathology. In addition to this coursework, students must also successfully complete EITHER a thesis of potentially publishable quality (6 credits) OR an internship (6 credits) in order to earn the M.A. degree. Students may enroll in either the on-campus or online program. The M.A. in Psychology is designed to provide students with a thorough grounding in advanced principles and methods of psychology at a graduate level suitable for building careers in business, education, research, and government. The objectives include providing students with an opportunity to:

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

Those students with a goal of continuing to doctoral-level study will have the opportunity to strengthen their credentials and to gain a more advanced background to facilitate continued learning. See the Master of Arts in Psychology Handbook for further information.

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

| Fall Semester /Spring Semester- students will take 4 courses in the following formats: |
|---------------------------------|---------------------------------|
| 1 Online Course for 15 Weeks (Online Course Format) |
| 1 On-Campus Course for 15 Weeks (15 Week Course Format) |
| 2 Half Semester Courses for 7 weeks each (7-1-7 format) |

| Summer Semester-students will take 3 courses in the following formats: |
|---------------------------------|---------------------------------|
| 1 Course for 15 Weeks (PSY 797 Thesis Guidance or PSY 677 Internship) |
| 2 Half Semester Courses for 7 weeks each (7-1-7 format) |
**COURSE FORMATS**

Online: Students will take one 15-week online course in the fall semester and one 15-week online course in the spring semester.

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

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

Note: Classes also meet the first and last Saturday of the course for 4.5 hours on a Saturday (A total of 2 Saturday sessions per course or 4 Saturday sessions per semester). Thus, the 7-1-7 courses start with a Saturday orientation and end with a Saturday conclusion set aside for assessment and competency.

**DELIVERY FORMAT**

In the Fall semester, students take two consecutive 7 week courses with a Saturday component at the beginning and end of each course; additionally they take one 15 week course and one online course. This format allows students to attend classes only 2 nights a week. This schedule format is repeated in the Spring. In the Summer, students take two consecutive 6 week courses with a Saturday component at the beginning and end of each course and register for either Thesis Guidance or Internship. Meeting times for Thesis and Internship are arranged with the student’s supervisor.

Because the coursework is sequentially arranged, it is strongly recommended that students start the program in the Fall semester. However, students will also be accepted at the beginning of the Spring term with the understanding that they are entering a coherent and unified program midstream. No student shall be allowed to begin the program during the summer semester.

**GRADUATE PLACEMENT DATA**

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<th>Psychology</th>
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<th>2010</th>
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<td>78%</td>
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<tr>
<td>Employed in Field Related to Degree</td>
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<td>50%</td>
<td>83%</td>
<td>78%</td>
</tr>
<tr>
<td>Furthering Education</td>
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<tr>
<td>Placement Rate</td>
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# PROGRAM SEQUENCE (ON-CAMPUS)

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PSY 504 Social Psychology (online)</td>
<td>3</td>
</tr>
<tr>
<td>PSY 511 Cognitive Psychology (7 week format)</td>
<td>3</td>
</tr>
<tr>
<td>PSY 521 Biological Basis of Behavior (15 week format)</td>
<td>3</td>
</tr>
<tr>
<td>PSY 531 Research Methods (7 week format)</td>
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## SPRING SEMESTER

<table>
<thead>
<tr>
<th>PSY 602 Counseling (online)</th>
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</thead>
<tbody>
<tr>
<td>PSY 607 Statistics (15 week format)</td>
<td>3</td>
</tr>
<tr>
<td>PSY 614 Evolutionary Psychology (7 week format)</td>
<td>3</td>
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<tr>
<td>PSY 631 Developmental Psychology (7 week format)</td>
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## SUMMER SEMESTER

<table>
<thead>
<tr>
<th>PSY 598 Special Topics in Psychology (7 week format)</th>
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</thead>
<tbody>
<tr>
<td>PSY 760 Psychopathologies (7 week format)</td>
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</tr>
<tr>
<td>**PSY 797 Thesis Guidance or **PSY 777 Internship (arranged with instructor)</td>
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</table>

**TOTAL CREDITS**

36

**Student must obtain instructor permission to register for PSY 797 or PSY 677**

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PROGRAM SEQUENCE (ON-LINE)

The online 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. Program length is three semesters, or, one and half years.

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
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<tbody>
<tr>
<td>INT 010 Line Prep Course</td>
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<tr>
<td>PSY 504 Social Psychology</td>
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<tr>
<td>PSY 511 Cognitive Psychology</td>
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<tr>
<td>PSY 521 Biological Basis of Behavior</td>
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<tr>
<td>PSY 531 Research Methods</td>
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<table>
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<tr>
<th>SPRING SEMESTER</th>
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<tbody>
<tr>
<td>PSY 602 Counseling</td>
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<td>6</td>
</tr>
<tr>
<td>TOTAL CREDITS</td>
<td>36</td>
</tr>
</tbody>
</table>

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

THE MASTER'S THESIS

The Master of Arts with Thesis candidate must successfully complete a thesis. A thesis committee of two (2) faculty members guides and encourages the student in the design and execution of the research program and in the writing of the thesis. During the time the thesis is being completed, the student must register with the advisor or an assigned research director for a total of six (6) semester hours of thesis credit (PSY 797).

The thesis must be approved by an examination committee nominated by the advisor in consultation with the student. Master's thesis committees must consist of members of the Psychology Graduate Faculty at Medaille College or upon approval by the Program Director, qualified experts from the community.

Students should identify a thesis advisor from faculty in the program by April 1. Students who would like to work with an advisor from the community may make this request of the Program Director. All thesis advisors must hold doctoral degrees in the behavioral or biological sciences or in health or mental health fields. Students must notify the Program Director once the advisor has agreed to work on the project. The Program Director can help identify potential thesis advisors.
Because of the accelerated nature of the program, it is **highly recommended** that students begin researching their thesis topics early in the Spring semester. Students should expect that the writing process will take a minimum of 3-4 months.

**USE OF HUMAN SUBJECTS**

If human participants are involved in thesis research, the student must obtain approval from the Institutional Review Board at Medaille College. Application materials and instructions are available from the Program Director, and students should consult with the Program Director in preparing these materials. Data may not be collected for the Master's thesis before human subjects approval has been granted.

**THE ORAL EXAMINATION**

The final oral examination may be requested by the student, the thesis advisor or the second reader of the thesis. A final oral examination on the Master's thesis shall be held when the student has completed the thesis to the satisfaction of the student's advisor, provided all other requirements for the Master of Arts degree have been completed and a 3.0 grade point average has been maintained throughout the student's coursework. An oral examination committee conducts the oral examination. The chairperson of the examination committee selects the time and place of the oral examination and is responsible for notifying the other members of the committee and the candidate. Members of the oral examination committee must be given a minimum of seven (7) business days to review the student's thesis prior to the oral examination. The duration of the oral examination is approximately one (1) hour. The decision to accept the oral examination as satisfactory must be unanimous. Students may present themselves for oral examination only twice.

**THE MASTER’S INTERNSHIP**

The MA Psychology Internship is designed to provide an introduction to the role that psychologists play in varied settings. Under the guidance of both on-site and campus supervisors, students gain hands-on practical experience by shadowing professionals and/or by providing entry-level mental health services at a site of their choice. The experience provides students with an opportunity to integrate and apply acquired knowledge, theories, and concepts of psychology in a 180-hour placement developed in consultation with the faculty advisor. It can take place in a traditional mental health setting (community mental health agency, health care facility, psychiatric hospital etc.,) in a human services setting (correctional facility, business setting, law enforcement agency, etc.,) or in a research setting. Students have the flexibility to focus on areas of interest, which may include administrative, clinical, advocacy, or research activities. Supervision includes at least one-hour of individual weekly meetings with the Site Supervisor and participation in a biweekly seminar with the assigned campus supervisor.

The following applies to all students:

a) Students may not complete the internship in settings in which they are employed.

b) All students enrolled in practicum must be covered by Professional Liability Insurance.

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c) The Program Director, in conjunction with the student’s advisor has the authority to determine a student’s readiness for practicum.

d) In order to register for internship, students must be in good academic standing (GPA of 3.0 on a scale of 4.0.)

e) The final grade is determined by the Campus Supervisor in consultation with the Site Supervisor, who completes a final evaluation of the student’s performance at the site.

**TIME LIMITS**

All requirements for the degree of Master of Arts must be completed within three years of the date of admission to the Department of Psychology Graduate Program. All graduate students must be registered for a minimum of six credit hours during each fall, spring and summer semester. Graduate students in good academic standing who cannot maintain continuous registration should apply for a leave of absence by the beginning of the semester in which the leave is to begin. Students who do not apply for a leave of absence will be required to reapply for admittance into the program after being out of the program for one year.

**REGISTRATION REQUIREMENTS**

All master’s students are required to register every semester for at least one credit hour. When all other requirements have been completed except for the completion of the thesis and/or passing the oral examination or completion of the Internship, students may have an automatic one-term extension at the discretion of the thesis or internship supervisor. After one term, students are required to file for an extension and register for a minimum of 1 credit of PSY 797 or PSY 777.

**TRANSFER OF COURSEWORK TAKEN AT OTHER INSTITUTIONS OR AS AN ADVANCED SPECIAL STUDENT**

A maximum of six (6) credit hours of graduate level coursework earned from regionally accredited institutions prior to or after matriculation at Medaille College Graduate School may be applied towards a master’s degree in Psychology. All transfer credits must meet the following criteria:

- Courses must have been offered at the graduate level.
- Courses may not have been used to meet degree requirements for previously earned graduate degrees.
- Courses must have been completed within the last five years of matriculation in the Department.
- Courses must receive approval from the student's advisor, the Department Chair, and the Dean of the Graduate School.
- A grade of "B" or above must have been earned in the requested transfer courses.
- The student may be subject to final examination in all coursework transferred into the Master's degree in Psychology.
- ** No credit is granted for correspondence courses or for "credit-by-examination" courses.
WAIVER OF A COURSE REQUIREMENT

In certain circumstances, a waiver of a course requirement may be requested based on coursework taken at Medaille College or at another institution. To petition for a course waiver, the student must submit a formal written letter requesting a Waiver of a Course Requirement. This letter must be approved by the Program Director, the Registrar and the Vice President of Academic Affairs or his/her delegate.

CONCERNS OR QUESTIONS ABOUT A COURSE, GRADE OR PROGRAM REQUIREMENT

In the event that a student has a concern or question about a course, the instructor of the course should be consulted before bringing concerns to the Program Director. If the situation is not resolved in consultation with the instructor, concerns and/or questions should be brought to the attention of the Program Director. If the concerns cannot be resolved, the issue may then be brought to the Vice President of Academic Affairs or his/her delegate. The Vice President of Academic Affairs or his/her delegate decision is final.

GRADE POINT AVERAGE REQUIREMENTS

A student earning less than C in any course is required to repeat the course, and a student may carry a maximum of two C grades on their transcript during the program. Should a student receive a grade lower than a C, the class must be repeated. A student may repeat any course in an effort to earn a higher grade. The later grade will be used in computing the grade point average.

Continuation in graduate studies requires satisfactory progress toward a graduate degree. Evidence of such progress includes maintenance of a minimum 3.0 cumulative grade point average each term. The progress of each student is reviewed each term by a committee designated by the Vice President of Academic Affairs or his/her delegate. Failure to maintain the minimum 3.0 cumulative grade point average will result in being placed on probation. Any student on probation must not only achieve a 3.0 cumulative average within two successive terms following the term in which the deficiency occurred, but must also maintain at least a 3.0 term average in any term in which he or she is on probation. Failure to meet either of these requirements will result in dismissal from graduate studies at Medaille.

Any graduate student who receives a grade of F or U in any course required for completion of the M.A. degree or who indicates a lack of ability as determined by the program faculty, will receive an immediate academic review by the graduate program faculty in the Division of Applied and Social Sciences. Upon completion of the academic review, the Division of Applied and Social Sciences may place the student on academic probation.

Such notice will be made in writing by the Program Director or Division Head, Applied and Social Sciences prior to the end of the drop/add period of the next semester and will indicate the terms of the probation and its removal. Any graduate student not meeting the written terms of their academic probation may be academically dismissed from the College.

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Students who have been dismissed may apply for readmission to the Graduate Admissions Committee after the lapse of two regular semesters. Such students who then again are placed on probation must earn removal by the end of one semester or be subject to or dismissal.

If a student wishes to appeal an academic standards decision, he or she may appeal through to the Academic Affairs Office. The initial appeal must be in writing within 14 calendar days of notification or by the end of the first week of the next semester (whichever comes first) and state, in specific terms, the student's case for appeal.

**GRADUATION REQUIREMENTS**

In order to qualify for graduation, graduate students must have

- a minimum 3.0 cumulative grade point average within their academic program
- a maximum of two current grades below a B-
- no current grades of F or U.

The computation of academic standing is based on hours earned each term. The most recent grade for each course is used to determine eligibility to graduate.

Students should complete an Application for Graduation (http://www.medaille.edu/college/registrar/gradapp.pdf) the semester prior to finishing the program. This will allow the Registrar to review the student’s transcript and confirm that the student has met the requirements for graduation, or indicate what needs to be completed before the degree can be conferred.

**POLICY ON INCOMPLETES**

Under very rare circumstances, a student may request an Incomplete for a particular course. Incompletes (i) may be granted by the instructor only if the student is passing the course, (ii) must be completed within one semester after the course ends and (iii) must be requested, in writing, using the College’s “Request for an Incomplete” form. Students may receive a maximum of two (2) Incompletes during the course of their program.

**PROFESSIONALISM**

The Psychology Program expects students to maintain their integrity and professionalism as students and prospective professionals. Students are expected to be psychologically sound, interpersonally effective, and able to engage with peers, faculty, colleagues, consumers, and professionals in a healthy and responsible manner. Students are expected to give and receive feedback as a part of their training and growth.

Students are not only expected to achieve academically at the graduate level, but also to manage themselves throughout the program as ethical professionals-in-training. Issues of Ethical
Misconduct, Behavioral Misconduct, Impairment, and Incompetence will be dealt with swiftly and fairly as they might arise.

**ACADEMIC INTEGRITY**

Medaille’s faculty and administration expect all students to complete their academic assignments with honesty and integrity. Students who engage in any form of academic dishonesty (e.g., plagiarism, cheating on a test, forging a signature or an entire college document) will be dealt with severely, with penalties ranging from an F on a given assignment to failing a course or even academic suspension or dismissal from the program. It is important to note that the Graduate School at Medaille College interprets the submission of the same paper, or substantially the same paper, to more than one instructor to be a violation of this code. Students found guilty of such offenses risk expulsion from the College. Students should consult The Graduate Catalog for full details on the college’s policy and procedures for handling formal charges of academic dishonesty.

**GRADE APPEAL**

Students wishing to appeal a final grade in a course must do so in writing within 30 days of the semester's grade report. This written appeal should be directed to the instructor of the course in question. If the matter is not resolved with the instructor, the instructor's program director should be contacted in writing. If that appeal is unsuccessful, a further appeal may be made to the Dean of the School of Adult and Graduate Education.

**COURSE PREREQUISITES**

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

PSY 504 SOCIAL PSYCHOLOGY
The single most important environmental factor influencing human attitudes and behaviors is the presence of other humans. Social psychologists strive to understand how individuals and groups affect these attitudes and behaviors. This course focuses on topics such as measurement and analysis of behaviors, attitude structure and function, the origins of social norms, attraction, altruism, and antisocial behavior. Three credit hours; online course. Prerequisites: None.

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. Prerequisites: None.

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
This course focuses on the problems and procedures of research sciences with an emphasis on understanding the basic types of research, the development of sound research design, conducting an appropriate experiment, and effective writing skills necessary for preparing and reporting research. Three credit hours. Prerequisites: None.

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. Prerequisites: None.

PSY 602 COUNSELING
This course provides students with a solid overview of the counseling field. Topic covered include the traditional and current roles of a counseling psychologist, legal and ethical guidelines used in counseling practices, and major therapeutic approaches applied to the counseling setting. Three credit hours; online course. Prerequisites: None.

PSY 607 STATISTICS
This course is designed to integrate statistical concepts with real world applications so that students can have a greater appreciation of statistics as a tool to analyze and validate psychological data. Three credit hours. Prerequisites: Acceptance into the program.

PSY 614 EVOLUTIONARY PSYCHOLOGY
This course will explore the evolutionary mechanisms that underlie human behavior. As such, students apply the foundational principles of selection, drift, and inclusive fitness to concepts such as mating strategies, sexual jealousy, pregnancy sickness, parental nurturance/negligence, spatial
memory, landscape preferences, and aggression and violence. Three credit hours. Prerequisites: PSY 521 or by permission of the instructor.

**PSY 631 DEVELOPMENTAL PSYCHOLOGY**
This course introduces students to the major theories that have shaped psychologists’ understanding of human growth and development from conception, childhood and adolescence, to early, middle and late adulthood. Aspects of development discussed include the biosocial, cognitive, and psychosocial domains. Emphasis is placed on developmental problems and diagnosis of abnormal development. Three credit hours. Prerequisites: None.

**PSY 635 SPORT PSYCHOLOGY**
Sport Psychology will focus on factors that allow individuals, teams, and groups to rise to their potential as elite performers. This course will incorporate components of peak performance, mental toughness, collective consciousness, imagery and visualization. Students will study motivation, explore what role a sport psychologist plays in the sports medicine, substance use, sport science and sport performance realm. Content will also include a comprehensive understanding of the training and education is required of the professional sport psychologist. Prerequisite: PSY 631: Developmental Psychology. Three credit hours.

**PSY 645 SPORT COUNSELING AND INTERVENTION**
This course is designed to provide students with knowledge and skills in the specialized area of sport counseling. Content will include aspects of counseling theories, career guidance, lifespan and various treatment modalities. Exploring competitive sport, psychosocial factors and building effective therapeutic relationships will be emphasized. Students will be trained in consultation with individual athletes, teams and sport organizations. Identified populations include youth, high school, college and professional sport. Prerequisite: PSY 631: Developmental Psychology. Three credit hours.

**PSY 655 PSYCHOLOGICAL FACTORS IN REHABILITATION FROM INJURY**
This course is designed to introduce to students the high understanding of psychological factors of sport injury and rehabilitation. Sport demands a high level of physical activity and motor functions, which frequently results in sport injury. This course covers several topics involving injury prevention, psychological responses, brain injury, pain theory, group dynamic responses, social support, children psychological development, coaches’ reactions, and re-injury anxiety. After completing this course, students will be able to understand an athlete’s perception of sport injury and assisting the coping process. Prerequisite: PSY 631: Developmental Psychology. Three credit hours.

**PSY 665 COACHING AND PERFORMANCE**
This course is an investigation of coaching as a vocation. A review of select theories, relative governing bodies, techniques of coaching and sport performance will serve as the foundation.

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Current research will be explored in areas including, but not limited to, leadership behavior in sport, building confidence, coaching elite performers, sport specificity, team cohesion, role clarity, youth coaching and successful strategy. Wellness, fitness and sport specific cases and related measurements will be studied along with gender, race and longevity in the profession. Prerequisite: PSY 631: Developmental Psychology. 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 18 hours of program coursework; GPA of 3.0 or better; Internships require instructor approval. Six credit hours.

**PSY 760 PSYCHOPATHOLOGIES**
Humans have been trying to understand the bases of psychopathologies for thousands of years. This course provides students with the most current information regarding the etiologies and subsequent treatments, of the most prevalent mental illnesses in our society. Prerequisites: Acceptance into program. Three credit hours.

**PSY 797 THESIS GUIDANCE**
This course focuses both on the process of developing and writing a master’s level thesis consistent with the student’s interests and career goals. Special attention will be focused on the development of an effective scientific writing style with an individual faculty member using a mentorship model. Prerequisites: A minimum of 18 credit hours completed in the program and instructor permission; GPA of 3.0 or better. Six credit hours.

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DOCTORAL PROGRAM IN CLINICAL PSYCHOLOGY (PSYD)

PROGRAM DESCRIPTION

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

PROGRAM GOALS AND OBJECTIVES

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

- deliver effective diagnostic and therapeutic services to diverse populations of clients
- apply the biological, psychological and sociological bases of human functioning to the provision of effective quality patient services
- exercise leadership both in the healthcare delivery system and in the training of healthcare and mental health professionals
- expand the role of psychologists within society
- work effectively with other disciplines as part of a professional team

COMPETENCY AREAS

- Broad and General Knowledge
- Assessment
- Intervention
- Diversity
- Teaching and Supervision
- Research
- Ethics

DELIVERY FORMAT / PROGRAM STRUCTURE

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

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

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

ADMISSIONS REQUIREMENTS

Applicants must demonstrate a potential for success in graduate-level academic work, clinical work, and professionalism. No preliminary or probationary admission is available. In addition to the Graduate Application, applicants submit transcripts of all previous academic work, three doctoral reference forms with letters of recommendation, a curriculum vita, GRE scores (waived for applicants with 3.5 GPA in all previous work), and a personal essay. Applicants selected for interviews will interview with at least two faculty members. Please contact the Adult and Graduate Admissions Office for admissions procedures.

PROGRAM PREREQUISITES: PRELIMINARY FOUNDATION WORK

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

• one course in abnormal psychology
• one course in general psychology
• one course in statistics or research methods

These courses must be completed prior to admission or during the first semester of enrollment. These foundation courses may be satisfied in one of the following ways:

• all foundation courses must be completed successfully in the specific content area at a regionally accredited institution.
• foundation courses may be completed through Medaille College, if the courses are offered.
# COURSE PLAN

## First Year (30 credit hours)

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

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

- PSY 731 Cognitive and Affective Processes (3)
- PSY 765 Integrative Assessment (3)

## Second Year (27 credit hours)

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

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

- PSY 735 Professional Ethics and Conduct (3)
- PSY 782 Family Therapy (3)

## Third Year (22 credit hours)

<table>
<thead>
<tr>
<th>Fall Semester (12 credit hours)</th>
<th>Spring Semester (9 credit hours)</th>
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<tbody>
<tr>
<td>PSY 769 Statistics (3)</td>
<td>PSY 794 Clinical Psychopharmacology (3)</td>
</tr>
<tr>
<td>PSY 780 Group Therapy (3)</td>
<td>Elective (3)</td>
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<tr>
<td>Elective (3)</td>
<td>PSY 744 Proseminar and Practicum IV (3)</td>
</tr>
<tr>
<td>PSY 743 Proseminar and Practicum III (3)</td>
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</tbody>
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### Third Summer (Required)

- Clinical Competency Exam
- PSY 851 Clinical Dissertation 1 (1)

## Fourth Year (20 credit hours)

| Fall Semester (10 credit hours) | Spring Semester (10 credit hours) |

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440
Fifth Year

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

PROGRAM REQUIREMENTS

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

1. PSY 700 Psychometrics (3 credits) 12. PSY 758 Psychodynamic Theory and Therapy (3 credits)
2. PSY 705 Professionalization Group (0 credits) 13. PSY 761 Assessment and Treatment of Diverse Populations (3 credits)
3. PSY 701 Diagnostic Psychopathology (3 credits) 14. PSY 764 Clinical Interviewing (3 credits)
4. PSY 710 Cognitive Assessment (3 credits) 15. PSY 765 Integrative Assessment (3 credits)
5. PSY 763 Neuropsychological Assessment (3 credits) 16. PSY 768 Research Methods (3 credits)
6. PSY 715 Objective Personality Assessment (3 credits) 17. PSY 769 Statistics (3 credits)
7. PSY 720 History and Systems of Psychology (3 credits) 18. PSY 770 Cognitive-Behavioral Theory and Treatment (3 credits)
8. PSY 727 Psychology of Life Span Development (3 credits) 19. PSY 780 Group Therapy (3 credits)
9. PSY 731 Cognitive and Affective Processes (3 credits) 20. PSY 782 Family Therapy (3 credits)
10. PSY 735 Professional Ethics and Conduct (3 credits) 21. PSY 794 Clinical Psychopharmacology (3 credits)
11. PSY 749 Physiological Psychology (3 credits)
22. PSY 787 Social Psychology (3 credits)  
23. PSY 790 Administration, Consultation, and Supervision (3 credits)

**ELECTIVE REQUIREMENTS (18 CREDITS)**

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

**POTENTIAL ELECTIVE COURSES:**

1. PSY 719 Child & Adolescent Psychopathology (3)  
2. PSY 745 Proseminar V* (3)  
3. PSY 746 Proseminar VI* (3)  
4. PSY 747 Trauma Through the Lifespan (3)  
5. PSY 762 Substance Abuse and Treatment (3)  
6. PSY 771 Treatment and Assessment of Children & Adolescents (3)  
7. PSY 778 Psychology of Women (3)  
8. PSY 785 Advanced Family Therapy (3)

* = PSY 745 Proseminar V and PSY 746 Proseminar VI constitute a two-course sequence
**PSYD COURSE PREREQUISITES:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Prerequisites</th>
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<tbody>
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<td>PSY 763 Neuropsychological Assessment</td>
<td>PSY 710 Cognitive Assessment</td>
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<tr>
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<td>PSY 741 Proseminar and Practicum I</td>
<td>PSY 705 Professionalization Group</td>
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<tr>
<td>PSY 768 Research Methods</td>
<td>Undergraduate Statistics OR Research Methods</td>
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<td>PSY 727 Psychology of Life Span Development</td>
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<tr>
<td>PSY 743 Proseminar and Practicum III</td>
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<tr>
<td>PSY 744 Proseminar and Practicum IV</td>
<td>PSY 743 Proseminar and Practicum III</td>
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</tbody>
</table>
PROFESSIONALIZATION GROUP REQUIREMENTS

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

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

PROSEMINAR AND PRACTICUM REQUIREMENTS (12 CREDITS)

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

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

- demonstrate skills appropriate to their level of training in conceptualization and clinical service;
- be exposed to a variety of clinical issues in different settings;

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increase their capacity to generalize their clinical experiences across domains and groups; and
• develop specific and global clinical competencies.

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

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

Practicum Placement: Students who are eligible for practicum for the following academic year will meet with the Director of Clinical Training in the Fall to gain an introduction to the practicum selection process and to explore the sites for the following year. In consultation with his or her academic advisor, each student will develop a list of potential practicum sites in order of his or her preference. All sites must be approved by the Director of Clinical Training. The Director of Clinical Training will assign students placement interviews based on each student’s ranked list. Although every effort will be made to help students obtain placement at a site that meets his or her training needs and goals, no particular site can be guaranteed. See the Training Manual for a specific discussion on practicum procedures and requirements.

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

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

CLINICAL DISSERTATION REQUIREMENTS (3 CREDITS)
The Clinical Dissertation is a training experience designed to provide students with a guided opportunity for integrating findings from empirical research toward addressing a psychological issue. The Clinical Dissertation must be a sophisticated piece of written scholarship that demonstrates the ability to frame and address a psychological issue. The primary training goal of the Clinical Dissertation is to help students develop the skills needed to become critical consumers of the empirical literature in psychology.

Students are required to take the following:
• PSY 851 Clinical Dissertation (1 Credit)
• PSY 852 Clinical Dissertation (1 Credit)
• PSY 853 Clinical Dissertation (1 Credit)

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

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

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

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

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

CLINICAL COMPETENCE EXAMINATION REQUIREMENTS

Students are required to take and successfully pass a Clinical Competence Examination (CCE) during the Summer Semester of their third year of coursework. The CCE includes a treatment summary, a case presentation, a written case analysis, an oral presentation, and an oral examination based on the written and case presentations. This format is designed to assess

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students’ knowledge, clinical reasoning within a conceptual model, technical skills, relationship skills, and ability to communicate in written and oral forms. The CCE evaluates the student’s written and oral performance in the following areas:

- Knowledge Base
- Clinical Reasoning
- Technical Skill
- Relationship Skill
- Formal Communication Skills

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

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

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

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

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

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

1. The chair of the CCE examination committee in consultation with the PsyD Program Director
2. Head of the Division of Applied and Social Sciences

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3. Academic Affairs Office

INTERNERSHIP REQUIREMENTS

Students will complete an 1750-hour internship as a condition for graduation. The internship is an integral component of the doctoral program and the final experience in the clinical training sequence. During the internship, the student is expected to assume significant responsibilities and to perform major professional functions under the supervision of qualified psychologists. Because the internship is typically the last step in the student’s preparation for functioning as an independent professional, the internship experience should provide the student with a variety of appropriate role models, as well as intensive and diverse opportunities to function in the various roles expected of a clinical psychologist. Typically, full-time students begin the internship during their fifth year of enrollment.

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

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

CONCENTRATIONS

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

1. Child & Family Psychology
2. General Adult Clinical

Child & Family Psychology Concentration

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

- apply concepts of normal development and developmental psychopathology to the understanding of children’s unfolding adaptive and maladaptive functioning, involving biological, behavioral, psychosocial, interpersonal, and sociocultural levels of analysis; and
- design and implement interventions directed at the assessment and treatment of children, families, and other related systems.
Potential Electives:
- PSY 719 Child & Adolescent Psychopathology (3)
- PSY 747 Trauma Through the Lifespan (3)
- PSY 771 Treatment and Assessment of Children & Adolescents (3)
- PSY 785 Advanced Family Therapy (3)

**General Adult Clinical Concentration**
The General Adult Clinical Concentration allows students to explore the evaluation, diagnosis, and treatment of problems across the adult life span. Students examine milder stress and adjustment problems of individuals, as well as more severe forms of psychopathology, as they gain advanced skills in psychotherapy and psychological assessment. Theoretical and applied aspects of intervention are explored from multiple perspectives. Additionally, specific treatment issues relating to individual and cultural differences are explored. Students who complete the General Adult Clinical Concentration will be able to:
- apply advanced skills in the evaluation, diagnosis, and treatment of problems across the life span;
- apply advanced skills in psychotherapy and psychological assessment to both milder stress and adjustment problems of individuals, as well as more severe forms of psychopathology; and
- treat patients with a variety of presenting problems across the spectrum of social class, race, ethnicity, gender, sexual orientation and other Individual and Cultural Differences.

Potential Electives:
PSY 762 Substance Abuse and Treatment (3)
PSY 778 Psychology of Women (3)
PSY 747 Trauma Through the Lifespan (3)
PSY 779 Geropsychology (3)

**ENROLLMENT**

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

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

**Attendance:** Attendance is a critical and mandatory part of your education and clinical training. In the event of a serious illness or family emergency that will result in an absence,
students **must immediately contact their instructor** to notify him or her of their absence. Students who miss a significant amount of class time and fail to contact their instructor in a timely manner and make up the work, or who do not have an excused absence, will be given an F for the course.

**EMAIL POLICY**

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

**EMERGENCY NOTIFICATION SYSTEM**

In the event of a campus closing, general class cancellations, or other emergency situations, Medaille has implemented an emergency notification system that sends notifications through text messaging (SMS), email, and messages to cell and home phone numbers. Students are required to keep their **contact information up-to-date using a web form** that will ask for the student ID number and Medaille email address. The information collected through this site will be used by authorized College personnel in the event of weather-related campus/class cancellations or other situations where time is of the essence. Test messages to all contact numbers within the system will be sent out once each semester. This information will not be used for any other purpose. Specific instructions are available on the Medaille Website: **Click here to add or to update your text/cell phone/SMS, email, home phone information**

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

In the event that a student has a concern or question about a course he or she is encouraged to consult the instructor of the course before bringing concerns to the Program Director. If the situation is not resolved in consultation with the instructor, concerns and/or questions should be brought to the attention of the Faculty Advisor and then to the Program Director. Further inquiries may be addressed by the Division Head as described in the Graduate Catalog.

**STUDENT ADVISEMENT**

Each student will meet with his or her faculty advisor weekly during the first year of the program during the professionalization group and a minimum of twice per term thereafter. During the dissertation process, the dissertation advisor becomes the student’s academic advisor and will be in contact with the student at least once a month, but more often during many phases of the project. Requests for change of advisor must be made in writing and approved by the Program Director. Advisement activities will include, but will not be limited to, the following:

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

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

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

ACADEMIC REVIEW/PROBATION/DISMISSAL

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

Satisfactory Progress: Students must maintain a grade point average (GPA) of 3.0 on a scale of 4.0, and complete the program within seven (7) years after matriculation. The Clinical Competence Examination must be passed by the end of the 5th year.
Maximum Time Frame Requirements: (without approved LOA):
Completion of the program in 7 years
Completion of all required coursework in 5 years
Completion of the CCE within 5 years.

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

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

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

Academic Integrity: Medaille’s faculty and administration expect all students to complete their academic assignments with honesty and integrity. Students who engage in any form of academic dishonesty (e.g., plagiarism, cheating on a test, forging a signature or an entire college document) will be dealt with severely, with penalties ranging from an F on a given assignment to failing a course or even academic dismissal from the program. It is important to note that the Graduate School at Medaille College interprets the submission of the same paper/assignment, or substantially the same paper/assignment, to more than one instructor to be a violation of this code. Students found guilty of such offenses risk dismissal from the College.

PROFESSIONALISM

Comprehensive Evaluation Policy (adapted from The Comprehensive Evaluation of Student-Trainee Competence, Council of Chairs of Training Councils, CCTC):
Faculty, training staff, supervisors, and administrators participating in doctoral level psychology training have a professional, ethical, and potentially legal obligation to: (a) establish criteria and methods through which aspects of competence other than, and in addition to, a student-trainee's
knowledge or skills may be assessed (including, but not limited to, emotional stability and well-being, interpersonal skills, professional development, and personal fitness for practice); and, (b) ensure—insofar as possible—that the student-trainees who complete their programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, and within the parameters of their administrative authority, professional psychology education and training programs, faculty, training staff, supervisors, and administrators strive not to advance, recommend, or graduate students or trainees with demonstrable problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large. As such, faculty, and supervisors will evaluate students’ (a) interpersonal and professional competence (b) self-awareness, self-reflection, and self-evaluation; (c) openness to processes of supervision; and (d) resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner.

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

**STUDENTS WITH DISABILITIES**

In compliance with Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990, Medaille College does not discriminate on the basis of disability. The Office of Disability Services was created to assist students with disabilities in all aspects of college life. College personnel do as much as is reasonable to ensure that individuals with disabilities achieve independence and fully participate in the mainstream of the educational process in a comprehensively accessible environment. Students with disabilities are encouraged to contact the office of Disability Services for information about policies and procedures relevant to the Americans with Disabilities Act within the first week of the term. Students are advised of their right that the self-disclosure and accommodation process be carried out as confidentially as possible. Students are not required to discuss the reasons for accommodation with any other faculty or staff member of the institution. In order for an accommodation plan to be implemented for a course, 1) The Office of Disability Services must provide the student with a statement that the student has submitted satisfactory documentation to qualify as disabled and 2) a student deemed qualified as disabled must meet with the instructor to discuss appropriate course-related accommodations.

Coordinator of Disability Services
Academic Support Center
(716) 880-2214
WAIVER OF A COURSE REQUIREMENT

A maximum of 9 credit hours may be transferred into the PsyD program. A Course Substitution Request must be submitted to the Program Director during the first academic year, and must include a course syllabus. Students are encouraged to include copies of major assignments. This request must be approved by the Registrar, the Program Director and the Division Head. Courses that are have at least 80% overlap with that offered at Medaille will be accepted, at the discretion of the core faculty member who serves as coordinator for the course.

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

RESCHEDULING CLASSES IN THE EVENT OF INCLEMENT WEATHER

In the event that the College cancels one day out of the schedule due to inclement weather or other unforeseen circumstances, the Instructor will contact his or her students to inform them of how missed work/time will be made up. Students are encouraged to sign up for weather closure notices at www.medaille.edu/alert

EMERGENCY FACILITIES CLOSURE

In the case of an emergency facilities closure (i.e., due to natural disaster or pandemic flu), classes will continue online using Blackboard. The link for Blackboard courses can be found at www.medaille.edu and information regarding completing course requirements can be found on the class syllabus.
PSYD COURSE DESCRIPTIONS

PSY 700 PSYCHOMETRICS
This is the first course in the doctoral assessment sequence. Students will learn basic psychometric theory and principles of test construction as well as to gain an understanding of the process, methodology, and application of assessment. Ethical and professional considerations about assessment will be raised. Topics include: theories of psychological measurement, scale development, item analysis, item bias, reliability, validity, and test fairness. Credits: 3.0. Prerequisites: None.

PSY 701 DIAGNOSTIC PSYCHOPATHOLOGY
This course focuses on the description, etiology, and diagnosis of psychological and personality disorders. Relevant clinical research relevant to the course is reviewed and used to enrich the theoretical basis. While the primary focus of this course is the DSM-IV diagnostic system, other systems of understanding may be considered. Discussion of the broad continuum of symptomatology encountered in clinical practice, and the unique personal experience that characterizes every clinical case, are included. This course will focus on the major psychological and personality disorders of the DSM IV-TR. Particular emphasis on the etiology, prevalence, symptoms, and prognosis of these disorders is placed. Empirically validated research is examined with emphasis on the influence of culture has on diagnosis, treatment and prognosis. Credits: 3.0. Prerequisites: None.

PSY 705 PROFESSIONALIZATION GROUP
This course serves as a discussion group for first year students. The scope of the course will include both personal and professional development and preparing for future careers in the psychology field. Professional ethics, including New York State Laws, Rules, and Regulations and the APA Ethical guidelines will be reviewed. The group sessions allow students to become comfortable with interacting with other psychology students in a professional environment. Group work will cover the study of clinical psychology, therapeutic work, and professional development. The group dynamic will be balanced with self-directed learning and personal evaluations; including values and desires leading to the study of psychology, interpersonal relationship, meaning and values, pathways to growth, and a more comprehensive understanding of a psychologist’s role in society. Furthermore, students will gain a solid understanding of the various roles of clinical psychologists. As part of this course, students will be required to complete the NY State Curriculum in Identification and Reporting of Child Abuse. Credits: 0. Prerequisites: None.

PSY 710 COGNITIVE ASSESSMENT
Theories, practices, and the development of cognitive assessment in children and adults provide the framework for this course. Students will familiarize themselves with the various types of assessments, how to identify appropriate assessments, and gain an understanding of the process, methodology, and application of assessment. Students will gain professional development via practice with written and oral reporting. In addition, ethical and professional considerations about cognitive assessment will be raised. The course will improve students’ awareness of how
diversity and multiculturalism may affect assessment outcomes. Credits: 3.0. Prerequisites: None.

**PSY 711 PROJECTIVE PERSONALITY ASSESSMENT (ELECTIVE)**
This course introduces the Exner Comprehensive System for the Rorschach as well as selected projective tests in both theory and practice. The dual approach allows students to gain competence in administering, scoring, and interpreting projective tests, and master the theoretical fundamentals upon which the tests were developed. Students will further hone their professional skills through report writing, critical evaluation, interviewing, rapport building, and interpretation of data. Ethical and legal considerations within the scope of assessments will also be addressed. Credits: 3.0. Prerequisites: PSY 715 Objective Personality Assessment & PSY 710 Cognitive Assessment.

**PSY 715 OBJECTIVE PERSONALITY ASSESSMENT**
This course familiarizes students with objective personality assessment. Students will gain an understanding of the development and evolution of personality assessment—from its early history to current status. Emphasis on proper procedure, strategies for testing, and validity of testing will be covered. From here students will have the opportunity to practice the assessment process in labs designed to develop familiarity and competence in all aspects of the procedure—from initial stages through testing to evaluation and feedback. Students will develop their professional skills and learn about the variables associated with personality assessment, including demographics such as age, culture, gender, ethnic group, and marital status. Credits: 3.0. Prerequisites: None.

**PSY 719 CHILD AND ADOLESCENT PSYCHOPATHOLOGY (ELECTIVE)**
This course focuses on the development issues associated with children and adolescents. Students will be introduced to the stages of child and adolescent development as it relates to psychopathology. Students will learn to recognize the risk factors—social, behavioral, and affective—which may lead to psychological disorders. Emphasis will be placed on emotional and behavioral disorders—including risk factors, etiology, treatments, and case descriptions. These disorders will be defined and analyzed in order to suggest effective treatment routes. Credits: 3. Prerequisites: None.

**PSY 720 HISTORY AND SYSTEMS OF PSYCHOLOGY**
Major theories, frameworks, leading figures, and historical influences will be examined in relation to the current theories and practices of clinical psychology. From the early Greek philosophers to the modern debates between pure, scientific, and applied psychology—students will trace a line of progress leading to comprehensive understanding of psychology. The social, political, and scientific contexts that fostered the origins and development of psychology will be considered throughout. Problems in the development of psychology as a discipline will be examined with contrasting viewpoints and alternatives to accepted models and systems. Credits: 3.0. Prerequisites: None.
PSY 727 PSYCHOLOGY OF LIFE SPAN DEVELOPMENT
The stages and transitions in physical, cognitive, emotional, and social development across the lifespan will be studied. An emphasis on cross-cultural, gender, familial, and historical perspectives will be emphasized in relation to life span development. A focus on the interaction between genetic and environmental influences upon human development and an understanding of the development and influences affecting personal and interpersonal development will lend a greater depth to the analysis and understanding of life span development. Content areas include infant perception, attachment behavior, intelligence, cognitive development, moral development, and social interaction. In addition, the application of these topics to the practice of clinical psychology will be introduced throughout the course work. Credits: 3.0. Prerequisites: None.

PSY 731 COGNITIVE AND AFFECTIVE PROCESSES
This course provides an in-depth appreciation and thorough understanding of the current research models and theoretical frameworks in cognitive science. The curriculum explores both the cognitive and affective processes. Topics covered include; memory, attention, problem-solving, language, emotional states, and decision making. The translation from a theoretical knowledge-base to the clinical application of such information is emphasized. Students will gain not only a rich contextual background of “the cognitive revolution” but the ability to directly apply these theories and framing devices to their real-life, clinical experience. Major figures and key developments in the field will enrich the clinical experience and allow students to further delve into historical progress of Psychology. Credits: 3.0. Prerequisites: None.

PSY 735 PROFESSIONAL ETHICS AND CONDUCT
This course aids students in understanding the obligation for the ethical and legal responsibilities, professional conduct, and the necessity to “do good and avoid harm” within the scope of assessment, therapy, forensics, and consultative and supervisory relationships. Using the APA’s Code of Ethics and New York State Law as a framework, this course focuses on understanding and development of the ethical decision making process, client privacy, modeling responsible behavior, and cultivating expertise as a professional psychologist. Attention will be placed on continuing professional development through ongoing supervision and upgrading professional skills. In addition, the unique challenges of group, family, and multi-cultural counseling issues will be addressed in relation to ethical and legal conduct. Credits: 3.0 Prerequisites: PSY 705: Professionalization Group.

PSY 741 PROSEMINAR AND PRACTICUM I
The two years (four semesters) of practicum provide supervised clinical field experience. In addition to the required hours working at the assigned training site, students enrolled in practicum meet weekly in a practicum seminar led by a core faculty member. The overall practicum experience may be structured such that either the first year of practicum experience (Practicum I and II) will focus on assessment issues and the second year on psychotherapy (Practicum III and IV), or that both assessment and intervention experience will be intermixed over the two years of practicum. Proseminar and Practicum I will provide students with the opportunity to develop their personal approach to therapy via thorough research and theoretical constructs. Legal, ethical, moral, and professional concerns will be considered. Students will...
gain valuable professional development —sensitivity & diversity training, consultation skills, interviewing skills, and evaluation methods will be taught and reviewed. Students will also have the opportunity to set and achieve their personal goals for professional development. New York State legislation on confidentiality will be addressed as well. Credits: 3.0. Prerequisites: PSY705 Professionalization Group, PSY701 Diagnostic Psychopathology, PSY 763 Neuropsychological Assessment, PSY 710 Cognitive Assessment, PSY 715 Objective Personality Assessment, PSY 764 Clinical Interviewing, PSY 727 Psychology of Life Span Development.

**PSY 742 PROSEMINAR AND PRACTICUM II**
The two years (four semesters) of practicum provide supervised clinical field experience. In addition to the required hours working at the assigned training site, students enrolled in practicum meet weekly in a practicum seminar led by a core faculty member. The overall practicum experience may be structured such that either the first year of practicum experience (Practicum I and II) will focus on assessment issues and the second year on psychotherapy (Practicum III and IV), or that both assessment and intervention experience will be intermixed over the two years of practicum Proseminar and Practicum II will build upon the knowledge base from Proseminar and Practicum I. This course will provide more detailed and in-depth theoretical and empirical data. Topics will include evidence-based practices, applying current theory to practice, research methods for yourself and your client, analysis and assessment theory and practice, and assessment writing. Credits: 3.0. Prerequisites: PSY 741: Proseminar and Practicum I.

**PSY 743 PROSEMINAR AND PRACTICUM III**
This practicum provides supervised clinical field experience. In addition to the required hours working at the assigned training site, students enrolled in practicum meet weekly in a seminar led by a core faculty member. The overall practicum experience may be structured such that practicum students will focus on their particular area of interest/specialty as well as their continued personal and professional development as an emerging psychologist. Feedback, group evaluation, and self-evaluation will provide participants with the opportunity to further hone their skills and gain new proficiencies. Credits: 3.0. Prerequisites: PSY 758 Psychodynamic Theory and Therapy, PSY 764 Clinical Interviewing, PSY 735 Professional Ethics and Conduct, PSY 741 Proseminar and Practicum I, PSY 742 Proseminar and Practicum II, PSY 761 Assessment and Treatment of Diverse Populations, PSY 765 Integrative Assessment, PSY 768 Research Methods, PSY 770 Cognitive-Behavioral Theory and Treatment.

**PSY 744 PROSEMINAR AND PRACTICUM IV**
This practicum provides supervised clinical field experience. In addition to the required hours working at the assigned training site, students enrolled in practicum meet weekly in a seminar led by a core faculty member. The overall practicum experience may be structured such that advanced practicum students will focus on their particular area of interest/specialty as well as their continued personal and professional development as an emerging psychologist. Feedback, group evaluation, and self-evaluation will provide participants with the opportunity to further hone their skills and gain new proficiencies. Credits: 3.0. Prerequisites: PSY 743: Proseminar and Practicum III.
PSY 745 PROSEMINAR AND PRACTICUM V (ELECTIVE)
The advanced practicum provides supervised clinical field experience. In addition to the required hours working at the assigned training site, students enrolled in practicum meet weekly in a practicum seminar led by a core faculty member. The overall practicum experience may be structured such that advanced practicum students will focus on their particular area of interest/specialty as well as their continued personal and professional development as an emerging psychologist. Both theoretical and practical concepts will be explored and used to further hone the specialized skill area of the student. Both personal and professional growth will be highlighted, as well as the continued development of professional policies and effective communication with clients. Credits: 3.0. Prerequisites: PSY 744: Proseminar and Practicum IV.

PSY 746 PROSEMINAR AND PRACTICUM VI (ELECTIVE)
The advanced practicum provides supervised clinical field experience. In addition to the required hours working at the assigned training site, students enrolled in practicum meet weekly in a practicum seminar led by a core faculty member. The overall practicum experience may be structured such that advanced practicum students will focus on their particular area of interest/specialty as well as their continued personal and professional development as an emerging psychologist. Both theoretical and practical concepts will be explored and used to further hone the specialized skill area of the student. Both personal and professional growth will be highlighted, as well as the continued development of professional policies and effective communication with clients. Credits: 3.0. Prerequisites: PSY 745: Proseminar and Practicum V.

PSY 747 TRAUMA THROUGHOUT THE LIFESPAN (ELECTIVE)
This course is designed as an introduction to psychological reaction and adjustment to sexual, physical, and emotional trauma. The various stages of emotional, physical, and social development will be taken into account at they relate to trauma. This course will address theoretical issues, assessment, diagnostic issues, and intervention strategies important for contemporary psychological practice. Some of the topics that will be covered included: assessment and treatment of child maltreatment and sexual abuse, treatment of adult survivors of sexual abuse, false memory controversy, date rape, domestic violence and immigration trauma. The course will address the multi-theoretical models of traumatic syndromes, and students will critique research in the areas of adjustment to trauma, diagnosis of trauma related disorders, and treatment of responses to trauma. Credits: 3.0. Prerequisites: None.

PSY 749 PHYSIOLOGICAL PSYCHOLOGY
This course introduces students to the gross anatomy and the neurophysiology of the nervous system. Students are presented with updated data and findings regarding neurological functions as the foundations of human behavior. It presents an overview of endocrinological processes, adding more breadth to the purpose of this course, introducing students to the fundamentals of physiology behavior correlates. In addition, this course introduces students to the clinical ramifications of primitive reflexes and developmental undertones. This course provides an introduction to biological aspects of behavior. The topics include: biological bases of behavior,
development, learning, memory, and abnormal psychology; the nervous system; processes of brain maturation; genetic influences; psychophysiology. Credits: 3.0. Prerequisites: None.

**PSY 758 PSYCHODYNAMIC THEORY AND THERAPY**
The course provides an in-depth study of the major schools of psychodynamic theories including the work of Freud, Melanie Klein, the post-Klienians and Time Limited Dynamic Psychotherapy. Students will familiarize themselves with the methodology of each psychodynamic approach within a clinical setting. Classic psychoanalysis and contemporary theoretical approaches are covered, thus giving the students a historical perspective of the development and changes within the field of psychodynamic theories and therapy. Case formulation with a psychodynamic orientation and the application of psychodynamic interventions in psychotherapy are studied as well. In order for students to gain a hands-on appreciation of the theories, case material is used to increase working skills. Credits: 3.0. Prerequisites: PSY 727 Psychology of Life Span Development.

**PSY 761 ASSESSMENT AND TREATMENT OF DIVERSE POPULATIONS**
The effect of diversity issues in the counseling relationship, outcomes, and service delivery will provide the focus of this course. This course is designed to increase student self-awareness of the importance of self-understanding and to explore the biases inherent in our social relationships. Personally and professionally, perceptions of others may affect our interactions with them. As psychologists, it is important to examine our own personal values systems and how these may enter into a counseling relationship. Students will promote culturally sensitive assessment and treatment of minority groups with diverse ethnic and racial populations, as well as, culturally-defined groups, such as: women and men, gay/lesbian/bisexual/transgendered people, people with disabilities, elders, and people with HIV disease. This course will provide students with an attentiveness towards and an appreciation of the diversity in our culture and how to interact in a professional and ethical manner. Students will learn and adhere to the American Psychological Association’s ethical codes. Credits: 3.0. Prerequisites: None.

**PSY 762 SUBSTANCE ABUSE (ELECTIVE)**
This course will provide theoretical and experiential training in the prevention, intervention, and treatment applicable to a heterogeneous substance abuse population. The foundations and psychology of substance abuse will be explored, as well as the clinical aspects of substance abuse. In addition, this course will focus on how substance abuse intersects with cultural and social demographics, as well as the role that gender plays in substance abuse. The various assessment tools and practices will be discussed, as well as the format for the evaluative process. Students will understand the intervention and recovery process for treating patients and their families with substance abuse issues. Finally, students will be able to identify the ethical and legal issues of working with this population. Credits: 3.0. Prerequisites: None.

**PSY 763 NEUROPSYCHOLOGICAL ASSESSMENT**
This course approaches neuropsychology by focusing on the relationship between the human brain and behavior, specifically developmental, systemic, neurological, and/or psychiatric issues. Students will gain in-depth knowledge of the scientific basis of normal and pathological human
behavior as it relates to neuropsychology. Students will gain a thorough understanding of the testing and reporting schema of common neurological assessment tools and clinical issues relating to neuropsychological problems. Students will evaluate and suggest treatment options based on their assessments. In addition, special attention is given to the implications of assessment and treatment when working with diverse populations. Credits: 3.0. Prerequisites: PSY 710 Cognitive Assessment.

**PSY 764 CLINICAL INTERVIEWING**
Students will develop their self-awareness, interpersonal awareness and critical thinking in order to become more proficient clinical interviewers. They will learn the procedures and techniques for conducting a full clinical interview as part of an initial client assessment. Basic listening, interviewing, and strategic skills will be covered in order to maximize the effectiveness of clinical interviewing. Students will examine directive and nondirective approaches to interviewing. In addition, they will read and analyze theoretical and empirical literature relating to this topic. Demonstrations, role-playing, and structured exercises will allow students to practice and further hone their professional skills. Credits: 3.0. Prerequisites: PSY 701 Diagnostic Psychopathology.

**PSY 765 INTEGRATIVE ASSESSMENT**
This course provides students with an in-depth study of integrative assessment. The theories behind integrative assessment and specific tests are covered. The course improves the students’ hand-on experience in administering, evaluating, and reporting assessments under supervision from an instructor. Students will begin by learning the nature of assessment in regards to treatment options. From here, professional communication skills will be honed as students learn the appropriate techniques and ethical guidelines for approaching and interviewing patients in order to select an assessment. Students will then learn the proper procedure for assessment, evaluating assessment, provided feedback and evaluation to both clients and other professionals. Batteries submitted by students will involve integration of interview and assessment data across domains. Credits: 3.0. Prerequisites: PSY 763 Neuropsychological Assessment, PSY 715 Objective Personality Assessment, PSY 710 Cognitive Assessment.

**PSY 768 RESEARCH METHODS**
This course is the first in a two-course research sequence. The course will focus on the problems and procedures of research sciences with emphasis on understanding the basic types of research, the development of sound research design, conducting an appropriate experiment, and utilization of an effective writing style for preparing and reporting research. The importance and effects of diversity issues in research, and ethical issues in research are also covered. Credits: 3.0. Prerequisites: Undergraduate Statistics or Research Methods.

**PSY 769 STATISTICS**
This course is a continuation of Statistics and Research Methods I. Quantitative, multivariate approaches to systematic inquiry are covered along with additional skills needed for the completion of the proposed Clinical Research Project. These include qualitative approaches and literature review skills with an emphasis on the integration and synthesis of findings appropriate
to a proposal that can be the basis of the CRP. The importance and effects of diversity issues in research, and ethical issues in research are also covered. Credits: 3.0. Prerequisites: PSY 768 Research Methods.

**PSY 770 COGNITIVE BEHAVIORAL THEORY AND TREATMENT**

Theoretical foundations and major cognitive-behavioral therapies are reviewed in this course. Professional skill development—including professional ethics, professional characteristics regarding the use of CBT, and value conflicts with clients—will be emphasized. They will also have the opportunity to design appropriate treatment plans. The theories, principles, and techniques of cognitive behavioral theory will be addressed. Credits: 3.0. Prerequisites: PSY 731 Cognitive and Affective Processes.

**PSY 771 TREATMENT AND ASSESSMENT OF CHILDREN AND ADOLESCENTS (ELECTIVE)**

This course is designed to provide a thorough understanding of commonly used assessment and treatment modalities utilized with children and adolescents who are experiencing social, behavioral or emotional problems. Emphasis on identifying “at risk” children and adolescents, and the development of prevention programs. Credits: 3.0. Prerequisites: None.

**PSY 778 PSYCHOLOGY OF WOMEN (ELECTIVE)**

Female development will be studied in depth. Branches of development for the purposes of this course include personality developments, physical growth and change as it relates to psychology, and psychopathologies. Cultural and social distinctions will be explored as they link to the overall study of female development including relationships, pregnancy, health issues, and aging. Special attention will be placed on how gender may interact with issues such as sexual assault and abuse. In addition, students will explore the societal implications of “the feminine” and how such social strictures impact self-image and self-esteem. The class will utilize current and historical readings, lecture and group processes. Issues relevant to clinical practice, such as therapist gender, therapist pregnancy, transference problems and role conflicts are highlighted. Credits: 3.0. Prerequisites: None.

**PSY 779 CLINICAL GEROPSYCHOLOGY (ELECTIVE)**

This course is designed to provide students an introduction to issues and clinical practice with aging clients and their families. Personality and cognitive assessment will be discussed, with attention to particular instruments used with an elderly clientele. Therapeutic models, interventions, and issues relevant to elders and their caregivers will be explored. Relevant public policies will be reviewed in terms of their implications for the aging of the population. Society’s views of the elderly and the experience of minority elders will be explored. Credits: 3.0 Prerequisites: PSY 727 Lifespan Development.

**PSY 780 GROUP THERAPY**

Operating within an ethical and professional rubric, this course introduces students to the fundamentals of theoretical and practical group psychotherapy sessions. Emphasis will be placed on both concepts and firsthand experiences of group therapy. In terms of theory, students will

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gain an understanding of the nature, function, major theoretical approaches, and the various stages of group therapy. In practice, students will apply their knowledge and skill set to various stages of client development, client populations, and therapeutic situations in therapy sessions. Students will receive feedback and evaluation from their group therapy practice session. Credits: 3.0. Prerequisites: PSY 770 Cognitive-Behavioral Theory and Treatment.

**PSY 782 FAMILY THERAPY**
Investigating the fundamentals in the field of family therapy and family systems, this course covers theoretical models and an integrative approach to marriage and family therapy. Students are introduced to family therapy concepts; perspectives of family therapy and its evolution including context and historical data, and basic models of family therapy. Students will learn the intricacies of family therapy and the diverse factors relating to successful therapy sessions. Building upon the theoretical framework, students will have the opportunity to gain practical, hands-on experience in therapy sessions developed to test and enrich their skills. Professional development including assessment, treatment plans, intervention & interactions, group dynamics, etc. will be integrated into the working model of family therapy. In addition, multi-cultural and social elements will be discussed in relation to their impact on family therapy. Credits: 3.0. Prerequisites: PSY 727 Psychology of Life Span Development.

**PSY 785 ADVANCED FAMILY THERAPY (ELECTIVE)**
An advanced theoretical and practical foundation for counseling individuals, couples, and families is emphasized. The course provides a survey of current skills and methods in work with individuals, couples, and families with an emphasis on integrating various systemic models of functioning and intervention. The emphasis is on an integration of assessment and therapeutic theory and technique through ongoing couple and family simulations. Supervision skills in family and couples treatment are a second major emphasis of this course. Credits: 3.0. Prerequisites: None.

**PSY 787 SOCIAL PSYCHOLOGY**
Students will be introduced to Social Psychology through a historical overview and the various methods used in its study. Topics covered include social perception, identity, social behavior, attitudes, conformity, discrimination, group dynamics, anger, helpful behaviors, and close relationships. Emphasis is placed on the major theoretical frameworks of social psychology and their application to the clinical population. Concepts from research and theory in social psychology are presented for the understanding of social influence on personality, human interaction, and behavior. Applications of social psychology to clinical settings are emphasized. Credits: 3.0. Prerequisites: None.

**PSY 790 ADMINISTRATION, CONSULTATION, AND SUPERVISION**
The aim of this course is to provide students with an overview of theory, research, and practice models for administration, consultation, and supervision. Models and issues related to mental health and health services delivery, organizational structure and leadership, and clinical supervision and training are described and discussed. Students also discuss common strategies,
modalities, issues and dilemmas in the multiple roles of psychologists. Credits: 3.0 Prerequisites: PSY 744 Proseminar and Practicum IV.

**PSY 794 CLINICAL PSYCHOPHARMACOLOGY**
Psychotropic drugs will be studied from a medical and a cultural point of view. Students will learn the history and development in drug taking behaviors and abuses from the nineteenth century to present—including expectations, effects, treatments, and cultural practices and differences. The differences between use, misuse, and abuse will be studied from a physical and psychological standpoint. Furthermore, psychotropic drugs used in the treatment of psychological disorders and their biochemical properties will be studied in-depth. Psychotropic drugs’ effects on the brain, their neurochemical basis and mechanism of action and their clinical application will be discussed. Principles of current use and the current status of psychopharmacology will be covered as well. A theoretical framework will be established to enable the student to understand the biochemical properties of psychotropic drugs. Credits: 3.0 Prerequisites: PSY 749: Physiological Psychology.

**PSY 798 SPECIAL TOPICS IN PSYCHOLOGY**
Topic to be specified each semester course offered.

**PSY 851 CLINICAL DISSERTATION I**
This course is designed to enable students to successfully navigate through the dissertation process. Content areas include the various stages of the dissertation including the proposal, review of literature, methodology, measurement, data collection, selecting a committee and chairperson, and presenting and discussing the results with emphasis on validity and statistical recording. This course also provides feedback for students’ preliminary dissertation work. Credits: 1.0. Prerequisites: PSY 768 Statistics and Research Methods I.

**PSY 852/853/854 CLINICAL DISSERTATION II, III, EXTENDED**
This course is designed to enable students to successfully navigate through the dissertation process. Content areas include the various stages of the dissertation including the proposal, review of literature, methodology, measurement, data collection, and presenting and discussing the results with emphasis on validity and statistical recording. This course also provides feedback for students’ dissertation work. Credits: 1.0. Prerequisites: PSY 851 Clinical Dissertation I.

**PSY 900 CLINICAL PSYCHOLOGY INTERNSHIP**
The internship is an integral component of the doctoral program and the final experience in the clinical training sequence. During the internship, the student is expected to assume significant responsibilities and to perform major professional functions under the supervision of qualified psychologists. Because the internship is typically the last step in the student’s preparation for functioning as an independent professional, the internship experience should provide the student with a variety of appropriate role models, as well as intensive and diverse opportunities to function in the various roles expected of a clinical psychologist. Credits: 0. Prerequisites: Completion of 90 Credit Hours, All required coursework, 18 elective credits, Clinical Competence Examination, Endorsement of the Faculty.

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DIVISION OF MANAGEMENT AND LEADERSHIP

PROGRAM SUMMARY

Medaille College offers two graduate degrees: a Master of Business Administration (MBA) and a Master of Arts in Organizational Leadership (MA). The MBA is designed for working adults with management and business experience; its purpose is to provide graduate training in strategic decision making and leadership to adult business professionals. The Organizational Leadership program is designed to teach the theories, models, tools, and techniques that foster effective leadership.

Medaille also offers an Advanced Certificate in Integrated Healthcare Delivery, as well as a concentration in Integrated Healthcare Delivery while pursing either the MBA or the M.A. in Organizational Leadership.

These programs relate theory to practice. Instructional methods include mini-lectures, seminars, case studies, role-playing, and simulations. Each course is a required component of the program and must be taken in sequence.

TIME TO COMPLETION POLICY: Students have a time limit of four years for degree completion for MBA and M.A. in Organizational Leadership.

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

- To earn the Master of Business Administration degree, students must complete the following:
  - A total of 48 semester credits with a minimum cumulative GPA of 3.0.
  - A minimum 40 of the 48 semester credits must be earned at Medaille.
- To earn the Master of Arts in Organizational Leadership degree, student must complete the following:
  - A total of 40 semester credits with a minimum cumulative GPA of 3.0.
  - A minimum 32 of the 40 semester credits must be earned at Medaille.
- Before degrees are awarded, students must complete payment of all tuition and fees and return in satisfactory condition to the College all College property on loan to the student.
- Any person who wishes to participate in the annual commencement, held during the month of May each year must complete all academic requirements for graduation in order to participate, except for (1) those students in the process of completing requirements in the semester during which commencement takes place and (2) those students lacking the last one or two courses in their sequence who, prior to the ceremony, register to take those outstanding credits during the Summer Session of their graduation year.
Textbooks and Course Materials: Textbooks and materials for evening students are delivered to the student if fee payments have been completed in accordance with the payment policies of Medaille College and if immunization requirements have been met. If a student is absent from any session during which materials are delivered, it is the student's responsibility to contact the branch campus administrative office to obtain his/her course materials. Fast Forward students may purchase their texts through Medaille’s on-ground or online bookstore. Contact the online bookstore at: www.medaille.bkstr.com.

ADULT/GRADUATE/ONLINE MISSION

Medaille College provides high quality academic programs designed to accommodate non-traditional students. These academic program are structured around self-directed and collaborative learning situations, the meaningful integration of theory and practice, an emphasis on meeting individual student needs, and a commitment to innovative instructional methods and technology.

Furthermore, we are dedicated to excellence in teaching and professional and student development, as well as to serving both the College and the community. These programs is committed to the maximum development of its human resources - students and faculty - and strives to create an atmosphere characterized by inquiry, openness, and professionalism. We are actively engaged in providing high quality degrees that develop lifelong, pro-active, adult learning skills through applied instruction and in cultivating and sustaining partnerships with the academic, business, and public communities.

ADULT/GRADUATE/ONLINE LEARNING GOALS

Note: The Adult/Graduate/Online Learning Goals apply to online and accelerated programs.

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

FUNDAMENTALS OF ACCELERATED LEARNING

These academic program are designed based on these fundamental concepts:
1. The use of academically qualified business professionals to teach courses which integrate theory and practice in a meaningful way;
2. Emphasis on an instructional model that uses small groups of experienced adults in collaborative learning situations to solve management problems;
3. Reliance on self-directed learning and highly motivated adult learners;
4. A standardized sequence of courses and established curriculum that is regularly reviewed and updated by Medaille faculty and other business professionals;
5. Special emphasis on meeting individual student needs; and
6. A commitment to innovation and non-traditional instructional methods and technology.

**ADULT/GRADUATE/ONLINE UNIQUE STRENGTHS**

1. **Acceleration:** The accelerated pace of the program places much of the learning responsibility with the student. Students are expected to spend considerable time each week preparing for class. Because courses run for only seven weeks, every meeting is important.

2. **Collaborative Cohort Learning:** Most non-traditional students are members of two learning communities: their cohort and their learning team. Even students enrolled in programs that do not use formal learning teams will find that collaboration is a significant part of their learning experience. We believe that non-traditional students bring with them meaningful life experiences and that collaboration facilitates efficient learning, high student motivation, effective teamwork, and increased self-confidence. Students learn from classmates and help them to learn.

3. **Facilitation:** The role of the instructor is to guide and stimulate the class; some courses will have little formal lecturing. Students are expected to be actively involved in the classroom learning environment.

4. **Variety of Instructional Formats:** Teaching strategies include: seminars, small groups, experiential learning, simulations, presentations, and brainstorming. Case studies and research projects are used extensively. Up-to-date course management software and wireless connectivity on both campuses allows instructors to incorporate online research and sources, virtual experiences, and video conferencing.

5. **Adult Learning:** Students are responsible for their own education. The role of staff and instructors is to facilitate students’ exposure to learning experiences; students are responsible for assimilating the information. The program provides appropriate learning opportunities; students must decide how these opportunities will be used.

**MOE UNIQUE STRENGTHS**

1. **Acceleration:** The accelerated pace of the program meets the needs of today’s online student. Successful online learners tend to be motivated and organized, thus much of the responsibility for learning has been placed with the student. Students are expected to spend considerable time each week preparing for class. Because courses run for only
seven weeks, learning activities are clearly spelled out as the course begins and it is imperative that students make every effort not to fall behind.

2. **Virtual Classroom Interaction:** Communication among online students has been shown to be key in student success and persistence. For that reason, MOE classes have been designed with the virtual discussion board in a central position. Each week, students share their research, articulate their ideas, explain their conclusions, and comment on one another’s progress. Students should envisage the class discussion board as the heart of their online classroom.

3. **Collaborative Learning:** Online collaborative learning activities play an important role in MOE courses. Students become part of online learning teams to investigate challenging problems, share experiences, and provide support and encouragement. Collaboration facilitates efficient learning, high student motivation, effective teamwork, and increased self-confidence. Students learn from classmates and help them to learn.

4. **Comprehensive Resources and Support:** MOE has assembled a collection of support services and online resources that meet the needs of online students and the virtual classroom. Student services, technical support, library resources, registration, academic tutoring, and advisement have been developed to meet the needs of all MOE students.

5. **Variety of Online Instructional Experiences:** Based on a clear understanding of self-directed learning, the MOE curriculum uses an online course blueprint to translate familiar educational activities into interesting and appropriate virtual learning experiences. Discussion boards and collaborative learning provide core instruction and are complemented by online seminars, simulations, presentations, case studies and research projects.

**COLLABORATIVE LEARNING TEAMS**

Please refer to the *Guide to Collaborative Learning Teams* for techniques and guidance to make the most of collaborative learning. This guide is provided to students upon enrollment. Collaborative learning experiences provide a wealth of benefits for students, including increased proficiency at teamwork, problem solving, interpersonal skills, listening, creative thinking, and leadership.

**COMMUNICATION AND NETIQUETTE IN MOE COURSES**

Regular, professional, and concise communication is paramount in online communication. MOE students and instructors are expected to adhere to standard netiquette rules for course communications. Netiquette reflects expected online behavior for students and faculty, establishing a ground rules that will promote effective online interaction and positive learning experiences. Simply stated, netiquette defines good manners on the Internet. In addition, please note the following additional considerations for online courses:
• Be polite and reflective; think about what you are writing so that you do not offend others. Your work should be thoughtful and supportive, not opinionated.
• Address teammates and classmates by name. Sign your own name to your work on discussion boards and in e-mail.
• Do not type your entire message in all capital letters; most people find this ANNOYING. It is like yelling at someone on the computer.
• Keep your discussion board posts relevant and concise. Since all class members must read through all posts, avoid rambling, repetition, or opinionated arguments that are not supported by research. Respect other people’s time.
• Treat others as you would like to be treated. Find a way to share a difference of opinion without verbal abuse or insults.
• Respect copyrights. There is a wealth of information on the Internet, and as an online student you will need to access the work, words, and ideas of others. However, failing to attribute work to its true originator can feel like theft. Be scrupulous about citing sources.
• Use proper grammar and spelling. Abbreviated words, web jargon, and emoticons can wear thin and do nothing to increase your skills in professional communication. Use spell check if needed and remember that you are establishing web habits to carry you successfully through a professional career. Standard typing, grammar, spelling, punctuation and APA rules apply.
• Never put anything in writing that you would be embarrassed for your mother to see. Keep even private discussions appropriate and avoid profanity. Nothing is ever truly gone on the web and you never know when something will reappear.
• For all e-mail communication MOE student and instructors have been directed to use the Medaille e-mail system. There is additional e-mail capability within each Blackboard course, but mail sent within Blackboard will not be available after the course has closed.
• Instructors will publish their times of availability, including periods of time during the week when the instructor is not available. MOE instructors have been asked to check their e-mail at least once a day while teaching, but keep in mind that online access does not necessarily mean immediate response. It is most likely that your instructor shares the same work and family responsibilities as you. Every effort will be made to address student concerns promptly, and your consideration will be appreciated. You should expect an instructor to return your phone or e-mail message within a day or two.
• Keep in mind that others in your course cannot see your facial expression or body language. This makes joking or sarcasm tricky to pull off successfully online. Your only interaction with your classmates will be the typed letters on a computer screen. For that reason, reread your work carefully before you click send or submit; make sure it says exactly what you would like it to say. Once it has been sent, you cannot retrieve it.
• Treat team members with the same respect you reserve for your instructor and other classmates. You are expected to contribute fully in all team activities.
• MOE teams are not expected to carry or cover for non-performing team members.
• You are expected to participate in individual and learning team discussion boards each week, in addition to weekly and team assignments. Standard netiquette rules are
especially important on individual and team discussion boards. Students may also communicate with each other outside of the course management system. Medaille cannot monitor these communications; however students are expected to adhere to the same standards that apply in the course management system.

**RESPONSIBILITIES OF MOE STUDENTS**
The non-traditional learning environment found in the online classroom makes some additional demands on its students. These include:

- Students must participate in all activities and contribute to all discussions.
- Students are responsible for initiating contact with the instructor if they have missed a class, a test, or an assignment.
- Students are responsible for acquiring and maintaining an adequate laptop computer and Internet access. Medaille will provide software and appropriate IT support.
- Students are expected to comply with the policies and procedures outlined in this handbook.

**RESPONSIBILITIES OF ADULT/GRADUATE/ONLINE STUDENTS**
- The non-traditional learning environments found in these programs makes some additional demands on its students. These include:
  - Students should arrive at class (and at group meetings) fully prepared to participate and contribute to activities.
  - Students are responsible for initiating contact with the instructor if they have missed a class, a test, or an assignment.
  - Students are responsible for acquiring and maintaining an adequate laptop computer. Medaille will provide software, wireless Internet access, and appropriate IT support.
  - Students are expected to comply with the policies and procedures outlined in this section of the catalog.
  - Cohorts are encouraged to discuss and establish guidelines or operating principles that govern group-specific issues such as cell phone use and food in the classroom. On the first session of each course, the cohort should review this discussion with the new instructor.

**RESPONSIBILITIES OF CLASS REPRESENTATIVES**
Evening Program cohorts select a class representative early in its program. The representative's duties and responsibilities include but are not limited to:

- Serving as spokesperson for the cohort in order to maintain a constructive dialogue with the Medaille College.
• Welcoming new students to the group.
• Facilitating the student’s entry into an available learning team, if appropriate.
• Developing and coordinating the use of the telephone contact chain for informing students of important information.
• Assisting the class in organizing social events, as appropriate.
• Attending periodic meetings as scheduled.
• Assisting in the distribution of program-related materials and correspondence.
• Contacting and assisting faculty members as needed.
• Notifying Academic Services if the class does not convene as scheduled for any reason, or if the meeting location changes.
• Providing contact information to expedite communication with the cohort.
• Newly elected class representatives should contact Student Services for a brief training session.
INTEGRATED HEALTHCARE DELIVERY (ADVANCED CERTIFICATE)

DEGREE EARNED: Advanced Certificate

NUMBER OF CREDITS: 24

DELIVERY FORMATS:

- Online
  - Lock-step sequence; students take one, four-credit course for seven weeks at a time
- On-ground (evening)
  - Lock-step sequence; students take one, four-credit course for seven weeks at a time
- On-ground (day)
  - Lock-step sequence; students take one, four-credit course for seven weeks at a time

PROGRAM DESCRIPTION

The purpose of the Advanced Certificate in Integrated Healthcare Delivery (IHD) is to provide specialized curriculum and instruction for those in the field of healthcare management. Throughout the program, students will develop competencies relevant for leadership and management roles in sites such as: hospitals, nursing homes, respite facilities, physicians’ offices, pharmaceutical and device manufacturers, and/or government and public policy organizations. The program provides the knowledge, skills, and competencies relevant to the concepts of systems thinking and the learning organization within the context of the healthcare industry. Our curriculum incorporates theory with practice, ensuring that our students will be well prepared to effectively meet the needs of their organization.

The Advanced Certificate in IHD addresses the shift in U.S. healthcare from a fee-for-service payment model to an environment where healthcare organizations are rewarded for quality and efficiency. Collaborative care has been shown to increase both the quality and efficiency of healthcare organizations and systems. Because providers must be accountable to their patients, each other, and the communities they serve—the skills and knowledge obtained by completion of the Advanced Certificate in IHD are applicable to the current and future healthcare environment. The Advanced Certificate in IHD is composed predominately of courses that are part of the existing M.A. in Organizational Leadership. The following courses are part of the M.A. in Organizational Leadership: MGT 510 Management and Leadership (4 credits), MOL 623 Systems Thinking and the Learning Organization (4 credits), MOL 522 Organizational Development and Behavior (4 credits), and MOL 628 Leading Change and Transformation (4 credits). The Advanced Certificate in IHD meets the needs of those students who seek an in-depth and industry-specific course of study.

GOALS AND OBJECTIVES

The Advanced Certificate in Integrated Healthcare Delivery is a 24-credit course of study; its program goals are as follows:
• To use systems thinking and complexity theory to examine healthcare organizations, problems, and conflicts.
• To apply the major theories, concepts, and models of organizational leadership to the healthcare delivery system.
• To cultivate in each student personal skills in both management and leadership.
• To apply quantitative and qualitative analysis to solving healthcare problems.
• To develop the communication and interpersonal skills necessary for effective participation in the integrated workplace.

PROGRAM OBJECTIVES

The Advanced Certificate in IHD has established the following program objectives. By completion of the course of study, students will be able to:
• View healthcare delivery as a complex system whose parts interact with, influence, and impact upon each other.
• Describe the ways in which healthcare delivery systems must become learning organizations in order to develop and sustain competitive advantage.
• Interpret financial data in order to evaluate organizational performance as well as to identify the internal and external factors that impact financial performance.
• Explain the role that organizational culture plays in building a successful organization, including ethical and values-based leadership.
• Understand the local, state, and national geo-political factors impacting healthcare and apply this knowledge to short- and long-term strategy

<table>
<thead>
<tr>
<th>COURSE NUMBER &amp; TITLE FOR ADVANCED CERTIFICATE IN INTEGRATED HEALTHCARE DELIVERY</th>
<th>COURSE LENGTH (WEEKS)</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 510 Management and Leadership</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>MGT 610 Issues in Healthcare Management</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>MOL 623 Systems Thinking and the Learning Organization</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>MOL 522 Organizational Development and Behavior</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>FNS 627 Healthcare Finance and Economics</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>MOL 628 Leading Change and Transformation</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>48</td>
<td>24</td>
</tr>
</tbody>
</table>
MASTER OF BUSINESS ADMINISTRATION (ONLINE/ON-GROUND)

AWARD: MBA
CREDITS: 48 (56 with optional concentration in Integrated Healthcare Delivery)
LOCATIONS: Buffalo Campus & Rochester Campus
DELIVERY FORMATS: On-ground (evening and day), Online, Hybrid (half online, half on-campus)

PROGRAM DESCRIPTION:

Medaille's Master of Business Administration fosters the development of knowledge, skills, and competencies for today’s business professional. The curriculum and pedagogy are designed to enhance and improve students’ management and analytical skills within the context of the business field. Our program focuses on solving strategic management problems and enhances students' analytical, interpersonal, and decision-making skills. Emphasis is placed on theories, models, tools, techniques, as well as active and collaborative learning.

PROGRAM GOALS:

The Master of Business Administration (MBA) is designed for working adults with management and business experience; its purpose is to provide graduate training in strategic decision making and leadership to adult business professionals. 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.
## MASTER OF BUSINESS ADMINISTRATION COURSE SEQUENCE

*All courses are 4 credits and run for 7 weeks.*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 510</td>
<td>Management and Leadership</td>
</tr>
<tr>
<td>MBA 635</td>
<td>Organizational Development and Transformation</td>
</tr>
<tr>
<td>MBA 533</td>
<td>Financial Accounting</td>
</tr>
<tr>
<td>MBA 664</td>
<td>Economics for Global Business</td>
</tr>
<tr>
<td>MBA 636</td>
<td>Strategic Human Resource Management</td>
</tr>
<tr>
<td>MBA 534</td>
<td>Business Statistics for Decision Making</td>
</tr>
<tr>
<td>MBA 662</td>
<td>Finance for Managers</td>
</tr>
<tr>
<td>MBA 663</td>
<td>Marketing in an E-World</td>
</tr>
<tr>
<td>MBA 665</td>
<td>Accounting for Planning and Control</td>
</tr>
<tr>
<td>MBA 667</td>
<td>Global Business</td>
</tr>
<tr>
<td>MBA 668</td>
<td>Strategic Planning and Leadership</td>
</tr>
<tr>
<td>MBA 675</td>
<td>Integrative Project: Analysis and Synthesis</td>
</tr>
</tbody>
</table>

**TOTAL CREDIT HOURS: 48**
MASTER OF BUSINESS ADMINISTRATION (ON-CAMPUS)/ONE-YEAR MBA: DAY COURSES

This delivery option offers standard, day courses with full-seat time at our Buffalo and Rochester Campuses. Students take four, four-credit courses at a time for fourteen weeks. The program is designed to be completed in three semesters.

<table>
<thead>
<tr>
<th>Spring Term</th>
<th>Tuesday</th>
<th>Thursday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning Session:</td>
<td>MGT 510 Management and Leadership (4 credits)</td>
<td>MBA 533 Financial Accounting (4 credits)</td>
</tr>
<tr>
<td>8:00-11:35 am</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Afternoon Session:</td>
<td>MBA 534 Business Statistics (4 credits)</td>
<td>MBA 635 Organization Development &amp; Transformation (4 credits)</td>
</tr>
<tr>
<td>12:25-4 pm</td>
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<td></td>
</tr>
<tr>
<td>Summer Term</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Morning Session:</td>
<td>MBA 662 Finance for Managers (4 credits)</td>
<td>MBA 664 Economics for Global Business (4 credits)</td>
</tr>
<tr>
<td>8:00-11:35 am</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Afternoon Session:</td>
<td>MBA 663 Marketing in an E-World (4 credits)</td>
<td>MBA 636 Strategic HR Management (4 credits)</td>
</tr>
<tr>
<td>12:25-4 pm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall Term</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Morning Session:</td>
<td>MBA 665 Accounting for Planning &amp; Control (4 credits)</td>
<td>MBA 667 Global Business (4 credits)</td>
</tr>
<tr>
<td>8:00-11:35 am</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Afternoon Session:</td>
<td>MBA 668 Strategic Planning &amp; Leadership (4 credits)</td>
<td>MBA 675 Integrative Project: Analysis and Synthesis (4 credits)</td>
</tr>
<tr>
<td>12:25-4 pm</td>
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</tbody>
</table>
ONE-YEAR MBA: HYBRID

This delivery option allows students to complete half of their courses online and half of the courses on-ground. Students take two courses at a time; one on-ground and one online. Each course lasts seven weeks. The following calendar is provided as a sample.

<table>
<thead>
<tr>
<th>Sample Dates</th>
<th>On-Ground Course</th>
<th>Online Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>MBA 533 Financial Accounting (4 credits)</td>
<td>MGT 510 Management and Leadership (4 credits)</td>
</tr>
<tr>
<td>Session 2</td>
<td>MBA 534 Business Statistics for Decision Making (4 credits)</td>
<td>MBA 635 Organizational Development and &amp; Transformation (4 credits)</td>
</tr>
<tr>
<td>Session 3</td>
<td>MBA 662 Finance for Managers (4 credits)</td>
<td>MBA 663 Marketing in an E-World (4 credits)</td>
</tr>
<tr>
<td>Session 4</td>
<td>MBA 664 Economics for Global Business (4 credits)</td>
<td>MBA 636 Strategic HR Management (4 credits)</td>
</tr>
<tr>
<td>Session 5</td>
<td>MBA 665 Accounting for Planning &amp; Control (4 credits)</td>
<td>MBA 668 Strategic Planning &amp; Leadership (4 credits)</td>
</tr>
<tr>
<td>Session 6</td>
<td>MBA 675 Integrative Project: Analysis and Synthesis (4 credits)</td>
<td>MBA 667 Global Business (4 credits)</td>
</tr>
</tbody>
</table>

Note: On ground courses will run once per week from 6-10pm; an additional four hours per week will be required of all students in order to meet as learning teams and complete learning team assignments.
MASTER OF BUSINESS ADMINISTRATION WITH CONCENTRATION IN INTEGRATED HEALTHCARE DELIVERY

The optional concentration in Integrated Healthcare Delivery provides additional coursework in the concepts of systems thinking and the learning organization within the context of the healthcare industry. The concentration incorporates theory with practice, ensuring that our students will be well prepared to effectively meet the needs of their organization.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credits</th>
<th>Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 510</td>
<td>Management and Leadership</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>MBA 533</td>
<td>Financial Accounting</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>MOL 623</td>
<td>Systems Thinking and the Learning Organization</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>MBA 534</td>
<td>Business Statistics for Decision Making</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>MBA 635</td>
<td>Organizational Development and Transformation</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>MBA 636</td>
<td>Strategic Human Resource Management</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>MBA 662</td>
<td>Finance for Managers</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>MBA 663</td>
<td>Marketing in an E-World</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>MBA 664</td>
<td>Economics for Global Business</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>MOL 628</td>
<td>Leading Change and Transformation</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>MGT 610</td>
<td>Issues in Healthcare Management</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>FNS 627</td>
<td>Principles of Healthcare Finance</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>MBA 668</td>
<td>Strategic Planning and Leadership</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>MBA 675</td>
<td>Integrative Project: Analysis and Synthesis</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>56</strong></td>
<td><strong>98</strong></td>
</tr>
</tbody>
</table>
MASTER OF ARTS IN ORGANIZATIONAL LEADERSHIP

AWARD: M.A.
CREDITS: 40 (44 with optional concentration in Integrated Healthcare Delivery)
LOCATIONS: Buffalo Campus & Rochester Campus
DELIVERY FORMATS: On-ground (evening and day), Online, Hybrid (half online, half on-campus)

PROGRAM GOALS:
The Master of Arts in Organizational Leadership program is designed to teach the theories, models, tools, and techniques that foster effective leadership, applying course concepts to real world situations and developing comprehension of human and organizational behavior. Program goals include:

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

COURSE SEQUENCE
All courses are 4 credits and run for 7 weeks.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 510</td>
<td>Management and Leadership</td>
</tr>
<tr>
<td>MOL 525</td>
<td>Finance for Leaders</td>
</tr>
<tr>
<td>MOL 522</td>
<td>Organizational Development and Behavior</td>
</tr>
<tr>
<td>MOL 623</td>
<td>Systems Thinking and the Learning Organization</td>
</tr>
<tr>
<td>MOL 624</td>
<td>Leadership Interactions: Teams, Coaches, &amp; Mentors</td>
</tr>
<tr>
<td>MOL 626</td>
<td>Problem Solving and Decision Making</td>
</tr>
<tr>
<td>MOL 627</td>
<td>Diversity and Multi-Culturalism</td>
</tr>
<tr>
<td>MOL 628</td>
<td>Leading Change and Transformation</td>
</tr>
<tr>
<td>MOL 629</td>
<td>Leadership in an E-World</td>
</tr>
<tr>
<td>MOL 630</td>
<td>Organizational Leadership Capstone</td>
</tr>
</tbody>
</table>

TOTAL CREDIT HOURS: 40

M.A. IN ORGANIZATIONAL LEADERSHIP WITH OPTIONAL CONCENTRATION IN INTEGRATED HEALTHCARE DELIVERY
Medaille’s M.A. in Organizational Leadership is designed to teach the skills, knowledge, and competencies for effective leadership in today’s world. Emphasis is placed on theories, models, tools, techniques, as well as active and collaborative learning. The optional concentration in

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Integrated Healthcare Delivery provides additional coursework in the concepts of systems thinking and the learning organization within the context of the healthcare industry. The concentration incorporates theory with practice, ensuring that our students will be well prepared to effectively meet the needs of their organization.

**M.A. IN ORGANIZATIONAL LEADERSHIP WITH INTEGRATED HEALTHCARE COURSE SEQUENCE**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Crs.</th>
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<tr>
<td>MGT 510</td>
<td>Management and Leadership</td>
<td>4</td>
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<tr>
<td>MOL 522</td>
<td>Organizational Development and Behavior</td>
<td>4</td>
<td>7</td>
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<tr>
<td>MGT 610</td>
<td>Issues in Healthcare Management</td>
<td>4</td>
<td>7</td>
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<tr>
<td>FNS 627</td>
<td>Principles of Healthcare Finance</td>
<td>4</td>
<td>7</td>
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<tr>
<td>MOL 623</td>
<td>Systems Thinking and the Learning Organization</td>
<td>4</td>
<td>7</td>
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<tr>
<td>MOL 624</td>
<td>Leadership Interactions: Teams, Coaches and Mentors</td>
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<tr>
<td>MOL 626</td>
<td>Problem Solving and Decision Making</td>
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<td>MOL 627</td>
<td>Diversity and Multi-Culturalism</td>
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<tr>
<td>MOL 628</td>
<td>Leading Change and Transformation</td>
<td>4</td>
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<td>MOL 629</td>
<td>Leadership in an E-World</td>
<td>4</td>
<td>7</td>
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<tr>
<td>MOL 631</td>
<td>Capstone in Integrated Healthcare Delivery</td>
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**MANAGEMENT AND LEADERSHIP COURSE DESCRIPTIONS**

**FNS 627 PRINCIPLES OF HEALTHCARE FINANCE**

This course will provide healthcare leaders with the critical financial interpretation skills needed to analyze and understand financial performance within their organization, as well as the impact of both clinical and managerial decisions. Topics covered include: an overview of financial statements, interpretation of financial data to evaluate performance, financial vocabulary and concepts, budgetary concepts, business planning, project analysis, the use of metrics to drive performance and basic concepts of waste reduction and process improvement. This course will also apply technology tools in financial analysis, examine the effect of technology and ethics on healthcare financial functions, and analyze the history of healthcare reimbursement. Four credit hours. Offered as needed.

**MBA 533 FINANCIAL ACCOUNTING**

This course surveys the principles of accounting with emphasis on accounting vocabulary and preparation and analysis of the four primary financial statements. Topics covered include the use of...
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. Four credit hours. Offered as needed.

**MBA 534 BUSINESS STATISTICS FOR DECISION MAKING**
This course provides the basis for building decision models reflecting strategic business decision making. Various statistical methods will be analyzed that are crucial to various areas of business behavior. These include: data summarization, probability theory, statistical decision analysis, sampling and hypothesis testing, simple linear regression, and multiple linear regression. Four credit hours. Offered as needed.

**MBA 635 ORGANIZATIONAL DEVELOPMENT AND TRANSFORMATION**
This course investigates organizational behavior and transformation in today’s businesses, examining individual, team, and organizational behaviors and processes. Specifically, this course focuses on, but is not limited to, an examination of behavior and values, motivation, learning, decision making and creativity, conflict resolution, high performance teams, organizational design, organizational culture, and organizational change. This course will develop a people-intensive theme and emphasize this approach as a primary source of competitive advantage in business today. Four credit hours. Offered as needed.

**MBA 636 STRATEGIC HUMAN RESOURCE MANAGEMENT**
This course examines how managers may effectively implement the people-intensive strategies that are rapidly becoming a primary source of competitive advantage. Students will examine the ways in which successful organizations align human resource strategy within business strategy. Topics include a review of the legal environment of human resources, personnel planning, staffing and development, reward systems, and industrial relations. All topics will be examined in the context of developing and implementing the overall strategic management of the organization. Four credit hours. Offered as needed.

**MBA 662 FINANCE FOR MANAGERS**
This course develops the theoretical and practical application of financial management principles with emphasis on financial analysis, communication, and decision making. Students will investigate the use of financial analysis as a problem solving tool through risk, return, and valuation applications. Additional topics include working capital management, capital budgeting, cost of capital, capital structure, and long-term financing strategies. Four credit hours. Offered as needed.

**MBA 663 MARKETING IN AN E-WORLD**
This course describes the ways in which the marketing function is integrated into the strategic goals and objectives of the organization. Students will focus on identifying customer needs and wants in an ever-changing, diverse, and global consumer population, creating value for the customer, and developing customer satisfaction and loyalty to sustain brand equity. Central concepts include consumer behavior, target markets and segmentation, customization and

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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. Four credit hours. Offered as needed.

**MBA 664 ECONOMICS FOR GLOBAL BUSINESS**
This course surveys micro- and macroeconomic principles with an emphasis on strategic applications. Microeconomic topics include scarcity, economic systems, supply and demand, production and cost structure, profit maximization, labor markets, and income inequality. Macroeconomic topics include national income accounting, production, the monetary system, aggregate demand and supply, inflation, fiscal policy, monetary policy, and international trade. Introductory work includes principles of scarcity and choice, production possibilities theory, supply and demand, and intervention markets. Four credit hours. Offered as needed.

**MBA 665 ACCOUNTING FOR PLANNING AND CONTROL**
This course is a study of accounting concepts used by managers for planning and control. Cost concepts include terminology, classification, behavior and cost allocation. Additional topics include cost-volume-profit analysis, process costing, job costing, activity based management, budgeting and variance analysis, relevant information, pricing decisions, inventory management and capital budgeting. Four credit hours. Offered as needed.

**MBA 667 GLOBAL BUSINESS**
This course examines the diverse methods an organization uses to establish and maintain a profitable international enterprise. Students will analyze international government and legal issues, the impact of various cultures and belief systems, international economic issues, international trade theories, diplomacy, and negotiation, as well as the operational activities of the foreign exchange and capital markets. Through carefully selected comprehensive case studies and integrated text material, this course bridges both the internationalization process necessary to achieve a global market base, and multi-national management strategies employed to successfully retain a competitive advantage. Four credit hours. Offered as needed.

**MBA 668 STRATEGIC PLANNING AND LEADERSHIP**
This course is the first in a two course integrative capstone experience that will develop strategic leadership skills. Emphasis is placed on creating and sustaining competitive advantage within a dynamic environment. Topics include the integral role an organization’s competencies and value chain play in developing and executing strategic plans. The macro-environment will be analyzed to determine its impact on creating a sustainable competitive advantage in a global environment. The major methods of developing leadership skills in strategic management will be analyzed through case studies involving research, in-depth analysis, and discussion of both successful and less successful companies. The final case prepares each group for their Capstone experience, applying course material to the various strategic planning stages. Four credit hours. Offered as needed.
MBA 675 INTEGRATIVE PROJECT: ANALYSIS AND SYNTHESIS
This course is a final capstone experience and is intended to provide a complete integration and application of previous course work in the MBA course sequence. Students will 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. Four credit hours. Offered as needed.

MGT 510 MANAGEMENT AND LEADERSHIP
This course focuses on the study of management and leadership in today’s organizations. Students will compare management and leadership, analyzing the differences, examining the relationships, and exploring common misconceptions about these two terms. The course will discuss managing as dealing with complexity and leading as dealing with change. Course activities include a personal self-assessment, as well as an in-depth review of management and leadership history, theories, practices, competencies, and relationships. Students will also evaluate personal readiness for online or on-ground graduate study. Four credit hours. Offered as needed.

MGT 610 ISSUES IN HEALTHCARE MANAGEMENT
This course examines and analyzes a set of complex healthcare delivery issues that currently challenge the managers and leaders of healthcare organizations. Students will examine and develop the leadership skills and knowledge required to keep up with the ever-changing healthcare environment; improve performance in the areas of quality, cost, and patient experience; and foster innovation and effective change. During this course, student teams will investigate potential topics for their Capstone Project. Four credit hours. Offered as needed.

MOL 522 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 skills, managerial intelligence, conflict resolution, and negotiation is discussed, and students will analyze organizations relative to internal political systems. Four credit hours. Offered as needed.

MOL 525 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. Four credit hours. Offered as needed.
MOL 623 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 focus on a study of 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 discuss the role leadership plays in an organization understanding itself and interacting in a certain environment. Four credit hours. Offered as needed.

MOL 624 LEADERSHIP INTERACTIONS: TEAMS, COACHES, & 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. Four credit hours. Offered as needed.

MOL 626 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. Four credit hours. Offered as needed.

MOL 627 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. Four credit hours. Offered as needed.

MOL 628 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 of 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. Four credit hours. Offered as needed.

**MOL 629 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. Four credit hours. Offered as needed.

**MOL 630 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. 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. Four credit hours. Offered as needed.

**MOL 631 CAPSTONE IN INTEGRATED HEALTHCARE DELIVERY**
This course concludes an extensive, long-term inquiry and formal study that synthesizes and demonstrates mastery of theories, best practices, and models from all courses into an Individual Leadership Portfolio, an in-depth case study, and a comprehensive team Capstone Project. During MGT 610 Issues in Healthcare Management, cross-disciplinary student teams select one healthcare issue on which to conduct a dynamic, global, and problem-based investigation which results in a Capstone Project and presentation; over the remaining courses in the program sequence that topic will provide the basis for team research, analysis, synthesis, and problem-solving. Individuals assess their personal development as leaders, select areas for supplemental research, and develop a continuous learning plan. Prerequisites: Previous sequence of MOL courses. Four credit hours. Offered as needed.

**INDEPENDENT STUDY AND FIELD EXPERIENCE**
Graduate students may enhance their degrees with an Independent Study or Field Experience. An Independent Study is the student’s self-directed pursuit of academic expertise in collaboration with a faculty mentor and requires a rigorous search into a specified body of knowledge. Field Experience is defined as work experience that is related to a student’s major program of study and provides not only academic credit, but also practical skills and preparedness for future employment. Graduate students must maintain a 3.0 cumulative grade point average to engage in either the Independent Study or Field Experience opportunity. Four credit hours. Offered as needed.
PERSONNEL

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President & Chief Operating Officer,
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Vice Chair, Board of Trustees
Senior Vice President and Chief Human
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Term: 2012-2020

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Professor Emeritus, State University of New
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Term: 2013-2017

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Executive Vice President, Walsh Duffield
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LLC
Term: 2016-2020

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David L. Edmunds, Jr.
Deputy Commissioner, New York State
Liquor Authority
Term: 2016-2020

Horace A. Gioia, Esq.
Rupp, Baase, Pfalzgraf & Cunningham
LLC,
Term: 2009-2017

Howard K. Hitzel, Ph.D.
President, Lakeshore Behavioral Health,
Inc.,
Term: 2016-2020

Margaret Kafka ’90
Vice President, Corporate Services,
Merchants Insurance Group
Term: 2004-2017

James K. Morrell
Manager of Planning, Niagara Frontier
Transit Authority
Term: 2011-2019

William H. Pearce, Jr.
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Pearce & Pearce Co., Inc.,
Term: 2003-2017
Darius G. Pridgen ’07  
Pastor True Bethel Baptist/ Ellicott District Councilman, Board of Trustees  
Term: 2011-2019

Robert Stevenson  
President and CEO, Eastman Machine Company  
Term: 2009-2017

Heidi A. Raphael ’85  
Vice President of Corporate Communication, Greater Media, Inc.  
Term: 2010-2018

Rocco Termini  
President, Signature Development  
Term: 2010-2018

Jeffrey M. Shepard, Ph.D. ’04  
Chairman & CEO, MedaCheck LLC,  
Term: 2016-2020

Donald R. Tomasulo ’79  
Director of Results, Entercom Communications Buffalo  
Term: 2011-2019

Dale Stephens ’99 ’06  
Executive Human Resource Administrator for the Governor’s Office of Employee Relations, Term: 2011-2018

Kenneth D. Trbovich ’99  
President, Servotronics, Inc.  
Term: 2011-2019
2016-2017 ACADEMIC LEADERSHIP

VICE PRESIDENT FOR ACADEMIC AFFAIRS: Lori V. Quigley, Ph.D.

ASSOCIATE VICE PRESIDENT FOR ONLINE LEARNING AND CONTINUING Education: Albert Orbinati, Ph.D.

DIVISION OF APPLIED AND SOCIAL SCIENCES

Division Head: Richard L. Jacob, Ph.D.

Undergraduate Programs

- Criminal Justice (B.S.)
- Homeland Security (B.S.)
  - Program Director: Steven MacMartin, M.A.
- Psychology (B.A.)

Graduate Programs & Advanced Certificates

- Clinical Mental Health Counseling (M.A. and Advanced Certificate)
  - Program Director: Marguerite M. McCarty, Ed.D.
  - Director of Clinical Training: Michele A. Bauman
  - CACREP Coordinator: Monica Romeo, Ph.D.
- Marriage and Family Therapy (M.A. and Advanced Certificate)
  - Program Director: Rene' Jones, M.S.
- Director of Clinical Training: Keith Klostermann, Ph.D.
- Psychology (M.A.)
  - Program Director: Richard L. Jacob, Ph.D.

Doctoral Program

- Clinical Psychology (Psy.D.)
  - Program Director: Lynn Horne-Moyer, Ph.D.
  - Director of Clinical Training, PsyD: Kathleen Shanahan, Ph.D.

DIVISION OF EDUCATION

Division Head: Claudia Conway, M.Ed.
**Technology Coordinator:** Mary Beth Scumaci, M.S.Ed.

**CAEP Assessment Coordinator:** Claudia Conway, M.Ed.

**Undergraduate Programs**

- Adolescent Education & Students with Disabilities: Biology 7-12, English 7-12, Mathematics 7-12, or Social Studies 7-12 (B.S.Ed.)
  - **Program Director:** Jeffrey A. Faunce, Ph.D.
- Early Childhood/Childhood (B-6): Generalist, Biology, English, Math, or Social Studies Concentration (B.S.Ed.)
  - **Program Director:** Jeffrey A. Faunce, Ph.D.

**Graduate Programs & Post Master’s Certificates**

- Elementary Education (1-6) (M.S.Ed.)
  - **Program Director:** Kelly H. Ahuna, Ph.D.
- Adolescent (Secondary) Education (7-12) (M.S.Ed.)
  - **Program Director:** Kelly H. Ahuna, Ph.D.
- Literacy (M.S.Ed. and Post Master’s Certificate)
  - **Program Director:** Claudia Conway, M.Ed.
- Students with Disabilities (M.S.Ed. and Post Master’s Certificate)
  - **Program Director:** Colleen A. Wilkinson, Ph.D.

**DIVISION OF HUMANITIES**

**Division Head:** Daniel Kotzin, Ph.D.

**Undergraduate Programs**

- Communication (B.S.)
  - **Department Chair:** Lisa Marsherall, M.A.
- English (B.A.)
  - **Department Chair:** Mary Louise Hill, Ph.D.
  - **Writing Coordinator:** Erika Hamann, M.A.
- General Studies (A.S., B.S.)
- Liberal Studies (A.S., B.S.)
- Medaille College Honors Program
  - **Director:** Lesley J. Capuana, Ph.D.
DIVISION OF MANAGEMENT AND LEADERSHIP

Division Head: Dr. Michael P. Lillis

Undergraduate Programs

• Accounting (B.S./M.S.)
  o Program Director: Robert Sanborn, Ph.D.
• Business (A.S., B.B.A.)
  o Program Director: Patrick Johnson, M.B.A., CPA
• Business Administration (B.S.)
  o Program Director: Patrick Johnson, M.B.A., CPA
• Business Administration-Management Information Systems (B.S.)
  o Program Director: Patrick Johnson, M.B.A., CPA
• Health Information Management (B.P.S.)
  o Program Director: Melva D. Visher, M.A.
• Information Systems (B.B.A.)
  o Program Director: Jonas J. Patricko, MS.Ed.
• Sport Management (B.S.)
  o Program Director: Richard L. Jacob, Ph.D.

Graduate Programs and Advanced Certificates

• Business Administration (M.B.A)
  o Program Director: Jonas J. Patricko, MS.Ed.
• Integrated Healthcare Delivery (Advanced Certificate)
• Organizational Leadership (M.A.)
  o Program Director: Jonas J. Patricko, MS.Ed.

DIVISION OF VETERINARY AND NATURAL SCIENCES

Division Head: Nancy Pugh, D.V.M.

Veterinarian-in-Charge: Ilze A. Stankevics, D.V.M.

Mathematics Coordinator: Richard Gerber, Ph.D.

Undergraduate Programs

• Veterinary Technology (A.S., B.S.)
Program Director: Marie A. Lockhart, D.V.M.
- Veterinary Technology (A.A.S.)
  - Program Director: Karen Sandle, B.S.
- Veterinary Technology (online) (A.A.S.)
  - Program Director: Renee Bugenhagen, D.V.M.
- Biology (B.S.)
  - Program Director: Kimberly J. Bailey, Ph.D.
EMERITUS FACULTY

EILEEN T. BROWN
Professor Emeritus, Division of Applied and Social Sciences
B.A., Barnard College
M.A.T., Harvard University
M.A., Ph.D., University at Buffalo, The State University of New York

RUTH HASELBAUER
Professor Emeritus, Division of Applied and Social Sciences
B.S.Ed., Mt. St. Joseph Teachers College
M.S.Ed., Medaille College
M.Ed., Pennsylvania State University
M.Phil., Ph.D., Syracuse University

FAITH BURKE
Professor Emeritus, Division of Education
B.A., Mary Baldwin College
Ed.M., State University of New York at Buffalo
Ed.D., Columbia University

ELIZABETH SAVAGE
Professor Emeritus, Division of Liberal Arts and Communication
B.A., Mt. St. Joseph Teachers College
Ph.D., Saint Louis University
<table>
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<tr>
<td>Kelly</td>
<td>Ahuna</td>
<td>Assistant Professor</td>
<td>Education</td>
<td>B.A., Dickinson College M.S.Ed., University of Vermont Ph.D., State University of New York at Buffalo</td>
</tr>
<tr>
<td>Jack</td>
<td>Anchin</td>
<td>Clinical Associate Professor</td>
<td>Applied and Social Sciences</td>
<td>B.A., Adelphia University M.S., Ph.D., Virginia Commonwealth University</td>
</tr>
<tr>
<td>Douglas</td>
<td>Anderson</td>
<td>Professor</td>
<td>Humanities</td>
<td>B.A., University of Texas M.F.A., University of Massachusetts</td>
</tr>
<tr>
<td>Kimberly</td>
<td>Bailey</td>
<td>Assistant Professor</td>
<td>Veterinary and Natural Sciences</td>
<td>B.A., Zoology, Connecticut College Ph.D., Pathology, university of Maryland</td>
</tr>
<tr>
<td>Virginia</td>
<td>Batchelor</td>
<td>Professor</td>
<td>Education</td>
<td>B.A., State University of New York Empire State College M.S., State University of New York College at Buffalo M.Ed., Ph.D., State University of New York at Buffalo</td>
</tr>
<tr>
<td>Michele</td>
<td>Bauman</td>
<td>Clinical Assistant Professor</td>
<td>Applied and Social Sciences</td>
<td>M.A., Mental Health Counseling, Medaille College</td>
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<tr>
<td>Alan</td>
<td>Bigelow</td>
<td>Professor</td>
<td>Humanities</td>
<td>B.A., Bard College M.A., University of Colorado, Boulder M.A., Ph.D., State University of New York at Buffalo</td>
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| Terri    | Borchers | Associate Professor | Humanities                    | A.B., Stanford University  
M.A., Cleveland State University  
M.F.A., Ohio State University  
J.D., Northwestern School of Law  
Ph.D., University of Utah       |
| Matthew  | Bowker   | Clinical Assistant  | Humanities                    | B.A. Columbia University  
M.A., University of Maryland  
Ph.D. University of Maryland    |
| James    | Brace    | Professor           | Applied and Social Sciences   | B.A., M.S.W., State University of New York at Buffalo                     |
| Renee    | Bugenhagen| Associate Professor | Veterinary and Natural Sciences | D.V.M., Iowa State University                                               |
| Lesley   | Capuana  | Clinical Assistant  | Applied and Social Sciences   | B.A., SUNY Buffalo  
M.A., Brock University  
Ph.D., Brock University        |
| Kim      | Carr     | Associate Professor | Applied and Social Sciences   | B.A., State University of New York College at Buffalo  
J.D., University at Buffalo, The State University of New York               |
| Michelle | Cefaratti| Clinical Assistant  | Education                     | B.F.A., Syracuse University  
Ed.M., University at Buffalo, The State University of New York              |
| Craig    | Centrie  | Professor           | Education                     | B.A., State University of New York College at Buffalo  
M.A., Ph.D., University at Buffalo, The State University of New York         |
<p>| Deborah  | Ceppaglia| Professor and Professional Librarian | Library                     | B.A., M.L.S., State University of New York at Buffalo                     |</p>
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| Bernadette | Clabeaux | Clinical Assistant Professor | Veterinary and Natural Sciences | A.S., Erie County Community College  
B.S., Medaille College  
M.S., University at Buffalo, The State University of New York  
Ph.D., University at Buffalo, The State University of New York |
| Claudia | Conway   | Clinical Associate Professor | Education                     | B.S., Miami University (Ohio)  
M.Ed., Edinboro University of Pennsylvania |
| Lucy    | Czesak   | Clinical Assistant Professor | Humanities                    | B.A., University of Washington  
M.A., Seattle University |
| Jadwiga | Domino   | Associate Professor    | Veterinary and Natural Sciences | A.S., Erie Community College  
B.S., Canisius College  
M.Ed., University at Buffalo, The State University of New York  
Ph.D., University at Buffalo, The State University of New York |
| Susan   | Dunkle   | Assistant Professor    | Education                      | A.S., Erie Community College  
B.S., Canisius College  
M.S.Ed., D’Youville College  
Ed.D., D’Youville College |
| Gerald  | Erion    | Professor              | Humanities                     | B.S., State University of New York College at Geneseo  
Ph.D., State University of New York at Buffalo |
| Jeffrey | Faunce   | Associate Professor    | Education                      | B.A., Albright College  
M.A., State University of New York at Buffalo  
M.A., Canisius College |
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| Maryanne   | Gamel      | Clinical Assistant Professor | Veterinary and Natural Sciences     | A.S., Medaille College  
B.A., Buffalo State College                                                                                                                     |
| Richard    | Gerber     | Associate Professor     | Veterinary and Natural Sciences     | B.A., B.S., M.Ed., Ph.D., State University of New York at Buffalo                                                                                     |
| Barbara    | Glondys    | Visiting Instructor     | Management and Leadership           | B.S. Daemen College                                                                                             |
| Courtney   | Grim       | Associate Professor     | Humanities                           | A.A., Columbus State Community College  
B.F.A., Ohio University, Athens  
M.F.A., Rochester Institute of Technology                                                                                                  |
| Erika      | Hamann     | Clinical Assistant Professor | Humanities                           | B.A., M.A. State University of New York College at Buffalo                                                                                     |
| Mary Louise | Hill       | Associate Professor     | Humanities                           | B.A., Cleveland State University  
M.A., Syracuse University  
Ph.D., New York University                                                      |
| Juli       | Hinds      | Assistant Professor     | Humanities                           | Ph.D., University of Wisconsin  
Masters, University of Wisconsin  
B.A., University of Wisconsin                                                                                                        |
| Lynn       | Horne-Moyer| Associate Professor     | Applied and Social Sciences          | B.A., Converst College  
M.A., University of Southern Mississippi  
Ph.D., University of Southern Mississippi                                                   |
| Kayla      | Jackson    | Clinical Assistant Professor | Applied and Social Sciences         | B.A., SUNY College of Buffalo  
M.S., Nazareth College  
(Candidate status) Ed.D., University of Rochester                                         |
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| Richard | Jacob      | Professor     | Management and Leadership       | B.A., Eisenhower College  
M.S., Niagara University  
M.S., Canisius College  
Ph.D., State University of New York at Buffalo |
| Robert  | Johnson    | Professor     | Veterinary and Natural Sciences | B.S., Belmont Abbey College  
M.S., Western Carolina University  
Ph.D., University of South Carolina |
| Patrick | Johnson    | Associate Professor | Management and Leadership | B.B.A., Niagara University  
M.B.A., Saint Bonaventure University |
| Rene'   | Jones      | Clinical Assistant Professor | Applied and Social Sciences | B.A., State University of New York at Oswego  
M.S.Ed, University of Pennsylvania  
M.S. Purdue University Calumet |
| Elizabeth | Kinan    | Clinical Assistant Professor | Applied and Social Sciences | Ph.D. University at Buffalo |
| Keith   | Klostermann | Assistant Professor | Applied and Social Sciences | B.S. Buffalo State  
M.S. Canisius College  
Ph.D. State University of New York at Buffalo |
| Daniel  | Kotzin     | Associate Professor | Humanities                      | B.A., University of California at Irvine  
M.A., Ph.D., New York University |
| Illana  | Lane       | Associate Professor | Education                       | B.A., Pennsylvania State University  
M.Ed., Ph.D., State University of New York at Buffalo |
| Mark    | Lavatelli  | Professor     | Humanities                      | A.B., Cornell University  
M.A., University of Illinois  
M.F.A., University of New Mexico |
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<td>Melva</td>
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<td>William</td>
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### Faculty Information

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<tr>
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Note: In addition to the full-time faculty members listed, the College is privileged to draw upon the expertise of part-time teaching faculty. For the fall 2016, divisions relied upon the following numbers of part-time teaching faculty—Division of Applied and Social Sciences: 55; Division of Education: 16; Division of Humanities: 63; Division of Management and Leadership: 58; Division of Veterinary and Natural Sciences: 38.
### ADMINISTRATIVE AND PROFESSIONAL STAFF

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<tr>
<td>Quigley</td>
<td>Dr. Lori</td>
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<td>M201</td>
<td>2241/2240</td>
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<tr>
<td>Ryan</td>
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<td>Sokoloski</td>
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<tr>
<td>Costelloe</td>
<td>Kari</td>
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<td>Horn-Jeddy</td>
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<td>Crouse</td>
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### APPLiED AND SOciAL sCIENCEs

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<td>Jacob</td>
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**VETERINARY AND NATURAL SCIENCES**

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**ADMISSIONS - ADULT AND GRADUATE**

Admissions

Cooper Kristen Associate Director of Adult & Graduate Admissions Recruitment 85H 2630

Lengel Katie Associate Director of Adult & Graduate Admissions Operations 85H 2564

Quebral Maria Administrative Assistant, Adult & Graduate Programs 85H 2547

Saladino Nina Administrative Assistant, Adult & Graduate Programs 85H 2568

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<tr>
<td>Harris</td>
<td>Jennifer</td>
<td>Director, TRIO Student Support Services</td>
<td>H113</td>
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<tr>
<td>Horton</td>
<td>Laura</td>
<td>Academic Support Center Program</td>
<td>H107C</td>
<td>2285</td>
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<tr>
<td>Kij</td>
<td>Andrew</td>
<td>Student Success Specialist</td>
<td>H107</td>
<td>3080</td>
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<tr>
<td>Mecca</td>
<td>Sarah</td>
<td>Coordinator of Disability Services</td>
<td>H101</td>
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<tr>
<td>Twardowski-Potter</td>
<td>Cheryl</td>
<td>Developmental Math Specialist</td>
<td>H106</td>
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<tr>
<td>Pratt</td>
<td>Jason</td>
<td>Developmental Reading/Writing Specialist</td>
<td>H106</td>
<td>3081</td>
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<tr>
<td>Ullery</td>
<td>Matthew</td>
<td>TRIO Academic Counselor</td>
<td>114</td>
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**STUDENT DEVELOPMENT**

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<tbody>
<tr>
<td>DeKay</td>
<td>Amy</td>
<td>Vice President for Student Development</td>
<td>C203</td>
<td>2224</td>
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<tr>
<td>Johnson</td>
<td>Mary</td>
<td>Assistant to the Vice President for Student Development</td>
<td>C201</td>
<td>2218</td>
</tr>
<tr>
<td>Perri</td>
<td>Jason</td>
<td>Assistant Dean of Student Development</td>
<td>C203</td>
<td>2449</td>
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</tbody>
</table>

**ATHLETICS**

<table>
<thead>
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<tbody>
<tr>
<td>Allen</td>
<td>Russell</td>
<td>Director of Lacrosse Programs, Athletics Facility Coordinator, Head Coach for Women's Lacrosse</td>
<td>CC209</td>
<td>2149</td>
</tr>
<tr>
<td>Blaine</td>
<td>Mike</td>
<td>Men's Basketball Head Coach, NCAA Compliance/Student Services Coordinator</td>
<td>CC201C</td>
<td>2347</td>
</tr>
<tr>
<td>Blythe</td>
<td>Micky</td>
<td>Head Coach for Men's and Women's Soccer</td>
<td>CC208</td>
<td>2219</td>
</tr>
<tr>
<td>Dean</td>
<td>Brenda</td>
<td>Athletic Trainer</td>
<td>CC111</td>
<td>2148</td>
</tr>
<tr>
<td>Edholm</td>
<td>Laura</td>
<td>Associate Athletic Director, Senior Women's Administrator, Bowling Head Coach</td>
<td>CC211A</td>
<td>2130</td>
</tr>
<tr>
<td>Emery</td>
<td>Paul</td>
<td>Campus Minister</td>
<td>CC109</td>
<td>2216</td>
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</tbody>
</table>

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<table>
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<tbody>
<tr>
<td>Sova</td>
<td>Josh</td>
<td>Sports Information Director/Compliance Officer and Head Coach for Baseball</td>
<td>CC211C</td>
<td>2297</td>
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<tr>
<td>Witherow</td>
<td>James</td>
<td>Assistant Sports Information Director</td>
<td>CC208</td>
<td>2375</td>
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<tr>
<td></td>
<td></td>
<td><strong>CAREER PLANNING</strong></td>
<td></td>
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<tr>
<td>Cullinan</td>
<td>Carol</td>
<td>Director Of Career Planning</td>
<td>SSC109</td>
<td>2211</td>
</tr>
<tr>
<td>Van Dewater</td>
<td>Christina</td>
<td>Career Consultant</td>
<td>SSC109</td>
<td>2210</td>
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<tr>
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<td></td>
<td><strong>MULTICULTURAL AND COMMUNITY BASED LEARNING</strong></td>
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<tr>
<td>Calamunci</td>
<td>Nicole</td>
<td>Coordinator of Multicultural and Community-Based Learning</td>
<td>SSC109</td>
<td>3083</td>
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<td><strong>COUNSELING</strong></td>
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<tr>
<td>Rizzo</td>
<td>Rosalina</td>
<td>Director of Counseling Services</td>
<td>117H</td>
<td>2339</td>
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<tr>
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<td><strong>STUDENT INVOLVEMENT</strong></td>
<td><strong>C201</strong></td>
<td><strong>2127</strong></td>
</tr>
<tr>
<td>Betacchini</td>
<td>Kayla</td>
<td>Coordinator of Student Involvement</td>
<td>C200</td>
<td>2351</td>
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<td><strong>WELLNESS CENTER</strong></td>
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<tr>
<td>Glose</td>
<td>Marsha</td>
<td>Director of Student HealthServices</td>
<td>117H</td>
<td>2112</td>
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</table>
### ADDITIONAL OFFICES

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Barone</td>
<td>Pamela</td>
<td>Licensed Practical Nurse</td>
<td>117H</td>
<td>2155</td>
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### FACILITIES

<table>
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<tr>
<td>Bookstore</td>
<td></td>
<td></td>
<td>C101</td>
<td>2324</td>
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<tr>
<td>Manzella</td>
<td>Rose</td>
<td>Book Store Manager</td>
<td>C101</td>
<td>2252</td>
</tr>
<tr>
<td>Myers</td>
<td>Sharon</td>
<td>Bookstore Assistant Manager</td>
<td>C113</td>
<td>2324/2252</td>
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### FOOD SERVICE

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<tbody>
<tr>
<td>Elis</td>
<td>Janet</td>
<td>Chartwells, Director of Dining</td>
<td>C102B</td>
<td>2106/2468</td>
</tr>
<tr>
<td>Metz</td>
<td>Mark</td>
<td>Chartwells, Executive Chef</td>
<td>C102B</td>
<td>2106/2468</td>
</tr>
<tr>
<td>Peschio</td>
<td>Rich</td>
<td>Chartwells, Food Service Manager</td>
<td>C102B</td>
<td>2106/2468</td>
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### MISC.

<table>
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<tr>
<td>Lakeshore Behavioral Health Clinic</td>
<td>95H</td>
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<tr>
<td>Radio Station</td>
<td>MAIN LL  2213</td>
</tr>
<tr>
<td>SGA</td>
<td>C201      2220</td>
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<tr>
<td>TV Studio</td>
<td>MAIN LL  2331</td>
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</tbody>
</table>
ACADEMIC ADVISORY BOARDS

BUSINESS

Amr Abbas, M.B.A.
Sr. Biopharmaceuticals Consultant
Amgen, Inc.

Ivor “Ike” Baker
Manager, Manufacturing Systems
Delphi

Marco Benedetti
Corporate Controller
Greatbatch, Inc.

David M. Carlino
Chief Financial Officer
Cannon Design

Robert Cole
Partner
Scheff Investments, LLC

Michael DiRienzo
Manager, Accts. Receivable & Deductions
Rich Products Corporation

Tara Doster Piskothy
Account Manager
Clevermethod

Christopher Hill
Director of Sales & Marketing
Buffalo Bisons

Walter Kolt
Corporate Consultant

Roger Lavocat
Project Manager and Business Systems Auditor
Moog, Inc.

Denise M. Neamon, C.P.A.
Partner
The Bonadio Group

Meg Quinn
Artistic Director
Theater of Youth

Shari L. Rife
Planning Process Leader
Rich Products Corp.

Jeffrey Ross
Executive Director
Infotech Niagara

David J. Schnettler
Account Manager
A.M. Castle & Co.

Michael Thompson
National Casualty Claims Professional
Travelers Inc.

Jeffrey A. Tricoli
Supervisory Special Agent
FBI

John R. Voit
Global Validation Competency Leader
Delphi Corporation

John C. Walp
Corporate Information Security Officer
M & T Bank

Kathryn Warsitz
V.P. Investments
Warsitz Associates, Inc.

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Philip L. Wiggle, C.S.E., C.M.E, C.P.A.  
Corporate Consultant

Charles Wonch  
Sr. Systems Analyst  
Kaleida Health Systems

HauXiao Zhang  
Sr. Scientist  
Rich Products Corp.

**CLINICAL MENTAL HEALTH COUNSELING**

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Director of Community Services

Shoshone Dentice  
Executive Director, Community Relations  
Niagara Lutheran Health Systems

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Patient Representative  
VA WNY Healthcare System

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Wilson, NY

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Buffalo, NY

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Niagara Falls, NY

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Buffalo, NY

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Getzville, NY

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Chief Psychologist, Buffalo Psychiatric Center  
Buffalo, NY

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Licensed Psychologist, Private Practice
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Tops Friendly Markets

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WBFO Radio

Craig Kanalley
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Buffalo Sabres

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The Buffalo News

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M & T Bank Mortgage and Acquisitions Division

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Chairman, WGRZ-TV

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Interim Superintendent

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Ken-Ton School District

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Lakeshore Schools

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Michelle Cefaratti
Medaille College

Claudia T. Conway
Medaille College

Crystal Elias
Director, Student Teaching and Field Experiences
Medaille College

Medaille College

Dr. Illana Lane
Medaille College

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Fraud investigator, Special Investigation Unit
Independent Health

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Erie County Medical Center

Jennifer Fairbairn, RHIT
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Roswell Park Cancer Institute

Kris Spada, RHIA
HIM Manager, Millard Fillmore Suburban and DeGraff Hospitals
Kaleida Health System

Mary Beth McCarthy, RHIA, CIRCC
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Catholic Health System

Matthew Greene, RHIA, CCS
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Veterans Health Administration
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Outcomes Manager, Behavioral Health
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Elizabeth Zivis, BSN, RN, RHIA
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Erie Country Medical Center

Susan Ruhland, RHIT
HIM and Accounts Receivable Manager
Buffalo Ambulatory Center

INETIONAL SYSTEMS
Jonas Patricko
Medaille College, Program Director
Committee Leader

Renita DeStefano
Seneca Niagara Casino
Alumnia

David Stinner
USItek

Joseph McEachon
Medaille College

Roman Kowel
R.I.T.
Alumnia

John Zemac
Ingram Micro

Christina Wrobel
FBI

Sine Lorenzen
CP Staffing

Bob Chyka
Medaille College

M&T Bank
Maureen D’Orazio
Medaille College

James Studley
Greatbach
Alumnia

Greg Chase
Food Order.com

SPORT MANAGEMENT
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Body Blocks Fitness

Ron Bertovich
Deputy Commissioner for Basketball
NCAA: Colonial Athletic Association

John Beutel [Medaille Sport Management Alum]

Michael J. Billoni
Food Bank of Western New York

Michael Buczkowski
General Manager
Buffalo Bisons

Stephen Butler
[Medaille Sport Management Alum]
Niagara University
Associate Athletic Director

Seymour Knox IV

Pat LaDuca
Health and Fitness Executive

F. Scott Layden
General Manager
Minnesota Timberwolves of the NBA
Stephanie Limoncelli
Yoga Master

Dennis Lynch
Management-NFL
(Retired)

Stan Makowski
First Niagara Center
Arena Management

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National Hockey League

Deborah M. Martinez, J.D.
Sport Agent

Jim May
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Sportsplex, Inc.

William Munson
Vice President of Operations
Buffalo Bills

Carlos Obiano
Professional Soccer Argentina

Ron Raccuia
Owner, ADPRO Sports

Joseph Shaw
Shaw and Shaw
Attorneys at Law

Jerry Sullivan
Sports Writer
The Buffalo News

Joseph Vizzi
National Sales Manager
Gear-Up Sports Worldwide

Bruce Wawrzyniak
[Medaille Sport Management Alum]

Kevin Wiles
[Medaille Sport Management Alum]
NY State Police

David S. Zygai
Attorney
Buffalo Sabres

VETERINARY TECHNOLOGY – BUFFALO

Gary Willoughby II
Executive Director
SPCA

Allison DeLang, L.V.T.
Medaille College

David Hansen, D.V.M., F.A.V.D., D.A.V.D.C.
Diplomate Amer. Veterinary Dentistry College
Town & Country Animal Clinic

Jon Mott, L.A.T.G.
SUNY Buffalo (Retired)

Karen Sandle, L.V.T.
Animal Rehabilitation Specialist
Medaille College

Joseph Savarese, DVM
Medaille College

Jean M. Schaedler, D.V.M., D.A.B.V.P.
Diplomate Amer. Board of Veterinary Practitioners
Northtown Animal Hospital
Carol Spierto, L.V.T., SMAR RLATg, MBA
Roswell Park Cancer Institute

Joseph Tashjian, DVM
Springville Veterinary Associates

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

Tara Woyton, L.V.T.
Medaille College

**VETERINARY TECHNOLOGY – ROCHESTER**

Jennifer Rastle, LVT
Hospital Manager
Veterinary Specialists of Rochester
Animal Emergency Service

Paul Black, DVM
President, Monroe Veterinary Associates

Kellie Donovan, LVT
Genesee Valley Equine Clinic, LLC

Robin English, LVT
Seneca Park Zoo

Ann Horn-Jeddy
Assistant Director
Medaille College
Rochester

Amy Karch, RN, MS, CNS, University of Rochester

Amy Leibbeck, DVM
Genesee Valley Equine Clinic, LLC

Joseph Savarese, DVM
Professor, Department of Veterinary Technology
Medaille College
Robert Weir, Zoetis