GRADUATE CATALOG 2012-2013

Amherst Campus
30 Wilson Rd
Williamsville, NY 14221
(716) 631-1061 or (888) 252-2235

Rochester Campus
1880 S Winton Rd
Rochester, NY 14618
(585) 272-0030 or (866) 212-2235

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GENERAL INFORMATION

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

DISCLOSURE STATEMENT

The student should be aware that some information in the catalog may change. It is recommended that students considering enrollment check with the 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: http://www.medaille.edu/heoa.

INFORMATION FOR STUDENTS AND PROSPECTIVE STUDENTS

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

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ACCREDITATION

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

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

The College’s memberships include the Commission on Independent Colleges and Universities, the Association of Governing Boards of Universities and Colleges, The Council of Independent Colleges, the Association of American Colleges and Universities, the Western New York College Consortium, Atlantic Center for Learning Communities (ACLC), the Western New York Service-Learning Coalition (WNYSLC), and the Assessment Network of New York.

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.

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.
CAMPUS FACILITIES

Information about the Amherst Campus and its facilities may be found here: http://www.medaille.edu/about-medaille/location/campus-tours/amherst-campus

Information about the Rochester Campus and its facilities may be found here: http://www.medaille.edu/about-medaille/location/campus-tours/rochester-campus

LOCATIONS

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

BUFFALO CAMPUS

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

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

AMHERST CAMPUS

The Amherst Campus is located at 30 Wilson Drive, Williamsville, NY 14226. The Amherst Campus houses programs in the Accelerated Learning Program and the School of Adult and Graduate Education. Administrative offices located at this campus include the School of Adult and Graduate Education Admissions Office, Student Services, Academic Services, program representatives, Financial Aid, and Registrar. The Amherst Campus Library was designed to meet the needs of ALP and SAGE students. Ample parking is available.

ROCHESTER CAMPUS

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

Ample parking is available for students at the Amherst and Rochester Campuses. Students will complete the necessary paperwork required to obtain a parking pass upon their enrollment.

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/alert.
HISTORY

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

As of October 2009, Medaille College has partnered with Dalian Maritime University in a cross-border initiative providing international students the opportunity to study in the United States.

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

In 1968, the Sisters of St. Joseph, led by Alice Huber, SSJ, Ph.D., initiated a change in the charter, which would create a new, co-educational college. New York State granted this charter and Medaille College was born. In the 1970s, Medaille experienced rapid expansion. Student enrollment grew, and new facilities, like the Downey Science Building, were built to meet the demands of new degrees and program options.

In 1991, the College implemented a resident student program, attracting students from throughout New York State and Southern Ontario. Three years later, the Kevin I. Sullivan Campus Center opened, offering students a setting for athletic, dining, recreational, and co-curricular activities. The Sullivan Campus Center, with its Trbovich Alumni Tower, serves as home to the College’s National Collegiate Athletic Association Division III sports program, which has seen tremendous success in its short history.

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

Expansion has also continued at Medaille’s branch campuses, which deliver adult and graduate programs. With a need for more space and upgraded facilities, the Amherst Campus moved to its new location at 30 Wilson Road, Williamsville, N.Y., in May 2007. In June 2009, the Rochester Campus relocated to 1880 South Winton Road in Rochester, N.Y., with classrooms, study space, and an expanded library in a dedicated facility.

In June 2007, Medaille welcomed its sixth president, Richard T. Jurasek, Ph.D. Under his leadership, the College has committed to develop partnerships with local organizations, to contribute to the educational, civic and economic development of the region, and to focus on strategic planning and assessment. In addition, the College completed a construction project that doubled the size of Huber Hall with a new Student Success Center. The new building brings academic and student support services under one roof.

Soon after the Student Success Center opened in fall 2011, expansion of the Sullivan Campus Center began in a project that has created a new 3,000-square-foot fitness center, an event center with a 600-person capacity, new locker rooms, a late-night snack shop, and dedicated student group and meeting spaces. Medaille’s annual budget is now $59.9 million and the annual economic impact of Medaille on our community exceeds $147 million. For the 2012-2013 academic year, the College has 88 full-time faculty and over 200 part-time faculty. The College’s total enrollment has increased to 2700 students, making Medaille the fifth largest private college in Western New York.
VISION STATEMENT

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

MISSION STATEMENT

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

MISSION OF GRADUATE STUDY

The Mission of the School of Adult and Graduate Education (SAGE) at Medaille College is to facilitate the exchange of ideas and the creation of knowledge while fostering academic excellence. The School of Adult and Graduate Education promotes a high quality-learning environment that embraces diversity. This commitment is evident across the curricula of each of the division’s programs, which, at their core, seek to foster the development of transformative intellectuals and agents for positive change for our community. The faculty members of the School of Adult and Graduate Education are practitioners and scholars dedicated to excellence in teaching and the development of new knowledge. The curriculum in each program is designed to develop the highest degrees of competence, professionalism, and leadership qualities in the student.

Graduate study requires high academic achievement, and it will extend your experience and capabilities within the advanced, specialized areas of your chosen field. While the emphasis of all graduate programs within the School of Adult and Graduate Education is on preparing you for professional practice, you will develop a thorough understanding of research and research methodology. A common objective of all Medaille graduate programs is to develop the capacities you will need for independent study and research, so that critical inquiry is made a viable mode for improving your practice throughout your career.

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

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. Enrollment, as of fall 2011, was 823 (total full-time) and 59 (total part-time), with an average class size of 16.

Tuition

Medaille continues to offer one of the most affordable educations of any private college in the area. The convenient delivery system allows adult and graduate students to work full-time while attending school full time, thus allowing them to qualify for financial aid. For details, call Admissions at the Amherst Campus at (716) 631-1061 or at the Rochester Campus (888) 252-2235.

www.medaille.edu
STRATEGIC PLAN 2011-2014: FOCUS FOURTEEN

STRATEGIC THEME 1: STUDENT SUCCESS

Strengthen commitment to the success of all students

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

STRATEGIC THEME 2: PROGRAM DEVELOPMENT

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

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

STRATEGIC THEME 3: RESOURCE DEVELOPMENT AND ALLOCATION

Build on emerging success in resource development and allocation

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

STRATEGIC THEME 4: COMMUNITY

Extend our strong sense of community

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

More information about Medaille College’s Strategic Plan, Focus Fourteen, the 2011-2014 Strategic Plan, including the areas of strategic focus, may be found here: http://www.medaille.edu/about-medaille/strategic-plan.
ADMISSION TO THE SCHOOL OF ADULT AND GRADUATE EDUCATION

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

Admission to graduate study is granted by the Medaille College upon the recommendation of the Program Directors of graduate programs, or in some cases, by a Graduate Admissions Committee. Applicants should see that each undergraduate or graduate institution previously attended sends official transcripts to the attention of the SAGE Office of Admissions. The transcripts should be received by the SAGE Office of Admissions as soon as possible before the time the student expects to enroll. All transcripts become part of the student's official file and may not be returned.

AMHERST CAMPUS:
Phone: (716) 631-1061 or toll-free (888) 252-2235
Email: sageadmissions@medaille.edu

ROCHESTER CAMPUS:
Phone: (585) 272-0030 or toll-free (866) 212-2235
Email: sageadmissions@medaille.edu

APPLYING FOR ADMISSION

Obtain an application: You may request an application by telephoning the Graduate Admissions Office at (716) 631-1061 (or toll-free 1-800-957-5033/1-888-252-2235), or by emailing gradadmissions@medaille.edu. You may also apply online at http://www.medaille.edu/sage.

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

Master of Business Administration (MBA), M.A. in Organizational Leadership, M.A. in Psychology (online and on-ground), and M.A. in Psychology (on-ground only):

1. 2 letters of recommendation
2. A current resume
3. 500 word essay explaining your reasons for applying to the graduate program
4. All transcripts from colleges and universities attended

M.A. in Mental Health Counseling

1. 3 Reference forms (available here: http://www.medaille.edu/sage)
2. Curriculum vitae or resume
3. Professional goal statement no more than 3 pages (available here: http://www.medaille.edu/sage)
4. All transcripts from colleges and universities attended
Psy. D. in Clinical Psychology

1. 3 Reference forms (available here: http://www.medaille.edu/sage)
2. Curriculum vitae or Resume
3. Autobiographical Statement
4. Official transcripts from each college or university attended
5. GRE scores sent to Medaille College

M.S.Ed. in Education (all programs)

1. High School transcripts (waived for US students if they took language in College or university)
2. Official transcripts for all colleges and universities attended.
3. 2 letters of recommendation
4. 500 word essay – your Philosophy of Education

Submit transcripts: If you are applying either as a student with graduate credit or as a first-time graduate student, submit official transcripts from all colleges you have previously attended.

Review by the Admissions Committee: Your application will be reviewed and evaluated by the Admissions Committee once you have completed steps 1 through 3. Applications and all supportive credentials become the property of Medaille College and will not be returned to the applicant.

Notification/acceptance: Medaille College follows a policy of rolling admissions. You will be notified of your admissions decision within two weeks of having completed the application process. If accepted, you will receive information about orientation, immunization forms, and registering for your courses at that time.

The tuition deposit: To reserve a position in your program of study at Medaille, you will be required to 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).

Proof of immunization: New York State law requires that any college student born after January 1957 must provide medical proof of immunization for measles, mumps, and rubella prior to enrollment. Contact the Wellness Center for further information. Contact information for the Wellness Center is available here: http://www.medaille.edu/student-services/health. Additionally, all students, regardless of birth date, are required to receive information about the risk of meningococcal disease and the benefit of vaccination. Students are required to read the information and either obtain the meningitis vaccine or sign a waiver refusing the vaccine. Students must submit either proof of vaccination or a signed waiver to the Student Wellness Center prior to enrollment.
ADMISSION WITH FULL STANDING

Individual graduate programs have specific admission requirements. Prospective applicants should consult the SAGE Office of Admissions directly to learn about program-specific requirements.

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

Medaille College has a rolling admissions policy and students may be admitted for the Fall 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 SAGE Office of Admissions to find out the priority deadline for each. The Academic Calendar is available here: http://www.medaille.edu/calendar/2012-2013.

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.
ACADEMIC ADVISING

Each graduate student at Medaille is assigned a Program Director (Marriage and Family Therapy, Psychology, and Mental Health Counseling programs) or an Academic Advisor (Doctor of Psychology, School of Education, and ALP graduate programs) who will assist the student in developing realistic educational, career, and life goals. Working together, the student and advisor will evaluate and modify these goals as needed throughout the student’s course of study. Graduate program advisors are available during registration periods and throughout the academic year for consultation.

PROGRAM DIRECTOR/ADVISOR ROLES AND RESPONSIBILITIES

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

ADVISEE ROLES AND RESPONSIBILITIES

1. To meet with advisor during the academic year to work through academic, career, and life goals.
2. To make use of appropriate campus and community services to meet goals.
3. To read the College Catalog, pertinent Graduate and Program Handbooks, and Master Schedule in order to select courses.
4. To make and keep appointments with advisor concerning educational needs and goals and course selection.
5. To know the requirements for the chosen program of study.
6. To make certain that requirements are met for that program.
7. To become an active participant in the advisor/advisee relationship and to become increasingly self-directing.
8. To maintain personal records of academic progress.
STUDENT SERVICES

NEW STUDENT ORIENTATION

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

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

In addition to the services available to students at the Amherst and Rochester Campuses, students may visit the Buffalo Campus to obtain services as needed. A directory of all offices, with phone numbers and contact information, can be found on our website: www.medaille.edu.

ALUMNI ASSOCIATION

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

CAREER PLANNING

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

Contact our office today to:

- Consult with a career professional regarding your various career options, how to apply gained skills toward a new industry and new trends in a changing job market.
- Connect with employers through College Central, our job search database, networking opportunities and job fairs.
- Develop networks through our Alumni Mentoring Program to understand companies, make connections and position you for a competitive job market.
- Prepare yourself by conducting research through our website or career library. Utilize our various resources to gain an edge on the competition.
- The knowledgeable staff in the Career Planning Center is at your disposal to provide the assistance, knowledge, and support you require. Whether you are completing your first graduate degree, returning to school for a second degree or changing your career we recognize your needs and are prepared to offer the assistance you require to achieve your established goals.

www.medaille.edu
Other services offered by the Career Planning Center include:

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

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

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

**Job Listings:** Full-time and part-time job listings are available to all students and alumni through our online system. Each day new jobs are entered for those individuals looking for employment to assist with college costs or those seeking their career-related positions. Visit [www.medaille.edu/careerplanning](http://www.medaille.edu/careerplanning) and click on Employment.

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

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

**CENTER FOR MULTICULTURAL EDUCATION AND DIVERSITY**

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

**COLLEGE STORE**

School supplies and Medaille College clothing and souvenir items are offered for sale online through eFollett and on the Buffalo Campus.

**COMPUTER LABS**

The Amherst and Rochester Campuses have computer labs for student use. These campuses are also equipped with wireless networks for Internet connections. Please visit Medaille College’s IT Support Site [http://it.medaille.edu/](http://it.medaille.edu/) for more information.
DISABILITY SERVICES

The Office of Disability Services assists students with disabilities in all aspects of their College life. Students requesting services and/or accommodations must contact office directly. The Office of Disability Services web site is available here: www.medaille.edu/academics/disability-services.

FINANCIAL AID

All students are urged to visit the Financial Aid Office to learn about the types of aid available. If you have any questions regarding TAP (Tuition Assistance Program), loans, or other financial assistance, please visit the SAGE Financial Aid Office (http://www.medaille.edu/sage/financial-aid) for more information, including contact information for our financial aid staff.

LIBRARIES

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

PUBLIC SAFETY

The College’s Public Safety Office is located in the house at 2 Agassiz Circle and its primary responsibility is to work proactively with students, faculty, and College departments to identify, reduce, and remove the opportunity for crime and criminal activity before it occurs. Public Safety Officers patrol campus buildings, grounds, parking lots, and facilities; control traffic and parking as necessary; and are responsible for the safety and security of the College community. Student identification cards and parking permits are available at this office as well as information and literature to assist in preventing crime and victimization. Anyone encountering safety or security issues, or observing criminal activity, should report it immediately to the Campus Public Safety Office at (716) 880-2911.

Medaille College annually supplies a security report containing statistics, policies, and a description of programs that promote campus safety. A copy of this report is available to all prospective students and employees, and may be requested by contacting the Admissions Office, the Student Affairs Office, the Public Safety Office or the web site of the U.S. Department of Education. The Advisory Committee on Campus Safety will provide upon request all campus crime statistics as reported to the United States Department of Education.

The public safety website is available here: http://www.medaille.edu/public-safety.
Identification Cards (IDs): Identification cards are required for all students and can be obtained through the Campus Public Safety Office. They may be asked for when using the Computer Lab, the Kevin I. Sullivan Campus Center, or to take books from the Library. ID cards are also important for admission to many student events.

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

REGISTRAR’S OFFICE
The Registrar’s Office maintains the academic records of all students who have enrolled at Medaille. Representatives from the Registrar’s Office can assist students who wish to drop or add a course, withdraw from a course, or inquire about graduation status. The Registrar’s Office can also tell you who your Program Director is, and when the next registration period will occur. More information is available here: http://www.medaille.edu/registrar.

STUDENT ACCOUNTS OFFICE
The Student Accounts Office maintains student billing records for the College and accepts payment of tuition. Students may either visit the Student Accounts Office in Buffalo, or the Student Accounts Office at the Amherst Campus to pay their tuition bill each semester or make payment arrangements prior to the start of the semester. Students at the Rochester Campus are regularly served on site by a representative from the Student Accounts Office. Questions concerning your student bill or payment arrangements should be directed to the Student Accounts Office. More information is available here: http://www.medaille.edu/student-accounts.

WELLNESS CENTER AND HEALTH AND COUNSELING SERVICES
The Counseling Center is housed in the Wellness Center at 117 Humboldt Parkway and is staffed by nationally certified, licensed mental health counselors, and provides free and confidential services to matriculated Medaille students. Counseling services are designed to help students understand themselves better, resolve problems, and come to terms with difficult issues. Individual counseling, group counseling, and wellness workshops are provided. Short term psychiatric consultation services are available to students participating in counseling services at Medaille. Assistance with referrals to outside professionals is also provided. Self-help materials on a wide variety of topics are disseminated by the Counseling Office. Day and evening hours are maintained to meet the needs of all students.

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

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

ACADEMIC/BEHAVIORAL DECORUM

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

The College does not tolerate immature or abusive behavior in the classroom setting. Upon receipt of a written complaint about a student, the Dean of the School of Education, or the Dean of the School of Adult and Graduate Education may immediately remove the student from the class. Depending on the severity of the offense, the student may receive a formal warning (with consequences of subsequent behaviors outlined in the warning), behavioral probation, or may be dismissed from the program.

The College does not tolerate immature or abusive behavior in an internship setting on or off campus. Upon receipt of a written complaint, the appropriate College Dean may immediately remove the student from the class or field placement. The College Dean and the Program Director review the evidence and make a decision regarding the student’s status in the program within 30 days.

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

ACADEMIC CALENDAR

The 2012-2013 Academic Calendar is available here: http://www.medaille.edu/calendar/2012-2013

ACADEMIC CREDIT, UNIT OF

Generally, one credit represents the equivalent of one hour of lecture or recitation or at least two hours of laboratory work each week and at least 30 hours of supplementary assignments for one semester term or its equivalent. Full-time graduate student status is determined by program; please refer to your program’s handbook.
ACADEMIC DISHONESTY

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

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

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

“Fundamentally, plagiarism is the offering of words or ideas of another person as one’s own. While the most blatant violation is the use of other students’ work, the most common is the unintentional misuse of 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.
STUDENT APPEAL OF CHARGE OF ACADEMIC GRADE

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

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.
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 RECORDS

All student records are maintained and made available in accordance with the Federal Family Educational Rights and Privacy Act of 1974. Thus, with some exceptions, all student records are made available for review upon request by that student and the right to challenge the content is provided. No records are released to third persons except as provided in the Family Educational Rights and Privacy Act. Detailed information on the maintenance and availability of student records is available in the Office of the Registrar (http://www.medaille.edu/registrar). Normally the College will disclose whether or not an individual is now or has been enrolled as a student at the College. This information may include dates of attendance and a student's last known home address, if requested.

ACADEMIC STANDARDS: PROBATION, DISMISSAL

Continuation in graduate studies requires satisfactory progress toward a graduate degree. Evidence of such progress includes maintenance of a minimum 3.0 cumulative grade point average each term. The progress of each student is reviewed each term by a committee designated by the Deans. Failure to maintain the minimum 3.0 cumulative grade point average will result in being placed on probation. Any student on probation must not only achieve a 3.0 cumulative average within two successive terms following the term in which the deficiency occurred, but must also maintain at least a 3.0 term average in any term in which he or she is on probation. Failure to meet either of these requirements will result in dismissal from graduate studies at Medaille. Refer to your program handbook for additional academic requirements. Graduate students must have a minimum 3.0 cumulative grade point average within their academic program in order to graduate. The computation of academic standing is based on hours earned each term.

Students who have been dismissed may apply for readmission to the Graduate Admissions Committee after the lapse of two regular semesters. Such students who are then 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 to show good progress in a course or in their program of study receive an Academic Warning from their instructor. Students who receive a warning should immediately contact the instructor as well as the Program Director to find out how the grade can be improved. Please note that not all programs may use Academic Warnings.
ATTENDANCE

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

AUDIT (AU)

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

CLASS TIMES

Times for class meetings, day evening and weekend, are varied and scheduled to meet the needs of individual programs and their students. The number of class meetings varies according to the length of the course and credits earned. Refer to MedailleOne (one.medaille.edu) for specific class times and meeting locations. All programs provide eligibility for financial aid benefits. Students who need additional information or who need specific questions answered should contact the Financial Aid Office at (716) 631-1061.

COLLEGE WITHDRAWAL

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

A student will receive “W’s” if the Withdrawal form is submitted to the Registrar’s Office by the “Last Day/Evening to Withdraw” (see Academic Calendar).

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

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

COURSE SUBSTITUTION

Deviation from a prescribed curriculum will be permitted only under extraordinary circumstances. A course substitution must be approved by the student’s Program Director, the Registrar and the appropriate Dean. No student should begin attendance in a requested substitution unless a copy of the approved Course Substitution form has been received by the student. No course substitution will be granted retroactively. Students graduating in May must have course substitutions approved by December 1 of the preceding year.

COURSE SYLLABI

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

COURSE WITHDRAWAL (W)

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

A student may withdraw from a course during the first two-thirds of a semester or module. See Calendar for specific dates. A grade of “W” appears on the transcript for an official withdrawal. No withdrawal is permitted after the deadline. Depending upon the withdrawal date and the number of credits a student is carrying during a particular semester, course withdrawal may affect tuition (see Tuition Liability policy). There is the possibility of reduced financial aid if withdrawing from a course means the student would fall below full-time credit allocation for their program.

Please note: Discontinuance of attendance in one or all classes does not constitute an official withdrawal. A student who does not follow the proper procedure and/or stops attending class (an unofficial withdrawal) will receive from the instructor the grade earned according to the student’s performance and will be 100% financially liable for courses.
CREDIT PENDING (CP)

A code of CP is given to students when the required class work is due after the close of grade submittal at the end of the semester. Typically this grade is only given to Mental Health Counseling and Marriage and Family Therapy students in Internship.

CUMULATIVE AVERAGE

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

DIRECTED STUDY

Directed Study is individualized instruction identical in regard to the title, course objectives, course content, and evaluative criteria of the course.

Directed Study is made available only under the most extraordinary circumstances and is implemented to fulfill a graduation requirement that is not otherwise available to the student. GPAs of 3.0 are required of students who wish to undertake Directed Study. The faculty and College do not guarantee that this is available during any particular semester.

Students may not take a Directed Study to replace a course in which a failing grade was earned unless they obtain a waiver signed by the Program Director for their program and the appropriate Dean.

Before completing an application, a student should discuss the matter with the Program Director and the appropriate instructor. The instructor should be aware of what the student intends to accomplish and be willing to direct the study. The student and the instructor must agree on the time that will be devoted to supervision and the manner in which the instructor will evaluate the study.

EVALUATION OF STUDENTS’ WORK

An evaluation system is required for each course. Examinations, papers and projects are ordinarily part of the evaluation system, but alternative methods of overall evaluation may be employed. At the first class period of the semester or module, the instructor will inform students through the course syllabus of the type of evaluation system that will be used for that course throughout the semester.
GENERAL REQUIREMENTS FOR COLLEGE DEGREES

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

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

Note: Each graduate program may have specific requirements; therefore, check the individual program handbook. Any person who wishes to participate in the annual Commencement, held during the month of May each year, must complete all academic requirements for graduation in order to participate, except for (1) those students in the process of completing requirements in the semester during which Commencement takes place and (2) those students lacking one to six credit hours who, prior to the ceremony, register to take those outstanding credits during their next term of study. Students in the above situations should contact their Program Director to complete a waiver form to allow them to participate in the graduation ceremony.

PRE-GRADUATION REVIEW (APPLICATION FOR GRADUATION)

A pre-graduation review, listing outstanding requirements, will be completed by the Registrar’s Office once the student has applied for graduation. Students should complete an Application for Graduation the semester prior to the completion of their program. Students may apply online for graduation through Medaille One.

GRADE APPEAL

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

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

<table>
<thead>
<tr>
<th>Grades</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>High distinction, an exceptionally high achievement</td>
<td>A 4.0</td>
</tr>
<tr>
<td>High achievement</td>
<td>B+ 3.3</td>
</tr>
<tr>
<td>Average achievement</td>
<td>B 3.0</td>
</tr>
<tr>
<td>Pass, below average achievement</td>
<td>B- 2.7</td>
</tr>
<tr>
<td></td>
<td>C+ 2.3</td>
</tr>
<tr>
<td></td>
<td>C 2.0</td>
</tr>
<tr>
<td>Failure, unsatisfactory grade</td>
<td>F 0.0</td>
</tr>
<tr>
<td>Official withdrawal</td>
<td>W</td>
</tr>
<tr>
<td>Incomplete</td>
<td>I</td>
</tr>
<tr>
<td>Audit</td>
<td>AU</td>
</tr>
<tr>
<td>Satisfactory Progress</td>
<td>S</td>
</tr>
<tr>
<td>Unsatisfactory Progress</td>
<td>U</td>
</tr>
<tr>
<td>Credit Pending</td>
<td>CP</td>
</tr>
</tbody>
</table>

GRADE POINT AVERAGE (GPA)

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

GRADE REPORTS

Grades can be obtained online through students’ MedailleOne accounts, and are posted within one week following the last day of class. Grades are not given out over the telephone or in person by the Registrar’s Office.
INCOMPLETE (I)

Incompletes may be assigned if a student is unable (for valid reasons) to complete the course work, has a passing grade average, and a well-defined plan to complete the remaining course work. Requests for an Incomplete must be made in writing to the course instructor no later than two weeks prior to the ending date of the course and, if granted, the Incomplete must be made up by the end of the following academic term. If the course work is not completed by the end of the following term, the grade becomes the designated alternate grade assigned by the course instructor or an “F”. Students are allowed to request a total of two (2) Incompletes during the course of their graduate study at Medaille College. Mental Health Counseling students should consult the MHC Student Handbook for specific information regarding Incompletes for Mental Health Counseling students and the processing of the same.

INTERNATIONAL STUDENTS

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

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

LEAVE OF ABSENCE

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

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

- A Graduate Admissions application
- All college or university official transcripts
- Receive approval from Program Director prior to registering for class
- No more than 12 semester hours earned as a non-degree student may be transferred into a regular degree program.

POLICY WAIVER

Deviation from a prescribed policy will be permitted only under extraordinary circumstances. An Academic Policy Waiver must be approved by the student's Program Director, department chairperson, the Registrar, and the appropriate Dean. If the waiver is approved, the student will receive a copy of the completed Academic Policy Waiver. No policy waiver will be granted retroactively.

POLICY ON TRANSFER CREDITS

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

REPEATING A COURSE

In cases of repeated courses only the last grade earned, whether higher or lower, is used in calculating the grade point average. All grades earned for courses taken at Medaille, however, remain a part of the student’s permanent record. Students must complete and submit the appropriate form at the time of registration. Students should take note that if the repetition is not required by the College, New York State will not allow the credit hours for the course to be counted in determining the minimum course load required for financial aid purposes.

Students may not take a Directed Study or have a course transferred from another college to replace a course in which a failing grade was earned.
RESERVE OFFICERS’ TRAINING CORPS (ROTC)

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

SATISFACTORY/UNSATISFACTORY (S/U)

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

SERVICEMEMBERS’ OPPORTUNITY COLLEGE (SOC)

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

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TRANSCRIPT OF RECORD

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

TRANSFER CREDITS

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

TUITION RATES

Tuition rates for the 2012-2013 academic year are listed below by program. Tuition changes annually. Please contact Admissions for updated figures.

<table>
<thead>
<tr>
<th>Program</th>
<th>Cost per credit hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Business Administration</td>
<td>$689</td>
</tr>
<tr>
<td>Master of Arts in Organizational Leadership</td>
<td>$689</td>
</tr>
<tr>
<td>Master of Arts in Mental Health Counseling</td>
<td>$754</td>
</tr>
<tr>
<td>Master or Arts in Marriage and Family Therapy</td>
<td>$754</td>
</tr>
<tr>
<td>Master of Arts in Psychology</td>
<td>$754</td>
</tr>
<tr>
<td>Master of Science in Education</td>
<td>$754</td>
</tr>
<tr>
<td>Doctorate in Clinical Psychology</td>
<td>$938</td>
</tr>
</tbody>
</table>

RESOURCE FEES:

<table>
<thead>
<tr>
<th>Program</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAGE Master of Business Administration</td>
<td>$95 per credit hour</td>
</tr>
<tr>
<td>SAGE Master of Arts in Organizational Leadership</td>
<td>$95 per credit hour</td>
</tr>
<tr>
<td>Doctorate in Clinical Psychology</td>
<td>$350 per regular semester (Fall and Spring)</td>
</tr>
</tbody>
</table>

STANDARD ALLOWANCE

Medaille College estimates the 2012-2013 standard allowance as follows. The standard allowance changes annually. Please contact Admissions/Financial Aid for updated figures.

<table>
<thead>
<tr>
<th>Allowance</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books/supplies</td>
<td>$1100</td>
</tr>
<tr>
<td>Personal Expenses</td>
<td>$1100</td>
</tr>
<tr>
<td>Transportation</td>
<td>$2000</td>
</tr>
<tr>
<td>Total</td>
<td>$4200</td>
</tr>
</tbody>
</table>
EXPLANATION OF EDUCATION EXPENSES

**Tuition:** Covers cost of academic, student, and administrative services and fees, unless otherwise stated. Graduation: covers a portion of programs, diplomas, and other related expenses.

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

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

**Acceptance Deposit:** Confirms the student’s enrollment and reserves his/her place in the College and is non-refundable. This $100 fee ($300 for doctoral students) is applied toward the first tuition payment.

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

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

TUITION PAYMENT POLICY

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

Should a student need to establish a monthly payment plan he/she would need to do so through Tuition Management Systems (TMS) ([http://www.afford.com/medaille](http://www.afford.com/medaille)), an outside payment arrangement service. TMS is an interest free monthly payment option, with an annual enrollment fee of $65.00 or a $47.00 enrollment fee for the semester based plan. A student’s expenses are broken out over the academic period for which, they are/will be enrolled in. For example, if a student is anticipated to be attending for the academic year their budget would be estimated based on the Fall and Spring semesters and he/she would be eligible for a nine or ten month payment plan. If a student were planning on attending for only one semester, he/she would be eligible for a four or five month plan. The term of the payment plan would be based on the date of registration and limited to offered plan options. Students are responsible for establishing the proper budget base upon the cost of attendance and financial aid/loans if applicable. Please note that TMS is NOT available for the summer semester.

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

A student receiving employer tuition reimbursement is required to provide the Student Accounts Office with a letter from their employer prior to the first scheduled day of classes identifying the employee-student and the terms of the employer’s reimbursement policy. Assuming the necessary documentation has been received, the Student Accounts Office will recognize the employer’s tuition payment policy and defer receipt of tuition and/or fees accordingly. Future semester deferments are only available to students who fulfill their payment obligations in accordance with the employer reimbursement plan. Failure to do so will result in a $150.00 late fee assessment to the student’s account.

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

REFUND OF EXCESS FINANCIAL AID AWARDS

There is an unpredictable lapse of time between the issuance of the notice of financial award, which is sent to the student and College, and the actual receipt of funds from federal/state programs. As funds are received in the Student Accounts Office, they are promptly credited to the appropriate individual student's account. When such posting to a student account results in a credit balance, the overage will be refunded by the Student Accounts Office to the student within 14 days from the posting date unless an Authorization to Apply Federal Student Aid form has been signed. School application fees and assessment fees are non-refundable.
EMPLOYER TUITION REIMBURSEMENT

A student receiving employer tuition reimbursement is required to provide the College with a letter from their employer prior to the first scheduled day of classes identifying the employee-student and the terms of the employer’s reimbursement policy. Assuming the necessary documentation has been received, Medaille College will recognize the employer’s tuition payment policy and defer receipt of tuition and/or fees accordingly. Future semester deferments are only available to students who fulfill their payment obligations in accordance with the employer reimbursement plan. Failure to do so will result in a $150.00 late fee assessed to the student’s account.

Students owing a balance, or whose financial aid has not been completed and are not registered with TMS, will be expected to pay the balance of their tuition for the semester in full (minus any financial aid) by the first day of class. Students who fail to make their payment by the first day of class will be assessed a $150 late fee.

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

TUITION LIABILITY POLICY

Tuition liability adjustment will be made only in the case of an official leave of absence or withdrawal and the Withdrawal form must be filed in person at the Registrar’s Office. The amount of any adjustment will be determined using the date of filing and the schedule below. An alternate schedule may apply in the case of Federal financial aid recipients. NO ADJUSTMENT WILL BE MADE IN THE CASE OF AN UNAUTHORIZED WITHDRAWAL. Please reference the published Tuition Liability Schedules, for each term for specific liability percentages and dates.
# 2012-2013 Tuition Liability Schedule

**Fall 2012 Liability Schedule**

<table>
<thead>
<tr>
<th>Type of Class</th>
<th>Session Dates</th>
<th>Liability Stage</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day Classes: Undergraduate and M.S.Ed.</td>
<td>September 4–December 10</td>
<td>40% liability begins 8 a.m.</td>
<td>September 12, 2012</td>
</tr>
<tr>
<td></td>
<td></td>
<td>60% liability begins 8 a.m.</td>
<td>September 19, 2012</td>
</tr>
<tr>
<td></td>
<td></td>
<td>80% liability begins 8 a.m.</td>
<td>September 26, 2012</td>
</tr>
<tr>
<td></td>
<td></td>
<td>100% liability begins 8 a.m.</td>
<td>October 2, 2012</td>
</tr>
<tr>
<td>Full Semester Evening Classes</td>
<td>September 4–December 10</td>
<td>40% liability begins 8 a.m.</td>
<td>September 12, 2012</td>
</tr>
<tr>
<td></td>
<td></td>
<td>60% liability begins 8 a.m.</td>
<td>September 19, 2012</td>
</tr>
<tr>
<td></td>
<td></td>
<td>80% liability begins 8 a.m.</td>
<td>September 26, 2012</td>
</tr>
<tr>
<td></td>
<td></td>
<td>100% liability begins 8 a.m.</td>
<td>October 2, 2012</td>
</tr>
<tr>
<td>Evening Classes—Session I</td>
<td>August 25–October 13</td>
<td>100% liability begins 8 a.m.</td>
<td>September 1, 2012</td>
</tr>
<tr>
<td>Evening Classes—Session II</td>
<td>October 20–December 15</td>
<td>100% liability begins 8 a.m.</td>
<td>October 27, 2012</td>
</tr>
</tbody>
</table>

**Spring 2013 Liability Schedule**

<table>
<thead>
<tr>
<th>Type of Class</th>
<th>Session Dates</th>
<th>Liability Stage</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day Classes: Undergraduate and M.S.Ed.</td>
<td>January 22–May 6</td>
<td>40% liability begins 8 a.m.</td>
<td>January 30, 2013</td>
</tr>
<tr>
<td></td>
<td></td>
<td>60% liability begins 8 a.m.</td>
<td>February 6, 2013</td>
</tr>
<tr>
<td></td>
<td></td>
<td>80% liability begins 8 a.m.</td>
<td>February 13, 2013</td>
</tr>
<tr>
<td></td>
<td></td>
<td>100% liability begins 8 a.m.</td>
<td>February 19, 2013</td>
</tr>
<tr>
<td>Full Semester Evening Classes</td>
<td>January 22–May 6</td>
<td>40% liability begins 8 a.m.</td>
<td>January 30, 2013</td>
</tr>
<tr>
<td></td>
<td></td>
<td>60% liability begins 8 a.m.</td>
<td>February 6, 2013</td>
</tr>
<tr>
<td></td>
<td></td>
<td>80% liability begins 8 a.m.</td>
<td>February 13, 2013</td>
</tr>
<tr>
<td></td>
<td></td>
<td>100% liability begins 8 a.m.</td>
<td>February 19, 2013</td>
</tr>
<tr>
<td>Evening Classes—Session III</td>
<td>January 19–March 9</td>
<td>100% liability begins 8 a.m.</td>
<td>January 26, 2013</td>
</tr>
<tr>
<td>Evening Classes—Session IV</td>
<td>March 16–May 4</td>
<td>100% liability begins 8 a.m.</td>
<td>March 23, 2013</td>
</tr>
</tbody>
</table>
FINANCIAL AID

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

INSTITUTIONAL AID

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

ALLEN LEE DOWNING MEMORIAL SCHOLARSHIP

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

ALP SCHOLARSHIP

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

ALUMNI SCHOLARSHIP

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

ANNA ILLUZZI PALANO MEMORIAL SCHOLARSHIP

Established in memory of the founding President of the Medaille College Alumni Association Board of Directors and is awarded to continuing students based on financial need, scholastic ability, personal initiative, and participation in school and community activities. All Medaille College students are eligible to apply.
BUSINESS PROGRAM SCHOLARSHIP
Established to recognize a business major demonstrating financial need and academic excellence, this scholarship is available to any student enrolled in the undergraduate business or MBA program.

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

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

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

MARGARET KAFKA ’90 WOMEN ASPIRE SCHOLARSHIP
Awarded to a female non-traditional age student with financial need for whom a college degree will be a life altering achievement. Women enrolled in the ALP program are eligible to apply.

MASTER OF SCIENCE IN EDUCATION DISCOUNT PROGRAM
The Master of Science in Education Discount extends to education professionals at participating Catholic and private schools. The discount program provides a 30% tuition reduction for each semester a student is enrolled in an M.S.Ed. program attending Medaille College. Students must take a minimum of 6 credit hours each semester to be eligible. The qualified applicant also will be required to maintain a GPA of 3.0.

MASTER OF SCIENCE IN EDUCATION TUITION REDUCTION SCHOLARSHIP
The Master of Science in Education Tuition Reduction Scholarship will be awarded to one graduate from Medaille’s Bachelor of Science in Education Degree programs (excluding the Educational Preparation program) per year. To be eligible, the student must enroll in a Master of Science in Education Degree program within one year of completion of the undergraduate degree, have a minimum GPA of 3.25, and provide two letters of recommendation from Medaille College faculty. The scholarship is available for each semester that the student attends and is equivalent to 30% of tuition. The successful candidate will be required to take no fewer than 6 credit hours per semester and maintain a GPA of 3.5. Scholarship recipients will be expected to perform duties as a graduate assistant.
MEDAILLE EMPLOYEES SCHOLARSHIP
Funded through gifts from Medaille employees, this scholarship was established to ensure that high achieving students in need of financial aid received assistance as they worked toward their degree. All Medaille College students are eligible to apply.

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

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

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

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

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

NEW YORK STATE & FEDERAL AID OPPORTUNITIES
Financial aid is available to admitted and accepted Medaille students through a variety of sources. The Office of Financial Aid can provide information about the following topics: financial aid programs (including eligibility requirements, selection procedures, and disbursement schedules), satisfactory progress, rights and responsibilities of students receiving financial aid, and loan repayment. When planning for college finances, the student should investigate the following sources.
FINANCIAL AID

To calculate financial need, a student must first determine his/her family contribution by completing the Free Application for Federal Student Aid (FAFSA) online at www.fafsa.ed.gov. The Family Contribution is then subtracted from the cost of attendance to determine financial need.

Cost of Attendance – Family Contribution = Financial Need

OTHER FINANCIAL ASSISTANCE

Scholarship Opportunities for Veterans

Medaille College is proud to support our veterans as they pursue an education. Medaille currently offers two scholarships for veterans—the Yellow Ribbon Scholarship and the Veterans Education Tuition Scholarship. For complete details, please see our veterans’ page at http://www.medaille.edu/veterans. For information on the GI Bill, please call an Admissions counselor at (716) 631-1061 or visit the GI Bill website here: http://www.gibill.va.gov/

Veterans Tuition Awards (VTA)

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

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

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

These students must also:

- Establish eligibility by applying to HESC
- Be New York State residents
- Be US Citizens or eligible noncitizens
- Be matriculated full- or part-time at an undergraduate or graduate degree-granting institution in New York State or in an approved vocational training program in New York State
- Have applied for the Tuition Assistance Program for all undergraduate or graduate study
- Have graduated from high school in the United States, earned a GED, or passed a federally approved “Ability to Benefit” test as defined by the Commissioner of the State Education Department
- Be in good academic standing.

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• Have at least a cumulative “C” average after receipt of two annual payments.
• Be charged at least $200 tuition per year.
• Not be in default on a student loan guaranteed by HESC or on any repayment of state awards.

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

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

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

An application is necessary for each year of study and must be accompanied by an official needs analysis from the Financial Aid Office. Each first-time applicant is required to submit tribal enrollment certification from the bureau, agency, or tribe which records enrollment for the tribe. The student must make satisfactory progress towards a degree and show financial need for grants to be awarded in successive years. Applications are available from the Bureau of Indian Affairs, 3701 North Fairfax Drive, Suite 260, Arlington, Virginia 22203.

New York State Aid to Native Americans
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 post-secondary program. Applications are available from the Native American Education Unit, New York State Education Department, Albany, New York 12234.
LOANS

The direct Unsubsidized Federal Stafford Loan Program is available, regardless of family income, to graduate students. The maximum loan eligibility per academic year is $20,500. The aggregate loan limit is $138,500. Borrowers are responsible for the payment of interest that accrues on unsubsidized loans while they are attending school. The term unsubsidized means that interest is not paid for you by the Federal government while you are in school. Apply by submitting the FAFSA online at www.fafsa.ed.gov and an E-MPN (Electronic Master Promissory Note) online at www.studentloans.gov. Students must maintain satisfactory academic progress to receive this loan.

LEAVE OF ABSENCE

Any leave will affect your financial aid. For this reason, we recommend that students take no more than one leave of absence per academic year. If a student is eligible for a course waiver, he/she may wish to enroll in an elective course to avoid the need for a leave of absence and the subsequent effect on financial aid disbursement. Medaille College will permit leaves of absence during which the student is not considered withdrawn. The leave of absence will not involve additional charges by the College. All accounts are on hold for the leave; no refunds may be given while the student is on a leave.

Please note: to be granted a leave of absence, the student must demonstrate a reasonable expectation of his/her return to the program. To request a leave of absence, students should:

- Contact program advisor to determine if a leave is possible.
- Contact Financial Aid to assess the effect of a leave on his/her aid.
- Sign and submit all required paperwork.

Students must have all approvals before the leave of absence is official. Students must return from LOA on the date specified or they must be withdrawn from the program.

REQUIRED DOCUMENTATION

A leave of absence will be considered an approved leave of absence if the College determines that there is a reasonable expectation that the student will return. In addition, the student must follow the college policy in requesting the leave of absence from the Registrar, who will provide the Financial Aid office a written, signed, and dated request prior to the leave of absence. However, if unforeseen circumstances prevent a student from providing a prior written request, the College will grant the leave of absence and ask for the written documentation at a later date. For example, if a student was injured in a car accident and needed a few weeks to recover before returning to school, the student would not have been able to request the leave of absence in advance.

LENGTH AND NUMBER OF APPROVED LEAVES

Any leave over 180 days in a twelve-month period will be considered a withdrawal. The length of each leave may be determined by each individual student. Students must indicate the reason for the leave.
REASONS FOR A LEAVE OF ABSENCE

A leave of absence will only be granted when there is a reasonable expectation that the student will return. Common causes for a leave of absence request include: illness, business travel, and family emergencies. The reason for a leave should be indicated on the application.

EFFECT OF LEAVE OF ABSENCE ON FINANCIAL AID

A leave of absence will change the cost of attendance and the amount of aid eligibility. A calculation is completed to make sure aid is earned. Any unearned aid is returned.

COMPLETION OF COURSEWORK UPON RETURN

Title IV regulations indicate that upon the student’s return from a leave of absence, the student should be permitted to complete the coursework begun prior to the leave of absence. The student will incur no charges while on a leave of absence.

FAILURE TO RETURN

The College will explain to the student, prior to granting the leave of absence, the effect that the failure to return from the leave may have on student loan repayment terms, including the exhaustion of some or all of the student’s grace period. A student on an approved leave of absence will be considered enrolled at the College and would be eligible for an in-school deferment for his or her SFA loans. If a student does not return from an approved leave of absence, his/her withdrawal date and the beginning of his/her grace period will be the date the student began the leave of absence.

RATIONALE

The College must have a formal written leave of absence policy publicized to students indicating the information provided above.

CITATIONS

HEA 484B(a)(2), 484(b)(e), Dear Colleague Letter GEN-98-28 RE: 1998 HEA, CFR 668.22(c) and (d), 1999-00 Federal Student financial Aid Handbook, Institutional Eligibility and Participation.
STUDENT ACKNOWLEDGMENT

In applying for financial aid while attending Medaille College, the student acknowledges the following: Medaille College will apply all financial aid funds necessary to cover the tuition costs for the entire payment period. Financial Aid and other payments collected in excess of tuition, books, and fees charges will be refunded within 10 days of the credit balance if the student has not signed an Authorization to Apply Federal Student Aid form. If the student has signed the authorization form, refunds will be issued on request. Applying for financial aid does not remove the responsibility for payment. If the funding is not received, the student must make payment arrangements with the Student Accounts Department in Amherst.

Loan funds are disbursed in accordance with the term students are enrolled in. (i.e., if a student was enrolled for a fall and spring term, there would be a fall disbursement and a spring disbursement).

Changes in the student's class schedule (e.g. non-attendance for more than 29 days) may result in cancellation of the loan application or a delay in disbursement. A student must be withdrawn from, and re-entered into, the program if he/she will be out of attendance for more than 29 days. Prior to any change in schedule, the student must contact the Office of Financial Aid in Amherst to verify the impact of the change.

Loan periods are measured in credit hours. For students enrolled at least half-time for two semesters in an academic year, the first payment period is defined as half the award year. For students enrolled at least half-time in three semesters in an academic year, the first payment period is defined as one-third of the award year.
SATISFACTORY ACADEMIC PROGRESS POLICY

The receipt of financial aid is a privilege that creates both rights and obligations. The United States Department of Education requires every postsecondary institution receiving Federal funds (Title IV) to have a satisfactory academic progress (SAP) policy that is used to determine eligibility for, and continued receipt, of Federal funds. Title IV federal funds affected by this policy include the Federal College Work-Study program, Federal PLUS Loans, and Federal Direct Loans.

Graduate students must maintain a minimum GPA of 3.00. In addition, students must complete at least 66.7 percent of all courses registered for during the previous academic semester. The completion ratio is measured by dividing total hours earned by total hours attempted.

Academic progress is evaluated at the end of each semester. Failure to complete the minimum number of credit hours per academic semester and maintain the minimum GPA will result in the cancellation of all Title IV and Institutional funds. Students whose aid is cancelled are not eligible for additional financial aid until the necessary coursework is completed and the GPA is improved. Students failing SAP requirements will be granted one semester of financial aid probation. Students must make the required improvements after this one semester of probation or further financial aid will be denied.

No student may be considered for aid for more than 150 percent of his or her published program length.

APPEAL PROCEDURES

Students identified as not making progress toward the degree will receive correspondence at their campus e-mail address. Students have the right to appeal the decision by submitting an online appeal to the Financial Aid Office. Generally, the Satisfactory Academic Appeals Committee will consider appeals that involve circumstances beyond the student’s control that have had an impact upon the student’s academic performance. The appeal must include a narrative of the extenuating circumstances (e.g., the student or an immediate family member suffered a serious illness or injury, death of a close relative, separation or divorce) that prevented the student from meeting the minimum requirements, and reasonable explanation of the expectation that the event/circumstances will not re-occur; furthermore, students are expected to describe their academic plan to succeed in their program of study as well as carefully review their academic history before submitting the appeal. The appeal will be reviewed by a committee and a response will be provided within fourteen (14) business days. All committee decisions are final. It is therefore imperative that students monitor, read and respond appropriately to College communications.

Any student with an approved appeal will have their aid reinstated within ten business days of approval. Future aid eligibility will be based on completing and meeting the stated conditions of this policy. **Students who do not wish to appeal or whose appeal is denied may receive alternative/private loans.**

Citations:

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

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REFUND POLICY

There is an unpredictable lapse of time between the issuance of the notice of financial award, which is sent to the student and College, and the actual receipt of funds from the federal/state programs. As funds are received in the Student Accounts Office, they are promptly credited to the appropriate individual student’s account. When such posting to a student account results in a credit balance, the overage will be refunded to the student within 10 days from the posting date unless an Authorization to Apply Federal Student Aid form has been signed. School application fees, assessment fees, and a book/resource material fee are non-refundable.

Effective October 7, 2000, when a recipient of Title IV funds withdraws from the College during a payment period, the College will determine the amount of Title IV funds the student earned as of their withdrawal date. If the total amount of funds earned as calculated is less than the amount disbursed to the student (or on behalf of the student in the case of a PLUS loan), as of the date that the student withdrew, the difference between these amounts will be returned to the Title IV programs. If the total amount of Title IV funds earned as calculated is greater than the total amount of funds disbursed to the student as of the date the student withdrew, the difference between these amounts will be treated as a post-withdrawal disbursement.

Return Calculation

The amount of Title IV funds earned by the student will be calculated by determining the percentage of Title IV assistance that has been earned and applying this percentage to the total amount of Title IV assistance that was disbursed and/or could have been disbursed for the payment period.

*Percentage Earned* - The percentage of Title IV assistance that has been earned by the student is equal to the percentage of the payment period that the student completed as of the student’s withdrawal date (the last date attended), if this date occurs on or before completion of 60 percent of the payment period. Attendance must be “academic attendance” or “attendance at an academically-related activity.” For students enrolled in an on-ground course, the last day of attendance shall be defined as the last day the student physically attends class where there is direct interaction between student and instructor. For students enrolled in an on-line course, the last day of attendance shall be defined as the last day the student logs into the online classroom system and engages in an academically-related activity (e.g., submits an academic assignment, participates in an online discussion about academic matters, completes an interactive tutorial, etc.). Simply logging into the system does not constitute engaging in an academically-related activity.

*Total number of calendar days completed:* The total number of calendar days in a payment period will include all days within the period (as originally scheduled at the time of certification) except that scheduled breaks of at least five consecutive days are excluded from both numbers in the above equation. In addition, the total number of calendar days in a period will not include days during which the student was on an approved leave of absence.

*Percentage Unearned:* The total Title IV funds disbursed to the student or that could have been disbursed to the student or on the student’s behalf, minus the amount of Title IV funds earned by the student, determines the amount of Title IV loan and grant aid that is unearned and must be returned.

**Total Title IV disbursable aid**-minus the -**Title IV aid earned**= **Title IV loan and grant aid to be returned**

*Return of Unearned Aid:* The College will return the lesser of the following amounts to the appropriate Title IV Programs:

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• The total amount of unearned aid
• The amount that is equal to the total College charges incurred by the student for the payment period multiplied by the percent of unearned aid
• The College charges incurred by the student will include tuition, fees, and other educationally related charges assessed prior to withdrawal

The College will return funds to the Title IV Programs in the following order: Unsubsidized Federal Stafford Loans, then Federal PLUS Loans. If unearned funds remain to be returned after repayment of all outstanding loan amounts, the remaining excess will be credited to any amount awarded for the payment period for which a return of funds is required in the following order: Federal Pell Grants, other grant or loan assistance authorized by Title IV regulations.

After the College has allocated the unearned funds for which it is responsible, the student must return assistance for which he/she is responsible in the order specified below. The amount of assistance that the student is responsible for returning is calculated by subtracting the amount of unearned aid that the College is required to return from the total amount of unearned Title IV assistance to be returned. The student (or parent in the case of funds due to a PLUS Loan) must return or repay, as appropriate, the amount determined to any Title IV loan program in accordance with the terms of the loan and any Title IV grant program as an overpayment of the grant. The student is obligated to return only one-half of the unearned grant amount.

Timelines for Return of Funds: The College will return the amount of Title IV funds for which it is responsible as soon as possible but no later than 30 days after the date the College determines that the student withdrew. The College will provide students with written information in reference to the Return of Title IV Funds policy requirements.

Rationale: If a student withdraws before completing more than 60 percent of the payment period, the amount of any Title IV loan and grant aid the student received for the payment period must be recalculated to reflect the portion of the payment period that they completed prior to withdrawal. The unearned Title IV loan and grant aid for the percentage of the payment period not completed must be returned to the appropriate Title IV aid programs.

Citations:
HEA 484B; Dear Colleague Letter GEN098028 RE: 1998 HEA; CFR 668.22(a),(e), (f), (g), (h), (i); and the 1999-00 Federal Student Financial Aid Handbook, Institutional Eligibility and Participation Section.
## ACADEMIC PROGRAMS 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.)
- Marriage and Family Therapy: 2104.10
- Mental Health Counseling: 2104.10
- Organizational Leadership: 0506.00
- Psychology: 2001.00

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

### MASTER OF SCIENCE IN EDUCATION (M.S.ED.)
- Adolescent Education: 0802.00
- Curriculum and Instruction: 0829.00*
- Education (non-certiﬁcation): 0801.00
- Elementary Education: 0802.00
- Literacy Birth-6 and/or 5-12: 0830.00
- Special Education: Childhood/Middle Childhood: 0808.00
- Students with Disabilities 1-6: 0808.00
- Students with Disabilities 7-12 Generalist: 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 Administration: 1215.00

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**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  
1General Studies: 4901.00  
1Homeland 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  
2Psychology: 2001.00  
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  
Elementary Education: Childhood: 0802.00*  
Education: Early Childhood/Childhood (B-6): 0802.00  
Education: Middle Childhood: 0804.00*

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

English: 1501.00  
English: Oversees International Student Transfer Program: 1501.00  
Psychology: 2001.00  
2Visual and Digital Arts: 1099.00

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

1Business: 5001.00
General Studies: 5649.00
Liberal Studies: 5649.00
Veterinary Technology: 5402.00

ASSOCIATE OF APPLIED SCIENCE (A.A.S)
Veterinary Technology: 5402.00 (Program is registered by NYSED and will enroll its first cohort of students in spring 2013)

CERTIFICATES
Alcohol and Substance Abuse Counseling 5506.00
Computer Crimes Investigation: 2105.00

ADVANCED CERTIFICATES
Marriage and Family Therapy: 2104.10
Mental Health Counseling: 2104.10
Elementary Education: 0802.00
Literacy Birth-6 and/or 5-12 (including advanced certification option in Birth-6 & 5-12): 0830.00
Students with Disabilities: Generalist 7-12: 0808.00
Students with Disabilities: 1-6/ Generalist 7-12: 0808.00
Special Education: Childhood/Middle Childhood: 0808.00

Offered at Medaille College's Amherst and/or Rochester Branch campuses only. Please refer to the School of Adult and Graduate Education’s Accelerated Learning Program Student Handbooks, and/or program-specific handbooks for all information pertaining to these degree and certificate programs.

Incoming freshmen and transfer students for the 2012–2013 academic year are not eligible to enroll in the B.S. Psychology or B.A. Visual and Digital Arts, as these programs are currently on enrollment hiatus.

*Programs are in teach-out. No new students are permitted to register for these programs.*
Note: For more detailed information see each individual School of Education program handbooks, available here: http://www.medaille.edu/academics/undergraduate/education/department

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

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<thead>
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<tbody>
<tr>
<td>Furthering Education (%)</td>
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<tr>
<td>0 (US)</td>
<td>19 (US)</td>
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<td>1</td>
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<td>7</td>
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<tr>
<td>43 (Canadian)</td>
<td>49 (Canadian)</td>
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<tr>
<td>Employed (%)</td>
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<tr>
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<td>64 (Canadian)</td>
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<tr>
<td>Placement Rate (%)</td>
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<td>94</td>
<td>98</td>
<td>96</td>
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<tr>
<td>90 (Canadian)</td>
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**PLACEMENT DATA, continued.**

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<tr>
<th>M.S.Ed. in Literacy</th>
<th>2010</th>
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<th>2007</th>
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<tr>
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<td>9</td>
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<td>Employed (%)</td>
<td>82</td>
<td>82</td>
<td>79</td>
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</tr>
<tr>
<td>Placement Rate (%)</td>
<td>91</td>
<td>91</td>
<td>82</td>
<td>80</td>
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<tr>
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<td>Employed (%)</td>
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<td>Placement Rate (%)</td>
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<table>
<thead>
<tr>
<th>M.S. Ed. in Adolescent Education (US students)</th>
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<td>Furthering Education (%)</td>
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<td>Employed (%)</td>
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<td>Placement Rate (%)</td>
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<table>
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<tr>
<th>M.S. Ed. in Adolescent Education (Canadian students)</th>
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<tr>
<td>Employed (%)</td>
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<td>Placement Rate (%)</td>
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</table>
M.S.ED IN ADOLESCENT EDUCATION

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

NEW YORK STATE TEACHING CERTIFICATION EXAMINATIONS (NYSTCE)

Students must take these three tests:

- LAST (Liberal Arts and Sciences Test)
- ATS-W (Assessment of Teaching Skills-Written)
- CST (Content Specialty Test) for either English, French, Mathematics, Biology, or Chemistry, Social Studies, Literacy, Students with Disabilities

COMPREHENSIVE EXAMINATION

A comprehensive examination is required for the completion of the M.S.Ed. in Adolescent Education. Questions on the examination are developed by the School of Education faculty. Questions are based on the core courses in the program and areas of discipline (constructivism, content, and pedagogy) in correlation with the New York State Learning Standards. In order to take the comprehensive examination students must be in good standing, not on academic probation. The comprehensive exam will be administered in January, March, July, August, October.

Exam Dates

<table>
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<tr>
<th>Exam Date</th>
<th>Description</th>
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<tbody>
<tr>
<td>Fall Weekday</td>
<td>January Intercession or March interim week between student teaching placements</td>
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<tr>
<td>Spring Weekend</td>
<td>August Intercession or October-interim week between student teaching placements</td>
</tr>
<tr>
<td>Summer Weekend</td>
<td>January Intercession or March-interim week between student teaching placements</td>
</tr>
<tr>
<td>Summer Weekday</td>
<td>August Intercession or October-interim week between student teaching placements</td>
</tr>
<tr>
<td>Fall Weekend (4 semester)</td>
<td>August Intercession or October-interim week between student teaching placements</td>
</tr>
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<td></td>
<td>July and May (if needed)</td>
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STUDENT TEACHING

Students will fulfill student teaching requirements in both adolescent setting, grades 7-9 and grades 10-12. It should be noted that students accepted into the program are required to finish the coursework in their area of certification prior to beginning Student Teaching. Further information can be found on the Office of Student Teaching web site: [http://www.medaille.edu/studentteaching/](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.

### ENGLISH 7-12 TRACK

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>EDU 601</td>
<td>Methods in Adolescence Education-English</td>
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<tr>
<td>EDU 667</td>
<td>Pre-Student Teaching</td>
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<td>EDU 677</td>
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### FRENCH 7-12 TRACK

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<td>EDU 602</td>
<td>Methods in Adolescence Education-French</td>
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<td>EDU 667</td>
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### MATHEMATICS 7-12 TRACK

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### BIOLOGY 7-12 TRACK

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<td>EDU 604</td>
<td>Methods in Adolescence Education-Biology</td>
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<td>EDU 677</td>
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### CHEMISTRY 7-12 TRACK

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<td>EDU 605</td>
<td>Methods in Adolescence Education-Chemistry</td>
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<td>EDU 667</td>
<td>Pre-Student Teaching</td>
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<td>EDU 677</td>
<td>Student Teaching</td>
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### SOCIAL STUDIES 7-12 TRACK

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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>EDU 606</td>
<td>Methods in Adolescence Education-Social Studies</td>
</tr>
<tr>
<td>EDU 667</td>
<td>Pre-Student Teaching</td>
</tr>
<tr>
<td>EDU 677</td>
<td>Student Teaching</td>
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</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>
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<tbody>
<tr>
<td>ECI 535 Cultural Competencies</td>
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<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>
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</table>

Students must choose one of the following (EDU 601, EDU 602, EDU 603, EDU 604, EDU 605, or EDU 606):

- EDU 601 Methods in Adolescence Education—English
- EDU 602 Methods in Adolescence Education—French
- EDU 603 Methods in Adolescence Education—Mathematics
- EDU 604 Methods in Adolescence Education—Biology
- EDU 605 Methods in Adolescence Education—Chemistry
- EDU 606 Methods in Adolescence Education—Social Studies

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<td>EDU 670 Literacy in the Content Areas</td>
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<tr>
<td>EDU 671 Information Technology and Literacy in the Classroom</td>
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<tr>
<td>ESP 600 Foundations of Special Education</td>
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Total Credits: 30

## M.S.Ed. in Adolescent Education Program Sequence

### DAY PROGRAM | FALL START

<table>
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<tr>
<td>EDU 601-606 (Methods course; dependent on track)</td>
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<td>ECI 535 Cultural Competencies</td>
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### DAY PROGRAM | SPRING START

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<td>**DAY PROGRAM</td>
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<td>**WEEKEND PROGRAM</td>
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[www.medaille.edu](http://www.medaille.edu)
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<tr>
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<tr>
<td>ECI 535 Cultural Competencies</td>
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**WEEKEND PROGRAM | SUMMER START**

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<tr>
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</table>
M.S.ED. IN ADOLESCENT EDUCATION: COURSE DESCRIPTIONS

ECI 535 Cultural Competencies as an Emancipatory Pedagogy
The course will focus on theoretical and practical issues of diversity in the classroom, specifically issues related to race, class, gender, disability, religion and language. 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 connects theory, reflection, thoughts, action, and practice. Three credit hours. Prerequisites: none. Offered every semester.

ECI 610 Transitions from Education’s Roots to the Present
This course covers the various foundations of education. It provides a bridge from the works of past theorists and practitioners to current ideas and innovative teaching procedures of present day educators. The works of core influential thinkers, such as Socrates, Locke, Dewey, Skinner, Rogers, Piaget, Freire, Giroux, Hooks, McLaren, and Gardner will be used. Three credit hours. Prerequisite: none. Offered every semester.

EDU 506 Child Abuse and SAVE Seminar
This course, comprised of two online workshops, satisfies New York State’s requirements for Project SAVE legislation as well as Child Abuse Identification and Reporting. 0 credit hours. 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. Offered every semester. Note: Students are required to submit their certificates for Child Abuse Identification and Reporting and Project SAVE legislation upon completion of this course to their ESP 600 Foundations of Special Education instructor.

EDU 600 Curriculum Planning in Adolescent Education
Emphasis in this course is on curricular design and instructional planning to address the special developmental and educational needs of students in secondary school. Attention is given to the common elements of curricular design and implementation and to appropriate planning techniques for meeting the needs of a diverse population of students at differing levels of social, emotional, intellectual, and physical ability. Curriculum and lesson planning are examined on the state, district, school and classroom levels. In addition, various strategies for interdisciplinary planning and instruction are explored. Three credit hours. Prerequisites: none. Offered every semester.

EDU 601 Methods in Adolescence Education—English
This course is designed to familiarize English teacher candidates with national and state standards for adolescent English learning. This course will provide appropriate instructional strategies, methodologies, and materials necessary for creating a productive teaching and learning environment for all adolescent students, grades 7—12. There will be particular emphasis on working with students for whom English is a second language, students with disabilities, and students from diverse backgrounds. Three credit hours. Prerequisites: none. Offered every semester.
EDU 602 Methods in Adolescence Education—French

This methods course is organized around the federal and state standards for foreign language learning. This course guides teacher candidates to focus on communications, cultures, connections, comparisons, and communities. Teacher candidates will review current theory for second language acquisition, and will apply that theory to classroom practice. The course will present principles of learning, from which teacher candidates can draw to make decisions about instruction. The course emphasizes diverse learners including students for whom English is a second language and culturally diverse learner, and students with different learning styles, and abilities. Three credit hours. Prerequisites: none. Offered every semester.

EDU 603 Methods in Adolescence Education—Mathematics

This course is designed to provide teacher candidates with instructional strategies, methodologies and materials necessary for creating a productive teaching and learning environment for adolescence education students, grades 7 - 12 in mathematics education. The course will also provide opportunities for candidates to build and deliver lessons and units. Three credit hours. Prerequisites: none. Offered every semester.

EDU 604 Methods in Adolescence Education—Biology

This is a practical course where students will learn actual activities of biology instruction. Included in these activities will be laboratory work, teacher candidate developed worksheets, teacher candidate directed discussions, teacher candidate developed texts, etc. Teacher candidates will also study the nature of scientific understanding and the culture and climate of the classroom. The class will also review strategies to ensure educational equity. Three credit hours. Prerequisites: none. Offered every 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 tests, etc. Teacher candidates will also study the nature of scientific understanding and the culture and climate of the classroom activities. The class will also review strategies to ensure educational equity. Three credit hours. Prerequisites: none. Offered every semester.

EDU 606 Methods in Adolescence Education—Social Studies

This course provides students with a foundation in current educational theory and practice for teaching the social studies curriculum to middle and high school level students. Students will analyze the information and expectations of the New York State Education Department and accumulate a repertoire of materials, methods, and inclusive strategies to teach and assess standards based social studies for all learners across a range of learning styles. Students will design unit and lesson plans and assessments that align with the New York State Standards for Learning and the New York State Core Curriculum that utilize the Medaille College Unit and Lesson Plan formats. This course will provide appropriate instructional strategies, methodologies, and materials necessary for creating a productive teaching and learning environment for all adolescent students, grades 7-12. Three credit hours. Prerequisites: none. Offered every semester.
EDU 667 Pre-Student Teaching Experience

This course provides students with an opportunity to participate in a minimum of 100 hours of volunteer and/or paid teaching experiences in settings such as the classroom, YMCA, church group, tutoring, summer camp, etc. Students will be encouraged to work in settings that involve observation, tutoring, small group reinforcement, and entire class activities. Approximately 50 hours of experiences are to occur in grades 7, 8, and 9, and also in grades 10, 11, and 12. Experiences are to be in a student's academic certification area (e.g. English, mathematics, etc.) and/or related fields. Three credit hours. Prerequisites: none. Offered every semester.

EDU 670 Literacy in the Content Areas

This course is designed to assist the prospective secondary school teacher (adolescence education) to integrate effective methodology to enhance students reading and writing skills, in general, and in the specific content areas. Emphasis is on vocabulary, comprehension, study skills, and flexible rate. Particular emphasis will be given to students for whom English is a second language and students with different learning styles, abilities, and learning problems. Three credit hours. Prerequisites: none. Offered every semester.

EDU 671 Information Technology and Literacy in the Classroom

This course will develop understanding, perspective, competence, and leadership in the use of information technology in an educational setting with an emphasis upon integrating technology and literacy. Three credit hours. Prerequisites: none. Offered every semester.

EDU 677 Student Teaching in Adolescence Education

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

ESP 600 Foundations of Special Education

This course offers an examination of the historical, social, and legal foundations of special education. Emphasis will be placed on issues, trends, and legislation, which affect the provision of services in school, home, and community settings with a focus on inclusion of individuals with disabilities in home and school settings. An overview of the characteristics and instructional needs of individuals with disabilities for children birth through 12, will be provided. Issues related to school, community and family collaborations for children with disabilities will also be examined. Provided, is an overview of the characteristics and instructional needs of individuals with all exceptionalities (including Autistic Spectrum Disorders) identified in the present federal educational disability related legislation. The impact of diversity and assistive technology services of persons with special needs in the school will also be addressed. A minimum of 15 participation hours are required. Three Credit hours. Prerequisite: none. Offered Fall and Spring. Note: must co-register with EDU 506.
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 and 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 seven core courses, including three courses in literacy. Students must receive a grade of a B- or above for all pedagogical courses (methods courses). Otherwise, the course must be repeated.

- ECI 510 Research in Education
- ECI 530 Educational Explorations in Diversity
- 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 ESP 600 Foundations of Special Education

CAPSTONE

Students are required to take ECI 695 Capstone Portfolio Project or Thesis Guidance course which assists graduates to create an action research project and integrates and summarizes their program.
### M.S.ED. IN ELEMENTARY EDUCATION (CHILDHOOD 1-6)
#### CREDIT DISTRIBUTION

<table>
<thead>
<tr>
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<td>EDL 550 Developmental Literacy: Emergence to Fluency</td>
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<td>EDL 560 Literature for Children</td>
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<td>EDL 650 Assessment and Evaluation of Literacy</td>
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<td>EDU 577 Student Teaching/Seminar: Career and Occupational Studies</td>
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# M.S.ED. IN ELEMENTARY EDUCATION (CHILDLHOOD 1-6) PROGRAM SCHEDULE

## FALL START

<table>
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<td>EDL 560 Literature for Children</td>
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<td>EDL 650 Assessment and Evaluation of Literacy</td>
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<td>EDL 560 Literature for Children</td>
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<tr>
<td>EDL 650 Assessment and Evaluation of Literacy</td>
<td>3</td>
<td>Summer</td>
<td>Tuesday</td>
</tr>
<tr>
<td>ECI 610 Transitions from Education’s Roots to the Present</td>
<td>3</td>
<td>Summer</td>
<td>Thursday</td>
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<tr>
<td>EDU 502 Education Methods of Teaching: Math, Science, Technology</td>
<td>3</td>
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<tr>
<td>EDU 503 Education Methods of Teaching: The Arts, English, Language Arts, and Social Studies</td>
<td>3</td>
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<tr>
<td>EDU 504 Early Field Experience/Seminar: Physical Educations, Family/Consumer Sciences</td>
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### Family/Consumer Sciences

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<tr>
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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>EDU 577 Student Teaching/Seminar: Career and Occupational</td>
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<td>ECI 695 Capstone Portfolio Project</td>
<td>3</td>
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</table>
M.S.Ed. IN EDUCATION

PROGRAM OVERVIEW

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

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<tr>
<th>COURSE NUMBER &amp; TITLE</th>
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<td>ECI 530 Educational Explorations in Diversity</td>
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<td>ECI 610 Transitions from Education's Roots to the Present</td>
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<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>EDL 560 Literature for Children</td>
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<td>EDU 500 The Core of Education</td>
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<td>EDU 502 Education Methods of Teaching: Math, Science, Technology</td>
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<td><strong>Total</strong></td>
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</table>
M.S.ED. IN ELEMENTARY EDUCATION (CHILDHOOD 1-6) COURSE DESCRIPTIONS

ECI 510 Research in Education
This course affords the graduate student an overview of the methods used in educational research. Students will study and apply different methods of quantitative and qualitative research. The course will further increase a student’s understanding of research methodology and design. The central focus will be on Action Research which will lead to the culminating project within the Master’s program. At the completion of this course, the student will have identified their thematic concern and will have begun the cycle of Action Research. Three credit hours. Prerequisite: none. Offered every semester.

ECI 530 Explorations in Diversity
This course is designed to provide theoretical and applied knowledge to practical methods, strategies, and techniques used to successfully meet the diverse needs of today’s inclusive classroom. Three credit hours. Prerequisite: none. Offered every semester.

ECI 610 Transitions From Education’s Roots to the Present
This course covers the various foundations of education. It provides a bridge from the works of past theorists and practitioners to current ideas and innovative teaching procedures of present day educators. The works of core influential thinkers, such as Socrates, Locke, Dewey, Skinner, Rogers, Piaget, Freire, Giroux, Hooks, McLaren, and Gardner will be used. Three credit hours. Prerequisite: none. Offered every semester.

ECI 695 Capstone Portfolio Project
This course provides students the opportunity to present the material evidence of their preparedness to become professional teachers through the organization of Capstone Portfolio project. The course allows the students to demonstrate the skills and knowledge they have learned in the Elementary Education Program. To support their claims of the knowledge, skills and attitudes of the qualities of a professional teacher, students will document into the portfolio instructional materials they produce such as lesson plans, unit plans, assessment tools, classroom management plans, reflections, and research reports. The course will help the students draw desirable learning experiences from various courses of the program and consolidate them into a show case portfolio to demonstrate their readiness to join the teaching profession. Three credit hours. Prerequisites: ECI 510, EDU 500, EDU 502, EDU 503, EDU 504, EDU 505. Offered every semester.

EDL 550 Developmental Literacy: Emergence to Fluency
This course will introduce students to the research that supports balanced literacy from emergence to fluency. They will study the five pillars of reading instruction while exploring the components of word study, read-alouds, shared, guided, and independent reading and writing. The students will use this knowledge to plan systematic, explicit lessons within meaningful, engaging experiences in literacy. Three credit hours. Prerequisite: none. Offered every semester.

EDL 560 Literature for Children
This course explores the role of children’s literature in the elementary literacy program. Students will explore the various genre of literature both in the areas of fiction and nonfiction, narrative and expository. Students will read and develop activities using various types of trade books. Three credit hours. Prerequisite: none. Offered every semester.
EDL 650 Assessment and Evaluation Of Literacy

This course is designed to investigate current practices and procedures in the evaluation of student’s literacy skills. The course will include instruction in the administration and analysis of informal reading inventories, running records, assessment of listening and speaking, word recognition, spelling development, comprehension, writing development, and modes of responding to literature. Students will utilize information gleaned from assessment data to plan prescriptive instruction. Three credit hours. Prerequisite: EDL 550. Offered every semester.

EDU 500 The Core of Education

This course provides study and application of methods and materials appropriate for the understanding and implementation of a variety of “generic” situations as they apply to the various disciplines of teaching in the early childhood/childhood and middle childhood classrooms. New scholarship as well as classic philosophies will be implemented into the pragmatic aspects of the classroom as they apply to these various levels of learning. Three credit hours. Prerequisite: none. Offered every semester.

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

This course is designed to examine theories of learning and thinking as they interact with the elementary classroom disciplines of science, mathematics, and technology. A practical application of these theories will be explored and incorporated for the teaching of these disciplines in the early childhood, childhood and middle childhood classroom setting. Three credit hours. Prerequisite: none. Offered every semester.

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

This course is designed for students to examine and analyze the information and expectations of the New York State Education Department and accumulate a repertoire of materials, methods and inclusive strategies to plan, teach and assess standards based creative arts, language arts and social studies for all learners across a range of learning styles. Students will understand unit and lesson plans and assessments that align with the New York State Standards for Learning and the New York State Core Curriculum. The development of differentiated instructional planning, the use of curricular adaptations, the use of curriculum technology, assessment, and instructional strategies intended to support learners with diverse learning needs will be addressed. Attention will be given to the presentation of assistive technology. A practical application of these theories will be explored and incorporated for the teaching of the aforementioned in the early childhood, childhood, and middle childhood classroom. Three credit hours. Prerequisite: none. Offered every semester.

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

This course requires that the learner combines knowledge, dispositions, and skills through seminar training, early field/classroom experiences, and the use of Action Research. Students will reflect upon that which they have learned and apply this knowledge into active and meaningful learning experiences. This course also integrates the areas of health, physical education, family/consumer sciences and career development/occupational studies into the elementary curriculum. Finally, this course defines the understanding of the operations and management of the classroom. Three credit hours. Prerequisite: none. Offered every semester.
EDU 505 Child Abuse Identification and Substance Awareness, Health Issues And School

This course provides New York State certification in the identification and reporting of child abuse and teaching the awareness of substance prevention, health issues and school violence. It provides the student with opportunities to review literature for discussion or presentation and debate issues. Three credit hours. Prerequisite: none. Offered every semester. *(Note: Entering students will complete EDU 506 Child Abuse and SAVE Seminar instead of EDU 505)*

EDU 506 Child Abuse and SAVE Seminar

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

EDU 577 Student Teaching/Seminar: Career and Occupational Studies

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

ESP 600 Foundations of Special Education

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

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

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/pre-student-teaching for more information about Field Experience and pre-student teaching.
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.

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).

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<tr>
<th>Practica courses</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>
<td>25</td>
</tr>
<tr>
<td>EDL 681 Practicum III Adolescent</td>
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</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 AND GRADES 5-12 | ADVANCED CERTIFICATION IN LITERACY (POST MASTERS)

This Advanced Certification in Literacy (Birth–Grade 6 and Grades 5–12) provides the academic requirements for an additional certification in literacy for those professionals who hold a 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 Grades 5-12) or 27 hours of coursework (Birth-Grade 12) with the following admissions requirements:

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

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

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

**Practica:** Each student is required to complete 50 hours of college supervised tutoring (Birth–Grade 6 or Grades 5–12) or 75 hours of college supervised tutoring (Birth–Grade 12). This experience is completed through two or three practicum courses (early intervention/elementary/adolescent level).

**Portfolio:** At the end of their program, students are required to complete and submit a comprehensive professional portfolio which must receive a satisfactory evaluation by a team of faculty to determine knowledge and competency in the field of literacy.

LITERACY PROGRAM SCHEDULE (M.S.ED. AND POST MASTERS CERTIFICATE OPTIONS)

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<th>Option 3: M.S.Ed. in Literacy (5-12)</th>
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<td><strong>ESP 575 English Language Learners (3)</strong></td>
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<td>EDL 652 Assessment II: Diagnosis &amp; Remediation of Early &amp; Transitional Readers (3)</td>
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**TOTAL HOURS:** 45  **TOTAL HOURS:** 36  **TOTAL HOURS:** 36

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<tr>
<th>Option 1: Post Masters Literacy Certification (B-12)</th>
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**TOTAL HOURS: 27**  **TOTAL HOURS: 18**  **TOTAL HOURS: 18**
M.S.ED. IN LITERACY COURSE DESCRIPTIONS

EDL 575 Literacy Development for English Language Learners
This course will focus on children whose home language is different from English. Students will explore the acquisition and development of English as a Second Language and will learn a wide range of research-based instructional approaches and methods to support literacy development of learners from a variety of cultural and linguistic backgrounds. Students will also learn to be reflective practitioners. The use of technology and the New York Learning Standards for English as a Second Language will be integrated into the course. Three credit hours. Offered every semester.

EDL 580 Methodologies in the Reading Process
Students will expand their knowledge of the complex processing systems used by proficient readers from early childhood through adolescence. Theories and research on the foundations of literacy will be explored and related to the major components of reading. Students will learn to use a wide range of research-based instructional approaches and methods to support various stages of literacy development and learners from a variety of cultural and linguistic backgrounds. High quality, diverse children's literature will be examined. Students will also learn to be reflective practitioners. The use of technology and the New York State English Language Arts curriculum will be integrated into the course. Three credit hours. Offered every semester.

EDL 581 Early Language Development and Literacy
This course explores research and current understandings of the development of language and literacy in young children from birth through preschool. Students will study extensively oral language and its implication as the foundation for literacy. Through developmentally appropriate practices and balanced literacy, students will learn effective ways to support and scaffold language and literacy skills and will be introduced to high quality, diverse children's literature. Students will work to develop the critical understanding that assessment drives instruction. Personal learning styles, family involvement and cultural contexts are considered as influences on literacy development of the young child. The use of technology and reflective practice will be integrated into instruction and the New York State English Language Arts Standards will be explored. Three credit hours. Offered every semester.

EDL 582 Word Study: Early Childhood Through Adolescence
This course will explore the research related to current best practices in word study that includes phonemic awareness, phonics, and spelling instruction from early childhood through adolescence. Students will learn about the role of word recognition in the progression of reading and writing skills from pre-emergence through fluency and will include the investigation of the five stages of word knowledge. Using the conceptual framework of a balanced literacy program, students will learn to plan instruction that matches the needs of the diverse body of readers/writers in the classroom. The use of technology and reflective practice will be integrated into instruction and the New York State English Language Arts Standards will be explored. Three credit hours. Offered every semester.
EDL 583 Creating Strategic Readers and Writers
This course will explore the research related to current best practices in vocabulary and comprehension strategy instruction. Students will examine the thinking processes which are integral to navigating and understanding increasingly complex text for readers at all stages of development. They will learn to create classrooms where instructional approaches are used to encourage the independent use of these strategies. Students will also demonstrate the ability to design materials to enhance vocabulary, comprehension, and study skills in the content areas to support various stages of literacy development and learners from a variety of cultural and linguistic backgrounds. The use of reflective practice, technology and the New York State English Language Arts curriculum will be integrated. Three credit hours. Offered every semester.

EDL 584 Teaching Writing Through the Developmental Process
This course will explore the research related to the writing process and best practices in writing instruction. Students will identify the stages of writing development and design various methods of instruction including interactive, shared/modeled, guided, and independent writing within various genres and content areas. High-quality, diverse children's and young adult literature will be explored. Through their investigations, students also will recognize and accommodate learners of all stages of development and backgrounds from early childhood through adolescence. The use of reflective practice, technology and the New York State English Language Arts curriculum will be integrated. Three credit hours. Offered every semester.

EDL 585 Adolescent Literacy: Transacting With Literature
This course will explore theories, research-based practices, curricula and content of instruction for adolescent learners. Students will explore research regarding effective literature and content based curriculum. Emphasis is on strategies for the integration of language, writing, literature, content, and higher level thinking skills. Integration of technology, diversity for learners, reflective practices, and the New York State English Language Arts curriculum will be included. Three credit hours. Offered every semester.

EDL 651 Assessment I: Diagnosis and Remediation Of Emergent To Early Readers
This course is designed to investigate current practices and methods of the diagnosis and remediation of literacy skills for the Emergent to Early readers. Students will explore the philosophy and research relating to assessment. Students will demonstrate an understanding of utilizing assessment tools to identify students’ strengths and weaknesses as well as the methods for targeted instruction to meet the needs of a diverse body of learners including those in special education or other compensatory programs. Participants will demonstrate in practice the nature, causes, and remediation of early literacy difficulties. Three credit hours. Offered every semester.

EDL 652 Assessment II: Diagnosis and Remediation of Early to Fluent Readers
This course is designed to investigate current practices and procedures in the diagnosis and remediation of literacy skills for the Early to Fluent readers. Students will learn to administer and analyze assessment tools necessary for determining the developmental levels of elementary students and the diagnosis of reading difficulties and providing appropriate instruction. Students also will examine methods for targeted instruction to meet the needs of a diverse body of learners including those in special education and other compensatory programs. Three credit hours. Offered every semester.
EDL 653 Assessment III: Diagnosis and Remediation of the Adolescent Reader

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

EDL 671 Practicum I: Early Intervention

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

EDL 676 Practicum II: Elementary

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

EDL 681 Practicum III: Adolescent

This course is designed to explore theories and conduct in-depth literacy assessments of the adolescent reader using both formal and informal measures of assessment. Through the completion of twenty-five hours of college supervised tutoring, students will learn procedures and the interpretation of results using multiple assessment instruments. Students will also examine the methods and materials used for the remediation and will learn how to prepare case study reports. Students will explore intervention techniques appropriate for the adolescent learner while working with struggling readers in a one-on-one or small group tutorial setting. Emphasis will be on the use of observation and reflective practices. Through their research and application, students will experience the importance of communicating with the students, parents and school personnel. Three credit hours. Offered every semester.
EDL 690 Leadership In Literacy
Students will explore the characteristics of leadership through reflective study. They will investigate the need for professional development in building effective classroom instruction and will examine the role of the teacher/leader at the grade-level, building, and district levels. Through the development of in-service workshops, study groups, and professional portfolios in literacy, students will further demonstrate the ability to communicate with colleagues, other school personnel, and parents/caregivers about the relevant information regarding literacy as it affects curriculum and assessment. Three credit hours. Offered every semester.

EDL 690 Leadership in Literacy
Students will explore the characteristics of leadership through reflective study. They will investigate the need for professional development in building effective classroom instruction and will examine the role of the teacher/leader at the grade-level, building, and district levels. Through the development of in-service workshops, study groups, and professional portfolios in literacy, students will further demonstrate the ability to communicate with colleagues, other school personnel, and parents/caregivers about the relevant information regarding literacy as it affects curriculum and assessment. Three credit hours. Offered every semester.

ESP 608 Assessments of Students with Disabilities at the Childhood and Middle Childhood Level
Students will explore the characteristics of leadership through reflective study. They will investigate the need for professional development in building effective classroom instruction and will examine the role of the teacher/leader at the grade-level, building, and district levels. Through the development of in-service workshops, study groups, and professional portfolios in literacy, students will further demonstrate the ability to communicate with colleagues, other school personnel, and parents/caregivers about the relevant information regarding literacy as it affects curriculum and assessment. Three credit hours. Offered every semester.
M.S.ED. 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 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**

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

<table>
<thead>
<tr>
<th>Student certification status</th>
<th>Participation hrs. required (min.)</th>
<th>Course(s) required</th>
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</thead>
<tbody>
<tr>
<td>Student is initially certified in Childhood 1-6</td>
<td>50</td>
<td>ESP 688P Integrative Practicum I (1-3) or ESP 688J Integrative Practicum I (4-6)</td>
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<tr>
<td>Student is initially certified in Childhood 7-12</td>
<td>50</td>
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<tr>
<td>Student is pursuing initial certification in Childhood 1-6</td>
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<tr>
<td>Student is pursuing initial certification in Childhood 7-12</td>
<td>100</td>
<td>ESP 689A Integrative Practicum II (7-9) and ESP 689S Integrative Practicum II (10-12)</td>
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</table>

*Table 1: Participation hours required*
### M.S.Ed. Students With Disabilities (SWD) | Field Experiences with Certification

<table>
<thead>
<tr>
<th>COURSES</th>
<th>HRS</th>
<th>COURSES</th>
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<tr>
<td>ESP 600 Foundations of Special Education</td>
<td>15</td>
<td>ESP 600 Foundations of Special Education</td>
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<tr>
<td>ESP 612 Educating Students with Mild to Moderate to Severe to Multiple Disabilities</td>
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<td>ESP 612 Educating Students with Mild to Moderate to Severe to Multiple Disabilities</td>
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<tr>
<td>ESP 618 Assessing Children (1st-6th grade) with Exceptionalities or ESP 619 Assessing Children (7th-12th grade) with Exceptionalities</td>
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<td>ESP 618 Assessing Children (1st-6th grade) with Exceptionalities or ESP 619 Assessing Children (7th-12th grade) with Exceptionalities</td>
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<tr>
<td>ESP 607 Professional and Family Collaboration</td>
<td>25</td>
<td>EDL 581 Early Language Development and Literacy or ESP 620 Differentiated Instruction in the Content Areas</td>
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<tr>
<td>Total</td>
<td>50</td>
<td>Total</td>
<td>100</td>
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</table>

*Table 2: Field Experience hours listed by course*

### DELIVERY DESIGN

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

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

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

<table>
<thead>
<tr>
<th>1-6 (FALL START)</th>
<th>7-12 (FALL START)</th>
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</thead>
<tbody>
<tr>
<td><strong>Semester 1 Fall</strong></td>
<td><strong>Semester 1 Fall</strong></td>
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<tr>
<td>ESP 600 Foundations of Special Education</td>
<td>ESP 600 Foundations of Special Education</td>
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<tr>
<td>ESP 612 Educating Students with Mild to Moderate to Severe to Multiple Disabilities</td>
<td>ESP 612 Educating Students with Mild to Moderate to Severe to Multiple Disabilities</td>
</tr>
<tr>
<td><strong>Semester 2 Spring</strong></td>
<td><strong>Semester 2 Spring</strong></td>
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<tr>
<td>ECI 510 Research in Education</td>
<td>ECI 510 Research in Education</td>
</tr>
<tr>
<td>EDL 550 Developmental Literacy</td>
<td>EDL 585 Adolescent Literacy: Transacting with Literature</td>
</tr>
<tr>
<td>ESP 618 Assessing Children (1st-6th grade) with Exceptionalities</td>
<td>ESP 619 Assessing Children (7th-12th grade) with Exceptionalities</td>
</tr>
<tr>
<td><strong>Semester 3 Summer</strong></td>
<td><strong>Semester 3 Summer</strong></td>
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<td>ESP 606 Assistive Technology</td>
<td>ESP 606 Assistive Technology</td>
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<td>ESP 607 Professional and Family Collaboration</td>
<td>ESP 607 Professional and Family Collaboration</td>
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<tr>
<td>EDL 581 Early Language Development and Literacy</td>
<td>ESP 620 Differentiated Instruction in the Content Areas</td>
</tr>
<tr>
<td><strong>Semester 4 Fall</strong></td>
<td><strong>Semester 4 Fall</strong></td>
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<td>ESP 689A Integrative Practicum II: 7th-9th grade or ESP 689 Integrative Practicum II: 9th-12th grade</td>
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<td>COURSE SCHEDULES FOR MSED SWD 1-6 AND 7-12 (without initial certification)</td>
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<td>---------------------------------------------------------------</td>
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<tr>
<td><strong>1-6 (FALL START)</strong></td>
<td><strong>7-12 (FALL START)</strong></td>
</tr>
<tr>
<td><strong>Semester 1 Fall</strong></td>
<td><strong>Semester 1 Fall</strong></td>
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<tr>
<td>ESP 600 Foundations of Special Education (students requiring EDU 506 will complete it along with ESP 600)</td>
<td>ESP 600 Foundations of Special Education (students requiring EDU 506 will complete it along with ESP 600)</td>
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<td>ESP 612 Educating Students with Mild to Moderate to Severe to Multiple Disabilities</td>
<td>ESP 612 Educating Students with Mild to Moderate to Severe to Multiple Disabilities</td>
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<tr>
<td><strong>Semester 2 Spring</strong></td>
<td><strong>Semester 2 Spring</strong></td>
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<tr>
<td>ECI 510 Research in Education</td>
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<td>EDL 550 Developmental Literacy</td>
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<td>ESP 618 Assessing Children (1st-6th grade) with Exceptionalities</td>
<td>ESP 619 Assessing Children (7th-12th grade) with Exceptionalities</td>
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<td><strong>Semester 3 Summer</strong></td>
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<td>ESP 607 Professional and Family Collaboration</td>
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<td><strong>Semester 4 Fall</strong></td>
<td><strong>Semester 4 Fall</strong></td>
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<tr>
<td>ESP 688P Integrative Practicum I: 1-3 or ESP 688J Integrative Practicum I: 4-6</td>
<td>ESP 689A Integrative Practicum II: 7th-9th grade or ESP 689 Integrative Practicum II: 9th-12th grade</td>
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<td><strong>Total Credits: 33</strong></td>
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### ADVANCED CERTIFICATE: SWD 1-6 (with initial certification)

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<td>ESP 600 Foundations of Special Education</td>
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<tr>
<td>ESP 602 Behavioral Strategies for Working with Children with Exceptionalities: Managing the Learning Environment</td>
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<tr>
<td>ESP 610 Integrative Practicum Seminars: Childhood (1-6)</td>
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<tr>
<td>ESP 618 Assessing Children (1st - 6th grade) with Exceptionalities</td>
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<td>ESP 600 Foundations of Special Education</td>
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<tr>
<td>ESP 602 Behavioral Strategies for Working with Children with Exceptionalities: Managing the Learning Environment</td>
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<tr>
<td>ESP 611 Integrative Practicum Seminar: Middle Childhood (5-9)</td>
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<tr>
<td>ESP 612 Educating Students with Mild to Moderate to Severe and Multiple Disabilities</td>
<td>3</td>
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<tr>
<td>ESP 619 Assessing Children (7th-12th grade) with Exceptionalities</td>
<td>3</td>
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<td>ESP 689A Integrative Practicum II: 7-9 or ESP 689S Integrative Practicum II: 9-12</td>
<td>3</td>
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<tr>
<td><strong>Total Credits</strong></td>
<td><strong>16</strong></td>
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</table>
M.S.ED IN STUDENTS WITH DISABILITIES COURSE DESCRIPTIONS

ECI 510 Research in Education
This course affords the graduate student an overview of the methods used in educational research. Students will study and apply different methods of quantitative and qualitative research. The course will further increase a student’s understanding of research methodology and design. The central focus will be on Action Research which will lead to the culminating project within the Master’s program. At the completion of this course, the student will have identified their thematic concern and will have begun the cycle of Action Research. Prerequisite: None. Three credit hours. Offered every semester.

EDL 550 Developmental Literacy: Emergence to Fluency
This course will introduce students to the research that supports balanced literacy from emergence to fluency. They will study the five pillars of reading instruction while exploring the components of word study, read-alouds, shared, guided, and independent reading and writing. The students will use this knowledge to plan systematic, explicit lessons within meaningful, engaging experiences in literacy. If the student is pursuing a MSED-SWD a minimum of 25 participation hours is required. Three credit hours. Prerequisite: none. Offered Fall and Spring.

EDL 581 Early Language Development and Literacy
This course explores research and current understandings of the development of language and literacy in young children from birth through preschool. Students will study extensively oral language and its implication as the foundation for literacy. Through developmentally appropriate practices and balanced literacy, students will learn effective ways to support and scaffold language and literacy skills and will be introduced to high quality, diverse children’s literature. Students will work to develop the critical understanding that assessment drives instruction. Personal learning styles, family involvement and cultural contexts are considered as influences on literacy development of the young child. The use of technology and reflective practice will be integrated into instruction and the New York State English Language Arts Standards will be explored. If a student is pursuing the MSED-SWD a minimum of 25 participation hours is required. Three credit hours. Prerequisites: none. Offered Fall, Spring, Summer.

EDL 585 Adolescent Literacy: Transacting with Literature
This course will explore theories, research based practices, curricula and content of instruction for adolescent learners. Students will explore research regarding effective literature and content based curriculum. Emphasis is on strategies for the integration of language, writing, literature, content, and higher level thinking skills. Integration of technology, diversity for learners, reflective practices, and the New York State English Language Arts curriculum will be included. Three credit hours. Prerequisites: EDL 580 or equivalent. Offered Fall, Spring, Summer.
EDU 506 Child Abuse and SAVE Seminar
This course, comprised of two online workshops, satisfies New York State’s requirements for Project SAVE legislation as well as Child Abuse Identification and Reporting. 0 credit hours.
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. Offered every semester. 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.

ESP 600 Foundations of Special Education
This course offers an examination of the historical, social, and legal foundations of special education. Emphasis will be placed on issues, trends, and legislation, which affect the provision of services in school, home, and community settings with a focus on inclusion of individuals with disabilities in home and school settings. An overview of the characteristics and instructional needs of individuals with disabilities for children birth through 12, will be provided. Issues related to school, community and family collaborations for children with disabilities will also be examined. Provided, is an overview of the characteristics and instructional needs of individuals with all exceptionalities (including Autistic Spectrum Disorders) identified in the present federal educational disability related legislation. The impact of diversity and assistive technology services of persons with special needs in the school will also be addressed. A minimum of 15 participation hours are required. Three credit hours. Prerequisite: none. Offered Fall, Spring.

ESP 602 Behavioral Strategies for Working with Students with Exceptionalities: Managing the Learning Environment
This course is intended to help teachers understand the assessment of and intervention for children, (infancy through adolescence) with emotional and behavioral disorders with an emphasis on school age settings. A study of Autism Spectrum Disorder, as it relates to effective emotional and behavioral strategies will also be covered. Theoretical and practical applications of behavioral analysis will be included with stress placed on the prevention of behavior problems while supporting the development of independence and positive social interaction skills. This course will also focus on identifying, recording, evaluating, and effecting positive change in the social and academic behaviors of children with special needs, through the process of behaviorally-based instruction, functional behavioral assessments, and the development of behavior support plans. The impact of diversity and assistive technology services on children with special needs in the school will also be addressed. The impact of culture and individual values on the assessment, perception, and response to children with emotional and behavioral disorders and their families will also be carefully considered. A minimum of 10 participation hours is required. Three credit hours. Offered Fall, Spring.
ESP 606 Assistive Technology for Special Need Learners

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

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

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

ESP 610 Integrative Practicum Seminars: Childhood

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

ESP 611 Integrative Practicum Seminars: Middle Childhood

This course engages prospective special educators in a seminar process to share, analyze, and extend their professional experiences to include collaboration with professionals and parents and the development of co-teaching relationships in the school setting with attention to the middle school classroom. Support will also be given towards the development of individual systems of self-reflection and evaluation while working to refine teaching experiences and skills through group analysis to improve instruction and guide professional growth. One credit hours. Offered every semester.
ESP 612 Educating Students with Mild and Moderate to Severe and Multiple Disabilities

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

ESP 618 Assessing Children (1st -6th Grade) with Exceptionalities

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

ESP 619 Assessing Children (7th-12th Grade) with Exceptionalities

The purpose of this course is designed to investigate and develop skills in assessment, diagnosis and remediation of children with disabilities in grades 7-12. Students will learn program planning with an emphasis on individualized and culturally competent approaches to assessment. Students will learn the process of identification, referral and assessment procedures used for the adolescent child in grades 7-12. There will be specific focus on educational assessments geared for transitions from school to adult and programming that meets the needs of children and their families. The appropriate use of assistive technology, modifications and accommodations as it relates to assessment will also be covered. A minimum of 15 participation hours are required. Three Credit hours. Prerequisites: ESP 600, ESP 612. Offered Spring, Summer.
ESP 620 Differentiated Instruction in the Content Areas

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

ESP 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.

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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.
COUNSELING AND PSYCHOLOGY DEPARTMENT

M.A. IN MARRIAGE AND FAMILY THERAPY

ADVANCED CERTIFICATE IN MARRIAGE AND FAMILY THERAPY

PROGRAM DESCRIPTION

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

Students take a fixed sequence of courses, complete a 500-hour Marriage and Family Practicum and prepare a Capstone Project.

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

ADVANCED CERTIFICATE DESCRIPTION

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

CAREER OBJECTIVES

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

1. Have a solid research-based clinical knowledge in the areas of family, group, couples, and individual therapy techniques.
2. Have a thorough understanding of the professional, legal and ethical issues related to the field of marriage and family therapy.
3. Develop therapeutic skills to work sensitively with diverse populations in a wide range of clinical settings.
4. Have received the educational requirements needed to obtain NYS licensure as a MFT.
5. Have completed 300 client contact hours towards the 1,500-hour experience requirement for NYS licensure as a MFT.
6. 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:

1. Have a solid research-based clinical knowledge in the areas of family, group, couples, and individual therapy techniques
2. Have a thorough understanding of the professional, legal and ethical issues related to the field of marriage and family therapy
3. Develop therapeutic skills to work sensitively with diverse populations in a wide range of clinical settings
4. Have received the educational requirements needed to obtain NYS licensure as a MFT
5. Have completed 300 client contact hours towards the 1,500-hour experience requirement for NYS licensure as a MFT;
6. Have 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 the week before the program starts. Orientation will include the Program Director, the Clinical Practicum Coordinator, and faculty who will provide an overview of the program, along with practica, and capstone project requirements. This forum allows students to ask questions and obtain clarification regarding their upcoming academic and training experience.

COURSEWORK

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

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

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

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Students receive all learning materials, including course syllabus, reading assignments, research paper topics, and/or project assignments.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weeks 2 &amp; 3</td>
<td>Students work independently on assignments with faculty support as needed</td>
</tr>
<tr>
<td>Weekend 4</td>
<td>Students spend 19 hours in-class (4 hours Friday night, 8 hours Saturday, and 7 hours Sunday)</td>
</tr>
<tr>
<td>Weeks 5, 6, &amp; 7</td>
<td>Students work independently on assignments with faculty support as needed</td>
</tr>
<tr>
<td>Weekend 8</td>
<td>Students spend 19 hours in-class (4 hours Friday night, 8 hours Saturday, and 7 hours Sunday.) At the end of weekend 8, students receive all learning materials for the next class in the sequence, hence marking that course’s week 1.</td>
</tr>
</tbody>
</table>
PRACTICUM

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

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

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

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

CAPSTONE

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

## FIRST YEAR (Fall 1)

<table>
<thead>
<tr>
<th>Course Number &amp; Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MFT 620 Introduction to Systems Theory</td>
<td>3</td>
</tr>
<tr>
<td>MFT 630 Theories of Marriage &amp; Family Therapy</td>
<td>3</td>
</tr>
</tbody>
</table>

*Term credit total* 6

## FIRST YEAR (Spring 1)

<table>
<thead>
<tr>
<th>Course Number &amp; Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MFT 640 Psychopathology in the Family System</td>
<td>3</td>
</tr>
<tr>
<td>MFT 650 Assessment in Family Therapy</td>
<td>3</td>
</tr>
</tbody>
</table>

*Term credit total* 6

## FIRST YEAR (Summer 1)

<table>
<thead>
<tr>
<th>Course Number &amp; Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>MFT 660 Group Processes &amp; Techniques</td>
<td>3</td>
</tr>
<tr>
<td>MFT 670 Legal and Ethical Issues in Family Therapy</td>
<td>3</td>
</tr>
<tr>
<td>MFT 671 Child Abuse Prevention Workshop (online)</td>
<td>0</td>
</tr>
</tbody>
</table>

*Term credit total* 6

## SECOND YEAR (Fall 2)

<table>
<thead>
<tr>
<th>Course Number &amp; Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MFT 680 Treating Diverse Populations</td>
<td>3</td>
</tr>
<tr>
<td>MFT 690 Human Development &amp; the Family Life Cycle</td>
<td>3</td>
</tr>
<tr>
<td>MFT 701 MFT Practicum I</td>
<td>3</td>
</tr>
</tbody>
</table>

*Term credit total* 9

## SECOND YEAR (Spring 2)

<table>
<thead>
<tr>
<th>Course Number &amp; Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MHC 720 Research Methods in Marriage and Family Therapy</td>
<td>3</td>
</tr>
<tr>
<td>MFT 730 Couples and Sex Therapy</td>
<td>3</td>
</tr>
<tr>
<td>MFT 702 MFT Practicum II</td>
<td>3</td>
</tr>
</tbody>
</table>

*Term credit total* 9

## SECOND YEAR (Summer 2)

<table>
<thead>
<tr>
<th>Course Number &amp; Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MFT 740 Substance Abuse and Violence in the Family System</td>
<td>3</td>
</tr>
<tr>
<td>MFT 751 Capstone Project I</td>
<td>3</td>
</tr>
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</table>
### Term credit total

<table>
<thead>
<tr>
<th>Course Number &amp; Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MFT 752 Capstone Project II</td>
<td>0</td>
</tr>
<tr>
<td>MFT 760 Family Law</td>
<td>3</td>
</tr>
<tr>
<td>MFT 703 MFT Practicum III</td>
<td>3</td>
</tr>
<tr>
<td>Term credit total</td>
<td>6</td>
</tr>
</tbody>
</table>

### Total credit hours

<p>| | |</p>
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<thead>
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<th></th>
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<tbody>
<tr>
<td>Total credit hours</td>
<td><strong>48</strong></td>
</tr>
</tbody>
</table>
## 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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</tr>
</thead>
<tbody>
<tr>
<td>MFT 620 Introduction to Systems Theory</td>
<td>3</td>
</tr>
<tr>
<td>MFT 630 Theories of Marriage &amp; Family Therapy</td>
<td>3</td>
</tr>
<tr>
<td>MFT 701 MFT Practicum I</td>
<td>3</td>
</tr>
<tr>
<td><strong>Term credit total</strong></td>
<td><strong>9</strong></td>
</tr>
</tbody>
</table>

#### TERM: Spring 1

<table>
<thead>
<tr>
<th>Course Number &amp; Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MFT 650 Assessment in Family Therapy</td>
<td>3</td>
</tr>
<tr>
<td>MFT 670 Legal and 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 702 Practicum II</td>
<td>3</td>
</tr>
<tr>
<td><strong>Term credit total</strong></td>
<td><strong>9</strong></td>
</tr>
</tbody>
</table>

#### TERM: Summer 1

<table>
<thead>
<tr>
<th>Course Number &amp; Title Credit</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MFT 703 Practicum III</td>
<td>3</td>
</tr>
<tr>
<td>MFT 730 Couples and Sex Therapy</td>
<td>3</td>
</tr>
<tr>
<td>MFT 760 Family Law</td>
<td>3</td>
</tr>
<tr>
<td><strong>Term credit total</strong></td>
<td><strong>9</strong></td>
</tr>
</tbody>
</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>
</thead>
<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>
</tbody>
</table>
| ii) marriage and family clinical knowledge, including but not limited to psychopathology, at least 12 semester hours; | MFT 640 Psychopathology in the Family System (3)  
MFT 650 Assessment in Family Therapy (3)  
MFT 660 Group Processes and Techniques (3)  
MFT 680 Treating Diverse Populations (3)  
MFT 730 Couples and Sex Therapy (3) |
| iii) marriage and family theoretical knowledge, at least 6 semester hours; | MFT 620 Introduction to Systems Theory (3)  
MFT 630 Theories of Marriage and Family Therapy (3) |
| iv) family law; | MFT 760 Family Law (3) |
| v) research, at least 3 semester hours; | MFT 720 Research Methodology in Marriage and Family Therapy (3) |
| vi) professional ethics, at least 3 semester hours; | MFT 670 Legal & Ethical Issues in Family Therapy (3) |
| vii) recognition and reporting of child abuse and maltreatment; and | MFT 671 Child Abuse Prevention Workshop (0) |
| viii) supervised practicum in marriage and family therapy of at least 300 client contact hours. | MFT 701 Marriage and Family Therapy Practicum I (3)  
MFT 702 Marriage and Family Therapy Practicum II (3)  
MFT 703 Marriage and Family Therapy Practicum III (3) |
M.A. IN MARRIAGE AND FAMILY THERAPY: LICENSURE-QUALIFYING CURRICULUM CONTENT AREAS

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<tr>
<th>Required Content Areas</th>
<th>Course Number(s), Titles(s) and Semester Hours</th>
</tr>
</thead>
<tbody>
<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>
<tr>
<td>(ii) marriage and family clinical knowledge, including but not limited to psychopathology, at least 12 semester hours;</td>
<td>MFT 650 Assessment in Family Therapy (3) &lt;br&gt;MFT 730 Couples and Sex Therapy (3) &lt;br&gt;(6 additional hours will be met through Prerequisites/admissions criteria)</td>
</tr>
<tr>
<td>(iii) marriage and family theoretical knowledge, at least 6 semester hours;</td>
<td>MFT 620 Introduction to Systems Theory (3) &lt;br&gt;MFT 630 Theories of Marriage and Family Therapy (3)</td>
</tr>
<tr>
<td>(iv) family law;</td>
<td>MFT 760 Family Law (3)</td>
</tr>
<tr>
<td>(v) research, at least 3 semester hours;</td>
<td>Met through Prerequisites/admissions criteria</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) &lt;br&gt;MFT 702 Marriage and Family Therapy Practicum II (3) &lt;br&gt;MFT 703 Marriage and Family Therapy Practicum III (3)</td>
</tr>
</tbody>
</table>

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 possess a Master’s level degree in a related field (e.g., Mental Health Counseling), 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 coursework; six hours of marriage and family therapy clinical knowledge, including but not limited to psychopathology; and, three hours of research.
MARRIAGE AND FAMILY THERAPY COURSE DESCRIPTIONS

MFT 620 INTRODUCTION TO SYSTEMS THEORY

This course is designed to provide students with a foundational understanding of the dynamics of family interaction from a 'systems' perspective. This course is an introduction to the history and systemic foundations of the study and understanding of family life with emphasis on the various theories of family process and development. The development of an understanding of 'systems theory', its application to family interaction, and its evaluation will form the basis of the course content. Topics 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 630 THEORIES OF MARRIAGE AND FAMILY THERAPY

This course is an introduction to the history, development, and systemic foundations of marriage and family therapy. In particular, 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 associated with each approach. Three credit hours.

MFT 640 PSYCHOPATHOLOGY IN THE FAMILY SYSTEM

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

MFT 650 ASSESSMENT IN FAMILY THERAPY

This course explores theoretical perspectives on marital and family assessment, and provides a thorough examination of assessment techniques and treatment planning strategies. Topics covered include the use of the Genogram and eco-map, as well as other family-related assessment tools to determine patterns in family interactions and develop effective treatment planning strategies. Three credit hours.

MFT 660 GROUP PROCESSES AND TECHNIQUES

This course is designed to provide students with an understanding of group development, process and dynamics. Students will learn theoretical and practical concepts related to the practice of group psychotherapy in a systemic context. Additionally, students will participate in an ongoing experiential process group throughout the semester. Three credit hours.

MFT 670 LEGAL AND ETHICAL ISSUES IN MARRIAGE AND FAMILY THERAPY

This course examines the ethical principles and professional standards of therapy practice, and survey the ethical and legal issues facing professional Marriage and Family Therapists. As such, students will review professional goals, objectives, roles and functions of Marriage and Family Therapists. In addition, this course also examines ethical and legal standards, risk management, professional credentialing and standards for professional counselors. Three credit hours.
MFT 671 CHILD ABUSE PREVENTION WORKSHOP
This online course prepares students who are required by law to report suspected child abuse or maltreatment to the New York State Central Register. 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 180 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, II, and III, students will provide at least 300 hours of direct contact with couples, families, and/or individuals with marital or family issues, of those hours, 250 must be with families and couples. Students will receive at least 1 hour of direct supervision at their practicum sites, and they will participate in a weekly on-campus practicum. Particular emphasis is placed on developing skills to assess and conceptualize cases from a chosen theoretical perspective. Three credit hours.

MFT 702 MARRIAGE AND FAMILY THERAPY PRACTICUM II
This course provides 180 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, II, and III, students will provide at least 300 hours of direct contact with couples, families, and/or individuals with marital or family issues, of those hours, 250 must be with families and couples. Students will receive at least 1 hour of direct supervision at their practicum sites, and they will participate in a weekly on-campus practicum. Particular emphasis is placed on developing skills to assess and conceptualize cases from a chosen theoretical perspective. Three credit hours.

MFT 703 MARRIAGE AND FAMILY THERAPY PRACTICUM III
This course provides 180 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, II, and III, students will provide at least 300 hours of direct contact with couples, families, and/or individuals with marital or family issues, of those hours, 250 must be with families and couples. Students will receive at least 1 hour of direct supervision at their practicum sites, and they will participate in a weekly on-campus practicum. Particular emphasis is placed on developing skills to assess and conceptualize cases from a chosen theoretical perspective. Three credit hours.

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MFT 730 COUPLES AND 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 present an overview of the field of sex therapy, by introducing students to sexual dysfunction and an overview of treatment techniques. Three credit hours.

MFT 751 CAPSTONE PROJECT I
The Capstone Project is the culmination of a student’s training that assesses ability to integrate course work and clinical experience into a unified working approach. The Capstone Experience Portfolio is evaluated by the student’s advisor and one other faculty member and should include a portfolio collection, a clinical case analysis, and future plan for professional development. Three credit hours.

MFT 752 CAPSTONE PROJECT II
The Capstone Project is the culmination of a student’s training that assesses ability to integrate course work and clinical experience into a unified working approach. The Capstone Experience Portfolio is evaluated by the student’s advisor and one other faculty member and should include a portfolio collection, a clinical case analysis, and future plan for professional development. Three credit hours.

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

ADVANCED CERTIFICATE IN MENTAL HEALTH COUNSELING

PROGRAM DESCRIPTION (M.A.)

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

The program is designed to fulfill the goals of: providing students with a thorough grounding in advanced principles of mental health counseling at a graduate level, and providing students with an understanding of the tools of counseling that is suitable for building careers in private and public mental health agencies.

The objectives of the program include: providing students with advanced research-based knowledge in the area of group and individual counseling, counseling techniques, and testing and diagnosis; providing students with a full understanding of the professional and ethical issues relevant to mental health counseling and consultation; and providing students with detailed knowledge of multicultural and career issues in counseling.

PROGRAM DELIVERY FORMAT

Medaille’s MHC program is offered as a fixed sequence of 17 8-week courses, taken one course at a time, plus three semesters of Supervised Internship (MHC 677). Each 8-week course will include 38 in-class hours (split between the fourth and eighth weekends of the course) and appropriate amounts of professor guided study. Students will proceed through the program as a cohort.

ADMISSIONS REQUIREMENTS

Please contact SAGE Admissions for specific information on admissions requirements.

PROVISIONAL ADMISSION

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

PROBATIONARY ADMISSION

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

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REGISTERING FOR COURSES

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

TRANSFER OF COURSEWORK TAKEN AT OTHER INSTITUTIONS OR AS AN ADVANCED SPECIAL STUDENT

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

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

Please note:
- The student may be subject to final examination in all coursework transferred into the Master’s degree in Mental Health Counseling.
- No credit is granted for correspondence courses or for “credit-by-examination” courses.
- A copy of the transfer course syllabus and textbook table of contents may be required for both New York State and the Program.

GRADUATE PLACEMENT DATA

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PROGRAM DESCRIPTION (ADVANCED CERTIFICATE)

Note: The Advanced Certificate in Mental Health Counseling is offered exclusively in an online, asynchronous delivery format.

The 18 credit hour Certificate of Advanced Study in Mental Health Counseling is designed for students with a 48 hour (or more) master's degree in a related field (Certified Rehabilitation Counselors, School Counselors, Counselor Education, for example) who are pursuing Mental Health Counseling licensure. The Certificate of Advanced Study in Mental Health Counseling will satisfy New York State's regulations for licensure [see Part 52 of the Regulations, section 52.32(c)], and will provide the student profile identified above with the educational requirements needed to sit for the New York State licensure exam in Mental Health Counseling.

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

- providing students with a thorough grounding in advanced principles of mental health counseling at the graduate level
- providing students with an understanding of the tools of counseling that are suitable for building 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 advanced certificate include providing coursework to satisfy the core requirements as defined by New York State, including: Human Growth & Development, Ethics, Psychopathologies, Social & Cultural Foundations, Foundations of Mental Health Counseling, Groups, Career, Research, Assessment, Counseling Theory, and Clinical Instruction. Additionally, students will complete a 600 hour internship in an appropriate setting.

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

CLINICAL INTERNSHIP

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

Pre-Practicum and Internship placements will be chosen as a collaborative effort between students and the Clinical Coordinator of the program. Each placement is considered on an individual basis and must first meet the approval of the Clinical Coordinator. Students are expected to complete their Practicum (100) hours and are strongly encouraged to start their Internship during the first term of MHC 677. Students are expected to complete at least half of their remaining (600) Internship hours in each of the remaining term of MHC 677. If a student does not meet the required hours in any term of MHC 677, she/he will receive a CP grade for that term. If the student does not complete the full requirements of Pre Practicum and Internship by the end of the third term of MHC 677, she/he must register for a fourth term of MHC 677 in order to complete the requirements. Students who do not complete their Pre-Practicum and Internship requirements by the end of the fourth term of MHC 677 may be terminated from the program and will not be recommended for graduation. Guidelines for the Clinical Placement can be found in the Clinical Placement Manual here: http://www.medaille.edu/sage/catalog/master-mental-health-counseling.
## M.A. IN MHC PROGRAM SEQUENCE

<table>
<thead>
<tr>
<th>Semester</th>
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<td>MHC 620 Psychopathologies</td>
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<td>Semester Two (15 weeks)</td>
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<td>MHC 631 Human Growth &amp; Development</td>
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<td>Semester Three (15 weeks)</td>
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<td>MHC 625 Personality Psychology</td>
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<td>Semester Four (15 weeks)</td>
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<td></td>
<td>MHC 630 Professional &amp; Ethical Issues</td>
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<td>Semester Six (15 weeks)</td>
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<td>MHC 660 Career Counseling</td>
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<td>MHC 677 Supervised Clinical Internship</td>
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<td>Semester Seven (15 weeks)</td>
<td>MHC 634 Grief Counseling</td>
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<td>MHC 680 Family Counseling</td>
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<td>MHC 677 Supervised Clinical Internship</td>
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<td>Semester Eight (15 weeks)</td>
<td>MHC 674 Counseling Children and Adolescents</td>
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<td>MHC 720 Advanced Family Therapy</td>
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<td>MHC 677 Supervised Clinical Internship</td>
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<td>MHC 800 Comprehensive Exam</td>
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**Total credit distribution** 60

## ADVANCED CERTIFICATE IN MHC PROGRAM SEQUENCE

The program sequence for the Advanced Certificate in Mental Health Counseling depends on the specific needs of the student. Students will take the courses they need to meet the NYS requirements for core courses, as they are offered within the curriculum of the Mental Health Counseling program. If a student has completed all of the core courses yet need additional coursework to meet the 60-hour requirement, electives will be offered.
**M.A. IN MENTAL HEALTH COUNSELING: LICENSURE-QUALIFYING CURRICULUM CONTENT AREAS**

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

MHC 600 COUNSELING THEORY AND PRACTICE
This course covers the basic theory, principles and techniques of counseling and its application to professional counseling settings. It also considers various theories of counseling and issues in the practice of professional counseling. Three credit hours.

MHC 605 GROUP DYNAMICS
This course is designed to provide students with an understanding of group development, process and dynamics. Students will learn theoretical and practical concepts related to the practice of group psychotherapy. Three credit hours.

MHC 620 PSYCHOPATHOLOGIES
Humans have been trying to understand the bases of psychopathologies for thousands of years. This course provides students with the most current information regarding the etiologies, and subsequent treatments, of the most prevalent mental disorders in our society. Three credit hours.

MHC 622 ASSESSMENT AND APPRAISAL
This course provides students with a comprehensive overview of the major principles of assessment, assessment instruments and assessment skills relevant for mental health counselors. Emphasis will be placed on the statistical properties, use and interpretation of assessment and appraisal techniques commonly used in the field. Three credit hours.

MHC 625 PERSONALITY PSYCHOLOGY
This course surveys the descriptive and causal aspects of individual differences in personality. Students will examine theories and explanations of the development of normal and abnormal personalities. Major models of personality theory include biological, cognitive social, behavioral, and psychodynamic models. Three credit hours.

MHC 630 PROFESSIONAL AND ETHICAL ISSUES
This course will focus on the ethical principles and professional standards of counseling practice, and survey the ethical and legal issues facing the professional counselor in our society. Students will review professional goals, objectives, roles and functions. This course also examines ethical and legal standards, risk management, professional credentialing and standards for professional counselors. Three credit hours.

MHC 631 HUMAN GROWTH AND DEVELOPMENT
This course introduces students to the major theories that have shaped psychologists’ understanding of human growth and development from conception, childhood and adolescence, to early, middle and late adulthood. Aspects of development discussed include biosocial, cognitive and psychosocial changes. Emphasis is placed on developmental problems and diagnosis of abnormal development. Three credit hours.
MHC 634 GRIEF COUNSELING
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.

MHC 640 SOCIAL AND CULTURAL FOUNDATIONS
This course is designed to provide students with a general framework for understanding issues related to mental health services with people from diverse populations, different cultures and lifestyles. The influence of socio-identities (e.g. race, ethnicity, religion, gender, socioeconomic status, sexual orientation) on individuals’ functioning, concerns, and the counseling process will be explored. Three credit hours.

MHC 649 CHILD ABUSE WORKSHOP NON-CREDIT (ONLINE WORKSHOP)
This online workshop prepares students who are required by law to report suspected child abuse or maltreatment to the New York State Central Register. Designed to help students understand the risk factors associated with child abuse, as well as recognize child emotional, physical and sexual abuse of children, this class is taken as part of MHC 630 Professional and Ethical Issues. Students will learn their roles and responsibilities as mandated child abuse reporters. Non-credit bearing.

MHC 650 FOUNDATIONS OF MENTAL HEALTH COUNSELING AND CONSULTATION
This course offers students an overview of the field of mental health counseling. Students will begin to develop skills requisite counselors, including listening, empathy training and basic interviewing. Issues regarding the development of the therapeutic relationship, cultural diversity, and mental status assessment will also be covered. Three credit hours.

MHC 652 RESEARCH AND EVALUATION
This course surveys the major methodologies for conducting psychological research, and focuses on research report development, publication of psychological data, and ethical considerations in conducting research. Students will also be introduced to the statistics necessary for describing and analyzing psychological data. Three credit hours.

MHC 660 CAREER COUNSELING
This course is designed to provide students with the theoretical frameworks and basic counseling skills necessary for the career counseling process and for planning programs for educational and career counseling. The course includes a review of theories of career development, individual and programmed techniques for diagnosis, assessment, decision-making and career search/advancement. Attention is given to assessment of how people make career choices, which are suitable to the individual and are viable in society. Emphasis is on developing a broad view of career as life style and on practical application of theory and information in a professional counseling context. Three credit hours.

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MHC 670 CLINICAL INSTRUCTION
This course focuses on the practical and personal side of counseling. The course provides students with the opportunity to learn about themselves personally and professionally, and accomplish the basic attitudes and techniques of counseling. The course includes class discussion, observation, practice of counseling skills and attitudes, role-plays of counseling, group and individual supervision, and critical reflection on your experience in these learning and practice exercises. Three credit hours.

MHC 674 COUNSELING CHILDREN AND ADOLESCENTS
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.

MHC 677 SUPERVISED INTERNSHIP
A one year supervised internship in a mental health/psychiatric/addictions agency provides the experiences for the student-intern to increase professional competence. Through the internship experience, the student is challenged to apply and integrate the knowledge, theories and concepts of counseling practice, and to build on previous life and work experience, as well as to develop new areas of professional competence. This process allows the student to bring together and to integrate for professional use cognitive learning, professional competence, values and ethics, life experiences, and activities which will enhance skill and critical analysis of counseling practice. Nine credit hours.

MHC 680 FAMILY COUNSELING
This course presents a survey of the leading theorists and concepts in the field of family therapy. Students will become better acquainted with this field of counseling and will acquire skills necessary to work with families. Three credit hours.

MHC 720 ADVANCED FAMILY THERAPY
This course provides an advanced survey of the theoretical concepts and intervention techniques in the field of family therapy. The impact of cultural and its effects on the family are examined. Students will develop knowledge of the concepts of family systems theory as well as explore and develop hypothetical treatment plans for families. Empirically validated family therapy interventions are also addressed with particular emphasis on communications, structural, milan, cognitive-behavioral and strategic family therapy concepts and methods.

MHC 727 CLINICAL SUPERVISION
This course will provide students with an understanding of the purpose and process of clinical supervision, as well as the importance of professional growth. This course will also present a review of currently accepted supervisions models. This course will assist students in developing knowledge and skills related to the supervision role and relationship. Issues related to the ethical dilemmas, cultural diversity, power and boundary issues will also be addressed. Three credit hours.
MHC 800 COMPREHENSIVE EXAM

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

PROGRAM DESCRIPTION

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

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

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

Those students with a goal of continuing to doctoral-level study will have the opportunity to strengthen their credentials and to gain a more advanced background to facilitate continued learning. See the Master of Arts in Psychology Handbook for further information.

PROGRAM SCHEDULE

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

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<tr>
<th>Fall Semester /Spring Semester-students will take 4 courses in the following formats:</th>
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<tbody>
<tr>
<td>1 Online Course for 15 Weeks (Online Course Format)</td>
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<tr>
<td>1 On-Campus Course for 15 Weeks (15 Week Course Format)</td>
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<tr>
<td>2 Half Semester Courses for 7 weeks each (7-1-7 format)</td>
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<thead>
<tr>
<th>Summer Semester-students will take 3 courses in the following formats:</th>
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<tbody>
<tr>
<td>1 Course for 15 Weeks (PSY 797 Thesis Guidance or PSY 677 Internship)</td>
</tr>
<tr>
<td>2 Half Semester Courses for 7 weeks each (7-1-7 format)</td>
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COURSE FORMATS

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

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

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

Note: Classes also meet the first and last Saturday of the course for 4.5 hours on a Saturday (A total of 2 Saturday sessions per course or 4 Saturday 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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<tr>
<td>PSY 521 Biological Basis of Behavior (15 week format)</td>
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<td>PSY 531 Research Methods (7 week format)</td>
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<tr>
<td>PSY 602 Counseling (online)</td>
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<td>PSY 607 Statistics (15 week format)</td>
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<td>PSY 614 Evolutionary Psychology (7 week format)</td>
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<td>PSY 631 Developmental Psychology (7 week format)</td>
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<th>SUMMER SEMESTER</th>
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<tr>
<td>PSY 598 Special Topics in Psychology (7 week format)</td>
<td>3</td>
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<tr>
<td>PSY 760 Psychopathologies (7 week format)</td>
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<tr>
<td>**PSY 797 Thesis Guidance or **PSY 777 Internship (arranged with instructor)</td>
<td>6</td>
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</table>

| TOTAL CREDITS | 36 |

**Student must obtain instructor permission to register for PSY 797 or PSY 677**
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.

PSY 511 COGNITIVE PSYCHOLOGY
This course focuses on the science of the mental structures and processes involved in perception, attention, memory, problem solving, language use, consciousness, concept formation, reasoning, and decision making. Three credit hours.

PSY 521 BIOLOGICAL BASIS OF BEHAVIOR
As it is possible to link the workings of individual nerve cells to observable behavior, this course focuses on the mental processes that underlie how humans and other select organisms, perceive, learn, remember, and behave. Three credit hours.

PSY 531 RESEARCH METHODS
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 an reporting research. Three credit hours.

PSY 598 SPECIAL TOPICS IN PSYCHOLOGY
Topics will be announced on a semester-by-semester basis. Course goals, objectives, and content will be determined by the topic. Three credit hours.

PSY 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.

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.

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.
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.

PSY 760 PSYCHOPATHOLOGIES
Humans have been trying to understand the bases of psychopathologies for thousands of years. This course provides students with the most current information regarding the etiologies and subsequent treatments, of the most prevalent mental illnesses in our society. Prerequisites: PSY 521 or PSY 602. Three credit hours.

PSY 677 INTERNSHIP
A 180 hour internship provides the student with on-site experience and a solid understanding of careers in the mental health, research or clinical setting. Additionally, internships allow students the opportunity to participate in the learning experience while developing professional contacts in their area of specialization. Prerequisite: Complete 6.0 hours of program coursework; GPA of 3.0 or better. Internships require instructor approval. Six credit hours.

PSY 797 THESIS GUIDANCE
This course focuses both on the process of developing and writing a 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: Completion of 6.0 hours of program coursework; GPA of 3.0 or better. Six credit hours.
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
PROGRAM FORMAT

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.

PROSEMINAR AND PRACTICUM

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 the student's development. 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. See the Program Handbook and the Training Manual for more information.

CLINICAL DISSERTATION

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 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. 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 0-credit course must be taken each Fall or Spring Semester until the dissertation is completed. See the PsyD Program Handbook for more information.
**CLINICAL COMPETENCE EXAMINATION**

Students are required to take and successfully pass a Clinical Competence Examination (CCE) during the Summer Semester of their third year of coursework. The CCE includes a treatment summary, a case presentation, a written case analysis, an oral presentation, and an oral examination based on the written and case presentations. This format is designed to assess students’ knowledge, clinical reasoning within a conceptual model, technical skills, relationship skills, and ability to communicate in written and oral forms. 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. See the PsyD Program Handbook for more information.

**INTERNSHIP REQUIREMENTS**

Students will complete an 1800-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. See the PsyD Program Handbook and the Training Manual for more information.

**COURSE SCHEDULE**

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<thead>
<tr>
<th>Course Number &amp; Title</th>
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<tr>
<td><strong>First Year (Fall)</strong></td>
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<tr>
<td>PSY 700 Psychometrics</td>
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<td>PSY 701 Diagnostic Psychopathology</td>
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<td>PSY 705 Professionalization Group</td>
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<tr>
<td><strong>First Year (Spring)</strong></td>
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<td>PSY 711 Projective Personality Assessment</td>
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<td>PSY 720 History and Systems of Psychology</td>
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<td>PSY 764 Clinical Interviewing</td>
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<td><strong>First Year (Summer)</strong></td>
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<td>PSY 731 Cognitive And Affective Processes</td>
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<tr>
<td>PSY 758 Psychodynamic Theories &amp; Therapy</td>
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[www.medaille.edu](http://www.medaille.edu)
<table>
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<td>PSY 761</td>
<td>Assessment and Treatment of Diverse Populations</td>
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<td>PSY 765</td>
<td>Integrative Assessment</td>
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<tr>
<td>PSY 751</td>
<td>Proseminar and Practicum I</td>
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**Second Year (Spring)**

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<td>Cognitive-Behavioral Theory and Treatment</td>
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<td>PSY 752</td>
<td>Proseminar and Practicum II</td>
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**Second Year (Summer)**

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<td><strong>Third Year (Fall)</strong></td>
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<td>PSY 769 Statistics</td>
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Total Credits 99
## LICENSURE QUALIFYING CONTENT AREAS:

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<td>Social Basis of Behavior</td>
<td>PSY 787 Social Psychology</td>
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<td>Individual Differences</td>
<td>PSY 701 Diagnostic Psychopathology</td>
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<td>History and Systems of Psychology</td>
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<td>Psychometrics</td>
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<td>Scientific and Professional Ethics</td>
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<td>Issues of Cultural Diversity</td>
<td>PSY 761 Assessment and Treatment of Diverse Populations</td>
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<tr>
<td>Yearlong supervised doctoral level practicum, internship, field experience, or applied research.</td>
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<td>Psychological Assessment</td>
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<td>Psychotherapy</td>
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### PSYD COURSE PREREQUISITES:

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<td>PSY 710 Cognitive Assessment</td>
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<td>PSY 764 Clinical Interviewing</td>
<td>PSY 701 Diagnostic Psychopathology</td>
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<td>PSY 758 Psychodynamic Theories and Therapy</td>
<td>PSY 727 Psychology of Life Span Development</td>
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<td>PSY 770 Cognitive-Behavioral Theory and Treatment</td>
<td>PSY 731 Cognitive and Affective Processes</td>
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<td>PSY 701 Diagnostic Psychopathology</td>
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<td>PSY 727 Psychology of Life Span Development</td>
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<td>PSY 768 Research Methods</td>
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of Diverse Populations  PSY 768 Research Methods  PSY 770 Cognitive-Behavioral Theory and Treatment

PSY 754 Proseminar and Practicum IV  PSY 753 Proseminar and Practicum III

PSY 790 Administration, Consultation & Supervision  PSY 754 Proseminar and Practicum IV

PSY 755 Proseminar and Practicum V  PSY 753 Proseminar and Practicum IV

PSY 850 Clinical Dissertation  PSY 768 Research Methods

PSY 900 Clinical Psychology Internship  90 Hours, CCE, All required coursework

**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 Program Director and the Dean of the School of Adult and Graduate Education (SAGE) 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. **See the PsyD Program Handbook and the Training Manual for more information.**
**PSYD COURSE DESCRIPTIONS**

**PSY 701 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

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 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 751 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 711 Projective Personality Assessment, PSY 710 Cognitive Assessment, PSY 715 Objective Personality Assessment, PSY 764 Clinical Interviewing, PSY 727 Psychology of Life Span Development.

**PSY 752 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 751: Proseminar and Practicum I.

**PSY 753 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 751 Proseminar and Practicum I, PSY 752 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 754 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 753: Proseminar and Practicum III.

PSY 755 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 754: Proseminar and Practicum IV.

PSY 756 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 755: Proseminar and Practicum V.

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 (Elective)

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 731 Cognitive and Affective Processes & 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 711 Projective Personality Assessment, PSY 715 Objective Personality Assessment, PSY 710 Cognitive Assessment.

PSY 768 Research Methods

Students will learn the fundamental concepts of descriptive statistics, probability, and statistical inference. Students will familiarize themselves with various methods of graphing statistical information and data. Research methods used in statistics gathering and interpreting will be introduced in theory and practice. The development of critical thinking/evaluation skills and methodological tools for a clinical scientist will be emphasized throughout this course. Students will be introduced to tests including t-tests, f-tests, Scheffe’s Test, and Newman-Keuls Post-Hock. 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. REREQUISITES: 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 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 frame-work, 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 754 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 850 Clinical Dissertation

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 851/852/853 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 850 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.
MANAGEMENT AND LEADERSHIP DEPARTMENT

MASTERS OF BUSINESS ADMINISTRATION (MBA)

PROGRAM DESCRIPTION

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

Note: The Masters of Business Administration is offered through the School of Adult and Graduate Education's Accelerated Learning Program. Students should refer to the Medaille College ALP Student Handbook for comprehensive information regarding this program. The MBA program has a dual entry course sequence.

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GRADUATE PLACEMENT DATA

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MBA COURSE DESCRIPTIONS

MBA 510X Management and Leadership
This course focuses on the study of leadership: comparing managers and leaders, reviewing how science and philosophy influenced early twentieth century perceptions of the management of organizations, and examining historical theories of management up to the present day. Students will analyze the difference between management and leadership and the necessary integration of these two activities for the success of any organization. The course will also identify and examine various leadership theories, traits, competencies, and relationships, and compare and contrast the various external environments in which they are aligned. Four credit hours.

MBA 533X FINANCIAL ACCOUNTING
This course surveys the principles of accounting with emphasis on accounting vocabulary and preparation and analysis of the four primary financial statements. Topics covered include the use of accounting as a communication tool, the accounting cycle, current assets, long-term assets, current liabilities, long-term liabilities, and stockholders’ equity. The impact of FASB and SEC rulings will be examined for their impact on corporate issues of ethics and accounting change. Four credit hours.

MBA 534X Business Statistics for Decision Making
This course provides the basis for building decision models reflecting strategic business decision making. Various statistical methods will be analyzed that are crucial to various areas of business behavior. These include: data summarization, probability theory, statistical decision analysis, sampling and hypothesis testing, and simple linear regression. Four credit hours.

MBA 635X Organizational Development and Transformation
This course investigates organizational behavior and transformation in today's businesses, examining individual, team, and organizational behaviors and processes. Specifically, this course focuses on, but is not limited to, an examination of behavior and values, motivation, learning, decision making and creativity, conflict resolution, high performance teams, organizational design, organizational culture, and organizational change. This course will develop a people-intensive theme and emphasize this approach as a primary source of competitive advantage in business today. Four credit hours.

MBA 636X Strategic Human Resource Management
This course examines how managers may effectively implement the people-intensive strategies that are rapidly becoming a primary source of competitive advantage. Students will examine the ways in which successful organizations align human resource strategy within business strategy. Topics include a review of the legal environment of human resources, personnel planning, staffing and development, reward systems, and industrial relations. All topics will be examined in the context of developing and implementing the overall strategic management of the organization. Four credit hours.

MBA 664X Economics for Global Business
This course surveys micro-and macroeconomic principles with an emphasis on strategic applications. Microeconomic topics include scarcity, economic systems, supply and demand, production and cost structure, profit maximization, labor markets, and income inequality. Macroeconomic topics include national income accounting, production, the monetary system, aggregate demand and supply, inflation, fiscal policy, monetary policy, and international trade. Four credit hours.
MBA 662X Finance for Managers
This course develops the theoretical and practical application of financial management principles with emphasis on financial analysis, communication, and decision making. Students will investigate the use of financial analysis as a problem solving tool through risk, return, and valuation applications. Additional topics include working capital management, capital budgeting, cost of capital, capital structure, and long-term financing strategies. Four credit hours.

MBA 663X Marketing in an E-World
This course describes the ways in which the marketing function is integrated into the strategic goals 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, 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.

MBA 665X Accounting for Planning and Control
This course is a study of accounting concepts used by managers for planning and control. Cost concepts include terminology, classification, behavior and cost allocation. Additional topics include cost-volume-profit analysis, process costing, job costing, activity based management, budgeting and variance analysis, relevant information, pricing decisions, inventory management and capital budgeting. Four credit hours.

MBA 667X Global Business
This course examines the diverse methods an organization uses to establish and maintain a profitable international enterprise. Students will analyze international government and legal issues, the impact of various cultures and belief systems, international economic issues, international trade theories, diplomacy, and negotiation, as well as the operational activities of the foreign exchange and capital markets. Through carefully selected comprehensive case studies and integrated text material, this course bridges both the internationalization process necessary to achieve a global market base, and multi-national management strategies employed to successfully retain a competitive advantage. Four credit hours.

MBA 668X Strategic Planning and Leadership
This course is the first in a two course integrative capstone experience that will develop strategic leadership skills. Emphasis is placed on creating and sustaining competitive advantages within a dynamic environment. Topics include the integral role an organization's competencies and value chain play in developing and executing strategic plans. The macro-environment will be analyzed to determine its impact on creating a sustainable competitive advantage in a global environment. The major methods of developing leadership skills in strategic management will be analyzed through case studies involving research, in-depth analysis, and discussion of both successful and less successful companies. The final case prepares each group for their Capstone experience, applying course material to the various strategic planning stages. Four credit hours.
**MBA 675X Integrative Project: Analysis and Synthesis**

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

PROGRAM DESCRIPTION

The M.A. in Organizational Leadership program goals include: the identification and application of the major theories, concepts, and models which make up the field of organizational leadership; the cultivation of an in-depth understanding of human behavior; development of conceptual, analytical, and critical thinking skills; development of leadership skills and models for multiple applications and diverse settings; cultivation in each student of a sense of purpose and ethical responsibility; development of proficiency in written, oral, and interpersonal communications.

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

CURRICULUM SEQUENCE

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<tr>
<th>Course</th>
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<tr>
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<td>MOL 522X Organizational Development and Behavior</td>
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<td>MOL 623X Systems Thinking and the Learning Organization</td>
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<td>MOL 624X Leadership Interactions: Teams, Coaches and Mentors</td>
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<td>MOL 525X Finance for Leaders</td>
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<td>MOL 626X Problem Solving and Decision Making</td>
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<td>MOL 629X Leadership in an E-World</td>
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GRADUATE PLACEMENT DATA

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M.A. IN ORGANIZATIONAL LEADERSHIP COURSE DESCRIPTIONS

MOL 521X Organizational Leadership: Theory and Practice
Drawn from behavioral and social sciences, this course examines leadership theories, research, and models. It includes a 360-degree inventory of leadership behaviors and relationships, a personal assessment of emotional intelligence, and the creation of an individual development plan. Students will also form study teams, assess their personal readiness for graduate study, and review the MAOL program themes. The Leadership Portfolio is begun in this class; the final version is presented during MOL 630, Organizational Leadership Capstone. Four credit hours.

MOL 522X Organizational Development and Behavior
This course examines the broad range of behavioral science theory that describes organizational culture in today’s organizations. Focusing on the role that organizational culture plays in building successful organizations, it examines various structures, designs, and models, as well as the role of ethical and values-based leadership. The importance of social skill, managerial intelligence, conflict resolution, and negotiation is discussed and students will analyze organizations relative to internal political systems. Four credit hours.

MOL 623X Systems Thinking And The Learning Organization
This course examines systems thinking and complexity theory as they relate to the concept of a learning organization. Through the lens of systems thinking, students will examine organizational complexity, problems, and conflicts. The course will articulate the principles, applications, and practices of a learning organization and its competitive advantage in a dynamic, changing, global context. It will also discuss the role leadership plays in an organization understanding itself and interacting in a certain environment. Four credit hours.

MOL 624X Leadership Interactions: Teams, Coaches and Mentors
This course examines the ways in which a leader influences the behavior of groups and individuals. Concentrating on the traits and behaviors of high performance teams, the course first focuses on team dynamics, exploring the reasons why teams execute better, learn faster, implement change more readily, and deliver quality products faster. Students will evaluate team leadership strategies for empowering and involving others, as well as models for transforming an organization into a team-based culture. Next, the course examines a leader's coaching and mentoring roles, including training and performance enhancement strategies. Students will develop strategies for improving individual and group performance. Four credit hours.

MOL 525X Finance for Leaders
This course provides the leader with the critical financial interpretation skills needed to understand the impact of financial performance within their organization, as well as the impact of their decisions. Topics covered include: an overview of financial statements, financial vocabulary and concepts, budgetary concepts, project analysis, and the financial assessment of the organization. This course will also apply technology tools in financial analysis, examine the effect of technology and ethics on the financial functions within an organization, and enable students to communicate more effectively with their financial counterparts. Four credit hours.
MOL 626X Problem Solving and Decision Making
This course explores various contemporary theories and practices for effective decision making in organizations, relying heavily on the use of case study methodology. Various models and frameworks for analyzing problems are examined in depth; significant focus is placed on the functions of the decision making model, the role of values in decision making, and the techniques of creative and innovative problem solving. Course work will include individual and group case studies, research of historical and current theories, and application of course concepts to workplace situations. Four credit hours.

MOL 627X Diversity and Multiculturalism
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.

MOL 628X Leading Change and Transformation
This course presents the major theories, models, and best practices related to leading change and transformation, including the purpose and focus of change. Topics include the contexts of change and transformation, organizational design and change, planning for change, and the impact of change on the formal structures, systems, and culture of organizations. The leader as change agent is emphasized, as well as strategies and techniques for leading effective change. Management and leadership best practices are reviewed, as well as the technology of change. Four credit hours.

MOL 629X Leadership in an E-World
This course provides an in-depth look at how technology tools and the Internet are impacting the way organizations and individuals lead, communicate, collaborate, share knowledge, and build ever-expanding communities of learning. Course activities focus on the global and ethical questions posed by today's e-world, as well as management best practices that foster effective use of technology. The course also addresses the issues of leading organizations through the process of change as new technologies are implemented and people strive to adapt. Four credit hours.

MOL 630X Organizational Leadership Capstone
This course concludes an extensive, long-term inquiry and formal study that integrates key learning components into an Individual Leadership Portfolio, a comprehensive case study, a final paper, and a group oral presentation. Introduced in MOL 521, the group project is conducted under the guidance of ALP faculty, is formally reviewed halfway 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.
PERSONNEL

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Vice Chair: Stuart H. Angert
Secretary: Juanita K. Hunter, Ed.D.
Treasurer: Michael K. Walsh

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President & Chief Operating Officer,
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Vice Chair, Board of Trustees
Term: 2007-2014

Stephen L. Cicchinelli ’98
Director of Operations, NY-Long Island,
Verizon Communications, Inc.
Term: 2009-2013

Lawrence Costa
Executive Vice President, Capital
Management Services L.P.
Term: 2011-2015

David Elias
Principal, Alesco Advisors LLC
Term: 2010-2014

Peter Freyburger, DVM
President and Hospital Director, Brighton-
Eggert Animal Clinic; Author
Term: 2009-2013

Horace A. Gioia, Esq.
Partner, Rupp, Baase, Pfalzgraf,
Cunningham & Coppola LLC
Term: 2009-2013

Robert S. Graber ’96
Senior Vice President, Manager-Credit Risk
Term: 2010-2014

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Commissioner of Senior Services
Erie County Senior Services
Term: 2010-2014

Juanita K. Hunter, Ed.D.
Secretary, Board of Trustees
Professor Emeritus,
State University of New York at Buffalo
Term: 2003-2013

Richard T. Jurasek, Ph.D.
President, Medaille College
Term: 2007-present

Margaret Kafka ’90
Vice President, Corporate Services, Merchants
Insurance Group
Term: 2004-2014
Robert J. LaMastra  
President and Owner, Mercedes-Benz of Buffalo  
Term: 2012-2015

Michael J. Moley ’07  
Senior Vice President and Chief Human Resource Officer, Catholic Health System  
Term: 2012-2016

James K. Morrell  
Manager of Planning, Niagara Frontier Transit Authority  
Term: 2011-2015

William H. Pearce, Jr.  
President and Chief Executive Office, Pearce & Pearce Co., Inc.  
Term: 2003-2013

Darius G. Pridgen ’07  
Pastor True Bethel Baptist & Ellicott District Councilman  
Term: 2011-2015

Heidi A. Raphael ’85  
Vice President of Corporate Communication, Greater Media, Inc.  
Term: 2010-2014

Robert L. Stevenson  
President and CEO, Eastman Machine Company  
Term: 2009-2013

Rocco Termini  
President, Signature Development  
Term: 2010-2014

Donald R. Tomasulo ’79  
Director of Results, Entercom Communications Buffalo  
Term: 2011-2015

Kenneth D. Trbovich ’99  
Vice President, Servotronics  
Term: 2011-2015

Michael K. Walsh  
Treasurer, Board of Trustees, Executive Vice President, Walsh Duffield Companies, Inc.  
Term: 1996-2011

Joseph E. Wolfson  
President and Chief Executive Officer, HealthTransaction Network  
Term: 2010-14

Dale Stephens ’99 ’06*  
Senior Personnel Administrator, NY State Thruway Authority  
Term: 2011-2013

*President of Medaille Alumni Association Board, non-voting board member
2012-2013 ACADEMIC VICE PRESIDENTS, DEANS, AND DEPARTMENT CHAIRS

Vice President for Academic Affairs: Douglas W. Howard, Ph.D.

Associate Dean for Foundational Learning and Assessment: Brad E. Hollingshead, Ph.D.

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Dean of the Undergraduate College: Norman R. Muir, Ph.D.

BUSINESS DEPARTMENT

Department Chair: Michael P. Lillis, Ph.D.
- Accounting (B.S./M.S.)
- Business Administration (B.S.)
- Business Administration-MIS (B.S.)
- Sport Management (B.S.)
  Program Director: Richard L. Jacob, Ph.D.

COMMUNICATION DEPARTMENT

Department Chair: Lisa M. Marsherall
- Communication (B.S.)

HUMANITIES DEPARTMENT

Department Chair: Theodore W. Pelton, Ph.D.
- English (B.A.)

INTERDISCIPLINARY STUDIES DEPARTMENT

Department Chair: Daniel P. Kotzin, Ph.D.
- Liberal Studies (A.S., B.S.)

MATHEMATICS AND SCIENCES DEPARTMENT

Department Chair: Elizabeth L. Lucyszyn, Ph.D.
- Biology (B.S.)
- Mathematics (B.S.)

SOCIAL SCIENCES DEPARTMENT

Department Chair: Richard L. Jacob, Ph.D.
- Criminal Justice (B.S.)
- Psychology (B.A.)

VETERINARY TECHNOLOGY DEPARTMENT

Department Chair: Joseph E. Savarese, D.V.M.
- Veterinary Technology (A.S., B.S.)
SCHOOL OF ADULT AND GRADUATE EDUCATION

Associate Vice President and Dean: Judith M. Horowitz, Ph.D.

COUNSELING AND PSYCHOLOGY DEPARTMENT

Department Chair: Deborah A. Legge, Ph.D.

- Marriage and Family Therapy (M.A. and advanced certificate) Amherst | Program Director: Keith Klostermann, Ph.D.
- Mental Health Counseling (M.A. and advanced certificate) Amherst | Program Director: Lorie A. Hildreth, Ph.D.
- Mental Health Counseling (M.A.) Rochester | Program Director: Kathryn S. Castle, Ph.D.
- Mental Health Counseling (M.A.) online and bridge | Program Director: Deborah A. Legge, Ph.D.
- Psychology (M.A.) Amherst & Rochester | Program Director: Keith Klostermann, Ph.D.
- Clinical Psychology (Psy.D.) Amherst | Program Director: Lynn Horne-Moyer, Ph.D.

MANAGEMENT AND LEADERSHIP DEPARTMENT

Department Chair: William G. Weeks

- Business (A.S, B.B.A.) Amherst & Rochester
- Health Information Administration (B.P.S.) online | Program Director: Teresa Reinhardt
- Homeland Security (B.S.) online | Program Director: Steven MacMartin
- Information Systems (B.B.A.) online
- Organizational Leadership (M.A.) Amherst, Rochester, and online
- Business Administration (M.B.A) Amherst, Rochester, and online
SCHOOL OF EDUCATION
Dean: Illana R. Lane, Ph.D.

UNDERGRADUATE EDUCATION PROGRAMS (B.S.ED.)
Department Chair: Claudia T. Conway

- Adolescent Education Biology 7-12 & Students with Disabilities
- Adolescent Education English 7-12 & Students with Disabilities
- Adolescent Education Mathematics 7-12 & Students with Disabilities
- Adolescent Education Social Studies 7-12 & Students with Disabilities
- Early Childhood/Childhood (B-6) Biology Concentration
- Early Childhood/Childhood (B-6) English Concentration
- Early Childhood/Childhood (B-6) Math Concentration
- Early Childhood/Childhood (B-6) Social Studies Concentration
- Early Childhood/Childhood (B-6) Rochester | Program Director: Jane Scura, Ed.D.

GRADUATE EDUCATION PROGRAMS (M.S.ED.)

- Adolescent/Secondary Education (7-12) | Program Director: Kelly H. Ahuna, Ph.D.
- Elementary Education (1-6) | Program Director: Kelly H. Ahuna, Ph.D.
- Literacy (M.S.Ed. and advanced certificate) | Program Director: Claudia T. Conway
- Students with Disabilities (M.S.Ed. and advanced certificate) | Program Director: Claudia T. Conway
2012-2013 FULL-TIME FACULTY MEMBERS

**Kelly H. Ahuna**
Assistant Professor, School of Education
B.A., Dickinson College
M.S.Ed., University of Vermont
Ph.D., University at Buffalo, The State University of New York

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Associate Professor, Humanities
B.A., University of Texas
M.F.A., University of Massachusetts

**Virginia A. Batchelor**
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B.A., State University of New York Empire State College
M.S., State University of New York College at Buffalo
M.Ed., Ph.D., University at Buffalo, The State University of New York

**Alan Bigelow**
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M.A., University of Colorado at Boulder
M.A., Ph.D., University at Buffalo, The State University of New York

**Terri K. Borchers**
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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 H. Bowker**
Visiting Assistant Professor, Interdisciplinary Studies
B.A., Columbia University
M.A., Ph.D., University of Maryland

**James F. Brace**
Professor, Social Sciences
B.A., M.S.W., University at Buffalo, The State University of New York

**Eileen T. Brown**
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B.A., Barnard College
M.A.T., Harvard University
M.A., Ph.D., University at Buffalo, The State University of New York

**Renee Bugenhagen**
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D.V.M., Iowa State University

**Faith Burke**
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Ed.M., State University of New York at Buffalo
Ed.D., Columbia University

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J.D., University at Buffalo, The State University of New York

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M.S.Ed., State University of New York College at Brockport
Ph.D., Syracuse University

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Ed.M., University at Buffalo, The State University of New York

**Craig G. Centrie**
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M.A., Ph.D., University at Buffalo, The State University of New York

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M.B.A., M.A., University at Buffalo, The State University of New York

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B.S., Miami University (Ohio)  
M.S.Ed., Edinboro University of Pennsylvania

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M.A., Concordia University  
Ph.D., McGill University

Allison DeLang  
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A.S., Medaille College

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M.F.A., Rochester Institute of Technology

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College at Buffalo

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M.S.Ed., Medaille College  
M.Ed., Pennsylvania State University  
M.Phil., Ph.D., Syracuse University

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M.A., California State University  
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M.A., Syracuse University  
Ph.D., New York University

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M.A., Ph.D., Duquesne University

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Ph.D., University of Rochester

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M.S., Canisius College  
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M.B.A., Saint Bonaventure University

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M.S., Western Carolina University  
Ph.D., University of South Carolina

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M.A., Ph.D., Ohio State University

Keith Klostermann  
Visiting Assistant Professor, Graduate Counseling and Psychology  
B.S., State University College at Buffalo  
M.S., Canisius College  
Ph.D., University at Buffalo, The State University of New York
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<tr>
<th>Name</th>
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<td>Daniel P. Kotzin</td>
<td>Associate Professor, Social Sciences</td>
<td>B.A., University of California at Irvine</td>
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<td>M.A., Ph.D., New York University</td>
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<tr>
<td>Illana R. Lane</td>
<td>Associate Professor, School of Education</td>
<td>B.A., Pennsylvania State University</td>
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<td>A.B., Cornell University</td>
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<td>M.F.A., University of New Mexico</td>
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<tr>
<td>Deborah A. Legge</td>
<td>Associate Professor, Graduate Counseling and Psychology</td>
<td>B.S., State University of New York Empire State College</td>
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<td>Michael P. Lillis</td>
<td>Professor, Business</td>
<td>B.A., M.B.A., Canisius College</td>
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<td>Elizabeth L. Lucyszyn</td>
<td>Professor, Mathematics and Sciences</td>
<td>B.S., St. Francis College</td>
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<td>Ph.D., St. Bonaventure University</td>
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<td>Valerie J. Macer</td>
<td>Associate Professor, Veterinary Technology</td>
<td>B.S., University of Michigan</td>
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<tr>
<td>Steven M. MacMartin</td>
<td>Clinical Assistant Professor, Department of Management and Leadership</td>
<td>B.S., St. Lawrence University</td>
</tr>
<tr>
<td>Lisa M. Marsherall</td>
<td>Clinical Associate Professor, Communication</td>
<td>B.A., Canisius College</td>
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