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

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

HIGHER EDUCATION OPPORTUNITY ACT (HEOA) COMPLIANCE
Information regarding Medaille College’s compliance with the Higher Education Opportunity Act (HEOA) is published on the College’s website, available here: www.medaille.edu/hea.

INFORMATION FOR STUDENTS AND PROSPECTIVE STUDENTS
Pursuant to the New York State Education Department’s Title 8 Chapter II Regulations of the Commissioner Part 53 Information for Students and Prospective Students, Medaille College publishes information regarding “financial assistance available to students, costs of attending the institution, the refund policy of the institution, and the instructional programs and other related aspects of the institution” to students and prospective students. This information is provided in the Undergraduate and Graduate Catalog and program-specific handbooks, where appropriate. Catalogs and handbooks are available here: http://www.medaille.edu/academics/catalogs.
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 has received specialized accreditation for its business programs through the International Assembly for Collegiate Business Education (IACBE) located at 11374 Strang Line Road in Lenexa, Kansas, USA. The following programs are accredited by the IACBE:

- Bachelor of Science in Business Administration
- Bachelor of Science in Sport Management
- Master of Arts in Organizational Leadership
- Master of Business Administration
- Bachelor of Business Administration

The IACBE requires that every member disclose their learning outcomes assessment. The assessment results can be found in our annual report, available here: [IACBE Annual Report 2012-13](#).

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](http://www.medaille.edu/accreditations).


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.

LOCATIONS
BUFFALO CAMPUS
The Buffalo Campus is located in Buffalo, New York, on an attractive, 13 acre, tree-lined urban campus at the intersection of Route 198 (Scajaquada Expressway) and Parkside Avenue. The campus is located within the Olmsted Crescent, a historic area of parkways and landscape designed by Frederick Law Olmsted. Adjacent to Delaware Park and the Buffalo Zoological Gardens, our Buffalo Campus is easily accessible by car, bus or Metro Rail. The College is served by the Humboldt-Hospital NFTA rapid transit station, and a circulator shuttle runs frequently between auxiliary parking at the Zoo and campus. In addition, Medaille is close to the world famous Albright-Knox Art Gallery, the Buffalo and Erie County Historical Society Building, the Buffalo Museum of Science, and the Buffalo and Erie County Library. The Buffalo Campus is home to academic degree programs, athletic facilities, administrative offices, residence halls, student support, academic support, and the Huber Hall Library.

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

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

77 HUMBOLDT
77 Humboldt is home to the School of Education. The School of Education encompasses undergraduate and graduate programs, and the Reading Center. More information on the Reading Center is available here: http://www.medaille.edu/reading. In addition, there is office space for seven faculty members and a conference room. The main entrance is located at the back of the building.

85 & 91 HUMBOLDT
The Division of Management and Leadership can be found in 85 and 91 Humboldt. These buildings are among several of the beautiful, historic Buffalo homes that have been converted into useful academic and office space for our students and faculty. Each house has classroom space seminar-type courses. Meeting areas, equipped with conference tables, are available.
107 HUMBOLDT
107 Humboldt Parkway houses Medaille College’s Information Technology staff and equipment. The IT Helpdesk, equipped to assist students, faculty, and staff with network password difficulties, computer hardware issues, and other technology questions, is located in this building. The IT website is available here: http://it.medaille.edu.

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

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

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

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

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

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

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

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

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

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

PARKING
Limited student, faculty, and staff parking is provided on the Buffalo Campus. Appropriate parking permits are required. Visitor parking, temporary parking permits, and parking for those requiring handicapped spaces are also available. Parking permits are available in the Campus Public Safety Office located at 2 Agassiz Circle.

Rochester Campus Parking Policy: Rochester students must display a valid parking sticker on the rear view mirror. This permit is valid on all Medaille campuses. Students should obey handicapped space restrictions as well as identified site-specific parking constraints.

Vehicles without permits are subject to ticketing. Medaille College is not responsible for theft or damage for any vehicle parked in its parking lots or to any personal property contained within. The College reserves the right to have unauthorized or improperly parked vehicles ticketed or towed at the expense of the owner. Additional parking information may be found here: http://www.medaille.edu/public-safety/parking-and-busses.

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.

www.medaille.edu
HISTORY

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

The College traces its roots to 1875 when the Sisters of Saint Joseph founded an institute for the preparation of teachers. In 1937, the Sisters received a charter from New York State to grant baccalaureate degrees in education to women in religious orders, and the institute was named Mount Saint Joseph Teachers’ College.

In 1968, the Sisters of St. Joseph, led by Alice Huber, SSJ, Ph.D., initiated a change in the charter that would create a co-educational college. New York State issued the charter and Medaille College was born. Granted by the Board of Regents, this charter established the College as an independent institution governed by a self-perpetuating Board of Trustees.

Medaille experienced significant growth in the 1970s and student enrollment has risen steadily ever since. During the 1980s and 1990s, the College strengthened programs and services for a growing and diverse student body.

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

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

In the late 1990s, Medaille became a pioneer in accelerated learning formats for adult learners and non-traditional students by providing flexible delivery systems for working adults and Canadian students.

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 2010, Medaille initiated its online program, which continues to grow each semester with new degree options.

In the fall of 2011, the College completed a construction project that doubled the size of Huber Hall with a new Student Success Center that integrates academic and student support services under one roof. In September 2012, the Sullivan Center expansion was completed, creating a
3,000-square-foot fitness center, event arena with a 750-person capacity, locker rooms, and student group meeting spaces.

Medaille’s annual budget is $53 million and has an economic impact on the community that exceeds $147 million. The College has nearly 85 full-time and more than 250 part-time faculty members. Enrollment has increased to nearly 2,600 students, making it the fourth-largest private college in Buffalo.

The growth of Medaille College throughout its history has been guided by a commitment to being the “college of opportunity” for the area it serves. As the College continues to innovate and respond to the higher education needs of the 21st century, it embraces this ethos even more, and has set a strategic direction that seeks to extend and deepen what “opportunity” means for both its students and the community in which they live and learn.
ESSENTIAL COLLEGE-WIDE LEARNING OUTCOMES

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

THE CORE OUTCOMES ARE AS FOLLOWS:

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

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

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

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

Quantitative Literacy: Quantitative literacy is the ability to recognize relations among quantities, represent those relations with a formal system, and communicate predictive and descriptive information about those relations. Quantitative Literacy is demonstrated in the application of symbolic manipulation, quantitative analysis, and logical interpretation to problem solving.
Information Literacy: Information literacy includes determining the nature and extent of the information that is needed; locating information effectively and efficiently; evaluating the information critically; utilizing it for specific and desired purposes; and recognizing legal and ethical aspects of the information, such as plagiarism.

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

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

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

STRATEGIC PLAN 2011-2014: FOCUS FOURTEEN
(Please note: The Strategic Plan has been extended for the 2014-2015 year)

STRATEGIC THEME 1: STUDENT SUCCESS
Strengthen commitment to the success of all students
Medaille College inspires students to reach their potential through individual support, a coherent learning experience and collaborative relationships with faculty, staff and one another. We support students to meet high academic standards, embark on a path of success, and contribute to a civic and sustainable future in their communities.

STRATEGIC THEME 2: PROGRAM DEVELOPMENT
Continue to develop new and improve existing programs to meet the educational needs of a diverse community
Medaille College offers cutting-edge programs in multiple delivery formats that prepare students for career success and provide the foundational and integrative learning that will help them be engaged citizens, adapt to rapid change, and think globally.

STRATEGIC THEME 3: RESOURCE DEVELOPMENT AND ALLOCATION
Build on emerging success in resource development and allocation
Medaille College mobilizes all its assets to maximize student learning, deliver exemplary service and transform lives. We procure and allocate resources to enhance our academic programs, support faculty and staff innovation and development, provide state of the art learning environments and strengthen our strategic partnerships.

STRATEGIC THEME 4: COMMUNITY
Extend our strong sense of community
Medaille College is a culture of individuals who collaborate and communicate to support student success. We model cooperation, integrity and authentic civic engagement to strengthen our College and to promote meaningful community relationships.

More information about Medaille College’s Strategic Plan 2011-2014: Focus Fourteen, including the areas of strategic focus, may be found here: http://www.medaille.edu/about-medaille/strategic-plan.
APPLYING FOR ADMISSION (UNDERGRADUATE)

ADMISSIONS POLICY
Medaille College accepts students from varied backgrounds whose academic and extracurricular records indicate they have the potential to succeed. Consideration is given to academic preparation as evidenced by courses taken, grades received, standardized test scores, placement test scores and life experiences. However, admission to the College does not automatically entitle the student to admission into any particular program. In conformance with Title IX, 1972 Education Amendments, the College does not discriminate on the basis of sex, race, color, handicap, national and ethnic origin or age in the administration of its educational policies, admissions policies, scholarship and student aid, athletic, or other institutionally administered programs.

WHEN TO APPLY
Medaille College operates on a rolling admissions policy. Refer to the Undergraduate Admissions page (http://www.medaille.edu/) for more information on application procedures and deadlines. Note: For information regarding the undergraduate academic programs offered through the Accelerated Learning Program, contact the Office of Adult and Graduate Education. Contact information is available here: http://www.medaille.edu/.

1. Apply to Medaille
Free, online applications are available here: http://www.medaille.edu/ Paper applications may be requested by writing or telephoning the Admissions Office, Medaille College, 18 Agassiz Circle, Buffalo, New York 14214; (716) 880-2200 or (800) 292-1582. Paper applications must be accompanied by a non-refundable $25 fee.

2. Submit Transcripts
First-time college students should request that their official transcripts be sent from their high school to Medaille College’s Admissions Office. Transfer students should submit official transcript(s) from all colleges previously attended as well as official high school transcript(s).

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

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

5. Notification/Acceptance
Medaille College follows a policy of “rolling admissions.” Students are notified of admissions decision within two weeks completing the application process. Acceptance is conditional until final semester and/or year grades have been submitted to Medaille College.
6. The Tuition Deposit
To confirm your acceptance at Medaille College, you will be required to pay a $100 tuition deposit. You should submit your deposit within one month of your acceptance, although you have until May 1 in compliance with the College Entrance Examination Board’s Candidates’ Reply Date Agreement. The deposit is refundable if requested by May 1 of the year in which you plan to enter Medaille and will be credited to your first semester’s tuition. After acceptance, resident students will be required to pay an additional $100 deposit in order to reserve on-campus housing. The housing deposit is not refundable.

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

8. Proof of Immunization
New York State law requires that any college student born after January 1957 must provide medical proof of immunization for measles, mumps, and rubella prior to enrollment. Contact the Wellness Center for further information. Immunization information is also available here: http://www.medaille.edu/student-services/health/immunizations or by calling (716) 880-2212.

9. Early Admissions for High School Students
Medaille offers an Early Admissions Program in order to provide increased educational opportunities for qualified high school students. The admissions policy for the program is based primarily on the New York State Education Department Early Admissions Guidelines. Two types of early admissions are available:

- non-matriculated, in which the student retains his/ her high school status; and
- matriculated, in which the student studies full-time under supervision at the college level before completing formal coursework for the high school diploma.

Your guidance counselor or a Medaille admissions counselor can give you further information on Early Admissions.
APPLYING FOR ADMISSION (GRADUATE)

Information, including admissions requirements, program deadlines, and necessary documentation required for the admissions process is available here: http://www.medaille.edu/sage. Admission to graduate study is granted by Medaille College upon the recommendation of the Division Head/Program Directors of graduate programs, or in some cases, by a Graduate Admissions Committee. Applicants should see that each undergraduate or graduate institution previously attended sends official transcripts to the attention of Office of Admissions. The transcripts should be received by the Office of Admissions as soon as possible before the time the student expects to enroll. All transcripts become part of the student’s official file and may not be returned.

APPLYING FOR ADMISSION

Obtain an application: You may request an application by telephoning the Graduate Admissions Office at (716) 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 Clinical 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/academics/academic-calendars/2015-2015](http://www.medaille.edu/academics/academic-calendars/2015-2015).

**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](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.

**ADMISSIONS: GENERAL POLICIES**

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

**INTERNATIONAL PARTNERSHIPS**
Medaille College maintains formal educational partnerships with the following international universities: Dalian Maritime University (China), Duy Tan University (China), Catholic University of Daegu (Korea), Duksum Women’s University (Korea), Kyungpook National University (Korea), Seoul National University of Science and Technology (Korea), Sookmyung Women’s University (Korea), Universidad del Anahuac Mayab (Mexico), and Naresuan University-International College (Vietnam).

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

<table>
<thead>
<tr>
<th>TOEFL IBT</th>
<th>Paper-Based TOEFL</th>
<th>IELTS</th>
<th>iTEP</th>
<th>Pearson</th>
<th>Eiken</th>
</tr>
</thead>
<tbody>
<tr>
<td>79</td>
<td>550</td>
<td>6</td>
<td>3.5</td>
<td>53</td>
<td>2A</td>
</tr>
</tbody>
</table>

Certified transcripts of secondary and college work must be submitted. All non-US/Canadian transcripts should be accompanied by certified translations. Certified translations can be attained through one of the following agencies: [www.wes.org](http://www.wes.org) (World Education Services) or [www.ece.or](http://www.ece.or)

[www.medaille.edu](http://www.medaille.edu)
(Educational Credential Evaluators). This procedure is necessary for official credit, grade, and language conversion. The Admissions Office will not review academic credentials without evaluation from one of the above agencies. Since federal and/or state financial aid is not available to international students, they are required to present certified evidence of sufficient funding to cover their educational expenses.

MATRICULATION

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

TRANSFER CREDITS

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

A maximum of 90 credit hours may be transferred toward a baccalaureate degree from other regionally accredited institutions; however, no more than 72 hours may be transferred from two-year colleges. A maximum of 45 credit hours toward an associate degree may be accepted in transfer from other regionally accredited institutions. Only those credits are accepted that relate to the degree program they will enter.
Transfer Students Holding an Associate’s Degree

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

Transfer Students without a Degree

In the area of a student’s major program of study only grades of “C” or better are transferable. Medaille may accept in transfer up to 12 credit hours of “D” grades as liberal arts electives or free electives provided that the overall transfer average is at least 2.0. Only credit is transferable; grades, quality points, and cumulative averages do not transfer.

Transfer Policy for School of Education Students (B.S.Ed.)

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

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

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

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

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

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

INTRAMURALS AND RECREATION
Medaille College offers a variety of sports at the intramural level of competition. Student interest determines those sports offered. Recreational activities include aerobics, bowling, camping, golf, and skiing. These are just a few of the activities available. For more information, contact the Student Involvement Center (880-2218).

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

STUDENT CONDUCT
The Dean of Student Affairs, or other designated administrative staff, ensures that College regulations are enforced. A description of student conduct policies and procedures are available on the College web site here: http://www.medaille.edu/college/handbooks.

STUDENT CLUBS AND ORGANIZATIONS
Clubs related to academic majors, communication, cultural, recreational and service learning are available for those students interested. To learn more about or sign up for any of the clubs/organizations visit our website: http://www.medaille.edu/student-activities, or, contact the Student Involvement Center (880-2218).
STUDENT GOVERNMENT ASSOCIATION (S.G.A)
The Student Involvement Center, through the S.G.A., coordinates student activities. The S.G.A. Finance Committee distributes the Student Activity Fee funds to clubs and organizations. Learn more about S.G.A. here: http://www.medaille.edu/sga

The membership of the S.G.A. consists of:

1. The Executive Board
   a. President
   b. Vice President for Legislation
   c. Vice President for Programming
   d. Treasurer
   e. Secretary
   f. Public Relations Office
   g. Chairperson of Club Council

2. The Student Representatives
   a. Upperclass Senators (10)
   b. Freshmen Senators (4)

To run for a Student Government position, students may pick up an application and petition from the Student Affairs Office, Campus Center 201. Elections for the Executive Board and upper Senators are held during the spring semester. Freshmen Senators and any other vacant positions are elected at the beginning of the fall semester. The Student Government Association’s Office is located on the second floor of the Kevin I. Sullivan Campus Center.

Student Activities Board (S.A.B.)
The Student Activities Board (S.A.B.) is the programming arm of the S.G.A. Students have the opportunity to plan a variety of activities, representing the interests of a diverse student population. Events and programs include parties, boat rides, camping and ski trips, theater excursions, lectures, sports events, and much more. S.A.B. co-sponsors the traditional events, including the fall and spring picnics, the annual Holiday Party, and the Awards Banquet. The Executive Committee of the Student Activities Board consists of the S.G.A. Vice President for Programming, Treasurer, and Secretary. The V.P. for Programming serves on the Student Government Executive Board and is elected by the student body.
STUDENT INVOLVEMENT CENTER
Co-curricular (campus) activities are a valuable part of a student’s collegiate experience. Involvement complements a student’s academic work by providing opportunities to pursue interests, gain valuable experiences, and develop leadership and management skills. The Center advocates for an inclusive campus environment that values a pluralistic perspective and promotes equity and appreciation for human diversity among its students, faculty, administrators and staff.

The Student Involvement Center also provides specialized programming and resources designed to foster multicultural education. These opportunities educate and empower our students, faculty, and staff regarding issues of diversity, multiculturalism and the value of human differences.

Additionally, participation in co-curricular activities increases a student’s marketability upon graduation. The Student Involvement Center is located in the Kevin I. Sullivan Center. More information about the programs, services, and activities offered through the Student Involvement Center may be found here: http://www.medaille.edu/student-activities.

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 Undergraduate Catalog entitled “Satisfactory Academic Progress” for more information. A complete list of scholarships and other aid is available here: http://www.medaille.edu/scholarships/all

GRANTS AND SCHOLARSHIPS
Institutional Aid: Medaille College offers grants and scholarships to full-time students. These need and merit dollars are gift aid that do not need to be repaid. A comprehensive list of institutional scholarships and awards are available here; http://www.medaille.edu/admissions/financial-aid/sources-aid/scholarships/institutional

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

Federal Supplemental Education Opportunity Grant (SEOG) is a federal need-based grant which is awarded to students based on exceptional financial need. Priority for SEOG awards are given to Federal PELL Grants recipients. Award amounts range from $100-$4,000 per award year. Apply by submitting the FAFSA. Students must maintain SAP to receive this award.
**Teacher Education Assistance for College and Higher Education (TEACH) Grant** is a federally funded program. This grant provides up to $4,000 a year to students who are completing coursework needed to begin a career in teaching. A student must sign an Agreement to Serve as a full-time teacher at certain low-income schools and within certain high-need fields for at least four years. Failure to complete the commitment will result in a conversion of the grant to a loan payable with interest. Apply by submitting the FAFSA. Students must maintain a 3.25 cumulative GPA and SAP to receive this award.

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

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

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

**Vocational and Educational Services for Individuals with Disabilities (VESID)**

Benefits are available for students with certain physical or emotional disabilities. Contact the Adult Career and Continuing Education Services-Vocational Rehabilitation here: [http://www.acces.nysed.gov/vr](http://www.acces.nysed.gov/vr)

**Federal Work-Study (FWS) Program**

The Federal Work-Study (FWS) Program ([http://www2.ed.gov/programs/fws/index.html](http://www2.ed.gov/programs/fws/index.html)) allows students with financial need the opportunity to work in jobs on campus to earn part of their educational expenses. Students may apply by visiting the FWS website. Students must maintain Satisfactory Progress to receive this award. FWS is awarded on a first-come, first-serve basis.
Veterans Tuition Awards (VTA)
Veterans Tuition Awards are awards for full-time study and part-time study for eligible veterans matriculated at an undergraduate or graduate degree-granting institution or in an approved vocational training program in New York State.

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

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

These students must also:

- Establish eligibility by applying to HESC. – complete the New York State Veterans Tuition Award Supplement or contact HESC. You must then apply for payment each year.
- Be New York State residents.
- Be US Citizens or eligible noncitizens.
- Be matriculated full- or part-time at an undergraduate or graduate degree-granting institution in New York State or in an approved vocational training program in New York State.
- Have applied for the Tuition Assistance Program for all undergraduate or graduate study.
- Have graduated from high school in the United States, earned a GED, or passed a federally approved “Ability to Benefit” test as defined by the Commissioner of the State Education Department.
- Be in good academic standing.
- Be charged at least $200 tuition per year.
- Not be in default on a student loan guaranteed by HESC or on any repayment of state awards.
- Students cannot receive duplicate benefits. Benefits for tuition cannot exceed tuition cost.

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

**FEDERAL AID TO NATIVE AMERICANS**

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

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

New York State Aid to Native Americans is an entitlement program, with neither a qualifying examination nor a limit on the number of awards. Applicants must be (1) a resident of New York State; (2) on an official tribal roll of a New York State tribe or the child of an enrolled member of a New York State tribe; and (3) enrolled in an approved New York State postsecondary program. Applications are available from the Native American Education Unit, New York State Education Department, Albany, New York 12234. Additional information is available here: http://www.p12.nysed.gov/natamer/studentaidinfo.html.

Specific tribes may also have educational benefits. Please contact your specific tribe for additional information.

**FEDERAL DIRECT STAFFORD LOANS**

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

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

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

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

### DIRECT FEDERAL PARENT PLUS LOAN

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

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

The application process begins for a Parent PLUS Loan by completing the Free Application for Federal Student Aid (FAFSA). Parents may go to [http://www.studentloans.gov](http://www.studentloans.gov) to apply. Students must maintain SAP for the parent to receive a PLUS Loan.

### ALTERNATIVE LOANS

Alternative Loans are private, creditworthy loans that help bridge the gap between the cost of attendance and other financial aid that is awarded. A cosigner is generally required. The maximum annual amount is equal to the cost of attendance minus any other financial aid awarded.

While some lenders will allow you to defer repayment until 6 months after graduation, interest is charged while in school. Eligibility criteria, loan limits, loan fees, deferment options, and repayment differ among the various lenders. Check with your individual lender for all loan terms and conditions.

**Satisfactory Academic Progress**

Students must maintain Satisfactory Progress in order to receive Financial Aid. **PLEASE NOTE: THERE ARE DIFFERENT REQUIREMENTS FOR STATE AND FEDERAL FINANCIAL AID.** Regulations require that all financial aid recipients maintain program pursuit and make satisfactory progress toward completion of degree program requirements (referred to as Satisfactory Academic Progress, or SAP). The Financial Aid Office evaluates student progress according to State requirements for TAP and APTS at the completion of each semester. The criteria in the charts must be met in order to retain financial aid for the following semester. If you withdraw from a course, it may affect your aid for the next semester.

Standard of Satisfactory Academic Progress for the Purpose of Determining Eligibility for State Student Aid: Effective 2010-2011 for non-remedial students receiving first NYS award payment in 2010-2011 and thereafter.-

The following charts explain the requirements for renewed eligibility for state financial aid (TAP, APTS):

**Program: Baccalaureate Program**

<table>
<thead>
<tr>
<th>Calendar: Semester 2010-2011 and thereafter (non-remedial students)</th>
<th>Please note: Baccalaureate degree students may receive only eight semesters of TAP.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before being certified for this payment:</td>
<td>1st</td>
</tr>
<tr>
<td>A student must have accrued at least this many credits:</td>
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</tr>
<tr>
<td>With at least this grade point average:</td>
<td>0</td>
</tr>
</tbody>
</table>

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Program: Associate Program

Calendar: Semester 2010-2011 and thereafter (non-remedial students)

Please note: Associate degree students may receive only six semesters of TAP.

<table>
<thead>
<tr>
<th>Before being certified for this payment:</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
<th>6th</th>
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</thead>
<tbody>
<tr>
<td>A student must have accrued at least this many credits:</td>
<td>0</td>
<td>6</td>
<td>15</td>
<td>27</td>
<td>39</td>
<td>51</td>
</tr>
<tr>
<td>With at least this grade point average:</td>
<td>0</td>
<td>1.3</td>
<td>1.5</td>
<td>1.8</td>
<td>2.0</td>
<td>2.0</td>
</tr>
</tbody>
</table>

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

The Financial Aid Office evaluates student progress according to FEDERAL requirements for Pell, FSEOG, FWS, and Federal Direct Stafford Loans at the completion of each spring semester. The criteria in the charts must be met in order to retain financial aid for the following semester. If you withdraw from a course, it may affect your aid for the next semester. Part-time student credit requirements will be pro-rated based upon the number of credits carried. GPA requirements are the same. In addition, you must complete your program within 180 credit hours.

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

### FEDERAL PELL CHART

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

<table>
<thead>
<tr>
<th>In order to receive aid for Semester</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
<th>6th</th>
<th>7th</th>
<th>8th</th>
<th>9th</th>
<th>10th</th>
<th>11th</th>
<th>12th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cumulative Credits Attempted</td>
<td>0</td>
<td>15</td>
<td>30</td>
<td>45</td>
<td>60</td>
<td>75</td>
<td>90</td>
<td>105</td>
<td>120</td>
<td>135</td>
<td>150</td>
<td>165</td>
</tr>
<tr>
<td>Cumulative Credits Earned</td>
<td>0</td>
<td>0</td>
<td>8</td>
<td>19</td>
<td>30</td>
<td>42</td>
<td>53</td>
<td>64</td>
<td>75</td>
<td>87</td>
<td>98</td>
<td>109</td>
</tr>
<tr>
<td>Cumulative GPA</td>
<td>0</td>
<td>1.00</td>
<td>1.25</td>
<td>1.55</td>
<td>2.00</td>
<td>2.00</td>
<td>2.00</td>
<td>2.00</td>
<td>2.00</td>
<td>2.00</td>
<td>2.00</td>
<td>2.00</td>
</tr>
</tbody>
</table>

Part-time requirements will be pro-rated based upon the number of credits carried. GPA requirements are the same. In addition, you must complete your program within 180 attempted credit hours. This is based on the attempted credits per semester which will be prorated accordingly if you attempted less.
FINANCIAL INFORMATION

2014-2015 TUITION (FULL-TIME STATUS) UNDERGRADUATE, BUFFALO CAMPUS

Undergraduate Programs - Buffalo campus
- Part-time Tuition = $881 per credit hour
- Full-time Tuition (12-18 credit hours) = $12,501 per semester, $25,002 per year

Undergraduate Room and Board - Buffalo campus
- Double: $5,933 per semester, $11,866 per year
- Triple: $5,350 per semester, $10,700 per year
- Single: $6,405 per semester, $12,810 per year

Undergraduate Room and Board (with $50 Mav Bucks) - Buffalo Campus
- Double: $5,983 per semester, $11,966 per year
- Triple: $5,400 per semester, $10,800 per year
- Single: $6,455 per semester, $12,910 per year

Rates are subject to change. Contact the Office of Admissions for more information on tuition. Contact Residence Life for more information about room & board.
### 2014-2015 Tuition Adult and Graduate, Buffalo & Rochester Campuses

<table>
<thead>
<tr>
<th></th>
<th>Tuition Per Credit Hour</th>
<th>Fees</th>
<th>Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Domestic U.S. Canada</td>
<td>Active Duty Military *</td>
<td></td>
</tr>
<tr>
<td></td>
<td>International</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>On-Campus Fee</td>
<td>Online Technology Fee (per online course)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Resource/Books (per credit hour)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>One-Time Graduation Fee **</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Associate's Programs

<table>
<thead>
<tr>
<th>Program</th>
<th>Domestic U.S. Canada International</th>
<th>Active Duty Military *</th>
<th>On-Campus Fee Resource/Books (per credit hour)</th>
<th>Online Technology Fee (per online course)</th>
<th>One-Time Graduation Fee **</th>
<th>Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate of Science in Business Administration</td>
<td>$395.00</td>
<td>$250.00</td>
<td>$50.00</td>
<td>$45.00</td>
<td>$50.00</td>
<td>B/R/O</td>
</tr>
<tr>
<td>Associate of Science in General Studies</td>
<td>$395.00</td>
<td>$250.00</td>
<td>$50.00</td>
<td>$45.00</td>
<td>$50.00</td>
<td>B/O</td>
</tr>
<tr>
<td>Associate of Applied Science in Veterinary Technology</td>
<td>$395.00</td>
<td>$250.00</td>
<td>$50.00</td>
<td>~</td>
<td>$50.00</td>
<td>R</td>
</tr>
</tbody>
</table>

#### Bachelor's Programs

<table>
<thead>
<tr>
<th>Program</th>
<th>Domestic U.S. Canada International</th>
<th>Active Duty Military *</th>
<th>On-Campus Fee Resource/Books (per credit hour)</th>
<th>Online Technology Fee (per online course)</th>
<th>One-Time Graduation Fee **</th>
<th>Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Science in Education (B-6)</td>
<td>$470.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>R</td>
</tr>
<tr>
<td>Bachelor of Business Administration - Evening</td>
<td>$597.00</td>
<td>$250.00</td>
<td>$50.00</td>
<td>$45.00</td>
<td>$50.00</td>
<td>B/R/O</td>
</tr>
<tr>
<td>Bachelor of Business Administration - Fast Forward/Day</td>
<td>$597.00</td>
<td>$250.00</td>
<td>~</td>
<td></td>
<td>$50.00</td>
<td>B/R</td>
</tr>
<tr>
<td>Bachelor of Business Administration in Information Systems</td>
<td>$597.00</td>
<td>$250.00</td>
<td>~</td>
<td>$45.00</td>
<td>$50.00</td>
<td>O</td>
</tr>
<tr>
<td>Bachelor of Professional Studies in Health Information Administration</td>
<td>$597.00</td>
<td>$250.00</td>
<td>~</td>
<td>$45.00</td>
<td>$50.00</td>
<td>O</td>
</tr>
<tr>
<td>Bachelor of Science in Homeland Security</td>
<td>$597.00</td>
<td>$250.00</td>
<td>~</td>
<td>$45.00</td>
<td>$50.00</td>
<td>O</td>
</tr>
<tr>
<td>Bachelor of Science in General Studies</td>
<td>$597.00</td>
<td>$250.00</td>
<td>$50.00</td>
<td>$45.00</td>
<td>$50.00</td>
<td>B/O</td>
</tr>
</tbody>
</table>

#### Master's Programs

<table>
<thead>
<tr>
<th>Program</th>
<th>Domestic U.S. Canada International</th>
<th>Active Duty Military *</th>
<th>On-Campus Fee Resource/Books (per credit hour)</th>
<th>Online Technology Fee (per online course)</th>
<th>One-Time Graduation Fee **</th>
<th>Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canadian Students - Master of Science in Adolescent Education</td>
<td>$652.80</td>
<td>$652.80</td>
<td>~</td>
<td></td>
<td>$50.00</td>
<td>B</td>
</tr>
<tr>
<td>Canadian Students - Master of Science in Elementary Education: Childhood</td>
<td>$652.80</td>
<td>$652.80</td>
<td>~</td>
<td></td>
<td>$50.00</td>
<td>B</td>
</tr>
<tr>
<td>Master of Business Administration</td>
<td>$759.00</td>
<td>$759.00</td>
<td>$95.00</td>
<td>$45.00</td>
<td>$50.00</td>
<td>B/R/O</td>
</tr>
<tr>
<td>Master of Arts in Organizational Leadership</td>
<td>$759.00</td>
<td>$759.00</td>
<td>$95.00</td>
<td>$45.00</td>
<td>$50.00</td>
<td>B/R/O</td>
</tr>
<tr>
<td>Master of Arts in Clinical Mental Health Counseling</td>
<td>$816.00</td>
<td>$816.00</td>
<td>~</td>
<td>$45.00</td>
<td>$50.00</td>
<td>B/R/O</td>
</tr>
<tr>
<td>Master of Arts in Psychology</td>
<td>$816.00</td>
<td>$816.00</td>
<td>~</td>
<td>$45.00</td>
<td>$50.00</td>
<td>B/O</td>
</tr>
<tr>
<td>Master of Arts in Marriage and Family Therapy</td>
<td>$816.00</td>
<td>$816.00</td>
<td>~</td>
<td></td>
<td>$50.00</td>
<td>B</td>
</tr>
<tr>
<td>Master of Science in Education, Elementary Education</td>
<td>$816.00</td>
<td>$816.00</td>
<td>~</td>
<td></td>
<td>$50.00</td>
<td>B</td>
</tr>
<tr>
<td>Master of Science in Education, Secondary/Adolescent Education</td>
<td>$816.00</td>
<td>$816.00</td>
<td>~</td>
<td></td>
<td>$50.00</td>
<td>B</td>
</tr>
<tr>
<td>Master of Science in Education, Literacy</td>
<td>$816.00</td>
<td>$816.00</td>
<td>~</td>
<td></td>
<td>$50.00</td>
<td>B</td>
</tr>
<tr>
<td>Master of Science in Education,</td>
<td>$816.00</td>
<td>$816.00</td>
<td>~</td>
<td></td>
<td>$50.00</td>
<td>B</td>
</tr>
</tbody>
</table>

[www.medaille.edu](http://www.medaille.edu)
MEDAILLE COLLEGE | Undergraduate and Graduate Catalog | 2014-2015

### Students with Disabilities

<table>
<thead>
<tr>
<th></th>
<th>TUITION PER CREDIT HOUR</th>
<th>FEES</th>
<th>CAMPUS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Doctorate Programs

<table>
<thead>
<tr>
<th>Program</th>
<th>Tuition Per Credit Hour</th>
<th>Course Fee</th>
<th>~</th>
<th>Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctor of Psychology in Clinical Psychology</td>
<td>$1,034.00</td>
<td>$39.00</td>
<td>~</td>
<td>$50.00</td>
</tr>
</tbody>
</table>

### Advanced Graduate (Post Master) Certificates

<table>
<thead>
<tr>
<th>Certificate</th>
<th>Tuition Per Credit Hour</th>
<th>~</th>
<th>~</th>
<th>~</th>
<th>~</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mental Health Counseling Advanced Certificate</td>
<td>$450.00</td>
<td>~</td>
<td>~</td>
<td>~</td>
<td>~</td>
<td>O</td>
</tr>
<tr>
<td>Marriage and Family Therapy Advanced Certificate</td>
<td>$450.00</td>
<td>~</td>
<td>~</td>
<td>~</td>
<td>~</td>
<td>B</td>
</tr>
<tr>
<td>Post-Master’s Certification in Literacy</td>
<td>$816.00</td>
<td>~</td>
<td>~</td>
<td>~</td>
<td>~</td>
<td>B</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Certificate</th>
<th>Tuition Per Credit Hour</th>
<th>~</th>
<th>~</th>
<th>~</th>
<th>~</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post-Master’s Certification in Students with Disabilities</td>
<td>$816.00</td>
<td>~</td>
<td>~</td>
<td>~</td>
<td>~</td>
<td>B</td>
</tr>
</tbody>
</table>

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

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

### 2014–2015 STANDARD ALLOWANCE

Medaille College estimates the 2014-2015 standard allowance as follows. The standard allowance changes annually. Please contact Admissions or Financial Aid for updated figures.

<table>
<thead>
<tr>
<th>Category</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

**Acceptance Deposit:** confirms the student’s enrollment and reserves his/her place in the College and is refundable if requested before May 1 of the application year. This $100 fee is applied toward the first tuition payment. The housing/damage deposit of $100 reserves on-campus housing and is a retainer for possible damages incurred. Refunds of this fee are at the discretion of the Director of Residence Life.

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

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

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

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

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

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

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

**TUITION PAYMENT POLICY**

The Student Accounts Office is responsible for the billing and the collection of tuition and fees. Tuition and fees are due and payable on or before the first scheduled day of classes each semester. Satisfactory payment arrangements must be established with the Student Accounts Office by the first day of class to avoid a $150 late fee. 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 (TMS) (http://www.afford.com/medaille) or documentation of employer reimbursement. A combination of payment arrangements may be utilized. Please be advised that prior semester balances cannot be carried over to the next semester and will prohibit a student from registering for the next semester, receiving his/her grades, transcripts, or diploma.

**Tuition Management Systems:**

Should a student need to establish a monthly payment plan he/she would need to do so through Tuition Management Systems (TMS) (http://www.afford.com/medaille) an outside payment arrangement service. TMS is an interest free monthly payment option, with an annual enrollment fee of $70 or a $50 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 based upon the cost of attendance and financial aid/loans if applicable. 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 to TMS until the financial aid/loans are guaranteed.

**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) 880-2235, 880-2271 or 880-2309, with any questions regarding this payment policy.

2014-2015 Tuition Liability Schedule

Tuition liability adjustment will be made only in the case of an official drop, withdrawal or leave of absence. A Withdrawal Form must be completed either in person at the Registrar’s Office or Student Services or contact them for information on how to properly drop/withdraw. The amount of any adjustment will be determined using the date of filing and the appropriate schedule below. An alternate schedule may apply in the case of Federal financial aid recipients. NO ADJUSTMENT WILL BE MADE IN THE CASE OF AN UNAUTHORIZED WITHDRAWAL.

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

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

Fall 2014 Liability Schedule

<table>
<thead>
<tr>
<th>Day Classes: For programs: Undergraduate Buffalo Campus, M.S.Ed. Education, MA Psychology, Doctoral Program Clinical Psychology, Bachelor of Business Administration Fast Forward</th>
<th>September 2-December 8, 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 40% liability begins 8 a.m. September 10, 2014</td>
<td></td>
</tr>
<tr>
<td>• 60% liability begins 8 a.m. September 17, 2014</td>
<td></td>
</tr>
<tr>
<td>• 80% liability begins 8 a.m. September 24, 2014</td>
<td></td>
</tr>
<tr>
<td>• 100% liability begins 8 a.m. September 30, 2014</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Full Semester Evening Classes: Undergraduate Buffalo Campus, MSED, MA in Psychology, Doctoral Program in Clinical Psychology, Bachelor of Business Administration Fast Forward</th>
<th>September 2-December 8, 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 40% liability begins 8 a.m. September 10, 2014</td>
<td></td>
</tr>
<tr>
<td>• 60% liability begins 8 a.m. September 17, 2014</td>
<td></td>
</tr>
<tr>
<td>• 80% liability begins 8 a.m. September 24, 2014</td>
<td></td>
</tr>
<tr>
<td>• 100% liability begins 8 a.m. September 30, 2014</td>
<td></td>
</tr>
</tbody>
</table>

Evening Classes—Session I: MA in Psychology, MSED Literacy, MSED Students with...
Disabilities, Doctoral Program in Clinical Psychology | August 23–October 11, 2014

- 100% liability begins 8 a.m. August 30, 2013

Evening Classes—Session II: MA in Psychology, MSED Literacy, MSED Students with Disabilities, Doctoral Program in Clinical Psychology | October 18–December 13, 2014

- 100% liability begins 8 a.m. October 25, 2014

ADULT AND GRADUATE EDUCATION – MASTER OF EDUCATION - CANADIAN STUDENTS
For programs: (Canadian) MS Education Adolescent, MS Education Elementary Education

MINI SESSION 1 | August 18 – August 22, 2014

- 100% liability begins 8 a.m. August 18, 2014

MINI SESSION 2 | August 25 – August 29, 2014

- 100% liability begins 8 a.m. August 25, 2014

MONDAY/TUESDAY SESSION | September 8, - December 9, 2014

- 40% liability begins 8 a.m. September 13, 2014
- 60% liability begins 8 a.m. September 20, 2014
- 80% liability begins 8 a.m. September 27, 2014
- 100% liability begins 8 a.m. October 4, 2014

SATURDAY/SUNDAY SESSION | September 6, - November 23, 2014

- 40% liability begins 8 a.m. September 20, 2014
- 60% liability begins 8 a.m. September 27, 2014
- 80% liability begins 8 a.m. October 4, 2014
- 100% liability begins 8 a.m. October 11, 2014

Spring 2015 Liability Schedule

Day Classes: Undergraduate Buffalo Campus, MSED, MA in Psychology, Doctoral Program in Clinical Psychology, Bachelor of Business Administration Fast Forward | January 20–May 4, 2015

- 40% liability begins 8 a.m. January 28, 2015
- 60% liability begins 8 a.m. February 4, 2015
- 80% liability begins 8 a.m. February 11, 2015
- 100% liability begins 8 a.m. February 17, 2015
### Full Semester Evening Classes: Undergraduate Buffalo Campus, MSED, MA in Psychology, Doctoral Program in Clinical Psychology, Bachelor of Business Administration

<table>
<thead>
<tr>
<th>Course</th>
<th>Start Date</th>
<th>End Date</th>
<th>Liability Dates</th>
</tr>
</thead>
</table>
| Fast Forward | January 20 | May 4, 2015 | 40% liability begins 8 a.m. January 28, 2015  
60% liability begins 8 a.m. February 4, 2015  
80% liability begins 8 a.m. February 11, 2015  
100% liability begins 8 a.m. February 17, 2015 |

### Evening Classes—Session III: MA in Psychology, MSED Literacy, MSED Students with Disabilities, Doctoral Program in Clinical Psychology | January 17- March 7, 2015

<table>
<thead>
<tr>
<th>Course</th>
<th>Start Date</th>
<th>End Date</th>
<th>Liability Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>100% liability begins 8 a.m. January 24, 2015</td>
</tr>
</tbody>
</table>

### Evening Classes—Session IV MA in Psychology, MSED Literacy, MSED Students with Disabilities, Doctoral Program in Clinical Psychology | March 14-May 9, 2015

<table>
<thead>
<tr>
<th>Course</th>
<th>Start Date</th>
<th>End Date</th>
<th>Liability Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>100% liability begins 8 a.m. March 21, 2015</td>
</tr>
</tbody>
</table>

### ADULT AND GRADUATE EDUCATION – MASTER OF EDUCATION - CANADIAN STUDENTS

**For programs:** (Canadian) MS Education Adolescent, MS Education Elementary Education

#### MINI SESSION 1 | January 5 – January 9, 2015

<table>
<thead>
<tr>
<th>Course</th>
<th>Start Date</th>
<th>End Date</th>
<th>Liability Dates</th>
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<tbody>
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<td></td>
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<td>100% liability begins 8 a.m. January 5, 2015</td>
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#### MONDAY/TUESDAY SESSION | January 26 – May 5, 2015

<table>
<thead>
<tr>
<th>Course</th>
<th>Start Date</th>
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<th>Liability Dates</th>
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|        |            |          | 40% liability begins 8 a.m. January 31, 2015  
60% liability begins 8 a.m. February 7, 2015  
80% liability begins 8 a.m. February 14, 2015  
100% liability begins 8 a.m. February 21, 2015 |

#### SATURDAY/SUNDAY SESSION | January 24 – April 26, 2015

<table>
<thead>
<tr>
<th>Course</th>
<th>Start Date</th>
<th>End Date</th>
<th>Liability Dates</th>
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|        |            |          | 40% liability begins 8 a.m. February 7, 2015  
60% liability begins 8 a.m. February 14, 2015  
80% liability begins 8 a.m. February 21, 2015  
100% liability begins 8 a.m. February 28, 2015 |
COURSE FEES
The College reserves the right to change established fees and assessments, and to determine the effective date of such changes without prior notice. Please contact the Student Accounts Office for the most up-to-date information.

<table>
<thead>
<tr>
<th>Course</th>
<th>Fee</th>
<th>Code</th>
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<tbody>
<tr>
<td>ART 260 Basic Photography</td>
<td>$30</td>
<td>CS</td>
</tr>
<tr>
<td>ART 360 Photography and Perception: A Way of Seeing</td>
<td>$30</td>
<td>CS</td>
</tr>
<tr>
<td>ART 460 Photography: Alternative Processes</td>
<td>$30</td>
<td>CS</td>
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<tr>
<td>ART 498 Ind. Study (Photography designate only)</td>
<td>$30</td>
<td>CS</td>
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<tr>
<td>BIO 101 Biology</td>
<td>$20</td>
<td>CGS/DM/EMR</td>
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<tr>
<td>BIO 120 Botany</td>
<td>$20</td>
<td>CGS/DM/EMR</td>
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<tr>
<td>BIO 160 Hum. Anatomy and Physio I</td>
<td>$20</td>
<td>CGS/DM/EMR</td>
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<tr>
<td>BIO 161 Hum. Anatomy and Physio. II</td>
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<tr>
<td>BIO 170 Comp. Anatomy and Physio.I</td>
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<tr>
<td>BIO 171 Comp. Anatomy and Physio II</td>
<td>$20</td>
<td>DM</td>
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<tr>
<td>BIO 200 Microbiology</td>
<td>$20</td>
<td>CGS/DM/EMR</td>
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<tr>
<td>BIO 320 Ecology</td>
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<td>CGS/DM/EMR</td>
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<tr>
<td>BIO 421 Ichthyology</td>
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<td>CGS/DM</td>
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<tr>
<td>BIO 422 Herpetology</td>
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<tr>
<td>BIO 423 Ornithology</td>
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<tr>
<td>BIO 424 Mammalogy</td>
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<tr>
<td>CHE 145 Chem. for the Health Sciences</td>
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<tr>
<td>CHE 200 General Chemistry I</td>
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<td>CHE 201 General Chemistry II</td>
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<td>CHE 300 Organic Chemistry I</td>
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<tr>
<td>CHE 301 Organic Chemistry II</td>
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<tr>
<td>CHE 400 General Biochemistry</td>
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</tr>
<tr>
<td>CRJ 303 Criminal Investigation I Lab</td>
<td>$20</td>
<td>DM/EMR</td>
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<tr>
<td>PED 114 Resp. to Health Emergencies</td>
<td>$15</td>
<td>DM/EMR/RCC</td>
</tr>
<tr>
<td>VET 100 Introduction to Veterinary Technology</td>
<td>$10</td>
<td>DM/CS</td>
</tr>
<tr>
<td>VET 120 Intro to Lab Animal Science</td>
<td>$75</td>
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<tr>
<td>VET 126 Animal Parasitology</td>
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</tr>
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<td>Course Code</td>
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<tr>
<td>VET 202</td>
<td>Sm. Animal Diseases and Nutrition</td>
<td>$85</td>
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<td>VET 204</td>
<td>Vet. Clinical Lab Tech.</td>
<td>$30</td>
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<tr>
<td>VET 206</td>
<td>Handling and Care of Exotics</td>
<td>$25</td>
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<tr>
<td>VET 208</td>
<td>Veterinary Diagnostic Imaging</td>
<td>$25</td>
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<tr>
<td>VET 222</td>
<td>Farm Animal Restraint, Diseases and Nutrition</td>
<td>$25</td>
</tr>
<tr>
<td>VET 224</td>
<td>Surgical Nursing and Anesthesiology</td>
<td>$25</td>
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<tr>
<td>VET 228</td>
<td>Gross and Clinical Pathology</td>
<td>$25</td>
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<tr>
<td>VET 301</td>
<td>Dental Radiography</td>
<td>$25</td>
</tr>
<tr>
<td>VET 320</td>
<td>Advanced Laboratory Animal Science</td>
<td>$25</td>
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</tbody>
</table>

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

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

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

CAREER PLANNING
The Career Planning Center provides services to all students and graduates. We provide the tools and resources to help students succeed and to meet their professional goals. Wherever a student may be in their academic or professional career, the Career Planning Center is prepared to help students achieve their desired outcome.

Contact our office today to:

- Learn about career and occupational information.
- Explore your personal strengths by completing a personal assessment such as the Strong Interest Inventory or our new Typefocus program.
- Prepare for the marketplace by attending one of our informative workshops on resume writing, interviewing, or conducting a job search.
- Polish your skills at one of our special events such as the Etiquette dinner, professional speakers or various networking opportunities.
- Connect with employers for everything from internships to job opportunities through College Central, our job database, or our annual Job Fair. Meet alumni and start building your professional network for future success.

Learn more about Career Planning here: http://www.medaille.edu/career-planning
CENTER FOR COMMUNITY-BASED LEARNING
The Center for Community-Based Learning fosters and supports learning that links the classroom with the community in an effort to enhance students’ real-world problem-solving skills, promote students’ civic engagement, and advance a civic and sustainable future in Buffalo, the region, and the world. To that end, the Center for Community-Based Learning provides resources on experiential, problem-based learning; offers individualized and group-based support for community-based learning projects; provides logistical support for on- and off-campus community-based learning projects, events, and activities; and plans and executes various campus-wide celebrations of student community-based learning. Services included customized community-based learning orientation and reflection workshops, meeting facilitation with community-based organizations, project management, preparation of reflection assignments in conjunction with faculty, and more.

As of Fall 2013, the Center for Community-Based Learning began to directly assist students, student clubs, and the Student Government Association in an effort to support students in various community engagement and service opportunities. More information is available here: http://cbl.medaille.edu.

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

Benefits to students in the Honors Program include:

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

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

Contact

- For questions or further information about admissions policies or financial aid, please contact Brian Filjones, Honors Program Liaison in the Admissions Office, at (716) 880-2200 or via email (BLF29@medaille.edu).
- For questions or further information about the academic or co-curricular aspects of the program, please contact Dr. Patrick Fazioli, Honors Program Director, at (716) 880-2152 or via email (kpf27@Medaille.edu).

For more information about the Honors Program, visit: [http://www.medaille.edu/college-honors](http://www.medaille.edu/college-honors).

**EQUIP: BUILDING A CIVIC AND SUSTAINABLE FUTURE**

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

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

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

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

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

For more information about **EQUIP**, please contact the Center for Community-Based Learning at 566-3083.
COMPUTING CENTERS
There are a number of computer access centers located throughout the Buffalo Campus. The largest cluster of computers available to students is the traditional Academic Computing Center (ACC) located on the second floor of Huber Hall. The Huber ACC consists of a 30 workstation open lab with two adjacent PC classrooms accessible on an availability basis. The PC lab is upgraded annually and is currently running Dell OptiPlex 990 PCs with Intel Core i5 processors and 8 GB of RAM. Each PC has a DVD +/-RW drive and a 22” widescreen LCD with easy-access USB ports. Academic computing clusters are also located in the Residence Halls, Library, Academic Support Center, Main Building’s fourth floor Commons and the Sullivan Center’s student activity rooms. There are over 200 PCs available to students on the Buffalo campus.

All ACC computers run Microsoft Windows 7 Professional and are networked via fiber optic backbone accessing the Internet through a 100 Meg MPLS Ethernet Circuit. The ACC runs the Microsoft Office Professional Plus 2010 suite along with a variety of course-specific software applications and standard utility applications. Select lab machines have an attached scanner. For enhanced presentations and visual demonstrations, PC classrooms are equipped with an interactive, touch sensitive SMARTboard. Each PC classroom contains a laser printer; the PC lab contains two laserjet printers, plus a color laserjet printer.

A custom configured multimedia PC classroom is located in 216 Huber Hall which has been specifically designed for digital media editing. The room contains twenty Dell OptiPlex 790 computers with Intel Core i5 processors, terabyte storage drives and 1 GB AMD video cards. The featured software is Adobe’s Premier Elements.

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

DISABILITY SERVICES
The Office of Disability Services assists students with disabilities in all aspects of their College life. The Office is located in Huber 122. Students requesting services and/or accommodations should contact the Coordinator of Disability Services, Jeffrey Siefert, M.S., directly at (716) 566-3088 or via email: jjs383@medaille.edu. The Office of Disability Services also maintains a comprehensive website with additional information, policies, forms, and resources. The website is available here: http://www.medaille.edu/academics/disability-services.

FOOD SERVICE
A wide selection of dining plans and healthy food options are available at the Kevin I. Sullivan Student Center. Dining operations are run by Chartwell's. Hours of operation, menus, and other information is available here: http://www.medaille.edu/student-services/dining
HOUSING AND RESIDENCE LIFE
Medaille's small campus provides the perfect atmosphere for students interested in becoming a resident student. Since the fall of 2001, Medaille has built two residence halls that can accommodate a total of 390 students living on campus. Both residence halls offer wireless internet, cable-television and a host of additional amenities.

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

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

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

KEVIN I. SULLIVAN CAMPUS CENTER
The programs and services offered through the Kevin I. Sullivan Campus Center are a vital part of the educational experience at Medaille. The Kevin I. Sullivan Campus Center program serves students, faculty, staff, alumni, and guests in developing well-rounded individuals working together to enhance the educational opportunities provided through the College. The facility serves as a focal point for College community life and a training ground for students in assuming social responsibility and leadership. The cultural, social, educational, and recreational programs are intended to make free-time activity a cooperative venture with classroom learning.

The Center houses a regulation NCAA basketball court, volleyball courts, jogging track, weight and exercise room, locker rooms, training room, food service area/multi-purpose room, College store, student lounges, student club and organization area, and a private dining room. It also houses the Office of Student Affairs, including the Dean of Students, the Student Involvement Center, and Intercollegiate Athletics.

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

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

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

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

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

In addition to promoting the benefits that are being realized by campuses across the nation, first-year learning communities at Medaille College include special features that not only enrich classroom learning but also extend student learning beyond the classroom. Themes are carefully connected to larger issues in the local, regional, and global communities, and Community 101 projects featured in the first-year learning communities move students outside the classroom to engage in real-world problem solving. Additionally, students have several opportunities to participate in co-curricular activities that are explicitly linked to the themes of the courses and the community-based projects on which they are working. For more information about learning communities at Medaille College, please contact the Office of Academic Affairs at 880-2241.
LIBRARIES
The Medaille College Libraries are located on the Buffalo and Rochester Campuses. The largest library is located in Huber Hall on the Buffalo Campus. The Medaille College Libraries collections contain approximately 49,000 print volumes, over 148,000 electronic books, and subscriptions to more than 220 print and electronic journals. Full-text articles are available through subscription databases which range from general to subject-specific. Medaille College is a member of Connect NY, a group of private college libraries that share collections. You can search the Connect NY catalog and place requests for books from the libraries website. The libraries also provide interlibrary loan service, course reserves, and computers for student use. In-person reference services and online chat service are available during hours that the libraries are open. After hours, you can chat live with a reference librarian by clicking on the “Ask a Librarian” link on the library’s website. Please visit the Medaille College Libraries website for more information: http://libraries.medaille.edu.

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

Additional areas of focus include:
- Diversity and multicultural education
- Positively contributing to your community & social responsibility
- Leadership
- Healthy behaviors
- Interpersonal relationships

Learn more about Orientation here: http://www.medaille.edu/orientation.

Adult and Graduate Programs: At the beginning of each semester, new students in each graduate program take part in group orientations to Medaille College and their respective program. Acquainting students with College and graduate programs, staff and faculty, as well as dealing with common student questions, are the major emphases of the orientation program. Orientation provides students with an opportunity to work with College personnel and discuss academic procedures, expectations, and requirements. Orientation also provides an easy way for new students to get acquainted with each other graduate students and become familiar with the campus setting. Students are notified by mail as to the date for orientation. The College requires that each new student attend orientation. Students are charged a mandatory fee, as outlined in the letters they receive via mail and their College bill.
PUBLIC SAFETY
Medaille College’s Public Safety Office is located at 2 Agassiz Circle, the first house on the left as you enter the campus. Public Safety’s primary responsibility is to work proactively with students, faculty and staff to identify, reduce, and remove the opportunity for crime and criminal activity before it occurs. Public Safety Officers patrol campus buildings, grounds, parking lots, and facilities; control traffic and parking as necessary; and are responsible for the safety and security of the entire Medaille College community. Student identification cards and parking permits are available at this office as well as information and literature to assist in preventing crime and victimization. Anyone encountering safety or security issues, or observing criminal activity, should report it immediately to the Campus Public Safety Office at (716) 880-2911. Medaille College annually supplies an Annual Security and Fire Report, containing statistics, policies, and a description of programs that promote campus safety. A copy of this report is available to all students and employees and may be requested by contacting Public Safety, Admissions Office, Student Affairs Office or Human Resources. This report is also on the Medaille College Public Safety Web Site http://www.medaille.edu/public-safety. Or the web site of the U.S. Department of Education. The Advisory Committee on Campus Safety will provide, upon request, all campus crime statistics as reported to the United States Department of Education.

The public safety website is available here: [http://www.medaille.edu/public-safety](http://www.medaille.edu/public-safety).

STUDENT SUCCESS CENTER
The Student Success Center, located in Huber Hall, provides a network of student support services, including the Academic Advisement Center, the Academic Support Center, Career Planning, and Disability Services. The Center is also home to the TRiO/Student Support Services program and the Center for Community-Based Learning.

The Student Success Center purposefully integrates student services with the academic mission of the College in order to promote student success and persistence to graduation, the ultimate measure of student success. Through its network of services and consistent communication with other campus educators, the Center helps to empower students to achieve their academic and career goals. The Center also includes two new learning labs, a student technology lounge, four state-of-the-art classrooms, and a faculty/staff technology-training room.

SUBSTANCE ABUSE EDUCATION
Medaille College provides educational programming related to substance abuse. This includes participation in the National Collegiate Alcohol Awareness Week. Workshops and symposiums addressing alcohol and drug use and abuse are provided throughout the year. Personal counseling is available through the Counseling Center. Students may also volunteer to meet with an addictions specialist if they are concerned about their own alcohol/drug abuse. This can be arranged through the Counseling Center. More information may be found here: [http://www.medaille.edu/student-services/counseling](http://www.medaille.edu/student-services/counseling).

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

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WELLNESS CENTER AND HEALTH AND COUNSELING SERVICES
The Counseling Center is housed in the Wellness Center at 117 Humboldt Parkway and is staffed by a nationally certified, licensed mental health counselor, and provides free and confidential services to 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. Assistance with referrals to outside professionals is also provided. Self-help materials on a wide variety of topics are disseminated by the Counseling Office.

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 and http://www.medaille.edu/student-services/health.
GENERAL ACADEMIC INFORMATION

ACADEMIC ADVISING (UNDERGRADUATE)

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

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

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

Students are assigned an Academic Advisor upon acceptance to the College. All new students will have an Academic Advisor from the Academic Advisement Center/Student Success Center.

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

The Advisement Center coordinates the collection and distribution of Academic Warning Reports for at-risk students. Faculty members submit completed Academic Warning Reports online and as needed throughout the semester if a student is performing below a C- in the course. Advisors follow up with students regarding their performance. A comprehensive report is generated each week of all academic warnings issued by the faculty. The report is available to the Athletic Office, Academic Support Center, Division Heads, the Dean of Students, and the student’s Academic Advisor for appropriate follow-up.

ACADEMIC ADVISING (GRADUATE)

Each graduate student at Medaille is assigned a to work with a Program Director (Marriage and Family Therapy, Psychology, and Mental Health Counseling programs) or an Academic Advisor (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.
Advisor Roles and Responsibilities:
- To assist students in developing an academic plan that satisfies graduation requirements.
- To monitor student progress and help students make appropriate program adaptations.
- To discuss academic, career, and life goals with advisees.
- To become personally acquainted with advisees.
- To refer advisees, when necessary, to proper services.
- To have access to information related to College programs, policies, and services.
- To inform advisees of changes in their course of study.
- To maintain regular and adequate office hours and keep appointments with advisees.
- To collect and distribute student data as needed.

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

Medaille College recognizes that adult students may possess knowledge and experiences distinguishing them from the traditional college student. Therefore, Medaille College offers adult students the opportunity to obtain credit for this knowledge and those experiences through Academic Alternatives. Note: Academic Alternatives are restricted to enrolled Medaille students.

The Academic Alternative process deals solely with college-level knowledge obtained outside the accredited college classroom. This includes, for example, formal learning gained through successful completion of coursework sponsored by business, military, and government institutions; it also may include, for example, knowledge obtained through career experiences, business expertise, and volunteer work.

The most essential thing to keep in mind about Academic Alternatives is that credit is not awarded for experience (no matter how sophisticated) but for the student’s ability to demonstrate that these experiences, knowledge, and/or skills are comparable to what is required within Medaille College’s degree programs and courses.

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

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

CHALLENGE EXAMS

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

PRIOR LEARNING ASSESSMENT (PLA)

Students have the opportunity to work with the Academic Alternatives Advisor to prepare a portfolio which demonstrates college-level knowledge/skills that have been acquired through career and life experiences. The portfolio is directed at addressing objectives for a particular course(s) at Medaille College. Students must discuss policies, procedures, and possible courses for a PLA with the Academic Alternatives Advisor. Satisfactory/Unsatisfactory grades are issued for a PLA. Fee: $100 non-refundable, non-transferable application fee for each course; $75 for each credit earned.
DSST
Medaille College offers DSST exams administered on campus. Students do not need to be enrolled at Medaille College. The DSST offers approximately 38 examinations in subject areas that include physical science, applied technology, math, business, humanities, and social sciences; all are in a multiple choice format (the speech includes an audio recording). Additional information and fact sheets are available at: http://www.getCollegecredit.com. Fee: $140 for each exam, non-refundable. In the event that an exam has to be rescheduled, there will be a $10 fee for each rescheduling.

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

OTHER ACADEMIC ALTERNATIVES

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

ACE CCRS (American Council on Education College Credit Recommendation Service): Provides access to academic credit for formal courses taken through corporations, volunteer associations, and other non-collegiate organizations. Additional information is available through their Lifelong Learning Resource Center (866-205-6267) or by contacting: CREDIT@ace.nche.edu

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

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

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

The 2014-2015 Academic Calendars are available here:
http://www.medaille.edu/academics/academic-calendars/2015-2015

Please note that there are multiple calendars, depending upon the academic program that you enrolled in. Any questions about academic dates may be directed to the Office of Academic Affairs located in the Main Building, Room 202 or by phone (716) 880-2240.

ACADEMIC CLASSROOM CONDUCT

Medaille students are members of a unique and privileged community of learners. They are expected to cooperate with their faculty, fellow students, all campus educators and college officials to promote intellectual curiosity and foster respect for diverse people, ideas, points of views, and fields of study in the advancement of learning.

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

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

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

1 The term “student” includes all persons taking courses at Medaille, either full-time or part-time, pursuing undergraduate or professional studies.
2 The term “faculty” means any person hired by the college to conduct classroom or teaching activities or who is otherwise considered by the college to be a member of its faculty.
3 The term “campus educators” includes faculty as well as individuals who may conduct classroom or teaching activities at the request of the college.
4 The term “college officials” includes any person employed by the college performing assigned administrative or professional responsibilities.
ACADEMIC CLASSROOM CONDUCT-POLICY AND PROCEDURES
The Medaille College Academic Classroom Conduct-Policy and Procedures identifies two levels of inappropriate student conduct, both of which interfere significantly with creating and sustaining the kind of learning environment described above. The Policy and Procedures Statement also outlines the institutional processes for educating students about community standards for classroom behavior and for sanctioning any individuals who fail to conduct themselves in accordance with them.

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

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

VIOLATIONS OF ACADEMIC DECORUM AND RESOLUTION PROCEDURES
Level I Misconduct: Disrespectful and/or Disruptive to Learning, is defined by inappropriate classroom behaviors that are disrespectful and/or disruptive to learning. Examples may include, but are not limited to:

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

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

Informal Resolution Process: Faculty members and instructors are required to address initial Level I misconduct behaviors through the following process in the order indicated below:

- Speak directly with the offending student(s) either in class at the time of an incident or as soon as possible after class. Depending upon the nature of the initial infraction, the faculty or campus educator may direct a student(s) to leave the classroom.
- Issue a verbal warning and explain why the behavior is inappropriate in the classroom
setting (or other educational context) and disruptive to learning. Describe appropriate behavior and the possible consequences if the misconduct persists.

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

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

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

At this meeting, College officials will reiterate the negative effect on the learning environment of the continued, repeated misconduct in question; explore the causes of it; discuss appropriate corrective behavior; and review again the possible consequences of any further classroom disruptions, including faculty-imposed, course-embedded academic sanctions ranging from a reduced assignment grade on a paper, exam, or project to lowering the final course grade.

Students dismissed from class the first time are also subject to a Letter of Warning from the appropriate College Dean.

Second Classroom Dismissal and Academic Withdrawal (Level I Misconduct): Any student(s) dismissed from class for a second time, after a previous meeting with College officials regarding Level I misconduct determined by a faculty member or instructor to be disrespectful and/or disruptive as well as chronic, is/are subject to administrative withdrawal from the course or courses where the infractions have occurred.

A faculty member or instructor who has dismissed a student from her/his classroom a second time may pursue the administrative withdrawal of the student(s) through the Office of Academic Affairs within three working days. At the written request of a faculty member or instructor, the appropriate College Dean will review the documentation available regarding chronic misconduct, and make a recommendation to the Vice President for Academic Affairs within three working days of receiving the written request. The decision of the VPAA is final.
**Level II Misconduct:** Threatening and Safety Endangering, is defined by any behavior that threatens or jeopardizes the health and safety of the faculty member or instructor, or other students and staff. Examples may include but are not limited to:

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

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

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

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

Once the case is concluded, the Dean of Students will notify, in writing, the student(s), the faculty member or instructor, the appropriate Division Head, the Vice President for Academic Affairs, and Public Safety.

Students are not allowed to return to the class from which they were removed during the adjudication of their case.

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

Documentation also is mandatory for Level II infractions or Level I incidents whenever a student(s) is/are dismissed from a classroom for such Level I misconduct determined by a faculty member or instructor to be disrespectful and/or disruptive. All documentation should be dated and clearly indicate all parties involved. Please note, documentation is critical as a primary source of evidence in cases referred for disciplinary action. The documentation is provided

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

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solely to the college faculty, educators, college officials, and public safety staff who have a “legitimate educational interest” in having access to these records.

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

**ACADEMIC CREDIT, UNIT OF**

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

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

**ACADEMIC DECORUM**

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

The College does not tolerate immature or abusive behavior in the classroom setting. Upon receipt of a written complaint from the instructor, the Vice President for Academic Affairs may immediately remove the student from the class. The Vice President for Academic Affairs (or appropriate College Dean) and the Dean of Students will review the evidence and render a final decision within 30 days.

**ACADEMIC FRESH START POLICY**

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

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

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

Individuals seeking re-admission under this policy must present, in letter form, a thoughtful educational plan that includes educational and career goals, strategies for achieving them, and evidence of personal growth and change since their previous enrollment. The plan should also
include evidence of academic preparedness to succeed (e.g., learning through work experience or community service, transcript of College-level courses completed at other accredited postsecondary institutions, private tutoring).

**POLICY CONDITIONS:** A student re-admitted under the Fresh Start policy is subject to the following conditions, without exception:

- The student begins her/his new re-entry coursework with a GPA of 0.00.
- Previous grades will not be calculated into the student’s cumulative reentry GPA except for purposes of calculating student eligibility for College honors. All prior coursework and grades remain a permanent part of the student’s official Medaille College transcript.
- The beginning date of the Fresh Start will be entered on the student’s official transcript.
- The student must complete all the current, published College-wide and program-specific matriculation requirements in effect at the time of her/his re-admission.
- Previous credits earned with a C- or higher grade will be counted toward the fulfillment of current degree requirements, if applicable.
- Academic Fresh Start may be granted only once.

Students re-admitted under Fresh Start are subject to all other existing academic policies and practices, including those governing academic alert, probation, and suspension. However, instances of probation, suspension, or dismissal prior to Fresh Start reentry will not be counted in future decisions regarding the student’s academic status. The policy does not apply to a student’s financial aid history and eligibility. Students should be aware that many graduate and professional schools will compute an applicant’s cumulative undergraduate GPA on all hours attempted, not just those completed under Fresh Start. Students who are granted the privilege of Fresh Start must complete a minimum of 30 credits in new or repeated courses at Medaille College prior to graduation. All courses taken at Medaille College will be used to calculate eligibility for College honors at Commencement. The Office of Academic Affairs reserves the right to rescind the Fresh Start policy if a student fails to meet minimum academic progress standards or violates any of the conditions of this policy.

**ACADEMIC GRIEVANCE PROCEDURE**

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

- The student should contact the instructor directly and attempt to resolve the grievance.
- If the grievance cannot be resolved between student and instructor, the student should contact the instructor’s division head. The grievance should be submitted to the division head of the course in question.
- If still not resolved, the student should contact the appropriate College Dean. Please note, all academic grievances must be made in writing. The College Dean reserves the right to meet with the involved parties.
A student may appeal the College Dean’s decision to the Vice President for Academic Affairs. The decision of the Vice President for Academic Affairs (or his/her designee) is final for all academic matters.

**ACADEMIC HONORS**

At the end of each semester, the College announces the names of the full-time students who are recorded on the Dean’s List. Students who take a minimum of 12 credit hours and who earn a grade point average of 3.5 or higher for all credit hours carried during that semester are placed on the Dean’s List. Pass (“P”) and Satisfactory (“S”) grades are not included in the minimum 12 credit hours required for Dean’s List qualification. Any student receiving an Incomplete (“I”) grade will not be considered for Dean’s List status during the semester in which the Incomplete was issued. A student who attains Dean’s List status for four semesters is eligible for the Medaille Medal, which is awarded at the College’s annual Honors Convocation.

At the end of each semester, the College announces the names of the part-time students who are recorded on the Merit List. Students who take a minimum of 6 but no more than 11 credit hours, and who earn a grade point average of 3.5 or higher for all credit hours carried during that semester, are placed on the Merit List. Pass (“P”) and Satisfactory (“S”) grades are not included in the minimum 6 credit hours required for Merit List qualification. Any student receiving an Incomplete (“I”) grade will not be considered for Merit List status during the semester in which the Incomplete was issued.

Full- and part-time status for academic honors is determined at the conclusion of the drop/add deadline.

**ACADEMIC INTEGRITY**

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

**Please note:** The Academic Integrity policy was originally published in Medaille College’s *Policy Manual Volume VI Selected Undergraduate Academic and Enrollment Policies*. This policy manual has since been incorporated into the Medaille College Catalog. For the sake of consistency, the original numeration of the section has been preserved.

6.1.1.1 Academic Integrity: All course syllabi contain the following statement: “Medaille’s faculty and administration expect all students to complete their academic assignments with honesty and integrity. Students who engage in any form of academic dishonesty (e.g., plagiarism, cheating on a test, forging a signature or an entire College document) will be dealt with severely, with penalties ranging from an “F” on a given assignment to failing a course or even academic suspension.

6.1.1.1.1 Definition: Medaille College expects students to fulfill academic assignments independently and honestly. Any cheating, plagiarism or other forms of academic dishonesty at Medaille College will be penalized, with sanctions ranging from an “F” on a specific assignment to expulsion from the College.
1. Cheating refers to the use of unauthorized assistance on academic assignments. Unauthorized aid may include, but is not limited to, the use of printed material, equipment, personal notes or other people. Students should assume that assistance should not be used unless it has been expressly permitted. It is the students’ responsibility to know the limits of assistance, if any, permitted on any assignment.

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

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

a. Acknowledge borrowed materials within your text by introducing the quotation or paraphrase with the name of the authority from whom it was taken. This practice serves to indicate where the borrowed materials began.

b. Enclose within quotation marks all quoted materials.

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

d. Provide specific documentation for each borrowed item.

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

3. Other possible examples of academic dishonesty include:

3. falsely claiming to have done work or obtained data;

4. misrepresenting reasons for not completing assignments or taking examinations as scheduled;

5. submitting the same work in different courses without the prior approval of the instructor;

6. forging a signature on any College document;

7. damaging or stealing college documents and/or equipment from the library, computer center, classrooms, or other academic resources areas; and,

8. cheating on a test or other in class assignments.

6.1.1.1.2 Student Charged with Academic Dishonesty – First Offense

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

This meeting affords the student an opportunity to present an explanation or defense and possibly resolve to the instructor’s satisfaction what may be a simple misunderstanding. After talking

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with the student, the instructor may choose not to pursue the matter or invoke any penalty. No formal charge may be filed against the student or a penalty imposed until the faculty member has met with the student (or made a reasonable effort to do so).

In situations where the suspected transgression is not discovered until after the close of a semester, the instructor should submit a grade of “Incomplete” and make a reasonable effort to contact the student as soon as possible either by phone or letter to discuss the instructor’s suspicion of academic dishonesty. If for some reason the student cannot be reached, or fails to respond within two weeks, an instructor may proceed to levy formal charges and impose course-related sanctions without having met with the student.

2. If still convinced that a violation of academic honesty has occurred, the faculty member will charge the student with academic dishonesty in a written statement that (a) details the specifics of the violation and (b) clearly states the course penalty(ies) to be imposed. The penalty may include an “F” for the specific assignment in question, an “F” for the entire course, or other course-related sanction deemed appropriate by the instructor. The instructor must report the action in writing to the appropriate division head.

The appropriate Dean will function as the College’s records manager for cases of acknowledged and/or proven academic dishonesty. Each case of alleged academic dishonesty will be handled confidentially, with information shared on a limited, need-to-know basis. All records will be placed in the student’s permanent official records file in the Registrar’s Office.

6.1.1.13 Student Appeal Process

1. A student may accept an instructor’s charge of academic dishonesty and the imposed course penalty(ies) or appeal the decision. In sequence, appeals may be made to the faculty member’s division head, the Academic Standards Committee and, finally, to the Dean. In cases where a division head is the faculty member levying the charge of academic dishonesty, a student should appeal directly to the Academic Standards Committee through the Dean (as described below). At any stage of the appeal, the division head, the Academic Standards Committee or the Dean may dismiss or reaffirm the charge based on interviews with all relevant parties and a thorough review of the evidence.

If the charges against the student are dismissed at any stage of the process, all the parties involved in the decision will be informed in writing. All parties have the right to appeal any decision except for the Dean, which is final.

2. To appeal an instructor’s decision, the student must send a letter of appeal to the faculty member’s division head within five working days of receiving the instructor’s written charge of academic dishonesty. After interviewing the student and instructor (and other relevant persons as needed) and reviewing the evidence, the chairperson will render a decision in writing within five working days of receiving the student’s appeal letter. A copy of this letter will also be placed in the student’s permanent, official file in the Registrar’s Office. The student’s letter of appeal should contain:

1. the course name, number, and section
2. the instructor’s name;
3. the nature of the violation;
4. reasons why the student believes academic dishonesty did not occur or a rationale explaining why the penalty imposed is too severe; and

5. supporting documentation.

A student intending to file an appeal is advised to consult with a faculty or staff member for assistance in composing an appeal letter.

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

If the Dean determines the student has presented an insufficient basis for further appeal, the Dean will notify the student in writing of the Dean’s decision to uphold the charge of academic dishonesty within five working days of meeting with the student. The faculty member levying the original charge and the division head involved will receive copies of the Dean’s letter. A copy of this letter will also be placed in the student’s permanent, official record file in the Registrar’s office.

With cases determined to warrant further consideration, the Dean will convene the Academic Standards Committee within ten working days after receiving the student’s appeal. After conducting a thorough hearing and review of the evidence (not to exceed two weeks time), the Academic Standards Committee will render its decision in writing and communicate it to the Dean who will inform the student in writing of the Committee’s decision within five working days after its receipt, with copies sent to the appropriate faculty member, division head, and the Registrar’s Office.

At an Academic Standards Committee hearing on academic dishonesty, the student may be accompanied by anyone serving in an advisory capacity, and has the right to call witnesses. However, during the hearing, no party may be represented by legal counsel.

6.1.1.1.4 Documentation in Student Records

1. A final, official letter documenting a violation of the College’s academic honesty policy will be placed in the student’s confidential file in the Registrar’s office in all instances of proven and/or acknowledged academic misconduct.

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

6.1.1.1.5 Note on Sanctions

An individual instructor’s sanctions for a specific case of academic dishonesty are limited to course-related penalties; however if a student’s violation is determined to be extremely serious, an instructor may request that the appropriate Dean’s Office review the case and send it to the Academic Standards Committee for recommendations on further sanctions, including expulsion from the College.
6.1.1.1.6 Repeat Offenses

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

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

2. The Academic Standards committee will conduct a hearing to review the case and hear the student’s appeal, if any, of the charges and course-related sanctions imposed already by the instructor. The student may be accompanied by anyone serving in an advisory capacity, and has the right to call witnesses. However, during the hearing no party may be represented by legal counsel.

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

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

1. A final, official letter documenting a second or additional act of acknowledged or proven academic dishonesty will be placed in the student’s confidential file in the Registrar’s Office.

2. A student dismissed for academic dishonesty may appeal for reinstatement to Medaille College through the Vice President for Academic Affairs after a period no less than one full academic year after the time of dismissal. The Vice President for Academic Affairs will consult with the Academic Standards Committee before making a decision on reinstatement.
ACADEMIC STANDARDS (UNDERGRADUATE)

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

Good Standing: Freshmen with a cumulative grade point average (GPA) of 1.70 or higher and sophomores, juniors, and seniors with a cumulative GPA of 2.0 or higher are defined as being in good academic standing and therefore immune from academic probation or suspension for academic reasons except under extraordinary circumstances. After three semesters of full time attendance students must have a minimum 2.0 GPA to be considered in good academic standing.

Academic Alert: All students whose semester grade point average (GPA) falls below a 2.0 will receive an academic alert letter, even when their cumulative grade point average is a 2.0 or higher.

Academic Probation: Any student whose cumulative GPA falls below the applicable good academic standing minimums cited above is automatically subject to academic probation or suspension the following semester. Students placed on probation may continue their studies the subsequent semester contingent upon their signing a required Undergraduate Probationary Contract, which limits them to 12 credits. A probationary semester is designed to give students the opportunity to take corrective action and progressively demonstrate their ability to meet the College’s academic standards. Academic probation is not subject to appeal.

Failure to sign an Undergraduate Probationary Contract or comply with the conditions of it on a regular basis are grounds for administrative withdrawal from the College at any time during the contract period. Failure to fulfill all the specific conditions of an Undergraduate Probationary Contract may affect the Undergraduate Academic Standards Committee’s decision regarding continued probation or suspension for students who do not return to good standing at the conclusion of the probationary semester.

The Undergraduate Academic Standards Committee determines probation at its discretion on a case-by-case basis. Committee members may skip probation and decide to suspend a student. Normally, the Undergraduate Academic Standards Committee will not grant any student more than two semesters of academic probation during her/his academic career at the College before suspending her/him. The Committee will award a third probationary semester only if extraordinary, documented mitigating circumstances apply.

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

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

**Immediate Reinstatement:** Students seeking reinstatement must submit an appeal letter to the Dean of the Undergraduate College. The letter should (a) explain mitigating circumstances that may have affected one’s academic performance, (b) make a compelling case for reinstatement and (c) outline a plan for improving one’s academic performance.

Students suspended at the conclusion of the fall semester who seek immediate reinstatement for the upcoming spring semester must submit their appeal letter to the Dean of the Undergraduate College within five working days after receipt of the College’s suspension letter. Students suspended at the conclusion of the spring semester who seek immediate reinstatement for the upcoming fall semester must submit their appeal letter by the date indicated on the suspension letter. Students seeking reinstatement after a period of more than one semester on suspension should contact the Dean of the Undergraduate College at least two weeks before the start of the semester in which they wish to return.

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

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

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

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

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School of Education Undergraduate Dismissal Policy
This policy applies to students enrolled in one of the following B.S.Ed. degree programs:

- Adolescent Teaching: Biology 7–12 & Students with Disabilities
- Adolescent Teaching: English 7–12 & Students with Disabilities
- Adolescent Teaching: Mathematics 7–12 & Students with Disabilities
- Adolescent Teaching: Social Studies 7–12 & Students with Disabilities
- Education: Early Childhood/Childhood (B-6) (concentrations in Biology, English, Mathematics, or Social Studies)

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

ACADEMIC STANDARDS (GRADUATE)

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

Students who have been dismissed may apply for readmission to the Graduate Admissions Committee after the lapse of two regular semesters. Such students who are then are placed on probation again must return to good standing by the end of one semester or be subject to dismissal.

If a student wishes to appeal an academic standards decision, he or she may appeal through the Academic Affairs Office. The initial appeal must be in writing within 14 calendar days of notification or by the end of the first week of the next semester (whichever comes first) and state, in specific terms, the student’s case for appeal.
ACADEMIC WARNINGS

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

ARTICULATION AGREEMENTS

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

ATTENDANCE

Regular attendance is expected in all classes and academic activities related to a course (e.g., field trips) unless otherwise specified. Individual faculty members establish the specific attendance requirements for their courses.

Excessive absences are detrimental to student learning and performance and may affect certain types of financial aid. Discontinuance of attendance in a course or courses does not constitute an official withdrawal. Students intending to withdraw from classes must file the appropriate paperwork with administrative offices. Withdrawal forms are available in the Registrar’s Office.

Medaille College subscribes to the “Guidelines on Students and Religious Observance” adopted by the Commission on Independent Colleges and Universities. Absence does not excuse a student from coursework and responsibility for its completion.

CHANGE OF DEGREE STATUS

Students taking courses, but not applying the credits toward a degree or certificate, are considered to be “non-matriculating.” Once a student earns 15 credit hours, he/she must apply for admission to the College. Admissions procedures and guidelines are described in the Admissions section of this Undergraduate Catalog.

CHANGE OF NAME OR ADDRESS

Students are required to notify the Registrar’s Office in writing of any change of name, address, phone number, and/or emergency contact(s). Changes in address, phone number, and/or emergency contact(s) can be made by filling out the change of name/address form located in the Registrar’s Office or by emailing the information to registrar@medaille.edu. Name changes must be accompanied by official documentation (i.e. birth certificate, government-issued ID, divorce decree, marriage certificate, etc.).

CHOOSING AN ACADEMIC MAJOR

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

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

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

MATRICULATION TOWARD THE ASSOCIATE DEGREE AND THE BACCALAUREATE DEGREE
Students may matriculate for either an associate or baccalaureate degree. Those who initially matriculate for an associate degree and successfully complete the requirements are entitled to apply for matriculation to a baccalaureate program. Those who initially matriculate for a baccalaureate degree may apply for an associate degree by completing a Change of Status form. A Change of Status form must be approved prior to the completion of 45 credit hours, and, if applicable, the student may be required to meet the pertinent program’s cumulative grade point average. The student’s advisor must sign the Change of Status Form, enter on it the number of credits earned by the student as well as the student’s GPA. The signature of the new division head also is required.

REGISTRATION PROCEDURES
New students are registered through the Academic Advisement Center. Online registration occurs for returning students in November for the spring semester and April for the Summer/fall semesters during the dates advertised. The master schedule will be available via the Medaille College web site prior to the start of student advisement. All students must meet with an Academic Advisor prior to submitting registration via the Medaille College web site. Students with absolute holds will be unable to process web registration until the hold is removed by office where the hold has been placed. Students are registered via a time ticket which is assigned according the student classification with seniors and potential graduates given first priority. Once a student has web registered, he/she may print his/her schedule from the Medaille College web site. Once web registration has closed, students may register in person or by fax through the Registrar’s Office. Registration questions should be directed to the Registrar’s Office.

ACADEMIC MINORS
Medaille College offers a number of academic minors. Students are allowed a maximum of one concentration and/or two minors. Please refer to page 72 for information on academic minors.

CONCENTRATIONS
Concentrations are available in certain baccalaureate degree programs. Each concentration consists of 12 to 13 credits of coursework. Students are required to declare a concentration by the time they have earned 60 credit hours and are considered to have junior standing. Students transferring in more than 60 credit hours must declare a concentration by the end of their first
semester at Medaille College. Students are allowed a maximum of one concentration and/or two minors.

**CLASS LOAD**

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

The overload policy is as follows:

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

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

**CLASS STANDING**

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

**COLLEGE WITHDRAWAL**

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

A student will receive “W” if the Withdrawal form is submitted to the Registrar’s Office by the “Last Day/Evening to Withdraw.” Any student who officially withdraws from the College must reapply through the Admissions Office and is subject to all program requirements and policies in effect at the time of re-admittance. The Academic Calendar is available online: [http://www.medaille.edu/academics/academic-calendars/2015-2015](http://www.medaille.edu/academics/academic-calendars/2015-2015)

**COURSE NUMBERING**

Course numbers indicate the following:

- 100-299 undergraduate, lower division courses, primarily for freshmen and sophomores
- 300-499 undergraduate, upper division courses, primarily for juniors and seniors
- 500-599 graduate, primarily foundation courses
- 600-699 graduate, advanced courses
COURSE PREREQUISITES

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

COURSE SUBSTITUTION

Deviation from a prescribed curriculum will be permitted only under extraordinary circumstances. A course substitution must be approved by the student’s Academic Advisor, division head, the Registrar, and the appropriate academic 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 SYLLABUS POLICY

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

CREDIT PENDING

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

DAY CLASSES

Operating on a fall and spring semester, Buffalo Campus day classes normally run Monday through Friday from 8:00 a.m. to 6:00 p.m. However, on occasion, day students may be required to take a day program course offered in the evening after 6:00 p.m. Typically, day classes are scheduled either on a Monday, Wednesday, and Friday or a Tuesday and Thursday basis.

Most students take five courses and 15-16 credits per semester. Those who wish to be full-time students must register for a minimum of 12 credits per semester. Students are limited to 18 credits per semester, unless granted a waiver by the appropriate academic dean.

DIRECTED STUDY

Directed Study is individualized instruction identical in regard to the title, course objectives, course content, and evaluative criteria of the course. Directed Study is generally limited to two courses per baccalaureate degree and is usually implemented to fulfill a graduation requirement. Application approval will usually be granted to seniors for courses required for graduation provided that the course(s) is not otherwise available to the student. GPAs of 2.0 are required of

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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. Before completing an application, a student should discuss the matter with 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.

**DROP/ADD (COURSE CHANGE)**

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

**DUAL DEGREE**

The following are guidelines for dual degree status:

- Dual degree status is distinguished by the pursuance of two separate and unrelated fields of study in which two degrees are awarded during the same year upon successful completion of each program.
- A student seeking a second baccalaureate degree must complete an additional minimum of thirty (30) Medaille credit hours of study beyond the work taken for the initial baccalaureate degree.
- A student seeking a second associate degree must complete an additional minimum of fifteen (15) Medaille credit hours of study beyond the work taken for the initial associate degree.

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

**DUAL MAJOR**

The following are guidelines for dual major status:

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

**EVALUATION OF STUDENTS’ WORK**

An evaluation system is required for each course. Examinations are ordinarily part of the evaluation system, but alternative methods of overall evaluation may be employed. At the first class meeting of the semester, the instructor will inform students, through the course syllabus, of the type of evaluation system that will be used for that course throughout the semester.
FIELD EXPERIENCE
Experience-based, hands-on learning is essential to students’ overall educational at Medaille College, both inside and outside the classroom. The College’s curriculum stresses the importance of students gaining work experience and engaging in applied, out-of-class learning related to their major program of study. Consequently, most academic majors offer one or several required field experiences. Through field experiences students earn academic credit, apply classroom theory to life experience, enhance their career-related skills, and network in the profession and community in ways that enhance opportunities for future employment. Field experiences may occur in Buffalo, Western New York, or anywhere in the nation or the world. For more information and a complete description of each program’s field experience requirements, students should contact the appropriate division head.

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

GENERAL EDUCATION CORE
ENG 110 College Writing (3 credits)
ENG 200 Advanced College Writing (3 credits)
GEN 110 Introduction to Critical Thinking (3 credits)
GEN 220 Justice and Democracy in America (3 credits)
GEN 230 Creative Expression (3 credits)
GEN 240 Scientific Discovery (3 credits)
GEN 410 Baccalaureate Capstone I (3 credits)
GEN 411 Baccalaureate Capstone II (3 credits)
MAT Course (program specific; see credit distribution in program descriptions)
SPE 130 Fundamentals of Public Speaking (3 credits)

GENERAL REQUIREMENTS FOR COLLEGE DEGREES (UNDERGRADUATE)
Graduation from the College with the award of the appropriate degree will be granted only upon fulfillment of the following general requirements:

- The student must complete all prescribed courses in a specific program and sufficient elective credits to make up the minimum total required credit hours with a cumulative grade point average of at least 2.0. A minimum 2.0 grade point average is also required of students in their major (core and elective courses). Any student pursuing a Bachelor of Science in Education degree must attain a minimum 2.5 cumulative grade point average for graduation.

- The student must earn his/her final 30 credits at Medaille College if enrolled in a bachelor’s degree program and his/her final 15 credits at Medaille College if enrolled in an associate’s degree program.

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All College property on loan to the student must be returned in satisfactory condition to the College and all financial obligations to the College must be met prior to degree conferral, and the release of diplomas and/or transcripts.

Any person who wishes to participate in the annual Commencement ceremony, held in May, must complete all academic requirements for graduation in order to participate. The following exceptions apply: those students in the process of completing requirements in the semester during which Commencement takes place and those students lacking one to six credit hours who, prior to the ceremony, register to take those outstanding credits during the summer session of their graduation year.

**GENERAL REQUIREMENTS FOR COLLEGE DEGREES (GRADUATE)**

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.

**GRADE APPEAL**

Students who believe a final grade in a given course represents an inaccurate evaluation of their work have the right to appeal. This appeal must be submitted in writing within 60 days of the semester’s grade report. This written appeal should be directed to the instructor of the course in question. The student should be prepared to demonstrate how the assigned grade fails to correspond with the instructor’s stated course requirements and grading standards. If the student is unable to resolve the grade satisfactorily with the instructor, the student should forward the appeal to the instructor’s division head and, thereafter, the Vice President for Academic Affairs or a designee. The Vice President’s decision is final.
GRADE REPORTS
Grades are available at the end of each semester to MedailleOne. Grade reports are not released over the telephone or in person at the Registrar’s Office. A “NGR” indicates a grade has not yet been recorded. Official transcripts may be issued to the student in a signed, sealed envelope, or sent directly to the institution or individual indicated by the student on the transcript request form. Transcripts are only considered official if they are signed, sealed, and stamped in their original envelope. Transcripts clearly labeled “unofficial” may be given to the student in person, via fax, or email upon receipt of the signed transcript request form. Unofficial transcripts are also available at any time to students on MedailleOne free of charge. No fee is assessed for the first paper transcript requested; however, a $5.00 charge is applied for each additional copy. Transcripts will not be released until all financial obligations to the College have been satisfied.

GRADING SYSTEM
The following system of grading has been adopted by Medaille College*

<table>
<thead>
<tr>
<th>Description</th>
<th>Letter Grade</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
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<td>A–</td>
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<tr>
<td>High Achievement</td>
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<tr>
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<td></td>
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<tr>
<td>Average Achievement</td>
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<tr>
<td></td>
<td>C</td>
<td>2</td>
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<tr>
<td>Below Average (passing)</td>
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<tr>
<td></td>
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<tr>
<td>Pass/Fail</td>
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<tr>
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<td>S/U</td>
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</tr>
<tr>
<td>Audit</td>
<td>AU</td>
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</tr>
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</table>

*approved by the Undergraduate Academic Standards Committee on January 8, 2009.
**AU) AUDIT**

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

**CUMULATIVE AVERAGE**

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

**GPA) GRADE POINT AVERAGE**

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

**I) INCOMPLETE**

An Incomplete (I) grade is given only for a good and sufficient reason as determined by the instructor. It is completed in a manner determined by mutual agreement of student and instructor as indicated on the Incomplete Grade form, which must be signed by both student and instructor.

An Incomplete Grade form must be obtained by the instructor in the Registrar’s Office. It is the responsibility of the student to complete the requirements of the Incomplete by the date stated on the form, which is not to exceed the termination of the semester immediately following the initiation of the Incomplete. The student assumes the risk of not being able to complete the study if a faculty member is no longer at the College. All information must be complete when the form is submitted to the Registrar’s Office. If any part of the Incomplete Grade form is left unanswered, the form will be sent back to the instructor and no grade will be issued until the form is correctly filed. An Incomplete must be removed from the student’s record by the end of the semester following the semester in which the Incomplete was received. Exceptions will be made to this rule only prior to the stated deadline and under compelling circumstances with the approval of the Vice President for Academic Affairs or appropriate College Dean. Any student receiving an Incomplete (I) grade will not be considered for Dean’s List or Merit List status during the semester in which the Incomplete was issued.
(P/F) PASS/FAIL
Medaille College offers the P/F grade primarily as an encouragement for students to take more challenging courses than they might without endangering their grade point average. Students earn credits, but not quality points, for courses in which they earn a Pass (P) grade. A grade of Fail (F) is punitive and is factored into the quality point average.

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

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

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

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

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

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

Please note: Discontinuance of attendance in one or all classes does not constitute an official withdrawal. A student who does not follow the proper procedure and/or stops attending class (an unofficial withdrawal) will receive from the instructor the grade earned according to the student’s performance. The failure of a student to notify the director in writing of withdrawal may delay the refund of tuition due pursuant to the Section 5002 of the Education Law.
**GRADUATE PLACEMENT**


<table>
<thead>
<tr>
<th>Class Of</th>
<th>Undergraduate Degrees</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Employed in field related to degree</td>
<td>73%</td>
<td>65%</td>
</tr>
<tr>
<td></td>
<td>Further Education</td>
<td>25%</td>
<td>37%</td>
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<tr>
<td></td>
<td>Placement Rate</td>
<td>95%</td>
<td>97%</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Class Of</th>
<th>Graduate Degrees</th>
<th>2011</th>
<th>2012</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Employed in field related to degree</td>
<td>81%</td>
<td>81%</td>
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<tr>
<td></td>
<td>Further Education</td>
<td>13%</td>
<td>8%</td>
</tr>
<tr>
<td></td>
<td>Placement Rate</td>
<td>96%</td>
<td>99%</td>
</tr>
</tbody>
</table>

Pass rates for our BSED students is available here: [http://www.medaille.edu/academics/undergraduate-%E2%80%93-buffalo-campus/school-education](http://www.medaille.edu/academics/undergraduate-%E2%80%93-buffalo-campus/school-education)

**GRADUATION HONORS**

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

**INDEPENDENT STUDY**

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

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” in order to receive “W” grades. An Advisement Center representative will attempt to make contact with the student prior to registration week of each semester the student is on leave.

A student on leave for one or two consecutive academic semesters who wishes to return, may register for classes with his/her Academic Advisor. A student who leaves for more than two consecutive semesters in good standing will be re-admitted to Medaille College through the Admissions Office and will be subject to all program requirements and policies in effect at the time of re-admittance.

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

PRE-GRADUATION REVIEW
A pre-graduation review listing outstanding requirements will be emailed to all students who file a graduation application. Graduation applications are available via MedailleOne under the Student Services tab (https://one.medaille.edu). Please note that failure to apply for graduation by the published deadlines may result in delay of graduation. Graduation deadlines are available on the Registrar’s webpage (http://www.medaille.edu/registrar).

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.
SECOND BACHELOR’S DEGREE

Students already possessing a baccalaureate degree from another regionally accredited institution of higher education are eligible to apply for a second bachelor’s degree from Medaille College through the Buffalo Campus Admissions Office.

Candidates for a second bachelor’s must earn a minimum of thirty (30) course credits in residence beyond the total number of credits accumulated from their degree, and satisfy all the major requirements for a degree program different from the one completed to earn their first degree.

Medaille College will waive the common, non-program specific general education core curriculum requirements it mandates for students pursuing their first bachelor’s degree at the Buffalo Campus.

Students pursuing a second degree will be required by their academic division to complete additional arts and sciences coursework deemed essential to meeting the learning outcomes and competencies necessary for degree conferral.

Course work completed as part of the first degree program may be used to satisfy up to half of the major requirements in the second degree. Decisions are at the discretion of the appropriate division head.

Second degree candidates are subject to all of Medaille College’s Buffalo Campus undergraduate academic policies and practices.

SERVICEMEMBERS’ OPPORTUNITY COLLEGE (SOC)

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

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

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STUDENT CLASSIFICATION
A full-time undergraduate student is one who carries a minimum of 12 credit hours per semester. A part-time student is one carrying fewer than 12 credit hours per semester.

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

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

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

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. Current students should log on to their MedailleOne accounts in order to request a transcript. Former students and alumni may request a transcript here: http://www.medaille.edu/transcript

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

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

1. Academic documents from another institution reflect a student’s academic record at that institution at a particular time (like a snapshot) and might be incomplete. The record may have been added to or changed by the issuing institution after the time of receipt by Medaille College.

2. Current, complete, accurate, and official student records are issued by the transcripting institution. It is a common preference that entities receiving and reviewing academic documents should always reference official academic documents, not copies.

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

**TRANSFER FROM ONE PROGRAM TO ANOTHER**

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

HEGIS CODES

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

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

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

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

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

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

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

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

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HEGIS codes, continued.

BACHELOR OF SCIENCE DEGREES (B.S.)

Biology: 0401.00
Business Administration: 0506.00
Business Administration: Overseas International Student Transfer Program: 0506.00
Business Administration-Management Information Systems: 0506.00
Communication: 0605.00
Criminal Justice: 2105.00
General Studies: 4901.00
Homeland Security 2105.00
Liberal Studies: 4901.00
Liberal Studies: Overseas International Student Transfer Program: 4901.00
Mathematics: 1701.00
Mathematics: Overseas International Students Transfer Program: 1701.00
Sport Management: 0599.00
Veterinary Technology: 0104.00

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

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

BACHELOR OF ARTS DEGREES (B.A.)

English: 1501.00
English: Oversees International Student Transfer Program: 1501.00
Psychology: 2001.00
HEGIS codes, continued.

ASSOCIATE IN SCIENCE DEGREES (A.S.)
Business: 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

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

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

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

COMMUNICATION (21 CREDIT HOURS)

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

PRE-LAW (21 CREDIT HOURS)

Choose one of the following (3 credit hours):
CRJ 101 Introduction to Criminal Justice (3)
POL 101 United States Government (3)
Choose one of the following (3 credit hours):
HIS 140 Early United States History (3)
HIS 150 Contemporary United States History (3)
HIS 450 Early Constitutional Conflict (3)
HIS 451 Contemporary Constitutional Conflict (3)

Choose one of the following (3 credit hours):
ENG 205 Introduction to Literature (3)
ENG 215 Survey of World Literature (3)

Choose one of the following (3 credit hours):
PSY (300/400 level) Psychology Elective (3)
SOC (300/400 level) Sociology Elective (3)

Choose one of the following (3 credit hours):
ENG 270 Argumentation and Persuasion (3)
ENG 360 Advanced Report and Proposal Writing (3)

*Take both of the following courses (6 credit hours):*
PHI 200 Logic (3)
PHI 300 Ethics (3)

**PSYCHOLOGY, DEVELOPMENTAL (18 CREDIT HOURS)**
- PSY 100 Introduction to Psychology (3)
- PSY 210 Child Development (3)
- PSY 240 Adolescence (3)
- PSY 349 Psychology of Adulthood (3)
- PSY (Any) Psychology Elective (3)
- PSY (300/400 level) Psychology Elective (3)

**PSYCHOLOGY, EXPERIMENTAL (18 CREDIT HOURS)**
- PSY 100 Introduction to Psychology (3)
- PSY 230 Biopsychology (3)
- PSY 321 Behavioral Neuroscience (3)
- PSY 351 Psychopharmacology (3)
- PSY (Any) Psychology Elective (3)
- PSY (300/400 level) Psychology Elective (3)

**PSYCHOLOGY, GENERAL (18 CREDIT HOURS)**
- PSY 100 Introduction to Psychology (3)
- PSY 247 Cognitive Psychology (3)
- PSY 310 Social Psychology (3)
- PSY 370 Abnormal Human Behavior (3)
- PSY (Any) Psychology Elective (3)
- PSY (300/400 level) Psychology Elective (3)
WRITING (18 CREDIT HOURS)
ENG 200 Advanced College Writing (3)

Choose any five of the following course (15 credit hours):
COM 200 Digital Media Production (3)
ENG 210 Introduction to Creative Writing (3)
ENG 260 Business and Professional Writing (3)
ENG 300 Fiction Workshop (3)
ENG 310 Poetry Workshop (3)
ENG 320 Drama Workshop (3)
ENG 360 Advanced Report and Proposal Writing (3)
ENG 400 Senior Portfolio (3)
ENG 477 Writing Field Experience (3)
ENG 498 Independent Study in Writing (3)
UNDERGRADUATE ACADEMIC PROGRAMS

ACCOUNTING

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

PROGRAM GOALS

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

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

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

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

PROGRAM DESCRIPTION

The goal of Medaille College’s Accounting curriculum is to prepare students for successful careers in public or private accounting. To that end, Medaille College has combined our four-year, 120 credit-hour undergraduate degree (B.S. in Accounting) with an additional one-year 30-credit hour sequence of graduate courses (M.S. in Accounting) to meet New York State’s Education Department’s requirements for students to sit for the C.P.A. exam. At the completion of the program, students will be graduating with a Bachelor’s degree as well as a Master’s degree in Accounting. The program provides the student with the practical, as well as the theoretical knowledge and learning experiences required to be successful in the accounting profession.

As part of the major requirements each student takes courses in management, marketing, finance, business law and management information systems. The field experience requirement gives students the opportunity for “hands-on” experience applying what has been learned in the classroom to real business situations. Students frequently receive job offers through these internships. Credits for work/life experience can also be earned by students who have had appropriate previous experience in related areas. Additionally, the program is designed to allow students to develop their professional communication skills, which are essential in the accounting profession. The liberal arts and sciences portion of the degree provides those necessary skills as well as a solid foundation in the humanities, social sciences, mathematics and science.
All Accounting majors should complete 100-level business courses, ENG 110, ENG 200, SPE 130, ECO 200, and ECO 201 during their first two years at Medaille College. Majors in this program may not take any business course Pass/Fail. A 2.5 cumulative grade point average (GPA) is required of all Accounting majors in their core and elective business courses to graduate.

Students admitted to the program must maintain at least a 3.0 College GPA in order to continue in the program in good standing. Students enrolled in the program who fail to maintain a 3.0 average through their first four years will be ineligible to proceed with the fifth year of the program and will instead be awarded the degree of B.S. in Accounting.

DELIVERY FORMAT

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

**Session One:** June 16, 2014-August 14, 2014

**Session Two:** August 18, 2014-October 16, 2014

**Session Three:** October 20, 2014-December 18, 2014

**Session Four:** January 5, 2015-March 5, 2015

**Session Five:** March 9, 2014-May 7, 2015

CREDIT DISTRIBUTION

**General Education Core (30 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ENG 110 College Writing</td>
<td>(3)</td>
</tr>
<tr>
<td>ENG 200 Advanced College Writing</td>
<td>(3)</td>
</tr>
<tr>
<td>GEN 110 Introduction to Critical Thinking (3) [Required of first-year students; all other students must substitute a 300/400 level Liberal Arts and Sciences elective]</td>
<td>(3)</td>
</tr>
<tr>
<td>GEN 220 Justice and Democracy in America</td>
<td>(3)</td>
</tr>
<tr>
<td>GEN 230 Creative Expression</td>
<td>(3)</td>
</tr>
<tr>
<td>GEN 240 Scientific Discovery</td>
<td>(3)</td>
</tr>
<tr>
<td>GEN 410 Baccalaureate Capstone I</td>
<td>(3)</td>
</tr>
<tr>
<td>GEN 411 Baccalaureate Capstone II</td>
<td>(3)</td>
</tr>
<tr>
<td>MAT 115 Pre-Calculus or MAT 216 Survey of Introductory Calculus and its Applications</td>
<td>(3)</td>
</tr>
<tr>
<td>SPE 130 Fundamentals of Public Speaking</td>
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**Major Requirements (63 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ACC 101 Financial Accounting</td>
<td>(3)</td>
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<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>ACC 102</td>
<td>Managerial Accounting</td>
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<tr>
<td>ACC 300</td>
<td>Income Tax Accounting</td>
<td>(3)</td>
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<tr>
<td>ACC 305</td>
<td>Cost Accounting</td>
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</tr>
<tr>
<td>ACC 350</td>
<td>Intermediate Accounting I</td>
<td>(3)</td>
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<tr>
<td>ACC 351</td>
<td>Intermediate Accounting II</td>
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<td>ACC 410</td>
<td>Advanced Accounting</td>
<td>(3)</td>
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<tr>
<td>ACC 430</td>
<td>Auditing</td>
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<tr>
<td>ECO 200</td>
<td>Macroeconomics</td>
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<td>ECO 201</td>
<td>Microeconomics</td>
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<td>ECO 260</td>
<td>Econometrics I</td>
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<td>ECO 261</td>
<td>Econometrics II</td>
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<tr>
<td>MGT 175</td>
<td>Management Concepts and Communication</td>
<td>(3)</td>
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<tr>
<td>MGT 240</td>
<td>Financial Management</td>
<td>(3)</td>
</tr>
<tr>
<td>MGT 299</td>
<td>Business Law I</td>
<td>(3)</td>
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<tr>
<td>MGT 304</td>
<td>Business Law II</td>
<td>(3)</td>
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<tr>
<td>MGT 335</td>
<td>Organizational Behavior</td>
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<tr>
<td>MGT 420</td>
<td>Strategic Management I</td>
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<tr>
<td>MGT 421</td>
<td>Strategic Management II</td>
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</tr>
<tr>
<td>MKT 220</td>
<td>Principles of Marketing</td>
<td>(3)</td>
</tr>
<tr>
<td>MIS 240</td>
<td>Management Information Systems</td>
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**Experiential Learning (6 credits)**

<table>
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<tr>
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<tr>
<td>ACC 377</td>
<td>Field Experience I</td>
<td>(3)</td>
</tr>
<tr>
<td>ACC 477</td>
<td>Field Experience II</td>
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### Liberal Arts and Sciences Courses (21 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
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<tbody>
<tr>
<td>ENG 205</td>
<td>Introduction To Literature OR ENG 215 Survey of World Literature (3)</td>
</tr>
<tr>
<td>ENG 260</td>
<td>Business and Professional Writing (3)</td>
</tr>
<tr>
<td>INT 411</td>
<td>Global Leadership (3)</td>
</tr>
<tr>
<td>MAT 114</td>
<td>Intermediate Algebra (3) [Students who meet the math competency must substitute a Liberal Arts &amp; Sciences elective (300/400 level)]</td>
</tr>
<tr>
<td>PHI 300</td>
<td>Ethics (3)</td>
</tr>
<tr>
<td>PSY 100</td>
<td>Introduction to Psychology (3)</td>
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<tr>
<td>Liberal Arts and Sciences Elective</td>
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**Total Undergraduate (B.S. in Accounting) credits: 120**

### Accounting: Graduate Core Courses (24 credits)

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>MSA 600</td>
<td>Managerial Economics (3)</td>
</tr>
<tr>
<td>MSA 603</td>
<td>Quantitative Methods (3)</td>
</tr>
<tr>
<td>MSA 605</td>
<td>Financial Management (3)</td>
</tr>
<tr>
<td>MSA 630</td>
<td>Advanced Strategy (3)</td>
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<tr>
<td>MSA 631</td>
<td>Integrative Case Studies (3)</td>
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<tr>
<td>MSA 670</td>
<td>Accounting Theory and Research (3)</td>
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<tr>
<td>MSA 672</td>
<td>Computer Auditing (3)</td>
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<td>MSA 673</td>
<td>Advanced Taxation (3)</td>
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**Accounting: Graduate Electives (6 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
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<tbody>
<tr>
<td>MSA 601</td>
<td>Strategic Human Resource Management (3)</td>
</tr>
<tr>
<td>MSA 602</td>
<td>Organizational Behavior and Development (3)</td>
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<tr>
<td>MSA 621</td>
<td>Strategic Operations Management (3)</td>
</tr>
<tr>
<td>MSA 623</td>
<td>Strategic Marketing (3)</td>
</tr>
</tbody>
</table>

**Total Graduate (M.S. in Accounting) credits: 30**
### ADOLESCENT TEACHING: BIOLOGY 7–12 & STUDENTS WITH DISABILITIES

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

### PROGRAM DESCRIPTION

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

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

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

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

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

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

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

**PROGRAM GOALS**

The program has established the following pre-service goals:

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

**PROGRAM OUTCOMES**
The learning outcomes and proficiencies of the B.S.Ed. degree program in Adolescent Teaching: Biology 7–12 & Students with Disabilities leading to dual-certification in Students with Disabilities and Biology 7–12 are arranged in four broad categories: (a) curriculum, (b) pedagogy and learning environment, (c) assessment, and (d) professionalism and relationships.

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

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

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

**Assessment**

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

**Professionalism and Relationships**

• Develop a personal philosophy of education that will serve as a basis for professional decisions;
• Demonstrate knowledge of the American public school system;
• Practice professional and ethical behavior consistent with recognized educational standards and codes of ethics;
• Engage in research, reflection and life-long learning to assure continued personal and professional development;
• Acquire skills necessary for the effective problem solving of issues that may occur in collaborative and consultative professional relationships;
• Be able to co-teach and engage in professional collaboration in the inclusive classroom;
• Exhibit a genuine sense of responsibility and service to students and teaching, valuing all aspects of students’ well-being; and,
• Build collaborative and respectful relationships with colleagues, supervisors, students, parents, and community members.
# CREDIT DISTRIBUTION

## General Education Core (27 Credits)

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>ENG 110 College Writing</td>
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<tr>
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<td>3</td>
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<td>GEN 230 Creative Expression</td>
<td>3</td>
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<td>GEN 411 Baccalaureate Capstone II</td>
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<td>MAT 115 Pre-Calculus</td>
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<td>SPE 130 Fundamentals of Public Speaking</td>
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## Education/Dual-License Component (39 Credits)

<table>
<thead>
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<th>Course</th>
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<tr>
<td>Course Work (27 Credits)</td>
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<tr>
<td>EDU 236 Content Area Literacy with Field Work</td>
<td>3</td>
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<tr>
<td>EDU 237 Adolescent Reader and Writer with Field Work</td>
<td>3</td>
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<tr>
<td>EDU 340 Child Abuse and School Violence and other Current Issues in Education</td>
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<td>EDU 365 Adolescent Teaching: Biology Methods With Practica</td>
<td>3</td>
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<tr>
<td>EDU 368 Adolescent General Education/Special Education Curriculum Methods</td>
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<td>3</td>
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</tr>
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<td>3</td>
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<tr>
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<tr>
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<td>5.5</td>
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<td>EDU 480 “A” Student Teaching</td>
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<td>EDU 481 Student Teaching Seminar</td>
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## Biology Concentration (34 Credits)

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<tbody>
<tr>
<td>BIO 120 Botany</td>
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<tr>
<td>BIO 170 Comp. Anatomy &amp; Physiology I</td>
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<td>Course Code</td>
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<tr>
<td>BIO 171</td>
<td>Comp. Anatomy &amp; Physiology II</td>
</tr>
<tr>
<td>BIO 200</td>
<td>Microbiology</td>
</tr>
<tr>
<td>BIO 220</td>
<td>Cell Biology</td>
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<tr>
<td>BIO 301</td>
<td>Epidemiology &amp; Biostatistics</td>
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<td>BIO 320</td>
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<td>BIO 330</td>
<td>Genetics</td>
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<td>BIO 430</td>
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**Liberal Arts and Science Component (23 Credits)**

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<tr>
<td>Foreign Language II</td>
<td></td>
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<tr>
<td>HIS 140</td>
<td>Early United States History</td>
<td>3</td>
</tr>
<tr>
<td>CHE 200</td>
<td>General Chemistry I</td>
<td>4</td>
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<tr>
<td>CHE 201</td>
<td>General Chemistry II</td>
<td>4</td>
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<td>PSY 100</td>
<td>Introduction to Psychology</td>
<td>3</td>
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<td>PSY 240</td>
<td>Adolescence</td>
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**Computer Information Systems (3 credits)**

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<tbody>
<tr>
<td>CIS 175</td>
<td>Technology Applications in Education</td>
<td>3</td>
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</tbody>
</table>

**Total credits: 126**

**Registration for Student Teaching:** Students who receive an unsatisfactory (U) for one student teaching placement must attend “Refocus for Success” and repeat the student teaching experience. For detailed student teaching information go to [www.medaille.edu/studentteaching](http://www.medaille.edu/studentteaching). Student teachers who receive an unsatisfactory for two student teaching placements must follow the Student Teaching Improvement Plan.
ADOLESCENT TEACHING:
ENGLISH 7–12 & STUDENTS WITH DISABILITIES

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

PROGRAM DESCRIPTION
Medaille College’s B.S.Ed. degree program in Adolescent Education with dual-certification in English Language Arts 7–12 and Students with Disabilities is committed to the academic and professional preparation of highly qualified teachers through rigorous, integrated coursework in the liberal arts and professional studies. The program emphasizes active, experiential learning both inside and outside the classroom through frequent field observation and practice over four years.

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

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Students must receive a grade of a C- or above for all pedagogical courses. As of fall 2011, students must receive a grade of C- or higher in all concentration courses. Otherwise, the course must be repeated.

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

PROGRAM GOALS

The program has established the following pre-service goals:

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

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

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

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

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

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

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

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

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

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

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

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

The Program has established the following pre-service goals:

- To provide students with individual supervision and assessment during their coursework and field experience to assure that each teacher candidate has the opportunity to develop appropriate professional skills;
- To offer a contemporary curriculum that provides majors with the knowledge of subject matter, teaching techniques and basic principles of classroom management;
- To prepare specialized content matter experts who are also strongly grounded in the liberal arts and professional studies;
- To prepare facilitators of learning equipped with multiple methodologies for teaching adolescents;
- To provide majors with an understanding of the foundations of educational practice and the philosophical, historical, social, psychological, and pedagogical principles that guide instructional decisions;
- To prepare teachers who are skilled in professional collaboration and team work;
- To foster graduates who participate in professional growth opportunities as life-long learners and who are potential leaders in community and educational settings;
- To produce graduates able to effectively teach in inclusive and culturally diverse classrooms and to promote learning and healthy development for all adolescents, including those with disabilities and special abilities by planning for remediation, enrichment, and adaptation of materials;
- To prepare graduates who can effectively integrate theory and practice, engage in critical reading and questioning of current theory and research, and be problem solvers;
- To prepare teachers who understand, practice, and model the highest standards of professional behavior and responsibility in their interactions with students, parents and other caregivers, school colleagues, and the community; and
- To produce teachers who will provide informed and thoughtful advocacy for adolescents.

**Program Outcomes**
The learning outcomes and proficiencies of the B.S.Ed. degree program in Adolescent Education with dual-certification in English Language Arts 7–12 & Students with Disabilities are arranged in four broad categories: (a) curriculum, (b) pedagogy and learning environment, (c) assessment, and (d) professionalism and relationships.

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

**Curriculum**
- Demonstrate proficient knowledge in their professional education and English Language Arts at the 7–12 level;
- Demonstrate knowledge of methods of inquiry in English Language Arts at the 7–12 level;
- Relate and integrate English Language Arts at the 7–12 level content knowledge to other disciplinary fields of study;
- Construct and deliver appropriate curricula for students;
- Teach subject matter accurately;

[www.medaille.edu](http://www.medaille.edu)
Teach content from multiple viewpoints; and

Apply disciplinary knowledge to common life experiences.

Pedagogy and Learning Environment:

Demonstrate an understanding of the components of effective instruction;

Demonstrate an understanding of how students learn and think about subject content;

Select and apply a variety of teaching methods and educational materials appropriately and effectively according to the needs of various learning groups, individual students’ learning styles, and the goals of each lesson;

Demonstrate knowledge of the developmental needs of adolescents, particularly as it relates to the teaching-learning process and as evidenced by an ability to meet the diverse learning needs of students;

Motivate students to want to learn individually, collaboratively, and cooperatively through a variety of successful teaching strategies;

Integrate media and technology to enhance learning;

Explain and adapt to the influences of society, culture, community, and family on schools;

Demonstrate a comprehension of and adaptability to student diversity: ethnic, gender, social class, race, religion, region, disability, and its implications;

Create an effective, well-managed, positive, and active learning environment with high expectations for student achievement; and

Manage student behavior in positive, safe ways.

Assessment:

- Keep records to determine and report student progress;

- Evaluate student learning and development through a variety of appropriate formative and summative assessment instruments, including standardized and teacher-constructed tests as well as alternative measures;

- Use assessment results to improve student learning, teaching effectiveness, and the learning environment; and

- Reflect upon and improve their professional performance based on professional standards, student, peer and supervisor feedback, and best practices.

Professionalism and Relationships:

- Develop a personal philosophy of education that will serve as a basis for professional decisions;

- Demonstrate knowledge of the American public school system;

- Practice professional and ethical behavior consistent with recognized educational standards and codes of ethics;

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• Engage in research, reflection, and life-long learning to assure continued personal and professional development;
• Exhibit a genuine sense of responsibility and service to students and teaching, valuing all aspects of students’ well being; and
• Build collaborative and respectful relationships with colleagues, supervisors, students, parents, and community members.

CREDIT DISTRIBUTION

**General Education Core (33 Credits)**

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</tr>
<tr>
<td>MAT 114 Intermediate Algebra (or higher)</td>
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</tr>
<tr>
<td>MAT 201 Statistics and Society</td>
<td>3</td>
</tr>
<tr>
<td>SPE 130 Fundamentals of Public Speaking</td>
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**Education/Dual-License Component (39 Credits)**

*Course Work (27 Credits)*

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[www.medaille.edu](http://www.medaille.edu)
### Experiential Learning (12 Credits)

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### English Concentration (24 credits)

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

**English Electives:** provides for full English major (6 Credits) | Electives must be chosen in consultation with English Chair. Choose one course from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 300 Fiction Workshop</td>
<td>3</td>
</tr>
<tr>
<td>ENG 310 Poetry Workshop</td>
<td>3</td>
</tr>
<tr>
<td>ENG 320 Drama Workshop</td>
<td>3</td>
</tr>
<tr>
<td>ENG 360 Advanced Report and Proposal Writing</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose one course from the following:

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

### Liberal Arts and Sciences Component (21 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreign Language I</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language II</td>
<td>3</td>
</tr>
<tr>
<td>HIS 140 Early United States History</td>
<td>3</td>
</tr>
<tr>
<td>HUM 300 The Arts in Society</td>
<td>3</td>
</tr>
</tbody>
</table>
PHY 104 Physical Science (3)
PSY 100 Introduction to Psychology (3)
PSY 240 Adolescence (3)

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

**Total credits: 126**

**Registration for Student Teaching:** Students who receive an unsatisfactory (U) for one student teaching placement must attend “Refocus for Success” and repeat the student teaching experience. For detailed student teaching information go to [www.medaille.edu/studentteaching](http://www.medaille.edu/studentteaching). Student teachers who receive an unsatisfactory for two student teaching placements must follow the Student Teaching Improvement Plan.
ADOLESCENT TEACHING:
MATHEMATICS 7–12 & STUDENTS WITH DISABILITIES
As of fall 2013, the College is no longer accepting new students into the B.S.Ed. Adolescent Teaching: Mathematics 7-12 & Students with Disabilities program.

<table>
<thead>
<tr>
<th>Degree earned</th>
<th>Total number of credits</th>
<th>Certificate/licenses titles and types</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.S.Ed.</td>
<td>128</td>
<td>Mathematics 7-12 (initial)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students with Disabilities Generalist 7-12 (initial)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students with Disabilities Mathematics 7-12 extension (initial)</td>
</tr>
</tbody>
</table>

PROGRAM DESCRIPTION
Medaille College’s B. S. Ed. degree program in Adolescent Mathematics Education with dual-certification in Mathematics 7–12 and Students with Disabilities is committed to the academic and professional preparation of highly qualified teachers through rigorous, integrated coursework in the liberal arts and professional studies. The program emphasizes active, experiential learning both inside and outside the classroom through frequent field observation and practice over four years.

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

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

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

As a requirement for graduation, all students receiving a Bachelor of Science in Education degree must attain a minimum 2.50 cumulative average. If a student performs below the acceptable standard, he/she will need to take and/or retake the course(s) designated to improve weak areas and pass the course(s) with a grade of C- or better.
Students must receive a grade of a C- or above for all pedagogical courses. As of fall 2011, students must receive a grade of C- or higher in all concentration courses. Otherwise, the course must be repeated.

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

**PROGRAM GOALS**

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

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

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

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

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

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

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

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

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

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

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

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

- To produce teachers who will provide informed and thoughtful advocacy for adolescents.
PROGRAM OUTCOMES
The learning outcomes and proficiencies of the B. S. Ed. degree program in Adolescent Mathematics Education with certification in Mathematics 7–12 and Students with Disabilities are arranged in four broad categories: (a) curriculum, (b) pedagogy and learning environment, (c) assessment, and (d) professionalism and relationships.

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

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

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

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Assessment

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

Professionalism and Relationships

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

CREDIT DISTRIBUTION

**General Education Core (27 Credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 110 College Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENG 200 Advanced College Writing</td>
<td>3</td>
</tr>
<tr>
<td>GEN 110 Introduction to Critical Thinking</td>
<td>3 [Required of first-year students; all other students must substitute a Free Elective]</td>
</tr>
<tr>
<td>GEN 220 Justice and Democracy in America</td>
<td>3</td>
</tr>
<tr>
<td>GEN 230 Creative Expression</td>
<td>3</td>
</tr>
<tr>
<td>GEN 240 Scientific Discovery</td>
<td>3</td>
</tr>
<tr>
<td>GEN 410 Baccalaureate Capstone I</td>
<td>3</td>
</tr>
<tr>
<td>GEN 411 Baccalaureate Capstone II</td>
<td>3</td>
</tr>
<tr>
<td>SPE 130 Fundamentals of Public Speaking</td>
<td>3</td>
</tr>
</tbody>
</table>

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## Education/Dual-License Component (39 Credits)

### Course Work (27 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDU 236 Content Area Literacy with Field Work</td>
<td>3</td>
</tr>
<tr>
<td>EDU 237 Adolescent Reader and Writer with Field Work</td>
<td>3</td>
</tr>
<tr>
<td>EDU 340 Child Abuse and School Violence and other Current Issues in Education</td>
<td>0</td>
</tr>
<tr>
<td>EDU 362 Adolescent Math with Practicum</td>
<td>3</td>
</tr>
<tr>
<td>EDU 368 Adolescent General Education/Special Education Curriculum Methods</td>
<td>3</td>
</tr>
<tr>
<td>EDU 469 Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>ESP 230 Introduction to Special Education</td>
<td>3</td>
</tr>
<tr>
<td>ESP 276 Positive Behavioral Support Approaches to Classroom Management and Instruction</td>
<td>3</td>
</tr>
<tr>
<td>ESP 348 Educating and Assessing Adolescents with Mild to Severe Disabilities with Practica</td>
<td>3</td>
</tr>
<tr>
<td>ESP 400 Integrating the Curriculum: An Educational Collaboration</td>
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</table>

### Experiential Learning (12 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDU 480 “S” Student Teaching</td>
<td>5.5</td>
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<tr>
<td>EDU 480 “A” Student Teaching</td>
<td>5.5</td>
</tr>
<tr>
<td>EDU 481 Student Teaching Seminar</td>
<td>1</td>
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</table>

## Mathematics Concentration (36 Credits)

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

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

### Computer Information Systems (3 credits)

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

**Total credits: 128**

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### ADOLESCENT TEACHING:
**SOCIAL STUDIES 7–12 & STUDENTS WITH DISABILITIES**

<table>
<thead>
<tr>
<th>DEGREE EARNED</th>
<th>TOTAL NUMBER OF CREDITS</th>
<th>CERTIFICATE/LICENSES TITLES AND TYPES</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.S.Ed.</td>
<td>129</td>
<td>Social Studies 7-12 (initial)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students with Disabilities Generalist 7-12 (initial)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students with Disabilities Social Studies 7-12 extension (initial)</td>
</tr>
</tbody>
</table>

**PROGRAM DESCRIPTION**

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

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

**PROGRAM GOALS**

The program has established the following pre-service goals:

- To provide students with individual supervision and assessment during their coursework and field experience to assure that each teacher candidate has the opportunity to develop appropriate professional skills;
- To individualize and adequately differentiate instruction so as to address the academic and emotional/behavioral needs of each learner thereby creating a classroom that values, validates, and nurtures each child;
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- To develop positive and supportive classroom environments in which all students will be valued and successful;
- To produce graduates able to effectively teach in inclusive and culturally diverse classrooms and to promote learning and healthy development for all adolescents, including those with disabilities and special abilities by planning for enrichment, and adaptation of materials;
- To prepare graduates who can effectively integrate theory and practice, engage in critical reading and questioning of current theory and research, and be problem solvers;
- To prepare teachers who understand, practice, and model the highest standards of professional behavior and responsibility in their interactions with students, parents, and other caregivers, school colleagues, and the community; and,
- To produce teachers who will provide informed and thoughtful advocacy for adolescents.

**PROGRAM OUTCOMES**

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

**Curriculum**
- Demonstrate proficient knowledge in their professional education and Social Studies at the 7–12 level;
- Demonstrate knowledge of methods of inquiry in Social Studies at the 7–12 level;
- Relate and integrate Social Studies at the 7–12 level content knowledge to other disciplinary fields of study;
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- Teach subject matter accurately;
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- Apply disciplinary knowledge to common life experiences.

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

**Assessment**
- Keeps records to determine and report student progress;
- Evaluate student learning and development through a variety of appropriate formative and summative assessment instruments, including standardized and teacher-constructed tests as well as alternative measures;
• Use assessment results to improve student learning, teaching effectiveness, and the learning environment; and

• Reflect upon and improve their professional performance based on professional standards, student, peer and supervisor feedback, and best practices.

**Professionalism and Relationships**

• Develop a personal philosophy of education that will serve as a basis for professional decisions;

• Demonstrate knowledge of the American public school system;

• Practice professional and ethical behavior consistent with recognized educational standards and codes of ethics;

• Engage in research, reflection, and life-long learning to assure continued personal and professional development;

• Exhibit a genuine sense of responsibility and service to students and teaching, valuing all aspects of students’ well-being; and

• Build collaborative and respectful relationships with colleagues, supervisors, students, parents, and community members.

**CREDIT DISTRIBUTION**

**General Education Core (33 Credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ENG 110 College Writing (3)</td>
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<tr>
<td>ENG 200 Advanced College Writing (3)</td>
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<td>GEN 110 Introduction to Critical Thinking (3)</td>
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<tr>
<td>GEN 411 Baccalaureate Capstone II (3)</td>
<td></td>
</tr>
<tr>
<td>MAT 114 Intermediate Algebra (or higher) (3)</td>
<td></td>
</tr>
<tr>
<td>MAT 201 Statistics and Society (3)</td>
<td></td>
</tr>
<tr>
<td>SPE 130 Fundamentals of Public Speaking (3)</td>
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</tbody>
</table>

**Education/Dual-License Component (39 Credits)**

**Course Work (27 Credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDU 236 Content Area Literacy with Field Work (3)</td>
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</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
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<tr>
<td>EDU 237</td>
<td>Adolescent Reader and Writer with Field Work</td>
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<tr>
<td>EDU 340</td>
<td>Child Abuse and School Violence and other Current Issues in Education</td>
</tr>
<tr>
<td>EDU 363</td>
<td>Adolescent Social Studies With Practicum</td>
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<td>EDU 469</td>
<td>Foundations of Education</td>
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<td>Educating and Assessing Adolescents with Mild to Severe Disabilities with Practica</td>
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<tr>
<td>ESP 400</td>
<td>Integrating the Curriculum: An Educational Collaboration</td>
</tr>
</tbody>
</table>

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

**Social Studies Concentration (36 credits)**
- ECO 200 Macroeconomics OR ECO 201 Microeconomics (3)
- GEO 110 Physical Geography (3)
- GEO 310 Cultural Geography (3)
- HIS 100 Western Civilization (3)
- HIS 101 World Cultures (3)
- HIS 140 Early United States History (3)
- HIS 150 Contemporary United States History (3)
- HIS 315 History of Ethnic America (3)
- HIS 400 American Historiography (3)
- HIS 402 The History of New York State (3)
- POL 100 Introduction to Political Science (3)
- POL 101 United States Government (3)

**Liberal Arts and Sciences Component (18 Credits)**
- Foreign Language I (3)
- Foreign Language II (3)
- ENG 215 Survey of World Literature (3)
- PHY 104 Physical Science (3)
<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>PSY 100 Introduction to Psychology (3)</td>
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<td>PSY 240 Adolescence (3)</td>
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**Computer Information Systems (3 credits)**

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

**Total credits: 129**

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

<table>
<thead>
<tr>
<th>DEGREE EARNED</th>
<th>TOTAL NUMBER OF CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.S.</td>
<td>128</td>
</tr>
</tbody>
</table>

### PROGRAM GOALS

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

### PROGRAM DESCRIPTION

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

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

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

## General Education Core (27 credits)
- ENG 110 College Writing (3)
- ENG 200 Advanced College Writing (3)
- GEN 110 Introduction to Critical Thinking (3) *(Required of first-year students; all other students must substitute a Social Sciences Elective)*
- GEN 220 Justice and Democracy in America (3)
- GEN 230 Creative Expression (3)
- GEN 410 Baccalaureate Capstone I (3)
- GEN 411 Baccalaureate Capstone II (3)
- MAT 115 Pre-Calculus (3) *(Students who meet the math requirement by placement must substitute a Free Elective)*
- SPE 130 Fundamentals of Public Speaking (3)

## Major Requirements (31 credits)
- BIO 120 Botany (4)
- BIO 170 Comparative Anatomy and Physiology I (5)
- BIO 171 Comparative Anatomy and Physiology II (5)
- BIO 200 Microbiology (4)
- BIO 220 Cell Biology (3)
- BIO 301 Epidemiology and Biostatistics (3)
- BIO 320 Ecology (4)
- BIO 330 Genetics (3)

## Major Electives (9 credits)

*Electives: Choose 3 from the following:*
- BIO 303 Toxicology (3)
- BIO 310 Immunology (3)
- BIO 340 Animal Behavior (3)
- BIO 370 Advanced Vertebrate Physiology I (3)
- BIO 371 Advanced Vertebrate Physiology II (3)
- BIO 421 Ichthyology (4)
- BIO 422 Herpetology (4)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 423</td>
<td>Ornithology (4)</td>
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<tr>
<td>BIO 424</td>
<td>Mammalogy (4)</td>
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<tr>
<td>BIO 430</td>
<td>Organic Evolution (3)</td>
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<tr>
<td>BIO 470</td>
<td>Developmental Biology (3)</td>
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<tr>
<td>BIO 498</td>
<td>Independent Study In Biology (3)</td>
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</tr>
<tr>
<td>CHE 400</td>
<td>General Biochemistry (4)</td>
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</tbody>
</table>

**Liberal Arts and Sciences Courses (19 credits)**

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

**Computer Information Systems (3 credits)**

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

**Free Electives (39 credits)**

*May include any College course*

**Total 128 credit hours**

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

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</table>

PROGRAM GOALS

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

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

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

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

PROGRAM DESCRIPTION

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

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

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

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

The Bachelor of Science degree in Business Administration is accredited by the International Assembly for Collegiate Business Education (IACBE).

**CREDIT DISTRIBUTION**

**General Education Core (30 credits)**

<table>
<thead>
<tr>
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<tr>
<td>ENG 110 College Writing</td>
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<td>GEN 230 Creative Expression</td>
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<tr>
<td>GEN 240 Scientific Discovery</td>
<td>3</td>
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<tr>
<td>GEN 410 Baccalaureate Capstone I</td>
<td>3</td>
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<tr>
<td>GEN 411 Baccalaureate Capstone II</td>
<td>3</td>
</tr>
<tr>
<td>MAT 115 Pre-Calculus or MAT 216 Survey of Introductory Calculus and its Applications</td>
<td>3</td>
</tr>
<tr>
<td>SPE 130 Fundamentals of Public Speaking</td>
<td>3</td>
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**Major Requirements (51 credits)**

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

**Experiential Learning (6 credits):** For students with significant business experience, the division offers several options in fulfilling the field experience requirements. Information on these options and waiver applications may be obtained from the division. Waiver applications must be filed at least one semester before implementation according to the following schedule: October 1 for the following Spring semester; March 1 for the following Fall semester.

MGT 377 Field Experience I (3)
MGT 477 Field Experience II (3)

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 205 Introduction to Literature or ENG 215 Survey of World Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENG 260 Business and Professional Writing</td>
<td>3</td>
</tr>
<tr>
<td>INT 411 Global Leadership</td>
<td>3</td>
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<td>MAT 114 Intermediate Algebra (Students who meet the math competency must substitute a 300/400 level Liberal Arts and Sciences Elective.)</td>
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</tr>
<tr>
<td>PHI 300 Ethics</td>
<td>3</td>
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<tr>
<td>PSY 100 Introduction to Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

**Breadth electives (6 credits)**

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

**Free Electives (9 credits)**

May include any College course.

**Total 120 credit hours**
BUSINESS ADMINISTRATION-
MANAGEMENT INFORMATION SYSTEMS

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<tr>
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PROGRAM GOALS

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

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PROGRAM DESCRIPTION

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

Information systems support a wide range of business organizational functions. In addition to supporting decision making, coordination, and control, information systems help managers and workers analyze problems, visualize complex subjects, and develop an innovative vision that helps to shape the future of their organizations. The purpose of Business Administration-Management Information Systems is to give students insight into how management, technology, and organizational elements work together to provide solutions to organizational problems and to translate them into competitive advantages. In order to help students recognize the potential impact of information technology on competitive strategy and organizational operations, the curriculum maintains a practitioner-focus. Specific emphasis is placed on the organizational and management nature of information systems and their power to provide solutions to challenges and problems in the business environment. The primary goal of the program is to equip managers and future managers to think creatively about the use of information technology.
As part of the major requirements each student takes courses in accounting, management, marketing, finance, and law. The field experience requirement gives students the opportunity for “hands-on” experience applying what has been learned in the classroom to real business situations. Credits for work/life experience can also be earned by students who have had appropriate previous experience in related areas. The liberal arts and sciences portion of the degree seeks to provide a solid foundation in the humanities and social sciences as well as a background in mathematics and science. All Business Administration-MIS majors should complete 100-level business courses, ENG 110, ENG 200, SPE 130, ECO 200, and ECO 201 during their first two years at Medaille College.

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

**CREDIT DISTRIBUTION**

**General Education Core (30 credits)**

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<td>SPE 130 Fundamentals of Public Speaking</td>
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**Major Requirements (54 credits)**

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</tr>
<tr>
<td>MGT 175 Management Concepts and Communication</td>
<td>3</td>
</tr>
<tr>
<td>Course Code</td>
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</tr>
<tr>
<td>MGT 240</td>
<td>Financial Management (3)</td>
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<tr>
<td>MGT 299</td>
<td>Business Law I (3)</td>
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<td>MGT 335</td>
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<td>MGT 420</td>
<td>Strategic Management I (3)</td>
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<tr>
<td>MGT 421</td>
<td>Strategic Management II (3)</td>
</tr>
<tr>
<td>MIS 240</td>
<td>Management Information Systems (3)</td>
</tr>
<tr>
<td>MIS 300</td>
<td>Database Development (3)</td>
</tr>
<tr>
<td>MIS 330</td>
<td>Data Communication and Networks (3)</td>
</tr>
<tr>
<td>MIS 335</td>
<td>Business Data Analysis and Decision Making (3)</td>
</tr>
<tr>
<td>MIS 400</td>
<td>System Analysis and Design (3)</td>
</tr>
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<td>MKT 220</td>
<td>Principles of Marketing (3)</td>
</tr>
</tbody>
</table>

**Experiential Learning (6 credits):** For students with significant business experience, the division offers several options in fulfilling the field experience requirements. Information on these options and waiver applications may be obtained from the division. Waiver applications must be filed at least one semester before implementation according to the following schedule: October 1 for the following Spring semester; March 1 for the following Fall semester.

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<td>MIS 377</td>
<td>Field Experience I (3)</td>
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<td>Intermediate Algebra (3) [Students who meet the math competency must substitute a 300/400 level Liberal Arts and Sciences Elective].</td>
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<tr>
<td>PHI 300</td>
<td>Ethics (3)</td>
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<tr>
<td>PSY 100</td>
<td>Introduction to Psychology (3)</td>
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</tbody>
</table>

**Free Electives (12 credits)**

May include any College course.

**Total 120 credit hours**
COMMUNICATION

<table>
<thead>
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<td>B.S.</td>
<td>120</td>
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</table>

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

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

PROGRAM DESCRIPTION
The Communication program provides a career-oriented program designed to give the student broad practical and theoretical knowledge of various aspects of communication, television, radio, newspaper, advertising, public relations and digital multimedia.

Courses in Communication, which include experiences of a practical nature, begin in the freshman year to provide the student immediate exposure to communication processes. Field experiences, permitting the student to observe and work in a chosen communications medium,
begin early in the program. They allow students to explore media settings, develop skills, and make contacts that are critical to success in this industry. By the senior year the student may reach and maintain a clear, independent focus on the practical art of communication through the mass media and his/her role in that process.

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

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

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

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

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

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

**CREDIT DISTRIBUTION**

**General Education Core (33 credits)**

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</tr>
<tr>
<td>MAT 114 Intermediate Algebra</td>
<td>3</td>
</tr>
<tr>
<td>[Students who meet the math competency must substitute a</td>
<td></td>
</tr>
<tr>
<td>Liberal Arts and Sciences Elective</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------</td>
<td></td>
</tr>
<tr>
<td>MAT 201 Statistics and Society (3)</td>
<td></td>
</tr>
<tr>
<td>SPE 130 Fundamentals of Public Speaking (3)</td>
<td></td>
</tr>
</tbody>
</table>

**Major Requirements (39 credits)**

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

**Experiential Learning (12 Credits)**

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

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

<table>
<thead>
<tr>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberal Arts and Science electives (choose any three LAS courses) (9 credits)</td>
</tr>
<tr>
<td>300/400 level Liberal Arts and Science electives (choose two LAS courses) (6 credits)</td>
</tr>
<tr>
<td>PHI 200 Logic or PHI 300 Ethics (3)</td>
</tr>
<tr>
<td>SPE 315 Advanced Public Speaking (3)</td>
</tr>
<tr>
<td>HIS (Any) History Elective (3)</td>
</tr>
</tbody>
</table>

**Free Electives (12 credits)**

May include any College course.

**Total 120 credit hours**
CRIMINAL JUSTICE

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

PROGRAM DESCRIPTION
The Bachelor of Science degree in Criminal Justice provides rigorous training to students desiring a career in law enforcement, or those eventually obtaining a graduate degree. The College’s goal is to produce graduates who, having been trained in procedures and law by working professionals, are ready to embark on promising and expanding careers in law enforcement agencies.

The Criminal Justice program focuses on criminal law and criminal procedure. The curriculum requires 120 credit hours and consists of a 37 credit core of courses enabling students to explore, in depth, the many procedures, agencies, and personnel involved as a person moves through the criminal justice system. In addition, the program provides the opportunity for students to participate in hands-on internship positions, creating exposure to actual job conditions and experiences.

The program also articulates with two-year degree programs in criminal justice in the Western New York area by accepting, as transfers, credits from these programs. Another unique feature of the program is the twelve-credit Elective Study Area Component that allows students to explore courses in any area that is of interest to them and relevant to their career goals, such as business, human services, or social sciences.

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

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

CREDIT DISTRIBUTION

General Education Core (33 credits)

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

**Major Requirements (31 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRJ 101</td>
<td>Introduction to Criminal Justice</td>
<td>(3)</td>
</tr>
<tr>
<td>CRJ 160</td>
<td>Crime and Society</td>
<td>(3)</td>
</tr>
<tr>
<td>CRJ 170</td>
<td>Law Enforcement Ethics</td>
<td>(3)</td>
</tr>
<tr>
<td>CRJ 201</td>
<td>Introduction to Criminal Law</td>
<td>(3)</td>
</tr>
<tr>
<td>CRJ 240</td>
<td>Criminal Courts and Procedures</td>
<td>(3)</td>
</tr>
<tr>
<td>CRJ 250</td>
<td>Social Issues in Policing a Multicultural Community</td>
<td>(3)</td>
</tr>
<tr>
<td>CRJ 301</td>
<td>Criminal Investigation I</td>
<td>(3)</td>
</tr>
<tr>
<td>CRJ 303</td>
<td>Criminal Investigation I Lab</td>
<td>(1)</td>
</tr>
<tr>
<td>CRJ 340</td>
<td>Corrections</td>
<td>(3)</td>
</tr>
<tr>
<td>CRJ 350</td>
<td>Community Policing</td>
<td>(3)</td>
</tr>
<tr>
<td>CRJ 420</td>
<td>Senior Seminar/Topics</td>
<td>(3)</td>
</tr>
</tbody>
</table>

**Experiential Learning (6 credits)**

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

**Physical Education Course (2 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PED (Any)</td>
<td>Physical Education Electives (2)</td>
<td></td>
</tr>
</tbody>
</table>

**Liberal Arts and Sciences Courses (12 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHI 300</td>
<td>Ethics</td>
<td>(3)</td>
</tr>
<tr>
<td>PSY 100</td>
<td>Introduction to Psychology</td>
<td>(3)</td>
</tr>
<tr>
<td>SOC 100</td>
<td>Introduction to Sociology</td>
<td>(3)</td>
</tr>
<tr>
<td></td>
<td>Liberal Arts and Sciences Electives (6 credits): May include any APY, ART, BIO, CHE, CHI, CRJ, ECO, ENG, FRE, GEN, GEO, HIS, HUM, LNG, MAT, PHI, PHY, POL, PSY, RDG, SSC,</td>
<td>(6)</td>
</tr>
</tbody>
</table>
SOC, SPA, SPE, or THE course

Social Sciences Electives (6 credits): May include any APY, CRJ, ECO, GEO, HIS, POL, PSY, SSC, or SOC course

<table>
<thead>
<tr>
<th>Free Electives (12 credits)</th>
</tr>
</thead>
</table>
May include any College course.

<table>
<thead>
<tr>
<th>Total 120 credit hours</th>
</tr>
</thead>
</table>
EDUCATION: EARLY CHILDHOOD/CHILDHOOD (B-6)

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

PROGRAM DESCRIPTION

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

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

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

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

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

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

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

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

www.medaille.edu

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weak areas and pass the course(s) with a grade of C- or better. Students must receive a grade of a C- or above for all pedagogical courses. Otherwise, the course must be repeated.

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

This quality program will prepare future teachers for the Elementary Schools of tomorrow.

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

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

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

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

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

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

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

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

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

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

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

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

- To produce teachers who will provide informed and thoughtful advocacy for children.
### Credit Distribution

**Education: Early Childhood/Childhood (B-6) Generalist Concentration**

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

### General Education Core (33 Credits)

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

### Major Requirements (33 Credits)

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

### Student Teaching (15 credits)

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreign Language I</td>
<td>3</td>
</tr>
<tr>
<td>MAT 201 Statistics &amp; Society</td>
<td>3</td>
</tr>
<tr>
<td>HIS 140 Early United States History</td>
<td>3</td>
</tr>
<tr>
<td>PHY 104 Physical Science</td>
<td>3</td>
</tr>
<tr>
<td>PSY 100 Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 210 Child Development</td>
<td>3</td>
</tr>
</tbody>
</table>

### Computer Information Systems (3 credits)

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

### Generalist Concentration (30 Credits)

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

**Registration for Student Teaching:** Students who receive an unsatisfactory (U) for one student teaching placement must attend “Refocus for Success” and repeat the student teaching experience. For detailed student teaching information go to [www.medaille.edu/studentteaching](http://www.medaille.edu/studentteaching). Student teachers who receive an unsatisfactory for two student teaching placements must follow the Student Teaching Improvement Plan.
EDUCATION: EARLY CHILDHOOD/CHILDHOOD (B-6)

Please note: As of fall 2014, incoming students in the B.S.Ed. in Education: Early Childhood/Childhood (B-6) will enroll in the Generalist concentration.

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

PROGRAM DESCRIPTION

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

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

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

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

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

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

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

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

This quality program will prepare future teachers for the Elementary Schools of tomorrow.

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

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

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

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

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

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

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

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

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

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

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

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

- To produce teachers who will provide informed and thoughtful advocacy for children.
Credit Distribution

Education: Early Childhood/Childhood (B-6) Biology Concentration

<table>
<thead>
<tr>
<th>General Education Core (30 Credits)</th>
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<tr>
<td>ENG 205 or ENG 215</td>
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<td>Foreign Language I</td>
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<tr>
<td>Foreign Language II</td>
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<tr>
<td>HIS 140 Early United States History</td>
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<tr>
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**Biology Concentration (32 Credits)**

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<td>BIO 120 Botany</td>
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<tr>
<td>BIO 170 Comparative Anatomy and Physiology I</td>
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<tr>
<td>BIO 171 Comparative Anatomy and Physiology II</td>
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<tr>
<td>BIO 200 Microbiology</td>
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<td>BIO 220 Cell Biology</td>
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<td>BIO 320 Ecology</td>
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<td>BIO 330 Genetics</td>
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<td>CHE 145 Chemistry for the Health Sciences</td>
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**Education: Early Childhood/Childhood (B-6) English Concentration**

**General Education Core (30 Credits)**

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<tr>
<td>ENG 110 College Writing</td>
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<tr>
<td>GEN 240 Scientific Discovery</td>
<td>3</td>
</tr>
<tr>
<td>GEN 410 Baccalaureate Capstone I</td>
<td>3</td>
</tr>
<tr>
<td>Course</td>
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</tr>
<tr>
<td>GEN 411 Baccalaureate Capstone II</td>
<td>3</td>
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<tr>
<td>MAT 114 Intermediate Algebra</td>
<td>3</td>
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**Course Work (33 Credits)**

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<td>EDU 223 Educational Psychology</td>
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<td>EDU 240 Literacy I: Language Development</td>
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</tr>
<tr>
<td>EDU 242 Literacy III: Transitional to</td>
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</tr>
<tr>
<td>EDU 340 Child Abuse and School Violence</td>
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<tr>
<td>EDU 370 Methods of Language Arts</td>
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<tr>
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**Experiential Learning (15 credits)**

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<tr>
<td>EDU 378 Field Experiences and Seminars</td>
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<tr>
<td>EDU 478 “E” Student Teaching</td>
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**English Concentration (30 Credits)**

<table>
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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>ENG 205 Introduction to Literature</td>
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<tr>
<td>ENG 210 Introduction to Creative Writing</td>
<td>3</td>
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<tr>
<td>ENG 215 Survey of World Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENG 305 British Literature: Middle Ages</td>
<td>3</td>
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<tr>
<td>ENG 315 British Literature: Late 18th Century</td>
<td>3</td>
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<tr>
<td>ENG 325 American Literature: Colonial to</td>
<td>3</td>
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<tr>
<td>ENG 335 American Literature: Civil War</td>
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<tr>
<td>Course</td>
<td>Description</td>
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<tr>
<td>ENG 365</td>
<td>Ethnic Literature in America (3)</td>
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<tr>
<td><strong>Electives: choose one of the following courses (3 credits)</strong></td>
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<tr>
<td>ENG 355</td>
<td>Major Literary Forms</td>
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<td>ENG 435</td>
<td>Major Literary Figures</td>
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<tr>
<td><strong>Electives: choose one of the following courses (3 credits)</strong></td>
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<tr>
<td>ENG 405</td>
<td>Themes/Topics in American Literature (3)</td>
</tr>
<tr>
<td>ENG 415</td>
<td>Themes/Topics in British Literature (3)</td>
</tr>
<tr>
<td>ENG 425</td>
<td>Themes/Topics in World Literature (3)</td>
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<tr>
<td><strong>Liberal Arts and Sciences Courses (18 Credits)</strong></td>
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<tr>
<td>Foreign Language I (3)</td>
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<tr>
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<tr>
<td>HIS 140</td>
<td>Early United States History (3)</td>
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<td>Physical Science (3)</td>
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<td>Introduction to Psychology (3)</td>
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<td>PSY 210</td>
<td>Child Development (3)</td>
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<tr>
<td>CIS 175</td>
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<tr>
<td><strong>General Education Core (30 Credits)</strong></td>
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<td>College Writing (3)</td>
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<tr>
<td>Mathematics Concentration (30 credits)</td>
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<tr>
<td>MAT 115 Pre-Calculus (3)</td>
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<tr>
<td>MAT 151 Geometry/Trigonometry (3)</td>
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<tr>
<td>MAT 182 Discrete Mathematics (3)</td>
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<tr>
<td>MAT 251 Calculus I (3)</td>
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<td>MAT 255 Theory of Numbers (3)</td>
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<td>MAT 260 Linear Algebra (3)</td>
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<td>MAT 381 Statistics and Probability I (3)</td>
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<tr>
<td>MAT 252 Calculus II (3)</td>
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<tr>
<td>MAT 342 Abstract Algebra (3)</td>
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**Social Studies Concentration (30 Credits)**

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<tr>
<td>Any POL</td>
<td>Political Science course</td>
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<tr>
<td>GEO 110</td>
<td>Physical Geography</td>
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<tr>
<td>GEO 310</td>
<td>Cultural Geography</td>
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<tr>
<td>HIS 100</td>
<td>Western Civilization</td>
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<td>HIS 101</td>
<td>World Cultures</td>
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<td>HIS 140</td>
<td>Early United States History</td>
<td>3</td>
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<tr>
<td>HIS 315</td>
<td>History of Ethnic America</td>
<td>3</td>
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<tr>
<td>HIS 401</td>
<td>The History of Buffalo</td>
<td>3</td>
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<td>HIS 402</td>
<td>The History of New York State</td>
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**Liberal Arts and Sciences Courses (18 Credits)**

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<tr>
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<td>Introduction to Literature</td>
<td>3</td>
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<tr>
<td>ENG 215</td>
<td>Survey of World Literature</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language I</td>
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<td>Physical Science</td>
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<td>PSY 100</td>
<td>Introduction to Psychology</td>
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</tr>
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</tr>
</thead>
<tbody>
<tr>
<td>CIS 175</td>
<td>Technology Applications in Education</td>
<td>3</td>
</tr>
</tbody>
</table>

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

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

PROGRAM GOALS

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

PROGRAM DESCRIPTION

The study of English provides students with the opportunity to explore the centrality of written expression in understanding and giving meaning to human experience. Through dynamic and multifaceted investigations of the immense creative possibilities of language, students who major in English develop clarity of thought, precise writing and speaking skills, informed critical judgment, and a keen awareness of the power of language to shape personal and social relations. The development of these competencies provides excellent preparation for careers in teaching, law, business and management, government, publishing, technical writing, journalism, writing for media, public relations, library science, and many other areas of professional and creative endeavor. Additionally, the English major is ideal preparation for law or graduate school.

Students majoring in English develop a strong foundation in (1) the historical development of American and British literature; (2) the major genres of literary expression—prose, poetry, and drama; (3) the principal critical-theoretical approaches to reading and writing; and (4) the practice of writing in a variety of contexts. Students also are exposed to literature outside of the American and British traditions, as well as to other forms of expression—for example, art, philosophy, theater, music—that make up the Humanities. In addition, English majors have the opportunity to work as interns with local businesses and non-profit organizations. This field experience allows students to apply the knowledge, skills, and values that they have learned in a professional setting.

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Students who complete the program earn a Bachelor of Arts in English. Students who have a particular interest in the craft of writing can tailor their curriculum to combine their Bachelor of Arts in English with a formal concentration in either Creative Writing or Professional Writing. While all English majors gain a broad grounding as mature writers in a variety of genres and contexts, students who choose one of these formal concentrations extend their learning to develop a thorough understanding of writing as a complex, rigorous discipline of study in its own right. All English majors, but especially those who choose a concentration in Creative or Professional Writing, benefit from one-on-one interactions with faculty who are themselves published writers of literary criticism, poetry, fiction, or multimedia. They also benefit from a number of extracurricular opportunities, such as The Write Thing Reading Series, which allows students to interact with nationally and internationally acclaimed writers in an intimate setting.

**CREDIT DISTRIBUTION**

**General Education Core (33 credits)**

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

**Major Requirements (30 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 205 Introduction to Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENG 210 Introduction to Creative Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENG 215 Introduction to World Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENG 305 British Literature: Middle Ages to the Eighteenth Century</td>
<td>3</td>
</tr>
<tr>
<td>ENG 315 British Literature: Late Eighteenth Century through the Twentieth Century</td>
<td>3</td>
</tr>
<tr>
<td>ENG 325 American Literature: Colonial to the Civil War</td>
<td>3</td>
</tr>
<tr>
<td>ENG 335 American Literature: Civil War through the Twentieth Century</td>
<td>3</td>
</tr>
<tr>
<td>ENG 365 Ethnic Literature in America</td>
<td>3</td>
</tr>
</tbody>
</table>
ENG 435 Major Literary Figures (3)  
ENG 460 Literary Theory & Criticism: English Seminar (3)  

**Major Electives (9 credits)**  
*Choose one (1) of the following:*  
- ENG 300 Fiction Workshop (3)  
- ENG 310 Poetry Workshop (3)  
- ENG 320 Drama Workshop (3)  
- ENG 477 English Field Experience (3)  
*Choose two (2) of the following:*  
- ENG 345 Film Art and Appreciation (3)  
- ENG 355 Major Literary Forms (3)  
- ENG 405 Themes and Topics in American Literature (3)  
- ENG 415 Themes and Topics in British Literature (3)  
- ENG 425 Themes and Topics in World Literature (3)  

**Liberal Arts and Sciences Courses (15 credits)**  
- FRE 101 Elementary French I or SPA 101 Elementary Spanish I (3)  
- FRE 102 Elementary French II or SPA 102 Elementary Spanish II (3)  
- HUM 300 The Arts in Society (3)  
- PHI 170 Issues in Philosophy (3)  
- PHI 200 Logic (3)  

**Liberal Arts and Sciences Electives (15 credits)**  
Choose three (3) 100-200 level courses from the following: APY, ART, BIO, CHE, CHI, ECO, ENG, GEO, HIS, HUM, LNG, MAT, MUS, PHI, PHY, POL, PSY, SSC, SOC, or THE course  
Choose two (2) 300-400 level courses from the following: APY, ART, BIO, CHE, CHLECO, ENG, GEO, HIS, HUM, LNG, MAT, MUS, PHI, PHY, POL, PSY, SSC, SOC, or THE course  

**Free Electives (18 credits; or, 6 credits with optional concentration)**  
May include any college course. Electives must be chosen in consultation with the division head and/or appropriate Program Director. English majors who choose to pursue a formal concentration in either Creative Writing or Professional Writing will use twelve (12) of their free elective credits to fulfill the concentration requirements. As with all elective credits, majors must consult with the division head and/or appropriate Program Director before scheduling any electives.
Optional Concentrations: Creative Writing or Professional Writing

English majors who choose to pursue a formal concentration in either Creative Writing or Professional Writing will use twelve (12) of their free elective credits to fulfill the concentration requirements.

### Creative Writing

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 477 English Field Experience</td>
<td>3</td>
</tr>
<tr>
<td>ENG 400 Senior Portfolio</td>
<td>3</td>
</tr>
<tr>
<td>Choose two (2) of the following (6 credits):</td>
<td></td>
</tr>
<tr>
<td>ENG 300 Fiction Workshop</td>
<td>3</td>
</tr>
<tr>
<td>ENG 310 Poetry Workshop</td>
<td>3</td>
</tr>
<tr>
<td>ENG 320 Drama Workshop</td>
<td>3</td>
</tr>
<tr>
<td>ENG 498 Independent Study in Writing</td>
<td>3</td>
</tr>
</tbody>
</table>

### Professional Writing

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 260 Business and Professional Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENG 360 Advanced Report and Proposal Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENG 477 English Field Experience</td>
<td>3</td>
</tr>
<tr>
<td>COM 200 Digital Media Production</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total credit hours 120**
LIBERAL STUDIES

<table>
<thead>
<tr>
<th>DEGREE EARNED</th>
<th>TOTAL NUMBER OF CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.S.</td>
<td>60</td>
</tr>
<tr>
<td>B.S.</td>
<td>120</td>
</tr>
</tbody>
</table>

PROGRAM GOALS:
- Encourage students’ pursuit and enjoyment of an expanded intellectual life.
- Promote the development of strong skills in the areas of critical reading and thinking, communication, quantitative analysis, and information literacy.
- Foster a deep understanding of and hands-on experience with inquiry practices of disciplines that explore the natural, social and cultural realm and their relation to each other.
- Cultivate habits of the mind that foster integrative thinking and the ability to transfer skills and knowledge from one setting to another.
- Develop proactive sense of responsibility for individual, civic, and social choices.

PROGRAM DESCRIPTION:
The Liberal Studies program is part the College’s Division of Liberal Arts and Communication and is based on the development of an individualized course of study by a student and his/her advisor. This approach allows students to tailor their coursework to some degree in order to meet their personal interests and needs. Apart from the basic liberal arts requirements, students are free to select a major percentage of their courses within elective categories. Students are given significant responsibility for planning a coherent study program and afforded the freedom and opportunity to sample many disciplines and career areas.

ELECTIVE COURSES ARE BROKEN INTO TWO CATEGORIES:
Liberal arts and sciences electives which must be chosen from offerings in humanities, social sciences, multimedia, natural sciences or mathematics. Free electives which may include the previous broad subject areas as well as any of Medaille College’s career courses and professional, technical and occupational courses transferred from two- or four-year institutions. Other non-traditional approaches to granting credit, such as Prior Learning Assessment, may also be applied toward the Liberal Studies degree.

The degree options of the Liberal Studies program allow students the opportunity to utilize prior recognized educational and professional experiences which frequently are not applicable or transferable to other degree programs. Because of the unique nature of the program, an individual interested in obtaining the Liberal Studies degree should consult with the division head in order to discuss his/her educational background and to plan an educational goal. Students must work closely with their Academic Advisor throughout their studies to discuss course selections. It is also strongly recommended that early in the program students visit the Career Planning and Placement Office to help them identify their own personal and career goals. This goal identification is of great importance to students when selecting electives which will help them meet their needs.

Liberal Studies students may complete a specific, existing academic minor or choose to organize their electives around a central topic or theme such as American Studies. In planning their program, students may use such a central theme, for example, to organize and integrate liberal arts electives in humanities and social sciences with free electives in political science. Another example could be students interested...
in working in sales who might take a combination of courses in business, advertising, speech, writing, public relations and other related areas to prepare them for success in this field. Many other theme areas are possible.

**CREDIT DISTRIBUTION (A.S.)**

**General Education Core (15 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEN 110 Introduction to Critical Thinking (3)</td>
<td></td>
<td>[Required of first-year students; all other students must substitute a Liberal Arts and Sciences Elective.]</td>
</tr>
<tr>
<td>ENG 100 Fundamentals of College Writing (3) and ENG 110 College Writing (3) or ENG 110 College Writing (3) and ENG 200 Advanced College Writing (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAT 114 Intermediate Algebra (3) [Students who meet the math competency must substitute a Free Elective]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAT 201 Statistics and Society (3)</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities Electives (6): May include any ART, DAN, ENG, FRE, HUM, MUS, PHI, SPA, SPE, or THE course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Sciences Electives (6): May include any APY, CRJ, ECO, GEO, HIS, POL, PSY, SSC, SOC course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Liberal Arts and Sciences Electives (6): May include any APY, ART, BIO, CHE, CHI, CRJ, DAN, ENG, ECO, FRE, GEN, GEO, HIS, HUM, INT, MAT, MUS, PHI, PHY, POL, PSY, RDG, SSC, SOC, SPA, SPE, or THE course</td>
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</tbody>
</table>

**Free Elective Component (27 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>May include any College course. Because of the limited number of elective hours required for the associate degree, the in-depth concept and theme topics are not required. However, students are encouraged to organize their electives according to their future career and educational goals. In addition, students are counseled to select courses which may later lead to a baccalaureate degree.</td>
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</tbody>
</table>

**Total 60 credit hours**
## CREDIT DISTRIBUTION (B.S.)

### General Education Core (33 credits)

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

### Experiential Learning (3 credits)

- Any 377/477 level course

### Liberal Arts and Sciences Courses (36 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 205 Introduction to Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENG 215 Introduction to World Literature</td>
<td>3</td>
</tr>
</tbody>
</table>

*Choose any five courses from the following disciplines (15):*

- APY 100 Introduction to Anthropology        | 3       |
- ECO 200 Macroeconomics                       | 3       |
- ECO 201 Microeconomics                       | 3       |
- GEO 110 Physical Geography                  | 3       |
- HIS 100 Western Civilization                | 3       |
- HIS 101 World Cultures                      | 3       |
- HIS 140 Early United States History         | 3       |
- HIS 150 Contemporary United States History  | 3       |
- POL 100 Introduction to Political Science   | 3       |
- PSY 100 Introduction to Psychology           | 3       |
- SOC 100 Introduction to Sociology           | 3       |

### Liberal Arts and Sciences Electives (18 credits)

Choose six 300/400 level liberal arts and sciences electives, including: APY, ART, BIO, CHE, CHI, CRJ, DAN, ECO, ENG, FRE, GEN, GEO, HIS, HUM, MAT, MUS, PHI, PHY, POL, PSY, RDG, SSC, SOC, SPA, SPE, or THE courses

### Free Elective Component (48 credits)

May include any College course.

### Total 120 credit hours
MATHEMATICS

As of fall 2013, the College is no longer accepting new students into the B.S. in Mathematics program.

<table>
<thead>
<tr>
<th>DEGREE EARNED</th>
<th>TOTAL NUMBER OF CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.S.</td>
<td>122</td>
</tr>
</tbody>
</table>

PROGRAM GOALS AND OBJECTIVES:

- Students shall develop an understanding of the central components of Mathematics and their interaction in special areas.
- Students shall develop primary tools relevant to performing Mathematics in their chosen fields.
- Students shall develop ancillary tools relevant to research level Mathematics.

PROGRAM DESCRIPTION

As the world becomes increasingly complex, information skills become increasingly vital. The ability to collect relevant data, process it, and make decisions based upon the results is a common theme in industrialized society. An aspect of the Mathematics program is to provide an opportunity to enhance these information skills by covering the core areas of mathematics. Not only are these skills invaluable for graduate school and postdoctoral research in mathematics, but they also facilitate the study of physics, chemistry, biology, and computer science as well as areas of economics, finance, and psychology. The logical, statistical, and communication expertise developed in the program are valuable skills for most careers.

The Mathematics major at Medaille College is designed to introduce the core areas of mathematics and their roles in more specialized fields. Students will complete a course of study anchored in analysis, algebra, and topology, which can be used to study other areas including dynamical systems and functional analysis. Students can tailor this program to areas of science or business via free electives. Special areas in mathematics can be explored through a variety of independent study topics that are close to student and faculty interests.

There is a 36-credit core of courses that will expose students to a three part Calculus sequence along with Differential Equations, Linear Algebra, and a two part Statistics and Probability sequence. The core courses also include the more theoretical areas of Number Theory, Abstract Algebra, Real and Complex Analysis, and Topology. The student can choose between a two semester sequence in either Chemistry or Physics to complete the science requirement.

The mission of the B.S. program in Mathematics at Medaille College is twofold. Our first charge is to provide activities which allow our students to develop the expertise needed for career success, including translating and understanding research level mathematics. This knowledge will be developed through strong experiences in computational skills, academic programming, technological applications, critical thinking, analysis tactics, and problem solving. These experiences will occur during student-student and student-faculty interaction in the classroom and at social events such as seminars and colloquia. Our second charge is to encourage awareness of the people and events that contribute to the shape of Mathematics. This awareness will develop through discourse among students and faculty and be woven into instruction.

Besides fostering an environment conducive to mathematics research, the program also

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emphasizes the importance of communicating the subject effectively, either to mathematically or non-mathematically oriented audiences.

Students will complete a program that is anchored by Analysis, Algebra and Topology, which is at the root of study for nearly any mathematical endeavor that they may wish to pursue. Majors can tailor this program to areas of Science or Business via free electives, as well as special areas of Mathematics from a variety of independent study topics that are close to current faculty interests. Students are required to take Topology and Complex Analysis.

**CREDIT DISTRIBUTION**

**General Education Core (33 credits)**

<table>
<thead>
<tr>
<th>Course</th>
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</tr>
</thead>
<tbody>
<tr>
<td>ENG 110 College Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENG 200 Advanced College Writing</td>
<td>3</td>
</tr>
<tr>
<td>GEN 110 Introduction to Critical Thinking</td>
<td>3 [Required of first-year students, all other students must substitute a Liberal Arts &amp; Sciences elective]</td>
</tr>
<tr>
<td>GEN 220 Justice and Democracy in America</td>
<td>3</td>
</tr>
<tr>
<td>GEN 230 Creative Expressions</td>
<td>3</td>
</tr>
<tr>
<td>GEN 240 Scientific Discovery</td>
<td>3</td>
</tr>
<tr>
<td>GEN 410 Baccalaureate Capstone I</td>
<td>3</td>
</tr>
<tr>
<td>GEN 411 Baccalaureate Capstone II</td>
<td>3</td>
</tr>
<tr>
<td>MAT 251 Calculus I</td>
<td>3</td>
</tr>
<tr>
<td>MAT 381 Statistics and Probability I</td>
<td>3</td>
</tr>
<tr>
<td>SPE 130 Fundamentals of Public Speaking</td>
<td>3</td>
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</tbody>
</table>

**Major Requirements (36 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 151 Trigonometry/Geometry</td>
<td>3</td>
</tr>
<tr>
<td>MAT 182 Discrete Math</td>
<td>3</td>
</tr>
<tr>
<td>MAT 252 Calculus II</td>
<td>3</td>
</tr>
<tr>
<td>MAT 255 Number Theory</td>
<td>3</td>
</tr>
<tr>
<td>MAT 260 Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MAT 261 Calculus III</td>
<td>3</td>
</tr>
<tr>
<td>MAT 342 Abstract Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MAT 361 Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>MAT 382 Statistics and Probability II</td>
<td>3</td>
</tr>
<tr>
<td>MAT 421 Real Variables</td>
<td>3</td>
</tr>
<tr>
<td>MAT 442 Complex Analysis</td>
<td>3</td>
</tr>
<tr>
<td>MAT 450 Topology</td>
<td>3</td>
</tr>
</tbody>
</table>
# Liberal Arts and Sciences Courses (20 credits)

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two humanities electives (6 credits)</td>
<td></td>
</tr>
<tr>
<td>Two social sciences electives (6 credits)</td>
<td></td>
</tr>
<tr>
<td>Two-course science sequence (8 credits) PHY 200 Principles of Physics I (4) and PHY 201 Principles of Physics II (4) OR CHE 200 General Chemistry I (4) and CHE 201 General Chemistry II (4)</td>
<td></td>
</tr>
</tbody>
</table>

# Free Electives (33 credits)

May include any College course.

# Total Credit Hours 122
PROGRAM DESCRIPTION
The Bachelor of Arts degree program in Psychology is designed to provide students with a broad-based understanding of psychology, and, through an appropriate choice of electives, the opportunity to tailor courses of study to fit specific interests and career objectives.

The purpose of the Bachelor of Arts degree program is to provide intensive training to those students who desire a foundation for graduate work in psychology, or who choose to further education in a graduate program in business, human services, law, mental health, etc. It also provides a strong preparation for careers in fields which require a knowledge of human behavior, leadership and motivation, and advanced social skills.

The Bachelor of Arts degree program consists of a 45 credit core of courses that includes 18 required credits in basic psychology, statistics, and research methods, followed by 27 credits of psychology electives.

PROGRAM GOALS:

Excellence in Teaching
- Full time Faculty are experienced; all have 10-plus years of experience at the undergraduate and/or graduate levels
- Faculty represent multiple disciplines in the field
- Faculty are rated highly in terms of student satisfaction
- Personal Attention
- Faculty meet regularly with students to advise and mentor
- Faculty write letters of recommendation; review graduate school application materials
- help students identify area of graduate study they wish to pursue and schools to take them to next step

Scientific Foundation
- Courses in Research Methods, Writing in Psychology (APA style), Statistics
- Discussion of empirical research as the foundation of Psychological science is infused in every class
- Experiential learning includes brain dissection; empirical research design; literature reviews; data analysis & interpretation
- Course content includes comprehensive learning of major theory in all disciplines in Psychology, as well as review and discussion of seminal historical research that shapes current understanding and research directions in the field
Career-oriented

- Internships are required and provide invaluable real-world experiential learning to apply classroom learning and concepts
- Faculty contacts with community leaders and workers in Psychology and mental health related fields give students access to professionals who act as examples and provide learning opportunities
- Preparation for graduate studies is part of the Psychology program curriculum; students are informed of the requirement of graduate education for a successful career path in psychology related fields
- Community partnerships and service learning opportunities are combined with classroom learning in many courses to help students bring their learning into real world environments and situations
- The Psychology program has key elements embedded in every course to identify and grow critical thinking skills in all students

Student Success

- The Psychology program faculty coordinates resources within and without the Medaille College community to provide comprehensive services for students to insure their academic success

Program development

- Faculty continue to develop and introduce courses into the curriculum related to current topics in Psychology (e.g. trauma; popular psychology; counseling; etc.)

Resource Allocation

- The Psychology program faculty coordinates and develops resources within and without the Medaille College community to provide comprehensive services for students to insure innovation in teaching and learning

Community

- Faculty in the Psychology program partner with agencies and professionals in the WNY community to enrich learning opportunities for students
- Internship and Service Learning opportunities connect our students to real world situations and environments where they see and experience psychological theories, concepts, research, and human behavior in action

CREDIT DISTRIBUTION

<table>
<thead>
<tr>
<th>General Education Core (33 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 110 College Writing (3)</td>
</tr>
<tr>
<td>ENG 200 Advanced College Writing (3)</td>
</tr>
<tr>
<td>GEN 110 Introduction to Critical Thinking (3) [Required of first-year students; all other students must substitute a 300/400 level Liberal Arts and Sciences Elective]</td>
</tr>
</tbody>
</table>

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159
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEN 220</td>
<td>Justice and Democracy in America</td>
<td>3</td>
</tr>
<tr>
<td>GEN 230</td>
<td>Creative Expression</td>
<td>3</td>
</tr>
<tr>
<td>GEN 240</td>
<td>Scientific Discovery</td>
<td>3</td>
</tr>
<tr>
<td>GEN 410</td>
<td>Baccalaureate Capstone I</td>
<td>3</td>
</tr>
<tr>
<td>GEN 411</td>
<td>Baccalaureate Capstone II</td>
<td>3</td>
</tr>
<tr>
<td>MAT 114</td>
<td>Intermediate Algebra [Students who meet the math competency must substitute an LAS Elective]</td>
<td>3</td>
</tr>
<tr>
<td>MAT 201</td>
<td>Statistics and Society</td>
<td>3</td>
</tr>
<tr>
<td>SPE 130</td>
<td>Fundamentals of Public Speaking</td>
<td>3</td>
</tr>
</tbody>
</table>

**Major Requirements (45 credits)**

**Required courses (18 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 100</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 207</td>
<td>Psychological Statistics</td>
<td>3</td>
</tr>
<tr>
<td>PSY 250</td>
<td>Research Methods in Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 350</td>
<td>Psychology Research and Writing</td>
<td>3</td>
</tr>
<tr>
<td>PSY 370</td>
<td>Abnormal Human Behavior</td>
<td>3</td>
</tr>
<tr>
<td>PSY 377</td>
<td>Undergraduate Internship</td>
<td>3</td>
</tr>
</tbody>
</table>

**Psychology Electives (27 credits)**

Students must choose 9 courses from the following of which at least 8 courses or 24 credit hours must be PSY courses: PSY 210, PSY 230, PSY 240, PSY 247, PSY 298, PSY 300, PSY 310, PSY 320, PSY 321, PSY 349, PSY 351, PSY 368, PSY 379, PSY 385, PSY 398, PSY 420, PSY 421, PSY 477, PSY 498, EDU 223, SSC 200, SOC 401. Additionally, 5 courses (15 credits) must be a 300/400-level course.

**Liberal Arts and Sciences Courses (21 credits)**

Students are required to complete 21 credits of Liberal Arts and Sciences Electives, 9 credits of which must be 300/400-level courses. Liberal Arts and Science course include: APY, ART, BIO, CHE, CRJ, ECO, ENG, FRE, GEN, GEO, HIS, HUM, LNG, MAT, PHI, PHY, POL, PSY, RDG, SSC, SOC, SPA, SPE, and THE courses.

**Free Elective Component (21 credits)**

May include any College course.

**Total 120 credit hours**
SPORT MANAGEMENT

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

PROGRAM GOALS

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

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

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

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

PROGRAM DESCRIPTION

Sport Management involves applying marketing and communication concepts as well as the management principles of planning, organizing, leading, and directing to the unique industry of commercial sport. Emphasis is placed on the production, facilitation, promotion, and organization of sport products and services. Because the $500 billion sport industry demands sport communicators, marketers, administrators, and managers with a specialized combination of functional business and sport management skills, the Sport Management bachelor’s degree is intended to serve students who have a desire to be involved in any aspect of the commercial sport-related enterprise.

The Sport Management program is actively involved in preparing students for working in the fields of sport, leisure and recreation. Faculty will promote, stimulate, and encourage study, research, scholarly writing, and professional development in the area of sport management—both theoretical and applied aspects (North American Society of Sport Management. NASSM 2006).

Medaille College’s Sport Management program now offers all courses required by New York State Education Department to obtain a New York State Coaching Certificate (Sport Specific).

Supporting the College’s mission, the Sport Management program fosters an excellent, intellectually stimulating program that prepares students for productive careers responsive to the sport industry’s employment needs. Possessing tremendous expansion potential, The Sport Management program contributes to the College’s well-known flexible delivery system. Our

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curriculum integrates a core of general education themes, career preparation, and learning through experience.

We will continue to recruit and maintain student-oriented, professional faculty and staff. The faculty, in conjunction with the office of institutional advancement, will continue to seek resources for the College. The versatile curriculum will allow us to recruit and retain a motivated, qualified and diverse student body. Utilizing the institute’s various academic units and programs, all students in The Sport Management program will work within the community to enhance quality of life and offer lifelong learning opportunities.

**Areas of focus include:**

- Sport marketing, promotion, sponsorship and naming rights
- Employment perspectives, leadership, sport and the law, personnel management,
- Managing venues and events, operations, risk and security management
- Commercial development of sport and sporting properties
- Strategic, tactical and change management
- Broadcasting, media and technology
- Finance and accounting
- Globalization and international management
- Athletic Coaching and Leadership
- Analyzing the ever-changing parameters of the sport business industry

**CREDIT DISTRIBUTION**

**General Education Core (30 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 110 College Writing</td>
<td>(3)</td>
</tr>
<tr>
<td>ENG 200 Advanced College Writing</td>
<td>(3)</td>
</tr>
<tr>
<td>GEN 110 Introduction to Critical Thinking</td>
<td>(3)</td>
</tr>
<tr>
<td>[Required of first-year students; all other students must substitute a Liberal Arts and Sciences Elective]</td>
<td></td>
</tr>
<tr>
<td>GEN 220 Justice and Democracy in America</td>
<td>(3)</td>
</tr>
<tr>
<td>GEN 230 Creative Expression</td>
<td>(3)</td>
</tr>
<tr>
<td>GEN 240 Scientific Discovery</td>
<td>(3)</td>
</tr>
<tr>
<td>GEN 410 Baccalaureate Capstone I</td>
<td>(3)</td>
</tr>
<tr>
<td>GEN 411 Baccalaureate Capstone II</td>
<td>(3)</td>
</tr>
<tr>
<td>MAT 115 Pre-Calculus or MAT 216 Survey of Introductory Calculus</td>
<td>(3)</td>
</tr>
<tr>
<td>SPE 130 Fundamentals of Public Speaking</td>
<td>(3)</td>
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</table>

**Major Requirements (54 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ACC 101 Financial Accounting</td>
<td>(3)</td>
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</table>

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

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<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 201</td>
<td>Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECO 260</td>
<td>Econometrics I</td>
<td>3</td>
</tr>
<tr>
<td>ECO 261</td>
<td>Econometrics II</td>
<td>3</td>
</tr>
<tr>
<td>ECO 380</td>
<td>Economics of Sports</td>
<td>3</td>
</tr>
<tr>
<td>MGT 175</td>
<td>Management Concepts and Communication</td>
<td>3</td>
</tr>
<tr>
<td>MGT 240</td>
<td>Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>MGT 335</td>
<td>Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>MGT 420</td>
<td>Strategic Management I</td>
<td>3</td>
</tr>
<tr>
<td>MIS 240</td>
<td>Management Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>PSY 385</td>
<td>Sport Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 301</td>
<td>Sports in Society</td>
<td>3</td>
</tr>
<tr>
<td>SPM 220</td>
<td>Management and Leadership in Sport Organizations</td>
<td>3</td>
</tr>
<tr>
<td>SPM 320</td>
<td>Sport Marketing and Promotion</td>
<td>3</td>
</tr>
<tr>
<td>SPM 325</td>
<td>Legal and Ethical Issues in Sport and Recreation</td>
<td>3</td>
</tr>
<tr>
<td>SPM 335</td>
<td>Sport Event Management</td>
<td>3</td>
</tr>
<tr>
<td>SPM 340</td>
<td>History and Philosophy of Sport</td>
<td>3</td>
</tr>
<tr>
<td>SPM 377</td>
<td>Field Experience I</td>
<td>3</td>
</tr>
<tr>
<td>SPM 377</td>
<td>Field Experience II</td>
<td>3</td>
</tr>
<tr>
<td>ENG 260</td>
<td>Business and Professional Writing</td>
<td>3</td>
</tr>
<tr>
<td>INT 411</td>
<td>Global Leadership</td>
<td>3</td>
</tr>
<tr>
<td>MAT 114</td>
<td>Intermediate Algebra</td>
<td>3</td>
</tr>
<tr>
<td>PHI 300</td>
<td>Ethics</td>
<td>3</td>
</tr>
<tr>
<td>PSY 100</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SPM 400</td>
<td>Sport Facility Planning and Management</td>
<td>3</td>
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**Experiential Learning (6 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>SPM 377</td>
<td>Field Experience I</td>
<td>3</td>
</tr>
<tr>
<td>SPM 477</td>
<td>Field Experience II</td>
<td>3</td>
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</table>

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</tr>
</thead>
<tbody>
<tr>
<td>ENG 260</td>
<td>Business and Professional Writing</td>
<td>3</td>
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<tr>
<td>INT 411</td>
<td>Global Leadership</td>
<td>3</td>
</tr>
<tr>
<td>MAT 114</td>
<td>Intermediate Algebra</td>
<td>3</td>
</tr>
<tr>
<td>PHI 300</td>
<td>Ethics</td>
<td>3</td>
</tr>
<tr>
<td>PSY 100</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

**Free electives (12 credits)**

May include any College course.

**Total 120 credit hours**
**PROGRAM DESCRIPTION**

This rigorous program accredited by the American Veterinary Medical Association (AVMA) combines professional, liberal arts, basic sciences, and two Preceptorship (field experience) requirements. Students will earn an Associate Degree (A.S.) and also have the opportunity to apply all credits towards a Bachelor’s Degree (B.S.). The Associate Degree entails seventy-two credits over two academic years, but may be adjusted to accommodate a student’s special needs. The Bachelor’s Degree can be obtained after two additional years of study and will include specialization courses in Veterinary Technology, upper level sciences and diverse General Education topics. Students may also choose the Pre-Veterinary pathway and complete prerequisite courses for application to Veterinary schools.

The Veterinary Technology program focuses on laboratory testing techniques, clinical assisting and animal nursing procedures in modern state-of-the-art facilities. Diagnostics, treatments, and medical ethics are stressed. Lecture sessions utilize computer-assisted instruction and technological “smart classrooms,” with an emphasis on clinical courses and hands-on laboratory exercises. “Reality-based” teaching techniques, including the use of case-studies and interactive computer-based activities, connect classes and clinical laboratory experiences with current veterinary practice. These are complemented with two off-campus Preceptorships. The Buffalo Zoo, Erie County SPCA, Roswell Park Cancer Institute, SUNY Buffalo, Veterans Hospital and local Buffalo and Rochester Veterinary Hospitals cooperate with Medaille College. Large animal facilities and local farms provide opportunities to work with equine and agricultural animals. The Medaille College student will become familiar with medical procedures for companion, laboratory, exotic and all major large animal species. As a Veterinary Technician employment is available in veterinary hospitals, equine and food animal practices, the pharmaceutical industry, biological testing labs, state and federal government agencies, medical Colleges and universities, and animal breeding facilities. The Bachelor’s Degree will enhance a student’s knowledge and skills, providing additional opportunities for pursuing career goals and advanced graduate studies.

Admission to the College is based on Medaille College Admission Policies. Those entering as Provisional students and placing into developmental courses will require additional semesters to complete the A.S. degree. All VET courses above VET 120 require formal acceptance into the Veterinary Technology program. The Veterinary Technology program requires student time beyond scheduled class and laboratory hours. Animal Care and Vivarium responsibilities (in new and spacious animal housing facilities), clinical laboratory testing and animal supervision are some of the assigned duties which require substantial time outside the classroom. Travel to and from instructional programs held off the Buffalo Campus, such as farm animal labs, necessitates additional student time.

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**VETERINARY TECHNOLOGY**

<table>
<thead>
<tr>
<th>DEGREE EARNED</th>
<th>TOTAL NUMBER OF CREDITS</th>
</tr>
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<tbody>
<tr>
<td>A.S.</td>
<td>72</td>
</tr>
<tr>
<td>B.S.</td>
<td>120</td>
</tr>
</tbody>
</table>

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Those students wishing to pursue a Bachelor’s Degree, including courses required for veterinary school admission, can do so in conjunction with the Veterinary Technology program. Flexibility in the various Bachelor Degree programs affiliated with the A.S. in Veterinary Technology will allow participants to satisfy the admissions requirements for most professional post-graduate medical programs of several professions.

A Veterinary Technology Handbook of policies, procedures, and needed materials will be furnished to each Veterinary Technology student in their first semester. An Orientation Day specific to the Veterinary Technology program is required for every student before their entrance into the program and prior to their beginning clinical courses.

To graduate with an Associate in Science degree, students must complete all required courses with not less than an overall 2.0 (C) average and not less than a 2.0 (C) average in Veterinary Technology courses. Majors in this program may not take any Veterinary Technology course as a Pass/Fail.

Students within six (6) months of graduation in the Associate Degree program are eligible to take the Veterinary Technician National Examination (VTNE). As graduates of an AVMA accredited program, and passage of the VTNE, Medaille College students can be licensed in New York State and become eligible for reciprocal licensing in most other states.

**CREDIT DISTRIBUTION (A.S. – 72 CREDIT HOURS)**

**General Education Core (9 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 110 College Writing</td>
<td>3</td>
</tr>
<tr>
<td>GEN 110 Introduction to Critical Thinking</td>
<td>3</td>
</tr>
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<td>SPE 130 Fundamentals of Public Speaking</td>
<td>3</td>
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</tbody>
</table>

**Major Requirements (31 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>VET 100 Introduction to Veterinary Technology</td>
<td>3</td>
</tr>
<tr>
<td>VET 120 Introduction to Laboratory Animal Science</td>
<td>3</td>
</tr>
<tr>
<td>VET 126 Animal Parasitology</td>
<td>2</td>
</tr>
<tr>
<td>VET 202 Small Animal Diseases and Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>VET 204 Veterinary Clinical Laboratory Techniques</td>
<td>3</td>
</tr>
<tr>
<td>VET 206 Handling and Care of Exotics</td>
<td>2</td>
</tr>
<tr>
<td>VET 208 Veterinary Diagnostic Imaging</td>
<td>2</td>
</tr>
<tr>
<td>VET 222 Farm Animal Restraint, Diseases, and Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>VET 224 Surgical Nursing and Anesthesiology</td>
<td>3</td>
</tr>
<tr>
<td>VET 226 Veterinary Practice Management</td>
<td>3</td>
</tr>
<tr>
<td>VET 228 Gross and Clinical Pathology</td>
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</tr>
<tr>
<td>VET 230 Pharmacy and Pharmacology</td>
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</tbody>
</table>
**Experiential Learning (5 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>VET 177</td>
<td>Preceptorship I</td>
<td>2</td>
</tr>
<tr>
<td>VET 277</td>
<td>Preceptorship II</td>
<td>3</td>
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</table>

**Liberal Arts and Sciences Required Courses (21 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 170</td>
<td>Comparative Anatomy and Physiology I</td>
<td>5</td>
</tr>
<tr>
<td>BIO 171</td>
<td>Comparative Anatomy and Physiology II</td>
<td>5</td>
</tr>
<tr>
<td>BIO 200</td>
<td>Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>CHE 145</td>
<td>Chemistry for the Health Sciences</td>
<td>4</td>
</tr>
<tr>
<td>MAT 112</td>
<td>Mathematics for the Sciences</td>
<td>3</td>
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</table>

**Liberal Arts and Sciences Elective Component (6 credits)**

May include any APY, ART, BIO, CHE, CHI, CRJ, ECO, ENG, FRE, GEN, GEO, HIS, HUM, MAT, PHI, PHY, POL, PSY, RDG, SSC, SOC, SPA, SPE, or THE course.

*Students anticipating enrollment in the Bachelor of Science degree program in Biology or Veterinary Technology or wishing to satisfy prerequisites for applying to Veterinary school should consult with the Veterinary Technology division head/program director for appropriate course selections.*

**CREDIT DISTRIBUTION (B.S. – 120 CREDIT HOURS)**

**General Education Core (30 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ENG 110</td>
<td>College Writing</td>
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</tr>
<tr>
<td>ENG 200</td>
<td>Advanced College Writing</td>
<td>3</td>
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<tr>
<td>GEN 110</td>
<td>Introduction to Critical Thinking</td>
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<td>GEN 220</td>
<td>Justice and Democracy in America</td>
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<td>GEN 230</td>
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<td>3</td>
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<tr>
<td>MAT 114</td>
<td>Intermediate Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MAT 201</td>
<td>Statistics and Society or BIO 301</td>
<td>3</td>
</tr>
</tbody>
</table>

**Major Requirements (31 credits)**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>VET 100</td>
<td>Introduction to Veterinary Technology</td>
<td>3</td>
</tr>
<tr>
<td>VET 120</td>
<td>Introduction to Laboratory Animal Science</td>
<td>3</td>
</tr>
<tr>
<td>VET 126</td>
<td>Animal Parasitology</td>
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<td>VET 202</td>
<td>Small Animal Diseases and Nutrition</td>
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</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>VET 204</td>
<td>Veterinary Clinical Laboratory Techniques</td>
<td>3</td>
</tr>
<tr>
<td>VET 206</td>
<td>Handling and Care of Exotics</td>
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<td>VET 208</td>
<td>Veterinary Diagnostic Imaging</td>
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</tr>
<tr>
<td>VET 222</td>
<td>Farm Animal Restraint, Diseases, and Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>VET 224</td>
<td>Surgical Nursing and Anesthesiology</td>
<td>3</td>
</tr>
<tr>
<td>VET 226</td>
<td>Veterinary Practice Management</td>
<td>3</td>
</tr>
<tr>
<td>VET 228</td>
<td>Gross and Clinical Pathology</td>
<td>1</td>
</tr>
<tr>
<td>VET 230</td>
<td>Pharmacy and Pharmacology</td>
<td>3</td>
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</table>

**Experiential Learning (5 credits)**

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<tr>
<th>Course Code</th>
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</thead>
<tbody>
<tr>
<td>VET 177</td>
<td>Preceptorship I</td>
</tr>
<tr>
<td>VET 277</td>
<td>Preceptorship II</td>
</tr>
</tbody>
</table>

**Veterinary Technology Electives (15 credits)**

VET (Any) Veterinary Technology Electives (six credits)

*Student must choose 2 courses from the following:*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>VET 130</td>
<td>Basic Introduction To Horses</td>
<td></td>
</tr>
<tr>
<td>VET 232</td>
<td>Horse And Stable Management</td>
<td></td>
</tr>
<tr>
<td>VET 298</td>
<td>Special Topic In Veterinary Technology</td>
<td></td>
</tr>
<tr>
<td>VET 299</td>
<td>Independent Study In Veterinary Technology</td>
<td></td>
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</table>

*300/400 level Veterinary Technology Electives (9) Student must choose 3 courses from the following:*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>VET 300</td>
<td>Veterinary Dentistry: Principles And Practices</td>
<td></td>
</tr>
<tr>
<td>VET 301</td>
<td>Dental Radiography</td>
<td></td>
</tr>
<tr>
<td>VET 320</td>
<td>Advanced Laboratory Animal Science</td>
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<td>VET 326</td>
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<td>VET 340</td>
<td>Applied Animal Behavior For Veterinary Practice: Part I</td>
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<td>VET 355</td>
<td>Pain Management In Animals</td>
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<td>VET 360</td>
<td>Patient Management And Therapeutics In Emergency Medicine And Critical Care</td>
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<td>VET 398</td>
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<td>VET 400</td>
<td>Advanced Dental Techniques</td>
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<td>VET 401</td>
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<td>VET 440</td>
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<td>VET 450</td>
<td>Anesthesia For Canine And Feline High Risk Patients</td>
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<td>VET 460</td>
<td>Small Animal Emergency And Critical Care I</td>
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<td>VET 461</td>
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<tr>
<td>VET 498</td>
<td>Independent Study In Veterinary Technology</td>
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### Liberal Arts and Sciences Courses (21 credits)

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<td>BIO 200</td>
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<td>CHE 145</td>
<td>Chemistry for the Health Sciences</td>
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<td>MAT 112</td>
<td>Mathematics for the Sciences</td>
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### Liberal Arts and Sciences Electives (12 credits)

Choose three 300/400 level courses. May include any APY, ART, BIO, CHE, CHI, CRJ, ECO, ENG, FRE, GEN, GEO, HIS, HUM, MAT, PHI, PHY, POL, PSY, RDG, SSC, SOC, SPA, SPE, or THE course.

### Free Electives (6 credits)

May include any College course.

**Bachelor of Science Degree Program:** Matriculation from Associate Degree in Veterinary Technology to Liberal Studies, Biology or Veterinary Technology. Medaille College offers the opportunity for Veterinary Technology majors to apply their previously earned A.S. degree toward fulfilling the requirements of a Bachelor of Science in Liberal Studies, Biology or Veterinary Technology. These programs enable the Veterinary Technician to receive the maximum benefit from transfer credits. Although the Bachelor of Science programs have been formulated to complement the Medaille College Veterinary Technology degree, it is anticipated that other States and New York programs accredited by the AVMA will be quite similar and that almost all earned credits will transfer.
COURSE DESCRIPTIONS

ACCOUNTING

ACC 101 FINANCIAL ACCOUNTING
This is an introduction to the principles of accounting with emphasis on preparation of general purpose financial statements. This includes service organizations and merchandisers. An in-depth coverage of corporate securities, income tax and cash flow is included. Other topics reviewed include the accounting cycle-journal entry preparation and posting and elements of the balance sheet. Finally, financial statements will be analyzed through various analytical procedures. Computer applications included. A lab will be required of all students for problem solving, discussion and any questions. This requirement will be waived as long as a student maintains a minimum of a B average in the course and has satisfactorily completed all homework assignments. Three credit hours. Prerequisites: none. Offered fall semester.

ACC 102 MANAGERIAL ACCOUNTING
This course is a continuation of ACC 101. The different forms of business organizations are compared including corporations, partnerships and limited liability companies. The balance sheet will continue to be analyzed. Management accounting will be introduced. Topics including accounting for a manufacturer including job order and process costing, cost-volume-profit analysis and budgeting. Computer applications included. Three credit hours. Prerequisites: ACC 101. Offered spring semester.

ACC 298 SPECIAL TOPIC IN ACCOUNTING
Topic to be specified each semester course offered.

ACC 300 INCOME TAX ACCOUNTING
Provisions and procedures of federal and state income tax laws for individuals will be studied. Problems will be utilized to assist the student in understanding the practical application of those regulations. Current issues in tax accounting and tax planning are also considered. Computer application included. Three credit hours. Prerequisites: ACC 102. Offered spring semester in odd numbered years.

ACC 305 COST ACCOUNTING
This course develops the use of accounting data and the basic technical understanding to be applied internally by managers in directing the affairs of an organization. Such topics as budgeting, cost-volume-profit relationships, job-order and process costing, and standard costs will be covered. Computer applications included. Three credit hours. Prerequisites: MAT 110 or MAT 115; and ACC 102. Offered fall semester in odd numbered years.

ACC 350 INTERMEDIATE ACCOUNTING I
This course serves to elevate the competence level of the student’s accounting skills so that a working knowledge of financial accounting is possible. The course commences with a review of basic financial accounting principles and develops further the areas of asset valuation, income measurement, complete financial statement preparation, and time value of money. Computer applications included. Three credit hours. Prerequisites: ACC 102. Offered fall semester in odd numbered years.

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ACC 351 INTERMEDIATE ACCOUNTING II
This course will develop, at the intermediate level, a thorough understanding of the equity area of accounting. Topics to be covered will include capital stock, retained earnings, treasury stock, stock rights and warrants. The course also will provide coverage of long-term debt, pensions, leases, earnings per share, income recognition and cash flow. Computer applications included. Three credit hours. Prerequisites: ACC 350. Offered spring semester in even numbered years.

ACC 377 FIELD EXPERIENCE I
This course provides the student with both observational and “hands-on” learning experience through participation in an internship, ideally in the field in which the student will be seeking employment. Students who are already on an established career path may enhance their visibility in the organization by completion of a special project related to their careers, subject to prior instructor approval. Three credit hours. Prerequisites: ACC 351, junior standing and a 2.0 cumulative GPA. Offered fall and spring semesters.

ACC 398 SPECIAL TOPIC IN ACCOUNTING
Topic to be specified each semester course offered.

ACC 410 ADVANCED ACCOUNTING
This course will provide an in-depth emphasis on the accounting procedures and disclosures regarding combined corporate entities and consolidations. Additional topics to be covered in this course include branch accounting, segment reporting, foreign operations, partnerships and bankruptcies. Computer applications included. Three credit hours. Prerequisites: ACC 351. Offered spring semester in even numbered years.

ACC 430 AUDITING
This course will focus on the standards and procedures of the auditing function within the industry. The course will provide an understanding of the standards of ethical conduct; auditor’s legal responsibility and liability; meaning, significance, and preparation of an auditor’s report; nature of audit evidence; internal control and tests; and the importance of EDP in auditing. Statements on auditing standards from the AICPA are reviewed. Computer applications included. Three credit hours. Prerequisites: ACC 351. Offered fall semester in odd numbered years.

ACC 477 FIELD EXPERIENCE II
This is a continuation of the business exposure completed in the Field Experience I. A minimum of 120 work hours is required, but the performance level of the assignment is expected to be higher than the level I assignment. Students may again elect to complete a project related to their careers, but it must be demonstrative of a higher level competence and difficulty, and approved by the program chair. Three credit hours. Prerequisites: ACC 430, Senior Standing, 2.0 Cumulative GPA. Offered fall and spring semesters.

ACC 498 INDEPENDENT STUDY IN ACCOUNTING
Topic to be specified each semester course offered.
MASTERS OF SCIENCE IN ACCOUNTING

MSA 600 MANAGERIAL ECONOMICS
This course surveys micro- and macroeconomic principles, with an emphasis on strategic applications. Microeconomics topics covered include: demand and supply elasticities, firm cost structure, market structure, and pricing. Macroeconomics topics covered include national income accounting, national income, employment, and price level determination, and fiscal and monetary policy. Three credit hours. Prerequisites: none.

MSA 601 STRATEGIC HUMAN RESOURCE MANAGEMENT
The way we manage the people in our organizations needs to be aligned with our business strategies. The means for this alignment is human resource strategy – a directional plan for managing human resources that addresses important people-related business issues. The purpose of this course is to examine how managers may implement more effectively the people-intensive strategies that are rapidly becoming as primary source of competitive advantage. Only by addressing human resource issues in the context of overall strategic management will managers and human resource staff together achieve the results needed to sustain and develop a business. Three credit hours. Prerequisites: none.

MSA 602 ORGANIZATIONAL BEHAVIOR AND DEVELOPMENT
The objective of this course is to provide a broad survey of the fields of organizational behavior on three distinct levels of analysis – individuals, groups and organizations. Specific topics to be examined from these three perspectives include, but are not limited to: motivation, job design, leadership, diversity, organizational design, communication, succession-making, conflict management, power, innovation and the work environment. Special attention will be given to the most common organizational development methods used in solving managerial and organizational problems. The course examines such intervention strategies as team building, team skills training, survey feedback, sensitivity training, behavior modification, job enrichment, and management by objectives. Three credit hours. Prerequisites: none.

MSA 603 QUANTITATIVE METHODS
This course presents an in-depth look at various quantitative analytical techniques encountered in analyzing managerial problems and making effective decisions. The major topics covered include: linear programming, transportation, assignment, network models, project management, statistical approaches, and decision analysis. Application of these techniques in functional areas such as production, marketing, finance and accounting are covered. Three credit hours. Prerequisites: ECO 260, ECO 261, and MGT 302.

MSA 605 FINANCIAL MANAGEMENT
This course develops the theoretical and practical uses of financial management principles, including the concepts of risk, return, and value. Areas of concentration include working capital management, capital budgeting, the cost of capital, and capital structure. Three credit hours. Prerequisites: Undergraduate Finance Course.
MSA 621 STRATEGIC OPERATIONS MANAGEMENT
In this course, techniques of managerial decision making are applied to problems in the management of production and operations in both manufacturing and service organizations. Quality management is emphasized throughout the course. The course emphasis is on people operating in teams for improved delivery of goods and services to customers. Topics covered include: quality assurance and control, forecasting, aggregate planning, scheduling, inventory planning and control, facility location, and process and job design. Three credit hours. Prerequisites: MSA 600, MSA 603.

MSA 623 STRATEGIC MARKETING
This course presents the importance of the marketing function in the strategic management of the organization. Within the framework of the marketing discipline, students will learn how to ascertain customer needs and to strategically plan to fill those needs while serving an increasingly diverse population. Also considered in this course are issues such as environmentalism, consumerism, consumer life style, and government regulation. As part of this course, students will identify actual consumer needs and devise a comprehensive strategic marketing plan. Three credit hours. Prerequisites: none.

MSA 630 ADVANCED STRATEGY
The first of a two-course integrative capstone experience, this course will teach managers to think and act strategically. Emphasis will be placed on the creation of competitive advantage within a dynamic environment. A variety of analytical techniques will be discussed that will enable managers to thoroughly analyze the organization’s environment in order to clearly identify its competitive advantage and how the organization will seek to utilize this advantage. Topics to be covered include various strategic management decision models, industry analysis, competitive position analysis, and the analysis, choice and implementation of strategic options. Case studies will be utilized as the primary method of familiarizing students with the strategic analysis process. Three credit hours. Prerequisites: Completion of all MSA required/core courses.

MSA 631 INTEGRATED CASE STUDIES
A final capstone experience, this course is intended to provide a complete integration and application of previous coursework. The course consists of three parts: a series of case analysis discussions, a business simulation game in which student teams will compete with each other in a computer simulated business, and a final presentation. The final presentation is to be a significant portion of the grade in this course. For purposes of this presentation, student teams will do an extensive analysis of an existing business and report on their findings in both a written report to management and a full period oral presentation. Three credit hours. Prerequisites: MSA 630.

MSA 632 APPLIED ACCOUNTING RESEARCH
The research of accounting concepts and standards as they relate to corporate financial statements is the focus of this course. The research will be applied in analyzing complex accounting and contemporary reporting issues. Research methodologies are covered in conjunction with the latest in accounting information resources. Three credit hours. Prerequisites: ACC 300, ACC 410, and ACC 430.
**MSA 670 ACCOUNTING THEORY AND RESEARCH**
This course analyzes the theoretical foundations of accounting concepts as set forth in the Statements of Financial Accounting Concepts as developed by the Financial Accounting Standards Board (FASB). It is through these concepts that new standards are developed due to technological advances and business innovations. Existing regulations are examined as well as pending changes currently under review. Research of concepts and current practices are included. Three credit hours. Prerequisites: ACC 351.

**MSA 672 COMPUTER AUDITING**
In this course students will learn about the different types of audits as they relate to a variety of computer systems including data management systems, networks, Internet, e-commerce and the information technology function. Students will utilize various computer-assisted audit tools and software as they relate to the audit function. Ethical issues and fraud detection are also discussed. Three credit hours. Prerequisites: ACC 430.

**MSA 673 ADVANCED TAXATION**
Corporate income tax is the primary focus of this course in regard to filing requirements, options available in reporting income and regulatory compliance. Other business entities are examined as alternatives to the traditional corporate structure. Tax research utilizing the latest technology assists in developing effective tax planning strategies. Three credit hours. Prerequisites: ACC 300.

**ANTHROPOLOGY**

**APY 100 INTRODUCTION TO ANTHROPOLOGY**
An overview of anthropological theory and research, including sub-fields of the discipline with particular emphasis on cultural anthropology. Three credit hours. Prerequisites: none. Offered as needed.

**APY 300 URBAN ANTHROPOLOGY**
An analysis of urban communities in historical and cultural perspectives; the role of cities in large societies and cultural systems; the application of anthropological techniques in understanding complex urban communities. Three credit hours. Prerequisites: APY 100 or junior standing. Offered as needed. Please note: APY 300 has been identified as a U course in the EQUIP curriculum sequence. This course is designed to help students understand their academic discipline within the context of the broader community, region, and the world. APY 300 considers the potential of the discipline and its methodology to contribute to a civic and sustainable future.”

**ART**

**ART 230 TWO-DIMENSIONAL DESIGN AND COLOR THEORY**
An introductory studio course in which students use the basic elements of art and design principles to learn and apply the language of visual organization. The course also includes basic concepts of typography, layout, and color theory. Three credit hours. Prerequisites: none. Offered spring semester.

**ART 240 DRAWING**
A studio course providing instruction in basic perceptual skills and drawing techniques in a variety of media. Three credit hours. Prerequisites: none. Offered spring semester.

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ART 260 BASIC PHOTOGRAPHY
A study of photography composition and use of the camera as an artistic and communication tool. An introduction to the use of the still camera, light, meter, film development, darkroom techniques and photographic enlargement. Students also will learn to “read” photos, speak intelligently about their own personal style and ethics regarding visual communications. Techniques learned here can not only be applied as vocational skills, but the student is encouraged to pursue photography as a lifelong method of personal expression. Three credit hours. Prerequisites: none. Offered spring semester.

ART 298 SPECIAL TOPIC IN ART
Topic to be specified each semester course offered.

ART 314 ART HISTORY I: ANCIENT THROUGH MEDIEVAL
This course provides a survey of world art and architecture from prehistory through the medieval period. This course interprets the development of world civilizations and fosters understanding of culture in social, religious, economic, political, and philosophical contexts. Three credit hours. Prerequisites: ENG 200/ENG 201. Offered fall semester.

ART 315 ART HISTORY II: RENAISSANCE THROUGH MODERN
This course provides a survey of world art and architecture of from the 15th through the 20th century, with an emphasis on Western art. This course interprets artistic traditions and fosters understanding of culture in social, religious, economic, political, and philosophical contexts. Three credit hours. Prerequisites: ENG 200/ENG 201. Offered spring semester.

ART 320 PAINTING
A studio course providing basic instruction in painting techniques and pictorial organization. Three credit hours. Prerequisites: none. Offered as needed.

ART 331 RENAISSANCE ART
An art history course providing an in-depth examination of Renaissance arts and architecture in Italy and Northern Europe. The developing art styles and masterworks will be seen in the context of social, political, and religious change. Includes slide lectures, art videocassette tapes, and field trip(s). Three credit hours. Prerequisites: ENG 110 and GEN 230. Offered as needed.

ART 332 WOMEN ARTISTS
An art history course surveying the contributions of women artists from 1750 to present. Provides a feminist perspective on the discipline of art history and consideration of issues of women’s art-making in a male-dominated context. Three credit hours. Prerequisites: ENG 110 and GEN 230. Offered as needed.

ART 333 THE HISTORY OF PHOTOGRAPHY
A historical survey of the development of photography from its 19th century origins to contemporary practice. The course includes slide lectures, videotapes, and field trip(s). Three credit hours. Prerequisites: ENG 110 and GEN 230. Offered as needed.

ART 335 CONTEMPORARY ART
The study of art movements since 1940. Emphasis will be placed on how art expresses personal, social, and cultural experience. Includes slide lectures, discussions, art videos, and field trips. Three credit hours. Prerequisites: ENG 110 and GEN 230. Offered as needed.
ART 340 ADVANCED DRAWING
A continuation of ART 240 Drawing. A studio course designed to develop perceptual skills, critical judgment, and the ability to draw using a variety of mediums and subjects. Three credit hours. Prerequisites: ART 240. Offered as needed.

ART 360 PHOTOGRAPHY AND PERCEPTION: A WAY OF SEEING
This course offers students the opportunity to learn about digital photography, recognize, interpret and apply concepts of pictorial composition and explore a range of techniques in order to communicate significant ideas and express emotions. This course has an emphasis on visual literacy and critical thinking. This course explores contemporary photographic practices throughout the Western New York area while using problem-based, experiential learning to create a dynamic photographic portfolio. Three credit hours. Prerequisites: GEN 230. Offered as needed.

ART 370 CERAMICS
A studio course providing instruction in basic ceramic techniques and exploration of clay as a medium of artistic expression. Includes hand-building, throwing, glaze application, kiln loading, firing, and unloading. Three credit hours. Prerequisites: ART 230. Offered as needed.

ART 398 SPECIAL TOPIC IN ART
Topic to be specified each semester course offered.

ART 420 ADVANCED PAINTING
A continuation of ART 320, Painting. A studio course designed to develop perceptual skills, critical judgment, and the ability to paint in oils. Three credit hours. Prerequisites: ART 320. Offered as needed.

ART 460 PHOTOGRAPHY: ALTERNATIVE PROCESSES
An advanced look at photography using alternative processing techniques. This course will show students that photography is a broad medium that encompasses a wide variety of techniques beyond that of black and white photography. Students will discuss where their inspiration comes from, initiate a plan for creating images using various lighting, camera, darkroom and digital techniques. Each assignment will profile a different technique including but not limited to: hand coloring, cyanotype, Platinum and Palladium printing, digital imaging, Polaroid emulsion transfers, Polaroid manipulations, pin hole photography and much more. Course work will include lectures, hands-on experience, demonstrations, studio experience, and off-campus field trips. Students will create an alternative process notebook as well as a final portfolio. Three credit hours. Prerequisites: ART 260. Offered as needed.

ART 498 INDEPENDENT STUDY IN ART
Topic to be specified each semester course offered.
BIO 101 BIOLOGY
An introduction to biological processes and principles including: (1) the nature of science, (2) origin of life and evolution, (3) the chemical basis of life, (4) cells and cellular events, (5) reproduction and genetics, (6) plant structure and function, and (7) ecosystems. Contemporary applications of these topics will be discussed. A laboratory will introduce students to the use of the scientific method by combining experiments, observations, measurements and analyses. Three credit hours. Offered spring semester. Note: Registration for both the lecture (BIO 101) and the lab (BIO 101 L) is required.

BIO 110 HUMAN NUTRITION
An introduction to human nutrition covering topics such as energy, protein, fat and carbohydrate requirements. Vitamin and mineral requirements and nutrition through the life cycle are also examined. Students apply nutrition concepts to their own diets. Three credit hours. Offered as needed.

BIO 120 BOTANY
A study of plant structure, physiology, and classification. Fundamental concepts of genetics and evolution will be introduced. Special emphasis will be placed on the ecological importance and economic value of plants. Travel time to and from off-campus activities may be required. Four credit hours. Offered spring semester. Note: Registration for both the lecture (BIO 120) and the lab (BIO 120 L) is required. Please note: BIO 120 has been identified as a U course in the EQUIP curriculum sequence. This course is designed to help students understand their academic discipline within the context of the broader community, region, and the world. BIO 120 considers the potential of the discipline and its methodology to contribute to a civic and sustainable future.”

BIO 150 ENVIRONMENTAL STUDIES
An introduction to ecological theory, natural and man-made environmental problems and human population dynamics. The interaction of science and society in creating and solving environmental problems is emphasized. Students are challenged to question their own attitudes concerning man and nature. Three credit hours. Offered as needed.

BIO 160 HUMAN ANATOMY AND PHYSIOLOGY I
This course initiates the study of the human body. Topics include cells, tissues, and the skeletal, muscular, and nervous systems. Four credit hours. Offered as needed. Note: Registration for both the lecture (BIO 160) and the lab (BIO 160 L) is required.

BIO 161 HUMAN ANATOMY AND PHYSIOLOGY II
A continuation of BIO 160. Topics include the endocrine, circulatory, digestive, respiratory, excretory, and reproductive systems. Four credit hours. Prerequisites: BIO 160. Offered as needed. Note: Registration for both the lecture (BIO 161) and the lab (BIO 161 L) is required.
BIO 170 COMPARATIVE ANATOMY AND PHYSIOLOGY I
A combination of lecture and laboratory exercises that provide an introduction to the major animal phyla and comparison of their life processes. Topics include cell structure and function, energy transformation, major body systems, genetics and behavior. Each of these topics is viewed from an evolutionary perspective to highlight the unity and diversity within the animal kingdom. Detailed study of mammalian anatomy, physiology, and histology is initiated. Five credit hours. Offered fall semester. Note: Registration for both the lecture (BIO 170) and the lab (BIO 170 L) is required.

BIO 171 COMPARATIVE ANATOMY AND PHYSIOLOGY II
A continuation of BIO 170. Exploration of mammalian anatomy, physiology, and histology are emphasized. A combination of lectures and laboratories to study both gross and microscopic anatomy. Models for examination are the dog, cat, horse, and cow. The animal is seen in its life processes and activities. The physiological aspects of the mammalian body are explored. Specific anatomical differences in other species are noted. Methods involved in the preparation of tissue slides for histological examination are introduced. Histological slides are part of the laboratory exercises. Five credit hours. Prerequisites: BIO 170. Offered spring semester. Note: Registration for both the lecture (BIO 171) and the lab (BIO 171 L) is required.

BIO 200 MICROBIOLOGY
A survey of microscopic organisms including their morphology, nutrition, physiology, and interactions with humans and animals. Microorganisms surveyed include bacteria, viruses, and fungi. Laboratory exercises cover microscope techniques, slide preparation, cell staining, sterile techniques, and the identification of microorganisms. Principles of immunology and the inflammatory response are discussed. Four credit hours. Prerequisites: BIO 101 or BIO 170. Offered fall and spring semesters. Note: Registration for both the lecture (BIO 200) and the lab (BIO 200 L) is required.

BIO 220 CELL BIOLOGY
The study of the biology of eukaryotic and prokaryotic cells. Topics include the chemical composition and organization of cells, the function of organelles and cell specialization. Cellular reproduction, regulation of gene expression and cell signaling will be emphasized. Three credit hours. Prerequisites: BIO 171 and any College-level chemistry course. Offered fall semester.

BIO 298 SPECIAL TOPIC IN BIOLOGY
Topic to be specified each semester course offered.

BIO 301 EPIDEMIOLOGY AND BIOSTATISTICS
This course provides an introduction to descriptive and inferential statistics techniques using computer statistical software. Topics such as hypothesis testing and interpretation of data from health behavior and epidemiologic research will be provided. The course will also review the methods used in epidemiologic research, including the calculation of rates, sampling theory, and types of studies. Three credit hours. Prerequisites: BIO 161 or BIO 171; and MAT 114. Offered spring semester.
BIO 303 TOXICOLOGY
This course is an introduction to the fundamental principles of toxicology. Topics include the history and scope of toxicology, the mechanisms of toxicity, and risk assessment. Depending upon the specialized areas of interest of the instructor, students are also introduced to broader subjects in the discipline such as environmental toxicology, clinical toxicology, and forensic toxicology. Three credit hours. Prerequisites: BIO 161 or 171 and any College-level chemistry course. Offered as needed.

BIO 310 IMMUNOLOGY
The course is designed to provide students with in-depth knowledge of the current principles of immunology. Both humoral and cellular immune responses will be examined in terms of the cells involved and the method in which the cells recognize and react to foreign antigens. Several disease states that are controlled by host immunity will also be included. Three credit hours. Prerequisites: BIO 200 and any College-level chemistry course. Offered as needed.

BIO 320 ECOLOGY
The study of the relationships of organisms to their environment. Topics include the ecology of individual organisms as well as population, community, and ecosystem ecology. Application of ecological principles to issues of environmental concern such as pollution, conservation, and land use will be considered. Additional student time outside of scheduled class and laboratory hours may be required for assignments and/or travel to and from off-campus activities. Four credit hours. Prerequisites: Any College-level biology course. Offered fall semester. Note: Registration for both the lecture (BIO 320) and the lab (BIO 320 L) is required.

BIO 330 GENETICS
A study of the fundamental concepts of transmission, molecular and population genetics. Mendelian principles and their applications are explored; the chemical and physical structure of chromosomes, genetic linkage and mapping are included. Expression of genetic material, chromosomal organization, mutations and mechanisms of recombination are discussed. Three credit hours. Prerequisites: BIO 220. Offered spring semester.

BIO 340 ANIMAL BEHAVIOR
This course covers the natural behavior of animals, providing a broad examination of genetic, neural, developmental, ecological, social and evolutionary aspects of behavior. Specific discussion will focus on sexual and parental behavior, migration, communication and aggression and learning. Summarization will address behavior problems, methods of intervention and solutions pertaining to companion and farm animals. An outside field trip is required. Comparative studies will be used for helping to understand human behavior. Three credit hours. Prerequisites: Any College-level biology course. Offered as needed.

BIO 370 ADVANCED VERTEBRATE PHYSIOLOGY I
An investigation into comparative vertebrate physiology of the nervous, muscular, hematologic, cardiovascular, respiratory and excretory systems as they relate to environmental adaptation, health and disease states. Analysis of organ system physiology in whole animal survival is emphasized. Three credit hours. Prerequisites: BIO 171 or equivalent. Offered as needed.
BIO 371 ADVANCED VERTEBRATE PHYSIOLOGY II
An investigation into comparative vertebrate physiology of the digestive, reproductive and endocrine systems as they relate to environmental adaptation, health and disease states. Thermoregulatory mechanisms are explored. Analysis of organ system physiology in whole animal survival is emphasized. Three credit hours. Prerequisites: BIO 171 or equivalent. Offered as needed.

BIO 421 ICHTHYOLOGY
This course is an exploration of the taxonomy and biological characteristics of fish, including their anatomy and physiology, life history, ecology and distribution. The relationship of fishes to man will be examined. The laboratory will include identification of native and exotic species, surface and internal anatomy, and field trips to examine specimens in their natural and/or captive environments. Special emphasis is placed on the identification and life history of native New York fauna. Field trips may require time outside of normally scheduled class and/or lab. Four credit hours. Prerequisites: BIO 171, BIO 301, and BIO 320. Offered as needed. Note: Registration for both the lecture (BIO 421) and the lab (BIO 421 L) is required.

BIO 422 HERPETOLOGY
This course is an exploration of the taxonomy and biological characteristics of reptiles and amphibians, including their anatomy and physiology, life history, ecology and distribution. The relationship of herptiles to man will be examined. The laboratory will include identification of native and exotic species, surface and internal anatomy, and field trips to examine specimens in their natural and/or captive environments. Special emphasis is placed on the identification and life history of native New York fauna. Field trips may require time outside of normally scheduled class and/or lab. Four credit hours. Prerequisites: BIO 171, BIO 301, and BIO 320. Offered as needed. Note: Registration for both the lecture (BIO 422) and the lab (BIO 422 L) is required.

BIO 423 ORNITHOLOGY
This course is an exploration of the taxonomy and biological characteristics of birds, including their anatomy and physiology, life history, ecology and distribution. The relationship of avians to man will be examined. The laboratory will include identification of native and exotic species, surface and internal anatomy, and field trips to examine specimens in their natural and/or captive environments. Special emphasis is placed on the identification and life history of native New York fauna. Field trips may require time outside of normally scheduled class and/or lab. Four credit hours. Prerequisites: BIO 171, BIO 301, and BIO 320. Offered as needed. Note: Registration for both the lecture (BIO 423) and the lab (BIO 423 L) is required.

BIO 424 MAMMALOGY
This course is an exploration of the taxonomy and biological characteristics of mammals, including their anatomy and physiology, life history, ecology and distribution. The relationship of mammals to man will be examined. The laboratory will include identification of native and exotic species, surface and internal anatomy, and field trips to examine specimens in their natural and/or captive environments. Special emphasis is placed on the identification and life history of native New York fauna. Field trips may require time outside of normally scheduled class and/or lab. Four credit hours. Prerequisites: BIO 171, BIO 301, and BIO 320. Offered as needed. Note: Registration for both the lecture (BIO 424) and the lab (BIO 424 L) is required.
BIO 430 ORGANIC EVOLUTION
This course will explore the evolutionary process in detail and will address the rationale underlying evolutionary theory. Topics include the evidence for evolution, the mechanisms of evolutionary change, the measurement of evolutionary change, speciation and the analysis of phylogeny. Three credit hours. Prerequisites: BIO 171, BIO 330, MAT 114 (or equivalent), and any College-level chemistry course. Offered as needed.

BIO 470 DEVELOPMENTAL BIOLOGY
An intensive examination of developmental biology from both the classical and contemporary perspectives. Topics include fundamental concepts such as nuclear totipotency, cell determination, induction, and morphogenesis interspersed with modern genetic and molecular analyses of development. Current issues in developmental biology will also be addressed. Three credit hours. Prerequisites: BIO 220 and BIO 330. Offered as needed.

BIO 498 INDEPENDENT STUDY IN BIOLOGY
Topic to be specified each semester course offered.

CHEMISTRY

CHE 145 CHEMISTRY FOR THE HEALTH SCIENCES
A one semester course intended for students in the allied health and medical fields. The course covers the fundamental concepts and essentials of general chemistry, introductory organic chemistry, and an introduction to biochemistry. A laboratory will introduce students to the use of the scientific method by combining experiments, observations, measurements and analysis. Four credit hours. Prerequisites: MAT 112 or MAT 114 or higher placement. Offered spring semester. Note: Registration for both the lecture (CHE 145) and the lab (CHE 145 L) is required.

CHE 200 GENERAL CHEMISTRY I
A combination of lecture and laboratory exercises that provide an introduction to the basic principles of chemistry. Topics include stoichiometry, atomic theory, chemical bonding, thermochemistry, states of matter, and properties of mixtures. Four credit hours. Prerequisites: This course includes three hours of lecture, three hours of laboratory and one hour of recitation per week. MAT 112 or MAT 114 or higher placement. High school chemistry or CHE 145 is recommended. Offered fall semester. Note: Registration for both the lecture (CHE 200) and the lab (CHE 200 L) is required.

CHE 201 GENERAL CHEMISTRY II
The application of principles learned in CHE 200 to complex chemical systems. Topics include kinetics, acids and bases, equilibria, thermodynamics, and electrochemistry. Four credit hours. This course includes three hours of lecture, three hours of laboratory and one hour of recitation per week. Prerequisites: CHE 200. Offered spring semester. Note: Registration for both the lecture (CHE 201) and the lab (CHE 201 L) is required.
CHE 300 ORGANIC CHEMISTRY I
An introductory course that examines the properties of carbon-containing compounds. Lecture topics will include nomenclature, organic functional groups, reaction mechanisms, stereochemistry, acid-base chemistry, oxidation-reduction reactions, and synthetic schemes. The laboratory will introduce the student to organic techniques and synthesis. This course includes three hours of lecture, three hours of laboratory, and one hour of recitation per week. Four credit hours. Prerequisites: CHE 201. Offered fall semester. Note: Registration for both the lecture (CHE 300) and the lab (CHE 300 L) is required.

CHE 301 ORGANIC CHEMISTRY II
A continuation of CHE 300. The course supplies an expanded view of organic synthesis, reaction mechanisms, and stereochemistry. The student will develop a more complete synthetic correlation chart. The chemistry of organic molecules will be related to the biochemical reactions of living cells. Emphasis will be placed on spectroscopy, molecular rearrangements, and applications to molecular genetics. The laboratory will offer an integration of organic techniques such as spectroscopy, chromatography, and analytical techniques. This course includes three hours of lecture, three hours of laboratory, and one hour of recitation per week. Four credit hours. Prerequisites: CHE 300. Offered spring semester. Note: Registration for both the lecture (CHE 301) and the lab (CHE 301 L) is required.

CHE 400 GENERAL BIOCHEMISTRY
A course that explores the biological importance of chemical compounds with emphasis on the relationship between structure and function. Topics include enzyme regulation, enzyme kinetics, the role of carbohydrates, the biological mechanisms employed in energy production, and the integration of metabolic pathways. The laboratory will provide an introduction to the fundamental techniques of biochemistry. Four credit hours. Prerequisites: BIO 171 and CHE 301. Offered fall semester. Note: Registration for both the lecture (CHE 400) and the lab (CHE 400 L) is required.

CHE 498 INDEPENDENT STUDY IN CHEMISTRY
Topic to be specified each semester course offered.
**CHINESE**

**CHI 101 ELEMENTARY CHINESE (MANDARIN) I**
This course is designed for individuals learning Mandarin Chinese as a foreign language at the beginning level. The course aims at developing elementary communicative skills and basic knowledge of the Mandarin Chinese language. Extensive training in the vocabulary building and role playing, utilizing language in everyday situations, as well as phonology, character writing, and basic grammar skills will be introduced. Learners will be exposed to the Chinese culture along with the language study. Three credit hours. Prerequisites: none. Offered fall, or, as needed.

**CHI 102 ELEMENTARY CHINESE (MANDARIN) II**
This course is a continuation of CHI 101. It will instruct the student in relatively more complex grammatical structures and vocabulary building as well as character writing. It encourages an increased degree of accuracy and control in the spoken language with correct tones. Learners will be further exposed to the Chinese culture along with the language study. Three credit hours. Prerequisite: CHI 101. Offered spring, or as needed.

**COMMUNICATION**

**COM 101 INTRODUCTION TO MASS COMMUNICATION**
This survey course provides an overview of the history, development, and influences of the various forms of mass communication, such as digital print, radio, and television. The course will also examine technological breakthroughs (innovations) within the field and their effects on the experiences of the various audiences, including the merging of mass and interpersonal communication. Three credit hours. Prerequisites: None. Offered fall semester.

**COM 110 JOURNALISM IN THE DIGITAL ERA**
Examination of the basic tenets of newspaper journalism – how to research, organize and write a story. Also covers internal structures of a newspaper: advertising, circulation and editorial policies and practices. Newspaper censorship and libel laws are discussed. Different styles and expectations for both print and on-line news writing will be explored. Includes field trips and guest lecturers. Three credit hours. Prerequisites: ENG 110. Offered fall & spring semesters.

**COM 130 SURVEY OF BROADCASTING: HISTORY, PROGRAMMING, AND OPERATIONS**
An introduction to current organizational structures, programming, production, and operation of broadcast media. Also details functions of the Federal Communication Commission, and laws relating to electronic media. Effects of broadcasting are also discussed, as well as a historical overview of the radio, television, cable and satellite industries. Three credit hours. Prerequisites: None. Offered spring semester.

**COM 150 MEDIA PROMOTIONS AND MARKETING**
The purpose of this course is to introduce students to the process of promotion. Each element of the promotional mix – advertising, public relations, sales promotion and personal selling is discussed within the framework of integrated marketing communications. Three credit hours. Prerequisite: None. Offered spring semester.

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COM 200 DIGITAL MEDIA PRODUCTION
An introduction to digital production and multimedia techniques using video, audio, graphics, and photograph. This course provides students with a critical understanding of visual storytelling from the shaping of ideas to shooting, capturing and editing a final product. Student will also be introduced to the idea of “backpack journalism” as well as the skills involved in creating media presentations for multiple formats and technological outlets. Three credit hours. Prerequisites: COM 101 and COM 130. Please note: COM 200 has been identified as a U course in the EQUIP curriculum sequence. This course is designed to help students understand their academic discipline within the context of the broader community, region, and the world. COM 200 considers the potential of the discipline and its methodology to contribute to a civic and sustainable future.

COM 210 COMPUTER ASSISTED REPORTING
This course will be a hands-on journalism course, providing students with instruction on use of techniques and software that would then be used in development of stories. This course will introduce students to the fundamentals of Computer Assisted Reporting (CAR), including spreadsheet and database skills, as well as using the Internet in researching, compiling, and submitting new stories. Prerequisites: COM 110, ENG 110, CIS 115 or equivalent. Offered fall and spring semesters.

COM 211 MASS MEDIA WRITING
This course is intended to provide the students with an opportunity to practice non-persuasive and persuasive writing for mass media audiences. The course will introduce the students to the various styles of writing for public relations, advertising, radio and television broadcasting and print media (newspaper and magazine) and the Web. Three credit hours. Prerequisites: COM 110 and ENG 200. Offered XX semester. Offered fall semester.

COM 230 RADIO PRODUCTION TECHNIQUES
Students are introduced to various types of radio continuity writing. Using College studio facilities, students are exposed to current radio programming production methods and are given opportunity to use professional broadcasting equipment to produce original programs and “spot” announcements. Three credit hours. Prerequisites: COM 101, COM 130, and ENG 110/ENG 111. Offered as needed.

COM 235 RADIO PROGRAMMING
A basic introductory course in the study of radio programming. We will focus on progressive techniques and methods used in successful strategies as well as audience perception and attitudes. Students will dive into the minds of radio program directors in order to understand how ratings are part of the game plan and how changes will play a major role in format selection and change. Three credit hours. Prerequisites: COM 130. Offered as needed.

COM 236 BROADCAST MEDIA PERFORMING
A course designed for those persons who wish to develop their skill as “on-air” performers. Attention is given to techniques of delivery, style, announcing and performing on radio and television. Three credit hours. Prerequisites: COM 130 and SPE 130. Offered as needed.
**COM 260 PHOTOJOURNALISM**
Photojournalism is a particular form of journalism that creates images in order to tell a news story. Photojournalism provides a more complex and fully human way of capturing, describing and explaining to others what words often fail to do. With the new age of Digital Photography, photojournalism has become almost instant. Photographs can evoke a range of human feelings—dignity, integrity, shame, industry, integrity, pain, or joy—far beyond verbal linguistic description. Photojournalism as an art has developed into a new form of photographs for web slide shows and video. Students will see the importance of digital photography and the correct ways to use it. Students will be expected to attend off campus events at times other than the scheduled class time as needed. Three credit hours. Prerequisites: none. Offered as needed.

**COM 267 MULTIMEDIA GRAPHIC DESIGN**
This course will introduce students to the basics of desktop publishing and graphic design. They will be exposed to a form of communication that combines writing skills, design techniques and computer capabilities. Students will be given the opportunity to create ads, fliers, and professional-grade publications through hands-on experience. Three credit hours. Prerequisites: COM 101. Offered as needed.

**COM 277 FIELD EXPERIENCE I**
This internship course offers students a structured, supervised opportunity to design their own learning within the context of their program’s expectations, goals and objectives for enhancing students’ academic and professional development and the needs of their host organization. COM 277 provides an observational and “hands-on” introduction to a media form through field placement in a media agency. This internship course offers students a structured, supervised opportunity to design their own learning within the context of their program’s expectations, goals and objectives of enhancing students’ academic and professional development and the needs of their host organization. A total of 120 hours is required for this field experience. Three credit hours. Prerequisites: COM 101, COM 110, COM 130, COM 150 and ENG 200/ENG 201 and a 2.0 cumulative GPA. Offered fall and spring semesters.

**COM 298 SPECIAL TOPIC IN COMMUNICATION**
Topic to be specified each semester course offered.

**COM 300 INTRODUCTION TO COMMUNICATION THEORY**
This course is a survey of the current body of theory which pertains to nonverbal, interpersonal, mass communication, spoken, and written communication. Language structures, meaning, encoding, social interactions, and evaluations are discussed. Three credit hours. Prerequisites: SPE 130 and ENG 110/ENG 111. Offered spring semester.

**COM 305 JOURNALISM PRACTICUM**
A course designed to introduce students to the tools and strategies needed to publish the Medaille College student newspaper. This course will help students learn how to obtain article submissions for publication, set up editorial criteria for copy editing, create a layout of the newspaper and obtain advertising revenue, organize, publicize, and implement a campus student newspaper and encourage more interest in and support for the Medaille College student newspaper. Three credit hours. Prerequisites: ENG 200/ENG201. Offered fall and spring semesters.
COM 311 SOCIAL MEDIA STRATEGIES
This class examines the relationship between society and the current crop of computer-mediated communication technologies known as “social media.” This class will break down the mythologies of social media and develop methods of analysis and critical evaluations of the impact of social media on branding, politics, news media and marketing. Students will gain basic practical social media skills including understanding the landscape, learning “best practices”, and using different social media technologies throughout the class to create content. Three credit hours. Prerequisite: ENG 200. Offered spring semester.

COM 330 TELEVISION PRODUCTION TECHNIQUES
A study and implementation of current television production methods and equipment. Students learn the basic concepts of shooting, editing, lighting, producing and directing television program material. Student will also be introduced to the concept of producing video material for the Internet. Three credit hours. Prerequisites: COM 130 Broadcasting: Principles and Practices. Offered as needed.

COM 336 BROADCAST NEWS JOURNALISM
A course which covers the operation of radio and television station newsrooms. Concentrates on techniques of reporting and editing news for an audio audience as well as practical instruction development of visual ideas for those media. Students will visit area radio and television newsrooms. Three credit hours. Prerequisites: COM 110, COM 130, and ENG 110/ENG 111. Offered as needed.

COM 355 THE THEORY OF MEDIA CRITICISM
This course will not only allow Communication and non-Communication majors to become more articulate in their appraisal of media content, but it also will teach them how to assess the validity of other reviews of media content. The course will review form and content of all areas of media and the arts, including radio, television, print, and graphic art. Three credit hours. Prerequisites: ENG 200/ENG 201 and junior standing. Offered fall and spring semesters.

COM 377 GENDER AND COMMUNICATION
An introduction to gender issues, specifically in the field of communication. Special emphasis will be given to mass communication and nonverbal communication, as well as awareness of gay, lesbian and transgender relationships. This course may be used as an upper level liberal arts elective. Three credit hours. Prerequisites: ENG 200/ENG 201 and GEN 220. Offered as needed.

COM 377 FIELD EXPERIENCE II
This internship course offers students a structured, supervised opportunity to design their own learning within the context of their program’s expectations, goals and objectives for enhancing students’ academic and professional development and the needs of their host organization. COM 377 provides an observational and “hands-on” introduction to a media form through field placement in a media agency. This internship course offers students a structured, supervised opportunity to design their own learning within the context of their program’s expectations, goals and objectives of enhancing students’ academic and professional development and the needs of their host organization. A total of 120 hours is required for this field experience. It is a required course for Communication majors. Three credit hours. Prerequisites: COM 277 and a 2.0 cumulative GPA. Offered fall and spring semesters.
COM 388 FIELD EXPERIENCE
This internship course offers students a structured, supervised opportunity to design their own learning within the context of their program’s expectations, goals and objectives for enhancing students’ academic and professional development and the needs of their host organization. COM 388 provides an observational and “hands-on” introduction to a media form through field placement in a media agency. This internship course offers students a structured, supervised opportunity to design their own learning within the context of their program’s expectations, goals and objectives of enhancing students’ academic and professional development and the needs of their host organization. It is for students wishing to explore a third media situation. Prerequisites: COM 277 and a 2.0 cumulative GPA. Offered fall and spring semesters.

COM 398 SPECIAL TOPIC IN COMMUNICATION
Topic to be specified each semester course offered.

COM 400 MEDIA COMMUNICATION LAW AND ETHICS
This course is a study of the history of media communication law from the First Amendment of the Constitution to laws in congress today. Students discuss current issues and regulations involving ethical standards in all media. This course deals specifically with the rights of the reporter, the right of the public to know, government constraints and moral sensibilities. Three credit hours. Prerequisites: COM 377. Offered spring semester.

COM 405 ADVANCED NEWSPAPER PRACTICUM
An advanced course designed to utilize the tools and strategies that students have acquired during COM 305 needed to publish newspapers. Students will learn how to design and implement more complex editorial packages. They will incorporate graphic design and photo preparation in the editorial content. Students will focus on growth and improvement of the student newspaper and explore strategies for organizational growth. They will learn how to improve content and how that improvement will increase readership. Three credit hours. Prerequisites: ENG 200 and COM 305. Offered fall and spring semesters.

COM 421 ADVERTISING/PR CAMPAIGN PLANNING
A course involving the students in the design, implementation, and execution of a complete Advertising/PR campaign. Students work in teams on analysis of marketing problems, research expenditures, media selection, and creative plan execution. May include multimedia presentation format. Three credit hours. Prerequisites: COM 150 and ENG 200. Offered as needed.

COM 475 MEDIA AND SOCIETY SEMINAR
This course is an upper-level examination of media issues. We primarily focus on current and significant issues in mass media, including issues of commercialism, information overload, media bias, consolidation, and media convergence. We rigorously examine how and why the current media landscape is changing and how this affects our daily lives. Three credit hours. Prerequisites: COM 300, ENG 200/ENG 201, and junior standing. Offered fall semester.
**COM 477 FIELD EXPERIENCE III**
This internship course offers students a structured, supervised opportunity to design their own learning within the context of their program’s expectations, goals and objectives for enhancing students’ academic and professional development and the needs of their host organization. COM 477 provides an intensive off-campus experience which builds upon the skills/knowledge/attitudes gained in COM 277 and COM 377. It prepares the student for employment in his or her chosen field of media. This internship course offers students a structured, supervised opportunity to design their own learning within the context of their program’s expectations, goals and objectives of enhancing students’ academic and professional development and the needs of their host organization. A total of 200 hours is required for this field experience. Six credit hours. Prerequisites: COM 377 and a 2.0 cumulative GPA. Offered fall and spring semesters.

**COM 498 INDEPENDENT STUDY IN COMMUNICATION**
Topic to be specified each semester course offered.

**COMPUTER INFORMATION SYSTEMS**

**CIS 115 COMPUTER APPLICATIONS**
This course provides “hands-on” computer literacy by developing specific skills in the types of standard application software used in most organizations. The instruction includes the introduction of a graphical user interface (GUI), computer word processing, spreadsheets, and database management along with graphics, telecommunications and other pertinent topics such as computer ethics. Although Computer Information Systems majors can benefit from this course, it is especially recommended for students in other majors. Three credit hours. Prerequisites: none. Offered fall and spring semesters.

**CIS 175 TECHNOLOGY APPLICATIONS IN EDUCATION**
This course provides "hands-on" computer literacy by developing specific skills in the types of standard application software used in early childhood and childhood education (birth-sixth grade) and adolescent education. The instruction stresses management/administrative software that a teacher uses in education. Students will be engaged in both application and developmental aspects of a wide range of classroom hands-on tools. These tools will prepare students to become productive educators and allow them to assist their future students with learning. Three credit hours. Prerequisite: Education majors only. Offered fall and spring semesters.

**CIS 245 INTERMEDIATE MICROCOMPUTER APPLICATIONS**
This course is a continuation of the introduction course on computer applications. The course emphasizes the integration of popular microcomputer software using advanced concepts. Students will learn advanced features of (1) word processing such as tables, mail merge, macros, and desk-top publishing features; (2) spreadsheet program to develop charts, macros and use the database feature of spreadsheets; and (3) database program to create reports and forms using macros and modules. Three credit hours. Prerequisites: CIS 115; or Windows skills and computer file management. Offered spring semester.

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CRIMINAL JUSTICE

CRJ 101 INTRODUCTION TO CRIMINAL JUSTICE
An introductory course designed to provide a foundation of information on characteristics of crime and criminal justice procedures. An interdisciplinary approach is used, drawing on perspectives from legal studies, psychology, sociology, political science, history, and other disciplines. Three credit hours. Prerequisites: none. Offered fall semester.

CRJ 160 CRIME AND SOCIETY
This course is designed to heighten the student’s awareness of the theoretical explanations for criminal behavior and resulting ideas for prevention, treatment, and punishment which may be implemented by the government. The perspectives of the originators of criminological thought will be discussed as well as contemporary approaches to understanding the nature, causes, and prevention of crime. Three credit hours. Prerequisites: none. Offered spring semester.

CRJ 170 LAW ENFORCEMENT ETHICS
This course is designed to provide the student with ethical awareness. The need for ethical standards throughout the criminal justice system has long been advocated. Discussion of ethical issues in particular situations will be included as well as high standards of behavior generally. Written codes and canons of ethics will be analyzed and evaluated. Three credit hours. Prerequisites: none. Offered fall semester.

CRJ 180 INTRODUCTION TO PERSONAL COMPUTERS AND THEIR OPERATING SYSTEMS FOR COMPUTER CRIME INVESTIGATIONS
An introduction to the IBM-based personal computer and its DOS and Windows-based operating system designed for the Criminal Justice major who may eventually specialize in computer-related investigations. The course will provide an intermediate working knowledge of computer hardware and the basic operating systems of DOS and Windows. The course will focus on the creation, maintenance and destruction of data stored in electronic form, and provides an understanding of the significance of this data as possible evidence to criminal investigations. Three credit hours. Prerequisites: CIS 115; restricted to CRJ majors. Offered as needed.

CRJ 201 INTRODUCTION TO CRIMINAL LAW
A comprehensive introduction to the substantive law of crimes. Topics include: constitutional limits on behavior control; elements of crimes; offenses against people, property, public morality; criminal responsibility and defenses. Three credit hours. Prerequisites: CRJ 101. Offered fall semester.

CRJ 225 JUVENILE DELINQUENCY
An examination of delinquent behavior and its effect on society. Topics will include analyzing and describing the nature and extent of juvenile delinquency, causes of delinquent behavior, juvenile gangs, and other issues directly related to the study of delinquency. Three credit hours. Prerequisites: none. Offered as needed.

CRJ 240 CRIMINAL COURTS AND PROCEDURES
The study of the U.S. criminal justice system, which includes a study of the criminal justice process, law enforcement, adjudication, post-conviction strategies, and the juvenile justice system. Three credit hours. Prerequisites: CRJ 101. Offered spring semester.
CRJ 250 SOCIAL ISSUES IN POLICING A MULTICULTURAL COMMUNITY
This course is designed to prepare students for careers of service to the public and in the criminal justice system by demonstrating an understanding of a variety of populations. The course will supply the student with an opportunity to experience multicultural populations through in-depth study and role-play simulations. Three credit hours. Prerequisites: none. Offered spring semester.

CRJ 280 COMPUTER FORENSICS: ELECTRONIC MEDIA AS EVIDENCE
An introduction to evidence collection, preservation, examination and presentation in an investigation involving electronic media for the Criminal Justice major who may eventually specialize in computer-related investigations. The course will provide a working knowledge of the seizure of computers and other evidence in electronic form. The course will focus on the preservation and examination of data stored in electronic form, and provide an understanding of the significance of this data as possible evidence to criminal investigations. Three credit hours. Prerequisites: CRJ 180; restricted to CRJ majors. Offered as needed.

CRJ 298 SPECIAL TOPIC IN CRIMINAL JUSTICE
Topic to be specified each semester course offered.

CRJ 301 CRIMINAL INVESTIGATION I
An introduction to the criminal justice system with a special focus on basic criminal investigations. The significance and application of investigative techniques and procedures for criminal and non-criminal investigators will be examined. Three credit hours. Prerequisites: none. Offered fall semester.

CRJ 303 CRIMINAL INVESTIGATION I LAB
A criminal investigation laboratory which will introduce the student to the newest advances in crime fighting including basic fingerprinting, firearms identification, evidence control and examination, bloodstain evidence, and DNA. This lab is a required component and graduation requirement for CRJ majors. One credit hour. Prerequisites: CRJ 301 or concurrent registration in CRJ 301. Offered fall semester.

CRJ 310 CRIMINAL INVESTIGATION II
This is a continuation of the criminal investigation exposure completed in Criminal Investigation I (CRJ 301). The performance level of the study is expected to be more detailed and highly refined. Techniques and procedures for criminal and non-criminal investigators will be examined. Topics, which will be beneficial for the student to have greater detailed and in-depth study in, will be emphasized including searches and seizures, physical evidence, obtaining information, surveillance, homicide, and courtroom preparation. Three credit hours. Prerequisites: CRJ 301. Offered as needed.

CRJ 320 PAROLE, PROBATION, AND COMMUNITY-BASED CORRECTIONS
Using the federal system as a model, this course adopts a practical approach to the study of the personnel, practices, and procedures that comprise parole, probation, and community-based corrections. Reference to relevant state models also will be made. Three credit hours. Prerequisites: CRJ 240. Offered as needed.
CRJ 340 CORRECTIONS
A study of the field of corrections and correctional systems. As a result of perceived increases in violent crime and a sense of the randomness of victimization, citizens have demanded immediate and final resolutions to the problem of crime. Consequently, populations of prisoners have increased, previous programs such as chain-gangs have been renewed, and new ones, boot camps for example, have been implemented. Additionally, the age and gender gaps appear to be closing when it comes to committing crime as more females and older citizens are incarcerated. These trends require thoughtful consideration and leadership by those who work in the criminal justice system. Three credit hours. Prerequisites: CRJ 240. Offered fall semester.

CRJ 350 COMMUNITY POLICING
This course is designed to convey a philosophy of policing which includes the belief that the police and the community work cooperatively to resolve problems. This will be distinguished from previous efforts such as neighborhood watches, team policing, and other cooperative policing programs. An emphasis will be placed on a service orientation toward those the police have sworn to protect with additional emphasis placed on interpersonal skill development. Three credit hours. Offered spring semester.

CRJ 360 ADVANCED CRIMINAL LAW
This is a continuation of the study of the criminal law completed in CRJ 201. An in-depth, highly detailed study of the pervasive problems which must be resolved by the criminal justice system. Discussion of the means of the criminal law, imposing ruthless force upon individual lives and its ends, serving the highest order of social and human values will be considered. Three credit hours. Prerequisites: CRJ 201. Offered as needed.

CRJ 377 FIELD EXPERIENCE I
This course provides the student with both observational and “hands-on” learning experience through participation in an internship, ideally in the field in which the student will be seeking employment. This internship course offers students a structured, supervised opportunity to design their own learning within the context of their program’s expectations, goals and objectives for enhancing students’ academic and professional development and the needs of their host organization. Prerequisites: A minimum 2.0 cumulative GPA, junior standing, and 24 credits in core courses. Offered fall and spring semesters.

CRJ 380 COMPUTER CRIME INVESTIGATION: EVIDENCE, LAW, AND INVESTIGATIVE TECHNIQUES
This course will focus on the actual investigation of computer crime. The course covers the application of previously acquired skills of collecting and examining electronic evidence and the use of this evidence in a criminal investigation. Investigative techniques such as interviewing, surveillance and warrant execution also will be applied to investigations involving electronic evidence. Students will become thoroughly familiar with the current issues of computer crime investigation. Three credit hours. Prerequisites: CRJ 280; restricted to CRJ majors. Offered as needed.

CRJ 398 SPECIAL TOPIC IN CRIMINAL JUSTICE
Topic to be specified each semester course offered.
CRJ 401 CONSTITUTIONAL ISSUES IN CRIMINAL JUSTICE
The Constitution and its interpretation from the post-Civil War period to the present. Emphasis will be placed on Supreme Court decisions, how they affected civil rights, civil liberties, and reform movements. Three credit hours. Prerequisites: CRJ 240 or HIS 150. Offered as needed.

CRJ 410 POLICE ADMINISTRATION
The thematic study of the capacity for change and dynamic qualities of police administration in the United States. A variety of perspectives are analyzed including behavioral, structural, and procedural approaches to facilitate a comprehensive understanding of the subject matter. Three credit hours. Prerequisites: Senior standing. Offered as needed.

CRJ 415 RESEARCH METHODS IN CRIMINAL JUSTICE
This course is designed to develop student’s confidence and appreciation of the various research tools used in the field of criminal justice. Additionally, the student will develop an enhanced appreciation for the approaches to scientific inquiry and an ability to evaluate the efficacy of research tools used in each and become good consumers of research. Three credit hours. Prerequisites: none. Offered as needed.

CRJ 420 SENIOR SEMINAR/TOPICS
Topic to be specified each semester course offered. This course provides the opportunity to offer specialty courses not included in the regular course offerings. Included may be various contemporary topics and issues such as domestic violence; stress and police personnel; death penalty; history of law enforcement; juvenile justice system; the nature of leadership, authority, and power; and organizational communication. A student may take this course more than once for credit under different topics. Three credit hours. Prerequisites: Senior standing. Offered fall semester.

CRJ 477 FIELD EXPERIENCE II
This is a continuation of the criminal justice system exposure completed in Field Experience I. The performance level of the assignment is expected to be higher than the Level I assignment. Students may elect to complete a project related to their careers, but it must be demonstrative of a high level of competence and difficulty and approved by the division head/program director. This internship course offers students a structured, supervised opportunity to design their own learning within the context of their program’s expectations, goals and objectives for enhancing students’ academic and professional development and the needs of their host organization. Three credit hours. Prerequisites: A minimum 2.0 cumulative GPA, Senior standing, and CRJ 377. Offered fall and spring semesters.

CRJ 480 COMPUTER CRIME INVESTIGATION: COMPUTER NETWORKS AND THE INTERNET
This course will focus on the relationship of networks (and by extension, the Internet) to computer crime. The student will learn how to apply the previously acquired skills of collecting and examining electronic evidence to the use of this evidence in a criminal investigation which involves a computer network and/or the Internet. The course will also examine issues related to the detection, investigation and prevention of network intrusions. Four credit hours. Prerequisites: CRJ 380; restricted to CRJ majors. Offered as needed.

CRJ 498 INDEPENDENT STUDY IN CRIMINAL JUSTICE
Topic to be specified each semester course offered.
ECO 200 MACROECONOMICS
Macroeconomics is a study of the national economy as an aggregate. The course includes a study of the determinants of the general price level, the rate of inflation, national income and production levels, monetary and budgetary policies, and unemployment. Three credit hours. Prerequisites: none. Offered fall semester.

ECO 201 MICROECONOMICS
Microeconomics focuses upon an analysis of utility and price elasticity within the framework of the American capitalistic system. An investigation is made of basic market structures with strong emphasis upon oligopoly and real work issues of industrial organizations. Three credit hours. Prerequisites: none. Offered spring semester.

ECO 260 ECONOMETRICS I
This course provides students with an introduction to statistics and its applications in business and economics. The course concerns itself with the application of statistics and the tools of statistical inference to the empirical measurement and testing of relationships postulated by economic theory. This will be accomplished through a comprehensive coverage of statistical concepts and strategies providing good preparation for the study of more advanced statistical material. The course will provide numerous applications of data analysis and statistical methodology offering considerable insights into the techniques by which data should be gathered as well as into the techniques through which a particular set of data should be analyzed once it has been gathered. Three credit hours. Prerequisites: MAT 114. Offered fall semester.

ECO 261 ECONOMETRICS II
This course is a continuation of ECO 260. Statistical topics to be covered include design of experiments, analysis of variance, multiple regression, model building, index numbers, forecasting, time series, chi-square and nonparametric statistics. The estimation and testing of linear economic models of two or more variables, statistical quality control, and decision analysis will be included. The course will rely on a specific computer-based application (SPSS, MINITAB, SAS, Excel, etc.) to create graphical and numerical outputs which will allow for in-depth interpretation of output, sensitivity analysis and examination of alternative modeling approaches. This course offers students an opportunity to learn practical approaches for analyzing data, ways of using data effectively to make informed decisions, and approaches for developing, analyzing and solving models of decision problems. Three credit hours. Prerequisites: ECO 260. Offered spring semester.

ECO 380 ECONOMICS OF SPORTS
This course applies basic economic theory to the analysis of several problems and issues in sports and recreation. Topics covered include: the history of the development of sports markets; the role of economics in the analysis of these markets; and the demand for activities, facilities, equipment, travel and leisure time. Problems affecting the recreation manager, such as pricing, investment, and budgeting are investigated in detail. Three credit hours. Prerequisites: ECO 201. Offered spring semester.

ECO 498 INDEPENDENT STUDY IN ECONOMICS
Topic to be specified each semester course offered.
EDUCATION

EDU 110 INTRODUCTION TO EDUCATION
An introductory study of approaches to education through research and observations in elementary schools; a study of the organization of schools, role of school personnel, and a variety of elementary curricula. Three credit hours. Prerequisites: none. Offered fall semester.

EDU 207 DIGNITY FOR ALL STUDENTS ACT SEMINAR
This coursework or training is designed to fulfill the harassment, bullying, and discrimination prevention and intervention training required for certification/licensure under the Dignity for All Students Act (The Dignity Act). The Dignity Act requires, among other things, school districts to create policies and guidelines to be used in school training programs to discourage the development of discrimination or harassment and to enable employees to prevent and respond to discrimination or harassment. This is a six hour seminar. This coursework or training will address the social patterns of harassment, bullying and discrimination, marginalization and micro-aggressions, including but not limited to those acts based on a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex as defined in § 11 – Definitions. This training should address these issues from a proactive – rather than a reactive - position and present the “goal” as creating an affirming educational environment for all students through addressing school culture and climate. It will also cover the identification and mitigation of harassment, bullying and discrimination; and strategies for effectively addressing problems of exclusion, bias and aggression in educational settings. Successful completion of this course will meet the certification requirements in §14(5) of Chapter 102 of the Laws of 2012. This course fulfills the DASA requirement. Number of credits: zero. Co-requisites: Co-register with EDU 210 Educational Foundations. Pre-requisites: None. Offered fall semester.

EDU 210 EDUCATIONAL FOUNDATIONS
This course is an introductory study of approaches to education through research and observation in education. The course is designed to provide a body of work in educational theory which examines current and anticipated educational trends from a sociological, philosophical, and historical perspective. Students will utilize reflective practice and culturally responsive approaches. The course will also examine how these trends impact school organization, personnel and school curricula. This interdisciplinary approach will help students think deeply about issues centering on power and privilege, multiculturalism, inequity; and tracking, educational reform, dropouts, community/school relations and affirmative action. Such an exploration will encourage students to become critical and reflective educational practitioners. In alignment with the New State Dignity for All Students Act, students will analyze and discuss issues related to race, class, gender, exceptionalities, sexual orientation, religion, bullying/cyber-bullying and language. Three credit hours. Prerequisites: none. Offered fall semester. Please note: EDU 210 has been identified as a U course in the EQUIP curriculum sequence. This course is designed to help students understand their academic discipline within the context of the broader community, region, and the world. EDU 210 considers the potential of the discipline and its methodology to contribute to a civic and sustainable future.

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EDU 223 EDUCATIONAL PSYCHOLOGY
This course is a study of the fundamental aspects of educational psychology as it applies to learning and teaching practices utilized for students in early childhood and childhood developmental stages. Various learning and developmental theories and related research are described and evaluated through an array of activities. The course will also examine practical instructional strategies that are applicable to child development, learning and problem solving in classroom environments. Three credit hours. Prerequisites: PSY 100. Offered fall and spring semesters.

EDU 232 BASIC CONCEPTS OF LITERACY I
This is an in-depth study of literacy instruction for the classroom teacher. The nature of reading is explored in order to develop a working definition of reading. Using the conceptual framework of a balanced literacy program, the elements of reading are discussed, modeled and demonstrated. The student will design read alouds and shared reading experiences for the classroom. Lesson plans for guided reading which include mini skill lessons for concepts of print, phonic awareness, word recognition skills, concepts of language and concepts of literature are developed. Literature circles are introduced at the early fluency and fluency levels. Three credit hours. Prerequisites: none. Offered fall semester.

EDU 233 BASIC CONCEPTS IN LITERACY II
This course offers the student a continued in-depth study of literacy instruction in the classroom and literacy assessment for the elementary school teacher. The concept of literature circles for literacy instruction will be explored. Material as well as planning guides will be developed. The student will be presented with various instruments for the assessment of literacy skills such as sight words, phonics, structural analysis, and comprehension. Holistic assessment of literacy will also be discussed such as the New York Early Literacy Profile and the New York State English Language Arts Exams. Students will learn to administer, score, and interpret these assessments and use the information to inform instruction. Three credit hours. Prerequisites: EDU 232. Offered spring semester.

EDU 234 THE ADOLESCENT READER AND LITERACY
This course offers the student an in-depth study of the skills necessary to enable the adolescent school teacher to assist the adolescent learner in developing appropriate literacy skills. The student will formulate a definition of reading. Students will develop materials appropriate for a balanced adolescent school literacy program including literature circles, work recognition skills, vocabulary, and comprehension. Students will also have the opportunity to assess an adolescent’s literacy level to better plan instruction. Field work for at least twenty (20) hours beyond class time will be included. Three credit hours. Prerequisites: None.

EDU 235 CHILDREN’S LITERATURE
A systematic overview of authors, illustrators, and books written especially for children and young adults; psychology of writing for children and an analysis of works of various authors. Three credit hours. Prerequisites: none. Offered spring semester.
EDU 236 CONTENT AREA LITERACY WITH FIELDWORK
The students will explore the role of reading and writing in the content areas. Students will develop an understanding of language acquisition and language learners. Emphasis will be placed on developing the listening, speaking, reading, and writing skills of all students. Students will develop materials using various strategies for vocabulary, comprehension, and study skills in the content areas. Students will participate in fieldwork for at least ten (10) hours beyond class time. Three credit hours. Prerequisites: none.

EDU 237 ADOLESCENT READER AND WRITER WITH FIELDWORK
This course offers the student an in-depth study of the skills necessary to enable the adolescent school teacher to assist the adolescent learner in developing appropriate literacy skills. The student will formulate a definition of reading. Students will develop materials appropriate for a balanced adolescent school literacy program including literature circles, word recognition skills, vocabulary, and comprehension. Students will also have the opportunity to assess an adolescent’s literacy level to better plan instruction. Field work for at least ten (10) hours beyond class time will be included. Offered fall semester.

EDU 240 LITERACY I: LANGUAGE DEVELOPMENT AND PRE-EMERGENT LITERACY
This is an in-depth study of the development of literacy instruction in early childhood education. Students will study the research which focuses on oral language development and its role as the foundation for literacy. Students will study phonological awareness, print awareness, and early reading and writing skills. Long-term plans for supporting the literacy development of young children will be developed using multi-level and culturally responsive approaches. These plans will include literacy-rich environments, play-settings, and opportunities for the young child to engage in developmentally appropriate talking, reading, and writing experiences which will include Read Alouds, Shared Reading, Independent Reading, Shared/Interactive Writing, and Independent Writing. Students will be exposed to high quality children’s literature including a variety of genres. Current preschool programs will be studied and emphasis will be placed on the home-school connection. Students will design minilessons and assessments that align with the New York State Prekindergarten Foundation for the Common Core and the New York State P-12 Common Core Learning Standards for English Language Arts and Literacy. A minimum of 10 participation hours are required. Three credit hours. Prerequisites: EDU 210 and EDU 223. Offered spring semester.
EDU 241 LITERACY II: EMERGENT TO EARLY READERS AND WRITERS
This is an in-depth study of literacy instruction in the elementary classroom for the Emergent and Early reader and writer (including the English Language Learner). Using the conceptual framework of a balanced literacy program and reflective practice, the elements of reading and writing are discussed, modeled and practiced. Students will study the five pillars of reading research (phonemic awareness, phonics, fluency, vocabulary, and comprehension) and use this knowledge to design multi-level, culturally responsive instruction focusing on Word Study, Read Alouds, Shared Reading, Guided Reading, and Independent Reading. They will also study the connection between reading and writing, and will be introduced to the Writing Process, Modeled/Guided Writing, and Independent Writing. The use of technology in the classroom will be integrated into instruction. Students will be introduced to high quality children’s literature including a variety of genres. Students will work to develop the critical understanding that assessment drives instruction. Students will design minilessons and assessments that align with the New York State P-12 Common Core Learning Standards. A minimum of 10 participation hours are required. Three credit hours. Prerequisites: EDU 240. Offered fall semester.

EDU 242 LITERACY III: TRANSITIONAL TO FLUENT READERS AND WRITERS
This is an in-depth study of literacy instruction in the elementary classroom for the Transitional and Fluent reader and writer (including the English Language Learner). Using the conceptual framework of a balanced literacy program, the elements of reading and writing are discussed, modeled and practiced. The students will explore the role of reading and writing in the content areas. Students will study the reading research (fluency, vocabulary, and comprehension) as it relates to the transitional and fluent reader and writer, and use this knowledge to design multi-level and culturally responsive instruction focusing on Word Study, Read Alouds, Shared Reading, Guided Reading, and Independent Reading (including Literature Study and Book Clubs). Various methods and strategies for teaching and improving reading and writing in the content areas will be researched and identified. The use of technology will be integrated into instruction. The Writing Process will be discussed, modeled, and practiced, and students will design instruction focusing on writing in the various genres. Students will be exposed to high quality children’s literature and young adult literature including a variety of genres. In addition, the elements of literacy assessment for the Transitional and Fluent reader will be studied, modeled, and practiced. Students will work to develop the critical understanding that assessment drives instruction. Students will design minilessons and assessments that align with the New York State P-12 Common Core Learning Standards. A minimum of 10 participation hours are required. Three credit hours. Prerequisites: EDU 240 and EDU 241. Offered spring semester.

EDU 298 SPECIAL TOPIC IN EDUCATION
Topic to be specified each semester course offered.

EDU 340 CHILD ABUSE, SCHOOL VIOLENCE AND OTHER CURRENT ISSUES IN EDUCATION
This course provides the student with opportunity to explore the identification and reporting of suspected child abuse and maltreatment and SAVE Legislation. This course will be taken concurrently with ESP 230. Zero credit hours. Offered fall and spring semester.

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EDU 345 MIDDLE SCHOOL CHILD AND CURRICULUM
This course investigates the characteristics common to the middle school child. It examines areas of concern and effective teaching methods that can be employed by the middle school educator in congruence with the New York State Standards for Learning and in light of the inclusive, classroom setting. Three credit hours. Prerequisites: junior standing in Education. Offered spring semester.

EDU 350 EDUCATION METHODS AND MATERIALS: CREATIVE ARTS
This course provides study and application of methods and materials to integrate art and music in the elementary classroom setting. One credit hour. Prerequisites: junior standing in Elementary Education. Offered fall and spring semesters.

EDU 351 EDUCATION METHODS AND MATERIALS: GENERIC CORE
This course provides study and application of methods and materials appropriate for the understanding and implementation of a variety of “generic” situations appropriate for an elementary classroom setting. Three credit hours. Prerequisites: junior standing in Elementary Education or earned Baccalaureate degree. Offered fall and spring semesters.

EDU 352 EDUCATION METHODS AND MATERIALS: LANGUAGE ARTS
This course provides study and application of methods and materials appropriate for English language arts in an elementary classroom setting. Two credit hours. Prerequisites: EDU 233, EDU 235, SPE 130, ENG 200/ENG 201, and junior standing in Elementary Education. Offered fall and spring semesters.

EDU 353 EDUCATION METHODS AND MATERIALS: MATHEMATICS
The study and application of methods and materials appropriate for the teaching of mathematics in the elementary school. Two credit hours. Prerequisites: junior standing in Elementary Education. Offered fall and spring semesters.

EDU 354 EDUCATION METHODS AND MATERIALS: SCIENCE
This course provides study and application of methods and materials appropriate for science in an elementary classroom setting. Two credit hours. Prerequisites: junior standing in Elementary Education. Offered fall and spring semesters.

EDU 355 EDUCATION METHODS AND MATERIALS: SOCIAL STUDIES
This course provides study and application of methods and materials appropriate for the teaching of social studies in an elementary classroom setting. Two credit hours. Prerequisites: junior standing in Elementary Education. Offered fall and spring semesters.
EDU 362 ADOLESCENT MATH WITH PRACTICUM
This course provides a foundation in current educational theory and practice for teaching Mathematics to middle and high school level students. Students will analyze the information and expectations of the New York State Education Department and accumulate a repertoire of materials, methods, and inclusive strategies to teach and assess standards based Mathematics for all learners across a range of learning styles. Additional attention will be paid to the psychology of math instruction and remediation for students having explicit difficulty with mathematics competencies. Students will design unit and lesson plans and assessments that align with the New York State Standards for Learning and the New York State Core Curriculum. The development of differentiated instructional planning, the use of curricular adaptations, technology, assessment, and instructional strategies intended to support learners with diverse learning needs will also be addressed. This course will require that students complete fifty (50) of the total 100 hours required of off-campus practicum experiences in addition to time spent in class. Students should sign up for the practicum with the Office of Field Placement and Certification in the School of Education. Practicum contacts will be equally divided between middle and high school general and special education experiences. Three credit hours. Prerequisites: ESP 230. Offered fall semester.

EDU 363 ADOLESCENT SOCIAL STUDIES WITH PRACTICUM
This course provides students with a foundation in current educational theory and practice for teaching the social studies curriculum to middle and high school level students. Students will analyze the information and expectations of the New York State Education Department and accumulate a repertoire of materials, methods, and inclusive strategies to teach and assess standards based social studies for all learners across a range of learning styles. Students will design unit and lesson plans and assessments that align with the New York State Standards for Learning and the New York State Core Curriculum. The development of lesson and differentiated instructional planning, the use of curricular adaptations, technology, assessment, and instructional strategies intended to support learners with diverse learning needs will also be addressed. This course will require that students complete fifty (50) of the total 100 hours required of off-campus practicum experiences in addition to time spent in class. Students should sign up for the practicum with the Office of Field Placement and Certification in the School of Education. Practicum contacts will be equally divided between middle and high school general and special education experiences. Three credit hours. Prerequisites: ESP 230. Offered spring semester.
EDU 364 ADOLESCENT ENGLISH WITH PRACTICUM
This course provides students with a foundation in current educational theory and practice for teaching English Language Arts to middle and high school level students. Students will accumulate a repertoire of materials, methods, and inclusive strategies to teach and assess standards based English Language Arts for all learners across a range of learning styles. Additional attention will be paid to strategies to help remediate specific problems with reading and comprehension. Students will design unit and lesson plans and assessments that align with the New York State Standards for Learning and the New York State Core Curriculum. Students will also focus on the development of lesson and differentiated instructional planning, the use of curricular adaptations, technology, assessment, and instructional strategies intended to support learners with diverse learning needs. This course will require that students complete fifty (50) of the total 100 hours required of off-campus practicum experiences in addition to time spent in class. Students should sign up for the practicum with the Office of Field Placement and Certification in the School of Education. Practicum contacts will be equally divided between middle and high school general and special education experiences. Three credit hours. Prerequisites: ESP 230. Offered spring semester.

EDU 365 ADOLESCENT TEACHING: BIOLOGY METHODS WITH PRACTICA
This course is based on current educational theory and practice in the area of Adolescent Biology for grades 7–12. This course will provide knowledge, training and practice in the teaching of biological principles, selection of course content, effective classroom methods, preparation of classroom materials and use of inclusive strategies and differentiated instruction used in the teaching of biology/living environments. Students will design a unit and lesson plan which aligns with the New York State Learning Standards. The development of differentiated instructional planning, the use of curricular adaptations, technology, assessment, and instructional strategies intended to support learners with diverse learning needs will also be addressed. This course will require that students complete fifty (50) hours of practicum experience. Three credit hours. Prerequisites: BIO 171, CHE 201.

EDU 368 ADOLESCENT GENERAL EDUCATION/SPECIAL EDUCATION CURRICULUM METHODS
This course provides study and application of adolescent education methods and materials. Emphasis will be placed on curricular design and instructional planning to address the special developmental and educational needs of students in secondary schools. In addition, the integration of general education and special education methodologies for the inclusion classroom will be examined. Attention is given to culturally responsive teaching and technological instruction and integration. Lesson and unit planning are examined on the state, district, school and classroom levels which align with the P-12 Common Core and NYS Learning Standards. In addition, various strategies for interdisciplinary planning and instruction are explored. Forty (40) participation hours are required for this course. Three credit hours. Prerequisites: None. Offered as needed.
EDU 370 METHODS OF LANGUAGE ARTS WITH CHILDREN’S LITERATURE BIRTH TO 6TH GRADE
This course provides study and application of methods and materials appropriate for English Language Arts in a classroom setting. Students will become familiarized with instructional methods used to accommodate diverse learners in Birth-2 and 1-6 classrooms. Using the conceptual framework of a balanced literacy framework and reflective practice, they will plan, teach, and assess lessons in English Language Arts while integrating high quality children’s and young adult literature. Lessons will be aligned with the New York State P-12 Common Core Learning Standards for English Language Arts and Literacy and the New York State Prekindergarten Foundation for the Common Core. A minimum of 10 participation hours are required. Three credit hours. Prerequisites: EDU 210, EDU 223, EDU 240, EDU 241, EDU 242. Offered fall semester.

EDU 371 METHODS OF MATHEMATICS: BIRTH TO 6TH GRADE
The course provides study and application of methods and materials appropriate for the teaching of mathematics in the elementary school. Students will be familiarized with instructional methods used to accommodate diverse learners. They will plan, teach, and assess lessons in mathematics using differentiated learning techniques and Gardner’s Multiple Intelligences. Students will design multi-level, culturally responsive instruction. The use of technology will be integrated into instruction. Lessons will be aligned with New York State P-12 Common Core Learning Standards for Mathematics and the New York State Pre-Kindergarten Foundation for the Common Core. A minimum of 10 participation hours are required. Three credit hours. Prerequisites: EDU 210, EDU 223, EDU 240, EDU 241, EDU 242. Offered fall semester.

EDU 372 METHODS OF SCIENCE AND TECHNOLOGY BIRTH TO 6TH GRADE
This course provides study and application of methods and materials appropriate for the teaching of science and technology in early childhood and childhood classroom settings. Students will design multi-level, culturally responsive instruction and will plan, assess, and teach using the New York State Learning Standards for Science, the New York State P-12 Common Core Learning Standards for English Language Arts and Literacy and the New York State Prekindergarten Foundations for the Common Core. Instructional methods that meet the needs of diverse learners will be utilized in class. The use of technology will be integrated into instruction. A minimum of 10 participation hours are required. Three (3) credit hours. Prerequisites: EDU 210, EDU 223, EDU 240, EDU 241, EDU 242. Offered fall semester.

EDU 373 METHODS OF SOCIAL STUDIES AND CREATIVE ARTS BIRTH TO 6TH GRADE
This course provides study and application of methods and materials appropriate for the teaching of Social Studies and Creative Arts in a classroom setting for students from Birth to Grade 6. Students will plan, assess, and teach using the New York State Learning Standards for Social Studies, the New York State P-12 Common Core Learning Standards and the New York State Prekindergarten Foundations for the Common Core. Students will design multi-level, culturally responsive instruction. The use of technology will be integrated into instruction. A minimum of 10 participation hours are required. Three credit hours. Prerequisites: EDU 210, EDU 223, EDU 240, EDU 241, EDU 242.
**EDU 375 STRATEGIC LITERACY INSTRUCTION FOR DIVERSE LEARNERS: EARLY CILDFHOOD/CHILDHOOD**
This course will focus on ways to effectively differentiate literacy instruction for diverse learners in the preschool and elementary classroom. Students will learn a wide-range of research-based literacy instructional approaches and methods to support academic development using data analysis and a tiered intervention model. Students will study English language learners, cultural diversity, and learning/behavior disabilities, and examine the curricular implications and interventions for the development of literacy skills. The use of the New York State P-12 Common Core Learning Standards, New York State Prekindergarten Foundation for the Common Core, and new literacies will be integrated into the course. Students will also learn to be reflective practitioners. Three (3) credit hours. Prerequisites and/or Special Considerations: EDU 240, EDU 241, EDU 242. Offered fall semester.

**EDU 377 JUNIOR PARTICIPATION AND SEMINARS**
This course provides Education majors with pre-student teaching experience that will be both campus and site-based. The students will be assigned to two situations, one at each level of their certification: Childhood (Grades 1-6) or Middle Childhood (Grades 5-9). A professional portfolio and journal will be developed. Three credit hours. Prerequisites: EDU 233 or EDU 234 and a minimum 2.5 cumulative GPA. Offered fall and spring semesters.

**EDU 378 FIELD EXPERIENCES AND SEMINARS**
This course provides Education majors with pre-student teaching experience that will be both on campus and site-based. The students will be assigned experiences that relate to their certification levels: Early Childhood (B-2) and Childhood (Grades 1-6). Students will be encouraged to make connections between field observations and the New York State P-12 Common Core Learning Standards and the New York State Prekindergarten Foundation for the Common Core. Students will complete a minimum of 80 hours of fieldwork. Number of Credits: 3. Prerequisites and/or Special Considerations: Restricted to Education Majors with a 2.5 cumulative GPA. Offered fall and spring semesters.

**EDU 398 SPECIAL TOPIC IN EDUCATION**
Topic to be specified each semester course offered.

**EDU 465 CONTENT AREA LITERACY**
The students will explore the role of reading and writing in the content areas. Various methods and strategies for teaching and improving reading and writing in the content areas will be identified. Students will develop materials using various strategies for developing vocabulary, comprehension, and study skills in the content areas. Three credit hours. Prerequisites: EDU 233. Offered fall and spring semesters.

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EDU 466 CONTENT AREA LITERACY AND CHILDREN’S LITERATURE
The students will explore the role of reading and writing in the content areas. Various methods and strategies for teaching and improving reading and writing in the content areas will be researched and identified. Using the framework of a balanced literacy framework and reflective practice, students will use this knowledge to develop multi-level, culturally responsive instruction using various strategies for developing vocabulary, comprehension, and study skills in the content areas. The use of technology will be integrated into instruction. Lessons will be aligned with New York State Learning Standards. Three credit hours. Prerequisites: EDU 210, 223, 240. Offered fall semester.

EDU 469 FOUNDATIONS OF EDUCATION
Provides the major block of work in educational theory; examination of current and anticipated educational trends from the sociological, philosophical, and historical perspectives. Three credit hours. Prerequisites: Senior standing in Elementary Education. Offered fall and spring semesters. Please note: EDU 469 has been identified as a U course in the EQUIP curriculum sequence. This course is designed to help students understand their academic discipline within the context of the broader community, region, and the world. EDU 469 considers the potential of the discipline and its methodology to contribute to a civic and sustainable future.

EDU 477 STUDENT TEACHING /SEMINAR: CAREER AND OCCUPATIONAL STUDIES | EDU 477-P (PRIMARY) AND EDU 477-J (JUNIOR)
This course provides students with on-site experience. Students will be assigned two situations, one at each level of their certification: Childhood (primary/intermediate levels) or Middle Childhood (intermediate/middle school levels). A professional portfolio and journal will be completed. Students will also, through seminars, become familiar with the New York State Learning Standards for Career Development and Occupational Studies. Twelve credit hours. Prerequisites: EDU 350, EDU 351, EDU 352, EDU 353, EDU 354, EDU 355, and a minimum 2.5 cumulative GPA. Offered fall and spring semesters.

EDU 478 STUDENT TEACHING (B-6) AND SEMINAR
Student teaching provides teacher candidates with a culminating clinical experience consisting of placements in both early childhood and childhood classrooms. Candidates will gain experience using the New York State P-12 Common Core Learning Standards, the New York State Prekindergarten Foundation for the Common Core, and the New York State Learning Standards in each of the content areas. Throughout the experience, teacher candidates will be mentored and evaluated by an Associate Teacher and College Supervisor. Number of Credits: 12. Prerequisites and/or Special Considerations: 2.5 cumulative GPA EDU 370, 371, 372, 373. Offered fall and spring semester.
EDU 480 ADOLESCENT STUDENT TEACHING | EDU 480-I (INTERMEDIATE)/EDU 480-S (SENIOR)
This course provides students with full-time on-site immersion experiences in middle and high school settings with time being equally divided between general and special education classrooms. Students will put their pedagogical knowledge and skills into practice to include planning for, instructing, assessing, and managing/supporting students in secondary classrooms, as well as become acquainted with the personnel and functions of the school in which they teach. Each student will have at least two different supervisors; that is, one in general education with individual content specialty and the second a Special Education faculty from the School of Education. Three credit hours. Prerequisites: EDU 364.

EDU 481 ADOLESCENT STUDENT TEACHING SEMINAR
This course provides the Adolescent Teaching candidate with content area and pedagogical support for their full time on-site experience. Students will be given the opportunity to connect what is viewed in classroom settings to research about pedagogy through the development of a lesson plan data base which illustrates curriculum development, lesson and differentiated instructional planning, curricular adaptations and instructional strategies in the student’s area of concentration. Attention will also be paid to the relationship between the general education and special education curriculum and the process of collaboration and co-teaching in inclusive settings. Three credit hours. Prerequisites: EDU 364.

EDU 498 INDEPENDENT STUDY IN EDUCATION
Topic to be specified each semester course offered.
NOTE: All new students entering the College are required to take ENG 100/ENG 101, ENG 110/ENG 111, and ENG 200/ENG 201 within their first 45 credits at Medaille College. Transfer students with more than 45 credits already completed should complete these courses as soon as possible.

**ENG 100 FUNDAMENTALS OF COLLEGE WRITING**

This course introduces students to the fundamentals of college writing. The course specifically addresses the following: pre-writing, writing, revising, and editing; paragraph and essay organization; introductory research and documentation skills; the importance of critical thinking, clarity, and conciseness in writing; grammar; in-class writing; audience and purpose. Three credit hours. This course is required for all students who place within the specified range on the placement test. Offered fall and spring semesters.

**ENG 101 COLLEGE WRITING I FOR INTERNATIONAL STUDENTS & SUPPLEMENTAL INSTRUCTION**

This course is the equivalent to ENG 100: College Writing I, but it is designed to introduce ESL and EFL students to American culture, both within and beyond the academy. As with ENG 100, ENG 101 increases students’ abilities to communicate confidently with others, to think clearly, and to organize ideas in a manner that will lead to success in other courses taught in English. Students will gain practice with sentence, paragraph, and ultimately essay construction in English. The process approach to writing (Pre-writing, drafting, revising and editing) will be introduced.) Students will also develop strategies for reading and interacting with published texts. Students will receive ongoing instruction in English grammar mechanics, while also being introduced to American academic traditions. Students will be required to attend 2-3 hours of supplemental tutorial per week registered for this course. Three credit hours. Prerequisites: Placement by testing.

**ENG 110 COLLEGE WRITING**

This course develops students’ abilities to write effectively in College. It assists students to make judgments regarding content within their own writing, particularly when utilizing researched sources. It also emphasizes organization, structure, revision, and mechanics. Students will produce a portfolio of their written work, including a self-assessment and are expected to retrieve these from the division secretary at the end of the semester for use in ENG 200. Three credit hours. Prerequisites: ENG 100 or suitable score on the writing assessment. Offered fall and spring semesters.
ENG 111 COLLEGE WRITING FOR STUDENTS OF ENGLISH AS A SECOND LANGUAGE AND SUPPLEMENTAL INSTRUCTION
This course is the equivalent of ENG 110, with modifications to meet the needs of ESL and EFL students. This course introduces the students to U. S. academic writing practices and develops the students' abilities to write effectively in college. It assists students to make judgments regarding content within their own writing, particularly when utilizing researched sources. Students will be introduced to accepted modes of citing sources in the United States. It also emphasizes organization, structure, revision, and mechanics. The course will further the students' grasp of English grammar, style, and vocabulary. Students will produce a portfolio of their written work, including a self-assessment and are expected to retrieve these from the division secretary at the end of the semester for use in ENG 201. Three credit hours. Prerequisites: ENG 101 or its equivalent.

ENG 200 ADVANCED COLLEGE WRITING
This course develops students' skills in critical thinking and in writing analyses using subject matter from across the curriculum. Each writing assignment requires research and writing from sources. Students will produce a portfolio of their written work, including a self-assessment. Three credit hours. Prerequisites: ENG 110 or its equivalent in transfer credits. Offered fall and spring semesters.

ENG 201 ADVANCED COLLEGE WRITING FOR ESL STUDENTS & SUPPLEMENTAL INSTRUCTION
This course is designed to follow ENG 111, and it is the equivalent of ENG 200: Advanced College Writing, with additional support for the ESL/EFL student. It develops students' skills in critical thinking and in writing analyses, using subject matter from across the curriculum. Each writing assignment requires research and writing from sources. Students will produce a portfolio of their written work, including a self-assessment. If the student is in a four-year degree program that they intend to complete at Medaille, they are expected to retrieve these portfolios from the divisional secretary at the end of the semester for use in their capstone projects in GEN 410. The course will also further address each individual students’ needs, in terms of grammar, style, vocabulary, and other ELL needs. Students are required to attend a weekly one hour supplemental while in this course. In some cases, students will be required to attend individual tutorial sessions, as well. Three credit hours. Prerequisites and/or Special Considerations: ENG 111 or its equivalent from another accredited American university or college. Each student is required to complete a one-hour supplemental session, led by a tutor/mentor. Some students may be required to attend additional hours of tutoring each week in the Academic Skills Center.

ENG 205 INTRODUCTION TO LITERATURE
This course introduces students to the basic literary forms, techniques and processes used in poetry, drama and the short story, as well as to some of their classical origins. In addition to selections from European and American literature, students will read selected classical and religious texts that have contributed to the development of Western Literature. Three credit hours. Prerequisites: none. Offered fall and spring semesters. Please note: ENG 205 has been identified as a U course in the EQUIP curriculum sequence. This course is designed to help students understand their academic discipline within the context of the broader community, region, and the world. ENG 205 considers the potential of the discipline and its methodology to contribute to a civic and sustainable future.
ENG 210 INTRODUCTION TO CREATIVE WRITING
This course introduces students to the tools and techniques needed to compose different types of creative writing, including fiction, poetry, drama and, at the discretion of the instructor, perhaps one other genre such as creative non-fiction or the personal essay. This course also is designed to help students learn how to express idea, emotion, and other experiences in language through traditional, contemporary, and experimental forms of stories, poems, plays, and essays. This course also will help build students’ confidence in the oral performance of their creative writing and provide them knowledge about how to publish their own work. Three credit hours. Prerequisites: GEN 110. Offered spring semester.

ENG 215 INTRODUCTION TO WORLD LITERATURE
This survey course is designed to introduce students to representative works (short stories, poems and plays) of world literature. Three credit hours. Prerequisites: none. Offered spring semester.

ENG 260 BUSINESS AND PROFESSIONAL WRITING
This course examines the different types of business and professional writing, both traditional and electronic, as well as oral communications. Students shall learn how to most effectively use basic grammar skills and usage in a variety of business and professional applications. They shall also learn the proper use of graphs, visuals, and presentation materials as they relate to written and oral communication. This course investigates the necessary relationships between audiences, pertinent styles of writing, and ethical considerations pertinent to business and professional communications. Students shall produce a portfolio of print, visual, and web-based media that include a resume, memoranda, reports, instructions, and brochures. Three credit hours. Prerequisites: ENG 200/ENG 201. Offered spring semester.

ENG 270 ARGUMENTATION AND PERSUASION
This course offers a detailed study of the principles employed in effective written arguments and persuasive pieces. The course will familiarize students with the tools and techniques of persuasion, and place special emphasis on the nature of argument. Practical application of the art of persuasion in the professional world will be included. The course will provide extensive writing practice. Three credit hours. Prerequisites: ENG 200/ENG 201 and PHI 200. Offered as needed.

ENG 298 SPECIAL TOPICS IN ENGLISH
Topic specified each semester course offered. Three credit hours. Prerequisites: ENG 200/ENG 201 or higher. Offered as needed.

ENG 300 FICTION WORKSHOP
This course helps the student to focus his/her creative ideas and thoughts and write short pieces of fiction with a view toward entering contests, freelancing his/her work and other areas of publication. The student through actual writing of short stories will come to a better awareness and appreciation of the short story as an art form. Three credit hours. Prerequisites: ENG 200/ENG 201. Offered fall semester.
**ENG 305 BRITISH LITERATURE: MIDDLE AGES TO THE EIGHTEENTH CENTURY**
This course surveys selected major authors from the Middle Ages through the Restoration and early 18th century. Emphasis of the course is on major authors, the historical contexts of literary production and reception, and the historical development of the English language. Three credit hours. Prerequisites: ENG 205 or ENG 215. Offered fall semester.

**ENG 310 POETRY WORKSHOP**
This course is designed to introduce the student to the tools and techniques needed for writing poetry. It is a course in the creative expression of thought and idea combined with the discipline of learning traditional, contemporary, and experimental forms of poetry. It is also designed to give the student confidence in oral reading of poetry and knowledge of how to publish. Three credit hours. Prerequisites: ENG 200/ENG 201. Offered spring semester.

**ENG 315 BRITISH LITERATURE: LATE EIGHTEENTH CENTURY THROUGH THE TWENTIETH CENTURY**
This course surveys selected major authors from the Romantic Period through the 20th century. Emphasis of the course is both on major authors and the historical development of literary traditions. Three credit hours. Prerequisites: ENG 205 or ENG 215. Offered spring semester.

**ENG 320 DRAMA WORKSHOP**
This course will provide a practical introduction to writing for the stage. It will include a study of dramatic structure, character, themes, and theatrical devices. Through experiential activities, students will gain an appreciation for issues such as the effective use of space, movement, light, dialogue, and sound. Students will write exercises or short scenes every week, and that writing will become the basis of a one-act play, which will be the final project. Three credit hours. Prerequisites: ENG 200/ENG 201. Offered fall semester.

**ENG 325 AMERICAN LITERATURE: COLONIAL TO THE CIVIL WAR**
This course is an intensive critical study of American literature beginning with texts of the New World exploration and settlement up until the Civil War, inclusive of Native American oral literature. Emphasis in the course is on both individual works and literary/historical traditions. Three credit hours. Prerequisites: ENG 205 or ENG 215. Offered fall semester.

**ENG 330 PRELUDE PRACTICUM I**
This course introduces students to the tools and strategies needed to publish the Prelude, Medaille College’s creative arts journal. This course will help students learn how to obtain submissions for publication, set up editorial criteria for selection of submissions, notify authors about selection or rejection of their submissions, and create a story board for format and layout of the journal. This course also will help students learn how to edit selected copy and how to organize, publicize, and implement campus and community readings or other events to encourage interest in and support for the Prelude. One and a half credit hours (1.5). Prerequisites: none. Offered fall semester.
ENG 331 PRELUDE PRACTICUM II
This course helps students master the tools and strategies needed to complete desktop publication of the Prelude, as well as a web site. This course also is designed to help students learn how to edit and organize copy, as well as how to use desktop publishing software to format and layout a book of poems, stories, and visual art. The course also helps students master the software skills necessary to build a web-related materials for the Prelude. One and a half credit hours (1.5). Prerequisites: ENG 330. Offered spring semester.

ENG 335 AMERICAN LITERATURE: CIVIL WAR THROUGH THE TWENTIETH CENTURY
This course is an intensive critical study of American literature from the start of the Civil War through the 20th century, emphasizing both individual works and literary/historical traditions. Three credit hours. Prerequisites: ENG 205 or ENG 215. Offered spring semester.

ENG 345 FILM ART AND APPRECIATION
This course explores the development of film as an art form in its historical, political, and cultural contexts. Students learn to become active viewers of film through analysis of film technique, genre, and theory. Special emphasis is placed on the connections between cinematic “language” and the world of literature: not only because film and literature are closely linked in their use of narrative, but also because methods of literary analysis provide a useful avenue into film analysis. Three credit hours. Prerequisites: Any ENG 205 or ENG 215. Offered as needed.

ENG 355 MAJOR LITERARY FORMS
This course studies one of the important forms of literature: drama, short story, novel, or poetry using representative examples. The course will include the history and development of the form as well as its nature and variety. A student may take the course more than once for credit under different literary forms. Three credit hours. Prerequisites: ENG 205 or ENG 215. Offered fall semester.

ENG 360 ADVANCED REPORT AND PROPOSAL WRITING
This course teaches advanced critical thinking and writing skills for application in various academic disciplines and professional contexts. Students also learn how most effectively to produce professional and academic discipline specific texts that are print-ready, coherent, and cohesive. Students produce a portfolio in both print and web-based media that will include an advanced research report and a proposal. Three credit hours. Prerequisites: ENG 200 or ENG 201. Offered spring semester.

ENG 365 ETHNIC LITERATURE IN AMERICA
This course analyzes the literature of selected minority groups. The course will focus on the literature of African-Americans, Native Americans, Hispanics, and Jews. It will cover the cultural and historical heritage expressed through the literature as the vision of the minority experience in America and the more universal nature of the human condition. Three credit hours. Prerequisites: Any ENG 205 or ENG 215. Offered spring semester.
ENG 370 TEACHING AND EVALUATING WRITING
This course is a study of modern approaches to the teaching of writing, emphasizing writing for practice, responding to writing, and developing practical tools for secondary school writing instruction. Coursework will include holistic scoring and portfolio evaluation. Three credit hours. Prerequisites: EDU 200, EDU 233 or EDU 234. Offered as needed.

ENG 375 CHILDREN’S LITERATURE: FROM ANCIENT MYTH TO THE DIGITAL AGE
This course is a study of children’s (birth through adolescence) literature and media from a broad range of cultures, periods, and genres. The course will examine the history, the development, and the reception of children’s literature and media. A community-based learning project will provide an opportunity for students to understand and apply children’s literature in real-world, multicultural contexts. Offered as needed. Three credit hours. Prerequisites and/or Special Considerations: GEN110; ENG 200/201; a 200-level literature course. Please note: ENG 375 has been identified as a U course in the EQUIP curriculum sequence. This course is designed to help students understand their academic discipline within the context of the broader community, region, and the world. ENG 200 considers the potential of the discipline and its methodology to contribute to a civic and sustainable future.

ENG 398 SPECIAL TOPICS IN ENGLISH
Topic specified in each semester course offered. Three credit hours. Prerequisites: ENG 200/ENG 201 or higher. Offered as needed.

ENG 400 SENIOR PORTFOLIO
In this workshop, students with previous experience in writing for business, technical writing, and/or creative writing, learn how to write for publication. The class employs a workshop approach, whereby students are exposed to all types of writing and publication issues, while themselves choosing one area of writing in which to focus on publication. Students learn what manuscripts should look like, how to professionally submit them for publication, and how to identify markets and submit to Internet publications. They will also learn about the business of publishing, about grants and contests, self-publishing options, and how to use revision to turn manuscripts into finished products. Three credit hours. Prerequisites: Any writing course 260 or above. Offered spring semester.

ENG 405 THEMES AND TOPICS IN AMERICAN LITERATURE
This course analyzes selected themes or topics from American literature. A student may take this course more than once for credit under different themes/topics. Three credit hours. Prerequisites: ENG 205 or ENG 215. Offered spring semester.

ENG 415 THEMES AND TOPICS IN BRITISH LITERATURE
This course provides an in-depth study of a specific theme or topic from British literature. A student may take this course more than once for credit under different themes/topics. Three credit hours. ENG 205 or ENG 215. Offered fall semester.
ENG 425 THEMES AND TOPICS IN WORLD LITERATURE
This course explores a significant theme or topic reflected in major literary works and/or authors from world literature. A student may take this course more than once for credit under different themes/topics. Three credit hours. Prerequisites: ENG 205 or ENG 215. Offered spring semester.

ENG 435 MAJOR LITERARY FIGURES
This course provides an intensive study of the works of a major writer or a highly limited number of related authors. A student may take this course more than once for credit under different literary figures. Three credit hours. Prerequisites: ENG 205 or ENG 215. Offered fall semester.

ENG 460 LITERARY THEORY AND CRITICISM: ENGLISH SEMINAR
This course considers the history of literary theory and criticism from New Criticism through contemporary theoretical developments. Over the course of the semester, students will apply theoretical approaches to the analysis of literary works and other forms of creative expression. Students will also explore the relationship of literary theory and criticism to the construction and revision of literary canons. Three credit hours. Prerequisites: This course is restricted to English and Adolescent Education majors. Other majors may enroll with special approval from division head. Offered fall semester.

ENG 477 ENGLISH FIELD EXPERIENCE
This internship course offers students a structured, supervised opportunity to design their own learning within the context of their program’s expectations, goals and objectives for enhancing students’ academic and professional development and the needs of their host organization. In this field experience, students gain experience working with a local publication or in some other writing-based career employer. Skills practiced in the field experience are expected to be at a high-level of competence and difficulty and approved by the division head. Three credit hours. Prerequisites: ENG 250. Offered fall and spring semesters.

ENG 478 ENGLISH FIELD EXPERIENCE II
This internship course offers students a structured, supervised opportunity to design their own learning within the context of their program’s expectations, goals and objectives for enhancing students’ academic and professional development and the needs of their host organization. In this field experience, students gain experience working with a local publication or in some other writing-based career employer. Skills practiced in the field experience are expected to be at a high-level of competence and difficulty and approved by division head. This is intended as a second internship semester for students who have taken ENG 477. Three credit hours. Prerequisite: ENG 477. Offered as needed.
ENG 485 THE ENGLISH LANGUAGE: PAST, PRESENT & FUTURE
Consideration of major social, historical, and geographic factors influencing the origin and development of English; sound, meaning, and grammatical elements of the language; differences between American and British English (as well as other global variations); attitudes toward language and language differences. In addition, this course will consider the impact that globalization and technology have had on the English language, and the implications for its future growth. The course will culminate with each student contributing to a digital humanities project, such as an article or other digital feature to an evolving website on some aspect of the development, future, structure or influence of the English language. Three credit hours. Prerequisites: ENG 200/201; junior standing.

ENG 498 INDEPENDENT STUDY IN ENGLISH
Topic developed by student and instructor for each semester offered. Three credit hours. Prerequisites: ENG 260 or above. Offered as needed.

ENGLISH AS A SECOND LANGUAGE

ESL 110 ORAL COMMUNICATION IN AMERICAN ENGLISH
This English as a Second Language (ESL) course emphasizes various aspects of oral communication in order to improve linguistic and communicative competence, strengthen conveyance of meaning, and build vocabulary. Special emphasis will be placed on the specific speaking skills of pronunciation, fluency, and conversational speed. Students will engage in individual and group projects and structured role plays in order to increase their proficiency and comfort level in cross-cultural experiences unique to the international student. Three credit hours. Prerequisites and/or Special Considerations: Enrollment restricted to international students.

FINANCIAL SERVICES

FNS 298 SPECIAL TOPIC IN FINANCIAL SERVICES
Topic to be specified each semester course offered.

FNS 301 INVESTMENT PLANNING
An examination of various investment opportunities with primary emphasis on equity and debt instruments (stocks and bonds). Other investments covered may include real estate, collectibles, precious metals and gems. Three credit hours. Prerequisites: MGT 240 or MGT 400. Offered spring semester.

FNS 305 MONEY, BANKING AND MONETARY ECONOMICS
Study of money and the financial system. Particular attention given to the operation, function, and structure of the banking system and functions of central banking. The role of monetary theories, monetary management and the effectiveness of monetary policy is studied. Three credit hours. Prerequisites: ECO 201 and MGT 240. Offered fall semester in odd numbered years.

FNS 310 FINANCIAL MARKETS AND INSTITUTIONS
A study of the operation of financial intermediaries and their role in the financial system. The operation of the capital and money markets, determinants and structure of interest rates and the regulation of the financial sector are also explored. Three credit hours. Prerequisites: MGT 240 or MGT 400. Offered fall semester in even numbered years.

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FNS 320 RETIREMENT PLANNING AND EMPLOYEE BENEFITS
This course provides an overview of the various qualified and non-qualified plans. A study is made of the following topics: personal tax-deferred retirement programs; qualified retirement plan design; government sponsored plans; group life, health and disability insurance; non-qualified deferred compensation; costs and funding requirements of federal laws; and tax considerations. Three credit hours. Prerequisites: MGT 240 or MGT 400. Offered fall semester.

FNS 325 INSURANCE PLANNING
This course introduces the principles of risk management and insurance. Topics covered will include the identification of risk exposures; selecting appropriate risk management techniques; risk transfer through the use of life, health, casualty and liability insurance; basic insurance contracts; and an introduction to the insurance industry. Three credit hours. Prerequisites: MGT 240 or MGT 400. Offered fall semester.

FNS 330 ESTATE PLANNING
This course studies the estate planning process. Topics included are: the fundamentals of federal estate and gift taxation; methods of exclusion and valuation; wills, intestacy, and the probate process; trusts; property ownership forms; charitable transfers; and business transfers. Three credit hours. Prerequisites: MGT 240 or MGT 400. Offered spring semester.

FNS 340 REAL ESTATE LOANS: STRUCTURE AND ANALYSIS
A thorough consideration of real estate as a growing component of banks’ loan portfolios. Course includes a specific investigation of various banks’ loan policies, risk analysis, loan pricing and servicing, and other related topics. Construction lending is reviewed as well. Three credit hours. Prerequisites: FNS 305. Offered as needed.

FNS 377 FIELD EXPERIENCE I
This course provides the student with both observational and “hands-on” learning experience through participation in an internship, ideally in the specific area of the financial services field in which the student will be seeking employment. Students who are already on an established career path may enhance their visibility in the organization by completion of a special project related to their careers, subject to prior approval of the Director of Academic Field Placements. Three credit hours. Prerequisites: CIS 115, MGT 240, MGT 400, MKT 215, junior standing, and a 2.0 cumulative GPA. Offered fall and spring semesters.

FNS 398 SPECIAL TOPIC IN FINANCIAL SERVICES
Topic to be specified each semester course offered.

FNS 405 BANKING LAW AND REGULATION
This course deals with the general regulation of banking, bank holding companies and other financial institutions. Topics to be covered include bank failures, FDIC, antitrust litigation, bank mergers and commercial transactions. Three credit hours. Prerequisites: BUS 315. Offered as needed.

FNS 410 FINANCIAL STATEMENT AND CREDIT ANALYSIS
This course emphasizes the analytical skills necessary to successfully evaluate the credit worthiness of potential borrowers. The following topics will be covered in detail: ratio analysis, trend analysis, cash flow and liquidity analysis, loan pricing, and the structuring of loan agreements. Three credit hours. Prerequisites: ACC 350, FNS 301, and FNS 305. Offered as needed.

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FNS 477 FIELD EXPERIENCE II
This is a continuation of the exposure completed in Field Experience I. The performance level of the assignment is expected to be higher than the Level I assignment. Students may again elect to complete a project related to their careers, but it must be demonstrative of a higher level competence and difficulty, and approved by the Director of Academic Field Placements. Three credit hours. Prerequisites: FNS 377, Senior standing, and a 2.0 cumulative GPA. Offered fall and spring semesters.

FNS 498 INDEPENDENT STUDY IN FINANCIAL SERVICES
Topic to be specified each semester course offered.

FRENCH

FRE 101 ELEMENTARY FRENCH I
This course will instruct the student in the basic grammatical structures of French. Special emphasis will be placed on oral skills. Vocabulary building and role playing, utilizing the spoken language in everyday situations, will be stressed. Three credit hours. Prerequisites: none. Offered as needed.

FRE 102 ELEMENTARY FRENCH II
A continuation of FRE 101. This course will instruct the student in more complex grammatical structures and vocabulary building while encouraging an increased degree of accuracy and control in the spoken language. Three credit hours. Prerequisites: FRE 101 or high school French. Offered as needed.

FRE 498 INDEPENDENT STUDY IN FRENCH
Topic to be specified each semester course offered.

GENERAL EDUCATION

GEN 110 INTRODUCTION TO CRITICAL THINKING
As a cornerstone in Medaille College’s General Education Core curriculum, this course aims to introduce students to the fundamentals of critical thinking. Its coursework integrates basic critical thinking, argumentation, and related written and spoken communication lessons with the exploration and evaluation of significant ideas. Thus, the course specifically addresses some of the most important academic skills required not only for success in college, but also for open-minded and reflective inquiry, substantial understanding, and informed judgment. Three credit hours. Prerequisites: none. Offered fall and spring semesters.

GEN 220 JUSTICE AND DEMOCRACY IN AMERICA
This course examines the relationship between justice and democracy in America. The course will focus on a specific theme from an interdisciplinary perspective to examine critically how people differently situated in the social structure have both shaped and have been shaped by American society and government. Students will probe the relationships between political ideals and the evolution of the American culture, society, and politics; and examine the construction of categories related to identity, such as class, race, gender, religion, ethnicity, etc. In the process, students will explore the ways in which their selves relate to others in their community. Three credit hours. Prerequisites: GEN 110 and ENG 110. Offered fall and spring semesters.

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GEN 230 CREATIVE EXPRESSION
Through various topics and themes by section, this course explores forms of creative expression in visual, performing, and literary arts. Students will acquire abilities and perspectives about these arts and interrelationships among them. In addition, through exploring, developing, and demonstrating their creativity in one art form, students will enhance their understanding of artistic expression. A student may not take this course more than once for credit under different topics. Three credit hours. Prerequisites: GEN 110 and ENG 110/ENG 111. Offered fall and spring semesters.

GEN 240 SCIENTIFIC DISCOVERY
The course engages students an active inquiry into the process of scientific discovery: its methodology, development, relationship with technology, and role in modern society. By exploring aspects of scientific inquiry, students will develop a critical awareness of scientific and technological issues, methods, and processes. Three credit hours. Prerequisites: GEN 110 and ENG 110/ENG 111. Offered fall and spring semesters. Note: Registration for both the lecture (GEN 240) and the lab (GEN 240 L) is required.

GEN 410 BACCALAUREATE CAPSTONE I
The baccalaureate capstone is a course about ideas and the ways in which the educated person contends with them. The course deals in an integrative, interdisciplinary fashion with the five broad General Education themes: The Self and Others, Global Perspectives, Creative Expression, Science and Technology, and Communication. The course invites students to engage in a sophisticated way with ideas and works that raise questions about and shed light upon contemporary life. Through the process of reading, reflection, writing, and discussion, students will be required to demonstrate the critical thinking and communication skills generally held to be the hallmark of the educated individual pursuing and enjoying an informed life. Three credit hours. Prerequisites: Junior standing and completion of all lower-level General Education requirements. Offered fall and spring semesters.

GEN 411 BACCALAUREATE CAPSTONE II
This seminar course gives students the opportunity to integrate their coursework with individual research projects. Each student is responsible for the production, presentation, and defense of a research paper which addresses a specific academic topic related to the College’s General Education core. Research projects must demonstrate significant knowledge within the selected topic area, an understanding of its place in an integrated intellectual framework, and a high level of skill development. Three credit hours. Prerequisites: GEN 410. Offered spring and fall semester.
GEOGRAPHY

GEO 110 PHYSICAL GEOGRAPHY
A general survey of the physical aspects of earth’s environment including man’s relationship to it. Three credit hours. Prerequisites: none. Offered fall semester.

GEO 310 CULTURAL GEOGRAPHY
A study of mankind with its diverse cultures, economies, settlement patterns, spatial arrangements within and between urban areas, including the use of models as a means of understanding spatial phenomena. Three credit hours. Prerequisites: ENG 110/ENG 111. Offered fall semester.

GEO 498 INDEPENDENT STUDY IN GEOGRAPHY
Topic to be specified each semester course offered.

HISTORY

HIS 100 WESTERN CIVILIZATION
An introductory course designed to familiarize students with major historical issues from 1500 to the present. Three credit hours. Prerequisites: none. Offered fall and spring semesters.

HIS 101 WORLD CULTURES
World Cultures will examine various civilizations in Africa, Asia and what is today called the Middle East. Our foci of study will include the role and impact that trade, education, science, philosophy, technology, famine, and war have had on the rise and fall of civilizations in these geographic regions. Throughout, our concern will be the “differences” and “similarities” between civilizations, countries, and peoples of Africa, Asia, and the Middle East. Three credit hours. Prerequisites: none. Offered fall and spring semesters.

HIS 140 EARLY UNITED STATES HISTORY
The history of America from Colonial times to the Spanish American War. Emphasis will be placed on the Colonial development, American Revolution, the Civil War, and Reconstruction. Three credit hours. Prerequisites: none. Offered fall and spring semesters.

HIS 150 CONTEMPORARY UNITED STATES HISTORY
An exploration of American history from 1900 to the present. Three credit hours. Offered fall semester.

HIS 200 AFRICAN-AMERICAN HISTORY
A comprehensive study of the historical impact of the Black community upon American society in the twentieth century. Three credit hours. Prerequisites: HIS 150 or SOC 100. Offered as needed.

HIS 298 SPECIAL TOPIC IN HISTORY
Topic to be specified each semester course offered.
HIS 310 URBAN HISTORY
A concentrated study of the development of American urban areas from Colonial times to the present. Three credit hours. Prerequisites: HIS 150 and SOC 100. Offered as needed.

HIS 315 HISTORY OF ETHNIC AMERICA
This course will focus on the history of various ethnic groups in America. This focus will include their historical roles, their socio-cultural perspectives and practices, and important historical and empowerment struggles involving education, employment, religion, language, the law, and organizing strategies for strengthening their ethnic group development so as to challenge, change, and expand America’s pluralistic theory, principles, and practices. Three credit hours. Prerequisites: junior standing. Offered spring semester in odd numbered years.

HIS 350 WORLD REVOLUTIONS IN THE 20TH CENTURY
This course examines revolutions and revolutionary movements of the twentieth-century, with a focus on making comparative evaluations and assessing the transnational character of revolutions. Through the prism of revolutions and revolutionary movements, and understanding them as part of the revolving violent and non-violent history of the nation-states, students will critically assess from a global perspective historical developments and transformations in the twentieth century. Three credit hours. Prerequisites: junior standing. Offered fall or spring semester.

HIS 360 THE SIXTIES: AN AGE OF REVOLUTIONS
This course examines the meaning behind the events and changes brought about during the decade of the 1960’s. The political, social, and cultural movements of the decade are explored through the eyes of extraordinary and ordinary people. Three credit hours. Prerequisites: junior standing. Offered as needed.

HIS 370 MYTH OF THE MELTING POT: A HISTORY OF AMERICAN RACISM AND PREJUDICE
An exploration of the manner in which immigrants and minority groups have been treated in American society; detailed analysis and discussion of historical documents, articles, and books. Three credit hours. Prerequisites: SOC 100. Offered as needed.

HIS 380 EUROPEAN HISTORY AND THE BERLIN WALL
A study of how the history of Europe in the twentieth century symbolically parallels the rise and fall of the Berlin Wall. Three credit hours. Prerequisites: junior standing. Offered as needed.

HIS 390 HOLLYWOOD’S AMERICA: UNITED STATES HISTORY THROUGH MOVIES AND TELEVISION
A study of the American experience via movies and television against a backdrop of the United States’ cultural life in the late nineteenth century to the last decade of the twentieth century. Three credit hours. Prerequisites: ENG 200/ENG 201, any two Social Science courses, and junior standing. Offered as needed.

HIS 398 SPECIAL TOPIC IN HISTORY
Topic to be specified each semester course offered.
HIS 400 AMERICAN HISTORIOGRAPHY
This course will provide an in depth immersion into historical developments within a specific theme in American history that will be listed in the course schedule. Students will examine the interaction of cultural, political, social, economic, intellectual and technological issues leading to multiple and varied historical interpretations of topics within the chosen theme. Students may take this more than once as long as the theme is different. Three credit hours. Prerequisites: HIS 140. Offered as needed.

HIS 401 THE HISTORY OF BUFFALO
A study of the historical, geographical, sociological, religious, political, and economic developments of Buffalo. Emphasis is to be placed on the period following the burning of the city during the War of 1812 to the present day. This course also will focus on the city as a resource for primary research. Three credit hours. Prerequisites: ENG 200/ENG 201 and junior standing. Offered fall semester.

HIS 402 THE HISTORY OF NEW YORK STATE
This course covers the Empire State from the early occupation to the present. Emphasis will be on historical, geographical, sociological, political, and economic developments. These will be viewed within a multicultural context. Three credit hours. Prerequisites: HIS 140 or HIS 150 or junior standing. Offered spring semester; offered fall semester in odd numbered years.

HIS 410 WAR AND PEACE IN THE NUCLEAR AGE
This course examines the origins and evaluation of the nuclear competition between the United States and the Soviet Union and its impact upon the world. Three credit hours. Prerequisites: junior standing. Offered fall semester.

HIS 450 EARLY CONSTITUTIONAL CONFLICT
The history of the U.S. Constitution as a product of three hundred years of American legal and intellectual thought. Particular attention will be paid to those who wrote the Constitution, the philosophical influences on them, and the resulting debates at the Constitutional Convention. Three credit hours. Prerequisites: HIS 140 and POL 101. Offered as needed.

HIS 451 CONTEMPORARY CONSTITUTIONAL CONFLICT
The history of the Constitution from the post Civil War period to the present. Emphasis will be placed on Supreme Court decisions, how they affected reform movements, civil rights and civil liberties. Three credit hours. Prerequisites: HIS 150 and POL 101. Offered as needed.

HIS 456 HISTORICAL ISSUES
This course allows the social science group in the liberal arts division to offer specialty courses that are not included in our regular course offerings. Included are various histories of Asia, Africa, Latin America, Europe, Americas, United States and the Middle East. A student may take this course more than once for credit under different topics. Three credit hours. Prerequisites: junior standing. Offered spring semester.

HIS 498 INDEPENDENT STUDY IN HISTORY
Topic to be specified each semester course offered.
HONORS

Note: Registration in HON designated courses is restricted to students enrolled in the Medaille College Honors Program.

HON 200 HONORS ADVANCED COLLEGE WRITING
This course develops students' skills in critical thinking and in writing analyses using subject matter from across the curriculum. Each writing assignment requires research and writing from sources. Students will produce a portfolio of their written work, including a self-assessment. Three credit hours. Prerequisites: ENG 110 or its equivalent in transfer credits. Offered fall and spring semesters.

HON 110 HONORS INTRODUCTION TO CRITICAL THINKING
As a cornerstone in Medaille College’s General Education Core curriculum, this course aims to introduce students to the fundamentals of critical thinking. Its coursework integrates basic critical thinking, argumentation, and related written and spoken communication lessons with the exploration and evaluation of significant ideas. Thus, the course specifically addresses some of the most important academic skills required not only for success in college, but also for open-minded and reflective inquiry, substantial understanding, and informed judgment. Three credit hours. Prerequisites: none. Offered fall and spring semesters.

HON 220 HONORS JUSTICE AND DEMOCRACY IN AMERICA
This course examines the relationship between justice and democracy in America. The course will focus on a specific theme from an interdisciplinary perspective to examine critically how people differently situated in the social structure have both shaped and have been shaped by American society and government. Students will probe the relationships between political ideals and the evolution of the American culture, society, and politics; and examine the construction of categories related to identity, such as class, race, gender, religion, ethnicity, etc. In the process, students will explore the ways in which their selves relate to others in their community. Three credit hours. Prerequisites: GEN 110/HON 110 and ENG 110. Offered fall and spring semesters.

HON 230 HONORS CREATIVE EXPRESSION
Through various topics and themes by section, this course explores forms of creative expression in visual, performing, and literary arts. Students will acquire abilities and perspectives about these arts and interrelationships among them. In addition, through exploring, developing, and demonstrating their creativity in one art form, students will enhance their understanding of artistic expression. A student may not take this course more than once for credit under different topics. Three credit hours. Prerequisites: GEN 110/HON 110 and ENG 110/ENG 111. Offered fall and spring semesters.

HON 240 HONORS SCIENTIFIC DISCOVERY
The course engages students an active inquiry into the process of scientific discovery: its methodology, development, relationship with technology, and role in modern society. By exploring aspects of scientific inquiry, students will develop a critical awareness of scientific and technological issues, methods, and processes. Three credit hours. Prerequisites: GEN 110/HON 110 and ENG 110/ENG 111. Offered fall and spring semesters. Note: Registration for both the lecture (GEN 240) and the lab (GEN 240 L) is required.
HON 410 HONORS BACCALAUREATE CAPSTONE I
The baccalaureate capstone is a course about ideas and the ways in which the educated person contends with them. The course deals in an integrative, interdisciplinary fashion with the five broad General Education themes: The Self and Others, Global Perspectives, Creative Expression, Science and Technology, and Communication. The course invites students to engage in a sophisticated way with ideas and works that raise questions about and shed light upon contemporary life. Through the process of reading, reflection, writing, and discussion, students will be required to demonstrate the critical thinking and communication skills generally held to be the hallmark of the educated individual pursuing and enjoying an informed life. Three credit hours. Prerequisites: Junior standing and completion of all lower-level General Education requirements. Offered fall and spring semesters.

HON 411 HONORS BACCALAUREATE CAPSTONE II
This seminar course gives students the opportunity to integrate their coursework with individual research projects. Each student is responsible for the production, presentation, and defense of a research paper which addresses a specific academic topic related to the College’s General Education core. Research projects must demonstrate significant knowledge within the selected topic area, an understanding of its place in an integrated intellectual framework, and a high level of skill development. Three credit hours. Prerequisites: GEN 410. Offered spring and fall semester.

HON 130 HONORS FUNDAMENTALS OF PUBLIC SPEAKING
This course is designed to develop students’ knowledge of and skills in oral communication. It focuses on the speech-making process, rhetorical analysis, and the ethics of public speaking. Students will prepare, present and respond to public speeches on a regular basis. Prerequisites: None. Three credit hours. Offered spring and fall semester.

HUMANITIES

HUM 201 LITERACY IN THE VIRTUAL WORLD: INTRODUCTION TO NEW MEDIA
This course analyzes the forces that keep increasing the demand for verbal, visual, and aural communication skills. The course examines the past, present, and future of information literacy, especially applications of emerging technology in human communication. Hands-on studio work will illuminate the promise and perils of networked intelligence while developing communication skills. Three credit hours. Prerequisites: ENG 110/ENG 111. Offered as needed.

HUM 298 SPECIAL TOPIC IN HUMANITIES
Topic to be specified each semester course offered.

HUM 300 THE ARTS IN SOCIETY
This course explores the roles of the arts in society. Students will examine various arts within the Humanities—the literary, visual, and performing arts—and analyze their functions and interrelationships within historical, political, and cultural contexts. Three credit hours. Prerequisites: ENG 100 or ENG 110/ENG 111. Offered fall and spring semesters.

HUM 398 SPECIAL TOPIC IN HUMANITIES
Topic to be specified each semester course offered.
**HUM 400 PHILOSOPHY AND LITERATURE**
The consideration of selected topics and themes drawn from literature and seen from a corresponding philosophical viewpoint. Three credit hours. Prerequisites: ENG 110/ENG 111 and a philosophy course. Offered as needed.

**HUM 498 INDEPENDENT STUDY IN HUMANITIES**
Topic to be specified each semester course offered.

**INTERDISCIPLINARY STUDIES**

**INT 101 MEDAILLE ACADEMIC PATHWAYS: AN INTEGRATIVE SEMINAR**
The integrative seminar is designed to help new students make a successful transition to Medaille College. The course aims to foster the development of the academic skills needed to succeed in college, develop an understanding of college as a system and culture and to support personal development and the development of students’ academic and professional goals. INT 101 provides students with opportunities to use campus resources, participate in life on campus and appreciate the benefits of being a part of college culture and immediately apply what they are learning to their other courses and activities. This courses is offered only to first-time freshmen on a satisfactory (S)/unsatisfactory (U) basis, and it may not be repeated. No prerequisites. One credit hour. Offered fall semester.

**INT 240 ISSUES AND PROBLEMS IN HUMAN SEXUALITY**
The course presents the major empirical findings in broad content areas of human sexuality. This course may be taken as a Liberal Arts and Sciences elective, or a free elective. Three credit hours. Prerequisites: none. Offered as needed.

**INT 275 DEATH, GRIEF, LOSS AND CHANGE**
This course is designed to acquaint students with death and dying in order to develop skills in coping with grief, loss, life changes, suicide, guilt, and death for themselves and in dealing with others. This course may be used as either a liberal arts and sciences elective or a free elective. Three credit hours. Prerequisites: none. Offered as needed.

**INT 320 AMERICAN POPULAR CULTURE**
This course is an upper-level introduction to the issues surrounding popular culture, particularly focused on production, consumption, and reception of popular culture. We explore the significance of popular culture as both a reflection of and an influence upon American attitudes, beliefs, expectations, hopes, and concerns. The theoretical framework for this course is drawn from cultural studies, with special emphasis on race, gender, and class issues. This course may be used as an upper-level Liberal Arts and Sciences elective and a Communication elective. Three credit hours. Prerequisites: ENG 200/ENG 201 and Junior standing. Offered as needed.
INT 325 INTERCULTURAL COMMUNICATION
The overarching purpose of this course is to develop an understanding of the process of communicating across cultural boundaries. It will deal with culture as both a producer and product of communication. It will discuss how cultural similarities and differences may facilitate or impede political, economic, and social exchanges between people of different cultural backgrounds. The course will develop an appreciation of intercultural communication as an essential factor in promoting peace and fostering development in national, regional, and global contexts. This course may be used as a Liberal Arts and Sciences Elective. Three credit hours. Prerequisites: ENG 110 or ENG 111. Offered fall semester. Please note INT 325 has been identified as a U course in the EQUIP curriculum sequence. This course is designed to help students understand their academic discipline within the context of the broader community, region, and the world. INT 325 considers the potential of the discipline and its methodology to contribute to a civic and sustainable future.

INT 411 GLOBAL LEADERSHIP
Students will engage in the examination of fundamental, research-based leadership traits, skills, and behaviors as well as historical and contemporary conceptions of leadership and the leadership process. They will explore leadership challenges, practices, and processes from gender, multidisciplinary, cross-cultural, and global perspectives. Students will engage in the self-assessment of their leadership behaviors and abilities throughout the course and participate in a leadership-in-action project. This course may be used as a Liberal Arts and Sciences Elective. Three credit hours. Prerequisites: ENG 200/ENG 201 and junior standing. Offered in either the fall or spring semester.

MANAGEMENT
MGT 175 MANAGEMENT CONCEPTS AND COMMUNICATION
This course surveys management as a universal function including planning, organizing, motivation, leadership, and control. Special attention will be given to ethical, socially responsible management practices needed in today’s globally networked organizations. Using business technology resources, students will develop the professional skills necessary to effectively analyze and present data and other information through networked media. They will demonstrate their competencies via presentations. Three credit hours. Prerequisites: None. Offered fall semester.

MGT 230 HUMAN RESOURCES MANAGEMENT
This course examines the functions of human resource management within a business environment. Emphasis is placed upon the effective management of employees as a means of achieving organizational goals. Topics to be covered include the legal environment of human resources, planning and forecasting personnel needs, recruitment and employee selection, performance evaluation, employee motivational strategies, training and development, benefits management, compensation analysis and administration, labor relations in a union environment, safety and health, and employee termination. Three credit hours. Prerequisites: ENG 110/ENG 111. Offered fall and spring semester.

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MGT 240 FINANCIAL MANAGEMENT
This course seeks to develop the theoretical and practical uses of financial management principles including the concepts of risk, return and value. Coverage includes financial statement analysis, forecasting, working capital management, capital budgeting and long-term financing strategies. Three credit hours. Prerequisites: ACC 101. Offered spring semester.

MGT 298 SPECIAL TOPIC IN MANAGEMENT
Topic to be specified each semester course offered.

MGT 299 BUSINESS LAW I
This course is intended to acquaint the student with the development of the law and legal reasoning. Students become familiar with legal terminology and concepts and the impact existing law has on business decision making. Topics covered in the course include: an overview of the American legal system, Federal and State courts, constitutional law, business torts, crimes, contracts and the law of sales. Three credit hours. Prerequisites: none. Offered fall semester.

MGT 301 MANAGERIAL ANALYSIS AND DECISION MAKING
This course gives an in-depth look at various quantitative analytical techniques encountered in analyzing managerial problems and making effective decisions. Topics include linear programming, sensitivity analysis, Economic Order Quantity (EOQ) models, Reorder Point (ROP) analysis, production lot-sizing, Material Requirement Planning (MRP), the just-in-time system, decision criteria, and creative problem solving techniques. Three credit hours. Prerequisites: ECO 260 or ECO 261. Offered spring semester.

MGT 302 OPERATIONS MANAGEMENT
This course provides a basic overview of the operational and managerial issues encountered in the production of goods and services. Topics include production and inventory control, investment decision making, capacity planning, logistics and transportation systems, facilities selection and layout, design, work methods, quality control, and Japanese and other contemporary methods of manufacturing. Students will be introduced to the use of quantitative techniques as decision tools for operations managers. Three credit hours. Prerequisites: ECO 260 and junior standing. Offered fall semester.

MGT 304 BUSINESS LAW II
This course continues the introduction of the business student to the various forms of business organizations and also emphasizes the laws of commercial paper and banking. Debtor/creditor rights and responsibilities are explored along with the rights of landlord and tenants. Topics covered include: franchises, sole proprietorships, partnerships, corporations, checks and the banking system, secured transactions, creditor’s rights and real property. Three credit hours. Prerequisites: junior standing. Offered spring semester.

MGT 305 MANAGEMENT SCIENCE
This course gives an in-depth look at various quantitative analytical techniques encountered in analyzing managerial problems and making effective decisions. The major topics include: linear programming, transportation, assignment, network models, project management, and decision analysis. Application of these techniques in functional areas such as production, marketing, finance, and accounting are covered. Three credit hours. Prerequisites: ECO 260, ECO 261, and junior standing. Offered as needed.
MGT 306 BUSINESS ANTHROPOLOGY
This course is designed to examine the application of anthropological theories, methods, and knowledge to solve practical problems in today’s highly competitive business environment. Students will learn how anthropological concepts, methods, and insights can be applied to identify and solve important business problems by reviewing the major areas of business anthropology combining theoretical issues with concrete ethnographic examples. The course is an exploration of the uses of anthropology to reform culturally insensitive organizational practices in the contemporary workplace and to identify culturally appropriate preferences to guide the innovation of new goods and services in businesses. Three credit hours. Prerequisites: GEN 110. Offered fall semester.

MGT 321 PROFESSIONAL ETIQUETTE AND IMAGE
This course will explore the areas of business and professional etiquette and image so that students will understand and appreciate the critical role these play in the business environment. Basic skills and techniques will be discussed to enable students to better project a professional business image. Three credit hours. Prerequisites: junior standing. Offered spring semester in odd numbered years.

MGT 325 INTERNATIONAL BUSINESS STRATEGY
This course will look at how firms become and remain international in scope. The course deals with the experiences of firms of all sizes, and from many countries, as they come to grips with an increasingly competitive global environment when a home market perspective is no longer enough. Through carefully selected comprehensive case studies and integrated text material, this course bridges both the internationalization process and multinational management. Three credit hours. Prerequisite: Junior standing. Offered as needed.

MGT 330 NEW VENTURE CREATION
This course studies the role of the entrepreneur and the small business. It concentrates on the considerations and tasks involved in starting and running a new business. Three credit hours. Prerequisites: ACC 102, MGT 175 and MKT 220. Offered fall semester in even numbered years.

MGT 335 ORGANIZATIONAL BEHAVIOR
This course is designed to enrich student’s understanding of behavior in organizations. Course study draws on the behavioral and social sciences to explore organizational phenomena in terms of individuals, groups, and total organizational systems. The course stresses the role leadership plays in creating effective organizations, meeting employee needs, managing power relationships, and revealing meaning in contemporary organizations. Three credit hours. Prerequisites: MGT 175. Offered fall semester.

MGT 342 PERSONAL FINANCIAL PLANNING
This course provides an overview of the financial planning process. It introduces the importance of issues affecting financial management as well as the following topics in financial planning: analyzing a financial situation; capital accumulation methods; risk management; credit management; tax management; and investment management. Three credit hours. Prerequisites: junior standing. Offered as needed.
MGT 377 FIELD EXPERIENCE I
This internship course offers students a structured, supervised opportunity to design their own learning within the context of their program’s expectations, goals and objectives for enhancing students’ academic and professional development and the needs of their host organization. It provides both an observational and “hands-on” learning experience through participation in an internship, ideally in the field in which the student will be seeking employment. Students who are already on an established career path may enhance their visibility in the organization by completion of a special project related to their careers, subject to prior instructor approval. Three credit hours. Prerequisites: MGT 175, MKT 220, MGT 330, MGT 240, junior Standing and a 2.0 Cumulative GPA. Offered fall and spring semesters.

MGT 398 SPECIAL TOPIC IN MANAGEMENT
(Topic to be specified each semester course offered).

MGT 400 FINANCIAL PLANNING
This course provides an overview of the financial planning process. It introduces the legal, ethical, and regulatory issues affecting financial planners, as well as the following topics in financial planning; analyzing a client’s financial situation, capital accumulation methods, risk management, tax management, and investment management. Three credit hours. Prerequisites: ACC 101.

MGT 410 ORGANIZATION DEVELOPMENT AND CHANGE
This course explores the technologies of organization development primarily for the manager, secondarily for the leader, consultant and/or administrator. It is directed at understanding organizational intervention technologies and how to decide which of them might be most appropriate to a particular goal or need. It relates enhanced capability, improved performance, increased integration or heightened adaptability of an organization. This course is designed for prospective general managers who are likely to be participants in steering developmental change projects, for those managers who might work with OD specialists as clients and collaborators, and for those who wish to take a first step toward obtaining professional expertise in the practice of OD consultation. Three credit hours. Prerequisites: junior Standing. Offered as needed.

MGT 415 DIVERSITY IN ORGANIZATIONS
Management success in the twenty-first century requires an increased ability to lead people in diverse organizations, and a greater sensitivity to differences-and similarities-in a changing workplace and customer base. This course builds awareness of the developing issues relating to diversity and inclusion, and enables students to develop skills for success in the work environment. Students will explore both visible and invisible dimensions of diversity including: race, gender, ethnicity, age, religion, cultural Background, sexual orientation, education, disabilities, and others. The course draws on research and practice from various disciplines including psychology, leadership, human resource management, law, anthropology and sociology. Three credit hours. Prerequisites: junior Standing. Offered as needed.
MGT 420 STRATEGIC MANAGEMENT I
The course is the first of a two course integrated capstone experience for business students that will teach managers to think and act strategically as well as prepare them for the final integration of all coursework in the second course in the series. The course focuses on how to gain competitive advantage and compete successfully in a global marketplace. Students will focus on the analysis of a first’s external and internal environment, corporate mission vision, objectives and goals, analysis of strategic options and implementations of strategy. The course will also emphasize the cultural, ethical, political and regulatory issues faced in the business environment as well as the need for leadership for the successful management of strategic change. Three credit hours. Prerequisites: senior standing. Offered fall semester.

MGT 421 STRATEGIC MANAGEMENT II
The second part of a two course integrated capstone experience for business students, this course will enable the student to experience the practical application of concepts learned in previous coursework. The course consists of three parts: 1) a series of case analysis discussion; 2) a business simulation game; and, 3) a final presentation. In the simulation, student teams will be responsible for developing a strategy to successfully compete with the other teams in their industry and to make all major operational decisions for their company. The final presentation should be seen as the culmination of the undergraduate business experience at Medaille College. For this presentation, student teams will do an extensive analysis of an existing business and report on their findings in both a written report to management as well as a full period presentation. It is expected that all coursework will be done to the highest professional standard. Three credit hours. Prerequisites: MGT 420. Offered spring semester.

MGT 460 BUSINESS ETHICS AND SOCIAL RESPONSIBILITY
This course explores business as a dynamic enterprise, interacting within the environment of governmental regulation, professional codes of conduct, individual personal value conflicts, and increasing social pressures. Special emphasis is placed on social responsibility and the changing environment of business operations in both the domestic and international arena. Three credit hours. Prerequisites: junior standing. Offered spring semester in even numbered years.

MGT 477 FIELD EXPERIENCE II
This internship course offers students a structured, supervised opportunity to design their own learning within the context of their program’s expectations, goals and objectives of enhancing students’ academic and professional development and the needs of their host organization. This is a continuation of the business exposure completed in the Field Experience I. A minimum of 120 work hours is required, but the performance level of the assignment is expected to be higher than the level I assignment. Students may again elect to complete a project related to their careers, but it must be demonstrative of a higher level competence and difficulty, and approved by the program chair. Three credit hours. Prerequisites: MGT 377, senior standing, 2.0 Cumulative GPA. Offered fall and spring semesters.

MGT 498 INDEPENDENT STUDY IN MANAGEMENT
Topic to be specified each semester course offered.
MANAGEMENT INFORMATION SYSTEMS

MIS 240 MANAGEMENT INFORMATION SYSTEMS
This course introduces students to basic computing concepts and various business-oriented software applications. Hands-on software instructions are designed to emphasize fundamental aspects in managerial statistics and database development. The course will discuss information technology from the perspective of its potential impact upon competitive strategy and organizational operations. Students will be required to attend computer lab sessions to practice concepts learned in lectures. Three credit hours. Prerequisites: CIS 115; or Windows skills and computer file management. Offered spring semester. Please note: MIS 240 has been identified as a U course in the EQUIP curriculum sequence. This course is designed to help students understand their academic discipline within the context of the broader community, region, and the world. MIS 240 considers the potential of the discipline and its methodology to contribute to a civic and sustainable future.

MIS 300 DATABASE DEVELOPMENT
Introduction to database concepts and development with an emphasis on structuring, navigating, and querying databases using host languages. Discussion and application of data structures, indexed and direct file organizations, models of data including hierarchical, network and relational. Discussion of storage devices, data administration and data analysis, design and implementation. Three credit hours. Prerequisites: MIS 240. Offered fall semester.

MIS 330 DATA COMMUNICATIONS AND NETWORKS
This course provides an overview of the telecommunications industry today. It provides background and applications which a computer information systems or business major would find valuable for local area network administration. Three credit hours. Prerequisites: MIS 240. Offered spring semester.

MIS 335 DECISION SUPPORT SYSTEMS
This course discusses the key technical and managerial issues in the effective development and use of decision support systems (DSS) in organizations. Decision support implies the use of computers to assist managers in their decision processes, support rather than replace managerial judgment; and improve effectiveness of decision making rather than just its efficiency. The course covers the tools, techniques, and theory of DSS and how they can be used to improve the quality of management decisions. Three credit hours. Prerequisites: MIS 300. Offered spring semester in odd numbered years.

MIS 377 FIELD EXPERIENCE I
This course provides the student with both observational and “hands-on” learning experience through participation in an internship within the MIS field. Students who are already on an established career path may enhance their visibility in the organization by completion of a special project related to their careers, subject to prior instructor approval. Three credit hours. Prerequisites: MGT 175, MKT 220, MGT 335, MGT 240, MIS 300, junior standing and a 2.0 cumulative GPA.
MIS 400 SYSTEMS ANALYSIS AND DESIGN
This course introduces students to the analysis and design of computer-based information systems and major computer applications. The systems development life cycle is studied. Topics include the tools and techniques of system studies, problem definition, requirements analysis, feasibility study, systems design, implementation, and systems operation and support. A portion of the course is devoted to a computer aided software engineering (CASE) tool. Three credit hours. Prerequisites: MIS 300. Offered fall semester.

MARKETING

MKT 215 SALESMAINSHP
An exploration of the sales function in an organization. This course will show the importance of sales and how the sales function relates to the overall market concept. Students will also be introduced to the basic sales process as well as the skills needed in a selling situation. Three credit hours. Prerequisites: none. Offered spring semester.

MKT 220 PRINCIPLES OF MARKETING
This is an introductory course which shows the importance of marketing to all organizations as well as the role marketing plays in our lives. The course covers the traditional market mix components of product, distribution, promotion and price all in the context of the marketing concept. Target marketing, market research and marketing ethics are also discussed. Three credit hours. Prerequisites: None. Offered spring semester.

MKT 298 SPECIAL TOPIC IN MARKETING
Topic to be specified each semester course offered.

MKT 310 BUSINESS ADVERTISING AND PROMOTION
The purpose of this course is to acquaint students with the methods and decision making process in developing an integrated strategy involving advertising, promotions and publicity and the interrelatedness between these three specific areas. Three credit hours. Prerequisites: MKT 220. Offered fall semester.

MKT 312 CONSUMER BEHAVIOR
To study the factors that determine what, when, how, where, and why consumers purchase and use goods and services. Three credit hours. Prerequisites: PSY 100. Offered as needed.

MKT 315 MARKETING MANAGEMENT AND STRATEGY
Marketing management and strategy is a concise and practical management guide to the latest ideas in marketing and strategy. In this course students will learn to ascertain market needs and to strategically plan to fill those needs while serving an increasingly diverse population. Topics will include: market analysis and measurement, competitive analysis, product strategy, promotion strategy, distribution strategy and pricing strategies for both domestic and foreign markets. Three credit hours. Prerequisites: MKT 220 and junior standing. Offered fall semester.
MKT 320 INDUSTRIAL AND ORGANIZATIONAL MARKETING
This course offers an in-depth look at the marketing process as it applies to the industrial and organizational segment of the market. Emphasis is placed on how the industrial organizational segment differs from the consumer segment in their buying behavior. Specific attention will be given to the elements of the market mix as they are used to target the organizational buyer. Three credit hours. Prerequisites: MGT 200. Offered fall semester in even numbered years.

MKT 340 DIRECT AND INTERACTIVE MARKETING
Students will be introduced to the scope of direct and interactive marketing, including mail order, lead generation, circulation, relationship/loyalty programs, store building, fund raising, pre-selling, post-selling and research. The course includes a grounding in all major direct marketing media: direct mail, broadcast, electronic, print advertising, telemarketing, inserts and video. The measurability and accountability of direct marketing and its relationship to the total marketing mix are stressed. Three credit hours. Prerequisites: MKT 220, ECO 260, and ECO 261. Offered spring semester in even numbered years.

MKT 398 SPECIAL TOPIC IN MARKETING
Topic to be specified each semester course offered.

MKT 425 MARKET RESEARCH AND SURVEY
This course provides an in-depth understanding of market research techniques. It examines how the different research methods can be utilized to enhance and create effective marketing and communication programs. Three credit hours. Prerequisites: MKT 220. Offered fall semester in odd numbered years.

MKT 498 INDEPENDENT STUDY IN MARKETING
Topic to be specified each semester course offered.

MATHEMATICS

MAT 100 FUNDAMENTALS OF MATHEMATICS
An introductory mathematics course including topics basic to the foundations of algebra: rational numbers and integers; equations; ratio, proportion, and percents; and problem solving. Three credit hours. This course is required for and limited to all students who place within the specified range on the placement test. Offered fall and spring semesters.

MAT 110 INTRODUCTION TO ALGEBRA
A study of the structure of algebra, including numbers and their properties, exponents, equations, polynomials, functions, and graphs. Three credit hours. Prerequisites: MAT 100 or placement. Offered fall and spring semesters.

MAT 112 MATHEMATICS FOR THE SCIENCES
This course emphasizes the mathematical concepts and skills used in the science fields. Topics covered include fractions, percentage, the metric system, dimensional analysis, scientific notation, unit conversions, equations, graphs, and logarithms. Three credit hours. Prerequisites: none. Offered fall and spring semesters.
MAT 114 INTERMEDIATE ALGEBRA
Intermediate Algebra assumes proficiency with the techniques of basic algebra. The course includes study of the algebra of functions, rational functions, solving and graphing non-linear functions, inequalities, and the complex number system. Additional topics such as matrices, sequences and series, or conic sections may be covered at the discretion of the instructor. Three credit hours. Prerequisites: MAT 110 or placement. Course may not be taken out of sequence. Offered fall and spring semesters.

MAT 115 PRE-CALCULUS
This course combines pertinent topics from intermediate algebra and trigonometry that are necessary as fundamentals to master subsequent course study in calculus. Three credit hours. Prerequisites: MAT 114 or placement. Course may not be taken out of sequence. Offered fall and spring semesters.

MAT 125 CONCEPTS IN MATHEMATICS I
This is a course in a two semester sequence designed for Elementary Education majors and students seeking a broader understanding of the field of mathematics. Topics covered in this course include problem solving, numeration systems, arithmetic operations, fractions, and elementary number theory. Three credit hours. Prerequisites: Completion of MAT 110 or higher placement. Offered fall/spring semester.

MAT 126 CONCEPTS IN MATHEMATICS II
This is a course in a two semester sequence designed for Elementary Education majors and students seeking a broader understanding of the field of mathematics. Topics covered in this course include decimals, ratio and proportional relationships, integers, real numbers, probability, measurement, dimensional analysis, and data analysis. Three credit hours. Prerequisites: Completion of MAT110 or higher placement. Offered spring/fall semester.

MAT 152 COLLEGE GEOMETRY
This course is an introductory study of the structures of geometry. It is designed for Elementary Education majors and students seeking a broader understanding of the area of geometry. Topics covered in this course include two- and three-dimensional geometric shapes, perimeter, area, volume, congruence and similarity, coordinate geometry, and transformations. Three credit hours. Prerequisites: MAT 114 or higher placement. Offered fall semester.

MAT 182 DISCRETE MATHEMATICS
This course is an introduction to non-continuous mathematics. Topics will include Logic, Proof, Matrices, Linear Programming, Counting, and Functions. Three credit hours. Offered spring semester in odd numbered years. Prerequisites: MAT 115 or higher placement.

MAT 201 STATISTICS AND SOCIETY
An introduction to data collection and interpretation, measurement, variability, survey and experiment design, statistical summarization, and statistical inference. Three credit hours. Prerequisites: Completion of MAT 110 or higher placement. Offered fall and spring semesters.
MAT 216 SURVEY OF INTRODUCTORY CALCULUS AND ITS APPLICATIONS
This course introduces the techniques of differential and integral calculus and illustrates these ideas with practical applications from the social, managerial, and life sciences with special emphasis on business and economics. Three credit hours. Prerequisites: MAT 115 or placement. Course may not be taken out of sequence. Offered fall and spring semesters.

MAT 250 OPERATIONS ANALYSIS AND MODELING
This course is an introduction to the modeling of certain operational features common to business and information systems management. The focus will be on scheduling models, allocation models, queueing models, and inventory models. The models will provide mathematical information which can be used in the decision-making processes needed to solve large-scale problems. Emphasis is on problem formulation and experimentation with “naive” methods of solution; microcomputer software will be used to solve problems representative of the real world. Three credit hours. Prerequisites: Completion of MAT 114 or higher placement; and CIS 115 or CIS 120. Offered spring semester.

MAT 251 CALCULUS I
Calculus I is the first course of a three semester sequence in Calculus, covering differentiation with applications, including transcendental functions. Three hours of lecture and one hour of lab/recitation per week. Three credit hours. Prerequisites: MAT 115 or higher placement. Offered fall semester.

MAT 252 CALCULUS II
Calculus II is the second of a three course sequence in Calculus. The course covers integration, including transcendental functions, methods of integration, sequences, and series with applications. Three hours of lecture and one hour of lab/recitation per week. Three credit hours. Prerequisites: MAT 251 or MAT 216. Offered spring semester. Note: Registration for both the lecture (MAT 252) and the lab (MAT 252L) is required.

MAT 255 THEORY OF NUMBERS
This course is an introduction to the theory of numbers. Topics will include Prime Numbers, Divisibility, Congruences, Powers of an Integer Modulo m, Quadratic Reciprocity, Greater Integer Function, and Diophantine Functions. Three credit hours. Prerequisites: MAT 151 and MAT 182. Offered spring semester in even numbered years.

MAT 260 LINEAR ALGEBRA
This course is an introduction to linear algebra. The topics covered will include Systems of Linear Equations, Vectors and Vector Spaces, Linear Transformations, Linear Dependence, Matrices, Determinants, Basis and Dimensions, Eigenvectors and Invariant Spaces. Three credit hours. Prerequisites: MAT 251. Offered spring semester.

MAT 261 CALCULUS III
Calculus III extends the concepts of calculus in one variable to the calculus of several variables. Course topics include: vectors in the plane and space; 3-dimensional coordinate system; vector-valued functions; differential geometry; partial differentiation; and multivariable calculus. Three credit hours. Prerequisites: MAT 252. Offered fall semester. Note: Registration for both the lecture (MAT 261) and the lab (MAT 261L) is required.
MAT 298 SPECIAL TOPIC IN MATHEMATICS
Topic to be specified each semester course offered.

MAT 342 ABSTRACT ALGEBRA
The main goal of this course is to expose the student to the abstract concepts of algebra. The topics include sets, relations, mappings, groups, rings, isomorphism, homomorphism, polynomial ring, ideal, vector spaces, and linear independence. Three credit hours. Prerequisites: MAT 260 and MAT 255. Offered fall semester.

MAT 361 DIFFERENTIAL EQUATIONS
A first course in ordinary differential equations from analytic, geometric, numeric, and applied perspectives (including the use of modern computational technology as appropriate). Topics include exact, separable, and linear equations; initial-value and boundary-value problems; system of first-order equations; undetermined coefficients; variation of parameters; and series solutions. Three credit hours. Prerequisites: MAT 261 and 242. Offered spring semester. Note: Registration for both the lecture (MAT 361) and the lab (MAT 361L) is required.

MAT 381 STATISTICS AND PROBABILITY I
This course introduces students to descriptive statistics, elementary probability theory and counting techniques, random variables, probability distributions, normal distributions, confidence intervals and hypothesis testing. The topics of the course will be presented at a level of depth that is appropriate to mathematics majors. Students will also learn to apply technology to problem solving in statistics. Three credit hours. Prerequisites MAT 115 or higher placement. Offered fall semester. Note: Registration for both lecture (MAT 381) and lab (MAT 381L) is required.

MAT 382 STATISTICS AND PROBABILITY II
This course focuses on the process of statistical inference, presenting confidence intervals and hypothesis testing for two populations, chi-square procedures, linear and nonlinear regression, and one-way analysis of variance. The topics of the course will be presented at a level of depth that is appropriate to mathematics majors. Students will also apply technology to problem solving in statistics. Three credit hours. Prerequisites: MAT 381, or MAT 201, minimum of grade B recommended. Offered spring semester. Note: Registration for both lecture (MAT 382) and lab (MAT 382L) is required.

MAT 398 SPECIAL TOPIC IN MATHEMATICS
Topic to be specified each semester course offered.

MAT 421 REAL VARIABLES
This course will present the formal concepts of calculus. The topics include real numbers, one variable functions, continuity, derivatives, Riemann integral, and infinite series. Three credit hours. Prerequisites: MAT 255 and MAT 261. Offered fall semester.

MAT 442 COMPLEX ANALYSIS
This course will expose the students to the useful concepts of complex numbers, complex functions and their applications. The topic includes complex number, complex plane, analytic functions, their derivatives, Cauchy integral theorem, Cauchy-Riemann differential equations, power series, and residues. Three credit hours. Prerequisites: MAT 342 and 421. Offered spring semester as needed.

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MAT 450 TOPOLOGY
This course will introduce the ideas of continuity, convergence, connectedness in a topological space, metric space, knot, manifold, and surface. Prerequisites: MAT 255 and MAT 261. Three credit hours. Offered fall semester as needed.

MAT 498 INDEPENDENT STUDY IN MATHEMATICS
Topic to be specified each semester course offered.

PHILOSOPHY

PHI 100 NATURE OF MAN
The course introduces students to rival theories of human nature: instinct, genetic, behaviorist, interactionist; demonstrates how these theories influence social, political and educational policy; and teaches students how to critically evaluate rival theories. Three credit hours. Prerequisites: none. Offered spring semester.

PHI 170 ISSUES IN PHILOSOPHY
This is a course in applied philosophy. The philosophical perspectives of important thinkers are used to examine issues that dramatically affect the direction and quality of our lives. Three credit hours. Prerequisites: none. Offered as needed.

PHI 200 LOGIC
This course introduces the student to informal and formal reasoning and the principles of scientific reasoning. Three credit hours. Prerequisites: none. Offered spring semester.

PHI 201 FORMAL LOGIC
This course offers a fundamental study of the techniques of formal reasoning. After an introduction to basic argument identification and analysis procedure, students will develop formal tools for analyzing and evaluating arguments in the categorical and propositional systems of logic, paying special attention to the relationship between natural language and its expression in categorical and propositional notation. Selected problems in the history and philosophy of logic shall also be considered. Three credit hours. This course is designed to support programs of study in Secondary Education and Mathematics. Prerequisites: None. Offered as needed.

PHI 300 ETHICS
The course examines rival theories of making ethical choices, clarifies what theories of human nature and self they presuppose and directly tests their workability by requiring students to use them to resolve conflicts of values, personal and interpersonal. Three credit hours. Prerequisites: none. Offered fall semester.

PHI 498 INDEPENDENT STUDY IN PHILOSOPHY
Topic to be specified each semester course offered.
PHYSICAL EDUCATION

PED 110 BEGINNING GOLF
This course emphasizes the fundamental techniques, skill, strategy, and rules in playing the game of golf. One credit hour. Prerequisites: none. Offered as needed.

PED 111 BEGINNING TENNIS
This course emphasizes the fundamental techniques, skill, strategy, and rules in playing the game of tennis. One credit hour. Prerequisites: none. Offered as needed.

PED 112 BEGINNING AEROBICS
This course deals with aerobics and exercise as a form of preventive and rehabilitative medicine. The emphasis is on basic concepts related to aerobics and fitness. Personal fitness means a form of self-motivated, systematic participation in exercise that is geared toward improvement in one’s quality of living. One credit hour. Prerequisites: none. Offered as needed.

PED 113 SELF DEFENSE
This course emphasizes the fundamental techniques, skills, and strategy of self defense. One credit hour. Prerequisites: none. Offered as needed.

PED 114 RESPONDING TO HEALTH EMERGENCIES
This course will provide emergency health care instruction for common illnesses and injuries. Successful completion of this course will result in American Red Cross certification in cardiopulmonary resuscitation of the adult, child, and infant as well as Standard First Aid certification. This course would be useful for anyone teaching, coaching, or working with the public. Three credit hours. Prerequisites: none. Offered spring semester.

PED 298 SPECIAL TOPIC IN PHYSICAL EDUCATION
Topic to be specified each semester course offered.

PHYSICS

PHY 104 PHYSICAL SCIENCE
This course is designed to introduce the non-science student to the nature of physical reality and the physical laws which govern the universe. Contemporary applications in physics, chemistry, geology, and astronomy will be discussed as well as new frontiers in scientific thought. A laboratory will introduce students to the use of the scientific method by combining experiments, observations, measurements and analysis. Three credit hours. Prerequisites: Completion of MAT 114 or higher placement. Offered fall and spring semesters. Note: Registration for both the lecture (PHY 104) and the lab (PHY 104 L) is required.
**PHY 200 PRINCIPLES OF PHYSICS I**
This course is an introduction to the underlying principles of physics that govern behavior in the physical world. The topics of mechanics, heat, and waves will be covered. Emphasis will be placed on applications and problem solving. Four credit hours. Prerequisites: Completion of MAT 115 or placement in MAT 216. Offered fall semester in odd numbered years. Note: Registration for both the lecture (PHY 200) and the lab (PHY 200 L) is required.

**PHY 201 PRINCIPLES OF PHYSICS II**
This course is a continuation of Principles of Physics I. The topics of electricity, magnetism, light, optics, and modern physics will be covered. Emphasis will be placed on applications and problem solving. Four credit hours. Prerequisites: PHY 200. Offered spring semester in even numbered years. Note: Registration for both the lecture (PHY 201) and the lab (PHY 201 L) is required.

**PHY 498 INDEPENDENT STUDY IN PHYSICS**
Topic to be specified each semester course offered.

**POLITICAL SCIENCE**

**POL 100 INTRODUCTION TO POLITICAL SCIENCE**
Introduction to Political Science will focus upon political theory and its application to individuals, nations and the international arena. Three credit hours. Prerequisites: none. Offered fall semester.

**POL 101 UNITED STATES GOVERNMENT**
An overview of the Constitutional basis, structure, and administrative organization of government in the U.S. Principal focus will be on the national government; various contemporary political problems will be explored. Three credit hours. Prerequisites: none. Offered spring semester.

**POL 201 JUDICIAL SYSTEM IN U.S. POLITICS**
Introductory survey of the major components of the courts and judicial system at the national, state and local levels. Topics may include criminal justice, factors influencing judicial decision-making and the courts in relation to other government agencies. Three credit hours. Prerequisites: POL 101. Offered as needed.

**POL 203 LEGISLATIVE PROCESS IN U.S. POLITICS**
An analysis of the nature and functions of U.S. legislative bodies. Some of the topics covered may include politics of lawmaking, oversight and investigations, legislative campaigns, role of lobbying, and the budgetary process. Three credit hours. Prerequisites: POL 101. Offered as needed.

**POL 207 THE EXECUTIVE OFFICE IN U.S. POLITICS**
A course which covers the evolution and development of the executive function of government at the national, state and local levels. Emphasis will be placed on analyzing leadership, power, and managerial skills. Special attention will be devoted to the U.S. Presidency. Three credit hours. Prerequisites: POL 101. Offered as needed.
POL 210 WORLD POLITICS
This course introduces the study of political science in a global context. Aristotle called political science “the master science” not only because political actors decided a great many practical matters, but because he believed that politics was about attaining justice, arête (human excellence), and eudaimonia (well-being or goodness) for entire societies. We will approach politics as this nexus of practical, moral, and philosophical concerns by investigating enduring political questions, such as: What is justice?, What is the best society?, How should citizens and states interact?, How and where does power operate?, What does it mean to be modern?, and What does globalization portend? We will attempt to answer these questions by reading, analyzing, and discussing political arguments from a wide variety of traditions, times, and places. And we will always consider the relationships between the past and the present, the local and the global, and the theoretical and the practical. Three credit hours. Prerequisites: POL 100. Offered as needed.

POL 217 PUBLIC ADMINISTRATION
Analysis of the principles of public administration with an introduction to theories of organization and administration as they apply to government bureaucracy. Three credit hours. Prerequisites: POL 101. Offered as needed.

POL 240 COMPARATIVE STATE AND LOCAL GOVERNMENT
Comparative analysis of formal and informal institutions and processes by which state and sub-state governments operate. Various problems and issues confronting state and local governments will be covered. Three credit hours. Prerequisites: POL 101. Offered as needed.

POL 298 SPECIAL TOPIC IN POLITICAL SCIENCE
Topic to be specified each semester course offered.

POL 300 AFRICAN POLITICAL SYSTEMS
The general stages of African political systems that will be studied include traditional African political systems and European imperialism. Some of the themes that will be examined include: tribalism; the dynamics of nationalism; Pan-Africanism; and the effects of multinational corporations on political, economic, and cultural development of various African countries. Three credit hours. Prerequisites: POL 100. Offered as needed.

POL 310 COMPARATIVE POLITICAL SYSTEMS
A study of political ideologies and systems functioning today; comparison of different political systems. Three credit hours. Prerequisites: HIS 100 and POL 100. Offered as needed.

POL 330 AFRICAN-AMERICAN POLITICS
African-American Politics will examine Blacks’ political attitudes, voting behavior, organizational strategies, ideology, and their influence on public policy. Study and analysis in these areas will be with an eye to how the legal system systematically restricted and expanded the civil and human rights of Blacks in America. Three credit hours. Prerequisites: POL 100. Offered as needed.

POL 398 SPECIAL TOPIC IN POLITICAL SCIENCE
Topic to be specified each semester course offered.
PSYCHOLOGY

PSY 100 INTRODUCTION TO PSYCHOLOGY
An introduction to the science of psychology, including how psychological data are gathered and applied to every-day life. Topics covered each semester include (but are not limited to) the amazing brain, intelligence, learning and memory, psychopathology, the senses and sexually dimorphic differences. Three credit hours. Prerequisites: none. Offered fall and spring semesters.

PSY 207 PSYCHOLOGICAL STATISTICS
This course surveys both descriptive and inferential statistical techniques commonly used in psychology, education, and the behavioral and social sciences. Emphasis is placed on methods and procedures involved in handling, analyzing and presenting data. Three credit hours. Prerequisites: MAT 110 or above. Offered fall semester.

PSY 210 CHILD DEVELOPMENT
Presents foundations of child development through adolescence, based on consideration of culture, theories of development, genetics, prenatal influences, bonding, and socialization influences. Emphasis on the impact of role models in establishing relationships, setting limits, and moral development. Three credit hours. Prerequisites: PSY 100. Offered spring semester.

PSY 230 BIOPSYCHOLOGY
Biological psychologists strive to explain behavior in terms of its physiology, development, evolution, and function. This course focuses on the biological mechanisms that are most relevant to key issues in psychology topics such as the mind-body problem, the development of learning and memory, sexual behavior, homeostatic regulation, recovery from brain damage, neuroanatomy, depression, and schizophrenia. Three credit hours. Prerequisites: PSY 100 or BIO 160 or BIO 161. Offered fall semester.

PSY 240 ADOLESCENCE
This course applies general principles and theories of development to the adolescent period. Topics include physiological change, cognitive development, social relations, identity, and issues of adolescence. Three credit hours. Prerequisites: PSY 100. Offered spring semester; offered spring semester in odd numbered years.

PSY 247 COGNITIVE PSYCHOLOGY
Cognitive psychology takes an information-processing approach to human behavior, including how humans interpret and understand the environment, how memory processes work, and how we acquire language. Emphasis is placed on such topics as intelligence and creativity, personal cognition and applied cognitive psychology. Three credit hours. Prerequisites: none. Offered spring semester.

PSY 250 RESEARCH METHODS IN PSYCHOLOGY
This course introduces students to methodology used in the research process, including inductive and deductive reasoning, hypothesis generation, theory formation and analysis of empirically collected data. Three credit hours. Prerequisites: none. Offered spring semester.
PSY 298 SPECIAL TOPIC IN PSYCHOLOGY
Topic to be specified each semester course offered.

PSY 300 ORGANIZATIONAL PSYCHOLOGY
Organizational psychology can be divided into three levels of thought, inquiry and action. This course will focus on these divisions and incorporate the theories, research and practices of organizational psychologists. Emphasis is placed on behavior of individuals within organizations and principles of industrial psychology. Three credit hours. Prerequisites: PSY 100 or Junior standing. Offered as needed.

PSY 310 SOCIAL PSYCHOLOGY
Social psychology is the study of how an individual’s behaviors, feeling and thoughts are influenced, or determined, by the behaviors and/or characteristics of others. Topics covered each semester include attraction and love, prejudice, attitudes, conformity, altruistic behaviors, and aggression. Three credit hours. Prerequisites: Junior standing or PSY 100. Offered fall semester in odd numbered years.

PSY 320 HEALTH PSYCHOLOGY
Health psychology deals with an understanding of the psychological influences on how people stay healthy, why they become ill, and how they respond when they do get ill. Topics covered include preventive health behaviors and their modifications, the mind-body relationship, stress and illness, stress reduction, the patient in treatment settings, the management of pain and discomfort, and coping with chronic illness. Three credit hours. Prerequisites: PSY 100. Offered fall semester.

PSY 321 BEHAVIORAL NEUROSCIENCE
In recent years, the fields of biology and psychology have increasingly found common ground; this convergence of disciplines defines the field of neuroscience. By drawing upon current research findings, this course will introduce students to the major issues in neuroscience, from molecular biology to clinical science. Three credit hours. Prerequisites: PSY 230. Offered spring semester.

PSY 349 PSYCHOLOGY OF ADULTHOOD
The purpose of this course is to help the student understand the adulthood years mainly from the developmental perspective including the critical importance of the biological, social, psychological and environmental factors. This course will deal with the last three stages in the life cycle—young adulthood, middle, and aging. Three credit hours. Prerequisites: PSY 100. Offered fall semester in odd numbered years.

PSY 350 PSYCHOLOGY RESEARCH AND WRITING
The purpose of this course is to increase student proficiency in three major areas. First, this course emphasizes the development of skills to obtain, interpret, and critically evaluate research in psychology and closely related disciplines. Second, current writing standards set by the American Psychological Association (APA) will be presented, practiced, and mastered. Third, emphasis will be placed on appropriately using the psychological literature to construct a written report using APA format. Three credit hours. Prerequisites: ENG 200/ENG 201, PSY 100, PSY 250, or concurrently with PSY 250. Offered fall semester.
PSY 351 DRUGS AND BEHAVIOR
The purpose of this course is to introduce the student to the field of psychopharmacology, with special emphasis placed on the relationships between drugs, their mechanisms of action in the nervous system, and human behavior. Three credit hours. Prerequisites: PSY 100. Offered spring semester.

PSY 368 HISTORY AND SYSTEMS OF PSYCHOLOGY
A study of the history of psychology highlighting people, ideas, and schools of thought. Individuals and contextual forces influencing the history of psychology will be emphasized. Three credit hours. Prerequisites: PSY 100 or junior standing. Offered as needed.

PSY 370 ABNORMAL HUMAN BEHAVIOR
This course is for upper-level students who wish to learn about the field of abnormal behavior. Topics include: theories of abnormality, its causes and treatment; classification systems and conditions, such as anxiety disorders, affective disorders, personality disorders, dissociative and somatoform disorders, psychosexual disorders, substance abuse and schizophrenia. Three credit hours. Prerequisites: PSY 100 and junior standing. Offered spring semester; offered fall semester in even numbered years.

PSY 377 UNDERGRADUATE INTERNSHIP
Students will complete 90 contact hours at an approved organization, plus on-campus supervision as assigned. Internships are designed to furnish the student with the opportunity to apply theory to practice in an applied setting consistent with the student’s career goals. Internships require instructor approval prior to beginning any work at the field placement organization. This internship course offers students a structured, supervised opportunity to design their own learning within the context of their program’s expectations, goals and objectives for enhancing students’ academic and professional development and the needs of their host organization. Three credit hours. Prerequisites: junior standing. Offered fall and spring semesters.

PSY 379 PARAPSYCHOLOGY AND PSEUDOSCIENCE
A critical look into parapsychology and other pseudo-sciences. Specifically, this course will examine historical and current evidence given in the search for parapsychological phenomena such as extra sensory perception, telepathy, clairvoyance, and the validity of horoscopes. Also, current controversies in the psychological and medical literature will be addressed on such topics as repressed memories, multiple personality disorder, and touch therapy. Three credit hours. Prerequisites: junior standing. Offered as needed.

PSY 385 SPORT PSYCHOLOGY
This course introduces students to the latest research and practices in applied sport psychology. Topics include cognitive techniques for building confidence and enhancing performance, concentration and attention control training, sport participation and youth development, team building strategies, motivation in sports and coaching concepts and strategies. Three credit hours. Prerequisites: PSY 100 and a 2.0 cumulative GPA. Offered fall and spring semesters.

PSY 398 SPECIAL TOPIC IN PSYCHOLOGY
Topic to be specified each semester course offered.
PSY 420 PERSONALITY
Personality explores concepts and theories which have been formulated to explain and predict individual differences in behavior. Topics include: psychoanalytic theories, biological, social learning, and humanist theories as well as methods of personality assessment. Three credit hours. Prerequisites: PSY 100. Offered fall semester.

PSY 421 PSYCHOLOGICAL ASSESSMENT
This course provides students with a current analysis of the most widely used psychological tests in schools, professional training programs, business, industry, the military, and clinical settings. Applications of the tests and examination of the issues shaping the future of testing will be emphasized. Three credit hours. Prerequisites: PSY 100. Offered spring semester.

PSY 477 UNDERGRADUATE INTERNSHIP IN PSYCHOLOGY II
This second Psychology internship course offers students a structured, supervised opportunity to design their own learning within the content of their program’s expectations, goals and objectives for enhancing students’ academic and professional development and the needs of their host organization. It is expected that students will apply the skills acquired from PSY 377. Students will complete 90 contact hours at an approved organization, plus on-campus supervision as assigned. Internships are designed to furnish the student with the opportunity to apply theory to practice in an applied setting consistent with the student’s career goals. Internships require instructor approval prior to beginning any work at the field placement organization. Three credit hours. Prerequisites: completion of PSY 377. Offered fall and spring semesters.

PSY 498 INDEPENDENT STUDY IN PSYCHOLOGY
Topic to be specified each semester course offered.

READING

RDG 125 CRITICAL AND ANALYTICAL READING
This course will engage students in active reading strategies and best practices for comprehending college reading materials. Included will be reading process skills, vocabulary development, and recognizing text features and organizational patterns, which will enable students to master skills for reading critically across the curriculum, creating study tools from texts, and retaining college reading material. Three credit hours. Prerequisites and/or Special Considerations: This course is required for and limited to all students who place within the specified range on the placement test. This course can be used as a Liberal Arts and Sciences Elective. NOTE: Registration for and attendance of both the lecture (RDG125) and supplemental instruction (RDG125-SI) are required. The RDG 125-Supplement Instruction is worth 25% of the overall RDG 125 grade. Offered fall and spring semesters.
SOCIAL SCIENCES

**SSC 200 HUMAN RELATIONS**
This course integrates theory with experience in order to enhance self-awareness, self-concept and the ability to maximize interpersonal effectiveness. A primary emphasis of the course is on developing specific interpersonal skills through the effective use of communication techniques such as listening, observing, paraphrasing and perception checking. Prerequisites: none. Three credit hours. Offered fall and spring semesters.

**SSC 210 THE HISTORY AND CONTRIBUTIONS OF AFRICAN-AMERICAN WOMEN**
This course provides an exploration into the political, social, cultural and historical struggles faced by African-American women in the United States. Emphasis will be placed upon the unrecognized accomplishments of African-American women. Three credit hours. Prerequisites: none. Offered as needed.

**SSC 268 SEMINAR ON ALCOHOL AND DRUGS**
An opportunity for students to attempt to understand the nature of the contemporary drug/alcohol problem; preparation for dealing objectively with the complex nature of drug/alcohol abuse. Three credit hours. Prerequisites: none. Offered as needed.

**SSC 298 SPECIAL TOPIC IN SOCIAL SCIENCES**
Topic to be specified each semester course offered.

**SSC 398 SPECIAL TOPIC IN SOCIAL SCIENCES**
Topic to be specified each semester course offered.

**SSC 477 FIELD EXPERIENCE**
This course provides the student with both observational and “hands-on” learning experience through participation in an internship, ideally in the field in which the student will be seeking employment. For example, students may work at anthropological sites, historical organizations, legal services, or law enforcement agencies. Students who are already on an established career path may enhance their visibility in the organization by completion of a special project related to their careers, subject to prior approval by the appropriate Medaille College assigned faculty instructor. Students will complete 30 contact hours per credit hour at an approved organization, plus on-campus supervision as assigned. Internships are designed to furnish the student with the opportunity to apply theory to practice in an applied setting consistent with the student’s career goals. Internships require instructor approval prior to beginning any work at the field placement organization. This internship course offers students a structured, supervised opportunity to design their own learning within the context of their program’s expectations, goals and objectives for enhancing students’ academic and professional development and the needs of their host organization. One to nine credit hours. Prerequisites: Senior standing. Offered fall and spring semesters.
SSC 498 INDEPENDENT STUDY IN SOCIAL SCIENCES
Topic to be specified each semester course offered.

SOCIOLOGY

SOC 100 INTRODUCTION TO SOCIOLOGY
An introduction to the fundamental concepts of sociology and application to specific areas of sociology such as the scientific method, culture and society, and socialization. Three credit hours. Prerequisites: none. Offered fall and spring semesters.

SOC 201 GENDER ROLES IN AMERICAN SOCIETY
An introduction to the roles, functions, and emerging consciousness of women in American society; historical, psychological, and sociological background. Three credit hours. Prerequisites: SOC 100. Offered as needed.

SOC 240 FAMILY IN SOCIETY
The main trends of theoretical and practical analysis of the family: its history, life cycle, and various aspects and elements, including the use of real-life family interviews. Three credit hours. Prerequisites: SOC 100. Offered fall semester in odd numbered years; offered fall semester in even numbered years.

SOC 280 VIOLENCE AND CIVIL DISOBEDIENCE IN AMERICA
An examination of violence and civil disobedience as important elements in the historical development of the nation. Three credit hours. Prerequisites: SOC 100. Offered as needed.

SOC 281 MULTI CULTURAL DIVERSITY
This course is intended for Criminal Justice and other majors that are committed to societal service. It is designed to prepare students to effectively interact and understand a variety of diverse people within mainstream society. The course will offer students opportunities to engage in different experiences related to multicultural and diverse populations through in-depth study and practical research based applications along with service learning opportunities. Students will acquire a more integrated approach and knowledge of diverse groups through greater interaction and discussion of contemporary issues confronting diversity within society. Attention will be placed on students becoming better consumers of information from and about people of diverse populations through sensitivity workshops and training which are intended to positively affect their personal and professional attitudes and behaviors within their respective career fields. Skill application will be stressed through realistic practice exercises. Three credit hours. Prerequisites: none. Offered fall semester. Please note: SOC 281 has been identified as a U course in the EQUIP curriculum sequence. This course is designed to help students understand their academic discipline within the context of the broader community, region, and the world. SOC 281 considers the potential of the discipline and its methodology to contribute to a civic and sustainable future.”

SOC 298 SPECIAL TOPIC IN SOCIOLOGY
Topic to be specified each semester course offered.
**SOC 301 SPORTS IN SOCIETY**
An introduction to the fundamental concepts of sport as it relates to the larger society such as economics, politics, race relations and gender roles. Students will explore societal trends related to sport, youth development and social responsibility. Socio-cultural dimensions of sport will also be reviewed. Three credit hours. Prerequisites: SOC 100 or junior standing. Offered spring semester; offered spring semester in odd numbered years.

**SOC 315 WOMEN’S STUDIES**
A study of the roles, functions and status of women in society; their evolving participation in education, politics, business as well as their changing roles in the family. The history of women’s roles in society will be explored, resulting in a better understanding of recent developments and continued issues involving women. Three credit hours. Prerequisites: SOC 100. Offered spring semester in even numbered years.

**SOC 398 SPECIAL TOPIC IN SOCIOLOGY**
Topic to be specified each semester course offered.

**SOC 401 SOCIAL PROBLEMS**
An examination and study of current social problems including racism, poverty, sexism, population, etc. Three credit hours. Prerequisites: SOC 100 and junior standing. Offered fall semester in odd numbered years.

**SOC 402 GLOBAL SOCIAL PROBLEMS**
With an increasingly interconnected world due to globalization, social problems in the United States such as poverty, the environment, crime, gender inequality and drugs are best understood by viewing them from the prism of a global perspective or; given the growing interdependence of nation states, social problems such as overpopulation can be best understood by looking at the global dimensions of the problem. Three credit hours. Prerequisites: SOC 100 or junior standing or permission of the instructor.

**SOC 498 INDEPENDENT STUDY IN SOCIOLOGY**
Topic to be specified each semester course offered.

**SPANISH**

**SPA 101 ELEMENTARY SPANISH I**
This course will instruct the student in the basic grammatical structures of Spanish. Special emphasis will be placed on oral skills. Vocabulary building and role playing, utilizing the spoken language in everyday situations, will be stressed. Three credit hours. Prerequisites: none. Offered fall semester.

**SPA 102 ELEMENTARY SPANISH II**
A continuation of SPA 101. This course will instruct the student in more complex grammatical structures and vocabulary building while encouraging an increased degree of accuracy and control in the spoken language. Three credit hours. Prerequisites: SPA 101 or high school Spanish. Offered spring semester.

**SPA 498 INDEPENDENT STUDY IN SPANISH**
Topic to be specified each semester course offered.
SPECIAL EDUCATION

ESP 230 INTRODUCTION TO SPECIAL EDUCATION
This course offers an examination of the historical, social, and legal foundations of special education. Emphasis will be placed on assessment procedures, multicultural issues, family involvement and the referral process. An overview of the characteristics and instructional needs of individuals with disabilities for children birth through Grade 12 will be explored. A focus will be on the general education teacher assuming educational responsibility for inclusion of students and the collaborative practices across general and special education programs. An overview of the characteristics and instructional needs of individuals with all exceptionalities (including Autistic Spectrum Disorders) as identified in the present federal educational disability related legislation will be provided. The impact of diversity and assistive technology services of persons with special needs in the school will also be addressed. Students will become familiar with The New York State P-12 Common Core Learning Standards and Adaptive/Functional Curricula for Students with Disabilities. Three credit hours. Offered fall and spring semesters. Prerequisites: None. Students will not receive a grade in this course until the completion of the Child Abuse and Save Legislation requirement for New York State. Students will submit two (2) individual certificates to the instructor upon completion of the class.

ESP 276 POSITIVE BEHAVIORAL SUPPORT APPROACHES TO CLASSROOM MANAGEMENT AND INSTRUCTION
This course provides an understanding of the principles of human behavior across school contexts and demonstrates ways in which these principles can be used to enhance learning for all students. A primary focus will be on the use of positive behavior support systems and behaviorally-based instruction along with the establishment of safe, positive and supportive learning environments. Attention to causal and etiological explanations in combination with issues related to cultural and economic diversity on the identification and intervention for individuals with emotional/behavioral needs will be stressed. Students will also recognize the functional relationships that typically exist between behavior and the environment. The creation of student-centered Behavioral Support Plans that include explicit transition planning, when appropriate, will also be considered along with legal mandates and relevant regulations. Three credit hours. Offered fall and spring semesters. Prerequisites: ESP 230.

ESP 348 EDUCATION AND ASSESSMENT OF ADOLESCENTS WITH DISABILITIES
This course will consider the range of medical, learning, emotional, behavioral, and adaptive needs of individuals with mild to moderate to severe disabilities. Relevant curricular development and instructional methodologies towards both primary academic content (e.g., language arts/reading, math, science, and social studies) and alternative instruction will be specifically targeted. Emphasis will be placed on the integration of general education and special education methodologies. Curriculum-based and alternative assessment practices will be used towards the development of valid and viable individualized educational plans. Communication, social skills, inclusive practices, transition planning, relevant assistive and instructional technology, and operating in the natural environment will also be emphasized. Consideration will be given to cultural and social background in the identification of disability and development of unique educational strategies. A minimum of 40 participation hours are required. Three credit hours. Prerequisite ESP 230 Introduction to Special Education. Offered as needed.
ESP 400 INTEGRATING THE CURRICULUM: AN EDUCATIONAL COLLABORATION
This course will target the implementation of relevant educational outcomes using a more integrated curriculum for students with a wider range of learning needs to include GT, lower incidence developmental disabilities, specific learning disabilities (e.g., math, reading/language arts, and reading), and behavioral disabilities across age levels. The many direct connections between the special and general education models will be considered towards an enhanced understanding of how these two disciplines complement and support one another. Particular attention will be given to the special educator as a consultant/collaborator and co-teacher across a range of general education settings along with forming home-school partnerships. Students will learn to problem solve school and/or classroom based curricular, individual student, and systemic issues. Use of a positive school wide model of support within schools will be examined. Students will also understand and be able to plan for specific transition, vocational, and school-to-work objectives and supports for older students and their families. Three credit hours. Prerequisites: ESP 348. Offered spring semester.

SPEECH

SPE 130 FUNDAMENTALS OF PUBLIC SPEAKING
This course is designed to develop students’ knowledge of and skills in oral communication. It focuses on the speech-making process, rhetorical analysis, and the ethics of public speaking. Students will prepare, present and respond to public speeches on a regular basis. Prerequisites: None. Three credit hours. Offered spring and fall semester.

SPE 298 SPECIAL TOPIC IN SPEECH
Topic to be specified each semester course offered.

SPE 301 SPEAKING CLEARLY: VOICE AND DICTION
A combination of basic as well as advanced techniques used in speech. Emphasis will be placed on improving voice and diction techniques as used in the communications process. Students will learn to speak to be understood, with emphasis on clarity. Three credit hours. Prerequisites: SPE 130. Offered as needed.

SPE 315 ADVANCED PUBLIC SPEAKING
An intensive study of the theory and practice of public speaking. Strategies and techniques for effective public speaking will be discussed in depth and a variety of experiences in public speaking will be offered. Three credit hours. Prerequisites: SPE 130 and junior standing. Offered spring semester.

SPE 330 SMALL GROUP COMMUNICATION
An analysis of the communication process in small groups. Special emphasis is placed on the theories and practices which pertain to decision-making groups. Three credit hours. Prerequisites: SPE 130. Offered as needed.

SPE 398 SPECIAL TOPIC IN SPEECH
Topic to be specified each semester course offered.

SPE 498 INDEPENDENT STUDY IN SPEECH
Topic to be specified each semester course offered.
SPORT MANAGEMENT

SPM 211 THEORIES AND TECHNIQUES OF COACHING
This course is an investigation of athletic coaching as a vocation. A review of select theories and techniques of coaching will serve as the foundation. Current research will be explored in areas including but not limited to leadership behavior in sport. Coaching as a vocation has been part of the educational system in the United States for over a hundred years. Throughout this time there has been little inquiry on measuring coaching effectiveness and performance. The demand for such inquiry is clearly evidenced by the increasing number of sports participants. A rapidly expanding global market, the rise of women’s sports, and the addition of alternative sports such as the X games have all significantly contributed to this growth. Three credit hours. Prerequisites: none. Offered fall semester.

SPM 216 FOUNDATIONS OF HUMAN PERFORMANCE
This course is designed to explore the foundations of human performance. A review of applications and techniques of physical training for sport will guide the course content. Health-related physical fitness, sport skills and motor abilities will be explored. Concepts contained in the content are intended span across all human performance topical areas including but not limited to athlete-development, sport specific strength and conditioning, wellness programming and age and gender considerations. Three credit hours. Prerequisites: none. Offered fall semester.

SPM 220 SPORT LEADERSHIP AND MANAGEMENT
This course emphasizes the management and leadership components of sport organizations. More specifically, the course focuses on the means of improving performance within sports organizations through such practices as goal development, decision-making, strategic planning, conflict management, leadership style, and human resource management. Additionally, the course addresses the design, structure, and culture of sport organizations. Three credit hours. Prerequisites: none. Offered fall semester.

SPM 298 SPECIAL TOPIC IN SPORT MANAGEMENT
Topic to be specified each semester course offered.

SPM 310 VIRTUAL MANAGEMENT IN THE FANTASY SPORTS WORLD
This course explores the multiple aspects of fantasy sports. Topics to be discussed include the legal aspects of sport, sport gambling, sport information and statistics, scouting practices, team management, and the implications of sport marketing. Mathematics and statistics, among other disciplines, are particularly engaged in fantasy sport features; these include making schemes, player assessments, and statistical comparisons. Three credit hours. Prerequisites: junior standing. Offered fall semester.

SPM 320 SPORT MARKETING AND PROMOTION
This course is designed to provide students with an understanding of the fundamental marketing and promotional principles utilized in sport organizations, sport facilities, and sport events. Additionally, sport sponsorship is discussed as a sport marketing and promotional tool. The role of computer and Internet applications in sport marketing and promotions is emphasized. Three credit hours. Prerequisites: SPM 220. Offered spring semester.

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SPM 325 LEGAL AND ETHICAL ISSUES IN SPORTS AND RECREATION MANAGEMENT
This course provides an exploration into the legal aspects of sports including but not limited to tort law, contract law, risk management procedures, constitutional law and product liability. Limitations of the legal system will be addressed, as will the role and limitations of ethics. Students will discuss both the law and ethics and how each affects sports and recreation administration. Three credit hours. Prerequisites: SPM 220 and junior standing. Offered fall semester.

SPM 335 SPORT EVENT MANAGEMENT
This course emphasizes the competencies involved in the designing, planning, implementing, and evaluating of sport events. In doing so, students learn logistical skills and techniques associated with various aspects of event management including: 1) box office management; 2) security and supervision; 3) safety and medical services; 4) housekeeping and maintenance; 5) concessions and merchandise; 6) risk management and insurance; 7) media marketing of sport events; and 8) sponsorship of and hospitality at sport events. Emphasis is also placed on the experience of sport event customer and/or participant. Three credit hours. Prerequisites: SPM 220. Offered fall semester.

SPM 340 HISTORY AND PHILOSOPHY OF SPORT
This course explores the history and philosophy of sport. Selected topics include the perspectives of Greek Philosophers Socrates, Plato and Aristotle relating specifically to the mind and body. Further study will assist students in learning how cultures throughout Western civilization have viewed the relationship of the mind and body through sports and physical education. Students will be introduced to basic philosophical processes including but not limited to aesthetics and metaphysics. The concepts of play, sport and games will be investigated along with a review of varied paradigms on winning and morals. Finally, students will discover how urbanization, industrialization, modernization, technology and politics have affected sport throughout history. Three credit hours. Prerequisites: ENG 200/ENG 201. Offered spring semester.

SPM 377 FIELD EXPERIENCE I
This course provides an opportunity for observation and practice by individual students in work related to a particular area of study in sport management. This course has a 120 contact hour requirement. The student will complete a work-skills assessment and explore career options related to an area of course concentration in a work setting. This internship course offers students a structured, supervised opportunity to design their own learning within the context of their program’s expectations, goals and objectives for enhancing students’ academic and professional development and the needs of their host organization. Three credit hours. Prerequisites: junior standing, and a 2.0 Cumulative GPA. Offered fall and spring semesters.

SPM 398 SPECIAL TOPIC IN SPORTS MANAGEMENT
Topic to be specified each semester course offered.
SPM 400 SPORT FACILITY PLANNING AND MANAGEMENT
This course is designed to provide the student with a comprehensive look at the planning and management of major sport facilities. A step-by-step exploration of facility planning, promotions and operations will be the focus of the content. Topics covered include: facility planning and design, contracting, image, crowd and alcohol management, booking and scheduling, box office, concessions and merchandise management, event planning, and production and facility operations. Three credit hours. Prerequisites: ACC 102, MKT 220, SPM 220 and junior standing. Offered spring semester.

SPM 477 FIELD EXPERIENCE II
This course provides an opportunity for observation and practice by individual students in work related to a particular area of study in sport management. This course has a 120 contact hour requirement. The student will complete a work-skills assessment and explore career options related to an area of course concentration in a work setting. This internship course offers students a structured, supervised opportunity to design their own learning within the context of their program’s expectations, goals and objectives for enhancing students’ academic and professional development and the needs of their host organization. Three credit hours. Prerequisites: 2.0 GPA. Offered fall and spring semesters.

SPM 478 FIELD EXPERIENCE III
This course provides an opportunity for observation and practice by individual students in work related to a particular area of study in sport management. This course has a 160 contact hour requirement. A higher level of performance is expected in this field experience. The work will be more intensive than the introductory field experience (SPM 377). The student will complete a work-skills assessment and explore career options related to an area of course concentration in a work setting. This internship course offers students a structured, supervised opportunity to design their own learning within the context of their program’s expectations, goals and objectives for enhancing students’ academic and professional development and the needs of their host organization. Three credit hours. Prerequisites: SPM 477 and a 2.0 cumulative GPA. Offered fall and spring semesters.

SPM 498 INDEPENDENT STUDY IN SPORTS MANAGEMENT
Topic to be specified each semester course offered.

THEATRE
THE 100 INTRODUCTION TO THEATRE
This course teaches the theory, appreciation, and performance of theatre. The theory component examines structures and techniques. The appreciation component examines classic and contemporary text and performances. In the performance component, the students rehearse roles for in-class presentation. Three credit hours. Prerequisites: none. Offered as needed.
VETERINARY TECHNOLOGY

VET 100 INTRODUCTION TO VETERINARY TECHNOLOGY
The student is introduced to the Medaille facilities, expectations of the Veterinary Technology Program, medical terminology and basic scientific concepts. Discussions are generated on career opportunities, the role of the veterinary technician in veterinary medicine, and the human-animal bond. The different classifications and breeds of companion and farm animals are studied. General principles of animal behavior, care, equipment and management are presented. Legal regulations on the county, state and federal levels are examined. There will be a preliminary investigation of the concepts of health and disease. Three credit hours. Prerequisites: Restricted to Veterinary Technology majors. Offered fall and spring semesters.

VET 120 INTRODUCTION TO LABORATORY ANIMAL SCIENCE
A general overview of the field of laboratory animal science is covered. Humane handling, care and ethical use of laboratory animals are emphasized. Taxonomic classification and comparative anatomic and physiologic characteristics of each species are mentioned. Laws, regulations, standards and organizations promoting responsible lab animal management are discussed. The use of alternatives to animals for research is explored. Basic handling, restraint and performing common procedures on small mammals are practiced in the laboratory portion of the course. Recognition of health and disease through the animal care rotation (vivarium) is an important aspect of this course. Note: The animal care rotation will require additional time besides scheduled class and laboratory hours for vivarium duty. Three credit hours. Prerequisites: Permission of division head. Offered fall and spring semesters. Note: Registration for both the lecture (VET 120) and the lab (VET 120 L) is required.

VET 126 ANIMAL PARASITOLOGY
This course focuses on the common ectoparasites and endoparasites of pets and large animals and laboratory animals. Parasite identification, life history and pathogenesis are studied. Public health aspects are noted and methods of prevention and treatment are discussed. Diagnostic procedures and identification are performed in the laboratory. Two credit hours. Prerequisites: VET 100; restricted to VET majors. Offered spring semester. Note: Registration for both the lecture (VET 126) and the lab (VET 126 L) is required.

VET 130 BASIC INTRODUCTION TO HORSES
The student is introduced to methods of handling and restraint of the horse: basic equine terminology including basic anatomy, breed identification, color and color patterns and equipment, and different disciplines of horseback riding. Three credit hours. Prerequisites: none. Offered as needed.

VET 177 PRECEPTORSHIP I
Each student spends 60 hours observing at an animal facility in the areas of surgery, anesthesia, treatment, radiology, laboratory and general facility operations. The primary objective is to introduce concepts by seeing examples of actual cases. The student becomes more familiar with and appreciates the scope of the Veterinary Technician in a practical, applied atmosphere. Two credit hours. Prerequisites: 2.0 cumulative average, unless taken in the first semester at college, restricted to Veterinary Technology majors. Offered fall and spring semesters.
**VET 202 SMALL ANIMAL DISEASES AND NUTRITION**

Emphasis is placed on the dog and cat regarding proper restraint and care. Physical as well as chemical methods of restraint are presented. Common disease processes experienced by the dog and cat are outlined and nutrition is examined as it relates to both the healthy and ill pet. Infectious, hormonal, traumatic, toxicological and nutritional problems include some of the disease processes covered. Raising orphan puppies and kittens and proper vaccination procedures are taught. Additional student time and assignments will be required outside of scheduled class and laboratory hours. Three credit hours. Prerequisites: VET 100, VET 120, and BIO 171; restricted to VET majors. Offered fall semester. Note: Registration for both the lecture (VET 202) and the lab (VET 202 L) is required.

**VET 204 VETERINARY CLINICAL LAB TECHNIQUES**

This course examines blood, urine, and feces for diagnostic and prognostic purposes. Lectures will focus on the physiologic responses to disease and the effects of disease on measurable substances produced by the body. The collection, storage and handling of laboratory specimens and general laboratory management procedures including safety and quality control will be discussed. Laboratory sessions will emphasize the performance of analytical procedures commonly used in veterinary medicine. Less routine procedures will be demonstrated and/or discussed. Three credit hours. Prerequisites: VET 100, BIO 171; restricted to VET majors. Offered fall semester. Note: Registration for both the lecture (VET 204) and the lab (VET 204 L) is required.

**VET 206 HANDLING AND CARE OF EXOTICS**

This course is specifically designed to acquaint the student with the most common exotic pets and zoo animals. Care, handling, management and diseases are studied. Techniques of immobilization and obtaining laboratory samples are demonstrated. Experiences occur at various locations with birds, reptiles, amphibians and mammals. Travel time to and from off-campus activities is required. Two credit hours. Prerequisites: VET 100 and BIO 171; restricted to VET majors. Offered spring semester. Note: Registration for both the lecture (VET 206) and the lab (VET 206 L) is required.

**VET 208 VETERINARY DIAGNOSTIC IMAGING**

Topics include the theory of X-ray production as well as the practical aspects of taking radiographs. Emphasis is on the diagnostic quality of radiographs and how to correct common problems. Students will have experience in radiographic exposure, development and handling. Proper positioning and restraint for various anatomical views are shown. Use of contrast media and special techniques is mentioned. Safety precautions and New York State regulations are emphasized. The role of the electrocardiogram in veterinary medicine is discussed. Proper patient positioning and methods of restraint are taught. The normal EKG (ECG) tracing and common disease variations are studied. Two credit hours. Prerequisites: VET 100 and BIO 171; restricted to VET majors. Offered fall semester. Note: Registration for both the lecture (VET 208) and the lab (VET 208 L) is required.
VET 222 FARM ANIMAL RESTRAINT, DISEASES, AND NUTRITION
Physical and chemical restraint is demonstrated on the bovine, equine, caprine, and ovine. Common diseases and the significant role of nutrition in the farm animal are presented. Miscellaneous procedures such as the physical exam, dentistry and diagnostic nerve blocks are shown. Porcine assisting techniques are mentioned. Regulatory medicine, vaccination protocols and methods of administering medication are taught. Additional student time and assignments will be required outside of scheduled class and laboratory hours. Three credit hours.
Prerequisites: BIO 171. Offered spring semester. Note: Registration for both the lecture (VET 222) and the lab (VET 222 L) is required.

VET 224 SURGICAL NURSING AND ANESTHESIOLOGY
The student becomes familiar with surgical theory and techniques. Topics include pre-operative theory and post-operative patient care, aseptic technique and materials and instruments used in various surgical procedures. Different types of sterilization processes and the care of surgical instruments are practiced. Anesthesiology includes the actions and uses of pre-anesthetic drugs as well as that of intravenous, intramuscular and inhalation anesthetics. Special emphasis is placed on monitoring the patient while under any type of anesthesia. Additional student time and assignments will be required outside of scheduled class and laboratory hours. Three credit hours.
Prerequisites: VET 202, VET 204, and VET 230. Offered spring semester. Note: Registration for both the lecture (VET 224) and the lab (VET 224 L) is required.

VET 226 VETERINARY PRACTICE MANAGEMENT
The veterinary hospital is seen as both a medical and business facility. Emphasis is on the pivotal role which the veterinary technician can perform. Topics include human relations both with clients and other staff, basic business principles, medical records, financial transactions, ordering and inventory. Veterinary management software is investigated. An in-depth introduction to veterinary dentistry is included. Three credit hours. Prerequisites: Restricted to VET majors. Offered spring semester.

VET 228 GROSS AND CLINICAL PATHOLOGY
The place of necropsy as a learning experience is explained. Proper technique for small animal and avian species are demonstrated and other species are illustrated. Laboratory exercises with exotic species occur as the opportunities exist. Diagnostic Cytology and sampling techniques are discussed. Reproductive Cytology techniques are practiced. Additional student time and assignments may be required outside of scheduled class and laboratory hours. One credit hour.
Prerequisites: VET 100, BIO 171; restricted to VET majors. Offered spring semester. Note: Registration for both the lecture (VET 228) and the lab (VET 228 L) is required.

VET 230 PHARMACY AND PHARMACOLOGY
The student becomes familiar with the major drugs used in veterinary medicine. Pharmacy covers maintenance and inventory. Pharmacology is intended to acquaint the student with fundamental knowledge of the mechanism of action, the dosage, the routes of administration and the toxic effects of various groups of veterinary-related drugs. Conversion of weights and the calculation of various drug dosages are practiced, as well as fluid therapy and blood transfusion dynamics and calculations. Three credit hours. Prerequisites: VET 100, BIO 171, CHE 145, and MAT 112; restricted to VET majors. Offered fall semester.
**VET 232 HORSE AND STABLE MANAGEMENT**
Students will learn how to care for the horse in the barn including feeding, grooming, and cleaning stalls. Students will learn about the expenses of horse ownership. Students will participate in different aspects of running a horse show including course design, setup and breakdown, secretarial duties and other areas as required. Three credit hours. Prerequisites: VET 130 or permission of Veterinary Technology chair. Offered as needed.

**VET 277 PRECEPTORSHIP II**
Each student spends 90 hours in a small animal, mixed (small and large) animal or other veterinary practice or facility to gain practical experience in the areas of surgery, anesthesia, treatment, radiology, laboratory and general veterinary facility operations. The primary objective is to reinforce and expand upon learning concepts by participating in actual cases. Students will be exposed to the role of Veterinary Medicine and its impact on Society as expressed in the Veterinary Technician Oath (Vet. Tech. Student Handbook). Three credit hours. Prerequisites: Restricted to VET majors. Offered fall and spring semesters. VET 277 has been identified as a U course in the EQUIP curriculum sequence. This course is designed to help students understand their academic discipline within the context of the broader community, region, and the world. VTE 277 considers the potential of the discipline and its methodology to contribute to a civic and sustainable future.

**VET 298 SPECIAL TOPIC IN VETERINARY TECHNOLOGY**
Topic to be specified each semester course offered.

**VET 300 VETERINARY DENTISTRY: PRINCIPLES AND PRACTICES**
The fundamentals of veterinary dentistry are presented through the use of lecture and hands-on instruction. Emphasis is on the role of the veterinary technician in a small animal practice in providing dental services and client education. In-depth study of the oral cavity is combined with practical and clinical applications to present-day treatments. Understanding of common dental disease and the role of the veterinary technician in its treatment and prevention is stressed. Three credit hours. Prerequisites: VET 224 or licensure as a Veterinary Technician. Offered as needed.

**VET 301 DENTAL RADIOGRAPHY**
A detailed examination of the oral cavity will be presented through the use of dental radiography. Specialized radiographic equipment and supplies will be utilized. Techniques for patient positioning and radiographic exposure will be demonstrated and practiced by students during laboratory sessions. Common disease processes seen in veterinary practice will be highlighted. Three credit hours. Prerequisites: VET 300. Offered as needed.
VET 320 ADVANCED LABORATORY ANIMAL SCIENCE
An in-depth exploration of the principles and practices of advanced laboratory animal science is presented through a research-based course. Students will collaborate in development of animal protocols and will be responsible for all aspects of the research plan, including experimental design, completion of necessary documentation, and implementation of the protocol and communication of the results. Specialized techniques will be examined, including immunology, molecular biology, genetic engineering and gnotobiology. Management issues, such as principles of supervision, cost analysis, facility security, government regulations and occupational health and safety, will be emphasized. Ethical issues related to animal research will be evaluated. Note: Animal care will require additional time besides scheduled class and laboratory hours. Three credit hours. Prerequisites: VET 120; or licensure as a Veterinary Technician; or certification as a Laboratory Animal Technician or Laboratory Animal Technologist. Offered as needed.

VET 326 EQUINE NUTRITION AND PHYSIOLOGY
Basic anatomy and physiology of the equine digestive system and its relation to nutrition and disease states will be covered. Application of ration formulas will be applied to calculate nutritional requirements for different life stages. Evaluation of different feed sources and supplements will be addressed. Three credit hours. Prerequisites: VET 222. Offered as needed.

VET 335 INTRODUCTION TO EQUINE BEHAVIOR AND HANDLING
Equine communication will be covered relative to basic handling, training, and restraint. The behaviors used by horses to communicate will be explored and applied to improve equine/human communication. This study will encompass hands-on work with horses in which students will be required to apply the skills they have acquired in the classroom. Three credit hours. Prerequisites: none. Offered as needed.

VET 340 APPLIED ANIMAL BEHAVIOR FOR VETERINARY PRACTICE: PART I
This is a practical course geared to the veterinary professional who wishes to specialize in small animal behavior. A systematic approach is adopted, beginning with the study of normal behavior and followed by an investigation into canine and feline aggressive behavior. Components of a proper behavioral history and their relationship to approaching behavioral problems are stressed. Case studies will be integrated into classroom and clinical experiences. A survey of behavior problems in farm animals will be included. Three credit hours. Prerequisites: VET 100 and VET 230; or licensure as a Veterinary Technician. Offered as needed.

VET 345 INTRODUCTION TO ANIMAL REHABILITATION
This course focuses on an introduction to the newly evolving field of animal rehabilitation. Topics will include common orthopedic and neurological conditions and their appropriate modalities. Laws, certification standards and organizations promoting rehabilitation will be discussed, as well as the role of medications, nutraceuticals and nutrition. Three credit hours. Prerequisites: Restricted to VET majors; sophomore or higher standing. Offered as needed.
VET 355 PAIN MANAGEMENT IN ANIMALS
The issues and fundamentals of pain management are presented through the use of lecture, discussion and laboratory. An integrated approach is utilized, with emphasis on the ethics of pain management in animals. The physiology and biochemistry of pain and pain control will be explored. The role of the technician in detecting, assessing, reporting and managing pain is stressed. Three credit hours. Prerequisites: VET 120 and VET 230; or licensure as a Veterinary Technician. Offered as needed.

VET 360 PATIENT MANAGEMENT AND THERAPEUTICS IN EMERGENCY MEDICINE AND CRITICAL CARE
This course is geared to the veterinary professional interested in emergency and critical care work. Requirements for specialization in the field will be discussed. The basic principles of emergency medicine including triage, all aspects of intravenous support, placement and care of monitoring devices as well as pain management will be covered. Basic nursing care of critical patients and interaction with clients of these patients will be included. Three credit hours. Prerequisites: VET 224 or licensure as a Veterinary Technician. Offered as needed.

VET 365 FELINE MEDICINE
Emphasis is placed on common diseases and conditions of the cat. Infectious, parasitic, hormonal, allergic, traumatic, toxicological, congenital and acquired problems will be covered. Diagnostic tests and treatments will be discussed, as well as specialized nursing care. Preventative strategies will be discussed. Importance of client education and concerns about zoonotic potential of diseases will be stressed. Additional student time and assignments will be required outside of scheduled class hours. Three credit hours. Prerequisites: VET 202, VET 230, restricted to VET majors. Offered as needed.

VET 398 SPECIAL TOPIC IN VETERINARY TECHNOLOGY
Topic to be specified each semester course offered.

VET 400 ADVANCED DENTAL TECHNIQUES
Periodontal treatment as part of the basic dental prophylaxis is highlighted and practiced in hands-on demonstrations. Other advanced techniques for situations commonly encountered in small animal veterinary practice are studied. Emphasis is placed on the veterinary technicians’ understanding of dental lesions and pathology and their relationship to periodontic and exodontics. The enlarging role of the veterinary technician in providing these therapies is given prominence. Three credit hours. Prerequisites: VET 301. Offered as needed.

VET 401 SPECIALIZATION IN VETERINARY DENTISTRY
This course focuses on the specialized areas of veterinary dentistry that are applicable to small animal species. Those interested in pursuing specialty certification or in employment with a veterinary dental specialist will find the presented material to be informative, useful and necessary. Topics covered will include endodontics, restorative dentistry, orthodontics and prosthodontics. Three credit hours. Prerequisites: VET 400. Offered as needed.
VET 410 SMALL ANIMAL NUTRITION IN HEALTH AND DISEASE
This course is designed to provide veterinary technicians with advanced knowledge of nutritional management in small animals. Topics covered include neonatal, pediatric and geriatric nutrition in both health and disease states. Enteral and parenteral forms of nutrition will be explored. Students will be awarded the title of Veterinary Nutritional Advocate through Hill’s Pet Nutrition after completion of the course. Three credit hours. Prerequisites: VET 202. Offered as needed.

VET 440 APPLIED ANIMAL BEHAVIOR FOR VETERINARY PRACTICE: PART II
A continuation of the specialized study into the common behavioral problems of dogs and cats. Treatments are presented that utilize principles of behavior modification and current behavioral pharmacology. Learning to “choose the right pet” is one example of the prevention recommendations that will be discussed. Case studies will be integrated into classroom and clinical experiences. Three credit hours. Prerequisites: VET 340 or licensure as a Veterinary Technician. Offered as needed.

VET 450 ANESTHESIA FOR CANINE AND FELINE HIGH RISK PATIENTS
An in-depth coverage of anesthetizing the problematic and medically challenging small animal patient. Pre-anesthesia planning, treating complicated physical conditions and choosing appropriate anesthetic protocols will be integrated. The role of analgesia during the four components of general anesthesia will be emphasized. Three credit hours. Prerequisites: VET 224 or licensure as a Veterinary Technician. Offered as needed.

VET 460 SMALL ANIMAL EMERGENCY AND CRITICAL CARE I
A body system approach is used in examining in depth the physiology, treatment and care of emergency and critical care cases seen in practice. Physical findings, appropriate diagnostic testing, initial treatment, appropriate monitoring and follow-up are emphasized. The cardiovascular, respiratory, neurologic and urinary systems are covered. Hematologic, toxicologic and thermal emergencies are also explored, as well as shock, anesthetic emergencies and allergic reactions, which are pancytopenic. Clinical cases will be utilized in the course of study. Three credit hours. Prerequisites: VET 360. Offered as needed.

VET 461 SMALL ANIMAL EMERGENCY AND CRITICAL CARE II
This course is a continuation of the study of presentations in emergency and critical care by body system. Cases in the gastrointestinal tract, male and female reproductive systems, ocular, otic and dermatologic system will be examined. Emergencies involving the endocrine system and metabolic emergencies will be covered in detail. An overview of the approach to treating musculoskeletal and soft tissue injuries will be included. Case studies will again be utilized. Three credit hours. Prerequisites: VET 460. Offered as needed.

VET 498 INDEPENDENT STUDY IN VETERINARY TECHNOLOGY
Topic to be specified each semester course offered.
GRADUATE ACADEMIC PROGRAMS

MISSION OF GRADUATE STUDY

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

Graduate study requires high academic achievement, and its purpose is to further develop a student’s experience and capabilities within the advanced, specialized areas of his/her chosen field. While the emphasis of all graduate programs at Medaille College is the preparation for professional practice, students will develop a thorough understanding of research and research methodology. A common objective of all Medaille graduate programs is to develop the capacities students will need for independent study and research, so that critical inquiry is made a viable mode for improving their practice throughout their career.

While students pursuing graduate studies are subject to the policies of the College’s Catalog, each graduate program 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.

www.medaille.edu
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UNIQUE STRENGTHS OF MEDAILLE COLLEGE GRADUATE PROGRAMS:
DEDICATED, PRACTITIONER FACULTY
Faculty bring a commitment to learning and teaching that is student-centered and firmly based on scholarship. First and foremost, the faculty consists both of professionals and practitioners who bring to the classroom the benefits of their knowledge and experience.

CONVENIENT CLASS TIMES
Medaille is a pioneer in providing quality degree programs offered at convenient times—during the day, evening, weekends and online.

PERSONAL ATMOSPHERE
Graduate classes are small at Medaille. A student is treated as a respected individual. Each student’s individual qualities are discovered through working with faculty, staff, and fellow classmates.

AVERAGE CLASS SIZE
While class size varies by program, students can expect to experience a personal atmosphere. 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, contact the Office of Admissions.
DIVISION OF EDUCATION

Note: More detailed information is 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 curriculum prepares you to nurture and educate children from diverse backgrounds. We prepare you in all aspects of today’s challenging classrooms. Our program will support you as you become a skilled critical thinker in the classroom. Committed to the service of teaching, we will help you reflect on the long history of public education as a vehicle for American equality. Through strong management of your subject specialization and content knowledge, methodology, and creative pedagogical techniques, you will become a successful professional in the field. Our Education programs explore the use of technology in the classroom of tomorrow.

Our faculty includes professional teachers and published researchers with years of service in education and experience in the field. Education is the gateway for creating a community of 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. Placement data is available from the Office of Institutional Research and Planning (http://www.medaille.edu/irp) and on the institution’s Higher Education Opportunity Act information page (http://www.medaille.edu/heoa)

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Furthering Education (%)
- 2012: 25 (US) 3 (CND)
- 2011: 6 (US) 38 (CND)
- 2010: 0 (US) 43 (CND)
- 2009: 19 (US) 49 (CND)
- 2008: 14
- 2007: 1
- 2006: 1
- 2005: 9
- 2004: 2
- 2003: 7

Employed (%)
- 2012: 100 (US) 82 (CND)
- 2011: 94 (US) 85 (CND)
- 2010: 79 (US) 64 (CND)
- 2009: 94 (US) 77 (CND)
- 2008: 73
- 2007: 73
- 2006: 91
- 2005: 94
- 2004: 97
- 2003: 95

Placement Rate (%)
- 2012: 100 (US) 93 (CND)
- 2011: 94 (US) 97 (CND)
- 2010: 100 (US) 90 (CND)
- 2009: 94 (US) 88 (CND)
- 2008: 76
- 2007: 73
- 2006: 92
- 2005: 94
- 2004: 98
- 2003: 96
**PLACEMENT DATA**, continued.

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<td>100</td>
</tr>
</tbody>
</table>

*Furthering education rates were calculated using a combination of reported data and enrollment data obtained from the National Student Clearinghouse. Please note that the National Student Clearinghouse does not obtain Canadian college and university data, only US.*
M.S.ED IN ADOLESCENT EDUCATION

The MS. Ed. in Adolescent Education includes instruction in NYS P-12 Common Core Learning Standards, Dignity for all Students Act (anti-bullying and cyber bullying legislation), and all current mandates and standards from New York State related to the NYSTCEs, specifically the edTPA.

The Adolescent Education program provides a **33 credit** course of study consisting of methodologies, philosophy, literacy, application, pre-student teaching and student teaching hours. In order to receive initial certification from the State of New York, all students must participate in and successfully complete all academic requirements for certification in Adolescent Education (grades 7-12). New York also requires that all students have the following credits from a regionally accredited college:

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

NEW YORK STATE TEACHING CERTIFICATION EXAMINATIONS (NYSTCE)

Students must take these three tests:

- LAST (Liberal Arts and Sciences Test) (Until May 1, 2014)
- ATS-W (Assessment of Teaching Skills-Written) (Until May 1, 2014)
- ALST (Academic Literacy Skills Test)
- CST (Content Specialty Test) for either English, French, Mathematics, Biology, or Chemistry, Social Studies, Literacy, Students with Disabilities (Until May 1, 2014)
- edTPA (Teacher Performance Assessment)
**COMPREHENSIVE EXAMINATION:** All students are required to successfully complete a comprehensive exam upon completion of their coursework and prior to beginning EDU 677 Student Teaching in Adolescent Education (6 credits). Each exam consists of approximately fifty percent pedagogical questions from Medaille course content and fifty percent discipline-specific questions from the student's content area. A minimum score of 75 is required for passing. If a student scores lower than a 75, he or she can schedule one opportunity to re-take the exam. The examination will be set jointly by all of the instructors of these course each academic year and is administered in January, May, and August of each year.

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

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

**M.S.ED IN ADOLESCENT EDUCATION TRACKS:** Students will take 6 credits of methods courses and fulfill the pre-student and student teaching requirement that is aligned with the specific track. Students must receive a grade of a B- or above for all pedagogical courses (methods courses). Otherwise, the course must be repeated.

**ENGLISH 7-12 TRACK**
- EDU 601 Methods in Adolescence Education-English
- EDU 667 Pre-Student Teaching
- EDU 677 Student Teaching

**FRENCH 7-12 TRACK**
- EDU 602 Methods in Adolescence Education-French
- EDU 667 Pre-Student Teaching
- EDU 677 Student Teaching

**MATHEMATICS 7-12 TRACK**
- EDU 603 Methods in Adolescence Education-Mathematics
- EDU 667 Pre-Student Teaching
- EDU 677 Student Teaching

**BIOLOGY 7-12 TRACK**
- EDU 604 Methods in Adolescence Education-Biology
- EDU 667 Pre-Student Teaching
- EDU 677 Student Teaching
CHEMISTRY 7-12 TRACK
EDU 605 Methods in Adolescence Education-Chemistry
EDU 667 Pre-Student Teaching
EDU 677 Student Teaching

SOCIAL STUDIES 7-12 TRACK
EDU 606 Methods in Adolescence Education-Social Studies
EDU 667 Pre-Student Teaching
EDU 677 Student Teaching

M.S.ED. IN ADOLESCENT EDUCATION CREDIT DISTRIBUTION
Note: This program leads to initial certification in either Biology 7-12, Chemistry 7-12, English 7-12, French 7-12, Mathematics 7-12, or Social Studies 7-12.

<table>
<thead>
<tr>
<th>COURSE NUMBER &amp; TITLE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECI 535 Culturally Responsive Pedagogy: Shaping Culturally Inclusive Classrooms/EDU 507 DASA Seminar</td>
<td>3</td>
</tr>
<tr>
<td>ECI 610 Transitions from Education’s Roots to the Present</td>
<td>3</td>
</tr>
<tr>
<td>EDU 600 Curriculum Planning in Adolescent Education</td>
<td>3</td>
</tr>
<tr>
<td>Methods Courses: Students will take one of the following courses</td>
<td></td>
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<tr>
<td>• EDU 601 Methods in Adolescence Education: English</td>
<td></td>
</tr>
<tr>
<td>• EDU 602 Methods in Adolescence Education: French</td>
<td></td>
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<tr>
<td>• EDU 603 Methods in Adolescence Education: Mathematics</td>
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<tr>
<td>• EDU 604 Methods in Adolescence Education: Biology</td>
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<tr>
<td>• EDU 605 Methods in Adolescence Education: Chemistry</td>
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<tr>
<td>• EDU 606 Methods in Adolescence Education: Social Studies</td>
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<tr>
<td>EDU 667 Pre-Student Teaching Experiences</td>
<td>3</td>
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<tr>
<td>EDU 670 Literacy in the Content Areas</td>
<td>3</td>
</tr>
<tr>
<td>EDU 671 Information Technology and Data Analysis</td>
<td>3</td>
</tr>
<tr>
<td>EDU 677 Student Teaching in Adolescence Education</td>
<td>6</td>
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<tr>
<td>ESP 600 Foundations of Special Education (3 credits) and EDU 506 Child Abuse/SAVE (0 credits; must co-register for EDU 506 and ESP 600). Offered online.</td>
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<tr>
<td>EDU 570 Strategic Literacy Instruction for the Diverse Learner: Adolescence</td>
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<td>Total Credits:</td>
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## M.S.ED. IN ADOLESCENT EDUCATION PROGRAM SEQUENCE

### DAY PROGRAM | FALL START

<table>
<thead>
<tr>
<th>Course Number &amp; Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDU 570 Strategic Literacy Instruction for the Diverse Learner: Adolescence</td>
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<td>Fall</td>
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<tr>
<td>EDU 600 Curriculum Planning in Adolescent Education</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>EDU 601-606 (Methods course; dependent on track)</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>EDU 667 Pre-Student Teaching Experiences</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>EDU 670 Literacy in the Content Area</td>
<td>3</td>
<td>Spring</td>
</tr>
<tr>
<td>EDU 677 Student Teaching in Adolescent Education</td>
<td>6</td>
<td>Spring</td>
</tr>
<tr>
<td>ECI 610 Transitions from Education’s Roots to the Present</td>
<td>3</td>
<td>Summer</td>
</tr>
<tr>
<td>ECI 535 Culturally Responsive Pedagogy: Shaping Culturally Inclusive Classrooms/EDU 507 DASA Seminar</td>
<td>3</td>
<td>Summer</td>
</tr>
<tr>
<td>ESP 600 Foundations of Special Education/ EDU 506 Child Abuse and SAVE Seminar</td>
<td>3</td>
<td>Summer</td>
</tr>
<tr>
<td>EDU 671 Information Technology and Data Analysis</td>
<td>3</td>
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</table>

### WEEKEND PROGRAM | FALL START

<table>
<thead>
<tr>
<th>Course Number &amp; Title</th>
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<th>Term</th>
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<tbody>
<tr>
<td>EDU 600 Curriculum Planning in Adolescent Education</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>EDU 601-606 (Methods course; dependent on track)</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>EDU 667 Pre-Student Teaching</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>ESP 600 Foundations of Special Education/ EDU 506 Child Abuse and SAVE Seminar</td>
<td>3</td>
<td>Spring</td>
</tr>
<tr>
<td>ECI 535 Culturally Responsive Pedagogy: Shaping Culturally Inclusive Classrooms/EDU 507 DASA Seminar</td>
<td>3</td>
<td>Spring</td>
</tr>
<tr>
<td>EDU 670 Literacy in the Content Areas</td>
<td>3</td>
<td>Spring</td>
</tr>
<tr>
<td>ECI 610 Transitions from Education’s Roots to the Present</td>
<td>3</td>
<td>Summer</td>
</tr>
<tr>
<td>EDU 671 Information Technology and Data Analysis</td>
<td>3</td>
<td>Summer</td>
</tr>
<tr>
<td>EDU 570 Strategic Literacy Instruction for the Diverse Learner: Adolescence</td>
<td>3</td>
<td>Summer</td>
</tr>
<tr>
<td>EDU 677 Student Teaching</td>
<td>6</td>
<td>Fall</td>
</tr>
</tbody>
</table>
M.S.ED. IN ELEMENTARY EDUCATION (CHILDHOOD 1-6)

The Elementary Education program provides a 42 credit course of study consisting of methodologies, educational philosophy, literacy, research and application. All students who desire to receive initial certification from the State of New York must participate in and successfully complete EDU 577 (student teaching component) to fulfill the academic requirement for certification in elementary education (grades 1-6). New York also requires that all students have the following credits from a regionally accredited college:

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

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

CORE COURSES

This program includes three foundations courses, two literacy courses, two research courses, four methods courses, and student teaching. Students must receive a grade of a B- or above for all pedagogical courses (methods courses). Otherwise, the course must be repeated.

- ECI 510 Research in Education
- ECI 535 Culturally Responsive Pedagogy: Shaping Culturally Inclusive Classrooms
- EDU 500 The Core of Education
- EDU 502 Education Methods of Teaching: Math, Science, Technology
- EDU 503 Education Methods of Teaching: The Arts, English, Language Arts, and Social Studies
- EDU 504 Early Field Experience/Seminar: Physical Educations, Family/Consumer Sciences
- ESP 600 Foundations of Special Education/ EDU 506 Child Abuse and SAVE Seminar

CAPSTONE

Students are required to take EDU 693 Elementary Education Portfolio and Professional Development course which assists graduates to create an action research project and integrates and summarizes their program.

FIELD EXPERIENCES (PRE-STUDENT TEACHING)

Students are required to complete field experience hours for all certification programs, as mandated by the New York State Education Department (NYSED). Field experience hours must be completed prior to student teaching (EDU 577). Students enrolled in the M.S.Ed. in Elementary Education (Childhood 1-6) fulfill this requirement through successful completion of EDU 677. Special Education Note: A minimum of 15 field experience hours must be completed in a Special Education setting. These settings may include, but are not limited to, small group, tutoring, assisting a special needs child/children, or in an inclusion classroom.

Please visit Medaille College’s Pre-student teaching website, available here: http://www.medaille.edu/student-teaching/pre-student-teaching for more information about Field Experience and pre-student teaching.
### M.S. Ed. in Elementary Education (Childhood 1-6) Credit Distribution

<table>
<thead>
<tr>
<th>COURSE NUMBER &amp; TITLE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECI 510 Research in Education</td>
<td>3</td>
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<tr>
<td>ECI 535 Culturally Responsive Pedagogy: Shaping Culturally Inclusive Classrooms/EDU 507 DASA Seminar</td>
<td>3</td>
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<tr>
<td>ECI 610 Transitions from Education’s Roots to the Present</td>
<td>3</td>
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<tr>
<td>EDU 693 Elementary Education Portfolio and Professional Development</td>
<td>3</td>
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<tr>
<td>EDL 550 Developmental Literacy: Emergence to Fluency</td>
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<tr>
<td>EDU 571 Technology for the Elementary Classroom</td>
<td>3</td>
</tr>
<tr>
<td>EDL 650 Assessment and Evaluation of Literacy</td>
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</tr>
<tr>
<td>EDU 500 The Core of Education</td>
<td>3</td>
</tr>
<tr>
<td>EDU 502 Education Methods of Teaching: Math and Science</td>
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<td>EDU 503 Education Methods of Teaching: The Arts, English, Language Arts, and Social Studies</td>
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<td>EDU 504 Early Field Experience/Seminar: Physical Educations, Family/Consumer Sciences</td>
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<tr>
<td>EDU 506 Child Abuse and SAVE Seminar/ESP 600 Foundations of Special Education</td>
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<td>EDU 577 Student Teaching/Seminar: Career and Occupational Studies</td>
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<td>Total Credits</td>
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### M.S. Ed. in Elementary Education (Childhood 1-6) Program Schedule

#### Fall Start

<table>
<thead>
<tr>
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<th>DAY</th>
</tr>
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<tbody>
<tr>
<td>ECI 510 Research in Education (online)</td>
<td>3</td>
<td>Fall</td>
<td>online</td>
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<tr>
<td>EDL 550 Developmental Literacy: Emergence to Fluency</td>
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<td>Fall</td>
<td>Monday</td>
</tr>
<tr>
<td>EDU 500 The Core of Education</td>
<td>3</td>
<td>Fall</td>
<td>Tuesday</td>
</tr>
<tr>
<td>EDU 502 Education Methods of Teaching: Math and Science</td>
<td>3</td>
<td>Spring</td>
<td>Monday</td>
</tr>
<tr>
<td>EDU 504 Early Field Experience/Seminar: Physical Educations, Family/Consumer Sciences</td>
<td>3</td>
<td>Summer</td>
<td>Tuesday</td>
</tr>
<tr>
<td>EDL 650 Assessment and Evaluation of Literacy</td>
<td>3</td>
<td>Spring</td>
<td>Mon-Fri</td>
</tr>
<tr>
<td>EDU 503 Education Methods of Teaching: The Arts, English, Language Arts, and Social Studies</td>
<td>3</td>
<td>Spring</td>
<td>Mon-Fri</td>
</tr>
<tr>
<td>COURSE NUMBER &amp; TITLE</td>
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<tr>
<td>ECI 510 Research in Education (online)</td>
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<td>Spring</td>
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<tr>
<td>EDL 550 Developmental Literacy: Emergence to Fluency</td>
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<td>Spring</td>
<td>Monday</td>
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<tr>
<td>EDU 500 The Core of Education</td>
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<td>Tuesday</td>
</tr>
<tr>
<td>EDU 502 Education Methods of Teaching: Math and Science</td>
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<td>Tuesday</td>
</tr>
<tr>
<td>EDU 504 Early Field Experience/Seminar: Physical Educations, Family/Consumer Sciences</td>
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<td>Spring</td>
<td>Tuesday</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>EDU 503 Education Methods of Teaching: The Arts, English, Language Arts, &amp; Social Studies</td>
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<td>Summer</td>
<td>Tuesday</td>
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<tr>
<td>EDU 571 Technology for the Elementary Classroom</td>
<td>3</td>
<td>Summer</td>
<td>Monday</td>
</tr>
<tr>
<td>EDU 506 Child Abuse and SAVE Seminar/ESP 600 Foundations of Special Education</td>
<td>3</td>
<td>Fall</td>
<td>Mon-Fri</td>
</tr>
<tr>
<td>ECI 535 Culturally Responsive Pedagogy: Shaping Culturally Inclusive Classrooms/EDU 507 DASA Seminar</td>
<td>3</td>
<td>Summer</td>
<td>Monday</td>
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<tr>
<td>EDU 693 Elementary Education Portfolio and Professional Development</td>
<td>3</td>
<td>Summer</td>
<td>Thesis advisement</td>
</tr>
<tr>
<td>ECI 610 Transitions from Education’s Roots to the Present</td>
<td>3</td>
<td>Fall</td>
<td>Mon-Fri</td>
</tr>
<tr>
<td>EDU 577 Student Teaching/Seminar: Career and Occupational Studies</td>
<td>6</td>
<td>Fall</td>
<td>Student teaching</td>
</tr>
</tbody>
</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 day or weekend format. Students may enter into any one of the two formats and continue in that format for the duration of the program.

<table>
<thead>
<tr>
<th>COURSE NUMBER &amp; TITLE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECI 510 Research in Education</td>
<td>3</td>
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<tr>
<td>ECI 530 Educational Explorations in Diversity</td>
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<tr>
<td>ECI 610 Transitions from Education's Roots to the Present</td>
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<tr>
<td>ECI 695 Capstone Portfolio Project</td>
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<td>EDL 550 Developmental Literacy: Emergence to Fluency</td>
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<tr>
<td>EDU 571 Technology for the Elementary Classroom</td>
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<tr>
<td>EDL 650 Assessment and Evaluation of Literacy</td>
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<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>EDU 503 Education Methods of Teaching: The Arts, English, Language Arts, and Social Studies</td>
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<tr>
<td>EDU 504 Early Field Experience/Seminar: Physical Educations, Family/Consumer Sciences</td>
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<tr>
<td>Total</td>
<td>36</td>
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</tbody>
</table>
M.S.ED. IN LITERACY

PROGRAM DESCRIPTION
This program provides the knowledge and skills needed to enable students to meet the literacy challenges of the 21st century. Teachers must be knowledgeable about literacy development as it is crucial to children’s academic achievement from early childhood through high school. Current research also recognizes the importance of leadership in literacy.

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

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

NEW YORK STATE TEACHING CERTIFICATION EXAMINATIONS (NYSTCE)
Students must take the CST (Content Specialty Test) for Literacy.

LITERACY, BIRTH-GRADE 6 AND GRADES 5-12 (M.S.ED.) | DEGREE CONFERRED: MASTER OF SCIENCE IN EDUCATION (M.S. ED.)
The Literacy program provides a 36 credit course of study (Birth–Grade 6 or Grades 5–12) or a 45 credit course of study (Birth–Grade 12) consisting of core courses in literacy research and instruction, diagnosis and remediation, special education, and leadership. Students are eligible for initial or professional certification in literacy following successful completion of all academic requirements and the Content Specialty Test in Literacy.

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

<table>
<thead>
<tr>
<th>Practica courses</th>
<th>No. of Practicum Hrs.</th>
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<tbody>
<tr>
<td>EDL 671 Practicum I Early Intervention</td>
<td>25</td>
</tr>
<tr>
<td>EDL 676 Practicum II Elementary</td>
<td>25</td>
</tr>
<tr>
<td>EDL 681 Practicum III Adolescent</td>
<td>25</td>
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</tbody>
</table>

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

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LITERACY, BIRTH-GRADE 6 | ADVANCED CERTIFICATION IN LITERACY (POST MASTERS)

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

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

Based on this information, some candidates may be required to complete additional coursework. Students are eligible for initial or professional certification in literacy following successful completion of all academic requirements and the Content Specialty Test in Literacy.

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

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

### LITERACY COURSES

**Birth –Grade 6 Certification Track:**
- EDU 508 DASA Seminar (0)
- EDL 580 Methodologies in the Reading Processes (3)
- EDL 581 Early Language Development and Literacy (3)
- EDL 582 Word Study: Early Childhood through Adolescence (3)
- EDL 651 Assessment I: Diagnosis & Remediation of Emergent and Early Readers (3)
- EDL 584 Teaching Writing through the Development Process (3)
- EDL 583 Creating Strategic Readers and Writers (3)
- EDL 652 Assessment II: Diagnosis & Remediation of Early and Transitional Readers (3)
- EDL 692 Literacy Portfolio and Professional Development (3)
- EDL 671 Practicum I: Early Intervention (3)
- ESP 608 Assessment of Students with Disabilities at the Childhood and Middle Childhood Levels (3)
- EDL 690 Leadership in Literacy (3)
- EDL 676 Practicum II: Elementary(3)

**Total credit hours: 36**

**Grade 5 – Grade 12 Certification Track:**
- EDU 508 DASA Seminar (0)
- EDL 580 Methodologies in the Reading Processes (3)
- EDL 582 Word Study: Early Childhood through Adolescence (3)

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<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL 583</td>
<td>Creating Strategic Readers and Writers</td>
<td>3</td>
</tr>
<tr>
<td>EDL 652</td>
<td>Assessment II: Diagnosis &amp; Remediation of Early and Transitional Readers</td>
<td>3</td>
</tr>
<tr>
<td>EDL 584</td>
<td>Teaching Writing through the Development Process</td>
<td>3</td>
</tr>
<tr>
<td>EDL 692</td>
<td>Literacy Portfolio and Professional Development</td>
<td>3</td>
</tr>
<tr>
<td>ESP 608</td>
<td>Assessment of Students with Disabilities at the Childhood and Middle Childhood Levels</td>
<td>3</td>
</tr>
<tr>
<td>EDL 585</td>
<td>Adolescent Literacy: Transacting with Literature</td>
<td>3</td>
</tr>
<tr>
<td>EDL 676</td>
<td>Practicum II: Elementary</td>
<td>3</td>
</tr>
<tr>
<td>EDL 653</td>
<td>Assessment III: Diagnosis &amp; Remediation of the Adolescent Reader</td>
<td>3</td>
</tr>
<tr>
<td>EDL 690</td>
<td>Leadership in Literacy</td>
<td>3</td>
</tr>
<tr>
<td>EDL 681</td>
<td>Practicum III: Adolescent</td>
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**Total credit hours: 36**

Birth – Grade 6 Certification Track and Grade 5 – Grade 12 Certification Track:

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Credit Hours</th>
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<tbody>
<tr>
<td>EDU 508</td>
<td>DASA Seminar</td>
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<tr>
<td>EDL 580</td>
<td>Methodologies in the Reading Processes</td>
<td>3</td>
</tr>
<tr>
<td>EDL 581</td>
<td>Early Language Development and Literacy</td>
<td>3</td>
</tr>
<tr>
<td>EDL 582</td>
<td>Word Study: Early Childhood through Adolescence</td>
<td>3</td>
</tr>
<tr>
<td>EDL 651</td>
<td>Assessment I: Diagnosis &amp; Remediation of Emergent and Early Readers</td>
<td>3</td>
</tr>
<tr>
<td>EDL 584</td>
<td>Teaching Writing through the Development Process</td>
<td>3</td>
</tr>
<tr>
<td>EDL 583</td>
<td>Creating Strategic Readers and Writers</td>
<td>3</td>
</tr>
<tr>
<td>EDL 652</td>
<td>Assessment II: Diagnosis &amp; Remediation of Early and Transitional Readers</td>
<td>3</td>
</tr>
<tr>
<td>EDL 692</td>
<td>Literacy Portfolio and Professional Development</td>
<td>3</td>
</tr>
<tr>
<td>EDL 671</td>
<td>Practicum I: Early Intervention</td>
<td>3</td>
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<tr>
<td>ESP 608</td>
<td>Assessment of Students with Disabilities at the Childhood and Middle Childhood Levels</td>
<td>3</td>
</tr>
<tr>
<td>EDL 690</td>
<td>Leadership in Literacy</td>
<td>3</td>
</tr>
<tr>
<td>EDL 676</td>
<td>Practicum II: Elementary</td>
<td>3</td>
</tr>
<tr>
<td>EDL 653</td>
<td>Assessment III: Diagnosis &amp; Remediation of the Adolescent Reader</td>
<td>3</td>
</tr>
<tr>
<td>EDL 585</td>
<td>Adolescent Literacy: Transacting with Literature</td>
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<tr>
<td>EDL 681</td>
<td>Practicum III: Adolescent</td>
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**Total credit hours: 45**
<table>
<thead>
<tr>
<th>Semester I</th>
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<tbody>
<tr>
<td><strong>Session I:</strong></td>
<td>EDL 651 Assessment I: Diagnosis &amp; Remediation of Emergent &amp; Early Readers (3)</td>
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<tr>
<td></td>
<td>EDL 581 Early Language Development &amp; Literacy (3)</td>
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<tr>
<td><strong>Session II:</strong></td>
<td>EDL 582 Word Study: Early Childhood through Adolescence (3)</td>
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<thead>
<tr>
<th>Semester II</th>
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<tr>
<td><strong>Session I:</strong></td>
<td>EDL 652 Assessment II: Diagnosis &amp; Remediation of Early &amp; Transitional Readers (3)</td>
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<tr>
<td></td>
<td>EDL 580 Methodologies in the Reading Processes (3)</td>
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<tr>
<td><strong>Session II:</strong></td>
<td>EDL 583 Creating Strategic Readers &amp; Writers (3)</td>
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<table>
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<tr>
<th>Semester III</th>
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<tbody>
<tr>
<td><strong>Session I:</strong></td>
<td>ESP 608 Assessment of Students with Disabilities at the Childhood &amp; Middle Childhood Levels (3)</td>
</tr>
<tr>
<td><strong>Session II:</strong></td>
<td>EDL 584 Teaching Writing through the Developmental Process (3)</td>
</tr>
<tr>
<td><strong>Full Semester:</strong></td>
<td>EDL 671 or 676 or 681 Practicum (3)</td>
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<thead>
<tr>
<th>Semester IV</th>
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<tbody>
<tr>
<td><strong>Session I:</strong></td>
<td>EDL 690 Leadership in Literacy (3)</td>
</tr>
<tr>
<td><strong>Session II:</strong></td>
<td>EDL 692 Literacy Portfolio and Professional Development (3)</td>
</tr>
<tr>
<td><strong>Full Semester:</strong></td>
<td>EDL 671 or 676 or 681 Practicum (3)</td>
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<table>
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<tr>
<th>Semester V</th>
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<tbody>
<tr>
<td><strong>Session I:</strong></td>
<td>EDL 653 Assessment III: Diagnosis &amp; Remediation of the Adolescent Reader (3)</td>
</tr>
<tr>
<td><strong>Session II:</strong></td>
<td>EDL 585 Adolescent Literacy: Transacting with Literature (3)</td>
</tr>
<tr>
<td><strong>Full Semester:</strong></td>
<td>EDL 671 or 676 or 681 Practicum</td>
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**Total Hours: 45**
Option 2: MS Ed. in Literacy (Certification in Birth-Grade 6)

Note: All students are required to complete EDU 508 DASA Seminar (0)

**Semester I**

*Session I:*
- EDL 651 Assessment I: Diagnosis & Remediation of Emergent & Early Readers (3)
- EDL 581 Early Language Development & Literacy (3)

*Session II:*
- EDL 582 Word Study: Early Childhood through Adolescence (3)

**Semester II**

*Session I:*
- EDL 652 Assessment II: Diagnosis & Remediation of Early & Transitional Readers (3)
- EDL 580 Methodologies in the Reading Processes (3)

*Session II:*
- EDL 583 Creating Strategic Readers & Writers (3)

**Semester III**

*Session I:*
- ESP 608 Assessment of Students with Disabilities at the Childhood & Middle Childhood Levels (3)

*Session II:*
- EDL 584 Teaching Writing through the Developmental Process (3)

*Full Semester:*
- EDL 671 or 676 or 681 Practicum (3)

**Semester IV**

*Session I:*
- EDL 690 Leadership in Literacy (3)

*Session II:*
- EDL 692 Literacy Portfolio and Professional Development (3)

*Full Semester:*
- EDL 671 or 676 Practicum (3)

**Total Hours: 36**
Option 3: MS Ed. in Literacy (Certification in Grades 5-12)
Note: All students are required to complete EDU 508 DASA Seminar (0)

<table>
<thead>
<tr>
<th>Semester I</th>
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<tbody>
<tr>
<td><strong>Session I:</strong></td>
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<tr>
<td>EDL 652 Assessment II: Diagnosis &amp; Remediation of Early &amp; Transitional Readers (3)</td>
<td></td>
</tr>
<tr>
<td><strong>Session II:</strong></td>
<td></td>
</tr>
<tr>
<td>EDL 585 Adolescent Literacy: Transacting with Literature (3)</td>
<td></td>
</tr>
<tr>
<td>EDL 582 Word Study: Early Childhood through Adolescence (3)</td>
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<table>
<thead>
<tr>
<th>Semester II</th>
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</thead>
<tbody>
<tr>
<td><strong>Session I:</strong></td>
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<tr>
<td>EDL 653 Assessment III: Diagnosis &amp; Remediation of the Adolescent Reader (3)</td>
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</tr>
<tr>
<td>EDL 580 Methodologies in the Reading Processes (3)</td>
<td></td>
</tr>
<tr>
<td><strong>Session II:</strong></td>
<td></td>
</tr>
<tr>
<td>EDL 583 Creating Strategic Readers &amp; Writers (3)</td>
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<table>
<thead>
<tr>
<th>Semester III</th>
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</thead>
<tbody>
<tr>
<td><strong>Session I:</strong></td>
<td></td>
</tr>
<tr>
<td>ESP 608 Assessment of Students with Disabilities at the Childhood &amp; Middle Childhood Levels (3)</td>
<td></td>
</tr>
<tr>
<td><strong>Session II:</strong></td>
<td></td>
</tr>
<tr>
<td>EDL 584 Teaching Writing through the Developmental Process (3)</td>
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<tr>
<td><strong>Full Semester:</strong></td>
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<tr>
<td>EDL 676 or 681 Practicum (3)</td>
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<table>
<thead>
<tr>
<th>Semester IV</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session I:</strong></td>
<td></td>
</tr>
<tr>
<td>EDL 690 Leadership in Literacy (3)</td>
<td></td>
</tr>
<tr>
<td><strong>Session II:</strong></td>
<td></td>
</tr>
<tr>
<td>EDL 692 Literacy Portfolio and Professional Development (3)</td>
<td></td>
</tr>
<tr>
<td><strong>Full Semester:</strong></td>
<td></td>
</tr>
<tr>
<td>EDL 676 or 681 Practicum (3)</td>
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</table>

**Total Hours: 36**
M.S.ED. STUDENTS WITH DISABILITIES 1-6 AND 7-12 GENERALIST

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

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

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

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

Students enrolled in this program have two certification options at the M.S.Ed. or Post Master’s Certification (PMC) level: 1-6 grade or 7-12 grade. Graduates will be engaged in courses that assist them in building a constructivist model of instruction through coursework, field experiences, and practicum. Graduates will have practical instructional experiences with children and adolescents with disabilities. These experiences are designed to focus on the individual needs of learners. Graduates will learn to develop strategies for differentiated instruction for diverse learners, to 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 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 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>
</tr>
</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>
<td>ESP 689A Integrative Practicum II (7-9) or ESP 689S Integrative Practicum II (10-12)</td>
</tr>
<tr>
<td>Student is pursuing initial certification in Childhood 1-6</td>
<td>100</td>
<td>ESP 688P Integrative Practicum I (1-3) and ESP 688J Integrative Practicum I (4-6)</td>
</tr>
<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>
</tr>
</tbody>
</table>

*Table 1: Participation hours required*
<table>
<thead>
<tr>
<th>COURSES</th>
<th>HRS</th>
<th>COURSES</th>
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<tbody>
<tr>
<td>ESP 600 Foundations of Special Education</td>
<td>15</td>
<td>ESP 600 Foundations of Special Education</td>
<td>15</td>
</tr>
<tr>
<td>ESP 612 Educating Students with Mild to Moderate to Severe to Multiple Disabilities</td>
<td>10</td>
<td>ESP 612 Educating Students with Mild to Moderate to Severe to Multiple Disabilities</td>
<td>10</td>
</tr>
<tr>
<td>ESP 618 Assessing Children (1st-6th grade) with Exceptionalities or ESP 619 Assessing Children (7th-12th grade) with Exceptionalities</td>
<td>15</td>
<td>ESP 618 Assessing Children (1st-6th grade) with Exceptionalities or ESP 619 Assessing Children (7th-12th grade) with Exceptionalities</td>
<td>15</td>
</tr>
<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>
<tr>
<td>Total</td>
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<td>Total</td>
<td>100</td>
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</tbody>
</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)

Note: All students are required to complete EDU 508 DASA Seminar (0)

<table>
<thead>
<tr>
<th>1-6 (FALL START)</th>
<th>7-12 (FALL START)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester 1 Fall</strong></td>
<td><strong>Semester 1 Fall</strong></td>
</tr>
<tr>
<td>ESP 600 Foundations of Special Education</td>
<td>ESP 600 Foundations of Special Education</td>
</tr>
<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>
</tr>
<tr>
<td>ECI 510 Research in Education</td>
<td>ECI 510 Research in Education</td>
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<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>
</tr>
<tr>
<td>ESP 606 Assistive Technology in Special Education</td>
<td>ESP 606 Assistive Technology in Special Education</td>
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<td>ESP 607 Professional and Family Collaboration</td>
<td>ESP 607 Professional and Family Collaboration</td>
</tr>
<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>
</tr>
<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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<tr>
<td>ESP 691 Portfolio</td>
<td>ESP 691 Portfolio</td>
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<td><strong>Total Credits: 33</strong></td>
<td><strong>Total Credits: 33</strong></td>
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</table>
### COURSE SCHEDULES FOR MSED SWD 1-6 AND 7-12 (without initial certification)

Note: All students are required to complete EDU 508 DASA Seminar (0)

<table>
<thead>
<tr>
<th>1-6 (FALL START)</th>
<th>7-12 (FALL START)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester 1 Fall</strong></td>
<td><strong>Semester 1 Fall</strong></td>
</tr>
<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>
</tr>
<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>
</tr>
<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>
</tr>
<tr>
<td>ESP 606 Assistive Technology in Special Education</td>
<td>ESP 606 Assistive Technology in Special Education</td>
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<tr>
<td>ESP 607 Professional and Family Collaboration</td>
<td>ESP 607 Professional and Family Collaboration</td>
</tr>
<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>
</tr>
<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>
</tr>
<tr>
<td>ESP 691 Portfolio</td>
<td>ESP 691 Portfolio</td>
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<tr>
<td><strong>Total Credits: 33</strong></td>
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ADVANCED CERTIFICATE: SWD 7-12 (with initial certification)
Note: All students are required to complete EDU 508 DASA Seminar (0)

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<thead>
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<tbody>
<tr>
<td>ESP 600 Foundations of Special Education</td>
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<tr>
<td>ESP 602 Behavioral Strategies for Working with Children with Exceptionalities:</td>
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<tr>
<td>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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<td>ESP 612 Educating Students with Mild to Moderate to Severe and Multiple</td>
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<tr>
<td>Disabilities</td>
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</tr>
<tr>
<td>ESP 619 Assessing Children (7th-12th grade) with Exceptionalities</td>
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</tr>
<tr>
<td>ESP 689A Integrative Practicum II: 7-9 or ESP 689S Integrative Practicum II: 9-12</td>
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<td>Total Credits</td>
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ADVANCED CERTIFICATE: SWD 1-6 (with initial certification)
Note: All students are required to complete EDU 508 DASA Seminar (0)

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ESP 600 Foundations of Special Education</td>
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<td>ESP 602 Behavioral Strategies for Working with Children with Exceptionalities:</td>
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<td>Managing the Learning Environment</td>
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<td>ESP 610 Integrative Practicum Seminars: Childhood (1-6)</td>
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<td>ESP 618 Assessing Children (1st-6th grade) with Exceptionalities</td>
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<td>ESP 688P Integrative Practicum I: 1-3 or ESP 688J Integrative Practicum I: 4-6</td>
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<td>Total Credits</td>
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DIVISION OF EDUCATION COURSE DESCRIPTIONS

ECI COURSE DESCRIPTIONS (CURRICULUM AND INSTRUCTION)

ECI 510 RESEARCH IN EDUCATION
This online course provides the graduate student with an overview of action research in today’s classroom while navigating through a virtual experience. Students will study and apply qualitative, quantitative, and data analysis skills while researching current issues in education at the New York State and local school district levels. This affords students the opportunity to analyze current issues in education as they relate to student learning and teaching. At the completion of this course, students will have investigated state and district procedures, reviewed school district websites for policies, procedures, curriculum plans, analyzed data from a state document such as the New York State Report Card, studied the action research model, as well as conducted research on a current issue in education. All material will be reviewed in relation to NYS P-12 Common Core Learning Standards. Number of Credits: 3. Prerequisites: None. Offered Fall and Spring semesters.

ECI 535 CULTURALLY RESPONSIVE PEDAGOGY: FOSTERING CULTURALLY INCLUSIVE CLASSROOMS
This course will focus on theoretical and practical issues of diversity in the classroom. In alignment with the New State Dignity for All Students Act, students will analyze and discuss issues related to race, ethnicity, class, gender, exceptionalities, sexual orientation, religion, bullying/cyber-bullying and language. Further, students will be challenged to think critically and analytically about their own beliefs, confronting their opinions with realistic findings and theories. Additionally, students will engage in dialogues that connect theory, reflection, thoughts, action, and practice. All material will be reviewed in relation to NYS P-12 Common Core Learning Standards. Number of Credits: 3. Prerequisites: None. Offered Spring and Summer semesters.

ECI 610 TRANSITIONS FROM EDUCATION’S ROOTS TO THE PRESENT
This course covers the various foundations of education. It provides a bridge from the works of past theorists and practitioners to current ideas and innovative teaching procedures of present day educators. The works of core influential thinkers, such as Socrates, Locke, Dewey, Skinner, Rogers, Piaget, Freire, Giroux, hooks, McLaren, and Gardner will be used. Lessons will be aligned with the NYS PK-12 Common Core Learning Standards. Credits 3. Prerequisites: None. Offered Summer and Fall semesters.
EDU 500 THE CORE OF EDUCATION
This course provides study and application of methods and materials appropriate for the understanding and implementation of effective instruction and assessment in childhood and middle childhood classrooms. New scholarship as well as classic philosophies will be implemented into the pragmatic aspects of the classroom as they apply to these various levels of learning. Lessons will be aligned with the NYS P-12 Common Core Learning Standards. Credits: 3. Prerequisites: None. Offered Fall and Spring semesters.

EDU 502 EDUCATION METHODS OF TEACHING: MATH, SCIENCE
This course is designed to examine theories of learning and thinking as they interact with the elementary classroom disciplines of science, mathematics, and technology. A practical application of these theories will be explored and incorporated for the teaching of these disciplines in the early childhood, childhood, and middle childhood classroom setting. Lessons will be aligned with the New York State P-12 Common Core Learning Standards. Number of Credits: 3. Prerequisites: None. Offered Spring semester.

EDU 503 EDUCATION METHODS OF TEACHING: THE ARTS, LANGUAGE ARTS, & SOCIAL STUDIES
This course is designed for students to examine and analyze the information and expectations of the New York State Education Department and accumulate a repertoire of materials, methods and inclusive strategies to plan, teach and assess standards based in creative arts, language arts, and social studies for all learners across a range of learning styles. Students will understand unit and lesson plans and assessments that align with the New York State Standards for Learning and the New York State Core Curriculum. The development of differentiated instructional planning, the use of curricular adaptations, the use of curriculum technology, assessment, and instructional strategies intended to support learners with diverse learning needs will be addressed. Attention will be given to the presentation of assistive technology. A practical application will be explored and incorporated for the teaching of these disciplines in the childhood classroom setting. Lessons will be aligned with the New York State P-12 Common Core Learning Standards. Number of Credits: 3. Prerequisites: None. Offered Spring and Summer semesters.

EDU 504 EARLY FIELD EXPERIENCE/SEMINAR: PHYSICAL EDUCATION, FAMILY/CONSUMER SERVICES
This course requires that the learner combines knowledge, dispositions through seminar training, early field/classroom observation and/or participation. Students will reflect upon that which they have learned and apply this knowledge into active and meaningful experiences. This course also integrates the areas of health, physical education, family/consumer services and career development/occupational studies into the elementary curriculum. Finally, this course defines the understanding of the operations and management of the classroom. Students will make connections between field observations and the NYS P-12 Common Core Learning Standards. Number of Credits: 3. Prerequisites: None. Offered Spring and Summer semesters.
EDU 506 CHILD ABUSE AWARENESS/SAVE SEMINAR
This course, comprised of two online workshops, satisfies New York State’s requirements for Project SAVE legislation as well as Child Abuse Identification and Reporting. Credits: 0. Prerequisites: Student must co-register for ESP 600 Foundations of Special Education and EDU 506 Child Abuse Awareness/SAVE Seminar Students must successfully complete EDU 506 Child Abuse Awareness/SAVE Seminar in the same semester that they are registered for, and complete, ESP 600 Foundations of Special Education. Note: Students are required to submit their certificates for Child Abuse Identification and Reporting and Project SAVE legislation upon completion of this course to their ESP 600 Foundations of Special Education instructor. Offered Summer and Fall semesters.

EDU 507 DIGNITY FOR ALL STUDENTS ACT SEMINAR
This coursework or training is designed to fulfill the harassment, bullying, and discrimination prevention and intervention training required for certification/licensure under the Dignity for All Students Act (The Dignity Act). The Dignity Act requires, among other things, school districts to create policies and guidelines to be used in school training programs to discourage the development of discrimination or harassment and to enable employees to prevent and respond to discrimination or harassment. This is a six hour seminar. This coursework or training will address the social patterns of harassment, bullying and discrimination, marginalization and micro-aggressions, including but not limited to those acts based on a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex as defined in § 11 – Definitions. This training should address these issues from a proactive – rather than a reactive - position and present the “goal” as creating an affirming educational environment for all students through addressing school culture and climate. It will also cover the identification and mitigation of harassment, bullying and discrimination; and strategies for effectively addressing problems of exclusion, bias and aggression in educational settings. Successful completion of this course will meet the certification requirements in §14(5) of Chapter 102 of the Laws of 2012. This course fulfills the DASA requirement. Zero credit hours. Co-requisites: co-register with ECI 535.

EDU 508 DIGNITY FOR ALL STUDENTS ACT SEMINAR
This coursework or training is designed to fulfill the harassment, bullying, and discrimination prevention and intervention training required for certification/licensure under the Dignity for All Students Act (The Dignity Act). The Dignity Act requires, among other things, school districts to create policies and guidelines to be used in school training programs to discourage the development of discrimination or harassment and to enable employees to prevent and respond to discrimination or harassment. This is a six hour seminar. This coursework or training will address the social patterns of harassment, bullying and discrimination, marginalization and micro-aggressions, including but not limited to those acts based on a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex as defined in § 11 – Definitions. This training should address these issues from a proactive – rather than a reactive - position and present the “goal” as creating an affirming educational environment for all students through addressing school culture and climate. It will also cover the identification and mitigation of harassment, bullying and discrimination; and strategies for effectively addressing problems of exclusion, bias and aggression in educational settings. Successful completion of this course will meet the certification requirements in §14(5) of Chapter 102 of the Laws of 2012. This course fulfills the DASA requirement. Zero credit hours.
EDU 570 STRATEGIC LITERACY INSTRUCTION FOR THE DIVERSE LEARNER: ADOLESCENCE
This course will focus on ways to effectively differentiate literacy instruction for the adolescent learner. Students will learn a wide-range of research-based literacy instructional approaches and methods to support academic development using data analysis and Response to Intervention. Students will study English Language Learners, cultural diversity, and learning/behavior disabilities, and will examine the curricular implications and interventions for the development of literacy skills. The use of the New York State P-12 Common Core Learning Standards and new literacies will be integrated into the course. Prerequisites and/or Special Considerations: None. Number of Credits: 3. Offered Summer and Fall semesters.

EDU 571 TECHNOLOGY FOR THE ELEMENTARY CLASSROOM
This course provides various computer-based technologies that are essential to teaching in elementary education. Teacher candidates will develop understanding, perspective, competence, and leadership in the use of “hands-on” information technology with an emphasis upon integrating technology in the elementary curriculum, including children’s literature. Teacher candidates will engage in both application and developmental aspects of a wide range of technology tools, culturally responsive teaching strategies, and meeting the needs of a diverse student population, including students with special needs. These experiences will prepare teacher candidates to become productive educators and allow them to assist their future students with learning and technology skill development. Number of Credits: 3. Prerequisites and/or Special Considerations: None. Offered Summer semester.

EDU 577 STUDENT TEACHING (1-6) AND SEMINAR
Student teaching provides teacher candidates with a culminating clinical experience consisting of placements, grades (1-3) and grades (4-6). Teacher candidates will gain experience using the New York State P-12 Common Core Learning Standards, and the New York State Learning Standards in each of the content areas. Throughout the experience, teacher candidates will be mentored and evaluated by an Associate Teacher and College Supervisor. Number of Credits: 12. Prerequisites and/or Special Considerations: 3.0 cumulative GPA; ECI 510, EDU 500, 502, 503, 504, EDL 550, EDL 650. Offered Spring and Fall semesters.

EDU 600 CURRICULUM PLANNING IN ADOLESCENT EDUCATION
Emphasis in this course is on curricular design and instructional planning to address the special developmental and educational needs of students in secondary school. Attention is given to the common elements of curricular design, implementation, and assessment to ensure appropriate planning techniques for meeting the needs of a diverse population of students at differing levels of social, emotional, intellectual, and physical ability. Curriculum and lesson planning are examined on the state, district, school and classroom levels. In addition, various strategies for interdisciplinary planning and instruction are explored. Lesson will be aligned with the New York State P-12 Common Core Learning Standards. Credits: 3. Prerequisite(s): none. Offered Fall semester.
EDU 601 METHODS IN ADOLESCENCE EDUCATION - ENGLISH
This course is designed to familiarize English teacher candidates with national and state standards for adolescent English learning. This course will provide appropriate instructional strategies, methodologies, and materials necessary for creating a productive teaching and learning environment for all adolescent students, grades 7 – 12. There will be particular emphasis on developing the awareness of the needs of diverse learners, in particular working with students for whom English is a second language, students with disabilities, and students from diverse backgrounds. Lessons will be aligned with the New York State P-12 Common Core Learning Standards. Number of credits: 3. Prerequisites: None. Offered Fall semester.

EDU 602 METHODS IN ADOLESCENCE EDUCATION - FRENCH
This methods course is organized around the federal and state standards for foreign language learning. This course guides teacher candidates to focus on communications, cultures, connections, comparisons, and communities. Teacher candidates will review current theory for second language acquisition and will apply that theory to classroom practice. The course will present principles of learning, from which teacher candidates can draw to make decisions about instruction. The course emphasizes diverse learners including students for whom English is a second language, culturally diverse learners, and students with different learning styles and abilities. Lessons will be aligned with the New York State P-12 Common Core Learning Standards. Number of credits: 3. Prerequisites: None. Offered Fall semester.

EDU 603 METHODS IN ADOLESCENCE EDUCATION - MATHEMATICS
This course is designed to provide teacher candidates with instructional strategies, methodologies and materials necessary for creating a productive teaching and learning environment for adolescent education students, grades 7 – 12, in mathematics education. The course will also provide opportunities for candidates to build and deliver lessons and units. Lessons will be aligned with the New York State P-12 Common Core Learning Standards. Number of credits: 3. Prerequisites: None. Offered Fall semester.

EDU 604 METHODS IN ADOLESCENCE EDUCATION - BIOLOGY
This is a practical course where students will learn actual activities of biology instruction. Included in these activities will be laboratory work, teacher candidate developed worksheets, teacher candidate directed discussions, teacher candidate developed texts, etc. Teacher candidates will study the nature of scientific understanding and the culture and climate of the classroom. The class will also review strategies to ensure educational equity. Lessons will be aligned with the New York State P-12 Common Core Learning Standards. Number of credits: 3. Prerequisites: None. Offered Fall semester.

EDU 605 METHODS IN ADOLESCENCE EDUCATION - CHEMISTRY
This is a practical course where students will learn actual activities of chemistry instruction. Included in these activities will be laboratory work, teacher candidate developed worksheets, teacher candidate directed discussions, teacher candidate developed tests, etc. Teacher candidates will study the nature of scientific understanding and the culture and climate of the classroom activities. The class will also review strategies to ensure educational equity. Lessons will be aligned with the New York State P-12 Common Core Learning Standards. Number of credits: 3. Prerequisites: None. Offered Fall semester.
EDU 606 ADOLESCENT METHODS OF SOCIAL STUDIES/HISTORY
This course provides students with a foundation in current educational theory and practice for teaching the social studies curriculum to middle and high school level students. Students will analyze the information and expectations of the New York State Education Department and accumulate a repertoire of materials, methods, and inclusive strategies to teach and assess standard-based social studies for all learners across a range of learning styles. Students will design unit and lesson plans and assessments that align with the New York State Standards for Learning and the New York State Core Curriculum that utilize the Medaille College Unit and Lesson Plan formats. This course will provide appropriate instructional strategies, methodologies, and materials necessary for creating a productive teaching and learning environment for all adolescent students, grades 7–12. Lessons will be aligned with the New York State P-12 Common Core Learning Standards. Number of credits: 3. Prerequisites: None. Offered Fall semester.

EDU 667 PRE-STUDENT TEACHING EXPERIENCES
This course provides students with an opportunity to participate in a minimum of 100 hours of volunteer and/or paid teaching experiences that relate to their certification areas. Students will be encouraged to work in settings that involve observation, tutoring, small group reinforcement, and entire class activities. Approximately 50 hours of experiences are to occur in grades 7-9, and 10-12. Students will make connections between field observations and the NYS P-12 Common Core Learning Standards. Number of credits: 3. Prerequisites: None. Offered Spring and Fall semesters.

EDU 670 LITERACY IN THE CONTENT AREAS
This course is designed to assist the prospective secondary school teacher (adolescence education) to integrate effective methodology to enhance students’ reading and writing skills, in general, and in the specific content areas. Emphasis is on vocabulary, comprehension, study skills, and flexible rate. Particular emphasis will be given to students for whom English is a second language and students with different learning styles, abilities, and learning problems. Lessons will be aligned with the New York State P-12 Common Core Learning Standards. Number of Credits: 3. Prerequisites: None. Offered Spring semester.

EDU 671 INFORMATION TECHNOLOGY AND DATA ANALYSIS
This course provides various computer-based technologies that are essential to teaching in adolescent education. Teacher candidates will develop understanding, perspective, competence, and leadership in the use of “hands-on” information technology with an emphasis upon integrating technology throughout the curriculum. Teacher candidates will engage in both application and developmental aspects of a wide range of technology tools, culturally responsive teaching strategies, and meeting the needs of a diverse student population, including students with special needs. In addition, data analysis as it relates to classroom assessment, instruction, and technology will be discussed, analyzed, and applied. These experiences will prepare teacher candidates to become productive educators and allow them to assist their future students with learning and technology skill development. Lessons will be aligned with the NYS P-12 Common Core Learning Standards. Number of credits: 3. Prerequisites: None. Offered Summer semester.
EDU 677 ADOLESCENT STUDENT TEACHING
Catalog Description of Course: Student teaching provides teacher candidates with a culminating clinical experience consisting of placements in the teacher candidate’s specific discipline in grades (7-9) and grades (9-12). Teacher candidates will gain experience using the New York State P-12 Common Core Learning Standards and the New York State Learning Standards in each of the content areas. Throughout the experience, teacher candidates will be mentored and evaluated by an Associate Teacher and College Supervisor. Number of Credits: 6. Prerequisites and/or Special Considerations: 3.0 cumulative GPA; Methods and literacy classes. Offered Spring and Fall semesters.

EDU 681 PRACTICUM III: ADOLESCENT
This course is designed to explore theories and conduct in-depth literacy assessments of the adolescent reader using both formal and informal measures of assessment. Through the completion of twenty-five hours of college supervised tutoring, students will learn procedures and the interpretation of results using multiple assessment instruments. Students will also examine the methods and materials used for the remediation and will learn how to prepare case study reports. Students will explore intervention techniques appropriate for the adolescent learner while working with struggling readers in a one-on-one or small group tutorial setting. Emphasis will be on the use of observation and reflective practices. Through their research and application, students will experience the importance of communicating with the students, parents and school personnel. Number of Credits: 3. Prerequisites: None. Offered Summer, Fall, and Spring semesters.
EDL COURSE DESCRIPTIONS (LITERACY)

EDL 550 DEVELOPMENTAL LITERACY: EMERGENCE TO FLUENCY
Catalog Course Description: This course will introduce students to the research that supports balanced literacy from emergence to fluency. They will study the five pillars of reading instruction while exploring the components of word study, read-alouds, shared, guided, and independent reading and writing. The students will use this knowledge to plan systematic, explicit lessons within meaningful, engaging experiences in literacy. Lessons will be aligned with the NYS P-12 Common Core Learning Standards. Number of Credits: 3. Prerequisites: None. Offered Fall and Spring semesters.

EDL 580 METHODOLOGIES IN THE READING PROCESSES
Students will expand their knowledge of the complex processing systems used by proficient readers from early childhood through adolescence. Theories and research on the foundations of literacy will be explored and related to the major components of reading. Students will learn to use a wide range of research-based instructional approaches and methods to support various stages of literacy development and learners from a variety of cultural and linguistic backgrounds. High quality, diverse children’s literature will be examined. Students will also learn to be reflective practitioners. The use of technology and the New York State PK-12 Common Core Learning Standards and New York State Pre-Kindergarten Foundation for the Common Core will be integrated. Number of Credits: 3. Prerequisites: none. Offered fall semester.

EDL 581 EARLY LANGUAGE DEVELOPMENT AND LITERACY
This course explores research and current understandings of the development of language and literacy in young children from birth through preschool. Students will study extensively oral language and its implication as the foundation for literacy. Through developmentally appropriate practices and balanced literacy, students will learn effective ways to support and scaffold language and literacy skills and will be introduced to high quality, diverse children’s literature. Students will work to develop the critical understanding that assessment drives instruction. Personal learning styles, family involvement and cultural contexts are considered influences on literacy development of the young child. The use of technology and reflective practice will be integrated into instruction. Students will design lessons and assessments that align with the New York State Pre-Kindergarten Foundations for the Common Core. If a student is pursuing the MSED-SWD a minimum of 25 participation hours is required. Number of Credits: 3. Prerequisites: none. Offered Fall semester.

EDL 582 WORD STUDY: EARLY CHILDHOOD THROUGH ADOLESCENCE
This course will explore the research related to current best practices in word study that includes phonemic awareness, phonics, and spelling instruction from early childhood through adolescence. Students will learn about the role of word recognition in the progression of reading and writing skills from pre-emergence through fluency and will include the investigation of the five stages of word knowledge. Using the conceptual framework of a balanced literacy program, students will learn to plan instruction that matches the needs of the diverse body of readers/writers in the classroom. The use of reflective practice and new literacies will be integrated. Students will design lessons and assessments that align with the New York State PK-12 Common Core Learning Standards and New York State Pre-Kindergarten Foundation for the Common Core. Number of Credits: 3. Prerequisites: EDL 580 or equivalent. Offered fall semester.

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EDL 583 CREATING STRATEGIC READERS AND WRITERS
This course will explore the research related to current best practices in vocabulary and comprehension strategy instruction. Students will examine the thinking processes which are integral to navigating and understanding increasingly complex text for readers at all stages of development. They will learn to create classrooms where instructional approaches are used to encourage the independent use of these strategies. Students will also demonstrate the ability to design materials to enhance vocabulary, comprehension, and study skills in the content areas to support various stages of literacy development and learners from a variety of cultural and linguistic backgrounds. The use of reflective practice, and new literacies will be integrated. Students will design lessons and assessments that align with the New York State PK-12 Common Core Learning Standards and New York State Pre-Kindergarten Foundation for the Common Core. Number of Credits: 3. Prerequisites: EDL 580 or equivalent. Offered Spring semester.

EDL 584 TEACHING WRITING THROUGH THE DEVELOPMENTAL PROCESS
This course will explore the research related to the writing process and best practices in writing instruction. Students will identify the stages of writing development and design various methods of instruction including interactive, shared/modelled, guided, and independent writing within various genres and content areas. High-quality, diverse children’s and young adult literature will be explored. Through their investigations, students also will recognize and accommodate learners of all stages of development and backgrounds from early childhood through adolescence. The use of reflective practice, and new literacies will be integrated. Students will design lessons and assessments that align with the New York State PK-12 Common Core Learning Standards and New York State Pre-Kindergarten Foundation for the Common Core. Number of Credits: 3. Prerequisites: EDL 580 or equivalent. Offered Summer semester.

EDL 585 ADOLESCENT LITERACY: TRANSACTING WITH LITERATURE
This course will explore theories, research based practices, curricula and content of instruction for adolescent learners. Students will explore research regarding effective literature and content based curriculum. Emphasis is on strategies for the integration of language, writing, literature, content, and higher level thinking skills. Integration of new literacies, diversity for learners, and reflective practices will be included. Students will design instructional materials which are aligned with the New York State PK-12 Common Core Learning Standards. Number of Credits: 3. Prerequisites: EDL 580 or equivalent. Offered Spring semester.

EDL 650 ASSESSMENT AND EVALUATION OF LITERACY
This course is designed to investigate current practices and procedures in the evaluation of student’s literacy skills. The course will include instruction in the administration and analysis of informal reading inventories, running records, assessment of listening and speaking, word recognition, spelling development, comprehension, writing development, and modes of responding to literature. Students will utilize information gleaned from assessment data to plan prescriptive instruction. Lessons will be aligned with the NYS PK-12 Common Core Learning Standards. Number of Credits: 3. Prerequisites: none. Offered Spring and Summer semesters.
EDL 651 ASSESSMENT I: DIAGNOSIS AND REMEDIATION OF EMERGENT TO EARLY READERS
This course is designed to investigate current practices and methods of the diagnosis and remediation of literacy skills for the Emergent to Early readers. Students will explore the philosophy and research relating to assessment. Students will demonstrate an understanding of utilizing assessment tools to identify students’ strengths and weaknesses as well as the methods for targeted instruction to meet the needs of a diverse body of learners including those in special education or other compensatory programs. Participants will demonstrate in practice the nature, causes, and remediation of early literacy difficulties. Students will design lessons and assessments that align with the New York State PK-12 Common Core Learning Standards. Number of Credits: 3. Prerequisites: EDL 580 or equivalent. Offered Fall semester.

EDL 652 ASSESSMENT II: DIAGNOSIS AND REMEDIATION OF EARLY TO FLUENT READERS
This course is designed to investigate current practices and procedures in the diagnosis and remediation of literacy skills for the Early to Fluent readers. Students will learn to administer and analyze assessment tools necessary for determining the developmental levels of elementary students and the diagnosis of reading difficulties and providing appropriate instruction. Students also will examine methods for targeted instruction to meet the needs of a diverse body of learners including those in special education and other compensatory programs. Students will design lessons and assessments that align with the New York State PK-12 Common Core Learning Standards. Number of Credits: 3. Prerequisites: EDL 651. Offered Spring semester.

EDL 653 ASSESSMENT III: DIAGNOSIS AND REMEDIATION OF THE ADOLESCENT READER
This course is designed to investigate current practices and procedures in the diagnosis and remediation of literacy skills for the adolescent reader. Students will learn and utilize procedures, methodologies, and materials for diagnosing and correcting classroom reading problems. Emphasis will be on how to effectively teach middle and high school students who have not acquired sufficient reading skills to be successful and engaged readers. Integration of new literacies will be included. Students will design lessons and assessments that align with the New York State PK-12 Common Core Learning Standards. Number of Credits: 3. Prerequisites: EDL 652. Offered Spring semester.

EDL 671 PRACTICUM I: EARLY INTERVENTION
This course is designed to allow students the opportunity to apply their knowledge of the philosophy and pedagogy of an early intervention reading program in a practicum situation. Through the completion of twenty-five hours of college supervised tutoring, students will gain expertise in administering assessment tools to diagnose reading difficulties and planning remediation based on the individual needs of the child. Students will capitalize on opportunities to observe, evaluate and reflect on the practices of peers, develop literacy seminars, and communicate results to parents and other professionals. Number of Credits: 3. Prerequisites: EDL 580 or equivalent. Offered Summer, Fall, and Spring semesters.

EDL 676 PRACTICUM II: ELEMENTARY
In this course, students will demonstrate their ability to provide literacy instruction to elementary students in grades 3-6. Through the completion of twenty-five hours of college supervised tutoring, students will gain expertise in administering assessment tools to diagnose reading
difficulties and plan remedial instruction based on the needs of the child. Seminars will allow students the opportunities to create and implement a professional development seminar that reflects best practices and explores strategies useful to their teaching. Through their research and application, students will experience the importance of collaborating with parents and other school professionals. They will learn the importance of observation and reflective practices. Number of Credits: 3. Prerequisites: None. Offered Summer, Fall, and Spring semesters.

**EDL 690 LEADERSHIP IN LITERACY**
Students will explore the characteristics of leadership through reflective study. They will investigate the need for professional development in building effective classroom instruction and will examine the role of the teacher/leader at the grade-level, building, and district levels. Students will also learn the characteristics of adult learners as well as ways to communicate with colleagues, other school personnel, and parents/caregivers. Through the development of inservice workshops and study groups, students will further demonstrate the ability to communicate with colleagues, other school personnel, and parents/caregivers about the relevant information regarding literacy as it affects curriculum and assessment. Number of Credits: 3. Prerequisites: EDL 580. Offered: Fall semester.

**EDL 692 LITERACY PORTFOLIO AND PROFESSIONAL DEVELOPMENT**
The purpose of this course is to provide students with documentation of their growth and achievement throughout their Masters program in Literacy. Emphasis will be on the creation of a professional portfolio which will include selection of specific artifacts that represent evidence of knowledge, application and reflective practice in teaching literacy instruction and intervention. This portfolio serves as a capstone project for the MSED degree. Students will engage in an intensive study of the International Reading Association’s Standards for Reading Professionals, New York State P-12 Learning Standards for the Common Core, and the New York State Prekindergarten Foundation for the Common Core and will align evidence of their learning with these standards in a written analysis and reflection. Number of Credits: 3. Prerequisites and/or Special Considerations: EDL 690. Offered Fall semester.

**EDL 693 ELEMENTARY EDUCATION PORTFOLIO**
The purpose of this course is to provide students with documentation of their growth and achievement throughout their Master’s program in Elementary Education. Emphasis will be on the creation of a professional portfolio which will include selection of specific artifacts that represent evidence of knowledge, application and reflective practice in planning, instruction, and assessment. Students will engage in an intensive study of the New York State P-12 Common Core Learning Standards and other appropriate standards. Students will align evidence of their learning with these standards in a written analysis and reflection. Number of Credits: 3. Prerequisites and/or Special Considerations. Offered Summer semester.
ESP COURSE DESCRIPTIONS (SPECIAL EDUCATION/STUDENTS WITH DISABILITIES)

ESP 600 FOUNDATIONS OF SPECIAL EDUCATION
Historical, social, and legal foundations of special education are examined in this course. An overview of the characteristics and instructional needs of individuals with disabilities for children birth through 12 will be provided (including Autistic Spectrum Disorders) as identified in the present federal educational disability related legislation. Issues related to school, community and family collaborations for children with disabilities will also be examined. Emphasis will be placed on trends and legislation which affect the provision of services in school, home, and community settings with a focus on inclusion of individuals with disabilities in home and school settings. Students will also study the use of assistive technology in schools. A minimum of 15 participation hours are required. Number of Credits: 3. Prerequisites and/or Special Considerations: Must co-register for EDU 506. Offered Spring, Summer, and Fall semesters.

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 IN SPECIAL EDUCATION
Designed to help special educators develop an awareness of technology that can assist in the lives and learning of children birth through 12th grade, receiving special education. Technology for managing, assessing, and teaching across multiple computer operating systems will be covered as well as administrative applications of technology related to special education. Students will analyze the use of assistive technology devices that allow access to computers for children with physical challenges. Multicultural issues relating to technology access will be addressed in readings, lecture, and practicum. Three credit hours. Prerequisites: ESP 600; Students must co-register in ESP 604 or ESP 605. Offered Summer.
ESP 607 PROFESSIONAL, FAMILY AND COMMUNITY COLLABORATION IN SCHOOLS AND SCHOOLING
This course provides a comprehensive set of strategies and methods for involving general and special education teachers, other professionals, parents and the community in collaborative partnerships for the benefit of children and adolescents with disabilities. School relationships with families of children and adolescents with special needs and potential barriers to these contacts to include cultural and individual perceptions will be considered along with legal rights of families whose children and adolescents receiving special education services. A strong emphasis will be placed on a family-centered approach to education with a goal that teachers will become better able to analyze their own personal values, beliefs, and cultural biases in order to offer better support for families. If students are pursuing the MSED-SWD a minimum of 25 participation hours are required. Three credit hours. Prerequisites: ESP 600. Offered Summer.

ESP 608 ASSESSMENT OF STUDENTS WITH DISABILITIES AT THE CHILDHOOD & MIDDLE CHILDHOOD LEVEL
The purpose of this course is to provide knowledge and develop skills in assessment and related program planning for elementary and middle school students with special needs. The class will emphasize an individualized, family-centered, and culturally competent approach to assessment. A study of assessment procedures used in the referral, identification, and instructional phases of program planning for students with special needs in childhood and middle childhood education will be emphasized. There will be an additional focus on those specific educational assessment methods and procedures used in decision making and program planning for students with disabilities to include those with culturally or linguistically diverse backgrounds and needing assistive technology. Prerequisites: ESP 600. Number of credits: 3. Offered Summer semester.

ESP 610 INTEGRATIVE PRACTICUM SEMINARS: CHILDHOOD
This course engages prospective special educators in a seminar process to share, analyze, and extend their professional experiences to include collaboration with professionals and parents and the development of co-teaching relationships in the school setting with attention to the elementary classroom. Support will also be given towards the development of individual systems of self-reflection and evaluation while working to refine teaching experiences and skills through group analysis to improve instruction and guide professional growth. One credit hour. Offered every semester.

ESP 611 INTEGRATIVE PRACTICUM SEMINARS: MIDDLE CHILDHOOD
This course engages prospective special educators in a seminar process to share, analyze, and extend their professional experiences to include collaboration with professionals and parents and the development of co-teaching relationships in the school setting with attention to the middle school classroom. Support will also be given towards the development of individual systems of self-reflection and evaluation while working to refine teaching experiences and skills through group analysis to improve instruction and guide professional growth. One credit hours. Offered every semester.
ESP 612 EDUCATING STUDENTS WITH MILD AND MODERATE 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.
DIVISION OF APPLIED AND SOCIAL SCIENCES

M.A. IN MARRIAGE AND FAMILY THERAPY

ADVANCED CERTIFICATE IN MARRIAGE AND FAMILY THERAPY

PROGRAM DESCRIPTION
The Master of Arts in Marriage and Family Therapy (MFT) program is designed to prepare students to work with couples and families in a variety of settings, by providing both theoretical and practical skills in this highly specialized field. The emphasis is to train competent clinicians who conceptualize individual and family issues from a systemic perspective. The program is a 54-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 39-credit course of study that meets New York State educational requirements for licensure as an MFT. Students take a fixed sequence of courses and complete a 500-hour Marriage and Family Practicum.

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

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

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

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

COURSEWORK
The MFT Program is offered as a fixed sequence of twelve required, 8-week courses and one 8 week elective course. Courses are taken in a lock-step sequence one at a time. Students must complete a 500 hr supervised MFT Internship (with a minimum of 300 client contact hours) and must complete a capstone project. Each 8-week course includes 30-in-class hours (split between the fourth and eighth weekends of the course) with 4-week intervals of online learning (which equal 8 hours of seat time) and independent study with faculty support as needed.

EACH OF THE THIRTEEN 8-WEEK COURSES WILL PROCEED AS FOLLOWS:

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Students receive all learning materials, including course syllabus, reading assignments, research paper topics, and/or project assignments. Begin online assignments such as journals, article summaries and reflections.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weeks 2 &amp; 3</td>
<td>Students work independently on assignments with faculty support as needed. The students also continue with online assignments.</td>
</tr>
<tr>
<td>Weekend 4</td>
<td>Students spend 15 hours in class (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. Students continue online assignments such as journals, article summaries and reflections.</td>
</tr>
<tr>
<td>Weekend 8</td>
<td>Students spend 15 hours in class (8 hours on Saturday, and 7 hours on Sunday.). At the end of weekend 8, students receive all learning materials for the next class 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.

M.A. IN MARRIAGE AND FAMILY THERAPY PROGRAM SCHEDULE
FIRST YEAR (FALL 1)

<table>
<thead>
<tr>
<th>Course Number &amp; Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MFT 620 Structural, Strategic &amp; Systemic Family Therapies</td>
<td>3</td>
</tr>
<tr>
<td>MFT 640 Psychopathology in the Family System</td>
<td>3</td>
</tr>
<tr>
<td>MFT 690 Human Development &amp; the Family Life Cycle</td>
<td>3</td>
</tr>
<tr>
<td><strong>Term credit total</strong></td>
<td><strong>9</strong></td>
</tr>
</tbody>
</table>

FIRST YEAR (SPRING 1)

<table>
<thead>
<tr>
<th>Course Number &amp; Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MFT 631 Family &amp; Couple Therapy Skills</td>
<td>3</td>
</tr>
<tr>
<td>MFT 651 Social Constructionist Theories</td>
<td>3</td>
</tr>
<tr>
<td>MFT 670 Family Law &amp; Ethical Issues In Family Therapy</td>
<td>3</td>
</tr>
<tr>
<td>MFT 671 Child Abuse Prevention Workshop (online)</td>
<td>0</td>
</tr>
<tr>
<td>MFT 701 MFT Practicum I</td>
<td>3</td>
</tr>
</tbody>
</table>
### SECOND YEAR (FALL 2)

<table>
<thead>
<tr>
<th>Course Number &amp; Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MFT 661 Transgenerational Theories</td>
<td>3</td>
</tr>
<tr>
<td>MFT 680 Treating Diverse Populations</td>
<td>3</td>
</tr>
<tr>
<td>MFT 730 Sex Therapy</td>
<td>3</td>
</tr>
<tr>
<td>MFT 702 Practicum II</td>
<td>4</td>
</tr>
<tr>
<td><strong>Term credit total</strong></td>
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</table>

### 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 761 Trauma and the Family</td>
<td>3</td>
</tr>
<tr>
<td>MFT 703 Practicum III</td>
<td>4</td>
</tr>
<tr>
<td><strong>Term credit total</strong></td>
<td><strong>13</strong></td>
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</tbody>
</table>

### THIRD YEAR (FALL 3)

<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 704 Practicum IV</td>
<td>4</td>
</tr>
<tr>
<td>MFT 763 Treating Sexual Trauma and/or MFT 762 Child &amp; Adolescent Therapy</td>
<td>3</td>
</tr>
<tr>
<td><strong>Term credit total</strong></td>
<td><strong>10</strong></td>
</tr>
</tbody>
</table>

### TOTAL CREDIT HOURS

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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<tbody>
<tr>
<td><strong>TOTAL CREDIT HOURS</strong></td>
<td><strong>54</strong></td>
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</tbody>
</table>

### ADVANCED CERTIFICATE IN MARRIAGE AND FAMILY THERAPY PROGRAM SCHEDULE

**TERM: FALL 1**

<table>
<thead>
<tr>
<th>Course Number &amp; Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MFT 620 Structural, Strategic &amp; Systemic Family Therapies</td>
<td>3</td>
</tr>
<tr>
<td>MFT 631 Family &amp; Couple Therapy Skills</td>
<td>3</td>
</tr>
<tr>
<td>MFT 690 Human Development &amp; the Family Life Cycle</td>
<td>3</td>
</tr>
<tr>
<td>MFT 702 Practicum II</td>
<td>4</td>
</tr>
<tr>
<td><strong>Term credit total</strong></td>
<td><strong>13</strong></td>
</tr>
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## TERM: SPRING 1

<table>
<thead>
<tr>
<th>Course Number &amp; Title</th>
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</thead>
<tbody>
<tr>
<td>MFT 651 Social Constructionist Theories</td>
<td>3</td>
</tr>
<tr>
<td>MFT 761 Trauma and the Family</td>
<td>3</td>
</tr>
<tr>
<td>MFT 703 Practicum III</td>
<td>4</td>
</tr>
<tr>
<td>MFT 730 Sex Therapy</td>
<td>3</td>
</tr>
<tr>
<td><strong>Term credit total</strong></td>
<td><strong>13</strong></td>
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</tbody>
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## TERM: FALL 2

<table>
<thead>
<tr>
<th>Course Number &amp; Title Credit</th>
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</tr>
</thead>
<tbody>
<tr>
<td>MFT 661 Transgenerational Theories</td>
<td>3</td>
</tr>
<tr>
<td>MFT 704 Practicum IV</td>
<td>4</td>
</tr>
<tr>
<td>MFT 740 Substance Abuse and Violence in the Family System</td>
<td>3</td>
</tr>
<tr>
<td>MFT 763 Treating Sexual Trauma and/or MFT 762 Child &amp; Adolescent Therapy</td>
<td>3</td>
</tr>
<tr>
<td><strong>Term credit total</strong></td>
<td><strong>13</strong></td>
</tr>
</tbody>
</table>

## TOTAL CREDIT HOURS

TOTAL CREDIT HOURS: **39**

## 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>
<tr>
<td>(ii) marriage and family clinical knowledge, including but not limited to psychopathology, at least 12 semester hours;</td>
<td>MFT 640 Psychopathology in the Family System (3), MFT 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)</td>
</tr>
<tr>
<td>(iii) marriage and family theoretical knowledge, at least 6 semester hours;</td>
<td>MFT 620 Introduction to Systems Theory (3), MFT 630 Theories of Marriage and Family Therapy (3)</td>
</tr>
<tr>
<td>(iv) family law;</td>
<td>MFT 670 Family Law &amp; Ethical Issues in Family Therapy (3)</td>
</tr>
<tr>
<td>(v) research, at least 3 semester hours;</td>
<td>MFT 720 Research Methodology in Marriage and Family Therapy (3)</td>
</tr>
<tr>
<td>(vi) professional ethics, at least 3 semester hours;</td>
<td>MFT 670 Legal &amp; Ethical Issues in Family Therapy (3)</td>
</tr>
<tr>
<td>Required Content Areas:</td>
<td>Course Number(s), Titles(s) and Semester Hours</td>
</tr>
<tr>
<td>-------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>(i) study of human development, including individual, child and family, at least 3 semester hours;</td>
<td>Met through prerequisites/admissions criteria</td>
</tr>
<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) MFT 730 Couples and Sex Therapy (3) (6 additional hours to 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) MFT 630 Theories of Marriage and Family Therapy (3)</td>
</tr>
<tr>
<td>(iv) family law;</td>
<td>MFT 670 Family Law &amp; Ethical Issues in Family Therapy (3)</td>
</tr>
<tr>
<td>(v) research, at least 3 semester hours;</td>
<td>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), MFT 702 Marriage and Family Therapy Practicum II (4), MFT 703 Marriage and Family Therapy Practicum III (4), MFT 704 Marriage and Family Therapy Practicum IV (4)</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 hold a master's level degree in a related field (Mental Health Counseling, for example), they will have already satisfied the content requirements (through prerequisites). Admissions requirements for the Advanced Certificate in Marriage and Family Therapy ensure that students will already have completed the required content areas for three hours of study of human development, including individual, child and family; six hours of marriage and family clinical knowledge, including but not limited to psychopathology; and, three hours of research.

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MARRIAGE AND FAMILY THERAPY COURSE DESCRIPTIONS

MFT 620 STRUCTURAL, STRATEGIC & SYSTEMIC FAMILY THERAPIES
This course is designed to provide students with a foundational understanding of the dynamics of family interaction from a ‘systems’ perspective. This course is an introduction to the history and systemic foundations of the study and understanding of family life with emphasis on the various theories of family process and development. The development of an understanding of ‘systems theory’, its application to family interaction, and its evaluation will form the basis of the course content. Topics include: historical and conceptual development of Family Systems Theory, introduction to General Systems Theory, family rules, roles, structure and interaction patterns, functional and dysfunctional family systems, life cycle issues in marriage and family and ethnicity and family therapy. Three credit hours.

MFT 631 FAMILY & COUPLE THERAPY SKILLS
This course is designed to prepare students for their first practicum experience. The course will emphasize the development of beginning practice skills. Students will explore theoretical perspectives on marital and family assessment, along with a thorough examination of assessment techniques and treatment planning strategies and develop effective treatment planning strategies. Three credit hours. Prerequisites: None

MFT 640 PSYCHOPATHOLOGY IN THE FAMILY SYSTEM
This course provides students with the most current information regarding the etiologies and subsequent treatments of the most prevalent mental illnesses in our society from a systemic perspective. Three credit hours.

MFT 651 SOCIAL CONSTRUCTIONIST THEORIES
This course examines social constructionist theories and constructivist models within the field of marriage and family therapy. The course examines the theoretical foundations and how to apply them to a variety of clientele, such as couples, children and adolescents. The use of these theories with mental disorders, such as anxiety and depression is also explored through research, theory and practice. Prerequisites: None. Three credit hours.

MFT 661 TRANSGENERATIONAL THEORIES
This course is designed to examine and implement the transgenerational theories of marriage and family therapy. The transgenerational theories go beyond typical treatment models, to discuss issues such as family evolution and human behavior. These models have had a major impact on the field of family therapy, and are crucial to understanding many of the current treatment models in the field. This course provides an in-depth look at some of the key theorists in the transgenerational approach. Further, these ideas will be discussed in relationship to gender, culture, sexual orientation, and power and privilege. Finally, all of these theories will be examined from the three-pronged approach of theory, research, and practice. Prerequisites: None. Three credit hours.
MFT 670 FAMILY LAW & ETHICAL ISSUES IN FAMILY THERAPY
This course will focus on the ethical principles and professional standards of therapy practice, and survey the ethical and legal issues facing the professional Family and Marital therapists. It will also incorporate family law aspects of marriage, divorce, paternity, child custody, property, and spousal support. Students will review professional goals, objectives, roles and functions of Marital and Family therapists. This course also examines ethical and legal standards, risk management, professional credentialing and standards for professional counselors. Three credit hours. Prerequisites: None.

MFT 671 CHILD ABUSE PREVENTION WORKSHOP
This online course prepares students who are required by law to report suspected child abuse or maltreatment to the New York State Central Register. The course is designed to help students understand the risk factors associated with child abuse, as well as to recognize emotional, physical and sexual abuse of children. Students will learn their roles and responsibilities as mandated child abuse reporters. Non-credit bearing.

MFT 680 TREATING DIVERSE POPULATIONS
This course is designed to provide students with a general framework for understanding issues related to therapy with diverse populations, different cultures and lifestyles. The influence of race, ethnicity, religion, gender, socioeconomic status, and sexual orientation will be explored. Three credit hours.

MFT 690 HUMAN DEVELOPMENT AND THE FAMILY LIFE CYCLE
This course introduces students to the major theories that have shaped the marriage and family therapists’ understanding of human growth and development from conception, childhood and adolescence, to early, middle and late adulthood. The stages of family-life cycle are examined at three different levels of analysis: individual, systemic, and relational ethical. Major psychological tasks of each stage are presented with an examination of potential problems. Family dysfunctions at each stage are also considered from a systemic point of view as compared to other, more individually oriented theories, such as behaviorism, psychodynamic and developmental theories. Three credit hours.

MFT 701 MARRIAGE AND FAMILY THERAPY PRACTICUM I
This course provides 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. Prerequisites: MFT 640 Psychopathology in the Family System and MFT 671 Child Abuse Workshop 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. Prerequisites: MFT 640 Psychopathology in the Family System and MFT 671 Child Abuse Workshop. Four 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. Prerequisites: MFT 640 Psychopathology in the Family System and MFT 671 Child Abuse Workshop Four credit hours.

MFT 704 MARRIAGE AND FAMILY THERAPY PRACTICUM IV
This course will provide 150 hours of the 500 global hours of clinical experience treating couples and families under supervision of a licensed marriage & family therapist. Over the course of practicum I, II, and III, students will provide at least 300 hours of direct contact with couples, families, and/or individuals with marital or family issues, of those hours 250 must be with families and couples. Students will receive at least 1 hour of direct supervision at their practicum sites, and they will participate in practicum seminar on a weekly basis on campus. Particular emphasis is placed on developing skills to assess and conceptualize cases from a chosen theoretical perspective. Prerequisites: MFT 701, MFT 702, and MFT 703. Four credit hours.

MFT 730 SEX THERAPY
This course provides a foundation for the treatment of couples, by addressing common presenting issues such as child-rearing problems, partner abuse (emotional and physical), jealousy and conflicts regarding affiliation, gender roles, and issues of intimacy and sexuality. This course also 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 740 SUBSTANCE ABUSE AND VIOLENCE IN THE FAMILY SYSTEM
This course presents a survey of the leading theorists and concepts in the field of family therapy. Students will become better acquainted with this field of therapy and will acquire skills necessary to work with families who are affected by violence and substance abuse. Prerequisites: None. Three credit hours.
MFT 760 FAMILY LAW (ELECTIVE)
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.

MFT 761 TRAUMA AND THE FAMILY
This course students will critically examine theories and research on the manifestations of trauma on the individual and the family. Systemic and relational influences on recovery from trauma will be highlighted. The course will examine various approaches to trauma including EMDR, Somatic Experiencing, and Family therapy interventions for trauma treatment will be reviewed. Prerequisites: None. Three credit hours.
M.A. IN CLINICAL MENTAL HEALTH COUNSELING
ADVANCED CERTIFICATE IN CLINICAL MENTAL HEALTH COUNSELING

PROGRAM DESCRIPTION (M.A.)
The Master of Art (MA) program in Clinical Mental Health Counseling (CMHC) is a 60-credit course of study in which students are required to take a fixed sequence of courses in counseling theory and practice, group work, psychopathology, assessment and evaluation, professional orientation and practice, foundations of mental health counseling, social and cultural diversity, career development, family counseling and therapy, and helping relationships. Students are also required to participate in child abuse mandated reporter training. These classes are complemented by courses in human growth and development, research and program evaluation, and professional, ethical, and legal issues in counseling. Students must successfully complete a one-year, 9-credit supervised internship and pass a comprehensive examination in order to be awarded the MA degree. The comprehensive examination is designed to assess students’ abilities to integrate and synthesize theoretical and practical knowledge into an effective, professional method 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 CMHC 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, MHC 678, and MCH 679). Each 8-week on-ground course will include 38 in-class hours (split between the fourth and eighth weekends of the course) and appropriate amounts of professor guided study.

The CMHC online program is offered as a fixed sequence of 17, 7-week courses, taken one at a time, plus three semesters of Practicum and Internship (MHC 677, MHC 678, & MHC 679). Each 7-week course is comprised of professor-guided independent study, combined with assigned group projects.

Students will proceed through the online and on-ground programs as a cohort.

ADMISSIONS REQUIREMENTS
Please contact SAGE Admissions for specific information on admissions requirements.

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

REGISTERING FOR COURSES
Students in the Clinical MHC Program are “block registered” for each class by the Registrar’s Office. If the student has a hold on his or her account (for financial, business or health office reasons), the Registrar will not be able to register the student for the term. It is the student’s responsibility to work with the appropriate office to remove the hold, and then contact the Registrar’s Office at 716.932.2582 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 Clinical Mental Health Counseling. All transfer credits must meet the following criteria:

- Courses must have been offered at the graduate level.
- Courses may not have been used to meet degree requirements for previously earned graduate degrees.
- Courses must have been completed within the last five years of matriculation in the Department.
- Courses must receive approval from the Registrar, the 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 Clinical Mental Health Counseling.
- No credit is granted for correspondence courses or for “credit-by-examination” courses.
- A copy of the transfer course syllabus and textbook table of contents may be required for both New York State and the Program.
CLINICAL INTERNSHIP

Students are required to complete 100 Practicum hours (45 of which must be direct contact hours) after completing MHC 670 Helping Relationships. 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 Supervised Clinical Internship (MHC 677, MHC 678, and MHC 679).

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 during MHC 677. Students are expected to complete at least half of their remaining (600) Internship hours in MHC 678 and MHC 679. If a student does not meet the required hours in any term (MHC 677, MHC 678, or MHC 679), she/he will receive a CP grade for that term. If the student does not complete the full requirements of Practicum and Internship by the end of the third term (MHC 679), she/he must register for another term of MHC 679 in order to complete the requirements. Students who do not complete their Practicum and Internship requirements by the end of the fourth term may be terminated from the program and will not be recommended for graduation. Guidelines for the Clinical Placement can be found in the Clinical Placement Manual here: http://www.medaille.edu/sage/catalog/master-mental-health-counseling.

GRADUATE PLACEMENT DATA

<table>
<thead>
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<th>Clinical Mental Health Counseling</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<td>93%</td>
<td>95%</td>
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# M.A. IN CLINICAL MENTAL HEALTH COUNSELING SEQUENCE

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td><strong>Semester One</strong> (15 weeks)</td>
<td>MHC 650 Professional Orientation and Practice</td>
<td>3</td>
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<td></td>
<td>MHC 600 Counseling Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td><strong>Semester Two</strong> (15 weeks)</td>
<td>MHC 631 Human Growth and Development</td>
<td>3</td>
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<tr>
<td></td>
<td>MHC 640 Cultural and Social Diversity</td>
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<td><strong>Semester Three</strong> (15 weeks)</td>
<td>MHC 605 Group Work</td>
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<tr>
<td></td>
<td>MHC 630 Professional, Ethical, and Legal Issues in Counseling</td>
<td>3</td>
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<td></td>
<td>MHC 649 Child Abuse Mandated Reporter Training (Note: non-credit bearing)</td>
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<td><strong>Semester Four</strong> (15 weeks)</td>
<td>MHC 669 Prepracticum</td>
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<td>MHC 620 Psychopathologies</td>
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<td>MHC 677 Practicum in Clinical Mental Health Counseling</td>
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<td><strong>Semester Six</strong> (15 weeks)</td>
<td>MHC 652 Research and Program Evaluation</td>
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<td>MHC 634 Grief, Trauma and Crisis Counseling and Therapy</td>
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<td>MHC 678 Internship in Clinical Mental Health Counseling I</td>
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<td><strong>Semester Seven</strong> (15 weeks)</td>
<td>MHC 674 Children and Adolescent Counseling and Therapy</td>
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<td>MHC 680 Family Counseling and Therapy</td>
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<td>MHC 679 Internship in Clinical Mental Health Counseling II</td>
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<td><strong>Semester Eight</strong> (15 weeks)</td>
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<td>MHC 727 Counseling Supervision and Practice</td>
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<td><strong>Total credit distribution</strong></td>
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### Required Content Areas:

| (i) | human growth and development; |
| (ii) | social and cultural foundations of counseling; |
| (iii) | counseling theory and practice; |
| (iv) | psychopathology; |
| (v) | group dynamics; |
| (vi) | lifestyle and career development; |
| (vii) | assessment and appraisal of individuals, couples, families, and groups; |
| (viii) | research and program evaluation; |
| (ix) | professional orientation and ethics; |
| (x) | foundations of mental health counseling and consultation; |
| (xi) | clinical instruction; |
| (xii) | recognition and reporting of child abuse and maltreatment; and |
| (xiii) | one-year (at least 600 clock hours) supervised internship or practicum in mental health counseling. |

<table>
<thead>
<tr>
<th>Course Number(s), Titles(s) and Semester Hours</th>
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<tbody>
<tr>
<td>MHC 631 Human Growth and Development (3 credit hours)</td>
</tr>
<tr>
<td>MHC 640 Cultural and Social Diversity (3 credit hours)</td>
</tr>
<tr>
<td>MHC 600 Counseling Theory and Practice (3 credit hours) MHC 634 Grief Trauma and Crisis Counseling and Therapy (3 credit hours) MHC 674 Children and Adolescent Counseling and Therapy (3 credit hours) MHC 680 Family Counseling and Therapy (3 credit hours)</td>
</tr>
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<td>MHC 620 Psychopathologies (3 credit hours)</td>
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<tr>
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<td>MHC 652 Research and Program Evaluation (3 credit hours)</td>
</tr>
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<td>MHC 630 Professional, Ethical, and Legal Issues in Counseling (3 credit hours)</td>
</tr>
<tr>
<td>MHC 650 Professional Orientation and Practice (3 credit hours)</td>
</tr>
<tr>
<td>MHC 670 Helping Relationships (3 credit hours) MHC 669 PrePracticum (3 credit hours) MHC 727 Counseling Supervision and Practice (3 credit hours)</td>
</tr>
<tr>
<td>MHC 649 Child Abuse Mandated Reporter Training (online workshop, 0 credits)</td>
</tr>
<tr>
<td>MHC 677 Practicum in Clinical Mental Health Counseling (3 credits) MHC 678 Internship in Clinical Mental Health Counseling I (3 credits) MHC 679 Internship in Clinical Mental Health Counseling II (3 credits)</td>
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</tbody>
</table>
PROGRAM DESCRIPTION (ADVANCED CERTIFICATE)
The Advanced Certificate in Mental Health Counseling is offered exclusively in an online, asynchronous delivery format. The 18 credit hour Advanced Certificate 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 Advanced Certificate 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: Psychopathologies; Human Growth and Development; Professional Orientation and Practice; and Helping Relationships. 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 MHC 670 Helping Relationships. 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.

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 register for two semesters of Internship (MHC 677) and are expected to complete at least half of their 600 Internship hours in the first term of MHC 678. If a student does not meet the required hours in any term of MHC 678 or MHC 679, she/he will receive an Incomplete grade for that term. If the student does not complete the full requirements of Internship by the end of MHC 679, she/he must register for a second term of MHC 679 in order to complete the requirements. Students who do not complete their Internship requirements by the end of the second term of MHC 679 may be terminated from the program and will not be recommended for completion of the Advanced Certificate. Guidelines for the Clinical Placement can be found in the Clinical Placement Manual here: http://www.medaille.edu/sage/catalog/master-mental-health-counseling.
ADVANCED CERTIFICATE IN CLINICAL MENTAL HEALTH COUNSELING SEQUENCE

The program sequence for the Advanced Certificate in Clinical Mental Health Counseling depends on the specific needs of the student. Students will take the courses they need to meet the NYS requirements for core courses, as they are offered within the curriculum of the Clinical Mental Health Counseling program. If a student has completed all of the core courses yet need additional coursework to meet the 60-hour requirement, electives will be offered.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Semester One</td>
<td>MHC 650 Professional Orientation and Practice</td>
<td>3</td>
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<tr>
<td>(15 weeks)</td>
<td>MHC 620 Psychopathologies</td>
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<td>MHC 631 Human Growth and Development</td>
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<tr>
<td>Semester Two</td>
<td>MHC 670 Helping Relationships</td>
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<tr>
<td>(15 weeks)</td>
<td>MHC 678 Internship in Clinical Mental Health Counseling I</td>
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## ADVANCED CERTIFICATE IN CLINICAL MENTAL HEALTH COUNSELING: LICENSURE-QUALIFYING CURRICULUM CONTENT AREAS

<table>
<thead>
<tr>
<th>Required Content Areas:</th>
<th>Course Number(s), Titles(s) and Semester Hours</th>
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<tbody>
<tr>
<td>(xiv) human growth and development;</td>
<td>MHC 631 Human Growth and Development (3 credit hours)</td>
</tr>
<tr>
<td>(xv) social and cultural foundations of counseling;</td>
<td>Met through prerequisites/admissions criteria</td>
</tr>
<tr>
<td>(xvi) counseling theory and practice;</td>
<td>Met through prerequisites/admissions criteria</td>
</tr>
<tr>
<td>(xvii) psychopathology;</td>
<td>MHC 620 Psychopathologies (3 credit hours)</td>
</tr>
<tr>
<td>(xviii) group dynamics;</td>
<td>Met through prerequisites/admissions criteria</td>
</tr>
<tr>
<td>(xix) lifestyle and career development;</td>
<td>Met through prerequisites/admissions criteria</td>
</tr>
<tr>
<td>(xx) assessment and appraisal of individuals, couples, families, and groups;</td>
<td>Met through prerequisites/admissions criteria</td>
</tr>
<tr>
<td>(xxi) research and program evaluation;</td>
<td>Met through prerequisites/admissions criteria</td>
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<tr>
<td>(xxii) professional orientation and ethics;</td>
<td>Met through prerequisites/admissions criteria</td>
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<tr>
<td>(xxiii) foundations of mental health counseling and consultation;</td>
<td>MHC 650 Professional Orientation and Practice (3 credit hours)</td>
</tr>
<tr>
<td>(xxiv) clinical instruction;</td>
<td>MHC 670 Helping Relationships (3 credit hours)</td>
</tr>
<tr>
<td>(xxv) recognition and reporting of child abuse and maltreatment; and</td>
<td>Met through prerequisites/admissions criteria</td>
</tr>
</tbody>
</table>
| (xxvi) one-year (at least 600 clock hours) supervised internship or practicum in mental health counseling. | MHC 678 Internship in Clinical Mental Health Counseling I (3 credits)  
MHC 679 Internship in Clinical Mental Health Counseling II (3 credits) |
**Clinical Mental Health Counseling Course Descriptions**

**MHC 600 Counseling Theory and Practice**
This course covers the basic theory, principles and techniques of mental health counseling and its application to professional counseling settings. It also considers various theories of counseling and issues in the practice of professional counseling and supervision. This course summarizes the history and explores the primary concepts of the major approaches to counseling. We will consider the key concepts of each theory, and application practices. Strengths and limitations of each approach are also explored as well as the impact of these theories on clients diagnosed with mental health disorders. This course will examine strategies to support and advocate for clients. Prerequisites and/or Special Considerations: MHC 650 and MHC 631. Number of Credits: 3 credits

**MHC 605 Group Work**
This course is designed to provide students with an understanding of group development, process and dynamics. Students will learn theoretical and practical concepts related to the practice of group psychotherapy. It is based on the assumption that experiential learning is the most effective way to get acquainted with a new and challenging topic. It prepares students to work with groups in various settings. Using a clinical model students develop an understanding of relevant group practice, roles and responsibilities of facilitators, and the relevance and purpose of group work. This course is considered one of Council for Accreditation. Prerequisites and/or Special Considerations: MHC 650, MHC 631, MHC 600, MHC 620. Number of Credits: 3 credits

**MHC 620 Psychopathologies**
Catalog Description of Course: This course will provide an in depth review of a broad spectrum of psychopathological conditions as defined in the DSM-IV. The focus of this review will include the etiology, prevalence & incidence, signs & symptoms, and criteria for differential diagnosis. The emphasis of this review will be on comparing and contrasting different theoretical perspectives on each disorder, as well as reviewing best practices in treatment plans. This course also covers basic etiology of substance of addiction and co-occurring disorders and subsequent treatment plans. Prerequisites and/or Special Considerations: MHC 650, MHC 631, MHC 600. Number of Credits: 3 credits.

**MHC 622 Assessment and Evaluation**
This course provides students with a comprehensive overview of the major principles of assessment, assessment instruments and assessment skills relevant for mental health counselors. Emphasis will be placed on the statistical properties, use and interpretation of assessment and appraisal techniques commonly used in clinical, educational, and organizational fields. It includes an analysis of psychometric properties used to develop and evaluate these instruments. The course also addresses ethical, legal, and diversity issues including cultural bias and fairness in assessments. An extensive review of the clinical interview assessment for future clinicians will be covered. This course is considered one of Council for Accreditation of Counseling and Related Educational Programs (CACREP) core curricular courses. Prerequisites and/or Special Considerations: MHC 650 and MHC 620 and students must pass with a B. Number of Credits: 3 credits.
MHC 625 PERSONALITY THEORIES AND COUNSELING
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. Various personality assessments will be explored. Prerequisites and/or Special Considerations: None. Number of Credits: 3 credits.

MHC 630 PROFESSIONAL, ETHICAL AND LEGAL ISSUES IN COUNSELING
This course will focus on the ethical principles and professional standards of counseling practice, and survey the ethical and legal issues facing the professional counselor in our society. Students will review professional goals, objectives, roles and functions. This course also examines ethical and legal standards, risk management, professional credentialing and standards for professional counselors. This course covers significant clinical challenges for the mental health professional. The counseling profession’s ethical standards are also addressed with an emphasis on the American Counseling Association code of ethics and counselor ethical decision-making processes. New York State Office of Professions Practice guidelines for Licensed Mental Health Counselors will be used to examine legal issues. Through various methods students have the opportunity to develop their understanding and commitment to professional standards and ethical guidelines for practice as a mental health counselor. Prerequisites and/or Special Considerations: MHC 650, MHC 631, MHC 600, MHC 620, MHC 605. Number of Credits: 3 credits.

MHC 631 HUMAN GROWTH AND DEVELOPMENT
This course introduces students to the major theories that have shaped counselor’s understanding of human growth and development from conception, childhood and adolescence, to early, middle and late adulthood. Aspects of development discussed include biosocial, cognitive and psychosocial changes. Expected developmental milestones during each of these phases of development are addressed. This course reviews significant research findings and theory about human development. Building a multidimensional framework for understanding development process and dynamics and for predicting challenges associated with life transitions is emphasized. This course is considered one of Council for Accreditation of Counseling and Related Educational Programs (CACREP) core curricular courses. Prerequisites and/or Special Considerations: MHC 650 student must receive a grade of B or above. Number of Credits: 3 credits.

MHC 634 GRIEF, TRAUMA AND CRISIS COUNSELING AND THERAPY
This course is designed to help students understand both the normal and complicated grieving process with individuals across the life span. This course examines various therapeutic interventions that are useful on helping the bereaved. The impact of culture and how it is related to differences in the grief process are explored. An extensive analysis of the difference between grief counseling and grief therapy will be explored. Students will study historical and current theories in grief and loss. This leads into an in-depth presentation of abnormal grief reactions, complicated mourning processes, and when to use more advanced interventions of counseling. Students will study grief therapies and learn when to refer clients for such. Issues of the counselor's own grief and burn-out syndromes are also addressed. Prerequisites and/or Special Considerations: MHC 650, MHC 605, MHC 670. Number of Credits: 3 credits.
MHC 640 SOCIAL AND CULTURAL DIVERSITY
Catalog Description of Course: This course is designed to provide students with a general framework for understanding issues related to mental health services with people from diverse populations. The influence of socio-identities (e.g. race, ethnicity, religion, gender, socioeconomic status, sexual orientation, religious preferences) on individuals’ functioning, concerns, and the counseling process will be explored. This course is designed to increase students’ awareness and knowledge of, and skills related to, multicultural counseling and the delivery of counseling services. Students explore diversity and identity issues and discuss their impact on the therapeutic relationship. This course is considered one of Council for Accreditation of Counseling and Related Educational Programs (CACREP) core curricular courses. Prerequisites and/or Special Considerations: MHC 650 and MHC 605; student must receive a grade of B or above. Number of Credits: 3 credits.

MHC 649 CHILD ABUSE MANDATED REPORTER TRAINING
This workshop prepares students who are required by law to report suspected child abuse or maltreatment to the New York State Central Register. This workshop is designed to help students understand the risk factors associated with child abuse, as well as, to recognize child emotional, physical and sexual abuse of children. Students will learn their roles and responsibilities as mandated child abuse reporters. This workshop is presented in accordance with the New York State Office of Child and Family Services, Mandated Reporters Guide (Publication #1159) and online training. Prerequisites and/or Special Considerations: Required. Number of Credits: 0 credits.

MHC 650 PROFESSIONAL ORIENTATION AND PRACTICE
This course focuses on the practical and personal side of counseling. The course provides students with the opportunity to learn about oneself personally and professionally, and accomplish the basic attitudes and techniques of counseling. The course includes class discussion, observation, practice of counseling skills and attitudes, role-plays of counseling, group and individual supervision, observation of a counseling case with supervision, and critical reflection on your experience in these learning and practice exercises. This course focuses on principles and skills related to interviewing and observation, as well as related legal, ethical, and cultural issues. Students gain practice in conducting interviews, making behavioral observations, collecting and interpreting data during an interview, and developing written reports of findings. This course is considered one of Council for Accreditation of Counseling and Related Educational Programs (CACREP) core curricular courses. Prerequisites and/or Special Considerations: None. Number of Credits: 3 credits.
MHC 652 RESEARCH AND PROGRAM EVALUATION
This course surveys the major methodologies for conducting psychological research, and focuses on research report development, publication of psychological data, and ethical considerations in conducting research. Students will also be introduced to the statistics necessary for describing and analyzing psychological data. This course also introduces students to the principles and practices of program evaluation and systems research, including quantitative and qualitative research methodologies. This course introduces students to design of qualitative, quantitative, and mixed-method approaches to counseling research and evaluation. Students learn the strengths and limitations of each method and under what circumstances each approach would be the most appropriate research design. Students are exposed to legal and ethical issues associated with human subjects’ protection. This course is considered one of Council for Accreditation of Counseling and Related Educational Programs (CACREP) core curricular courses. Prerequisites and/or Special Considerations: MHC 650, MHC 631, MHC 600, MHC 620, MHC 605, MHC 630, MHC 649. Number of Credits: 3 credits.

MHC 660 CAREER DEVELOPMENT
This course is designed to provide students with the theoretical 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. Focus is placed on the implications of individual differences in culture, gender, ability and age-related issues. Students obtain a theoretical and practical basis for supporting individuals in vocation selection and career development. This course is considered one of Council for Accreditation of Counseling and Related Educational Programs (CACREP) core curricular courses. Prerequisites and/or Special Considerations: MHC 650, MHC 605, MHC 670. Number of Credits: 3 credits.

MHC 669 PREPRACTICUM
This course will introduce you to basic skills that initiate counseling relationships and follow with the four principal approaches to counseling: cognitive, affective, behavioral, and family/systemic. These approaches will provide the context for assessment, goal setting, and the integration of skills into interventions. In addition, this course also provides an introduction to the understanding of the basic neurobiology of psychopathology and the different types of psychotropic medications to treat these conditions. As such, this aspect of the course emphasizes the counselor’s role as a member of a multidisciplinary treatment team in facilitating treatment compliance, monitoring the efficacy as well as side effects of the psychotropic medication prescribed, and the counselor’s role in integrating pharmacologic treatments with other non-pharmacological modalities. Prerequisites and/or Special Considerations: MHC 650, MHC 605, MHC 620, and MHC 630. Number of Credits: 6.
MHC 670 HELPING RELATIONSHIPS-ADVANCED CLINICAL COUNSELING SKILLS
This course focuses on the practical and personal side of counseling. The course provides students with the opportunity to learn about oneself personally and professionally, and accomplish the basic attitudes and techniques of counseling. The course includes class discussion, observation, practice of counseling skills and attitudes, role-plays of counseling, group and individual supervision, observation of a counseling case with supervision, and critical reflection on your experience in these learning and practice exercises. This course focuses on principles and skills related to interviewing and observation, as well as related legal, ethical, and cultural issues. Students gain practice in conducting interviews, making behavioral observations, collecting and interpreting data during an interview, and developing written reports of findings. This course is considered one of Council for Accreditation of Counseling and Related Educational Programs (CACREP) core curricular courses. Prerequisites and/or Special Considerations: MHC 650, MHC 631, MHC 600, MHC 620, MHC 605, MHC 630, MHC 649, MHC 652, MHC 640, MHC 669. Number of Credits: 3 credits.

MHC 674 CHILDREN AND ADOLESCENT COUNSELING AND THERAPY
This course will emphasize utilizing developmentally appropriate counseling and therapy techniques for children and adolescents who are experiencing social, behavioral or affective problems. The course is designed to help graduate students to focus on the knowledge base, skills, theories, research, models, and critical issues of contemporary Children and Adolescent counseling and therapy. Future clinicians will learn to help children and adolescents in a variety of ways by receiving emotional support, resolving conflicts with people, understanding feelings and problems, and trying out new solutions to old problems. Intervention goals for therapy may be specific (change in behavior, improved relations with friends or family), or more general (less anxiety, better self-esteem) will be explored. Current issues facing youth in the contemporary world will also be explored. Prerequisites and/or Special Considerations: MHC 650, MHC 605, MHC 670. Number of Credits: 3 credits.

MHC 677 PRACTICUM IN CLINICAL MENTAL HEALTH COUNSELING
A 10 week supervised practicum in a mental health/psychiatric agency provides the experiences for the student-intern to increase professional competence for a minimum of 100 hours (40 hours of which are direct face to face). Through the practicum experience, the student is challenged to apply and integrate the knowledge, theories and concepts of counseling practice, and to build on previous life and work experience, as well as to develop new areas of professional competence. This process allows the student to bring together and to integrate for professional use cognitive learning, professional competence, values and ethics, life experiences, and activities which will enhance skill and critical analysis of counseling practice. There is a weekly supervision requirement and a biweekly group supervision requirement for this course in addition to other assignments. This course is considered one of Council for Accreditation of Counseling and Related Educational Programs (CACREP) Professional Practice. Prerequisites and/or Special Considerations: MHC 650, MHC 631, MHC 600, MHC 620, MHC 605, MHC 630, MHC 649, MHC 652, MHC 640, MHC 622, MHC 669. Number of Credits: 3 credits.
MHC 678 INTERNSHIP IN CLINICAL MENTAL HEALTH COUNSELING I
An 8 month supervised internship in a mental health/psychiatric agency provides the experiences for the student-intern to increase professional competence for a minimum of 600 hours (240 hours of which are direct face to face individual and group counseling). When you have finished internship 1 and 2 you will have completed 600 hours with 240 face to face in individual and group counseling. Through the internship experience, the student is challenged to apply and integrate the knowledge, theories and concepts of counseling practice, and to build on previous life and work experience, as well as to develop new areas of professional competence. This process allows the student to bring together and to integrate for professional use cognitive learning, professional competence, values and ethics, life experiences, and activities which will enhance skill and critical analysis of counseling practice. There is a weekly supervision requirement and a biweekly group supervision requirement for this course in addition to other assignments. This course is considered one of Council for Accreditation of Counseling and Related Educational Programs (CACREP) Professional Practice. Prerequisites and/or Special Considerations: MHC 650, MHC 631, MHC 600, MHC 620, MHC 605, MHC 630, MHC 649, MHC 652, MHC 640, MHC 622, MHC 669, MHC 677. Number of Credits: 3 credits.

MHC 679 INTERNSHIP IN CLINICAL MENTAL HEALTH COUNSELING II
An 8 month supervised internship in a mental health/psychiatric agency provides the experiences for the student-intern to increase professional competence for a minimum of 600 hours (240 hours of which are direct face to face individual and group counseling). When you have finished internship 1 and 2 you will have completed 600 hours with 240 face to face in individual and group counseling. Through the internship experience, the student is challenged to apply and integrate the knowledge, theories and concepts of counseling practice, and to build on previous life and work experience, as well as to develop new areas of professional competence. This process allows the student to bring together and to integrate for professional use cognitive learning, professional competence, values and ethics, life experiences, and activities which will enhance skill and critical analysis of counseling practice. There is a weekly supervision requirement and a biweekly group supervision requirement for this course in addition to other assignments. This course is considered one of Council for Accreditation of Counseling and Related Educational Programs (CACREP) Professional Practice. Prerequisites and/or Special Considerations: MHC 650, MHC 631, MHC 600, MHC 620, MHC 605, MHC 630, MHC 649, MHC 652, MHC 640, MHC 622, MHC 669, MHC 677. Number of Credits: 3 credits.

MHC 680 FAMILY COUNSELING AND THERAPY
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. The primary focus will be on models family and mental health counseling in general. The course is designed for mental health counselors. This course will cover the (1) history of family therapy; (2) philosophical and theoretical underpinnings of models of family therapy; (3) recent advances in the field of family therapy; and (4) current emergent topics relevant to the field. Prerequisites and/or Special Considerations: MHC 650, MHC 605, MHC 670. Number of Credits: 3 credits.
MHC 720 ADVANCED FAMILY COUNSELING AND 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. Prerequisites and/or Special Considerations: Elective. Number of Credits: 3 credits.

MHC 727 COUNSELING SUPERVISION AND PRACTICE
This course will provide students with an understanding of the purpose and process of clinical supervision, as well as, the importance of professional growth. This course will also present a review of currently accepted supervision models. This will course will assist students in developing knowledge and skills related to the supervisory role and relationship. Issues related to the ethical dilemmas, cultural diversity, power and boundary issues will also be addressed. Prerequisites and/or Special Considerations: MHC 650, MHC 605, MHC 670. Number of Credits: 3 credits.

MHC 800 CLINICAL COUNSELING COMPREHENSIVE EXAMINATION
This exam prepares students to analyze, diagnose and provide treatment plans for cases similar to real world experience. This exam is designed to help students understand the need to accurately define presenting problems, account for any underlying problems and provide relief to ameliorate coping mechanisms and reduce mental health symptoms through an appropriate treatment plan. NOTE: Passing the comprehensive evaluation satisfies one of the requirements needed for a degree in mental health counseling. Prerequisites and/or Special Considerations: None. Number of Credits: 0 credits.
M.A. IN PSYCHOLOGY

PROGRAM DESCRIPTION
Medaille College’s M.A. in Psychology is a 36-credit course of study in which students take 3-credit courses: Social Psychology, Cognitive Psychology, Biological Basis of Behavior, Research Methods, Assessment, Counseling, Statistics, Evolutionary Psychology, Developmental Psychology, and Psychopathology. In addition to this coursework, students must also successfully complete EITHER a thesis of potentially publishable quality (6 credits) OR an internship (6 credits) in order to earn the M.A. degree. Students may enroll in either the on-ground or online program.

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

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

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

ON-GROUND PROGRAM SCHEDULE
The on-ground 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.

<table>
<thead>
<tr>
<th>Fall Semester /Spring Semester</th>
<th>Students will take 4 courses in the following formats:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Online Course for 15 Weeks</td>
<td>(Online Course Format)</td>
</tr>
<tr>
<td>1 On-Campus Course for 15 Weeks</td>
<td>(15 Week Course Format)</td>
</tr>
<tr>
<td>2 Half Semester Courses for 7 each week (7-1-7 format)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summer Semester</th>
<th>Students will take 3 courses in the following formats:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Course for 15 Weeks</td>
<td>(PSY 797 Thesis Guidance or PSY 677 Internship)</td>
</tr>
<tr>
<td>2 Half Semester Courses for 7 each week (7-1-7 format)</td>
<td></td>
</tr>
</tbody>
</table>
COURSE FORMATS

Online: Students will take one 15-week online course in the fall semester and one 15-week online course in the spring semester.

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

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

Note: Classes also meet the first and last Saturday of the course for 4.5 hours on a Saturday (A total of 2 Saturday sessions per course or 4 Saturday sessions per semester). Thus, the 7-1-7 courses start with a Saturday orientation and end with a Saturday conclusion set aside for assessment and competency.

DELIVERY FORMAT

In the Fall semester, students take two consecutive 7 week courses with a Saturday component at the beginning and end of each course; additionally they take one 15 week course and one online course. This format allows students to attend classes only 2 nights a week. This schedule format is repeated in the Spring. In the Summer, students take two consecutive 6 week courses with a Saturday component at the beginning and end of each course and register for either Thesis Guidance or Internship. Meeting times for Thesis and Internship are arranged with the student’s supervisor.

Because the coursework is sequentially arranged, it is strongly recommended that students start the program in the Fall semester. However, students will also be accepted at the beginning of the Spring term with the understanding that they are entering a coherent and unified program midstream. No student shall be allowed to begin the program during the summer semester.

GRADUATE PLACEMENT DATA

<table>
<thead>
<tr>
<th>Psychology</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<tbody>
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<td>100%</td>
<td>100%</td>
<td>78%</td>
</tr>
<tr>
<td>Employed in Field Related to Degree</td>
<td>83%</td>
<td>50%</td>
<td>83%</td>
<td>78%</td>
</tr>
<tr>
<td>Furthering Education</td>
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<td>50%</td>
<td>17%</td>
<td>39%</td>
</tr>
<tr>
<td>Placement Rate</td>
<td>83%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
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<tr>
<td>PROGRAM SEQUENCE (ON-GROUND)</td>
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<td></td>
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<tr>
<td>-----------------------------</td>
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<tr>
<td><strong>FALL SEMESTER</strong></td>
<td><strong>Credits</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY 504 Social Psychology (online)</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY 511 Cognitive Psychology (7 week format)</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>PSY 521 Biological Basis of Behavior (15 week format)</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>PSY 531 Research Methods (7 week format)</td>
<td>3</td>
<td></td>
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<tr>
<td><strong>SPRING SEMESTER</strong></td>
<td></td>
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<tr>
<td>PSY 602 Counseling (online)</td>
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<td></td>
<td></td>
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<tr>
<td>PSY 607 Statistics (15 week format)</td>
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<td></td>
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<tr>
<td>PSY 614 Evolutionary Psychology (7 week format)</td>
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<td></td>
</tr>
<tr>
<td>PSY 631 Developmental Psychology (7 week format)</td>
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<tr>
<td><strong>SUMMER SEMESTER</strong></td>
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</tr>
<tr>
<td>PSY 598 Special Topics in Psychology (7 week format)</td>
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<td></td>
<td></td>
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<tr>
<td>PSY 760 Psychopathologies (7 week format)</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>**PSY 797 Thesis Guidance or **PSY 777 Internship (arranged with instructor)</td>
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<tr>
<td><strong>TOTAL CREDITS</strong></td>
<td><strong>36</strong></td>
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</tbody>
</table>

**Student must obtain instructor permission to register for PSY 797 or PSY 677**
**PROGRAM SEQUENCE (ON-LINE)**

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

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th>Credits</th>
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<tbody>
<tr>
<td>INT 010 Line Prep Course</td>
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<tr>
<td>PSY 504 Social Psychology</td>
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<tr>
<td>PSY 511 Cognitive Psychology</td>
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<td>PSY 521 Biological Basis of Behavior</td>
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<td>PSY 531 Research Methods</td>
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<thead>
<tr>
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<tr>
<td>PSY 607 Statistics</td>
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<tr>
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</tr>
<tr>
<td>**PSY 797 Thesis Guidance or **PSY 677 Internship (arranged with instructor)</td>
<td>6</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS** 36

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

PSY 504 SOCIAL PSYCHOLOGY
The single most important environmental factor influencing human attitudes and behaviors is the presence of other humans. Social psychologists strive to understand how individuals and groups affect these attitudes and behaviors. This course focuses on topics such as measurement and analysis of behaviors, attitude structure and function, the origins of social norms, attraction, altruism, and antisocial behavior. Three credit hours; online course. Prerequisites: None.

PSY 511 COGNITIVE PSYCHOLOGY
This course focuses on the science of the mental structures and processes involved in perception, attention, memory, problem solving, language use, consciousness, concept formation, reasoning, and decision making. Three credit hours. Prerequisites: None.

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

PSY 531 RESEARCH METHODS
This courses focuses on the problems and procedures of research sciences with an emphasis on understanding the basic types of research, the development of sound research design, conducting an appropriate experiment, and effective writing skills necessary for preparing and reporting research. Three credit hours. Prerequisites: None.

PSY 598 SPECIAL TOPICS IN PSYCHOLOGY
Topics will be announced on a semester-by-semester basis. Course goals, objectives, and content will be determined by the topic. Three credit hours. Prerequisites: None.

PSY 602 COUNSELING
This course provides students with a solid overview of the counseling field. Topic covered include the traditional and current roles of a counseling psychologist, legal and ethical guidelines used in counseling practices, and major therapeutic approaches applied to the counseling setting. Three credit hours; online course. Prerequisites: None.

PSY 607 STATISTICS
This course is designed to integrate statistical concepts with real world applications so that students can have a greater appreciation of statistics as a tool to analyze and validate psychological data. Three credit hours. Prerequisites: Acceptance into the program.

PSY 614 EVOLUTIONARY PSYCHOLOGY
This course will explore the evolutionary mechanisms that underlie human behavior. As such, students apply the foundational principles of selection, drift, and inclusive fitness to concepts such as mating strategies, sexual jealousy, pregnancy sickness, parental nurturance/negligence, spatial memory, landscape preferences, and aggression and violence. Three credit hours. Prerequisites: PSY 521 or by permission of the instructor.
PSY 631 DEVELOPMENTAL PSYCHOLOGY
This course introduces students to the major theories that have shaped psychologists’ understanding of human growth and development from conception, childhood and adolescence, to early, middle and late adulthood. Aspects of development discussed include the biosocial, cognitive, and psychosocial domains. Emphasis is placed on developmental problems and diagnosis of abnormal development. Three credit hours. Prerequisites: None.

PSY 677 INTERNSHIP
A 180 hour internship provides the student with on-site experience and a solid understanding of careers in the mental health, research or clinical setting. Additionally, internships allow students the opportunity to participate in the learning experience while developing professional contacts in their area of specialization. Prerequisite: Complete 18 hours of program coursework; GPA of 3.0 or better; Internships require instructor approval. Six credit hours.

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

PSY 797 THESIS GUIDANCE
This course focuses both on the process of developing and writing a master’s level thesis consistent with the student’s interests and career goals. Special attention will be focused on the development of an effective scientific writing style with an individual faculty member using a mentorship model. Prerequisites: A minimum of 18 credit hours completed in the program and instructor permission; GPA of 3.0 or better. Six credit hours.
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
**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>First Year (Fall)</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 710 Cognitive Assessment</td>
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<td>PSY 727 Psychology of Life Span Development</td>
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<td>PSY 705 Professionalization Group</td>
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<td>First Year (Spring)</td>
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<tr>
<td>PSY 763 Neuropsychological 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>PSY 715 Objective Personality Assessment</td>
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<td>First Year (Summer)</td>
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[www.medaille.edu](http://www.medaille.edu)
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<td>Cognitive And Affective Processes</td>
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<td>PSY 758</td>
<td>Psychodynamic Theories &amp; Therapy</td>
<td>3</td>
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<td>PSY 749 Physiological Psychology</td>
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<td>PSY 761</td>
<td>Assessment and Treatment of Diverse Populations</td>
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<td>Integrative Assessment</td>
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<td>PSY 751</td>
<td>Proseminar and Practicum I</td>
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<td>PSY 768 Research Methods</td>
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<td>PSY 770</td>
<td>Cognitive-Behavioral Theory and Treatment</td>
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PSY 790 Administration, Consultation, and Supervision 3
PSY 853 Clinical Dissertation III (1) 1
Elective 3
Elective 3

**Fifth Year (Fall)**
PSY 900 Clinical Psychology Internship 0

**Fifth Year (Spring)**
PSY 900 Clinical Psychology Internship 0

**Fifth Year (Summer)**
PSY 900 Clinical Psychology Internship 0

**Total Credits** 99

**LICENSURE QUALIFYING CONTENT AREAS:**

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<td>Biological Basis of Behavior</td>
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<td>Cognitive-Affective Basis of Behavior</td>
<td>PSY 731 Cognitive and Affective Processes</td>
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<td>Social Basis of Behavior</td>
<td>PSY 787 Social Psychology</td>
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<td>Individual Differences</td>
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<td>History and Systems of Psychology</td>
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<td>Research Design, Methodology, and Statistics</td>
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<td>PSY 851, 852, 853 Clinical Dissertation I, II, III</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>Development</td>
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## PSYD COURSE PREREQUISITES:

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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 782 Family Therapy</td>
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<td>PSY 760 Administration, Consultation &amp; Supervision</td>
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<td>PSY 850 Clinical Dissertation</td>
<td>PSY 768 Research Methods</td>
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<tr>
<td>PSY 900 Clinical Psychology Internship</td>
<td>90 Hours, CCE, All required coursework</td>
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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 VPAA or designee 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 700 PSYCHOMETRICS
This is the first course in the doctoral assessment sequence. Students will learn basic psychometric theory and principles of test construction as well as to gain an understanding of the process, methodology, and application of assessment. Ethical and professional considerations about assessment will be raised. Topics include: theories of psychological measurement, scale development, item analysis, item bias, reliability, validity, and test fairness. Credits: 3.0. Prerequisites: None.

PSY 701 DIAGNOSTIC PSYCHOPATHOLOGY
This course focuses on the description, etiology, and diagnosis of psychological and personality disorders. Relevant clinical research relevant to the course is reviewed and used to enrich the theoretical basis. While the primary focus of this course is the DSM-IV diagnostic system, other systems of understanding may be considered. Discussion of the broad continuum of symptomatology encountered in clinical practice, and the unique personal experience that characterizes every clinical case, are included. This course will focus on the major psychological and personality disorders of the DSM IV-TR. Particular emphasis on the etiology, prevalence, symptoms, and prognosis of these disorders is placed. Empirically validated research is examined with emphasis on the influence of culture has on diagnosis, treatment and prognosis. Credits: 3.0. Prerequisites: None.

PSY 705 PROFESSIONALIZATION GROUP
This course serves as a discussion group for first year students. The scope of the course will include both personal and professional development and preparing for future careers in the psychology field. Professional ethics, including New York State Laws, Rules, and Regulations and the APA Ethical guidelines will be reviewed. The group sessions allow students to become comfortable with interacting with other psychology students in a professional environment. Group work will cover the study of clinical psychology, therapeutic work, and professional development. The group dynamic will be balanced with self-directed learning and personal evaluations; including values and desires leading to the study of psychology, interpersonal relationship, meaning and values, pathways to growth, and a more comprehensive understanding of a psychologist’s role in society. Furthermore, students will gain a solid understanding of the various roles of clinical psychologists. As part of this course, students will be required to complete the NY State Curriculum in Identification and Reporting of Child Abuse. Credits: 0 Prerequisites: None.

PSY 710 COGNITIVE ASSESSMENT
Theories, practices, and the development of cognitive assessment in children and adults provide the framework for this course. Students will familiarize themselves with the various types of assessments, how to identify appropriate assessments, and gain an understanding of the process, methodology, and application of assessment. Students will gain professional development via practice with written and oral reporting. In addition, ethical and professional considerations about cognitive assessment will be raised. The course will improve students’ awareness of how diversity and multiculturalism may affect assessment outcomes. Credits: 3.0. Prerequisites: None.
PSY 711 PROJECTIVE PERSONALITY ASSESSMENT (ELECTIVE)
This course introduces the Exner Comprehensive System for the Rorschach as well as selected projective tests in both theory and practice. The dual approach allows students to gain competence in administering, scoring, and interpreting projective tests, and master the theoretical fundamentals upon which the tests were developed. Students will further hone their professional skills through report writing, critical evaluation, interviewing, rapport building, and interpretation of data. Ethical and legal considerations within the scope of assessments will also be addressed. Credits: 3.0. Prerequisites: PSY 715 Objective Personality Assessment & PSY 710 Cognitive Assessment.

PSY 715 OBJECTIVE PERSONALITY ASSESSMENT
This course familiarizes students with objective personality assessment. Students will gain an understanding of the development and evolution of personality assessment—from its early history to current status. Emphasis on proper procedure, strategies for testing, and validity of testing will be covered. From here students will have the opportunity to practice the assessment process in labs designed to develop familiarity and competence in all aspects of the procedure—from initial stages through testing to evaluation and feedback. Students will develop their professional skills and learn about the variables associated with personality assessment, including demographics such as age, culture, gender, ethnic group, and marital status. Credits: 3.0. Prerequisites: None.

PSY 719 CHILD AND ADOLESCENT PSYCHOPATHOLOGY (ELECTIVE)
This course focuses on the development issues associated with children and adolescents. Students will be introduced to the stages of child and adolescent development as it relates to psychopathology. Students will learn to recognize the risk factors—social, behavioral, and affective—which may lead to psychological disorders. Emphasis will be placed on emotional and behavioral disorders—including risk factors, etiology, treatments, and case descriptions. These disorders will be defined and analyzed in order to suggest effective treatment routes. Credits: 3. Prerequisites: None.

PSY 720 HISTORY AND SYSTEMS OF PSYCHOLOGY
Major theories, frameworks, leading figures, and historical influences will be examined in relation to the current theories and practices of clinical psychology. From the early Greek philosophers to the modern debates between pure, scientific, and applied psychology—students will trace a line of progress leading to comprehensive understanding of psychology. The social, political, and scientific contexts that fostered the origins and development of psychology will be considered throughout. Problems in the development of psychology as a discipline will be examined with contrasting viewpoints and alternatives to accepted models and systems. Credits: 3.0. Prerequisites: None.
PSY 727 PSYCHOLOGY OF LIFE SPAN DEVELOPMENT
The stages and transitions in physical, cognitive, emotional, and social development across the lifespan will be studied. An emphasis on cross-cultural, gender, familial, and historical perspectives will be emphasized in relation to life span development. A focus on the interaction between genetic and environmental influences upon human development and an understanding of the development and influences affecting personal and interpersonal development will lend a greater depth to the analysis and understanding of life span development. Content areas include infant perception, attachment behavior, intelligence, cognitive development, moral development, and social interaction. In addition, the application of these topics to the practice of clinical psychology will be introduced throughout the course work. Credits: 3.0. Prerequisites: None.

PSY 731 COGNITIVE AND AFFECTIVE PROCESSES
This course provides an in-depth appreciation and thorough understanding of the current research models and theoretical frameworks in cognitive science. The curriculum explores both the cognitive and affective processes. Topics covered include; memory, attention, problem-solving, language, emotional states, and decision making. The translation from a theoretical knowledge-base to the clinical application of such information is emphasized. Students will gain not only a rich contextual background of “the cognitive revolution” but the ability to directly apply these theories and framing devices to their real-life, clinical experience. Major figures and key developments in the field will enrich the clinical experience and allow students to further delve into historical progress of Psychology. Credits: 3.0. Prerequisites: None.

PSY 735 PROFESSIONAL ETHICS AND CONDUCT
This course aids students in understanding the obligation for the ethical and legal responsibilities, professional conduct, and the necessity to “do good and avoid harm” within the scope of assessment, therapy, forensics, and consultative and supervisory relationships. Using the APA’s Code of Ethics and New York State Law as a framework, this course focuses on understanding and development of the ethical decision making process, client privacy, modeling responsible behavior, and cultivating expertise as a professional psychologist. Attention will be placed on continuing professional development through ongoing supervision and upgrading professional skills. In addition, the unique challenges of group, family, and multi-cultural counseling issues will be addressed in relation to ethical and legal conduct. Credits: 3.0 Prerequisites: PSY 705: Professionalization Group.

PSY 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 763 Neuropsychological 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
This course approaches neuropsychology by focusing on the relationship between the human brain and behavior, specifically developmental, systemic, neurological, and/or psychiatric issues. Students will gain in-depth knowledge of the scientific basis of normal and pathological human behavior as it relates to neuropsychology. Students will gain a thorough understanding of the testing and reporting schema of common neurological assessment tools and clinical issues relating to neuropsychological problems. Students will evaluate and suggest treatment options based on their assessments. In addition, special attention is given to the implications of assessment and treatment when working with diverse populations. Credits: 3.0. Prerequisites: PSY 710 Cognitive Assessment.

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PSY 764 CLINICAL INTERVIEWING
Students will develop their self-awareness, interpersonal awareness and critical thinking in order to become more proficient clinical interviewers. They will learn the procedures and techniques for conducting a full clinical interview as part of an initial client assessment. Basic listening, interviewing, and strategic skills will be covered in order to maximize the effectiveness of clinical interviewing. Students will examine directive and nondirective approaches to interviewing. In addition, they will read and analyze theoretical and empirical literature relating to this topic. Demonstrations, role-playing, and structured exercises will allow students to practice and further hone their professional skills. Credits: 3.0. Prerequisites: PSY 701 Diagnostic Psychopathology.

PSY 765 INTEGRATIVE ASSESSMENT
This course provides students with an in-depth study of integrative assessment. The theories behind integrative assessment and specific tests are covered. The course improves the students’ hand-on experience in administering, evaluating, and reporting assessments under supervision from an instructor. Students will begin by learning the nature of assessment in regards to treatment options. From here, professional communication skills will be honed as students learn the appropriate techniques and ethical guidelines for approaching and interviewing patients in order to select an assessment. Students will then learn the proper procedure for assessment, evaluating assessment, provided feedback and evaluation to both clients and other professionals. Batteries submitted by students will involve integration of interview and assessment data across domains. Credits: 3.0. Prerequisites: PSY 763 Neuropsychological Assessment, PSY 715 Objective Personality Assessment, PSY 710 Cognitive Assessment.

PSY 768 RESEARCH METHODS
This course is the first in a two-course research sequence. The course will focus on the problems and procedures of research sciences with emphasis on understanding the basic types of research, the development of sound research design, conducting an appropriate experiment, and utilization of an effective writing style for preparing and reporting research. The importance and effects of diversity issues in research, and ethical issues in research are also covered. Credits: 3.0. Prerequisites: Undergraduate Statistics or Research Methods.

PSY 769 STATISTICS
This course is a continuation of Statistics and Research Methods I. Quantitative, multivariate approaches to systematic inquiry are covered along with additional skills needed for the completion of the proposed Clinical Research Project. These include qualitative approaches and literature review skills with an emphasis on the integration and synthesis of findings appropriate to a proposal that can be the basis of the CRP. The importance and effects of diversity issues in research, and ethical issues in research are also covered. Credits: 3.0. Prerequisites: PSY 768 Research Methods.
PSY 770 COGNITIVE BEHAVIORAL THEORY AND TREATMENT
Theoretical foundations and major cognitive-behavioral therapies are reviewed in this course. Professional skill development—including professional ethics, professional characteristics regarding the use of CBT, and value conflicts with clients—will be emphasized. They will also have the opportunity to design appropriate treatment plans. The theories, principles, and techniques of cognitive behavioral theory will be addressed. Credits: 3.0. Prerequisites: PSY 731 Cognitive and Affective Processes.

PSY 771 TREATMENT AND ASSESSMENT OF CHILDREN AND ADOLESCENTS (ELECTIVE)
This course is designed to provide a thorough understanding of commonly used assessment and treatment modalities utilized with children and adolescents who are experiencing social, behavioral or emotional problems. Emphasis on identifying “at risk” children and adolescents, and the development of prevention programs. Credits: 3.0. Prerequisites: None.

PSY 778 PSYCHOLOGY OF WOMEN (ELECTIVE)
Female development will be studied in depth. Branches of development for the purposes of this course include personality developments, physical growth and change as it relates to psychology, and psychopathologies. Cultural and social distinctions will be explored as they link to the overall study of female development including relationships, pregnancy, health issues, and aging. Special attention will be placed on how gender may interact with issues such as sexual assault and abuse. In addition, students will explore the societal implications of “the feminine” and how such social strictures impact self-image and self-esteem. The class will utilize current and historical readings, lecture and group processes. Issues relevant to clinical practice, such as therapist gender, therapist pregnancy, transference problems and role conflicts are highlighted. Credits: 3.0. Prerequisites: None.

PSY 779 CLINICAL GEROPSYCHOLOGY (ELECTIVE)
This course is designed to provide students an introduction to issues and clinical practice with aging clients and their families. Personality and cognitive assessment will be discussed, with attention to particular instruments used with an elderly clientele. Therapeutic models, interventions, and issues relevant to elders and their caregivers will be explored. Relevant public policies will be reviewed in terms of their implications for the aging of the population. Society’s views of the elderly and the experience of minority elders will be explored. Credits: 3.0 Prerequisites: PSY 727 Lifespan Development.

PSY 780 GROUP THERAPY
Operating within an ethical and professional rubric, this course introduces students to the fundamentals of theoretical and practical group psychotherapy sessions. Emphasis will be placed on both concepts and firsthand experiences of group therapy. In terms of theory, students will gain an understanding of the nature, function, major theoretical approaches, and the various stages of group therapy. In practice, students will apply their knowledge and skill set to various stages of client development, client populations, and therapeutic situations in therapy sessions. Students will receive feedback and evaluation from their group therapy practice session. Credits: 3.0. Prerequisites: PSY 770 Cognitive-Behavioral Theory and Treatment.
PSY 782 FAMILY THERAPY
Investigating the fundamentals in the field of family therapy and family systems, this course covers theoretical models and an integrative approach to marriage and family therapy. Students are introduced to family therapy concepts; perspectives of family therapy and its evolution including context and historical data, and basic models of family therapy. Students will learn the intricacies of family therapy and the diverse factors relating to successful therapy sessions. Building upon the theoretical framework, students will have the opportunity to gain practical, hands-on experience in therapy sessions developed to test and enrich their skills. Professional development including assessment, treatment plans, intervention & interactions, group dynamics, etc. will be integrated into the working model of family therapy. In addition, multi-cultural and social elements will be discussed in relation to their impact on family therapy. Credits: 3.0. Prerequisites: PSY 727 Psychology of Life Span Development.

PSY 785 ADVANCED FAMILY THERAPY (ELECTIVE)
An advanced theoretical and practical foundation for counseling individuals, couples, and families is emphasized. The course provides a survey of current skills and methods in work with individuals, couples, and families with an emphasis on integrating various systemic models of functioning and intervention. The emphasis is on an integration of assessment and therapeutic theory and technique through ongoing couple and family simulations. Supervision skills in family and couples treatment are a second major emphasis of this course. Credits: 3.0. Prerequisites: None.

PSY 787 SOCIAL PSYCHOLOGY
Students will be introduced to Social Psychology through a historical overview and the various methods used in its study. Topics covered include social perception, identity, social behavior, attitudes, conformity, discrimination, group dynamics, anger, helpful behaviors, and close relationships. Emphasis is placed on the major theoretical frameworks of social psychology and their application to the clinical population. Concepts from research and theory in social psychology are presented for the understanding of social influence on personality, human interaction, and behavior. Applications of social psychology to clinical settings are emphasized. Credits: 3.0. Prerequisites: None.

PSY 790 ADMINISTRATION, CONSULTATION, AND SUPERVISION
The aim of this course is to provide students with an overview of theory, research, and practice models for administration, consultation, and supervision. Models and issues related to mental health and health services delivery, organizational structure and leadership, and clinical supervision and training are described and discussed. Students also discuss common strategies, modalities, issues and dilemmas in the multiple roles of psychologists. Credits: 3.0. Prerequisites: PSY 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 frame-work 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.
ACCELERATED & NON-TRADITIONAL ACADEMIC PROGRAMS
(UNDERGRADUATE AND GRADUATE)

Information for students enrolled in the following programs may be found in *ALP Student Catalogs/Handbooks*, available here: [http://www.medaille.edu/sage/academic-catalogs-handbooks](http://www.medaille.edu/sage/academic-catalogs-handbooks)

Business (A.S.)
Business (BBA)
Masters of Business Administration (MBA)
General Studies (A.S./B.S.)
Health Information Management (BPS)
Homeland Security (B.S.)
Information Systems (BBA)
Integrated Healthcare Delivery (Advanced Certificate)
Organizational Leadership (M.A.)
Veterinary Technology (A.A.S.)
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Entercom Communications Buffalo  
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Term: 1996-present

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Senior Personnel Administrator,  
NY State Thruway Authority  
Term: 2011-2018

Robert L. Stevenson  
President and CEO, Eastman Machine  
Company  
Term: 2009-2017  

*President of Medaille Alumni Association Board

Rocco Termini  
President, Signature Development  
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Associate Vice President for Academic Affairs: Sonja Brown Givens, Ph.D.

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- Criminal Justice (B.S.)
- Homeland Security (B.S.) | Program Director: Steven MacMartin, M.A.
- Marriage and Family Therapy (M.A. and advanced certificate) | Program Director: Rene’ Jones, M.S.
- Psychology (B.A.)
- Psychology (M.A.)

Director of Clinical Training, Applied and Social Sciences: Kathleen Shanahan, Ph.D.

DIVISION OF EDUCATION

Division Head: Illana Lane, Ph.D., Associate Professor

Academic Programs:

- Adolescent Education & Students with Disabilities: Biology 7-12, English 7-12, Mathematics 7-12, or Social Studies 7-12 (B.S.Ed.) | Program Director: Claudia T. Conway
- Early Childhood/Childhood (B-6): Generalist, Biology, English, Math, or Social Studies Concentration (B.S.Ed.) | Program Director: Claudia T. Conway
- Adolescent/Secondary Education (7-12) (M.S.Ed.) | Program Director: Kelly H. Ahuna, Ph.D.
- Elementary Education (1-6) (M.S.Ed.) | 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

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Advisor for Canadian and US Education graduate students: Kelly Ahuna, Ph.D.

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Assessment Coordinator: Mary Beth Scumaci, M.S.Ed.

Live Text Coordinator: Mary Beth Scumaci, M.S.Ed.

Online Technology Curriculum Coordinator: Mary Beth Scumaci, M.S.Ed.

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Director, Medaille Honors Program: Patrick Fazioli, Ph.D.

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- Health Information Administration (B.P.S.) | Program Director: Teresa Reinhardt, MBA
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- Integrated Healthcare Delivery (Advanced Certificate)
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Division Head: Brenda Fredette, Ph.D., Professor

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- Biology (B.S.)
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Note: In addition to the full-time faculty members listed, the College is privileged to draw upon the expertise of part-time teaching faculty. For the fall 2014, divisions relied upon the following numbers of part-time teaching faculty—Division of Applied and Social Sciences: 26; Division of Education: 2; Division of Liberal Arts and Communication: 36; Division of Management and Leadership: 17; Division of Veterinary and Natural Sciences: 15.
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