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GENERAL INFORMATION

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

DISCLOSURE STATEMENT

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

HIGHER EDUCATION OPPORTUNITY ACT (HEOA) COMPLIANCE

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

INFORMATION FOR STUDENTS AND PROSPECTIVE STUDENTS

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

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

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

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

Medaille College is an affirmative action/equal opportunity employer. Further, it admits students of any race, color, national and ethnic origin, and age to all rights, privileges, programs, and activities generally accorded its students. In conformance with Title IX, 1972 Education Amendments, it does not discriminate on the basis of sex, race, color, handicap, national and ethnic origin or age in the administration of its educational policies, admissions policies, scholarship and local programs, and athletic and other institutionally administered programs.

STUDENTS WITH DISABILITIES

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

Medaille College’s Buffalo Campus is located on 13 attractive acres in the geographical center of Buffalo. The Buffalo Campus includes the buildings and facilities listed below. For more information and images, please visit http://www.medaille.edu/about-medaille/tours. The College also maintains branch campuses in Amherst and Rochester.

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 Business Department 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 the 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 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, True Blue and Gold Leadership Program, Student Activities, the Student Involvement Center, and meeting spaces for clubs and organizations. The building is named in honor of Kevin I. Sullivan, President of the College, 1987–2001.

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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 department and faculty offices are also located in the Main Building. The fourth floor is a dedicated Academic Commons space for students, faculty, staff, and visitors. The Academic Commons features seating for studying and relaxing, a flat-screen high definition television, computer stations, and a student-run café. Elevator service for the handicapped is available in this building. A lift provides accessibility from the exterior and skywalks allow access to Huber Hall and the Kevin I. Sullivan Campus Center. An auditorium/lecture hall and a Veterinary Technology animal housing facility, containing a modern clinical laboratory, computer instructional lab and offices, are connected to the Main Building.

NORTH RESIDENCE HALL
This three-story residence contains 140 student beds, a kitchen and lounge, computer lab, and laundry rooms. This building has a mix of traditional corridor-style rooms and apartment-style suites. The first floor lounge is generally used for informal meetings and for hanging out in the evenings and on weekends. 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 full meals, 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.
LOCATIONS

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

BUFFALO CAMPUS

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

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

AMHERST CAMPUS

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

ROCHESTER CAMPUS

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

PARKING

Limited student parking is provided on the Buffalo Campus. Students may park in the lots, at no charge, provided they have appropriate parking permits for their vehicles. Parking permits are available in the Campus Public Safety Office located at 2 Agassiz Circle. Vehicles without permits are subject to ticketing. Reserved parking for visitors and for physically handicapped individuals is also provided. Temporary permits are available at the Public Safety Office. 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.

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HISTORY

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

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

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

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

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

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

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

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

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

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.

STRATEGIC PLAN 2011-2014: FOCUS FOURTEEN

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

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

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

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

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

ESSENTIAL LEARNING OUTCOMES

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

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

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

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

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

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

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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.
APPLYING FOR ADMISSION

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
Refer to Admissions page (http://www.medaille.edu/admissions/how-to-apply) for more information on application procedures and deadlines. Note: For information regarding the undergraduate academic programs offered through the Accelerated Learning Program, contact the SAGE Office of Admissions. Contact information is available here: http://www.medaille.edu/sage.

1. Apply to Medaille
Free, online applications are available here: http://www.medaille.edu/admissions/how-to-apply. Paper applications may be requested by writing or telephoning the Admissions Office, Medaille College, 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 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.
ADVANCED PLACEMENT AND INTERNATIONAL BACCALAUREATE
High school students may earn Medaille College credit by taking college-level courses in their high schools. Medaille College will accept Advanced Placement test scores of 3 or better and International Baccalaureate scores of 5 or better. Your guidance counselor can help you learn how to obtain Advanced Placement or International Baccalaureate credits.

INTERNATIONAL PARTNERSHIPS
Medaille College maintains formal educational partnerships with four overseas universities: Dalian Maritime University (China), Catholic University of Daegu (Korea), Kyungpook National University (Korea), Seoul National University of Science and Technology (Korea).

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. A minimum score of 500 (paper-based exam), 173 (computer-based exam), or 61 (Internet-based) is required on the Test of English as a Foreign Language (TOEFL). Certified transcripts of secondary and college work must be submitted. When not in English, the transcript should include certified translations. Since federal and/or state financial aid is not available to international students, they are required to present certified evidence of sufficient funding to cover their educational expenses.

MATRICULATION
Students accepted by the College as a candidate for a degree or certificate in a specific program, are considered to be matriculated. However, students may take up to 15 credit hours at Medaille without being a candidate for a degree or certificate. In this case, the student is considered non-matriculated. Please note: financial aid is not available to non-matriculating students. Those seeking non-matriculated status do not need to submit transcripts if they have earned college-level credit at other institutions. Students must apply and register for your course(s) through the Admissions Office. Upon acquiring 15 credit hours, non-matriculating students must officially apply to the College for matriculation in a specific program.

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 department chair in consultation with appropriate department 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.

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

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, Amherst, and Rochester Campuses are available here: http://www.medaille.edu/public-safety.

FAMILY WEEKEND
The College sponsors a weekend of activities each fall for parents and families of students. This provides an opportunity for family members to meet faculty, staff, and administrators and learn more about the College, its educational and co-curricular programs. Honors Convocation is traditionally held during Family Weekend.

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.

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 fifteen intercollegiate athletic programs including: women’s and men’s cross country, soccer, volleyball, basketball and lacrosse, golf, baseball, softball, and women’s bowling. The Medaille College Sports web site is available here: http://www.medaillesports.com.

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.

www.medaille.edu
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, contact the Student Involvement Center.

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 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.

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 203. 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 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. Co-curricular activities also offer an opportunity to socialize within Medaille’s diverse population. 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/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 range from $602–$5,550 per year based on family income, assets, the number of family members in your household, the number in College, and the number of credits for which you enroll. Apply by submitting the FAFSA (Free Application for Federal Student Aid). Students must maintain SAP to receive this award.

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

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

Federal Work-Study (FWS) Program

The Federal Work-Study (FWS) Program (http://www2.ed.gov/programs/fws/index.html) allows students with financial need the opportunity to work in jobs on campus to earn part of their educational expenses. Students may apply by visiting the FWS website. Students must maintain Satisfactory Progress to receive this award.
SCHOLARSHIP OPPORTUNITIES FOR VETERANS

Medaille College is proud to support our veterans as they pursue an education. Medaille currently offers two scholarships for veterans, the *Yellow Ribbon Scholarship* and the *Veterans Education Tuition Scholarship*. For complete details, please see our veterans’ page at [http://www.medaille.edu/veterans](http://www.medaille.edu/veterans). For information on the GI Bill, please call an Admissions counselor at (716) 880-2200 or visit the GI Bill website here: [http://www.gibill.va.gov](http://www.gibill.va.gov).

**Veterans Tuition Awards (VTA)**

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

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

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

These students must also:

- Establish eligibility by applying to HESC.
- Be New York State residents.
- Be US Citizens or eligible noncitizens.
- Be matriculated full- or part-time at an undergraduate or graduate degree-granting institution in New York State or in an approved vocational training program in New York State.
- Have applied for the Tuition Assistance Program for all undergraduate or graduate study.
- Have graduated from high school in the United States, earned a GED, or passed a federally approved “Ability to Benefit” test as defined by the Commissioner of the State Education Department.
- Be in good academic standing.
- Have at least a cumulative “C” average after receipt of two annual payments.
- Be charged at least $200 tuition per year.
- Not be in default on a student loan guaranteed by HESC or on any repayment of state awards.

**Yellow Ribbon Program**

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

For the 2012-2013 award year, the Undergraduate Subsidized Stafford Loan interest rate is fixed at 6.8% and the Undergraduate Unsubsidized Stafford Loan interest rate is fixed at 6.8%.

### 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>
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</thead>
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<tr>
<td>Dependent Undergraduate Annual loan limits</td>
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<td></td>
</tr>
<tr>
<td>1st Year</td>
<td>3,500</td>
<td>5,500</td>
</tr>
<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>
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<td>31,000</td>
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<tr>
<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 interest rate for the 2012-2013 award year is fixed at 7.9%.

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, and the interest rate is a variable rate, typically based on Prime or LIBOR plus a certain percentage. 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. Remedial students and students enrolled in an approved certificate program will use the 2006 SAP charts.

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>
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<tr>
<td>Please note: Baccalaureate degree students may receive only eight semesters of TAP.</td>
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<tr>
<td>Before being certified for this payment:</td>
</tr>
<tr>
<td>A student must have accrued at least this many credits:</td>
</tr>
<tr>
<td>With at least this grade point average:</td>
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### Program: Associate Program

<table>
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<tr>
<th>Calendar: Semester 2010-2011 and thereafter (non-remedial students)</th>
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<tr>
<td>Please note: Associate degree students may receive only six semesters of TAP.</td>
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<td>With at least this grade point average:</td>
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</table>

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Program: Baccalaureate Program

Calendar: Semester 2006-2007, 2007-2008 through 2009-2010 and 2010-2011 2010-2011 and thereafter remedial students. If a student’s first award was in 2010-2011 and thereafter and he/she does not meet the definition of a remedial student, see charts for non-remedial students. Please note: Baccalaureate degree students may receive only eight 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>
<th>7th</th>
<th>8th</th>
<th>9th</th>
<th>10th</th>
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</thead>
<tbody>
<tr>
<td>A student must have accrued at least this many credits:</td>
<td>0</td>
<td>3</td>
<td>9</td>
<td>21</td>
<td>33</td>
<td>45</td>
<td>60</td>
<td>75</td>
<td>90</td>
<td>105</td>
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<tr>
<td>With at least this grade point average:</td>
<td>0</td>
<td>1.1</td>
<td>1.2</td>
<td>1.3</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
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</table>

Program: Associate Program

Calendar: Semester 2006-2007, 2007-2008 through 2009-2010 and 2010-2011 2010-2011 and thereafter remedial students. If a student’s first award was in 2010-2011 and thereafter and he/she does not meet the definition of a remedial student, see charts for non-remedial students. Please note: Associate degree students may receive only six semesters of TAP.

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<th>6th</th>
</tr>
</thead>
<tbody>
<tr>
<td>A student must have accrued at least this many credits:</td>
<td>0</td>
<td>3</td>
<td>9</td>
<td>18</td>
<td>30</td>
<td>45</td>
</tr>
<tr>
<td>With at least this grade point average:</td>
<td>0</td>
<td>0.5</td>
<td>0.75</td>
<td>1.3</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, FSEO, 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 Chart**

<table>
<thead>
<tr>
<th>In order to receive federal aid for this 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>
</tr>
</thead>
<tbody>
<tr>
<td>You must accumulate at least these many credits:</td>
<td>0</td>
<td>9</td>
<td>18</td>
<td>27</td>
<td>39</td>
<td>51</td>
<td>66</td>
<td>81</td>
<td>96</td>
<td>108</td>
</tr>
<tr>
<td>With a GPA of:</td>
<td>0.0</td>
<td>1.0</td>
<td>1.25</td>
<td>1.55</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
</tr>
</tbody>
</table>
FINANCIAL INFORMATION

2012-2013 TUITION (FULL-TIME STATUS)
Tuition for full-time students during the 2012-2013 academic year is $11,339 per semester. Tuition changes annually. Please contact Admissions for updated figures. Room/board for the 2012-2013 academic year is $5,380/semester (based on a double-occupancy room). Room/board changes annually. Please contact Residence Life for updated figures.

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

<table>
<thead>
<tr>
<th>Books/supplies</th>
<th>$1100</th>
</tr>
</thead>
<tbody>
<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 non-refundable. 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.

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 $65 or a $47 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) 880-2267, 880-2271 or 880-2309, with any questions regarding this payment policy.

www.medaille.edu
# 2012-2013 Tuition Liability Schedule

## Fall 2012 Liability Schedule

<table>
<thead>
<tr>
<th>Day Classes: Undergraduate and M.S.Ed. (September 4–December 10)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>40% liability begins 8 a.m. September 12, 2012</td>
<td></td>
</tr>
<tr>
<td>60% liability begins 8 a.m. September 19, 2012</td>
<td></td>
</tr>
<tr>
<td>80% liability begins 8 a.m. September 26, 2012</td>
<td></td>
</tr>
<tr>
<td>100% liability begins 8 a.m. October 2, 2012</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Full Semester Evening Classes (September 4–December 10)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>40% liability begins 8 a.m. September 12, 2012</td>
<td></td>
</tr>
<tr>
<td>60% liability begins 8 a.m. September 19, 2012</td>
<td></td>
</tr>
<tr>
<td>80% liability begins 8 a.m. September 26, 2012</td>
<td></td>
</tr>
<tr>
<td>100% liability begins 8 a.m. October 2, 2012</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evening Classes—Session I (August 25–October 13)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>100% liability begins 8 a.m. September 1, 2012</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evening Classes—Session II (October 20–December 15)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>100% liability begins 8 a.m. October 27, 2012</td>
<td></td>
</tr>
</tbody>
</table>

## Spring 2013 Liability Schedule

<table>
<thead>
<tr>
<th>Day Classes: Undergraduate and M.S.Ed.(January 22–May 6)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>40% liability begins 8 a.m. January 30, 2013</td>
<td></td>
</tr>
<tr>
<td>60% liability begins 8 a.m. February 6, 2013</td>
<td></td>
</tr>
<tr>
<td>80% liability begins 8 a.m. February 13, 2013</td>
<td></td>
</tr>
<tr>
<td>100% liability begins 8 a.m. February 19, 2013</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Full Semester Evening Classes (January 22-May 6)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>40% liability begins 8 a.m. January 30, 2013</td>
<td></td>
</tr>
<tr>
<td>60% liability begins 8 a.m. February 6, 2013</td>
<td></td>
</tr>
<tr>
<td>80% liability begins 8 a.m. February 13, 2013</td>
<td></td>
</tr>
<tr>
<td>100% liability begins 8 a.m. February 19, 2013</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evening Classes—Session III (January 19-March 9)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>100% liability begins 8 a.m. January 26, 2013</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evening Classes—Session IV (March 16-May 4)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>100% liability begins 8 a.m. March 23, 2013</td>
<td></td>
</tr>
</tbody>
</table>
# 2012-2013 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 for the most up-to-date information.

<table>
<thead>
<tr>
<th>Course</th>
<th>Fee</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 260 Basic Photography</td>
<td>$30</td>
<td>CS</td>
</tr>
<tr>
<td>ART 360 Photography and Perception: A Way of Seeing</td>
<td>$30</td>
<td>CS</td>
</tr>
<tr>
<td>ART 460 Photography: Alternative Processes</td>
<td>$30</td>
<td>CS</td>
</tr>
<tr>
<td>ART 498 Ind. Study (Photography designate only)</td>
<td>$30</td>
<td>CS</td>
</tr>
<tr>
<td>BIO 101 Biology</td>
<td>$20</td>
<td>CGS/DM/EMR</td>
</tr>
<tr>
<td>BIO 120 Botany</td>
<td>$20</td>
<td>CGS/DM/EMR</td>
</tr>
<tr>
<td>BIO 160 Hum. Anatomy and Physio I</td>
<td>$20</td>
<td>CGS/DM/EMR</td>
</tr>
<tr>
<td>BIO 161 Hum. Anatomy and Physio. II</td>
<td>$20</td>
<td>CGS/DM/EMR</td>
</tr>
<tr>
<td>BIO 170 Comp. Anatomy and Physio.I</td>
<td>$20</td>
<td>DM</td>
</tr>
<tr>
<td>BIO 171 Comp. Anatomy and Physio II</td>
<td>$20</td>
<td>DM</td>
</tr>
<tr>
<td>BIO 200 Microbiology</td>
<td>$20</td>
<td>CGS/DM/EMR</td>
</tr>
<tr>
<td>BIO 320 Ecology</td>
<td>$20</td>
<td>CGS/DM/EMR</td>
</tr>
<tr>
<td>BIO 421 Ichthyology</td>
<td>$20</td>
<td>CGS/DM</td>
</tr>
<tr>
<td>BIO 422 Herpetology</td>
<td>$20</td>
<td>CGS/DM</td>
</tr>
<tr>
<td>BIO 423 Ornithology</td>
<td>$20</td>
<td>CGS/DM</td>
</tr>
<tr>
<td>BIO 424 Mammalogy</td>
<td>$20</td>
<td>CGS/DM</td>
</tr>
<tr>
<td>CHE 145 Chem. for the Health Sciences</td>
<td>$20</td>
<td>CGS/EMR</td>
</tr>
<tr>
<td>CHE 200 General Chemistry I</td>
<td>$20</td>
<td>CGS/EMR</td>
</tr>
<tr>
<td>CHE 201 General Chemistry II</td>
<td>$20</td>
<td>CGS/EMR</td>
</tr>
<tr>
<td>CHE 300 Organic Chemistry I</td>
<td>$20</td>
<td>CGS/EMR</td>
</tr>
<tr>
<td>CHE 301 Organic Chemistry II</td>
<td>$20</td>
<td>CGS/EMR</td>
</tr>
<tr>
<td>CHE 400 General Biochemistry</td>
<td>$20</td>
<td>CGS/EMR</td>
</tr>
<tr>
<td>CRJ 303 Criminal Investigation I Lab</td>
<td>$20</td>
<td>DM/EMR</td>
</tr>
<tr>
<td>MMS 200 Fundamentals of Multimedia</td>
<td>$30</td>
<td>CS/EMR</td>
</tr>
<tr>
<td>MMS 205 Digital Imaging</td>
<td>$30</td>
<td>CS/EMR</td>
</tr>
<tr>
<td>MMS 300 Advanced Interactive Multimedia</td>
<td>$30</td>
<td>CS/EMR</td>
</tr>
<tr>
<td>MMS 305 Interactive MMS Dev. Process</td>
<td>$30</td>
<td>CS/EMR</td>
</tr>
<tr>
<td>MMS 350 3D Design/3D Rendering</td>
<td>$30</td>
<td>CS/EMR</td>
</tr>
<tr>
<td>MMS 400 Web Design and Development</td>
<td>$30</td>
<td>CS/EMR</td>
</tr>
<tr>
<td>MMS 405 Digital Portfolio</td>
<td>$30</td>
<td>CS/EMR</td>
</tr>
<tr>
<td>PED 114 Resp. to Health Emergencies</td>
<td>$15</td>
<td>DM/EMR/RCC</td>
</tr>
</tbody>
</table>

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

34
<table>
<thead>
<tr>
<th>Course</th>
<th>Fee</th>
<th>Include:</th>
</tr>
</thead>
<tbody>
<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>
<td>DM/EMR</td>
</tr>
<tr>
<td>VET 126 Animal Parasitology</td>
<td>$25</td>
<td>DM/EMR</td>
</tr>
<tr>
<td>VET 202 Sm. Animal Diseases and Nutrition</td>
<td>$85</td>
<td>DM/EMR</td>
</tr>
<tr>
<td>VET 204 Vet. Clinical Lab Tech.</td>
<td>$30</td>
<td>DM/EMR</td>
</tr>
<tr>
<td>VET 206 Handling and Care of Exotics</td>
<td>$25</td>
<td>DM/EMR</td>
</tr>
<tr>
<td>VET 208 Veterinary Diagnostic Imaging</td>
<td>$25</td>
<td>DM/EMR</td>
</tr>
<tr>
<td>VET 222 Farm Animal Restraint, Diseases and Nutrition</td>
<td>$25</td>
<td>DM/EMR</td>
</tr>
<tr>
<td>VET 224 Surgical Nursing and Anesthesiology</td>
<td>$25</td>
<td>DM/EMR</td>
</tr>
<tr>
<td>VET 228 Gross and Clinical Pathology</td>
<td>$25</td>
<td>DM/EMR</td>
</tr>
<tr>
<td>VET 301 Dental Radiography</td>
<td>$25</td>
<td>DM/EMR</td>
</tr>
<tr>
<td>VET 320 Advanced Laboratory Animal Science</td>
<td>$25</td>
<td>DM/EMR</td>
</tr>
</tbody>
</table>

**Key for fees:**

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

Comprehensive and up-to-date information regarding Student Services is available here: http://www.medaille.edu/student-life.

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.

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; and provides logistical support for on- and off-campus community-based learning projects, events, and activities. More information is available at: http://cbl.medaille.edu.
CENTER FOR MULTICULTURAL EDUCATION AND DIVERSITY
The Center for Multicultural Education and Diversity (CMED) at Medaille College operates on the premise that lifelong intellectual and professional growth is one where differences are highly valued. The center advocates for an inclusive campus environment that respects the pluralistic perspective and promotes equity and appreciation for human diversity among its students, faculty, administrators and staff. The center educates, promotes, and serves to empower the campus community on issues of diversity, multiculturalism and the value of human differences. The CMED web site is available here: http://www.medaille.edu/student-life/cmed.

COLLEGE SCHOLARS PROGRAM
The Medaille College Scholars Program is an innovative honors program in which students with strong academic credentials and high school records of active extracurricular participation can develop the skills needed to engage challenging issues. The program combines honors-level General Education Core courses with a suite of mentoring opportunities that aim to encourage vigorous intellectual inquiry, effective leadership ability, and solid social and moral commitment.

Students participating in the program register for special honors sections of nine interdisciplinary liberal arts and sciences courses, the General Education Core. Students also register for one special honors section of a course outside the General Education Core where they will work on an additional research project related to the course topic. Mentoring opportunities include a variety of co-curricular activities that bring honors faculty, administrators, staff, and students together outside of the classroom.

Benefits to students participating in the program include:
- Special honors scholarship awards;
- A challenging and richly integrated honors curriculum in which courses are carefully designed to interconnect, reinforcing important critical thinking tools, communication skills, and scholarly ideas;
- Unique opportunities for mentoring from honors faculty, administrators, and staff, including special honors receptions, presentations, and other events;
- Flexible advisement and registration procedures to ensure enrollment in honors courses on schedule and in sequence;
- Official recognition at Commencement.

Furthermore, because the College Scholars Program is built around honors-level sections of Medaille’s General Education Core courses, talented and committed full-time day students pursuing any of the College’s baccalaureate degree programs are eligible to participate. In addition, the following courses have been approved for the Scholars Program Honors Contract:

- **BIO 320 Ecology**
- **HUM 300 The Arts In Society**
- **MGT 410 Organizational Development and Change**
- **BIO 330 Genetics**
- **MAT 201 Statistics and Society**
- **PHI 300 Ethics**
- **EDU 223 Educational Psychology**
- **MAT 381 Statistics and Probability I**
- **PSY 368 History and Systems of Psychology**
- **EDU 469 Foundations of Education**
- **MAT 382 Statistics and Probability II**
- **PSY 370 Abnormal Human Behavior**
- **HIS 315 History of Ethnic America**
- **MGT 310 Consumer Behavior**
- **SPE 315 Advanced Public Speaking**

[www.medaille.edu](http://www.medaille.edu)
COMMUNITY 101: THE CITY AS CLASSROOM: BUILDING A CIVIC AND SUSTAINABLE FUTURE

Every new freshman at the Buffalo Campus of Medaille College participates in a Community 101 project that introduces them to Medaille College’s aspiration for student learning: outstanding preparation “for career success and a lifelong commitment to a civic and sustainable future in Buffalo, the region, and the world.” Through their first-year learning communities, students study themes that connect to issues in the local community and move them outside the classroom to engage in real-world problem solving. The city of Buffalo thus becomes an extension of the classroom, and Community 101 projects enact the College’s aspiration by: connecting students to the story and institutions of Buffalo; providing them with an opportunity to integrate and apply their classroom learning to real-world concerns; giving them the chance to experience first-hand the rewards of contributing to the well-being of a community; and, having them digitally archive stories of community improvement and advancement so that they can teach future generations.

Through Community 101, students work hands-on with organizations like the Olmsted Conservancy, the Northwest Buffalo Community Center, the Arts in Education Institute, the Erie County Library, the Albright-Knox Art Gallery, and the Buffalo Historical Museum. They also create and manage their own community improvement projects, such as the campus-wide recycling program. Community 101 provides an experiential basis to students’ learning in the freshman year that both enhances their ability to achieve essential twenty-first century learning outcomes and empowers them to contribute to the vital, life-long work of building a civic and sustainable future.

For more information about Community 101 projects, please contact the Office of Academic Affairs at 880-2241.

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.

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 and each PC room has both a laser and a color inkjet printer.

A newly 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 9.

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. Students requesting services and/or accommodations must contact office directly. The Office of Disability Services web site is available here: http://www.medaille.edu/academics/disability-services.

FOOD SERVICE
Medaille's resident students, commuters, faculty and staff can take advantage of a wide selection of dining plans and healthy food options 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 480 students living on campus. Both residence halls offer T-3 internet access at each bedside, cable-television and a host of additional amenities.

The South Residence Hall offers double and triple 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, and departments of Career Planning, the Student Involvement Center, Intercollegiate Athletics, and the Center for Multicultural Education and Diversity.
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, Rochester, and Amherst Campuses. The largest library is located in Huber Hall on the Buffalo Campus. The Medaille College Libraries collections contain approximately 56,000 print volumes, over 70,000 electronic books, and subscriptions to more than 200 print and electronic journals. Full-text articles are available through subscription databases which range from general to subject-specific. Medaille College is a member of Connect NY, a group of private college libraries that share collections. You can search the Connect NY catalog and place requests for books from the libraries website. The libraries also provide interlibrary loan service, course reserves, and computers for student use. In-person reference services and Meebo online chat service are available during hours that the libraries are open. After hours, you can chat live with a reference librarian by clicking on the “Ask Us 24/7” link on the library’s web site. Please visit the Medaille College Libraries web site for more information: [http://libraries.medaille.edu](http://libraries.medaille.edu).
NEW STUDENT ORIENTATION/WELCOME WEEKEND
At the beginning of the fall semester, freshmen students participate in a group orientation. Acquainting students with Medaille’s personnel and dealing with transition issues 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 and become familiar with the campus culture. Students are notified by mail as to the dates for orientation. The College requires that each new student attend orientation. More information may be found here: http://www.medaille.edu/orientation.

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

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

The public safety website is available here: http://www.medaille.edu/public-safety.

STUDENT SUCCESS CENTER
The Student Success Center, housed in a new, two-story addition to Huber Hall, provides a network of student support services, including Academic Advisement, Academic Skills, 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 of they are concerned about their own alcohol/drug abuse. This can be arranged through the Counseling Center.
TRiO OFFICE
Medaille College’s Student Support Services (SSS) Program is a federally-funded TRiO Program that provides services to help eligible students graduate from College. SSS counselors meet with students regularly to create an Individual Graduation Plan, and provide services such as academic coaching, supplemental grant aid, textbook library, workshops, tutoring, and assistance with financial aid. The TRiO Office web site is available here: http://www.medaille.edu/academics/trio.

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

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

Additional information may be found here: http://www.medaille.edu/student-services/counseling.
GENERAL ACADEMIC INFORMATION

ACADEMIC ADVISING

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.

Our Mission: The mission of the Academic Advisement Center is to provide undergraduate students with direction and support to achieve their academic goals. The Advisement Center staff works cooperatively with undergraduate 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 with the exception of Veterinary Technology students, who are advised by faculty within that department. Veterinary Technology students should contact the department secretary, Ellie Hudson, at (716) 880-2306 for further information.

Each student is required to meet with his or her Academic Advisor twice a year 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, Department Chairs, the Dean of Students, and the student’s Academic Advisor for appropriate follow-up.
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.

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 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.
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.

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.

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(select “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. A formal examination at the completion of the course is required with scoring processed through the College Board. Additional information is available here: www.Collegeboard.com/student/testing/ap/about.html.

CLEP (College Level Examination Program): Offered through CLEP are a series of general and specific exams, administered via the computer, that measure achievement primarily in the first two years of college. 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: www.Collegeboard.com/clep. Fee: $80 for each exam.

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:

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

ACADEMIC CREDIT, UNIT OF
Generally, one credit represents the equivalent of one hour of lecture or recitation or at least two hours of laboratory work each week and at least 30 hours of supplementary assignments for one semester term or its equivalent.

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 department chair. The grievance should be submitted to the department chair 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

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. Students should consult paragraph “6.2.2.5 Academic Integrity” of Medaille College’s Policy Manual Volume VI Selected Undergraduate Academic and Enrollment Policies, available: http://www.medaille.edu/files/pdf/offices/handbooks/vol-VI.pdf.
ACADEMIC STANDARDS

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.

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.

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

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

Appeal Process: Reinstatement from suspension is not automatic, but based on a careful consideration of available evidence regarding academic performance. Students may seek immediate reinstatement or wait for a full semester or longer to pursue reinstatement. Students denied immediate reinstatement must wait one full semester before appealing again. The 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 readmittance 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.
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 School of Education’s Undergraduate Department Chair. The appeal will be carefully reviewed by the School of Education’s Dean and the Undergraduate Department Chair based upon available evidence. Their decision regarding reinstatement is final.
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: www.medaille.edu/academics/transfers.

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 of any change of name, address, phone number, and/or emergency contact(s). Students may also update this information through their MedailleOne account.
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 department chair 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 69 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 readmittance. The Academic Calendar is available online: [http://www.medaille.edu/calendar/2012-2013](http://www.medaille.edu/calendar/2012-2013).

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 department chair. The department chair’s decision is final. In situations where a course instructor is TBD, or listed as “STAFF,” only the department chair’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 department 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, department chair, 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.

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.

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 Department Chair.

**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 II (3 credits)
ENG 200 Analytical Writing (3 credits)
GEN 110 Introduction to Critical Thinking (3 credits)
GEN 220 A Global Perspective on Colonial North 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

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

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

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

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

- 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.

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 department chairperson 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 through 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.

Under no circumstances will an official transcript be presented to a student; it will be issued directly to the institution or individual indicated by the student. Transcripts clearly labeled “Unofficial (for student’s use only)” may be given directly to the student for personal use. No fee is assessed for the first transcript requested; however, a $5.00 charge is applied to each additional copy. Transcripts will not be released until all financial obligations to the College have been satisfied.

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>
<td>A</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>A–</td>
<td>3.7</td>
</tr>
<tr>
<td>High Achievement</td>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>B–</td>
<td>2.7</td>
</tr>
<tr>
<td>Average Achievement</td>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>2</td>
</tr>
<tr>
<td>Below Average (passing)</td>
<td>C–</td>
<td>1.7</td>
</tr>
<tr>
<td></td>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td></td>
<td>D</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>D–</td>
<td>0.7</td>
</tr>
<tr>
<td>Failure</td>
<td>F</td>
<td>0</td>
</tr>
<tr>
<td>Official withdrawal</td>
<td>W</td>
<td></td>
</tr>
<tr>
<td>Incomplete</td>
<td>I</td>
<td></td>
</tr>
<tr>
<td>Pass/Fail</td>
<td>P/F</td>
<td></td>
</tr>
<tr>
<td>Satisfactory/Unsatisfactory</td>
<td>S/U</td>
<td></td>
</tr>
<tr>
<td>Audit</td>
<td>AU</td>
<td></td>
</tr>
</tbody>
</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.

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 department 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 department 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
The following are overall placement results from the graduating classes of 2009 and 2010, the classes for which the most recent data is available:

<table>
<thead>
<tr>
<th>Buffalo Campus Undergraduates</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduates</td>
<td>241</td>
<td>217</td>
</tr>
<tr>
<td>Valid Contact Information</td>
<td>208</td>
<td>210</td>
</tr>
<tr>
<td>Responded</td>
<td>68</td>
<td>64</td>
</tr>
<tr>
<td>Placement Rate</td>
<td>90%</td>
<td>100%</td>
</tr>
<tr>
<td>Furthering Education</td>
<td>34%</td>
<td>30%</td>
</tr>
<tr>
<td>Employed in field related to degree</td>
<td>66%</td>
<td>70%</td>
</tr>
</tbody>
</table>

Note: All percentages are based on a response rate of 30%. Information regarding completion rates, student retention, placement rates and other student data is available upon request from Medaille College’s Office of Institutional Research and Planning or here:

http://www.medaille.edu/heoa/graduate-job-placement.
### Buffalo Campus Undergraduate: B.S.Ed. graduates

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Furthering Education</td>
<td>50%</td>
<td>71%</td>
<td>47%</td>
<td>64%</td>
</tr>
<tr>
<td>Employed</td>
<td>100%</td>
<td>42%</td>
<td>82%</td>
<td>88%</td>
</tr>
<tr>
<td>Placement Rate</td>
<td>100%</td>
<td>90%</td>
<td>96%</td>
<td>88%</td>
</tr>
</tbody>
</table>

*Note: Placement data reflects graduates in all B.S.Ed. programs.*

### 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.

### INTERNSHIPS

Please refer to Medaille College’s internship web site, available here: [http://www.medaille.edu/academics/internships](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), department chair, 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 mailed to all students who file a graduation application. Graduation applications are available via the Registrar’s Office or online at the Registrar’s Office site under “Services.” Students may also apply for graduation through their MedailleOne Account (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 through the Registrar’s Office and posted throughout campus.

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 department 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 department chairperson.

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

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SERVICEMEMBERS’ OPPORTUNITY COLLEGE (SOC)
Medaille College has been identified as a Servicemember’s Opportunity College (SOC) providing educational assistance to active duty service members. Medaille College’s SOC representative is Sergio Rodriguez (Sergio.Rafael.Rodriguez@medaille.edu). An SOC institution offers the following benefits for service members:

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

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

www.medaille.edu
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TRANSCRIPT OF RECORD
A student request for a transcript of his/her record must be filed in writing in the Registrar’s Office at least 48 hours in advance of the date it is required. 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/files/pdf/offices/registrar/transcript-request.pdf

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.)**

1. Clinical Psychology: 2001.00

**MASTER OF ARTS DEGREES (M.A.)**

1. Marriage and Family Therapy: 2104.10
1. Mental Health Counseling: 2104.10
1. Organizational Leadership: 0506.00
1. Psychology: 2001.00

**MASTER OF BUSINESS ADMINISTRATION DEGREE (M.B.A.)**

1. Master of Business Administration: 0506.00

**MASTER OF SCIENCE IN EDUCATION (M.S.ED.)**

1. Adolescent Education: 0802.00
1. Curriculum and Instruction: 0829.00*
1. Education (non-certification): 0801.00
1. Elementary Education: 0802.00
1. Literacy Birth-6 and/or 5-12: 0830.00
1. Special Education: Childhood/Middle Childhood: 0808.00
1. Students with Disabilities 1-6: 0808.00
1. Students with Disabilities 7-12 Generalist: 0808.00

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

Accounting: 0502.00

**BACHELOR OF BUSINESS ADMINISTRATION DEGREES (B.B.A.)**

1. Business Administration: 0506.00
1. Information Systems: 0506.00

**BACHELOR OF PROFESSIONAL STUDIES (B.P.S.)**

1. Health Information Administration: 1215.00
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  
1General Studies: 4901.00  
1Homeland Security: 2105.00  
Liberal Studies: 4901.00  
Liberal Studies: Overseas International Student Transfer Program: 4901.00  
Mathematics: 1701.00  
Mathematics: Overseas International Students Transfer Program: 1701.00  
Sport Management: 0599.00  
2Psychology: 2001.00  
Veterinary Technology: 0104.00

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

Adolescent Teaching: Biology 7–12 & Students with Disabilities: 0808.00  
Adolescent Teaching: English 7–12 & Students with Disabilities: 0808.00  
Adolescent Teaching: Mathematics 7–12 & Students with Disabilities: 0808.00  
Adolescent Teaching: Social Studies 7–12 & Students with Disabilities: 0808.00  
Elementary Education: Childhood: 0802.00*  
Education: Early Childhood/Childhood (B-6): 0802.00  
Education: Middle Childhood: 0804.00*

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

English: 1501.00  
English: Oversees International Student Transfer Program: 1501.00  
Psychology: 2001.00  
2Visual and Digital Arts: 1099.00
HEGIS codes, continued.

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

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

**ASSOCIATE OF APPLIED SCIENCE (A.A.S)**

1Veterinary Technology: 5402.00 (Program is registered by NYSED and will enroll its first cohort of students in spring 2013)

**CERTIFICATES**

1Alcohol and Substance Abuse Counseling 5506.00
1Computer Crimes Investigation: 2105.00

**ADVANCED CERTIFICATES**

1Marriage and Family Therapy: 2104.10
1Mental Health Counseling: 2104.10
1Elementary Education: 0802.00

Literacy Birth-6 and/or 5-12 (including advanced certification option in Birth-6 & 5-12): 0830.00
1Students with Disabilities: Generalist 7-12: 0808.00
1Students with Disabilities: 1-6/ Generalist 7-12: 0808.00
1Special Education: Childhood/Middle Childhood: 0808.00

1Offered at Medaille College’s Amherst and/or Rochester Branch campuses only. Please refer to the School of Adult and Graduate Education’s Accelerated Learning Program Student Handbooks, the Medaille College 2012-2013 Graduate Catalog, and/or program-specific handbooks for all information pertaining to these degree and certificate programs.

2Incoming freshmen and transfer students for the 2012–2013 academic year are not eligible to enroll in the B.S. Psychology or B.A. Visual and Digital Arts, as these programs are currently on enrollment hiatus.

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 101 Introduction to Mass Communication</td>
<td>3</td>
</tr>
<tr>
<td>COM 110 Journalism: Organization and Practice</td>
<td>3</td>
</tr>
<tr>
<td>COM 130 Broadcasting: Principles and Practice</td>
<td>3</td>
</tr>
<tr>
<td>COM 150 Media Promotion: Organization and Practice</td>
<td>3</td>
</tr>
<tr>
<td>One (1) (Any) COM elective</td>
<td>3</td>
</tr>
<tr>
<td>Two (2) 300/400 level COM electives</td>
<td>6</td>
</tr>
</tbody>
</table>

**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)

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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 Analytical Writing (3)

Choose any five of the following courses (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)
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.
# CREDIT DISTRIBUTION

## General Education Core (30 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 110</td>
<td>College Writing II</td>
<td>3</td>
</tr>
<tr>
<td>ENG 200</td>
<td>Analytical Writing</td>
<td>3</td>
</tr>
<tr>
<td>GEN 110</td>
<td>Introduction to Critical Thinking</td>
<td>3</td>
</tr>
<tr>
<td>GEN 220</td>
<td>A Global Perspective on Colonial North 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 115</td>
<td>Pre-Calculus or MAT 216 Survey of Introductory Calculus and its Applications</td>
<td>3</td>
</tr>
<tr>
<td>SPE 130</td>
<td>Fundamentals of Public Speaking</td>
<td>3</td>
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## Major Requirements (63 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ACC 101</td>
<td>Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACC 102</td>
<td>Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACC 300</td>
<td>Income Tax Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACC 305</td>
<td>Cost Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACC 350</td>
<td>Intermediate Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>ACC 351</td>
<td>Intermediate Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>ACC 410</td>
<td>Advanced Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACC 430</td>
<td>Auditing</td>
<td>3</td>
</tr>
<tr>
<td>ECO 200</td>
<td>Macroeconomics</td>
<td>3</td>
</tr>
<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>MGT 175</td>
<td>Management Concepts and Communication</td>
<td>3</td>
</tr>
<tr>
<td>MGT 220</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<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>
</tr>
<tr>
<td>MGT 304</td>
<td>Business Law II</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>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>MGT 421</td>
<td>Strategic Management II</td>
<td>3</td>
</tr>
<tr>
<td>MIS 240</td>
<td>Management Information Systems</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>ACC 377</td>
<td>Field Experience I</td>
<td>3</td>
</tr>
<tr>
<td>ACC 477</td>
<td>Field Experience II</td>
<td>3</td>
</tr>
</tbody>
</table>

**Liberal Arts and Sciences Courses (21 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 205</td>
<td>Introduction To Literature OR ENG 215 Survey of World Literature</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>Liberal Arts and Sciences Elective</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**Total Undergraduate (B.S. in Accounting) credits: 120**

**Graduate Core Courses (24 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSA 600</td>
<td>Managerial Economics</td>
<td>3</td>
</tr>
<tr>
<td>MSA 603</td>
<td>Quantitative Methods</td>
<td>3</td>
</tr>
<tr>
<td>MSA 605</td>
<td>Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>MSA 630</td>
<td>Advanced Strategy</td>
<td>3</td>
</tr>
<tr>
<td>MSA 631</td>
<td>Integrative Case Studies</td>
<td>3</td>
</tr>
<tr>
<td>MSA 670</td>
<td>Accounting Theory and Research</td>
<td>3</td>
</tr>
<tr>
<td>MSA 672</td>
<td>Computer Auditing</td>
<td>3</td>
</tr>
<tr>
<td>MSA 673</td>
<td>Advanced Taxation</td>
<td>3</td>
</tr>
</tbody>
</table>

**Graduate Electives (6 credits)**

Choose 2 from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSA 601</td>
<td>Strategic Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>MSA 602</td>
<td>Organizational Behavior and Development</td>
<td>3</td>
</tr>
<tr>
<td>MSA 621</td>
<td>Strategic Operations Management</td>
<td>3</td>
</tr>
<tr>
<td>MSA 623</td>
<td>Strategic Marketing</td>
<td>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>
</thead>
<tbody>
<tr>
<td>B.S.Ed.</td>
<td>126</td>
<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.

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.

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PROGRAM GOALS

The program has established the following pre-service goals:

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

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

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

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

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

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

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

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

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

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

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

- To produce teachers who will provide informed and thoughtful advocacy for adolescents.
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 Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 110</td>
<td>College Writing II</td>
<td>3</td>
</tr>
<tr>
<td>ENG 200</td>
<td>Analytical Writing</td>
<td>3</td>
</tr>
<tr>
<td>GEN 110</td>
<td>Introduction to Critical Thinking</td>
<td>3 [Students who meet the math competency must substitute a Free Elective]</td>
</tr>
<tr>
<td>GEN 220</td>
<td>A Global Perspective on Colonial North America</td>
<td>3</td>
</tr>
<tr>
<td>GEN 230</td>
<td>Creative Expression</td>
<td>3</td>
</tr>
<tr>
<td>GEN 410</td>
<td>Baccalaureate Capstone I</td>
<td>3</td>
</tr>
<tr>
<td>GEN 411</td>
<td>Baccalaureate Capstone II</td>
<td>3</td>
</tr>
<tr>
<td>MAT 115</td>
<td>Pre-Calculus</td>
<td>3</td>
</tr>
<tr>
<td>SPE 130</td>
<td>Fundamentals of Public Speaking</td>
<td>3</td>
</tr>
</tbody>
</table>

[www.medaille.edu](http://www.medaille.edu)
### Education/Dual-License Component (39 Credits)

<table>
<thead>
<tr>
<th>Course Work (27 Credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 236 Content Area Literacy with Field Work (3)</td>
</tr>
<tr>
<td>EDU 237 Adolescent Reader and Writer with Field Work (3)</td>
</tr>
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</tr>
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</tr>
<tr>
<td>EDU 481 Student Teaching Seminar (1)</td>
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### Biology Concentration (34 Credits)

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>BIO 120 Botany (4)</td>
</tr>
<tr>
<td>BIO 170 Comp. Anatomy &amp; Physiology I (5)</td>
</tr>
<tr>
<td>BIO 171 Comp. Anatomy &amp; Physiology II (5)</td>
</tr>
<tr>
<td>BIO 200 Microbiology (4)</td>
</tr>
<tr>
<td>BIO 220 Cell Biology (3)</td>
</tr>
<tr>
<td>BIO 301 Epidemiology &amp; Biostatistics (3)</td>
</tr>
<tr>
<td>BIO 320 Ecology (4)</td>
</tr>
<tr>
<td>BIO 330 Genetics (3)</td>
</tr>
<tr>
<td>BIO 430 Organic Evolution (3)</td>
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### Liberal Arts and Science Component (23 Credits)

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

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ADOLESCENT TEACHING: 
ENGLISH 7–12 & STUDENTS WITH DISABILITIES

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<tr>
<th>DEGREE EARNED</th>
<th>TOTAL NUMBER OF CREDITS</th>
<th>CERTIFICATE/LICENSES TITLES AND TYPES</th>
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<tbody>
<tr>
<td>B.S.Ed.</td>
<td>126</td>
<td>English 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 English 7-12 extension (initial)</td>
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PROGRAM DESCRIPTION
Medaille College’s B.S.Ed. degree program in Adolescent Education with dual-certification in English Language Arts 7–12 and Students with Disabilities is committed to the academic and professional preparation of highly qualified teachers through rigorous, integrated coursework in the liberal arts and professional studies. The program emphasizes active, experiential learning both inside and outside the classroom through frequent field observation and practice over four years.

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

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

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

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

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.

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PROGRAM GOALS

The program has established the following pre-service goals:

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

The Program has established the following pre-service goals:

- To provide students with individual supervision and assessment during their coursework and field experience to assure that each teacher candidate has the opportunity to develop appropriate professional skills;
- To offer a contemporary curriculum that provides majors with the knowledge of subject matter, teaching techniques and basic principles of classroom management;
- To prepare specialized content matter experts who are also strongly grounded in the liberal arts and professional studies;
- To prepare facilitators of learning equipped with multiple methodologies for teaching adolescents;
- To provide majors with an understanding of the foundations of educational practice and the philosophical, historical, social, psychological, and pedagogical principles that guide instructional decisions;
- To prepare teachers who are skilled in professional collaboration and team work;
• To foster graduates who participate in professional growth opportunities as life-long learners and who are potential leaders in community and educational settings;

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

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

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

• 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;

• Teach content from multiple viewpoints; and

• Apply disciplinary knowledge to common life experiences.

• Pedagogy and Learning Environment:

• Demonstrate an understanding of the components of effective instruction;

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

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

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

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

• Integrate media and technology to enhance learning;
• Explain and adapt to the influences of society, culture, community, and family on schools;
• Demonstrate a comprehension of and adaptability to student diversity: ethnic, gender, social class, race, religion, region, disability, and its implications;
• Create an effective, well-managed, positive, and active learning environment with high expectations for student achievement; and
• Manage student behavior in positive, safe ways.

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

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

**CREDIT DISTRIBUTION**

**General Education Core (33 Credits)**

<table>
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<td>ENG 200 Analytical Writing (3)</td>
<td></td>
</tr>
<tr>
<td>GEN 110 Introduction to Critical Thinking (3) [Required of first-year students; all other students must substitute a Free Elective]</td>
<td></td>
</tr>
<tr>
<td>GEN 220 A Global Perspective on Colonial North America (3)</td>
<td></td>
</tr>
<tr>
<td>GEN 230 Creative Expression (3)</td>
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<tr>
<td>GEN 240 Scientific Discovery (3)</td>
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<td>GEN 410 Baccalaureate Capstone I (3)</td>
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<td>GEN 411 Baccalaureate Capstone II (3)</td>
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[www.medaille.edu](http://www.medaille.edu)
MAT 114 Intermediate Algebra (or higher) (3)
MAT 201 Statistics and Society (3)
SPE 130 Fundamentals of Public Speaking (3)

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

**Course Work (27 Credits)**

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</tr>
<tr>
<td>EDU 481 Student Teaching Seminar</td>
<td>1</td>
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**English Concentration (24 credits)**

<table>
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<tr>
<th>Course</th>
<th>Credits</th>
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<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 Survey of World Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENG 305 British Literature: Middle Ages to the Eighteenth Century</td>
<td>3</td>
</tr>
<tr>
<td>ENG 325 American Literature: Colonial to the Civil War</td>
<td>3</td>
</tr>
<tr>
<td>ENG 365 Ethnic Literature in America</td>
<td>3</td>
</tr>
<tr>
<td>ENG 435 Major Literary Figures</td>
<td>3</td>
</tr>
<tr>
<td>ENG 460 Literary Theory &amp; Criticism</td>
<td>3</td>
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</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>
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<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>
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<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>
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<td>3</td>
</tr>
<tr>
<td>HUM 300 The Arts in Society</td>
<td>3</td>
</tr>
<tr>
<td>PHY 104 Physical Science</td>
<td>3</td>
</tr>
<tr>
<td>PSY 100 Introduction to Psychology</td>
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**MATHEMATICS 7–12 & STUDENTS WITH DISABILITIES**

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<th>Total number of credits</th>
<th>Certificate/licenses titles and types</th>
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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
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**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;
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Assessment
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- 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

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<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>
<td>3</td>
</tr>
</tbody>
</table>

#### Experiential Learning (12 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 480 “S” Student Teaching</td>
<td>5.5</td>
</tr>
<tr>
<td>EDU 480 “A” Student Teaching</td>
<td>5.5</td>
</tr>
<tr>
<td>EDU 481 Student Teaching Seminar</td>
<td>1</td>
</tr>
</tbody>
</table>
Mathematics Concentration (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 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>
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<tr>
<td>MAT 421 Real Variables</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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</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>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

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

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.

www.medaille.edu
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PROGRAM GOALS
The program has established the following pre-service goals:

- To provide students with individual supervision and assessment during their coursework and field experience to assure that each teacher candidate has the opportunity to develop appropriate professional skills;
- To individualize and adequately differentiate instruction so as to address the academic and emotional/behavioral needs of each learner thereby creating a classroom that values, validates, and nurtures each child;
- To offer a contemporary curriculum that provides majors with the knowledge of subject matter, pedagogy/best practices in teaching, and principles of classroom management;
- To prepare specialized content matter experts who are also strongly grounded in the liberal arts and professional studies;
- To provide majors with an understanding of the foundations of education practice and the philosophical, historical, social, psychological, and pedagogical principles that guide instructional decisions;
- To prepare teachers who are skilled in collaboration and teamwork 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 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;
- Construct and deliver appropriate curricula for students;
- Teach subject matter accurately;
Teach content from multiple viewpoints; and
Apply disciplinary knowledge to common life experiences.

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

Assessment
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>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 110 College Writing II</td>
<td>3</td>
</tr>
<tr>
<td>ENG 200 Analytical Writing</td>
<td>3</td>
</tr>
<tr>
<td>GEN 110 Introduction to Critical Thinking</td>
<td>3</td>
</tr>
<tr>
<td>GEN 220 A Global Perspective on Colonial North 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 201 Statistics and Society</td>
<td>3</td>
</tr>
<tr>
<td>SPE 130 Fundamentals of Public Speaking</td>
<td>3</td>
</tr>
</tbody>
</table>

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

#### Course Work (27 Credits)

<table>
<thead>
<tr>
<th>Course</th>
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</tr>
</thead>
<tbody>
<tr>
<td>EDU 236 Content Area Literacy with Field Work</td>
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<td>EDU 363 Adolescent Social Studies With Practicum</td>
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#### Experiential Learning (12 Credits)

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<td>5.5</td>
</tr>
<tr>
<td>EDU 481 Student Teaching Seminar</td>
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</tbody>
</table>
### Social Studies Concentration (36 credits)

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

<table>
<thead>
<tr>
<th>Course</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>ENG 215 Survey of World Literature</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 240 Adolescence</td>
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</tbody>
</table>

### Computer Information Systems (3 credits)

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

**Total credits: 129**

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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)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 110 College Writing II</td>
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<td>ENG 200 Analytical 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 Social Sciences Elective]</td>
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</tr>
<tr>
<td>GEN 220 A Global Perspective on Colonial North America</td>
<td>(3)</td>
</tr>
<tr>
<td>GEN 230 Creative Expression</td>
<td>(3)</td>
</tr>
<tr>
<td>GEN 410 Baccalaureate Capstone I</td>
<td>(3)</td>
</tr>
<tr>
<td>GEN 411 Baccalaureate Capstone II</td>
<td>(3)</td>
</tr>
<tr>
<td>MAT 115 Pre-Calculus</td>
<td>(3)</td>
</tr>
<tr>
<td>[Students who meet the math requirement by placement must substitute a Free Elective]</td>
<td></td>
</tr>
<tr>
<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>BIO 120 Botany</td>
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</tr>
<tr>
<td>BIO 170 Comparative Anatomy and Physiology I</td>
<td>(5)</td>
</tr>
<tr>
<td>BIO 171 Comparative Anatomy and Physiology II</td>
<td>(5)</td>
</tr>
<tr>
<td>BIO 200 Microbiology</td>
<td>(4)</td>
</tr>
<tr>
<td>BIO 220 Cell Biology</td>
<td>(3)</td>
</tr>
<tr>
<td>BIO 301 Epidemiology and Biostatistics</td>
<td>(3)</td>
</tr>
<tr>
<td>BIO 320 Ecology</td>
<td>(4)</td>
</tr>
<tr>
<td>BIO 330 Genetics</td>
<td>(3)</td>
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</table>

#### Major Electives (9 credits)

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

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHE 200 General Chemistry I (4)</td>
<td></td>
</tr>
<tr>
<td>CHE 201 General Chemistry II (4)</td>
<td></td>
</tr>
<tr>
<td>CHE 300 Organic Chemistry I (4)</td>
<td></td>
</tr>
<tr>
<td>CHE 301 Organic Chemistry II (4)</td>
<td></td>
</tr>
<tr>
<td>PHI 300 Ethics (3)</td>
<td></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 115 Computer Information Systems or above (3)</td>
<td></td>
</tr>
</tbody>
</table>

**Free Electives (39 credits)**

May include any College course.

**Total 128 credit hours**

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

<table>
<thead>
<tr>
<th>DEGREE Earned</th>
<th>Total Number of Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.S.</td>
<td>120</td>
</tr>
</tbody>
</table>

PROGRAM GOALS

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

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

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

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

PROGRAM DESCRIPTION

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

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

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

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

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

www.medaille.edu

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## 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 II (3)</td>
<td></td>
</tr>
<tr>
<td>ENG 200 Analytical Writing (3)</td>
<td></td>
</tr>
<tr>
<td>GEN 110 Introduction to Critical Thinking (3) [Required of first-year students; all other students must substitute a 300/400 level Liberal Arts and Sciences Elective]</td>
<td></td>
</tr>
<tr>
<td>GEN 220 A Global Perspective on Colonial North America (3)</td>
<td></td>
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<tr>
<td>GEN 230 Creative Expression (3)</td>
<td></td>
</tr>
<tr>
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</tr>
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<td></td>
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<td></td>
</tr>
<tr>
<td>SPE 130 Fundamentals of Public Speaking (3)</td>
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</tbody>
</table>

### Major Requirements (51 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 101 Financial Accounting (3)</td>
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<td></td>
</tr>
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<td></td>
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<tr>
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<td></td>
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<tr>
<td>MGT 230 Human Resource Management (3)</td>
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<tr>
<td>MGT 240 Financial Management (3)</td>
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<tr>
<td>MGT 299 Business Law I (3)</td>
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<tr>
<td>MGT 302 Operations Management (3)</td>
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</tr>
<tr>
<td>MGT 310 Marketing Management and Strategy (3)</td>
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<tr>
<td>MGT 335 Organizational Behavior (3)</td>
<td></td>
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<tr>
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<td>MGT 421 Strategic Management II (3)</td>
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<tr>
<td>MIS 240 Management Information Systems (3)</td>
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</table>
Experiential Learning (6 credits): For students with significant business experience, the department offers several options in fulfilling the field experience requirements. Information on these options and waiver applications may be obtained from the department. Waiver applications must be filed at least one semester before implementation according to the following schedule: October 1 for the following Spring semester; March 1 for the following Fall semester.

<table>
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<tr>
<td>MGT 377 Field Experience I</td>
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**Liberal Arts and Sciences Courses (18 credits)**

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<td>PHI 300 Ethics</td>
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<td>PSY 100 Introduction to Psychology</td>
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</tbody>
</table>

**Breadth electives (6 credits)**

At least two (2) courses (300/400 level) from those housed in the Business department (Except SPM designated courses).

**Free Electives (9 credits)**

May include any College course.

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

<table>
<thead>
<tr>
<th>DEGREE EARNED</th>
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<tbody>
<tr>
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</tbody>
</table>

PROGRAM GOALS

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

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

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

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

PROGRAM DESCRIPTION

The Business Administration-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.

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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

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### Major Requirements (54 credits)

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<tr>
<td>MIS 300 Database Development (3)</td>
<td></td>
</tr>
</tbody>
</table>
### MIS 330 Data Communication and Networks (3)

### MIS 335 Business Data Analysis and Decision Making (3)

### MIS 400 System Analysis and Design (3)

**Experiential Learning (6 credits):** For students with significant business experience, the department offers several options in fulfilling the field experience requirements. Information on these options and waiver applications may be obtained from the department. 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.

### MIS 377 Field Experience I (3)

### MGT 477 Field Experience II (3)

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

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</table>

#### Free Electives (12 credits)

May include any College course.

**Total 120 credit hours**
### COMMUNICATION

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</tbody>
</table>

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

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

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

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

[www.medaille.edu](http://www.medaille.edu)
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 Communication Department 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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## Major Requirements (39 credits)

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>COM 101 Introduction to Mass Communications</td>
<td>3</td>
</tr>
<tr>
<td>COM 110 Journalism: Organization and Practice</td>
<td>3</td>
</tr>
<tr>
<td>COM 130 Broadcasting: Principles and Practice</td>
<td>3</td>
</tr>
<tr>
<td>COM 150 Media Promotion: Organization and Practice</td>
<td>3</td>
</tr>
<tr>
<td>COM 200 Digital Media Production</td>
<td>3</td>
</tr>
<tr>
<td>COM 210 Computer Assisted Reporting</td>
<td>3</td>
</tr>
<tr>
<td>COM 211 Writing for Media</td>
<td>3</td>
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<tr>
<td>COM 300 Mass Communication Theory</td>
<td>3</td>
</tr>
<tr>
<td>COM 355 The Theory of Media Criticism</td>
<td>3</td>
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<tr>
<td>COM 400 Media Communications Law and Ethics</td>
<td>3</td>
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<tr>
<td>COM 475 Media and Society Seminar</td>
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<tr>
<td>COM (Any) Communication Elective</td>
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<tr>
<td>COM (300/400 level) Communication Elective</td>
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</table>

## Experiential Learning (12 Credits)

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<tr>
<td>COM 377 Field Experience II</td>
<td>3</td>
</tr>
<tr>
<td>COM 477 Field Experience III</td>
<td>6</td>
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</table>
**Liberal Arts and Sciences Courses (24 credits)**

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

**Free Electives (12 credits)**

May include any College course.

**Total 120 credit hours**
CRIMINAL JUSTICE

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<thead>
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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

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## Major Requirements (31 credits)

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<tr>
<td>CRJ 160 Crime and Society (3)</td>
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<tr>
<td>CRJ 170 Law Enforcement Ethics (3)</td>
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<td>CRJ 201 Introduction to Criminal Law (3)</td>
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<td>CRJ 240 Criminal Courts and Procedures (3)</td>
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<tr>
<td>CRJ 250 Social Issues in Policing a Multicultural Community (3)</td>
</tr>
<tr>
<td>CRJ 301 Criminal Investigation I (3)</td>
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<tr>
<td>CRJ 303 Criminal Investigation I Lab (1)</td>
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<td>CRJ 340 Corrections (3)</td>
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<tr>
<td>CRJ 350 Community Policing (3)</td>
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<tr>
<td>CRJ 420 Senior Seminar/Topics (3)</td>
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<tbody>
<tr>
<td>CRJ 377 Field Experience I (3)</td>
</tr>
<tr>
<td>CRJ 477 Field Experience II (3)</td>
</tr>
</tbody>
</table>

## Elective Study Area Component (12 credits)

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

## Liberal Arts and Sciences Courses (12 credits)

<table>
<thead>
<tr>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHI 300 Ethics (3)</td>
</tr>
<tr>
<td>PSY 100 Introduction to Psychology (3)</td>
</tr>
<tr>
<td>SOC 100 Introduction to Sociology (3)</td>
</tr>
<tr>
<td>Any U.S. History or Political Science Course (3)</td>
</tr>
</tbody>
</table>

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, MMS, PHI, PHY, POL, PSY, RDG, SSC, 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

## Free Electives (12 credits)

May include any College course.

## Total 120 credit hours
EDUCATION: MIDDLE CHILDHOOD (5-9)

CONCENTRATIONS IN ENGLISH, SCIENCE (BIOLOGY) OR SOCIAL SCIENCES

Note: This program is no longer accepting new students. Students currently enrolled in the B.S.Ed. Education: Middle Childhood (5-9) have until June 30, 2013 to complete the degree requirements.

PROGRAM DESCRIPTION

The Education: Middle Childhood (5-9) program is divided into two components: career exploration through professional education and the liberal arts and sciences. The professional education component prepares students to function in the contemporary educational system by becoming agents of responsible change. The curriculum explores the current career opportunities for educators while providing a series of rich field-based learning experiences. The program also provides balance by requiring a broad liberal arts and sciences foundation through the College-wide general education core experiences, the liberal arts component, and the completion of a concentration in English, Science, or Social Science. The liberal arts and science courses are designed to offer content-rich experiences that provide the middle childhood teacher with both depth and breadth.

While continuing work in the liberal arts and sciences, the student has an opportunity to be involved in teaching and decision making in middle-level classroom situations through simulation and by direct field experience. In the freshman year, a student participates in field observations to develop an awareness of cultural and academic backgrounds of middle school age children as preparation for the teaching profession. In the sophomore, junior, and senior years, further experiences in working with children of middle school age including traditional student teaching make the academic program more relevant and meaningful. The professional component provides for the student’s personal and social growth through awareness of community needs and an opportunity to respond to them. In a wide range of situations, students explore the educational process in increasingly greater depth through the study of basic principles relating to the nature of the learner and the learning process.

All students working toward New York State Certification Middle Childhood Generalist 5-9 will become involved in the professional, field-centered education component. The program provides for completion of a campus-based course of study, pre-student-teaching experiences, and two 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.

CREDIT DISTRIBUTION

All students majoring in Middle Childhood Education, regardless of subject area concentration, take the following set of common core education requirements:

**Education: Middle Childhood (5-9) | Common Core Education Requirements**

**Course Work (36 credit hours)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 110</td>
<td>Introduction to Education</td>
<td>3</td>
</tr>
<tr>
<td>EDU 223</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>EDU 234</td>
<td>Adolescent Literacy with Fieldwork</td>
<td>3</td>
</tr>
<tr>
<td>EDU 235</td>
<td>Children’s Literature</td>
<td>3</td>
</tr>
<tr>
<td>EDU 340</td>
<td>Child Abuse, School Violence, and Other Current Issues in Education</td>
<td>0</td>
</tr>
<tr>
<td>EDU 345</td>
<td>Middle School Child and Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>EDU 350</td>
<td>Education Methods and Materials: Creative Arts</td>
<td>1</td>
</tr>
<tr>
<td>Course</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>-------------</td>
<td></td>
</tr>
<tr>
<td>EDU 351</td>
<td>Education Methods and Materials: Generic Core (3)</td>
<td></td>
</tr>
<tr>
<td>EDU 352</td>
<td>Education Methods and Materials: Language Arts (2)</td>
<td></td>
</tr>
<tr>
<td>EDU 353</td>
<td>Education Methods and Materials: Mathematics (2)</td>
<td></td>
</tr>
<tr>
<td>EDU 354</td>
<td>Education Methods and Materials: Science (2)</td>
<td></td>
</tr>
<tr>
<td>EDU 355</td>
<td>Education Methods and Materials: Social Studies (2)</td>
<td></td>
</tr>
<tr>
<td>EDU 465</td>
<td>Content Area Literacy (3)</td>
<td></td>
</tr>
<tr>
<td>EDU 469</td>
<td>Foundations of Education (3)</td>
<td></td>
</tr>
<tr>
<td>ESP 230</td>
<td>Introduction to Special Education (3)</td>
<td></td>
</tr>
</tbody>
</table>

**Experiential Learning (15 credit hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 377</td>
<td>Junior Participation and Seminars (3)</td>
</tr>
<tr>
<td>EDU 477</td>
<td>Student Teaching/Seminar: Career and Occupational Studies (12)</td>
</tr>
</tbody>
</table>

**Total credit distribution for Bachelor of Science in Education core: 51 credit hours**

**English concentration component for Education: Middle Childhood (5-9)**

Note: all students must complete the 51 credit hour “Common Core Education Requirements” (see above).

**Computer Information Systems Component (3 credit hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 155</td>
<td>Computer Applications in Early Childhood and Childhood Education (3)</td>
</tr>
</tbody>
</table>

**General Education Component (33 credit hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 110</td>
<td>College Writing II (3)</td>
</tr>
<tr>
<td>ENG 200</td>
<td>Analytical Writing (3)</td>
</tr>
<tr>
<td>GEN 110</td>
<td>Introduction to Critical Thinking (3)</td>
</tr>
<tr>
<td>GEN 220</td>
<td>A Global Perspective on Colonial North America (3)</td>
</tr>
<tr>
<td>GEN 230</td>
<td>Creative Expression (3)</td>
</tr>
<tr>
<td>GEN 240</td>
<td>Scientific Discovery (3)</td>
</tr>
<tr>
<td>GEN 410</td>
<td>Baccalaureate Capstone I (3)</td>
</tr>
<tr>
<td>GEN 411</td>
<td>Baccalaureate Capstone II (3)</td>
</tr>
<tr>
<td>MAT 114</td>
<td>Intermediate Algebra (3)</td>
</tr>
<tr>
<td>MAT 125</td>
<td>Concepts in Mathematics (3)</td>
</tr>
<tr>
<td>SPE 130</td>
<td>Fundamentals Of Public Speaking (3)</td>
</tr>
</tbody>
</table>

**Liberal Arts and Sciences Component (21 credit hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreign Language I (3)</td>
<td></td>
</tr>
<tr>
<td>Foreign Language II (3)</td>
<td></td>
</tr>
</tbody>
</table>
### English Concentration (30 credit hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required (24 credit hours)</td>
<td></td>
</tr>
<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 Survey of World Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENG 305 British Literature: Middle Ages - 18th Century (3)</td>
<td></td>
</tr>
<tr>
<td>ENG 315 British Literature: Late 18th C- 20th Century (3)</td>
<td></td>
</tr>
<tr>
<td>ENG 325 American Literature: Colonial- Civil War (3)</td>
<td></td>
</tr>
<tr>
<td>ENG 335 American Literature: Civil War - 20th C (3)</td>
<td></td>
</tr>
<tr>
<td>ENG 365 Ethnic Literature in America (3)</td>
<td></td>
</tr>
<tr>
<td>Electives (choose 1 of the following) (3 credit hours)</td>
<td></td>
</tr>
<tr>
<td>ENG 355 Major Literary Forms (3)</td>
<td></td>
</tr>
<tr>
<td>ENG 435 Major Literary Figures (3)</td>
<td></td>
</tr>
<tr>
<td>Electives (choose 1 of the following) (3 credit hours)</td>
<td></td>
</tr>
<tr>
<td>ENG 405 Themes/Topics in American Literature</td>
<td></td>
</tr>
<tr>
<td>ENG 415 Themes/Topics in British Literature</td>
<td></td>
</tr>
<tr>
<td>ENG 425 Themes/Topics in World Literature</td>
<td></td>
</tr>
<tr>
<td>ENG 300 Fiction or 310 Poetry or 320 Drama (3)</td>
<td></td>
</tr>
</tbody>
</table>

**Total credit distribution: 139 credit hours**

### Science (Biology) concentration component for Education: Middle Childhood (5-9)

- Note: all students must complete the 51 credit hour “Common Core Education Requirements” (see above).

### Computer Information Systems Component (3 credit hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 155 Computer Applications in Early Childhood and Childhood Education (3)</td>
<td></td>
</tr>
</tbody>
</table>

### General Education Component (30 credit hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 110 College Writing II (3)</td>
<td></td>
</tr>
<tr>
<td>ENG 200 Analytical Writing (3)</td>
<td></td>
</tr>
<tr>
<td>GEN 110 Introduction to Critical Thinking (3) [Required of first-year students; all other students must substitute a Free Elective.]</td>
<td></td>
</tr>
<tr>
<td>GEN 220 A Global Perspective on Colonial North America (3)</td>
<td></td>
</tr>
</tbody>
</table>
**GEN 230 Creative Expression (3)**
**GEN 410 Baccalaureate Capstone I (3)**
**GEN 411 Baccalaureate Capstone II (3)**
**MAT 114 Intermediate Algebra (3) [Students who meet the math competency must substitute MAT 201, Statistics and Society.]**
**MAT 125 Concepts in Mathematics (3)**
**SPE 130 Fundamentals of Public Speaking (3)**

### Liberal Arts and Sciences Component (24 credit hours)

- **Foreign Language I (3)**
- **Foreign Language II (3)**
- **ENG 205 Introduction to Literature or ENG 215 Survey of World Literature (3)**
- **HIS 140 Early United States History (3)**
- **PHY 104 Physical Science (3)**
- **PSY 100 Introduction to Psychology (3)**
- **PSY 210 Child Development (3)**
- **PSY 240 Adolescence (3)**

### Science (Biology) Concentration (32 credit hours)

- **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 320 Ecology (4)**
- **BIO 330 Genetics (3)**
- **CHE 145 Chemistry for the Health Sciences (4)**

**Total credit distribution: 141 credit hours**

### Social Sciences concentration component for Education: Middle Childhood (5-9)

Note: all students must complete the 51 credit hour “Common Core Education Requirements” (see above).

### Computer Information Systems Component (3 credit hours)

- **CIS 155 Computer Applications in Early Childhood and Childhood Education (3)**

### General Education Component (33 credit hours)

- **ENG 110 College Writing II (3)**
- **ENG 200 Analytical Writing (3)**
- **GEN 110 Introduction to Critical Thinking (3) [Required of first-year students; all other students must substitute a Free Elective.]**
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEN 220</td>
<td>A Global Perspective on Colonial North 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</td>
<td>3</td>
</tr>
<tr>
<td>MAT 125</td>
<td>Concepts in Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>SPE 130</td>
<td>Fundamentals of Public Speaking</td>
<td>3</td>
</tr>
</tbody>
</table>

**Liberal Arts and Sciences Component (21 credit hours)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 205</td>
<td>Introduction to Literature</td>
<td>3</td>
</tr>
<tr>
<td>PHY 104</td>
<td>Physical Science</td>
<td>3</td>
</tr>
<tr>
<td>PSY 100</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 210</td>
<td>Child Development</td>
<td>3</td>
</tr>
<tr>
<td>PSY 240</td>
<td>Adolescence</td>
<td>3</td>
</tr>
</tbody>
</table>

**Social Sciences Concentration (24 credit hours)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEO 110</td>
<td>Physical Geography</td>
<td>3</td>
</tr>
<tr>
<td>GEO 310</td>
<td>Cultural Geography</td>
<td>3</td>
</tr>
<tr>
<td>HIS 100</td>
<td>Western Civilization</td>
<td>3</td>
</tr>
<tr>
<td>HIS 101</td>
<td>World Cultures</td>
<td>3</td>
</tr>
<tr>
<td>HIS 140</td>
<td>Early United States History</td>
<td>3</td>
</tr>
<tr>
<td>HIS 315</td>
<td>History of Ethnic America</td>
<td>3</td>
</tr>
<tr>
<td>HIS 401</td>
<td>The of History of Buffalo</td>
<td>3</td>
</tr>
<tr>
<td>HIS 402</td>
<td>The History of New York State</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives (6 credit hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO (Any)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>POL (Any)</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

**Total credit distribution: 139 credit hours**

**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)**

<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>English concentration: 129</td>
<td>Childhood 1-6/Early Childhood Birth-2</td>
</tr>
<tr>
<td></td>
<td>Biology concentration: 134</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mathematics concentration: 132</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Social Studies concentration: 129</td>
<td></td>
</tr>
</tbody>
</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.

www.medaille.edu
THE PROGRAM HAS ESTABLISHED THE FOLLOWING PRE-SERVICE GOALS:

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

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

**General Education Core (30 Credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 110 College Writing II (3)</td>
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<td>ENG 200 Analytical Writing (3)</td>
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<tr>
<td>GEN 110 Introduction to Critical Thinking (3) [Required of all first-year students; all other students must substitute a free elective]</td>
<td></td>
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<td>GEN 220 A Global Perspective on Colonial North America (3)</td>
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<td>GEN 230 Creative Expression (3)</td>
<td></td>
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<td>GEN 410 Baccalaureate Capstone I (3)</td>
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<td>GEN 411 Baccalaureate Capstone II (3)</td>
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<td>MAT 114 Intermediate Algebra (3) [Students who meet the math competency must substitute MAT 201]</td>
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<td>MAT 125 Concepts in Mathematics (3)</td>
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<tr>
<td>SPE 130 Fundamentals of Public Speaking (3)</td>
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</tbody>
</table>

**Major Requirements (48 Credits)**

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

**Experiential Learning (15 credits)**

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

[www.medaille.edu](http://www.medaille.edu)
## Liberal Arts and Sciences Courses (21 Credits)

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

## Computer Information Systems (3 credits)

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

## Biology Concentration (32 Credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 120</td>
<td>Botany</td>
<td>(4)</td>
</tr>
<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>BIO 220</td>
<td>Cell Biology</td>
<td>(3)</td>
</tr>
<tr>
<td>BIO 320</td>
<td>Ecology</td>
<td>(4)</td>
</tr>
<tr>
<td>BIO 330</td>
<td>Genetics</td>
<td>(3)</td>
</tr>
<tr>
<td>CHE 145</td>
<td>Chemistry for the Health Sciences</td>
<td>(4)</td>
</tr>
</tbody>
</table>

## Education: Early Childhood/Childhood (B-6) English Concentration

### General Education Core (30 Credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 110</td>
<td>College Writing II</td>
<td>(3)</td>
</tr>
<tr>
<td>ENG 200</td>
<td>Analytical Writing</td>
<td>(3)</td>
</tr>
<tr>
<td>GEN 110</td>
<td>Introduction to Critical Thinking</td>
<td>(3)</td>
</tr>
<tr>
<td>GEN 220</td>
<td>A Global Perspective on Colonial North America</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</td>
<td>(3)</td>
</tr>
<tr>
<td>MAT 125</td>
<td>Concepts in Mathematics</td>
<td>(3)</td>
</tr>
<tr>
<td>SPE 130</td>
<td>Fundamentals of Public Speaking</td>
<td>(3)</td>
</tr>
</tbody>
</table>
## Major Requirements (48 Credits)

<table>
<thead>
<tr>
<th>Course Work (33 Credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 210 Educational Foundations (3)</td>
</tr>
<tr>
<td>EDU 223 Educational Psychology (3)</td>
</tr>
<tr>
<td>EDU 240 Literacy I: Language Development and Pre-Emergent Literacy (3)</td>
</tr>
<tr>
<td>EDU 241 Literacy II: Emergent to Early Readers and Writers (3)</td>
</tr>
<tr>
<td>EDU 242 Literacy III: Transitional to Fluent Readers and Writers (3)</td>
</tr>
<tr>
<td>EDU 340 Child Abuse and School Violence and other Current Issues in Education (0)</td>
</tr>
<tr>
<td>EDU 370 Methods of Language Arts with Children’s Literature (3)</td>
</tr>
<tr>
<td>EDU 371 Methods of Mathematics (3)</td>
</tr>
<tr>
<td>EDU 372 Methods of Science and Technology (3)</td>
</tr>
<tr>
<td>EDU 373 Methods of Social Studies and Creative Arts (3)</td>
</tr>
<tr>
<td>EDU 466 Content Area Literacy with Children’s Literature (3)</td>
</tr>
<tr>
<td>ESP 230 Introduction to Special Education (3)</td>
</tr>
<tr>
<td>Experiential Learning (15 credits)</td>
</tr>
<tr>
<td>EDU 378 Field Experiences and Seminars</td>
</tr>
<tr>
<td>EDU 478 “E” Student Teaching (B-6)/Seminar</td>
</tr>
<tr>
<td>EDU 478 “C” Student Teaching (B-6)/Seminar</td>
</tr>
</tbody>
</table>

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

## English Concentration (30 Credits)

| ENG 205 Introduction to Literature (3)                                                   |
| ENG 210 Introduction to Creative Writing (3)                                            |
| ENG 215 Survey of World Literature (3)                                                   |
| ENG 305 British Literature: Middle Ages to 18th Century (3)                             |
| ENG 315 British Literature: Late 18th Century through the 20th Century (3)               |
| ENG 325 American Literature: Colonial to the Civil War (3)                              |
| ENG 335 American Literature: Civil War through the 20th Century (3)                     |
| ENG 365 Ethnic Literature in America (3)                                                 |
| Electives: choose one of the following courses(3 credits)                               |
| ENG 355 Major Literary Forms                                                            |
| ENG 435 Major Literary Figures                                                         |
| Electives: choose one of the following courses(3 credits)                               |
| ENG 405 Themes/Topics in American Literature (3)                                         |
| ENG 415 Themes/Topics in British Literature (3)                                          |
**ENG 425 Themes/Topics in World Literature (3)**

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

- Foreign Language I (3)
- Foreign Language II (3)
- HIS 140 Early United States History (3)
- PHY 104 Physical Science (3)
- PSY 100 Introduction to Psychology (3)
- PSY 210 Child Development (3)

**Computer Information Systems (3 credits)**

- CIS 175 Technology Applications in Education (3)

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

**General Education Core (30 Credits)**

- ENG 110 College Writing II (3)
- ENG 200 Analytical Writing (3)
- GEN 110 Introduction to Critical Thinking (3) [Required of all first-year students; all other students must substitute a free elective]
- GEN 220 A Global Perspective on Colonial North America (3)
- GEN 230 Creative Expression (3)
- GEN 240 Scientific Discovery (3)
- GEN 410 Baccalaureate Capstone I (3)
- GEN 411 Baccalaureate Capstone II (3)
- MAT 114 Intermediate Algebra (3) [Students who meet the math competency must substitute MAT 201]
- SPE 130 Fundamentals of Public Speaking (3)

**Major Requirements (48 Credits)**

**Course Work (33 Credits)**

- EDU 210 Educational Foundations (3)
- EDU 223 Educational Psychology (3)
- EDU 240 Literacy I: Language Development and Pre-Emergent Literacy (3)
- EDU 241 Literacy II: Emergent to Early Readers and Writers (3)
- EDU 242 Literacy III: Transitional to Fluent Readers and Writers (3)
- EDU 340 Child Abuse and School Violence and other Current Issues in Education (0)
- EDU 370 Methods of Language Arts with Children’s Literature (3)
- EDU 371 Methods of Mathematics (3)
- EDU 372 Methods of Science and Technology (3)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 373</td>
<td>Methods of Social Studies and Creative Arts</td>
<td>3</td>
</tr>
<tr>
<td>EDU 466</td>
<td>Content Area Literacy with Children’s Literature</td>
<td>3</td>
</tr>
<tr>
<td>ESP 230</td>
<td>Introduction to Special Education</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Experiential Learning (15 credits)</td>
<td></td>
</tr>
<tr>
<td>EDU 378</td>
<td>Field Experiences and Seminars</td>
<td></td>
</tr>
<tr>
<td>EDU 478</td>
<td>“E” Student Teaching (B-6)/Seminar</td>
<td></td>
</tr>
<tr>
<td>EDU 478</td>
<td>“C” Student Teaching (B-6)/Seminar</td>
<td></td>
</tr>
</tbody>
</table>

**Mathematics Concentration (30 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 115</td>
<td>Pre-Calculus</td>
<td>3</td>
</tr>
<tr>
<td>MAT 151</td>
<td>Geometry/Trigonometry</td>
<td>3</td>
</tr>
<tr>
<td>MAT 182</td>
<td>Discrete Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MAT 251</td>
<td>Calculus I</td>
<td>3</td>
</tr>
<tr>
<td>MAT 255</td>
<td>Theory of Numbers</td>
<td>3</td>
</tr>
<tr>
<td>MAT 260</td>
<td>Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MAT 381</td>
<td>Statistics and Probability I</td>
<td>3</td>
</tr>
<tr>
<td>MAT 382</td>
<td>Statistics and Probability II</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>choose two of the following courses (6 credits)</td>
<td></td>
</tr>
<tr>
<td>MAT 125</td>
<td>Concepts in Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MAT 252</td>
<td>Calculus II</td>
<td>3</td>
</tr>
<tr>
<td>MAT 342</td>
<td>Abstract Algebra</td>
<td>3</td>
</tr>
<tr>
<td>PHI 201</td>
<td>Formal Logic</td>
<td>3</td>
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</table>

**Liberal Arts and Sciences Courses (21 Credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 205</td>
<td>Introduction to Literature or</td>
<td></td>
</tr>
<tr>
<td>ENG 215</td>
<td>Survey of World Literature</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language I</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language II</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>HIS 140</td>
<td>Early United States History</td>
<td>3</td>
</tr>
<tr>
<td>PHY 104</td>
<td>Physical Science</td>
<td>3</td>
</tr>
<tr>
<td>PSY 100</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 210</td>
<td>Child Development</td>
<td>3</td>
</tr>
</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 175</td>
<td>Technology Applications in Education</td>
<td>3</td>
</tr>
</tbody>
</table>
### Education: Early Childhood/Childhood (B-6) Social Studies Concentration

#### General Education Core (30 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 110 College Writing II (3)</td>
<td></td>
</tr>
<tr>
<td>ENG 200 Analytical Writing (3)</td>
<td></td>
</tr>
<tr>
<td>GEN 110 Introduction to Critical Thinking (3) [Required of all first-year students; all other students must substitute a free elective]</td>
<td></td>
</tr>
<tr>
<td>GEN 230 Creative Expression (3)</td>
<td></td>
</tr>
<tr>
<td>GEN 240 Scientific Discovery (3)</td>
<td></td>
</tr>
<tr>
<td>GEN 410 Baccalaureate Capstone I (3)</td>
<td></td>
</tr>
<tr>
<td>GEN 411 Baccalaureate Capstone II (3)</td>
<td></td>
</tr>
<tr>
<td>MAT 114 Intermediate Algebra (3)</td>
<td></td>
</tr>
<tr>
<td>MAT 125 Concepts in Mathematics (3)</td>
<td></td>
</tr>
<tr>
<td>SPE 130 Fundamentals of Public Speaking (3)</td>
<td></td>
</tr>
</tbody>
</table>

#### Major Requirements (48 Credits)

**Course Work (33 Credits)**

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

#### Experiential Learning (15 credits)

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

#### Social Studies Concentration (30 Credits)

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 205</td>
<td>Introduction to Literature or</td>
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<tr>
<td></td>
<td>Survey of World Literature</td>
<td>(3)</td>
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<tr>
<td>Foreign Language I</td>
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<td>(3)</td>
</tr>
<tr>
<td>Foreign Language II</td>
<td></td>
<td>(4)</td>
</tr>
<tr>
<td>PHY 104</td>
<td>Physical Science</td>
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<td>Introduction to Psychology</td>
<td>(3)</td>
</tr>
<tr>
<td>PSY 210</td>
<td>Child Development</td>
<td>(3)</td>
</tr>
</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 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.
Note: This program is no longer accepting new students. Students currently enrolled in the B.S.Ed. Education: Elementary Education (1-6) have until June 30, 2013 to complete the degree requirements.

PROGRAM DESCRIPTION

The Elementary Education: Childhood (1-6) program is divided into two components: career exploration through professional education and the liberal arts and sciences. The professional education component prepares students to function in the contemporary educational system by becoming agents of responsible change. The curriculum explores the current career opportunities for educators while providing a series of rich field-based learning experiences. The program also provides balance by requiring a broad liberal arts and sciences foundation through the College-wide general education core experiences, the liberal arts component, and the completion of a concentration in English, Science, or Social Science. The liberal arts and science courses are designed to offer content-rich experiences that provide the childhood teacher with both depth and breadth.

While continuing work in the liberal arts and sciences, the student has an opportunity to be involved in teaching and decision making in elementary classroom situations through simulation and direct field experience. In the freshman year, a student participates in field observations to develop an awareness of cultural and academic backgrounds of school age children as preparation for the teaching profession. In the sophomore, junior, and senior years, further experiences in working with children of school age, including traditional student teaching, make the academic program more relevant and meaningful. The professional component provides for the student’s personal and social growth through awareness of community needs and an opportunity to respond to them. In a wide range of situations, students explore the educational process in increasingly greater depth through the study of basic principles relating to the nature of the learner and the learning process.

All students working toward New York State Certification Childhood Generalist 1-6 will become involved in the professional, field-centered curriculum education. The program provides for completion of a campus-based course of study, pre-student-teaching experiences, and two 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.
**CREDIT DISTRIBUTION**
All students majoring in elementary education, regardless of subject area concentration, take the following set of common core education courses.

**Course Work (36 credit hours)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 110</td>
<td>Introduction to Education</td>
<td>3</td>
</tr>
<tr>
<td>EDU 223</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>EDU 232</td>
<td>Basic Concepts of Literacy I</td>
<td>3</td>
</tr>
<tr>
<td>EDU 233</td>
<td>Basic Concepts of Literacy II</td>
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</tr>
<tr>
<td>EDU 235</td>
<td>Children’s Literature</td>
<td>3</td>
</tr>
<tr>
<td>EDU 350</td>
<td>Education Methods and Materials: Creative Arts</td>
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<tr>
<td>EDU 351</td>
<td>Education Methods and Materials: Generic Core</td>
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</tr>
<tr>
<td>EDU 352</td>
<td>Education Methods and Materials: Language Arts</td>
<td>2</td>
</tr>
<tr>
<td>EDU 353</td>
<td>Education Methods and Materials: Mathematics</td>
<td>2</td>
</tr>
<tr>
<td>EDU 354</td>
<td>Education Methods and Materials: Science</td>
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</tr>
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<td>EDU 355</td>
<td>Education Methods and Materials: Social Studies</td>
<td>2</td>
</tr>
<tr>
<td>EDU 465</td>
<td>Content Area Literacy</td>
<td>3</td>
</tr>
<tr>
<td>EDU 469</td>
<td>Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>ESP 230</td>
<td>Introduction to Special Education</td>
<td>0</td>
</tr>
</tbody>
</table>

**Experiential Learning (15 credit hours)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 377</td>
<td>Junior Participation and Seminars</td>
<td>3</td>
</tr>
<tr>
<td>EDU 477</td>
<td>Student Teaching /Seminar: Career and Occupational Studies</td>
<td>12</td>
</tr>
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</table>

**Total credit distribution (Education core): 51 credit hours**

**English Concentration**

**Computer Information Systems Component (3 credit hours)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 155</td>
<td>Computer Applications in Early Childhood and Childhood Education</td>
<td>3</td>
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</table>

**General Education Component (33 credit hours)**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
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<td>College Writing II</td>
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</tr>
<tr>
<td>ENG 200</td>
<td>Analytical Writing</td>
<td>3</td>
</tr>
<tr>
<td>GEN 110</td>
<td>Introduction to Critical Thinking</td>
<td>3</td>
</tr>
<tr>
<td>GEN 220</td>
<td>A Global Perspective on Colonial North 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</td>
<td>3</td>
</tr>
</tbody>
</table>

Students who meet the math competency must substitute MAT 201.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 125</td>
<td>Concepts in Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>SPE 130</td>
<td>Fundamentals of Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td><strong>Liberal Arts and Sciences Component (18 credit hours)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Foreign Language I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Foreign Language II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>HIS 140 Early United States History</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PHY 104 Physical Science</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PSY 100 Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PSY 210 Child Development</td>
<td>3</td>
</tr>
<tr>
<td><strong>English Concentration (24 credit hours)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 205</td>
<td>Introduction to Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENG 210</td>
<td>Introduction to Creative Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENG 215</td>
<td>Survey of World Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENG 305</td>
<td>British Literature: Middle Ages-18th Century</td>
<td>3</td>
</tr>
<tr>
<td>ENG 315</td>
<td>British Literature: Late 18th C 0th Century</td>
<td>3</td>
</tr>
<tr>
<td>ENG 325</td>
<td>American Literature: Colonial-Civil War</td>
<td>3</td>
</tr>
<tr>
<td>ENG 335</td>
<td>American Literature: Civil War-20th C</td>
<td>3</td>
</tr>
<tr>
<td>ENG 365</td>
<td>Ethnic Literature in America</td>
<td>3</td>
</tr>
<tr>
<td>Electives (choose one of the following) (3 credit hours)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 355</td>
<td>Major Literary Forms</td>
<td>3</td>
</tr>
<tr>
<td>ENG 435</td>
<td>Major Literary Figures</td>
<td>3</td>
</tr>
<tr>
<td>Electives (choose one of the following) (3 credit hours)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 405</td>
<td>Themes/Topics in American Literature</td>
<td></td>
</tr>
<tr>
<td>ENG 415</td>
<td>Themes/Topics in British Literature</td>
<td></td>
</tr>
<tr>
<td>ENG 425</td>
<td>Themes/Topics in World Literature</td>
<td></td>
</tr>
<tr>
<td>ENG 300</td>
<td>Fiction or 310 Poetry or 320 Drama</td>
<td></td>
</tr>
<tr>
<td><strong>Total credit distribution [Elementary Education: Childhood (1-6) Hours with a Concentration in English]: 136 credit hours</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Science (Biology) Concentration</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Computer Information Systems Component (3 credit hours)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIS 155</td>
<td>Computer Applications in Early Childhood and Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td><strong>General Education Component (30 credit hours)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 110</td>
<td>College Writing II</td>
<td>3</td>
</tr>
<tr>
<td>ENG 200</td>
<td>Analytical Writing</td>
<td>3</td>
</tr>
</tbody>
</table>

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129
<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEN 110</td>
<td>Introduction to Critical Thinking (3) [Required of all first-year students; all other students must substitute a free elective]</td>
</tr>
<tr>
<td>GEN 220</td>
<td>A Global Perspective on Colonial North America (3)</td>
</tr>
<tr>
<td>GEN 230</td>
<td>Creative Expression (3)</td>
</tr>
<tr>
<td>GEN 410</td>
<td>Baccalaureate Capstone I (3)</td>
</tr>
<tr>
<td>GEN 411</td>
<td>Baccalaureate Capstone II (3)</td>
</tr>
<tr>
<td>MAT 114</td>
<td>Intermediate Algebra (3) [Students who meet the math competency must substitute MAT 201]</td>
</tr>
<tr>
<td>MAT 125</td>
<td>Concepts in Mathematics (3)</td>
</tr>
<tr>
<td>SPE 130</td>
<td>Fundamentals of Public Speaking (3)</td>
</tr>
</tbody>
</table>

**Liberal Arts and Sciences Component (21 credit hours)**

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

**Science (Biology) Concentration (32 credit hours)**

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

**Total credit distribution (Elementary Education: Childhood (1-6) Hours with a Concentration in Science [Biology]): 138 credit hours**

**Social Studies Concentration**

**Computer Information Systems Component (3 credit hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 155</td>
<td>Computer Applications in Early Childhood and Childhood Education (3)</td>
</tr>
</tbody>
</table>

**General Education Component (33 credit hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 110</td>
<td>College Writing II (3)</td>
</tr>
<tr>
<td>ENG 200</td>
<td>Analytical Writing (3)</td>
</tr>
</tbody>
</table>
| GEN 110 | Introduction to Critical Thinking (3) [Required of all first-year students; all other students must substitute a
free elective
GEN 220 A Global Perspective on Colonial North America (3)
GEN 230 Creative Expression (3)
GEN 240 Scientific Discovery (3)
GEN 410 Baccalaureate Capstone I (3)
GEN 411 Baccalaureate Capstone II (3)
MAT 114 Intermediate Algebra (3) [Students who meet the math competency must substitute MAT 201]
MAT 125 Concepts in Mathematics (3)
SPE 130 Fundamentals of Public Speaking (3)

**Liberal Arts and Sciences Component (18 credit hours)**

<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>ENG 205 Introduction to Literature or ENG 215 Survey of World Literature</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>

**Social Studies Concentration (30 credit hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEO 110 Physical Geography</td>
<td>(3)</td>
</tr>
<tr>
<td>GEO 310 Cultural Geography</td>
<td>(3)</td>
</tr>
<tr>
<td>HIS 100 Western Civilization</td>
<td>(3)</td>
</tr>
<tr>
<td>HIS 101 World Cultures</td>
<td>(3)</td>
</tr>
<tr>
<td>HIS 140 Early United States History</td>
<td>(3)</td>
</tr>
<tr>
<td>HIS 315 History of Ethnic America</td>
<td>(3)</td>
</tr>
<tr>
<td>HIS 401 The of History of Buffalo</td>
<td>(3)</td>
</tr>
<tr>
<td>HIS 402 The History of New York State</td>
<td>(3)</td>
</tr>
<tr>
<td>Electives: choose one ECO and one POL course:</td>
<td></td>
</tr>
<tr>
<td>ECO (Any)</td>
<td>(3)</td>
</tr>
<tr>
<td>POL (Any)</td>
<td>(3)</td>
</tr>
</tbody>
</table>

**Total credit distribution (Elementary Education: Childhood (1-6) Hours with a Concentration in Social Sciences): 136 credit hours**

**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. 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.

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.

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### 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 II (3)</td>
<td></td>
</tr>
<tr>
<td>ENG 200 Analytical Writing (3)</td>
<td></td>
</tr>
<tr>
<td>GEN 110 Introduction to Critical Thinking (3)</td>
<td>[Required of first-year students; all other students must substitute a 300/400 level Liberal Arts &amp; Sciences Elective]</td>
</tr>
<tr>
<td>GEN 220 A Global Perspective on Colonial North America (3)</td>
<td></td>
</tr>
<tr>
<td>GEN 230 Creative Expression (3)</td>
<td></td>
</tr>
<tr>
<td>GEN 240 Scientific Discovery (3)</td>
<td></td>
</tr>
<tr>
<td>GEN 410 Baccalaureate Capstone I (3)</td>
<td></td>
</tr>
<tr>
<td>GEN 411 Baccalaureate Capstone II (3)</td>
<td></td>
</tr>
<tr>
<td>MAT 114 Intermediate Algebra (Or above, as determined by placement test. Students who meet the math competency must substitute a Liberal Arts &amp; Sciences Elective) (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>
<td></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 (3)</td>
<td></td>
</tr>
<tr>
<td>ENG 210 Introduction to Creative Writing (3)</td>
<td></td>
</tr>
<tr>
<td>ENG 215 Introduction to World Literature (3)</td>
<td></td>
</tr>
<tr>
<td>ENG 305 British Literature: Middle Ages to the Eighteenth Century (3)</td>
<td></td>
</tr>
<tr>
<td>ENG 315 British Literature: Late Eighteenth Century through the Twentieth Century (3)</td>
<td></td>
</tr>
<tr>
<td>ENG 325 American Literature: Colonial to the Civil War (3)</td>
<td></td>
</tr>
<tr>
<td>ENG 335 American Literature: Civil War through the Twentieth Century (3)</td>
<td></td>
</tr>
<tr>
<td>ENG 365 Ethnic Literature in America (3)</td>
<td></td>
</tr>
<tr>
<td>ENG 435 Major Literary Figures (3)</td>
<td></td>
</tr>
<tr>
<td>ENG 460 Literary Theory &amp; Criticism: English Seminar (3)</td>
<td></td>
</tr>
</tbody>
</table>

**Major Electives (9 credits)**

Choose one (1) of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 300 Fiction Workshop (3)</td>
<td></td>
</tr>
<tr>
<td>ENG 310 Poetry Workshop (3)</td>
<td></td>
</tr>
<tr>
<td>ENG 320 Drama Workshop (3)</td>
<td></td>
</tr>
<tr>
<td>ENG 477 English Field Experience (3)</td>
<td></td>
</tr>
</tbody>
</table>

Choose two (2) of the following:

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

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

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

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

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

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

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

May include any college course. Electives must be chosen in consultation with the Department Chair 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 Department Chair and/or appropriate Program Director before scheduling any electives.

**Optional Concentrations: Creative Writing or Professional Writing**

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

**Creative Writing**

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

**Professional Writing**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 260</td>
<td>Business and Professional Writing (3)</td>
</tr>
<tr>
<td>ENG 360</td>
<td>Advanced Report and Proposal Writing (3)</td>
</tr>
<tr>
<td>ENG 477</td>
<td>English Field Experience (3)</td>
</tr>
<tr>
<td>COM 200</td>
<td>Digital Media Production (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 Interdisciplinary Studies Department 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.

Because of the unique nature of the program, an individual interested in obtaining the Liberal Studies degree should consult with the department chair 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>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEN 110 Introduction to Critical Thinking</td>
<td>3</td>
</tr>
<tr>
<td>ENG 100 College Writing I</td>
<td>3</td>
</tr>
<tr>
<td>ENG 110 College Writing II or ENG 200</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>
</tbody>
</table>

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

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

#### Free Elective Component (27 credits)

May include any College course: Because of the limited number of elective hours required for the associate degree, the in-depth concept and theme topics are not required. However, students are encouraged to organize their electives according to their future career and educational goals. In addition, students are counseled to select courses which may later lead to a baccalaureate degree.

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

General Education Core (33 credits)

ENG 110 College Writing II (3)
ENG 200 Analytical Writing (3)
GEN 110 Introduction to Critical Thinking (Required of first-year students; all other students must substitute a Free Elective.) (3)
GEN 220 A Global Perspective on Colonial North America (3)
GEN 230 Creative Expression (3)
GEN 240 Scientific Discovery (3)
GEN 410 Baccalaureate Capstone I (3)
GEN 411 Baccalaureate Capstone II (3)
MAT 114 Intermediate Algebra (Students who meet the math competency must substitute a Free Elective.) (3)
MAT 201 Statistics and Society (3)
SPE 130 Fundamentals of Public Speaking (3)

Experiential Learning (3 credits)
Any 377/477 level course

Liberal Arts and Sciences Courses (36 credits)

ENG 205 Introduction to Literature or ENG 215 Introduction to World Literature (3)
Choose any five courses from the following disciplines (15):
APY 100 Introduction to Anthropology (3)
ECO 200 Macroeconomics or ECO 201 Microeconomics (3)
GEO 110 Physical Geography (3)
HIS 100 Western Civilization or HIS 101 World Cultures or
HIS 140 Early United States History or HIS 150 Contemporary United States History (3)
POL 100 Introduction to Political Science or POL 101 United States Government (3)
PSY 100 Introduction to Psychology (3)
SOC 100 Introduction to Sociology (3)

Liberal Arts and Sciences Electives (18 credits)
Choose six 300/400 level liberal arts and sciences electives, including: APY, ART, BIO, CHE, CHI, CRJ, DAN, ECO, ENG, FRE, GEN, GEO, HIS, HUM, MAT, MMS, MUS, PHI, PHY, POL, PSY, RDG, SSC, SOC, SPA, SPE, or THE course

Free Elective Component (48 credits)
May include any College course

Total 120 credit hours
MATHEMATICS

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

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

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

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

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

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

Students will complete a program that is anchored by Analysis, Algebra and Topology, which is at the root of study for nearly any mathematical endeavor that they may wish to pursue. Majors can tailor this program to areas of Science or Business via free electives, as well as special areas of Mathematics from a variety of independent study topics that are close to current faculty interests. Students are required to take Topology and Complex Analysis.

CREDIT DISTRIBUTION
General Education Core (33 credits)

ENG 110 College Writing II (3)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 200</td>
<td>Analytical Writing</td>
<td>(3)</td>
</tr>
<tr>
<td>GEN 110</td>
<td>Introduction to Critical Thinking</td>
<td>(3)</td>
</tr>
<tr>
<td>GEN 220</td>
<td>Global Perspective on Colonial North America</td>
<td>(3)</td>
</tr>
<tr>
<td>GEN 230</td>
<td>Creative Expressions</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 251</td>
<td>Calculus I</td>
<td>(3)</td>
</tr>
<tr>
<td>MAT 381</td>
<td>Statistics and Probability I</td>
<td>(3)</td>
</tr>
<tr>
<td>SPE 130</td>
<td>Fundamentals of Public Speaking</td>
<td>(3)</td>
</tr>
<tr>
<td></td>
<td><strong>Major Requirements (36 credits)</strong></td>
<td></td>
</tr>
<tr>
<td>MAT 151</td>
<td>Trigonometry/Geometry</td>
<td>(3)</td>
</tr>
<tr>
<td>MAT 182</td>
<td>Discrete Math</td>
<td>(3)</td>
</tr>
<tr>
<td>MAT 252</td>
<td>Calculus II</td>
<td>(3)</td>
</tr>
<tr>
<td>MAT 255</td>
<td>Number Theory</td>
<td>(3)</td>
</tr>
<tr>
<td>MAT 260</td>
<td>Linear Algebra</td>
<td>(3)</td>
</tr>
<tr>
<td>MAT 261</td>
<td>Calculus III</td>
<td>(3)</td>
</tr>
<tr>
<td>MAT 342</td>
<td>Abstract Algebra</td>
<td>(3)</td>
</tr>
<tr>
<td>MAT 361</td>
<td>Differential Equations</td>
<td>(3)</td>
</tr>
<tr>
<td>MAT 382</td>
<td>Statistics and Probability II</td>
<td>(3)</td>
</tr>
<tr>
<td>MAT 421</td>
<td>Real Variables</td>
<td>(3)</td>
</tr>
<tr>
<td>MAT 442</td>
<td>Complex Analysis</td>
<td>(3)</td>
</tr>
<tr>
<td>MAT 450</td>
<td>Topology</td>
<td>(3)</td>
</tr>
<tr>
<td></td>
<td><strong>Liberal Arts and Sciences Courses (20 credits)</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Two humanities electives</td>
<td>(6 credits)</td>
</tr>
<tr>
<td></td>
<td>Two social sciences electives</td>
<td>(6 credits)</td>
</tr>
<tr>
<td></td>
<td>Two-course science sequence</td>
<td>(8 credits)</td>
</tr>
<tr>
<td>PHY 200</td>
<td>Principles of Physics I</td>
<td>(3)</td>
</tr>
<tr>
<td>PHY 201</td>
<td>Principles of Physics II</td>
<td>(3)</td>
</tr>
<tr>
<td>CHE 200</td>
<td>General Chemistry I</td>
<td>(3)</td>
</tr>
<tr>
<td>CHE 201</td>
<td>General Chemistry II</td>
<td>(3)</td>
</tr>
<tr>
<td></td>
<td><strong>Free Electives (33 credits)</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>May include any College course</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total Credit Hours 122</strong></td>
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</table>
PSYCHOLOGY

<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 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

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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

## General Education Core (33 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 110 College Writing II</td>
<td>3</td>
</tr>
<tr>
<td>ENG 200 Analytical Writing</td>
<td>3</td>
</tr>
<tr>
<td>GEN 110 Introduction to Critical Thinking (Required of first-year students; all other students must substitute a Liberal Arts and Sciences Elective.)</td>
<td>3</td>
</tr>
<tr>
<td>GEN 220 A Global Perspective on Colonial North 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 (Students who meet the math competency must substitute a Free Elective.)</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>

## Major Requirements (45 credits)

### Required courses (18 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 100 Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 207 Psychological Statistics</td>
<td>3</td>
</tr>
<tr>
<td>PSY 250 Research Methods in Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 350 Psychology Research and Writing</td>
<td>3</td>
</tr>
<tr>
<td>PSY 370 Abnormal Human Behavior</td>
<td>3</td>
</tr>
<tr>
<td>PSY 377 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 229, PSY 230, PSY 240, PSY 247, PSY 298, 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, MMS, 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 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.

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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 II</td>
<td>3</td>
</tr>
<tr>
<td>ENG 200 Analytical Writing</td>
<td>3</td>
</tr>
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</tr>
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<td>3</td>
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<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>
</tr>
</tbody>
</table>

**Major Requirements (54 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 101 Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ECO 201 Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECO 260 Econometrics I</td>
<td>3</td>
</tr>
<tr>
<td>ECO 261 Econometrics II</td>
<td>3</td>
</tr>
<tr>
<td>ECO 380 Economics of Sports</td>
<td>3</td>
</tr>
<tr>
<td>MGT 175 Management Concepts and Communication</td>
<td>3</td>
</tr>
<tr>
<td>MGT 240 Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>MGT 335 Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>MGT 420 Strategic Management I</td>
<td>3</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>MIS 240</td>
<td>Management Information Systems</td>
</tr>
<tr>
<td>PSY 385</td>
<td>Sport Psychology</td>
</tr>
<tr>
<td>SOC 301</td>
<td>Sociology of Sport</td>
</tr>
<tr>
<td>SPM 220</td>
<td>Management and Leadership in Sport Organizations</td>
</tr>
<tr>
<td>SPM 320</td>
<td>Sport Marketing and Promotion</td>
</tr>
<tr>
<td>SPM 325</td>
<td>Legal and Ethical Issues in Sport and Recreation</td>
</tr>
<tr>
<td>SPM 335</td>
<td>Sport Event Management</td>
</tr>
<tr>
<td>SPM 340</td>
<td>History and Philosophy of Sport</td>
</tr>
<tr>
<td>SPM 400</td>
<td>Sport Facility Planning and Management</td>
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</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>SPM 377</td>
<td>Field Experience I</td>
<td>3</td>
</tr>
<tr>
<td>SPM 477</td>
<td>Field Experience II</td>
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</table>

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

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

**Free electives (12 credits)**

May include any College course.

**Total 120 credit hours**
VETERINARY TECHNOLOGY

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

PROGRAM DESCRIPTION

This rigorous program accredited by the American Veterinary Medical Association (AVMA) combines professional, liberal arts, basic sciences, and two Preceptorship (field experience) requirements. Students will earn an Associate Degree (A.S.) and also have the opportunity to apply all credits towards a Bachelor’s Degree (B.S.). The Associate Degree entails seventy-two credits over two academic years, but may be adjusted to accommodate a student’s special needs. The Bachelor’s Degree can be obtained after two additional years of study and will include specialization courses in Veterinary Technology, upper level sciences and diverse General Education topics. Students may also choose the Pre-Veterinary pathway and complete prerequisite courses for application to Veterinary schools.

The Veterinary Technology program focuses on laboratory testing techniques, clinical assisting and animal nursing procedures in modern state-of-the-art facilities. Diagnostics, treatments, and medical ethics are stressed. Lecture sessions utilize computer-assisted instruction and technological “smart classrooms,” with an emphasis on clinical courses and hands-on laboratory exercises. “Reality-based” teaching techniques, including the use of case-studies and interactive computer-based activities, connect classes and clinical laboratory experiences with current veterinary practice. These are complemented with two off-campus Preceptorships. The Buffalo Zoo, Erie County SPCA, Roswell Park Cancer Institute, SUNY Buffalo, Veterans Hospital and local Buffalo and Rochester Veterinary Hospitals cooperate with Medaille College.

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.

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. – 60 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 II</td>
<td>3</td>
</tr>
<tr>
<td>GEN 110 Introduction to Critical Thinking</td>
<td>3</td>
</tr>
<tr>
<td>(Required of first-time freshmen students; transfer students may substitute a Liberal Arts or Sciences Elective.)</td>
<td></td>
</tr>
<tr>
<td>SPE 130 Fundamentals of Public Speaking</td>
<td>3</td>
</tr>
</tbody>
</table>

### Major Requirements (36 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>
<td>1</td>
</tr>
<tr>
<td>VET 230 Pharmacy and Pharmacology</td>
<td>3</td>
</tr>
</tbody>
</table>

### Experiential Learning (5 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>VET 177 Preceptorship I</td>
<td>2</td>
</tr>
<tr>
<td>VET 277 Preceptorship II</td>
<td>3</td>
</tr>
</tbody>
</table>

### Mathematics/Sciences Component (21 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 170 Comparative Anatomy and Physiology I</td>
<td>5</td>
</tr>
<tr>
<td>BIO 171 Comparative Anatomy and Physiology II</td>
<td>5</td>
</tr>
<tr>
<td>BIO 200 Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>CHE 145 Chemistry for the Health Sciences</td>
<td>4</td>
</tr>
<tr>
<td>MAT 112 Mathematics for the Sciences</td>
<td>3</td>
</tr>
</tbody>
</table>

### Liberal Arts and Sciences Elective Component (6 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>May include any APY, ART, BIO, CHE, CHI, CRJ, ECO, ENG, FRE, GEN, GEO, HIS, HUM, MAT, MMS, PHI, PHY, POL, PSY, RDG, SSC, SOC, SPA, SPE, or THE course.</td>
<td></td>
</tr>
</tbody>
</table>

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 Department Chair for appropriate course selections.
### CREDIT DISTRIBUTION (B.S. – 120 CREDIT HOURS)
#### General Education Core (30 credits)

<table>
<thead>
<tr>
<th>Course</th>
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</tr>
</thead>
<tbody>
<tr>
<td>ENG 110 College Writing II (3)</td>
<td></td>
</tr>
<tr>
<td>ENG 200 Analytical Writing (3)</td>
<td></td>
</tr>
<tr>
<td>GEN 110 Introduction to Critical Thinking (Required of first-time freshmen students; all other students must substitute a Liberal Arts or Sciences Elective.) (3)</td>
<td></td>
</tr>
<tr>
<td>GEN 220 A Global Perspective on Colonial North America (3)</td>
<td></td>
</tr>
<tr>
<td>GEN 230 Creative Expression (3)</td>
<td></td>
</tr>
<tr>
<td>GEN 410 Baccalaureate Capstone I (3)</td>
<td></td>
</tr>
<tr>
<td>GEN 411 Baccalaureate Capstone II (3)</td>
<td></td>
</tr>
<tr>
<td>MAT 114 Intermediate Algebra (Students wishing to transfer a College math must successfully complete the Medaille College Waiver Exam.) (3)</td>
<td></td>
</tr>
<tr>
<td>MAT 201 Statistics and Society or BIO 301 Epidemiology &amp; Biostatistics (3)</td>
<td></td>
</tr>
<tr>
<td>SPE 130 Fundamentals of Public Speaking (3)</td>
<td></td>
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</tbody>
</table>

#### Major Requirements (31 credits)

<table>
<thead>
<tr>
<th>Course</th>
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</tr>
</thead>
<tbody>
<tr>
<td>VET 100 Introduction to Veterinary Technology (3)</td>
<td></td>
</tr>
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<td>VET 120 Introduction to Laboratory Animal Science (3)</td>
<td></td>
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<tr>
<td>VET 126 Animal Parasitology (2)</td>
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<tr>
<td>VET 202 Small Animal Diseases and Nutrition (3)</td>
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</tr>
<tr>
<td>VET 204 Veterinary Clinical Laboratory Techniques (3)</td>
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<tr>
<td>VET 206 Handling and Care of Exotics (2)</td>
<td></td>
</tr>
<tr>
<td>VET 208 Veterinary Diagnostic Imaging (2)</td>
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<tr>
<td>VET 222 Farm Animal Restraint, Diseases, and Nutrition (3)</td>
<td></td>
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<tr>
<td>VET 224 Surgical Nursing and Anesthesiology (3)</td>
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<tr>
<td>VET 226 Veterinary Practice Management (3)</td>
<td></td>
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<td>VET 228 Gross and Clinical Pathology (1)</td>
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<td>VET 230 Pharmacy and Pharmacology (3)</td>
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#### Experiential Learning (5 credits)

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<tbody>
<tr>
<td>VET 177 Preceptorship I (2)</td>
<td></td>
</tr>
<tr>
<td>VET 277 Preceptorship II (3)</td>
<td></td>
</tr>
</tbody>
</table>

#### Veterinary Technology Electives (15 credits)

VET (Any) Veterinary Technology Electives (6) Student must choose 2 courses from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>VET 130 Basic Introduction To Horses</td>
<td></td>
</tr>
<tr>
<td>VET 232 Horse And Stable Management</td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------</td>
</tr>
<tr>
<td>VET 298</td>
<td>Special Topic In Veterinary Technology</td>
</tr>
<tr>
<td>VET 299</td>
<td>Independent Study In Veterinary Technology</td>
</tr>
<tr>
<td>VET 300/400</td>
<td>level (any)</td>
</tr>
<tr>
<td>300/400 level Veterinary Technology Electives (9)</td>
<td>Student must choose 3 courses from the following:</td>
</tr>
<tr>
<td>VET 300</td>
<td>Veterinary Dentistry: Principles And Practices</td>
</tr>
<tr>
<td>VET 301</td>
<td>Dental Radiography</td>
</tr>
<tr>
<td>VET 320</td>
<td>Advanced Laboratory Animal Science</td>
</tr>
<tr>
<td>VET 326</td>
<td>Equine Nutrition And Physiology</td>
</tr>
<tr>
<td>VET 340</td>
<td>Applied Animal Behavior For Veterinary Practice: Part I</td>
</tr>
<tr>
<td>VET 355</td>
<td>Pain Management In Animals</td>
</tr>
<tr>
<td>VET 360</td>
<td>Patient Management And Therapeutics In Emergency Medicine And Critical Care</td>
</tr>
<tr>
<td>VET 398</td>
<td>Special Topic In Veterinary Technology</td>
</tr>
<tr>
<td>VET 400</td>
<td>Advanced Dental Techniques</td>
</tr>
<tr>
<td>VET 401</td>
<td>Specialization In Veterinary Dentistry</td>
</tr>
<tr>
<td>VET 440</td>
<td>Applied Animal Behavior For Veterinary Practice: Part II</td>
</tr>
<tr>
<td>VET 450</td>
<td>Anesthesia For Canine And Feline High Risk Patients</td>
</tr>
<tr>
<td>VET 460</td>
<td>Small Animal Emergency And Critical Care I</td>
</tr>
<tr>
<td>VET 461</td>
<td>Small Animal Emergency And Critical Care II</td>
</tr>
<tr>
<td>VET 498</td>
<td>Independent Study In Veterinary Technology</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 170</td>
<td>Comparative Anatomy and Physiology I (5)</td>
</tr>
<tr>
<td>BIO 171</td>
<td>Comparative Anatomy and Physiology II (5)</td>
</tr>
<tr>
<td>BIO 200</td>
<td>Microbiology (4)</td>
</tr>
<tr>
<td>CHE 145</td>
<td>Chemistry for the Health Sciences (4)</td>
</tr>
<tr>
<td>ENG</td>
<td>(Any Literature course) (3)</td>
</tr>
<tr>
<td>MAT 112</td>
<td>Mathematics for the Sciences (Students who meet the math competency by placement) (3)</td>
</tr>
</tbody>
</table>

**Liberal Arts and Sciences Electives (9 credits)**

Choose three 300/400 level courses. May include any APY, ART, BIO, CHE, CHI, CRJ, ECO, ENG, FRE, GEN, GEO, HIS, HUM, MAT, MMS, 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.
VISUAL AND DIGITAL ARTS

The Visual and Digital Arts program is currently on enrollment hiatus, and not accepting incoming first-year or transfer students as of fall 2010.

ALP DEGREE PROGRAMS

Note: Information regarding the following undergraduate degree programs offered through the Medaille College School of Adult and Graduate Education (SAGE) may be found in program specific handbooks. Please refer to these handbooks for admissions requirements, fees/tuition, program & courses descriptions, and other policies pertaining to those programs. SAGE’s undergraduate programs include:

- A.S. in Business
- B.B.A. in Business
- B.B.A. in Information Systems
- B.P.S in Health Information Administration
- B.S. in Homeland Security
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.

www.medaille.edu
**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.

**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.
ART

ART 214 SURVEY OF WORLD ART I: ANCIENT THROUGH MEDIEVAL
A survey of world art and architecture from prehistory to 1400 CE. Includes slide lectures, art videos, and field trip(s). Three credit hours. Prerequisites: ENG 110/ENG 111. Offered fall semester.

ART 215 SURVEY OF WORLD ART II: RENAISSANCE THROUGH MODERN
A survey of world art and architecture from approximately 1400 CE to 1940, with an emphasis on Western art. Includes slide lectures, art videos, and field trip(s). Three credit hours. Prerequisites: ENG 110/ENG 111. Offered spring semester.

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.

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 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/MMS 377 FIELD EXPERIENCE
Observational and “hands-on” work experience in a visual art or media-related placement situation. A total of 30 hours is required for each credit hour of field experience. Restricted to Visual and Digital Arts majors. One to three credit hours. Prerequisites: Sophomore Standing and 2.5 Cumulative GPA. Offered as needed.

ART 398 SPECIAL TOPIC IN ART
Topic to be specified each semester course offered.

ART 405 SENIOR EXHIBITION
A studio course designed to provide Visual and Digital Arts majors with the opportunity and challenge to create an exhibition of artwork as a culmination of course of study. Four credit hours. Prerequisites: Senior standing. Offered as needed.

ART 420 ADVANCED PAINTING
A continuation of ART 320, Painting. A studio course designed to develop perceptual skills, critical judgment, and the ability to paint in oils. Three credit hours. Prerequisites: ART 320. Offered as needed.

ART 460 PHOTOGRAPHY: ALTERNATIVE PROCESSES
An advanced look at photography using alternative processing techniques. This course will show students that photography is a broad medium that encompasses a wide variety of techniques beyond that of black and white photography. Students will discuss where their inspiration comes from, initiate a plan for creating images using various lighting, camera, darkroom and digital techniques. Each assignment will profile a different technique including but not limited to: hand coloring, cyanotype, Platinum and Palladium printing, digital imaging, Polaroid emulsion transfers, Polaroid manipulations, pin hole photography and much more. Course work will include lectures, hands-on experience, demonstrations, studio experience, and off-campus field trips. Students will create an alternative process notebook as well as a final portfolio. Three credit hours. Prerequisites: ART 260. Offered as needed.

ART 498 INDEPENDENT STUDY IN ART
Topic to be specified each semester course offered.
BIOLOGY

BIO 101 BIOLOGY
An introduction to biological processes and principles including: (1) the nature of science, (2) origin of life and evolution, (3) the chemical basis of life, (4) cells and cellular events, (5) reproduction and genetics, (6) plant structure and function, and (7) ecosystems. Contemporary applications of these topics will be discussed. A laboratory will introduce students to the use of the scientific method by combining experiments, observations, measurements and analyses. Three credit hours. Offered 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.

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.

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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.

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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.

BUSINESS

BUS 298 SPECIAL TOPIC IN BUSINESS
Topic to be specified each semester course offered.

BUS 320 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.

BUS 398 SPECIAL TOPIC IN BUSINESS
Topic to be specified each semester course offered.

BUS 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.

BUS 498 INDEPENDENT STUDY IN BUSINESS
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 print, radio, and television. The course will also examine technological breakthroughs (innovations) within the field and their effects on the experience of various audiences, including the merging of mass and interpersonal communication. Prerequisites: None. Three credit hours. Offered fall semester.

COM 110 JOURNALISM: ORGANIZATION AND PRACTICE
This course is an examination of the basic tenets of newspaper journalism—how to research, organize and write a story. This course also covers internal structures of a newspaper: advertising, circulation and editorial policies and practices. Newspaper censorship and libel laws will also be discussed. Includes field trips and guest lecturers. Three credit hours. Prerequisites: ENG 110/ENG 111. Offered fall and spring semesters.

COM 130 BROADCASTING: PRINCIPLES AND PRACTICE
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. Prerequisites: None. Three credit hours. Offered fall semester.

COM 150 MEDIA PROMOTION: ORGANIZATION AND PRACTICE
The purpose of this course is to introduce media undergraduates 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. Prerequisites: None. Three credit hours. Offered spring semester.

COM 200 DIGITAL MEDIA PRODUCTION
An introduction to digital production and multimedia techniques using video, audio, graphics, and photograph. This course provides students with a critical understanding of visual storytelling from the shaping of ideas to shooting, capturing and editing a final product. Student will also be introduced to the idea of “backpack journalism” as well as the skills involved in creating media presentations for multiple formats and technological outlets. Three credit hours. Prerequisites: COM 101 and COM 130.

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.

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COM 211 WRITING FOR MEDIA
This course is intended to provide the students with an opportunity to practice non-persuasive and persuasive writing for mass media audiences. This course will introduce 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/ENG 201. 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 BASIC DESKTOP PUBLISHING AND 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 department’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 department’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.

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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. Offered fall and spring semesters.

COM 330 TELEVISION PRODUCTION TECHNIQUES
A study and implementation of current television production methods and equipment. Students learn the basic concepts of shooting, editing, lighting, producing and directing television program material. Student will also be introduced to the concept of producing video material for the Internet. Three credit hours. Prerequisites: COM 130 Broadcasting: Principles and Practices. Offered as needed.

COM 336 BROADCAST NEWS JOURNALISM
A course which covers the operation of radio and television station newsrooms. Concentrates on techniques of reporting and editing news for an audio audience as well as practical instruction development of visual ideas for those media. Students will visit area radio and television newsrooms. Three credit hours. Prerequisites: COM 110, COM 130, and ENG 110/ENG 111. Offered as needed.

COM 355 THE THEORY OF MEDIA CRITICISM
This course will not only allow Communication and non-Communication majors to become more articulate in their appraisal of media content, but it also will teach them how to assess the validity of other reviews of media content. The course will review form and content of all areas of media and the arts, including radio, television, print, and graphic art. Three credit hours. Prerequisites: ENG 200/ENG 201 and junior standing. Offered fall and spring semesters.

COM 377 FIELD EXPERIENCE II
This internship course offers students a structured, supervised opportunity to design their own learning within the context of their department’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 department’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 department’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 department’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
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: ENG 200 and COM 150. 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 the 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. Five to six 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 department’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 department’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 155 COMPUTER APPLICATIONS IN EARLY CHILDHOOD AND CHILDHOOD 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-six years). The instruction stresses management/administrative software used in the field on PCs and PC software that a teacher in early childhood and childhood education would likely encounter or want to use to perform well the duties expected of a teacher. Three credit hours. Prerequisites: none. Offered every spring semester; offered fall as needed.

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.
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 department’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; and POL 101. 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 department chair. This internship course offers students a structured, supervised opportunity to design their own learning within the context of their department’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.
ECONOMICS

ECO 200 MACROECONOMICS
Macroeconomics is a study of the national economy as an aggregate. The course includes a study of the determinants of the general price level, the rate of inflation, national income and production levels, monetary and budgetary policies, and unemployment. Three credit hours. Prerequisites: none. Offered fall semester.

ECO 201 MICROECONOMICS
Microeconomics focuses upon an analysis of utility and price elasticity within the framework of the American capitalistic system. An investigation is made of basic market structures with strong emphasis upon oligopoly and real work issues of industrial organizations. Three credit hours. Prerequisites: none. Offered spring semester.

ECO 260 ECONOMETRICS I
This course provides students with an introduction to statistics and its applications in business and economics. The course concerns itself with the application of statistics and the tools of statistical inference to the empirical measurement and testing of relationships postulated by economic theory. This will be accomplished through a comprehensive coverage of statistical concepts and strategies providing good preparation for the study of more advanced statistical material. The course will provide numerous applications of data analysis and statistical methodology offering considerable insights into the techniques by which data should be gathered as well as into the techniques through which a particular set of data should be analyzed once it has been gathered. Three credit hours. Prerequisites: MAT 114. Offered fall semester.

ECO 261 ECONOMETRICS II
This course is a continuation of ECO 260. Statistical topics to be covered include design of experiments, analysis of variance, simple regression, multiple regression, model building, index numbers, forecasting, time series, chi-square and nonparametric statistics. The estimation and testing of linear economic models of two or more variables, statistical quality control, and decision 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 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. The students will utilize reflective practice and culturally responsive approaches. The course will also examine how these trends impact school organization, personnel and school curricula. Three credit hours. Prerequisites: none. Offered fall semester.

**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 middle 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 all 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 field work for at least ten (10) hours beyond class time. Three credit hours. Prerequisites: none.

EDU 237 ADOLESCENT READER AND WRITER WITH FIELDWORK
This course offers the student an in-depth study of the skills necessary to enable the adolescent school teacher to assist the adolescent learner in developing appropriate literacy skills. The student will formulate a definition of reading. Students will develop materials appropriate for a balanced adolescent school literacy program including literature circles, word recognition skills, vocabulary, and comprehension. Students will also have the opportunity to assess an adolescent’s literacy level to better plan instruction. Field work for at least ten (10) hours beyond class time will be included. Offered fall semester.

EDU 240 LITERACY I: LANGUAGE DEVELOPMENT AND PRE-EMERGENT LITERACY
This is an in-depth study of the development of literacy instruction in early childhood education. Students will study the research which focuses on oral language development and its role as the foundation for literacy. Students will study phonological awareness, print awareness, and early reading and writing skills. Long-term plans for supporting the literacy development of young children will be developed using multi-level and culturally responsive approaches. These plans will include literacy-rich environments, play-settings, and opportunities for the young child to engage in developmentally appropriate talking, reading, and writing experiences which will include Read Alouds, Shared Reading, Independent Reading, Shared/Interactive Writing, and Independent Writing. Students will be exposed to high quality children’s literature including a variety of genres. Current preschool programs will be studied and emphasis will be placed on the home-school connection. New York Early Learning Standards will be introduced for early literacy instruction from Birth to Kindergarten. A minimum of ten (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 Reading. 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. In addition, the elements of literacy assessment for the emergent and early reader will be studied, modeled, and practiced. Students will work to develop the critical understanding that assessment drives instruction. The New York State English Language Arts Standards will be explored for emergent to early readers. A minimum of ten (10) participation hours are required. Three credit hours. Prerequisites: EDU 240. Offered fall semester.

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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. 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). The use of technology will be integrated into instruction. The Writing Process will be discussed, modeled, 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. The New York State English Language Arts Standards will be explored for transitional and fluent readers. A minimum of ten (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 opportunities to review literature for discussion, prepare materials for workshops or presentations, and debate issues. During this time, the student will explore such topics as substance and child abuse, health issues, abduction, school violence, and other relevant topics of concern. Zero (0) credit hours. Prerequisites: junior standing or earned Baccalaureate degree. Students will have the option of completing both requirements for New York State (Child Abuse and Safe Legislation) online. They can also choose to take the course EDU 340 for no credit. Offered fall and spring semester.

EDU 345 MIDDLE SCHOOL CHILD AND CURRICULUM
This course investigates the characteristics common to the middle school child. It examines areas of concern and effective teaching methods that can be employed by the middle school educator in congruence with the New York State Standards for Learning and in light of the inclusive, classroom setting. Three credit hours. Prerequisites: junior standing in Education. Offered spring semester.

EDU 350 EDUCATION METHODS AND MATERIALS: CREATIVE ARTS
This course provides study and application of methods and materials to integrate art and music in the elementary classroom setting. One credit hour. Prerequisites: junior standing in Elementary Education. Offered fall and spring semesters.

EDU 351 EDUCATION METHODS AND MATERIALS: GENERIC CORE
This course provides study and application of methods and materials appropriate for the understanding and implementation of a variety of “generic” situations appropriate for an elementary classroom setting. Three credit hours. Prerequisites: junior standing in Elementary Education or earned Baccalaureate degree. Offered fall and spring semesters.

EDU 352 EDUCATION METHODS AND MATERIALS: LANGUAGE ARTS
This course provides study and application of methods and materials appropriate for English language arts in an elementary classroom setting. Two credit hours. Prerequisites: EDU 233, EDU 235, SPE 130, ENG 200/ENG 201, and junior standing in Elementary Education. Offered fall and spring semesters.

EDU 353 EDUCATION METHODS AND MATERIALS: MATHEMATICS
The study and application of methods and materials appropriate for the teaching of mathematics in the elementary school. Two credit hours. Prerequisites: junior standing in Elementary Education. Offered fall and spring semesters.

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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 be familiarized with instructional methods used to accommodate diverse learners in Birth-2 and 1-6 classrooms. Using the conceptual framework of balanced literacy 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 Learning Standards. A minimum of five (5) 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 Learning Standards for grades birth to 6. A minimum of five (5) 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. Instructional methods that meet the needs of diverse learners will be utilized in class. Students will plan, teach, and assess from the perspective of practical application. Students will design multi-level, culturally responsive instruction. The use of technology will be integrated into instruction. Lessons will be aligned with the New York State Learning Standards for grades birth to sixth. A minimum of five (5) 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. Students will design multi-level, culturally responsive instruction. The use of technology will be integrated into instruction. A minimum of five (5) participation hours are required. Three credit hours. Prerequisites: EDU 210, EDU 223, EDU 240, EDU 241, EDU 242.

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 campus and site-based. The students will be assigned experiences that relate to their certification levels: early Childhood (B-2), and Childhood (1-6). A professional portfolio and journal will be developed which includes reflective practice. Students will complete a minimum of one hundred (100) hours. Three credit hours. Prerequisites: All 100 and 200 level courses and a 2.5 cumulative GPA; or earned Baccalaureate Degree. Offered fall and spring semesters.

EDU 398 SPECIAL TOPIC IN EDUCATION
Topic to be specified each semester course offered.

EDU 465 CONTENT AREA LITERACY
The students will explore the role of reading and writing in the content areas. Various methods and strategies for teaching and improving reading and writing in the content areas will be identified. Students will develop materials using various strategies for developing vocabulary, comprehension, and study skills in the content areas. Three credit hours. Prerequisites: EDU 233. Offered fall and spring semesters.

EDU 466 CONTENT AREA LITERACY AND CHILDREN’S LITERATURE
The students will explore the role of reading and writing in the content areas. Various methods and strategies for teaching and improving reading and writing in the content areas will be researched and identified. Using the framework of a balanced literacy framework and reflective practice, students will use this knowledge to develop multi-level, culturally responsive instruction using various strategies for developing vocabulary, comprehension, and study skills in the content areas. The use of technology will be integrated into instruction. Lessons will be aligned with New York State Learning Standards. Three credit hours. Prerequisites: EDU 210, 223, 240. Offered fall semester.

EDU 469 FOUNDATIONS OF EDUCATION
Provides the major block of work in educational theory; examination of current and anticipated educational trends from the sociological, philosophical, and historical perspectives. Three credit hours. Prerequisites: Senior standing in Elementary Education. Offered fall and spring semesters.

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 SEMINARS: CAREER AND OCCUPATIONAL STUDIES | EDU 478-B (EARLY CHILDHOOD)/EDU 478-C (CHILDHOOD)
This course provides students will on-site experience. The student will be assigned three situations, Early childhood (B-2), Childhood (1-6) primary and intermediate levels. A professional portfolio and journal will be completed. Students will gain experience in using the New York State Learning Standards in each of the academic and content areas. Students will also, though seminars, become familiar with the New York State Learning Standards for Career Development and Occupational Studies. A minimum of forty (40) days of student teaching is required. Twelve credit hours. Prerequisites: All EDU 100, 200, and 300 level courses and a 2.5 cumulative GPA. Offered fall/spring semester.

EDU 480 ADOLESCENT STUDENT TEACHING | EDU 480-I (INTERMEDIATE)/EDU 480-S (SENIOR)
This course provides students with full-time on-site immersion experiences in middle and high school settings with time being equally divided between general and special education classrooms. Students will put their pedagogical knowledge and skills into practice to include planning for, instructing, assessing, and managing/supporting students in secondary classrooms, as well as become acquainted with the personnel and functions of the school in which they teach. Each student will have at least two different supervisors; that is, one in general education with individual content specialty and the second a Special Education faculty from the School of Education. Three credit hours. Prerequisites: EDU 364.

EDU 481 ADOLESCENT STUDENT TEACHING SEMINAR
This course provides the Adolescent Teaching candidate with content area and pedagogical support for their full time on-site experience. Students will be given the opportunity to connect what is viewed in classroom settings to research about pedagogy through the development of a lesson plan data base which illustrates curriculum development, lesson and differentiated instructional planning, curricular adaptations and instructional strategies in the student’s area of concentration. Attention will also be paid to the relationship between the general education and special education curriculum and the process of collaboration and co-teaching in inclusive settings. Three credit hours. Prerequisites: EDU 364.

EDU 498 INDEPENDENT STUDY IN EDUCATION
Topic to be specified each semester course offered.
ENGLISH

NOTE: All new students entering the College are required to take ENG 100, ENG 110, and ENG 200 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 COLLEGE WRITING I
This course introduces students to the process of writing they will need for success in College. It increases students’ abilities to communicate confidently with others, to think clearly, and to organize ideas. Pre-writing, drafting, revising, and editing are emphasized. Students will produce a portfolio of their writings including a self assessment. 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.

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 II
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. Three credit hours. Prerequisites: ENG 100, or suitable score on the writing assessment. Offered fall and spring semesters.

ENG 111 COLLEGE WRITING II FOR INTERNATIONAL STUDENTS & SUPPLEMENTAL INSTRUCTION
This course is the equivalent of ENG 110, though it is designed to meet the needs of ESL and EFL students. The course develops the international students’ abilities to write effectively in college. Through practice with the thesis-driven essay, students gain a working awareness of how the American model of argument differs from other essay models used in other cultures. The course emphasizes organization, structure, revision, and mechanics, by introducing students to various rhetorical forms (comparison/contrast; cause-effect; process analysis; narrative.) Students will read published samples of these rhetorical forms, and, through both oral and written means, develop strategies for comprehending and developing critical judgments of texts. Students will be introduced to the accepted modes of using and citing sources in the United States. 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. Students in this course will be required to attend at least one hour of tutorial each week, while registered for this course. Three credit hours. Prerequisites: ENG 101 or equivalent and writing sample.

ENG 200 ANALYTICAL WRITING
This course is designed to follow ENG 110. 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. Three credit hours. Prerequisites: ENG 110, ENG 111, or its equivalent in transfer credits. Offered fall and spring semesters.
ENG 201 ANALYTICAL WRITING FOR INTERNATIONAL STUDENTS & SUPPLEMENTAL INSTRUCTION
This course is designed to follow ENG 111, and it is the equivalent of ENG 200 Analytical Writing, with additional support for the ESL/EFL student. It reinforces students’ skills in writing the thesis driven essay, and, in particular, the argument. In addition, 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 gain further experience using accepted modes of citing sources in the United States (MLA, APA, CBE). The course will further the students’ grasp of English grammar, style, and vocabulary. Students will present their work orally, and produce a portfolio of their written work, including a self-assessment. Students will be required to attend at least one hour of supplemental tutorial per week while registered for this course. Three credit hours. Prerequisites: ENG 111 or its equivalent from another American university or college.

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.

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 or 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 or 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: Any 200-level literature courses. 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 or 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: Any 200-level literature course. 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 or 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: Any 200-level literature course. 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.

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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: Any 200-level literature course. Offered spring semester.

ENG 345 FILM ART AND APPRECIATION
This course explores the development of film as an art form in its historical, political, and cultural contexts. Students learn to become active viewers of film through analysis of film technique, genre, and theory. Special emphasis is placed on the connections between cinematic “language” and the world of literature: not only because film and literature are closely linked in their use of narrative, but also because methods of literary analysis provide a useful avenue into film analysis. Three credit hours. Prerequisites: Any 200-level literature course. 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: Any 200-level literature course. 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 200-level literature course. 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 YOUNG ADULT LITERATURE
This course is a study of modern adolescent literature, which focuses primarily on novels, and includes poetry and drama, in the context of teaching middle and high school language arts. The course will examine the history, development, and genres of secondary school literature. Three credit hours. Prerequisites: ENG 200, any 200-level Literature course, EDU 233 or EDU 234. Offered as needed.

ENG 398 SPECIAL TOPICS IN ENGLISH
Topic specified in each semester course offered. Three credit hours. Prerequisites: ENG 200 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: Any 200-level literature course. 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. Prerequisites: Any 200-level literature course. 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: Any 200-level literature course. 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: Any 200-level literature course. 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 Secondary Education majors. Other majors may enroll with special approval from department chairs. 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 department’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 Humanities Department Chair. Three credit hours. Prerequisites: ENG 250. Offered fall and spring semesters.

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.

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ENGLISH AS A SECOND LANGUAGE

ESL 110 ORAL COMMUNICATION IN AMERICAN ENGLISH
This is an advanced English as a Second Language (ESL) speaking course which integrates the four skills of listening, speaking, reading, and writing with a special focus on speaking. Along with ENG 101 and ENG 111, ESL 110 is designed to increase 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 across the curriculum. Students are required to discuss academic topics presented in class or from class assignments, to ask and answer questions, engage in individual, team and group projects, deliver individual or group presentations, participate in structured role plays, practice pronunciation, and complete guided speaking exercises. Students are also required to attend supplemental one-on-one or group tutorial sessions while registered for this course. Three credit hours. Prerequisites: Enrollment restricted by ESL placement exam. Offered fall semester, or as needed.
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.

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.

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 A GLOBAL PERSPECTIVE ON COLONIAL NORTH AMERICA
This course examines the ways in which widely divergent cultures interacted and transformed each other and with specific environments in seventeenth and eighteenth century North America. The course uses historical, anthropological, social, economic, political, and other perspectives to assist students to develop more sophisticated understandings of the American past. Colonial North America is placed in the larger global context to understand how outside forces helped shape the region. Three credit hours. Prerequisites: GEN 110 and ENG 110/ENG 111. Offered fall and spring semesters.

GEN 220 JUSTICE AND DEMOCRACY IN AMERICA (PILOT COURSE)
This course examines the relationship between justice and democracy in America. The course will focus on a specific theme from an interdisciplinary perspective to examine critically how people differently situated in the social structure have both shaped and have been shaped by American society and government. Students will probe the relationships between political ideals and the evolution of the American culture, society, and politics; and examine the construction of categories related to identity, such as class, race, gender, religion, ethnicity, etc. In the process, students will explore the ways in which their selves relate to others in their community. Three credit hours. Prerequisites: GEN 110 and ENG 110. Offered fall and spring semesters.

GEN 230 CREATIVE EXPRESSION
Through various topics and themes by section, this course explores forms of creative expression in visual, performing, and literary arts. Students will acquire abilities and perspectives about these arts and interrelationships among them. In addition, through exploring, developing, and demonstrating their creativity in one art form, students will enhance their understanding of artistic expression. A student may not take this course more than once for credit under different topics. Three credit hours. Prerequisites: GEN 110 and ENG 110/ENG 111. Offered fall and spring semesters.

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GEN 240 SCIENTIFIC DISCOVERY
The course engages students in 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.

HEALTH AND HUMAN SERVICES

**HHS 120 THE DYNAMICS OF INTERVIEWING**
This course will provide students with an in-depth study and application of interviewing in Human Services agencies. The students will learn the purpose and mechanics of the interview. Skill application will be stressed using an Interpersonal Model which is relevant to an understanding of the interviewing process. Three credit hours. Prerequisites: none. Offered as needed.

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.
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 LEARNING IN COLLEGE
This course helps students understand the purpose and expectations of a liberal College education. In addition to giving students knowledge of and practice in academic success strategies, INT 101 provides students with opportunities to use campus resources, participate in the life of the campus, and appreciate the benefits of a diverse community. Your instructor for this course will serve as your mentor during your first year. This course is offered only to first-time freshmen on a S/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 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.

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 or 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 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: ENG 110/ENG 111. Offered spring semester.

MGT 230 HUMAN RESOURCES MANAGEMENT
This course examines the functions of human resource management within a business environment. Emphasis is placed upon the effective management of employees as a means of achieving organizational goals. Topics to be covered include the legal environment of human resources, planning and forecasting personnel needs, recruitment and employee selection, performance evaluation, employee motivational strategies, training and development, benefits management, compensation analysis and administration, labor relations in a union environment, safety and health, and employee termination. Three credit hours. Prerequisites: ENG 110/ENG 111. Offered fall and spring semester.
MGT 240 FINANCIAL MANAGEMENT
This course seeks to develop the theoretical and practical uses of financial management principles including the concepts of risk, return and value. Coverage includes financial statement analysis, forecasting, working capital management, capital budgeting and long-term financing strategies. Three credit hours. Prerequisites: ACC 101. Offered spring semester.

MGT 298 SPECIAL TOPIC IN MANAGEMENT
Topic to be specified each semester course offered.

MGT 299 BUSINESS LAW I
This course is intended to acquaint the student with the development of the law and legal reasoning. Students become familiar with legal terminology and concepts and the impact existing law has on business decision making. Topics covered in the course include: an overview of the American legal system, Federal and State courts, constitutional law, business torts, crimes, contracts and the law of sales. Three credit hours. Prerequisites: none. Offered fall semester.

MGT 301 MANAGERIAL ANALYSIS AND DECISION MAKING
This course gives an in-depth look at various quantitative analytical techniques encountered in analyzing managerial problems and making effective decisions. Topics include linear programming, sensitivity analysis, Economic Order Quantity (EOQ) models, Reorder Point (ROP) analysis, production lot-sizing, Material Requirement Planning (MRP), the just-in-time system, decision criteria, and creative problem solving techniques. Three credit hours. Prerequisites: ECO 260 or 262. 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, ECO 261, 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 621, 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.

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MGT 310 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: MGT 220 and junior standing. Offered fall semester.

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 MGT 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 department’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, MGT 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 477 FIELD EXPERIENCE II
This internship course offers students a structured, supervised opportunity to design their own learning within the context of their department’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.

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, MGT 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 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: MGT 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 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: MGT 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: MGT 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
This course introduces a range of topics from mathematics: set theory, numeration systems, number theory, geometry, and probability and statistics. It is designed for prospective elementary school teachers and for students seeking a broader understanding of the field of mathematics. Three credit hours. Prerequisites: Completion of MAT 110 or higher placement. Offered spring semester.

MAT 151 COLLEGE GEOMETRY AND TRIGONOMETRY
This course is an introductory study of the structures of Geometry and Trigonometry. Topics covered will include Trigonometric Functions, Complex Numbers, Constructions, Symbolic Logics and Proofs, Synthetic and Metric Axioms, Circles, and Analytic Geometry. Three credit hours. Prerequisites: MAT 114 or higher placement. Offered fall semester.

MAT 182 DISCRETE MATHEMATICS
This course is an introduction to non-continuous mathematics. Topics will include Logic, Proof, Matrices, Linear Programming, Counting, and Functions. Three credit hours. Offered spring semester in odd numbered years. Prerequisites: MAT 115 or higher placement.

MAT 201 STATISTICS AND SOCIETY
An introduction to data collection and interpretation, measurement, variability, survey and experiment design, statistical summarization, and statistical inference. Three credit hours. Prerequisites: Completion of MAT 110 or higher placement. Offered fall and spring semesters.
MAT 216 SURVEY OF INTRODUCTORY CALCULUS AND ITS APPLICATIONS
This course introduces the techniques of differential and integral calculus and illustrates these ideas with practical applications from the social, managerial, and life sciences with special emphasis on business and economics. Three credit hours. Prerequisites: MAT 115 or placement. Course may not be taken out of sequence. Offered fall and spring semesters.

MAT 250 OPERATIONS ANALYSIS AND MODELING
This course is an introduction to the modeling of certain operational features common to business and information systems management. The focus will be on scheduling models, allocation models, queuing models, and inventory models. The models will provide mathematical information which can be used in the decision-making processes needed to solve large-scale problems. Emphasis is on problem formulation and experimentation with “naive” methods of solution; microcomputer software will be used to solve problems representative of the real world. Three credit hours. Prerequisites: Completion of MAT 114 or higher placement; and CIS 115 or CIS 120. Offered spring semester.

MAT 251 CALCULUS I
Calculus I is the first course of a three semester sequence in Calculus, covering differentiation with applications, including transcendental functions. Three hours of lecture and one hour of lab/recitation per week. Three credit hours. Prerequisites: MAT 115 or higher placement. Offered fall semester.

MAT 252 CALCULUS II
Calculus II is the second of a three course sequence in Calculus. The course covers integration, including transcendental functions, methods of integration, sequences, and series with applications. Three hours of lecture and one hour of lab/recitation per week. Three credit hours. Prerequisites: MAT 251 or MAT 216. Offered spring semester. Note: Registration for both the lecture (MAT 252) and the lab (MAT 252L) is required.

MAT 255 THEORY OF NUMBERS
This course is an introduction to the theory of numbers. Topics will include Prime Numbers, Divisibility, Congruences, Powers of an Integer Modulo m, Quadratic Reciprocity, Greater Integer Function, and Diophantine Functions. Three credit hours. Prerequisites: MAT 151 and MAT 180. 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 242 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.

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.
MULTIMEDIA STUDIES

MMS 200 FUNDAMENTALS OF MULTIMEDIA
An introduction to the art of multimedia using photographs, video, sound and animation. This course provides students with a critical understanding of multimedia. Assignments are provided using pre-constructed modules to be followed step-by-step. These modules promote creative expression and critical thinking and provide the students with the necessary skills to compile a multimedia presentation using sound, video, still images and text. Four credit hours. Prerequisites: CIS 115 or equivalent experience. Offered fall and spring semesters.

MMS 205 DIGITAL IMAGING
This course examines the components used in multimedia and the multimedia design process. By manipulating and combining digital images with other forms of multimedia, students will enhance their critical and aesthetic understanding of multimedia. Four credit hours. Prerequisites: ART 230 or equivalent experience. Offered fall semester.

MMS 300 ADVANCED INTERACTIVE MULTIMEDIA
This course will provide the students with the necessary skills and judgment to create interactivity in their multimedia presentations. Students will create interactive movies that allow users to communicate by receiving and sending information in a variety of ways. Four credit hours. Prerequisites: MMS 200. Offered spring semester.

MMS 305 INTERACTIVE MULTIMEDIA DEVELOPMENT PROCESS
This course will prepare students for the development and designing of an interactive multimedia production. Students will develop an interactive media production guide by discussing the fundamentals of planning, designing, and developing an interactive media project—from conceptualization to production to distribution. Four credit hours. Prerequisites: MMS 200. Offered fall semester.

MMS 350 3D DESIGN/3D RENDERING
Students will be introduced to the process of creating three dimensional graphics and illustrations. In addition, students will learn the basics of three dimensional modeling and rendering through projects that work with special 3D programs. Students will learn how to navigate in 3D space, create complex models from simple parts, apply textures, set up lights, and position cameras to transform their ideas into dynamic worlds filled with depth, warmth, presence, and even humor. Four credit hours. Prerequisites: MMS 200 and MMS 205; or portfolio assessment by department. Offered fall semester.

ART/MMS 377 FIELD EXPERIENCE
Observational and “hands-on” work experience in a visual art or media-related placement situation. A total of 30 hours is required for each credit hour of field experience. Restricted to Visual and Digital Arts majors. One to three credit hours. Prerequisites: sophomore standing and 2.5 cumulative GPA. Offered as needed.

MMS 400 WEB DESIGN AND DEVELOPMENT
This course will provide students with the necessary skills and judgment to create effective interactive multimedia web pages for the World Wide Web. Students will create, test, and publish web pages that demonstrate their ability to produce and troubleshoot video, audio, images and 3D animation on the Internet. Four credit hours. Prerequisites: MMS 300. Offered spring semester.

MMS 405 DIGITAL PORTFOLIO
Students will use the skills, knowledge and judgment they have learned regarding pre-production, production and post-production to formulate and arrange ideas. Students will use a variety of techniques; discuss aesthetic issues regarding layout and design; incorporate original content; and produce, present and defend a digital portfolio. Four credit hours. Prerequisites: MMS 300 and portfolio review. Offered as needed.

MMS 498 INDEPENDENT STUDY IN MULTIMEDIA STUDIES
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 and emphasis on strategic applications. Microeconomics topics covered include: demand and supply elasticities, firm cost structure, market structure, pricing. Macroeconomics topics covered include national income accounting, national income, employment, and price level determination, and fiscal and monetary policy. Three credit hours. Prerequisites: none.

MSA 601 STRATEGIC HUMAN RESOURCE MANAGEMENT
The way we manage the people in our organizations needs to be aligned with our business strategies. The means for this alignment is human resource strategy – a directional plan for managing human resources that addresses important people-related business issues. The purpose of this course is to examine how managers may implement more effectively the people-intensive strategies that are rapidly becoming as primary source of competitive advantage. Only by addressing human resource issues in the context of overall strategic management will managers and human resource staff together achieve the results needed to sustain and develop a business. Three credit hours. Prerequisites: none.

MSA 602 ORGANIZATIONAL BEHAVIOR AND DEVELOPMENT
The objective of this course is to provide a broad survey of the fields of organizational behavior on three distinct levels of analysis – individuals, groups and organizations. Specific topics to be examined from these three perspectives include, but are not limited to: motivation, job design, leadership, diversity, organizational design, communication, secession-making, conflict management, power, innovation and the work environment. Special attention will be given to the most common organizational development methods used in solving managerial and organizational problems. The course examines such intervention strategies as team building, team skills training, survey feedback, sensitivity training, behavior modification, job enrichment, and management by objectives. Three credit hours. Prerequisites: none.

MSA 603 QUANTITATIVE METHODS
This course presents an in-depth look at various quantitative analytical techniques encountered in analyzing managerial problems and making effective decisions. The major topics covered include: linear programming, transportation, assignment, network models, project management, statistical approaches, and decision analysis. Application of these techniques in functional areas such as production, marketing, finance and accounting are covered. Three credit hours. Prerequisites: ECO 260, ECO 261, and MGT 302.

MSA 605 FINANCIAL MANAGEMENT
This course develops the theoretical and practical uses of financial management principles, including the concepts of risk, return, and value. Areas of concentration include working capital 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.
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 229 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: none. Offered as needed.

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: HHS 100 or 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 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: HHS 100 or 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, PSY 100, PSY 250, or concurrently with PSY 250. Offered fall semester.

PSY 351 PSYCHOPHARMACOLOGY  
The purpose of this course is to introduce the student to the field of psychopharmacology, with special emphasis placed on the relationship 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.

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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 department’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 department’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.
REDA CTING

RDG 125 CRITICAL AND ANALYTICAL READING
This course will introduce students to methods of thinking logically and analytically and will offer techniques in applying these cognitive skills to mastery of college reading. Included will be certain thinking skills which will enable students to reason out principles of reading, studying, organization and retention of college reading material. This course may be used as a Liberal Arts and Sciences elective or a free elective. 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.

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 HHS 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 department’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 DISOBEEDIENCE 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.

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
Presents the definitions, causes, psychological, and behavioral characteristics of disabilities as outlined in the Individual with Disabilities in Education Act (IDEA). Emphasizes assessment procedures, multicultural issues, family involvement, and referral process, along with the relevance of collaborative practices and shared involvement across general and special education programs. The view of disability as both an organic/biological issue and a social construct will be discussed. Students will review legal and service obligations under IDEA to include an examination and understanding of IEP, IFSP, and transition planning processes. Three credit hours. Offered fall and spring semesters. Prerequisites: EDU 110 for Childhood 1-6 and Middle Childhood. No Prerequisites for Adolescent Teaching and Early Childhood/Childhood Birth-6. Students will not receive a grade in this course until the completion of the Chile 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 338 and EDU 340. Offered spring semester.
SPE 130 FUNDAMENTALS OF PUBLIC SPEAKING
This course is designed to develop students’ knowledge of and skills in oral communication. It focuses on the speech-making process, rhetorical analysis, and the ethics of public speaking. Students will prepare, present and respond to public speeches on a regular basis. Prerequisites: None. Three credit hours. Offered spring and fall semester.

SPE 298 SPECIAL TOPIC IN SPEECH
Topic to be specified each semester course offered.

SPE 301 SPEAKING CLEARLY: VOICE AND DICTION
A combination of basic as well as advanced techniques used in speech. Emphasis will be placed on improving voice and diction techniques as used in the communications process. Students will learn to speak to be understood, with emphasis on clarity. Three credit hours. Prerequisites: SPE 130. Offered as needed.

SPE 315 ADVANCED PUBLIC SPEAKING
An intensive study of the theory and practice of public speaking. Strategies and techniques for effective public speaking will be discussed in depth and a variety of experiences in public speaking will be offered. Three credit hours. Prerequisites: SPE 130 and junior standing. Offered spring semester.

SPE 330 SMALL GROUP COMMUNICATION
An analysis of the communication process in small groups. Special emphasis is placed on the theories and practices which pertain to decision-making groups. Three credit hours. Prerequisites: SPE 130. Offered as needed.

SPE 398 SPECIAL TOPIC IN SPEECH
Topic to be specified each semester course offered.

SPE 498 INDEPENDENT STUDY IN SPEECH
Topic to be specified each semester course offered.
SPORT MANAGEMENT

SPM 211 THEORIES AND TECHNIQUES OF COACHING
This course is an investigation of athletic coaching as a vocation. A review of select theories and techniques of coaching will serve as the foundation. Current research will be explored in areas including but not limited to leadership behavior in sport. Coaching as a vocation has been part of the educational system in the United States for over a hundred years. Throughout this time there has been little inquiry on measuring coaching effectiveness and performance. The demand for such inquiry is clearly evidenced by the increasing number of sports participants. A rapidly expanding global market, the rise of women’s sports, and the addition of alternative sports such as the X games have all significantly contributed to this growth. Three credit hours. Prerequisites: none. Offered fall semester.

SPM 216 FOUNDATIONS OF HUMAN PERFORMANCE
This course is designed to explore the foundations of human performance. A review of applications and techniques of physical training for sport will guide the course content. Health-related physical fitness, sport skills and motor abilities will be explored. Concepts contained in the content are intended span across all human performance topical areas including but not limited to athlete-development, sport specific strength and conditioning, wellness programming and age and gender considerations. Three credit hours. Prerequisites: none. Offered fall semester.

SPM 220 SPORT LEADERSHIP AND MANAGEMENT
This course emphasizes the management and leadership components of sport organizations. More specifically, the course focuses on the means of improving performance within sports organizations through such practices as goal development, decision-making, strategic planning, conflict management, leadership style, and human resource management. Additionally, the course addresses the design, structure, and culture of sport organizations. Three credit hours. Prerequisites: none. Offered fall semester.

SPM 298 SPECIAL TOPIC IN SPORT MANAGEMENT
Topic to be specified each semester course offered.

SPM 310 VIRTUAL MANAGEMENT IN THE FANTASY SPORTS WORLD
This course explores the multiple aspects of fantasy sports. Topics to be discussed include the legal aspects of sport, sport gambling, sport information and statistics, scouting practices, team management, and the implications of sport marketing. Mathematics and statistics, among other disciplines, are particularly engaged in fantasy sport features; these include making schemes, player assessments, and statistical comparisons. Three credit hours. Prerequisites: junior standing. Offered fall semester.

SPM 320 SPORT MARKETING AND PROMOTION
This course is designed to provide students with an understanding of the fundamental marketing and promotional principles utilized in sport organizations, sport facilities, and sport events. Additionally, sport sponsorship is discussed as a sport marketing and promotional tool. The role of computer and Internet applications in sport marketing and promotions is emphasized. Three credit hours. Prerequisites: SPM 220. Offered spring semester.

SPM 325 LEGAL AND ETHICAL ISSUES IN SPORTS AND RECREATION MANAGEMENT
This course provides an exploration into the legal aspects of sports including but not limited to tort law, contract law, risk management procedures, constitutional law and product liability. Limitations of the legal system will be addressed, as will the role and limitations of ethics. Students will discuss both the law and ethics and how each affects sports and recreation administration. Three credit hours. Prerequisites: SPM 220 and junior standing. Offered fall semester.
SPM 335 SPORT EVENT MANAGEMENT
This course emphasizes the competencies involved in the designing, planning, implementing, and evaluating of sport events. In doing so, students learn logistical skills and techniques associated with various aspects of event management including: 1) box office management; 2) security and supervision; 3) safety and medical services; 4) housekeeping and maintenance; 5) concessions and merchandise; 6) risk management and insurance; 7) media marketing of sport events; and 8) sponsorship of and hospitality at sport events. Emphasis is also placed on the experience of sport event customer and/or participant. Three credit hours. Prerequisites: SPM 220. Offered fall semester.

SPM 340 HISTORY AND PHILOSOPHY OF SPORT
This course explores the history and philosophy of sport. Selected topics include the perspectives of Greek Philosophers Socrates, Plato and Aristotle relating specifically to the mind and body. Further study will assist students in learning how cultures throughout Western civilization have viewed the relationship of the mind and body through sports and physical education. Students will be introduced to basic philosophical processes including but not limited to aesthetics and metaphysics. The concepts of play, sport and games will be investigated along with a review of varied paradigms on winning and morals. Finally, students will discover how urbanization, industrialization, modernization, technology and politics have affected sport throughout history. Three credit hours. Prerequisites: ENG 200. 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 department’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, MGT 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 department’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.

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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 department’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 College 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. Travel time to and from off-campus SPCA activities is required. Three credit hours. Prerequisites: Permission of Veterinary Technology Chair. 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 VET Department Chair. 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. 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. Animal care will require additional time outside of scheduled lectures and laboratories. 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 students spends 60 hours observing at an animal facility in the areas of surgery, anesthesia, treatment, radiology, laboratory and general facility operations. The primary objective is to introduce concepts by seeing examples of actual cases. The student becomes more familiar with and appreciates the scope of the Veterinary Technician in a practical, applied atmosphere. Two credit hours. Prerequisites: 2.0 cumulative average, unless taken in the first semester at college, restricted to Veterinary Technology majors. Offered fall and spring semesters.

VET 202 SMALL ANIMAL DISEASES AND NUTRITION
Emphasis is placed on the dog and cat regarding proper restraint and care. Physical as well as chemical methods of restraint are presented. Common disease processes experienced by the dog and cat are outlined and nutrition is examined as it relates to both the healthy and ill pet. Infectious, hormonal, traumatic, toxicological and nutritional problems include some of the disease processes covered. Raising orphan puppies and kittens and proper vaccination procedures are taught. Additional student time and assignments 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 emphasize the performance of analytical procedures commonly used in veterinary medicine. Less routine procedures will be demonstrated and/or discussed. Concurrent registration in VET 202, VET 208, and VET 230 is recommended. Three credit hours. Prerequisites: 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 are demonstrated on the bovine, equine, caprine and ovine. Common diseases and the significant role of nutrition in the farm animal are presented. Miscellaneous procedures such as the physical exam, dentistry and diagnostic nerve blocks are shown. Porcine assisting techniques are mentioned. Regulatory medicine, vaccination protocols and methods of administering medications are taught. Additional student time and assignments will be required outside of scheduled class and laboratory hours. Three credit hours. Prerequisites: VET 100 and BIO 171; restricted to VET majors. 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, supervising and hospitalized animal health care. Computerization and its use in the veterinary office are investigated. 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 techniques for small animal and avian species are demonstrated and other species are illustrated. Laboratory exercises with exotic species occur as the opportunities exist. Additional student time and assignments will be required outside of scheduled class and laboratory hours. One credit hour. Prerequisites: 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: 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 or mixed (small and large) animal veterinary practice 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. Three credit hours. Prerequisites: A minimum 2.0 cumulative GPA; restricted to VET majors. Offered fall and spring semesters.

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, 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, neutraceuticals 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 398 SPECIAL TOPIC IN VETERINARY TECHNOLOGY
Topic to be specified each semester course offered.
**VET 400 ADVANCED DENTAL TECHNIQUES**
Periodontal treatment as part of the basic dental prophylaxis is highlighted and practiced in hands-on demonstrations. Other advanced techniques for situations commonly encountered in small animal veterinary practice are studied. Emphasis is placed on the veterinary technicians’ understanding of dental lesions and pathology and their relationship to periodontic and exodontics. The enlarging role of the veterinary technician in providing these therapies is given prominence. Three credit hours. Prerequisites: VET 301. Offered as needed.

**VET 401 SPECIALIZATION IN VETERINARY DENTISTRY**
This course focuses on the specialized areas of veterinary dentistry that are applicable to small animal species. Those interested in pursuing specialty certification or in employment with a veterinary dental specialist will find the presented material to be informative, useful and necessary. Topics covered will include endodontics, restorative dentistry, orthodontics and prosthodontics. Three credit hours. Prerequisites: VET 400. Offered as needed.

**VET 410 SMALL ANIMAL NUTRITION IN HEALTH AND DISEASE**
This course is designed to provide veterinary technicians with advanced knowledge of nutritional management in small animals. Topics covered include neonatal, pediatric and geriatric nutrition in both health and disease states. Enteral and parenteral forms of nutrition will be explored. Students will be awarded the title of Veterinary Nutritional Advocate through Hill’s Pet Nutrition after completion of the course. Three credit hours. Prerequisites: VET 202. Offered as needed.

**VET 440 APPLIED ANIMAL BEHAVIOR FOR VETERINARY PRACTICE: PART II**
A continuation of the specialized study into the common behavioral problems of dogs and cats. Treatments are presented that utilize principles of behavior modification and current behavioral pharmacology. Learning to “choose the right pet” is one example of the prevention recommendations that will be discussed. Case studies will be integrated into classroom and clinical experiences. Three credit hours. Prerequisites: VET 340 or licensure as a Veterinary Technician. Offered as needed.

**VET 450 ANESTHESIA FOR CANINE AND FELINE HIGH RISK PATIENTS**
An in-depth coverage of anesthetizing the problematic and medically challenging small animal patient. Pre-anesthesia planning, treating complicated physical conditions and choosing appropriate anesthetic protocols will be integrated. The role of analgesia during the four components of general anesthesia will be emphasized. Three credit hours. Prerequisites: VET 224 or licensure as a Veterinary Technician. Offered as needed.

**VET 460 SMALL ANIMAL EMERGENCY AND CRITICAL CARE I**
A body system approach is used in examining in depth the physiology, treatment and care of emergency and critical care cases seen in practice. Physical findings, appropriate diagnostic testing, initial treatment, appropriate monitoring and follow-up are emphasized. The cardiovascular, respiratory, neurologic and urinary systems are covered. Hematologic, toxicologic and thermal emergencies are also explored, as well as shock, anesthetic emergencies and allergic reactions, which are pansystemic. Clinical cases will be utilized in the course of study. Three credit hours. Prerequisites: VET 360. Offered as needed.

**VET 461 SMALL ANIMAL EMERGENCY AND CRITICAL CARE II**
This course is a continuation of the study of presentations in emergency and critical care by body system. Cases in the gastrointestinal tract, male and female reproductive systems, ocular, otic and dermatologic system will be examined. Emergencies involving the endocrine system and metabolic emergencies will be covered in detail. An overview of the approach to treating musculoskeletal and soft tissue injuries will be included. Case studies will again be utilized. Three credit hours. Prerequisites: VET 460. Offered as needed.

**VET 498 INDEPENDENT STUDY IN VETERINARY TECHNOLOGY**
Topic to be specified each semester course offered.
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- Psychology (B.A.)

VETERINARY TECHNOLOGY DEPARTMENT
Department Chair: Joseph E. Savarese, D.V.M.
- Veterinary Technology (A.S., B.S.)

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- Mental Health Counseling (M.A. and advanced certificate) Amherst | Program Director: Lorie A. Hildreth, Ph.D.
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- Mental Health Counseling (M.A.) online and bridge | Program Director: Deborah A. Legge, Ph.D.
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- Homeland Security (B.S.) online | Program Director: Steven MacMartin
- Information Systems (B.B.A.) online
- Organizational Leadership (M.A.) Amherst, Rochester, and online
- Business Administration (M.B.A) Amherst, Rochester, and online
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Dean: Illana R. Lane, Ph.D.

UNDERGRADUATE EDUCATION PROGRAMS (B.S.ED.)
Department Chair: Claudia T. Conway
- Adolescent Education Biology 7-12 & Students with Disabilities
- Adolescent Education English 7-12 & Students with Disabilities
- Adolescent Education Mathematics 7-12 & Students with Disabilities
- Adolescent Education Social Studies 7-12 & Students with Disabilities
- Early Childhood/Childhood (B-6) Biology Concentration
- Early Childhood/Childhood (B-6) English Concentration
- Early Childhood/Childhood (B-6) Math Concentration
- Early Childhood/Childhood (B-6) Social Studies Concentration
- Early Childhood/Childhood (B-6) Rochester | Program Director: Jane Scura, Ed.D.

GRADUATE EDUCATION PROGRAMS (M.S.ED.)
- Adolescent/Secondary Education (7-12) | Program Director: Kelly H. Ahuna, Ph.D.
- Elementary Education (1-6) | Program Director: Kelly H. Ahuna, Ph.D.
- Literacy (M.S.Ed. and advanced certificate) | Program Director: Claudia T. Conway
- Students with Disabilities (M.S.Ed. and advanced certificate) | Program Director: Claudia T. Conway
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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 adjunct instructors. Among the part-time teaching faculty in fall 2012, there were 114 in Professional Studies and 110 in Liberal Studies for both Graduate and Undergraduate programs of study.
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Deborah Strychalski, B.S., Controller
Gloria Shields, A.O.S., Administrative Assistant to the Vice President of Business and Finance
Susan Page, Accounts Payable Specialist
Kyle Dembrow, M.B.A., Accountant
Diane Schiavone, B.S., Bookkeeper
Debra Persutti, Business & Finance Assistant

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Diane Schmidt, Associate Bursar
Rain Williams, B.S., Assistant Bursar
Michael Szczepanski, A.A.S., Collections Manager

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Mike Birnie, A.S., Human Resources Information Technician

**INFORMATION SERVICES AND TECHNOLOGY**
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Siavash Razavi, M.S., Senior Banner Systems Administrator
Nicholas F. Anner, M.B.A., Banner System Administrator
Chester Klimek, M.P.A., Manager, Academic Computing Center
Michael Piatko, M.B.A, Technology Coordinator SAGE
Kevin Zarbo, Senior Network Administrator
Arnold F. Dier III, A.A.S, User Support Manager
Pamela Diaz,B.S., Technology Support Specialist
Anita Hart Kopra, M.B.A., Senior Information Technology Technician
Christopher McDermott, Library Support Specialist
James D. Burdick,B.S., Senior Technology Support Specialist
Steven Ansell, B.F.A., Academic Technology Support Specialist
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Richard Colquhoun, Information Office Receptionist
Kathleen Frontera, Information Office Receptionist

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Earl Wells, Jr., B.S., Supervisor of Campus Public Safety
Lisa Reda, M.A., Supervisor of Campus Public Safety
Steven Jeffrey, M.B.A., Supervisor of Campus Public Safety
Frances Rogers, Administrative Assistant
Wilfredo Arnold, Campus Public Safety Officer
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Deborah Ernest, Campus Public Safety Officer
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James Hill, Campus Public Safety Officer
Harvey C. Lyle, Campus Public Safety Officer
Jonathan Nasca, B.S., Campus Public Safety Officer
Ronald Pugh, Campus Public Safety Officer
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Michael Ross, Campus Public Safety Officer
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Jason Shear, Campus Public Safety Officer
Douglas Smith, Campus Public Safety Officer
Asiya Taher, Campus Public Safety Officer
Paul Tatu, Campus Public Safety Officer
Justin Zsiros, A.A.S., Campus Public Safety Officer
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Laura Edholm, M.A., Associate Director of Athletics
Michael MacDonald, M.A., Assistant Athletic Director of External Affairs
Michael Carbery, B.A., Assistant Athletic Director
Daniel Krzyzanowicz, M.S., Assistant Director of Athletics

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Gwyn A. Beyer, Administrative Assistant to the Vice President for College Relations and Administrative Assistant to the Medaille College Board of Trustees
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Evelyn A. Hamilton, B.A., Event and Conference Planner
Vicki L. Ward, Director of Advancement Services
Jeanine Purcell, B.S., Director of Philanthropy
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    Delphi
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