

## TABLE OF CONTENTS

General Information.....	2
History.....	2
Unique Strengths .....	3
Mission of Graduate Study .....	3
Graduate Coursework Defined.....	3
Academic Advising .....	4
Academic Calendar .....	5
Academic Information .....	5
Academic Records .....	14
Tuition Policy and Financial Aid.....	17
Locations .....	21
Services for New Students .....	21
Student Offices.....	22
HEGIS Codes.....	26
Programs of Study.....	27
Adolescent Education .....	27
Adolescent Education Course Descriptions.....	31
Elementary Education .....	32
Elementary Education Course Descriptions.....	35
Literacy .....	37
Literacy Course Descriptions.....	39
Special Education.....	40
Special Education Course Descriptions .....	42
Mental Health Counseling Program Description.....	45
Mental Health Counseling Course Descriptions.....	51
Psychology.....	53
Psychology Course Descriptions .....	57
Computer Crimes Investigation Certificate Program .....	59
CCI Course Descriptions .....	59

Graduate Faculty .....61

Contact Information .....63

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.

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

## GENERAL INFORMATION

### HISTORY

Medaille College is a dynamic private, four-year college committed to serving the higher education needs of Western and Central New York, and Southern Ontario. The College is located within the historic Olmsted Crescent in the heart of Buffalo, New York, with branch campuses in Amherst and Rochester. The Institution is known for its flexible delivery systems, offering master’s, bachelor’s, and associate degrees.

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 Institute received an absolute charter from New York State and was named Mount St. Joseph Teachers College and was 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 college, accessible to all men and women. The State granted this charter and Medaille College was born.

In the 1970s, Medaille experienced rapid expansion. Since that time, student enrollment has grown tremendously and the Downey Science Building was completed in 1985. In 1991, the College implemented a resident student program, attracting students throughout New York State and Southern Ontario. In 1994, Medaille’s Kevin I. Sullivan Campus Center opened, offering students a perfect setting for athletic, dining, and recreational activities. The Sullivan Campus Center, with its Trbovich Alumni Tower, serves as home to the College’s National Collegiate Athletic Association Division III sports program. In the fall of 2001, Medaille opened its first on-campus Residence Hall, offering on-campus living for more than 140 students.

With the advent of two branch campuses, the implementation of graduate programs, and a number of new undergraduate programs, the College continues to innovate. Even with increasing interest from students throughout New York, Pennsylvania, and Southern Ontario, you’ll still find Medaille to be a place “where everybody knows your name.”

In 2003-04, the College opened a second on-campus residence hall, expanded the Sullivan Campus Center, renovated the Huber Hall Library, added technologically enhanced smart classrooms, remodeled an Agassiz Circle landmark as a new home for the Admissions Office, and installed a new main parking lot and quadrangle greenspace.

Expansion has also continued at Medaille's branch campuses. With a need for more space and upgraded facilities, the Amherst campus moved to its new location at 30 Wilson Road, Williamsville, NY, in May 2007.

In June 2007, Medaille welcomed its sixth president, Dr. Richard T. Jurasek. He leads a college that graduated a record number of students in 2007, is developing unique graduate programs in Education and Psychology, and continues to increase the number of undergraduate degree offerings.

As one of the fastest growing colleges in the country, Medaille continues to serve as an exciting institution, providing outstanding educational programs for men and women.

## UNIQUE STRENGTHS

**Dedicated Faculty** - Faculty bring a commitment to learning and teaching that is student-centered and firmly based on scholarship. First and foremost, the faculty consists of professionals who bring to the classroom the benefits of a widely diverse experience.

**Convenient class times** - Medaille is a pioneer in providing convenient and quality degree programs available during the day, evening and weekends

**Personal Atmosphere** - Everybody knows your name at Medaille. A student is treated as a respected individual. Each student's individual qualities are discovered through working with faculty, staff, and fellow classmates.

**Average Class Size** - while class size varies by program, students can expect to experience a personal atmosphere

Total full-time graduate enrollment (2006): 1,166

Total part-time graduate enrollment (2006): 96

**Tuition** - Medaille continues to offer one of the most affordable educations of any private college in the area. Call Admissions for details at (716) 631-1061 or (888) 252-2235.

## MISSION OF GRADUATE STUDY

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

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

Students pursuing graduate studies are admitted and enrolled in the School of Adult and Graduate Education and are subject to the policies of the college's Graduate Handbook as well as the regulations of their specific programs.

## GRADUATE COURSEWORK DEFINED

Graduate coursework is more rigorous. More is expected of the graduate student than of the certificate or undergraduate student, especially in regard to reading and writing.

Graduate coursework is more self-directed. Students' choose, under the guidance of faculty, an area that they feel they need to know more about...and they study that area.

Graduate coursework is more attentive to research. Students look into, conducting, as well as reading original research.

Graduate coursework is a community of learners, rather than only a teacher-student relationship. Graduate students are assumed to have reached an intellectual maturity that puts them at a place where the role of the instructor is different. Instructors need to guide and mentor the mature student in the direction that the student has identified.

Graduate coursework encourages students to be involved in local, state, and national leadership issues. Graduate study emphasizes effective, positive change so that students will be leaders of their communities on a local, state, and national level.

Graduate study is not just remembering information; it is also constructing knowledge. The community of learners encourages new insights and creates new knowledge in the field.

## ACADEMIC ADVISING

Each graduate student at Medaille is assigned an academic advisor who will assist the student in developing realistic educational, career, and life goals. Working together, the student and advisor will evaluate and modify these goals as needed throughout the student's course of study. Graduate program advisors are available during registration periods and throughout the academic year for consultation.

### Advisor Roles and Responsibilities

To assist students in developing an academic plan that satisfies graduation requirements.

To monitor student progress and help students make appropriate program adaptations.

To discuss academic, career, and life goals with advisees.

To become professionally acquainted with advisees.

To refer advisees, when necessary, to proper services.

To have access to information related to College programs, policies, and services.

To inform advisees of changes in their course of study.

To maintain regular and adequate office hours and keep appointments with advisees.

To collect and maintain student data as needed.

### Advisee Roles and Responsibilities

To meet with advisor during the academic year to work through academic, career, and life goals.

To make use of appropriate campus and community services to meet goals.

To read the College Catalog and Master Schedule in order to select courses.

To make and keep appointments with advisor concerning educational needs and goals and course selection.

To know the requirements for the chosen program of study.

To make certain that requirements are met for that program.

To become an active participant in the advisor/advisee relationship and to become increasingly self-directing.

To maintain personal records of academic progress.

## ACADEMIC CALENDAR

Visit [www.medaille.edu/academics/calendar/](http://www.medaille.edu/academics/calendar/)

## ACADEMIC INFORMATION

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

### Class Times

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

### Unit of Academic Credit

Generally, one credit represents the equivalent of one hour of lecture or recitation or at least two hours of laboratory work each week and at least 30 hours of supplementary assignments for one semester term or its equivalent. A full-time graduate student is one who carries a minimum of 18 credit hours per academic year.

### Class Load

Students must have a GPA of 3.5 or higher in order to carry more than 9 hours during one semester or more than six hours during one module. For most programs, a student is not allowed to carry more than 15 credits in any one semester.

### Pre-Graduation Review

A pre-graduation review listing outstanding requirements will be completed by the Registrar's Office once the student has applied for graduation. Students should apply for graduation the semester prior to the completion of their program.

### General Requirements for College Degrees

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

1. The student must complete all prescribed courses in a specific program and sufficient elective credits to make up the minimum total required credit hours with a cumulative grade point average of at least 3.0.

2. The student must earn his/her final 15 credits at Medaille if enrolled in the master's degree program.
3. All College property on loan to the student must be returned in satisfactory condition to the College and all financial obligations to the College must be met prior to degree conferral and transcript release.

Note: Each graduate program may have specific requirements; therefore, check the individual program handbook.

Any person who wishes to participate in the annual commencement, held during the month of May each year, must complete all academic requirements for graduation in order to participate, except for (1) those students in the process of completing requirements in the semester during which commencement takes place and (2) those students lacking one to six credit hours who, prior to the ceremony, register to take those outstanding credits during their next term of study.

#### Course Substitution

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

#### Policy on Course Waivers

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

#### Policy Waiver

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

#### Directed Study

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

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

Students may not take a Directed Study to replace a course in which a failing grade was earned.

Before completing an application, a student should discuss the matter with the Program Director and the appropriate

instructor. The instructor should be aware of what the student intends to accomplish and be willing to direct the study. The student and the instructor must agree on the time that will be devoted to supervision and the manner in which the instructor will evaluate the study.

#### Servicemember's Opportunity College

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

1. Use of admissions procedures which ensure access to higher education for academically qualified military personnel;
2. Evaluation of learning gained through military experiences and academic credit awarded where applicable to the servicemember's program of study;
3. Evaluation of non-traditional learning and awarding of academic credit for such learning where applicable to the servicemember's program of study;
4. Evaluation of request for inter-institutional transfer of credits and acceptance of such credits whenever they are appropriate to the servicemember's program and are consistent with the College's curriculum;
5. Flexibility to servicemembers in satisfying residence requirements by making adjustments for military students who transfer when there are other assurances of program balance;
6. 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;
7. Educational services for veterans.

#### The Grading System and What It Means

Graduate programs at Medaille College require that students maintain at least a B (3.0) average for all courses taken in fulfillment of degree requirements at Medaille. The following system of grading has been adopted by the College:

#### Quality Grades Points

	Grades	Quality Points
High distinction, an exceptionally high achievement	A	4.0
	A-	3.7
High achievement	B+	3.3
Average, average achievement	B	3.0
Pass, below average achievement	B-	2.7
	C+	2.3
	C	2.0
Failure, unsatisfactory grade	F	0.0
Official withdrawal	W	

Incomplete

I

Audit

AU

### (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 you were registered. Grade point averages may be computed for one semester's courses or on a cumulative basis. To compute a semester grade point average, multiply the number of quality points earned for the grade (see preceding table) by the number of credits awarded for the course; add the quality points and divide by the number of quality credits for the semester.

### Cumulative Average

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

### (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 Office of the Registrar. The signature of the advisor should be obtained. If the student's advisor is not available the student must write on the 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 or module. 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 and will be 100% financially liable for courses.

### (I) Incomplete

Incompletes may be assigned if a student is unable (for valid reasons) to complete the course work, has a passing grade average and a well-defined plan to complete the remaining course work. Requests for an Incomplete must be made in writing to the course instructor no later than two weeks prior to the ending date of the course and, if granted, the Incomplete must be made up by the end of the following academic term. If the course work is not completed by the end of the following term, the grade becomes the designated alternate grade assigned by the course instructor or an "F".

Students are allowed to request a total of two (2) Incompletes during the course of their graduate study at Medaille College.

## (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.

## Repeating a Course

In cases of repeated courses only the last grade earned, whether higher or lower, is used in calculating the grade point average. All grades earned for courses taken at Medaille, however, remain a part of the student's permanent record.

Students must complete and submit the appropriate form at the time of registration. Students should take note that if the repetition is not required by the College, New York State will not allow the credit hours for the course to be counted in determining the minimum course load required for financial aid purposes.

Students may not take a Directed Study or have a course transferred from another college to replace a course in which a failing grade was earned.

## Academic Warnings

Students who are in danger of failing to show good progress in a course or in their program of study receive an academic warning from their Instructor. Students who receive a warning should immediately contact the instructor as well as the Program Director to find out how the grade can be improved.

## Academic Standards: Probation, Suspension, Dismissal

Continuation in graduate studies requires satisfactory progress toward a graduate degree. Evidence of such progress includes maintenance of a minimum 3.0 cumulative grade point average each term. The progress of each student is reviewed each term by the Graduate Academic Standards Committee. Failure to maintain the minimum 3.0 cumulative grade point average will result in being placed on probation. Any student on probation must not only achieve a 3.0 cumulative average within two successive terms following the term in which the deficiency occurred, but must also maintain at least a 3.0 term average in any term in which he or she is on probation. Failure to meet either of these requirements will result in dismissal from graduate studies at Medaille.

Graduate students must have a minimum 3.0 cumulative grade point average in order to graduate. The computation of academic standing is based on hours earned each term.

Students placed on academic suspension may, upon signing a Probationary Contract with the Program Director, continue studies after the lapse of one regular (fall, spring) semester; those who have been dismissed may apply for readmission after the lapse of two regular semesters. Such students who then again are placed on probation must earn removal by the end of one semester or be subject to suspension or dismissal.

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

## Attendance

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

### Course Syllabi Policy

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

### The Evaluation of Students' Work

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

### Academic/Behavioral Decorum

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

The College does not tolerate immature or abusive behavior in the classroom setting. Students are expected to follow the Instructor's expectation of appropriate classroom behavior. Failure to do so may result in expulsion from the course. Students should consult individual program handbooks for more specific information on academic and behavioral decorum.

Upon receipt of a written complaint about a student from the instructor or Program Director, the appropriate Dean may immediately remove the student from the class. The Dean will review the situation and evidence and render a final decision within 30 days.

### Academic Dishonesty

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

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

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

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

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

Enclose within quotation marks all quoted materials.

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

Provide specific documentation for each borrowed item.

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

3. Other possible examples of academic dishonesty include:

falsely claiming to have done work or obtained data;

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

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

forging a signature on any college document;

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

cheating on a test or other in class assignments.

#### Student Charged with Academic Dishonesty—First Offense

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

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

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

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

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

#### Student Appeal Process

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

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

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

The student's letter of appeal should contain:

the course name, number, and section;

the instructor's name;

the nature of the violation;

reasons why the student believes academic dishonesty did not occur or a rationale explaining why the penalty imposed is too severe; and

supporting documentation.

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

3. To appeal a chairperson's decision, the student should notify the appropriate Dean of his/her intent to appeal in writing within five working days of receiving the department chair's written decision. The Dean will review the case evidence, meet with the student and decide whether or not to convene the Graduate Academic Standards Committee. If the Dean determines the student has presented an insufficient basis for further appeal, he/she will notify the student in writing of his/her decision to uphold the charge of academic dishonesty within five working days of meeting with the student. The faculty member levying the original charge and the department chairperson involved will receive copies of the Dean's letter. A copy of this letter will also be placed in the student's permanent, official record file in the Registrar's office.

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

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

Documentation in Student Records

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

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

Note on Sanctions

An individual instructor's sanctions for a specific case of academic dishonesty are limited to course-related penalties; however if a student's violation is determined to be extremely serious, an instructor may request that the appropriate Dean's Office review the case and recommend further sanctions, including expulsion from the College.

Repeat Offenses

As described in detail below, the process for handling cases of alleged academic dishonesty involving previous offenders omits the involvement of department chairperson, although they will be informed of the matter. All alleged

repeat offenses and student appeals, if any, go directly to the appropriate Dean for a full hearing.

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

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

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

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

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

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

#### Academic Grievance Procedure

Should a student wish to resolve an academically related conflict with an instructor, the Academic Grievance Procedure should be followed. The student should attempt to resolve the conflict directly with the instructor, if possible. If the conflict cannot be resolved between student and instructor, the student should bring the problem to the department chairperson. If still not resolved, the Vice President for Academic Affairs should be contacted in writing. If still lacking a resolution to the problem, the final step would be to approach the President with the conflict.

#### Grade Appeal

Students wishing to appeal a final grade in a course must do so in writing within 60 days of the semester's grade report. This written appeal should be directed to the instructor of the course in question. Next, the instructor's department chairperson and, thereafter, the Dean of the School of Adult and Graduate Education.

#### Course Prerequisites

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

#### Placement

The following are overall placement results from the graduating class of 2004:

M.S. Ed., Educational Preparation graduates employed: 97%

Graduates enrolled in further schooling: 2%

Total overall placement: 98%

M.S. Ed., Literacy, Curriculum and Instruction graduates employed: 96%

Graduates enrolled in further schooling: 4%

Total overall placement: 100%

Information regarding completion rates and other student data is available upon request from Medaille College's [Office of Institutional Research and Planning](#).

## ACADEMIC RECORDS

### 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 Family Educational Rights and Privacy Act. Detailed information on the maintenance and availability of student records is available in the Office of the Registrar.

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

### Grade Reports

Grades can be obtained online through Banner, and are posted with one week following the last day of class. Grades are not given out over the telephone or in person at the Office of the Registrar.

### Transcript of Record

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

### Admission to the School of Adult and Graduate Education

Correspondence regarding admission to the School of Adult and Graduate Education should be addressed to the School of Adult and Graduate Education (SAGE) Office of Admissions which will supply application forms and supplementary information.

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

### Entrance Requirements

#### Admission with full standing:

An application for admission to the School of Adult and Graduate Education ordinarily implies the student's intention to work toward an advanced degree. To be considered for admission with full standing the applicant must have:

A bachelor's degree from an institution accredited by one of the regional accrediting associations.

Adequate undergraduate preparation in the proposed major field or equivalent evidence of an appropriate background for undertaking an advanced degree, as deemed by the individual program.

An undergraduate average of approximately 2.7 on a 4 point scale or better in your major area of study. Students who do not have a 2.7 may need to submit sufficient evidence in the form of personal statement or interview that they are capable of performing graduate level work or be offered probationary admission (see Probationary Admission) Submit a 500 word writing sample inclusive of a statement of intent and summary of long-term career goals. Provide two letters of reference (academic or professional).

Individual graduate programs may have additional admission requirements. Prospective applicants should consult the appropriate program entry in this Catalog or contact the SAGE Office of Admissions directly.

All applicants should keep in mind that the Admissions Committee bases each admission decision on the merit of each individual applicant. The Admissions Committee in each graduate program considers very seriously each applicant's motivation, maturity, and ability as well as the student's academic record. Consideration is given to academic background, life experience, and standardized test scores. In conformance with Title IX, 1972 Education Amendments, the College does not discriminate on the basis of sex, race, color, handicap, national and ethnic origin or age in the administration of its educational policies, admissions policies, scholarship and local programs, and athletic and other institutionally administered programs.

Probationary admission:

For those whose grades do not meet the above standards, probationary admission may be granted, provided there is other evidence that the applicant has the ability to do satisfactory graduate work. Such evidence might include an excellent record of postgraduate work at another institution, two letters of recommendation from those in position to evaluate the student's abilities for graduate study, or high scores on the Graduate Record Examination or the Miller Analogies Test. Those who wish to take the Graduate Record Examination should obtain The GRE Information and Registration Bulletin, available at most university and college testing offices. The applicant must pay the fee for either test. Students have one semester to provide the College with evidence supporting their application.

Full standing is attained automatically upon completion of at least 9 hours of course work for graduate credit with a grade of B or better, and upon the removal of any deficiency which was specified at the time of the admission. Students admitted on probation might be denied continued enrollment if they do not achieve full standing within the specified time period.

Non-matriculate students:

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

A Graduate Admissions application.

All college or university official transcripts.

Receive approval from Program Director prior to registering for class.

No more than 12 semester hours earned as a non-degree student may be transferred into a regular degree program.

When to Apply

Medaille College has a rolling admissions policy and students may be admitted for the fall, spring, or, for some programs, summer semester. However, to ensure adequate time to apply for Financial Aid and to secure space within their program of study, students are encouraged to apply at least 1 month prior to the start of a semester. See the College's Academic Calendar in this catalog to find out when each semester and module begins. Contact the SAGE Office of Admissions to find out the application deadline for each semester and module.

How to Apply to Medaille

Here are the steps to follow in applying for admission:

1. Obtain an application.

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

2. Submit the application and fee.

Complete the application and send it, along with two letters of recommendation, a current resume, and statement of intent letter, to the Graduate Office of Admissions along with a \$35 non-refundable processing fee. To learn more about Medaille, you may contact the Graduate Admissions Office to arrange for an interview at (716) 631-1061 or toll-

free 1-800-957-5033, 1-888-252-2235 by e-mailing [gradadmissions@medaille.edu](mailto:gradadmissions@medaille.edu)

### 3. Submit transcripts.

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

### 4. Review by the Admissions Committee.

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

### 5. Notification/acceptance.

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

### 6. The tuition deposit.

To reserve a position in your program of study at Medaille, you will be required to pay a \$100 tuition deposit. You should submit your deposit within one month of your acceptance. The deposit is non-refundable and will be credited to your first semester's tuition.

### 7. 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 Health Center for further information. Additionally, all students, regardless of birth date, are required to receive information about the risk of meningococcal disease and the benefit of vaccination. Students are required to read the information and either obtain the meningitis vaccine or sign a waiver refusing the vaccine. Students must submit either proof of vaccination or a signed waiver to the Student Health Center prior to enrollment.

### Transfer Credits

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

### International Students

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

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

### Students with Disabilities

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

## TUITION POLICY AND FINANCIAL AID

### Tuition Payment Policy

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

Should a student need to establish a monthly payment plan he/she would need to do so through [Tuition Management Systems](#) (TMS), an outside payment arrangement service. TMS is an interest free monthly payment option, with an annual enrollment fee of \$65.00 or a \$47.00 enrollment fee for the semester based plan. A student's expenses are broken out over the academic period for which, they are/will be enrolled in. For example, if a student is anticipated to be attending for the academic year their budget would be estimated based on the Fall and Spring semesters and he/she would be eligible for a nine or ten month payment plan. If a student were planning on attending for only one semester, he/she would be eligible for a four or five month plan. The term of the payment plan would be based on the date of registration and limited to offered plan options. Students are responsible for establishing the proper budget base upon the cost of attendance and financial aid/loans if applicable.

Students should contact the Medaille College Business Office for additional information or for help in determining their budget. If a student is receiving financial aid/loans, they are able to amend their payments to TMS, through the Medaille College Business Office. All scheduled payments must be made to [Tuition Management Systems](#) until the financial aid/loans are guaranteed. It is the student's responsibility to inform Medaille College of any awards and the college will then inform TMS, of any revisions to the budget.

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 assessment to the student's account.

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

### Tuition Discounts

Certain discounts are to be granted to students when net tuition payments are received by the Business Office, by cash or check only, prior to the student's first scheduled class each semester. Net tuition is defined as tuition not funded through the use of financial aid. Should a student withdraw at any time during a semester after the discount has been applied or financial aid been reduced, creating a student balance, the discount will be reversed and said balance is due and payable immediately. The three types of discounts are:

1. A Canadian student, in the Masters of Science, in Education program is eligible to receive a twenty percent (20%) exchange discount off of the tuition.

2. A fifteen percent (15%) Alumni discount is offered to students who have received a baccalaureate degree and are returning for additional courses. This discount will be provided against the cost of any undergraduate credit-bearing course. Graduate program courses, non-credit bearing courses, and audited courses are specifically excluded.

#### Tuition Liability Policy

Tuition liability adjustment will be made only in the case of an official leave of absence or withdrawal and the Withdrawal Form must be filed in person at the Registrar's Office. The amount of any adjustment will be determined using the date of filing and the schedule below. An alternate schedule may apply in the case of Federal financial aid recipients.

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

Please reference the published Tuition Liability Schedules, for each term for specific liability percentages and dates.

#### Refund of Excess Financial Aid Awards

There is an unpredictable lapse of time between the issuance of the notice of financial award, which is sent to the student and College, and the actual receipt of funds from federal/state programs. As funds are received in the Business Office, they are promptly credited to the appropriate individual student's account. When such posting to a student account results in a credit balance, the overage will be refunded to the student within 14 days from the posting date.

#### Grants

[New York State Tuition Assistance Program \(TAP\)](#) awards range up to \$550 per academic year and are based on New York State net taxable income. TAP is only for students who have registered for at least 12 credit hours per semester. Students must be New York State residents and, if eligible, may qualify for up to eight semesters of TAP while pursuing a master's degree. Apply by submitting the [FAFSA](#) (Free Application for Federal Student Aid). Students must maintain Satisfactory Progress to receive this award. (See section in this catalog entitled "Satisfactory Progress.")

#### Loans

The [Federal Stafford Loan Program](#) is a need-based program which allows students to borrow from participating lenders. The maximum loan eligibility per academic year is \$8,500 for graduate students. The maximum that may be borrowed as a graduate student is \$65,500 which includes Federal Stafford loans borrowed for undergraduate study. The interest rate is an annual variable rate capped at 8.25%. Repayment begins six months after the student either leaves school or drops below half-time enrollment. There is no interest paid or accrued while the student is enrolled at least half-time. The loan must be repaid within 10 years, exclusive of deferment periods. Apply by submitting the Financial Aid Application and the [FAFSA](#). Students must maintain Satisfactory Progress to receive this loan. (See section in this catalog entitled "Satisfactory Progress.")

The [Unsubsidized Federal Stafford Loan Program](#) is available, regardless of family income, to students who do not qualify for the regular subsidized Stafford Loan or who are not eligible for the maximum subsidized Stafford Loan. The combined Subsidized and Unsubsidized Stafford annual loan limit is \$18,500. The combined aggregate limit is \$138,500, which includes loan amounts borrowed for undergraduate study. The terms and conditions of the subsidized and unsubsidized loans are generally the same, except that borrowers are responsible for the payment of the interest that accrues on unsubsidized loans while they are in school. The term unsubsidized means that interest is not paid for you by the federal government while you are in school. The interest rate is an annual variable rate capped

at 8.25%. Apply by submitting the Financial Aid Application and the [FAFSA](#). Students must maintain Satisfactory Progress to receive this loan. (See section in this catalog entitled "Satisfactory Progress.")

#### Other Financial Assistance

The Master of Science in Education Discount Program extends to education professionals at participating Catholic and private schools\* a 30% tuition reduction for each semester they attend Medaille College. Students must take a minimum of 6 credit hours each semester to be eligible. The qualified applicant also will be required to maintain a GPA of 3.0. \*(For details on program participation, please contact the Office of Graduate Admissions.)

The Master of Science in Education Tuition Reduction Scholarship will be awarded to one graduate from Medaille's Bachelor of Science in Education Degree programs (excluding the Educational Preparation program) per year. To be eligible, the student must enroll in a Master of Science in Education Degree program within one year of completion of the undergraduate degree, have a minimum GPA of 3.25, and provide two letters of recommendation from Medaille College faculty. The scholarship is available for each semester that the student attends and is equivalent to 30% of tuition. The successful candidate will be required to take no fewer than 6 credit hours per semester and maintain a GPA of 3.5. Scholarship recipients will be expected to perform duties as a graduate assistant.

Vietnam Veterans Tuition Assistance Program may provide financial assistance to some veterans enrolled in graduate degree programs. For an application contact New York State Higher Education Services Corporation, 99 Washington Avenue, Albany, New York 12255 or go online to [www.va.gov/education](http://www.va.gov/education). For information on the GI Bill, please call an Admissions counselor at (716) 631-1061 or visit [http://www.gibill.va.gov/GI\\_Bill\\_Info/benefits.htm](http://www.gibill.va.gov/GI_Bill_Info/benefits.htm).

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

The [Federal College Work-Study Program \(CWSP\)](#) allows students with financial need the opportunity to work in jobs on campus to earn part of their educational expenses. Students may apply by submitting the [FAFSA](#). Students must maintain Satisfactory Progress to receive this award. (See section in this catalog entitled "Satisfactory Progress.")

Veterans Benefits are available for students who qualify. In order to determine eligibility, the [Department of Veterans Affairs](#) or the Medaille College Financial Aid Office should be contacted.

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, 3701 North Fairfax Drive, Suite 260, Arlington, Virginia 22203.

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.

#### Financial Need

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

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

The Free Application for Federal Student Aid (FAFSA) is available from the Financial Aid Office.

#### Satisfactory Progress

Students must maintain Satisfactory Progress in order to receive Financial Aid. PLEASE NOTE: THERE ARE DIFFERENT REQUIREMENTS FOR STATE AND FEDERAL FINANCIAL AID.

The following chart explains the requirements for renewed eligibility for state financial aid for Graduate Programs:

In order to receive state aid for this semester:	You must accumulate at least this many credits:	With a GPA of:
1st	0	0
2nd	6	2.00
3rd	12	2.50
4th	21	2.75
5th	30	3.00
6th	45	3.00
7th	60	3.00
8th	75	3.00

Please note: students may receive only eight semesters of TAP.

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

The following chart explains the requirements for renewed eligibility for federal financial aid for Graduate Level Programs:

In order to receive federal aid for this	You must accumulate at least this many	With a GPA
--	--	------------

semester:	credits:	of:
1st	0	0
2nd	9	2.00
3rd	18	2.50
4th	27	2.75
5th	39	2.75
6th	51	3.00

Part-time student credit requirements will be pro-rated based upon the number of credits carried. GPA requirements are the same.

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

## LOCATIONS

Medaille College's main campus is located in Buffalo, New York, on an attractive urban campus at the intersection of Route 198 (Scajaquada Expressway) and Parkside Avenue. Adjacent to Delaware Park and the Buffalo Zoological Gardens, the campus is easily accessible by car, bus, or Metro Rail. The Humboldt-Hospital subway station is within walking distance of the campus. In addition, Medaille is in close proximity to the Albright-Knox Art Gallery, the Buffalo and Erie County Historical Building, the Buffalo Museum of Science, and the Buffalo and Erie County Public Libraries.

The [Amherst campus](#) is at 30 Wilson Road, Williamsville, NY. This free-standing building has classrooms, faculty offices, administrative offices, the SAGE admissions office, a dining area and computer labs. Ample parking is available.

The [Rochester campus](#) is located in the Corporate Woods Office Park at 100 Corporate Woods, Suite 200. Corporate Woods can be entered off of Crittenden Road, which is accessible from the E. Henrietta exit (Exit 16) of the 390 Expressway.

## SERVICES FOR NEW STUDENTS

### New Student Orientation

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

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

## Identification Cards (IDs)

Identification cards are required for all students and can be obtained through the Campus Public Safety Office. They may be asked for when using the Computer Lab, the Kevin I. Sullivan Campus Center, or to take books from the Library. ID cards are also important for admission to many student events.

## Parking Tags

If you drive a car to campus, you will need a parking tag. It can be obtained at the Campus Public Safety Office.

## Campus Facilities

Medaille College's main campus is located on 13 attractive acres in the geographical center of Buffalo.

### Amherst Branch Campus

The Amherst Branch Campus of Medaille College offers the Accelerated Learning Programs and the Canadian Educational Prep Program. The Amherst Campus is located at 30 Wilson Road, Williamsville, NY. Classrooms are equipped with audio-visual aids and are wired for Internet accessibility, as are the computer labs. Administrative offices housed at this branch campus include Graduate Admissions, Student Services, Financial Aid, and Academic Services, as well as Accounting and Program Representative Services. Ample parking is available.

### Rochester Branch Campus

The Rochester Branch Campus of Medaille College offers the Accelerated Learning Programs and is located in Brighton in the Corporate Woods Office Park at 100 Corporate Woods, Suite 200. Classrooms are equipped with audio-visual aids and are wired for Internet accessibility. Cohort mailboxes are located in the classroom wing. Administrative offices located at this campus include Graduate Admissions, Student Services, Academic Services, and Program Representatives. Financial Aid and Accounting offices are located at the Amherst Branch Campus. Ample parking is available.

### Main Campus

Medaille College's main campus is located on 13 attractive acres in the geographical center of Buffalo. The main campus includes the buildings and facilities listed below. For more information and images, please visit our [Campus Tour](#).

## STUDENT OFFICES

### Admissions Office

Potential students receive counseling regarding Medaille's academic programs and the [admissions](#) requirements for these programs.

### Business Office

The Business Office maintains student billing records for the College. Students must visit the Business Office to complete their registration each semester by making payment arrangements prior to the start of the semester. Questions concerning your student bill or payment arrangements should be directed to the Business Office.

### 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 facility serves as a focal point for college community life and a training ground for students in assuming social responsibility and leadership. The cultural, educational, social, 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 and Associate Dean of Students, Career Planning, New Student Orientation, Diversity Affairs, Student Activities and Recreation, Special Programs, Intercollegiate Athletics, and Health Center.

The 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.

#### Campus Public Safety Office

The College's Campus 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. The Campus Public Safety Office phone number is: (716) 880-2911.

Medaille College annually supplies a security report containing statistics, policies, and a description of programs that promote campus safety. A copy of this report is available to all prospective students and employees, and may be requested by contacting the Admissions Office, the Student Affairs Office, the Public Safety Office or the Web site of the [U.S. Department of Education](#).

#### Career Planning

Take advantage of the career planning services provided by the College. These services are offered to all Medaille students. Many of these services remain available to you once you have graduated, too. Check Medaille College's Career Planning web site, [www.medaille.edu/careerplanning](http://www.medaille.edu/careerplanning), for semester activities, career and job search assistance.

Career Planning--If you would like to discuss your choice of a major, learn about the kinds of jobs available in your field, or discuss your job search, stop in and make an appointment.

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

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

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

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

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

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

#### College Store

The College Store operates for the convenience of Medaille's students and faculty. School supplies and Medaille College clothing and souvenir items are also offered for sale online through eFollett and in the [College Store](#) on the main campus.

#### Computer Labs

The Amherst and Rochester campuses have computer labs for student use. These campuses are also equipped with wireless networks for Internet connections.

#### Counseling Office

The Counseling Center is staffed by a Nationally Certified Counselor and provides free and confidential services to all registered Medaille students. Counseling Services are designed to help students understand themselves better, resolve problems, and come to terms with difficult issues. Specific services include individual counseling, group counseling, and self-improvement workshops. Referrals to outside professionals can be provided. Self-help materials on a wide variety of topics are available.

The Counseling Center as part of the Office of Student Affairs, is committed to enhancing the well-being of the student, and promoting life-long learning and health. These services are an integral piece of a campus climate that is committed to diversity, personal attention, and the development of the whole person!

#### Center for Multicultural Education and Diversity

The [Center for Multicultural Education and Diversity](#) 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.

#### Financial Aid Office

All students are urged to visit the Financial Aid Office to learn about the types of aid available. If you have any questions regarding TAP (Tuition Assistance Program), loans, or other financial assistance, please contact the Financial Aid Office.

#### Food Service

The Cafeteria in the Kevin I. Sullivan Campus Center serves breakfast, lunch and dinner Monday through Friday, as well as brunch and dinner on Saturday and Sunday. Come for a meal or a snack or just to socialize. Catering service is also available for the entire Medaille community.

#### Health Center

The Health Center is located on the second floor of the Kevin I. Sullivan Campus Center and is staffed by a Registered Nurse. The office coordinates health records, immunization, provides for health and wellness needs, first-aid, health insurance, and educational programming.

#### Information Office

Can't remember where the Registrar is? Lose your car keys? Want to leave a note for your instructor? The Information Office can help you with these things and many more. If they can't answer your questions, you'll be directed to someone who can. It's a combination mailroom, switchboard, and lost and found. Facsimile services are also available at a reasonable charge.

#### Library

Your college days would not be complete without frequent visits to the automated Medaille College Library for that "special" help so necessary for the completion of successful college assignments. Whether it be research needs, a quiet place to read, or locating instructor reserve information or materials, the Medaille library staff is always there to help. Library services are electronically accessible through Medaille's Home Page on the Internet ([www.medaille.edu](http://www.medaille.edu)).

A validated college ID card is necessary to take books out of the library, so please remember to carry it with you.

#### Registrar's Office

The Registrar's Office maintains the academic records of all students who have enrolled at Medaille. You should visit the Registrar's Office if you wish to drop or add a course, withdraw from a course, or inquire about graduation status. The Registrar's Office also can tell you who your advisor is and when the next registration period will occur.

#### Special Academic Services Office

The Special Academic Services Office coordinates academic support services that assist all students with the many transitions that occur during a college career. Student success is a special focus of this office as the Senior Director of Special Academic Services is a liaison for students and is able to answer questions or address concerns or complaints that students may have.

#### Academic Skills Center

The Academic Skills Center offers a full range of learning services. Limited peer and professional tutoring in a variety of disciplines are available at scheduled times and upon request. Computers with Internet access, study skills workshops, audio/visual resources, reference materials and space for study sessions are all provided in the Center.

#### Disability Services Office

The Disability Services Office endeavors to assist students with disabilities in all aspects of their college life. Students requesting services and/or accommodations must contact the Disability Services Office directly.

#### Substance Abuse Education

Medaille College provides educational programming related to substance abuse. This includes participation in the National Collegiate Alcohol Awareness Week and various workshops/symposiums related to alcohol and drug use/abuse. Individual personal counseling for individual members of the College community is available through the counseling office as well as referral to community agencies in the Buffalo area. Please refer to the Student Handbook for additional information.

## HEGIS CODES

Enrollment in other than registered or otherwise approved programs (by the State Education Department) may jeopardize a student's eligibility for certain student aid awards.<sup>1</sup>

Program Name	HEGIS CODE
Master of Business Administration Degree	
Business Administration	0506
Master of Science in Education Degrees	
Adolescent Education <sup>2</sup>	0802.00
Curriculum & Instruction*	0829
Elementary Education <sup>2</sup>	0802
Literacy, Birth-Grade 6	0830
Special Education	0808.00
Master of Art Degrees	
Mental Health Counseling	2104.10

Organizational Leadership 0506.00

Psychology 2001

#### Graduate Degree Programs

Adolescent Education<sup>2</sup>  
Business Administration  
Elementary Education<sup>2</sup>  
Literacy, Birth-Grade 6  
Mental Health Counseling  
Organizational Leadership  
Psychology  
Special Education

1 For undergraduate and certificate programs, see the [Undergraduate Catalog](#).

2 Degree offered at Medaille College's Amherst branch campus only.

## PROGRAMS OF STUDY

### ADOLESCENT EDUCATION

#### Curriculum

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

#### New York State Teaching Certification Examinations (NYSTCE)

Students must take these three tests:

LAST (Liberal Arts and Sciences Test)

ATS-W (Assessment of Teaching Skills-Written)

CST (Content Specialty Test) for either English, French, Mathematics, Biology, or Chemistry

#### Exam

A Comprehensive exam must be taken and passed before student teaching can occur. The comprehensive exam will be administered in January, May, August of each year.

#### Student Teaching

Students will fulfill student teaching requirements in both adolescence setting, grades 7-9 and grades 10-12. Further information can be found on the Office of Student Teaching website

There are 5 tracks for Adolescent Education:

Students will take a 6 credit methods course and fulfill the pre-student and student teaching requirement that is aligned with the specific track.

English 7-12 Track

EDU 601 Methods of Teaching in Adolescent Education: English

EDU 667 Pre-Student Teaching

EDU 677 Student Teaching

French 7-12 Track

EDU 602 Methods of Teaching in Adolescent Education: French

EDU 667 Pre-Student Teaching

EDU 677 Student Teaching

Mathematics 7-12 Track

EDU 603 Methods of Teaching in Adolescent Education: Mathematics

EDU 667 Pre-Student Teaching

EDU 677 Student Teaching

Biology 7-12 Track

EDU 604 Methods of Teaching in Adolescent Education: Biology

EDU 667 Pre-Student Teaching

EDU 677 Student Teaching

Chemistry 7-12 Track

EDU 605 Methods of Teaching in Adolescent Education: Chemistry

EDU 667 Pre-Student Teaching

EDU 677 Student Teaching

Master of Science in Education: Adolescent Education: Leading to Initial Certification in either: Biology 7-12, Chemistry 7-12, English 7-12, French 7-12, or Mathematics 7-12

ECI 535	Cultural Competencies	3
	Transitions from Education's	
ECI 610	Roots to the Present	3
EDU 601	Methods of Teaching in Adolescent Education: English	6
EDU 602	Methods of Teaching in Adolescent Education: French	6
EDU 603	Methods of Teaching in Adolescent Education: Mathematics	6
	Methods of Teaching in Adolescent Education: Biology	6
EDU 604	Methods of Teaching in Adolescent Education: Chemistry	6
EDU 605		

EDU 667	Pre-Student Teaching	3
	Education Methods of Teaching:	
EDU 668	The Arts, English, Language Arts, and Social Studies	3
EDU 670	Literacy in Content Areas	3
EDU671	Information Technology and Literacy in the Classroom	3
	Student Teaching	
EDU 677		6
Total Credits		30

#### ADOLESCENT EDUCATION SCHEDULES

##### DAY PROGRAM

##### FALL START

Course	Credit	Term
EDU 670	3	Fall
EDU 668	3	Fall
EDU 601-605	6	Fall
EDU 667	3	Fall
EDU 671	3	Fall
ECI 610	3	Spring
ECI 535	3	Spring
EDU 677	6	Spring

##### SPRING START

Course	Credit	Term
EDU 670	3	Spring
EDU 668	3	Spring
EDU 601-605	6	Spring
EDU 667	3	Spring
EDU 671	3	Spring
ECI 610	3	Summer
ECI 535	3	Summer
EDU 677	6	Summer

#### SUMMER START

Course	Credit	Term
EDU 670	3	Summer
EDU 668	3	Summer
EDU 601-605	6	Summer
EDU 667	3	Summer
EDU 671	3	Summer
ECI 610	3	Fall
ECI 535	3	Fall
EDU 677	6	Fall

#### WEEKEND PROGRAM

##### FALL START

Course	Credit	Term
EDU 601-605	6	Fall
EDU 667	3	Fall
EDU 671	3	Fall
EDU 668	3	Spring
EDU 670	3	Spring
EDU 677	6	Spring
ECI 610	3	Summer
ECI 535	3	Summer

##### SPRING START

Course	Credit	Term
EDU 667	3	Spring
EDU 668	3	Spring
EDU 670	3	Spring
EDU 601-605	6	Summer
EDL 671	3	Summer
ECI 610	3	Fall
ECI 535	3	Fall
EDU 677	6	Fall

#### SUMMER START

Course	Credit	Term
EDU 671	3	Summer

EDU 668	3	Summer
EDU 670	3	Summer
EDU 601-605	6	Fall
EDU 667	3	Fall
ECI 610	3	Spring
ECI 535	3	Spring
EDU 677	6	Spring

## ADOLESCENT EDUCATION COURSE DESCRIPTIONS

### EDU 601 Methods in Adolescence Education - English

This course is designed to familiarize English teacher candidates with national and state standards for adolescent English learning. This course will provide appropriate instructional strategies, methodologies, and materials necessary for creating a productive teaching and learning environment for all adolescent students, grades 7 – 12. There will be particular emphasis on working with students for whom English is a second language, students with disabilities, and students from diverse backgrounds.

### EDU 602 Methods in Adolescence Education - French

This methods course is organized around the federal and state standards for foreign language learning. This course guides teacher candidates to focus on communications, cultures, connections, comparisons, and communities. Teacher candidates will review current theory for second language acquisition, and will apply that theory to classroom practice. The course will present principles of learning, from which teacher candidates can draw to make decisions about instruction. The course emphasizes diverse learners including students for whom English is a second language and culturally diverse learner, and students with different learning styles, and abilities.

### EDU 603 Methods in Adolescence Education - Mathematics

This course is designed to provide teacher candidates with instructional strategies, methodologies and materials necessary for creating a productive teaching and learning environment for adolescence education students, grades 7 – 12 in mathematics education. The course will also provide opportunities for candidates to build and deliver lessons and units.

### EDU 604 Methods in Adolescence Education - Biology

This is a practical course where students will learn actual activities of biology instruction. Included in these activities will be laboratory work, teacher candidate developed worksheets, teacher candidate directed discussions, teacher candidate developed texts, etc Teacher candidates will also study the nature of scientific understanding and the culture and climate of the classroom. The class will also review strategies to ensure educational equity.

### EDU 605 Methods in Adolescence Education – Chemistry

This is a practical course where students will learn actual activities of chemistry instruction. Included in these activities will be laboratory work, teacher candidate developed worksheets, teacher candidate directed discussions, teacher candidate developed tests, etc. Teacher candidates will also study the nature of scientific understanding and the culture and climate of the classroom activities. The class will also review strategies to ensure educational equity.

### EDU 667 Pre-Student Teaching Experience

This course provides students with an opportunity to participate in a minimum of 100 hours of volunteer and/or paid teaching experiences in settings such as the classroom, YMCA, church group, tutoring, summer camp, etc. Students will be encouraged to work in settings that involve observation, tutoring, small group reinforcement, and entire class activities. Approximately 50 hours of experiences are to occur in grades 7, 8, and 9, and also in grades 10, 11, and 12. Experiences are to be in a student's academic certification area (e.g. English, mathematics, etc.) and/or related fields.

#### EDU 668 Classroom Management Techniques

This course is designed to provide students with a variety of management techniques that can be effectively used within grades 7-12. Emphasis will be placed upon a teacher's ability to enhance the teaching and learning environment. The course also includes mini-workshops on Child Abuse, and Project SAVE – Schools Against Violence Education. Also covered are Drug and Alcohol Prevention and Personal and Family Issues.

#### EDU 670 Literacy in the Content Areas

This course is designed to assist the prospective secondary school teacher (adolescence education) to integrate effective methodology to enhance students reading and writing skills, in general, and in the specific content areas. Emphasis is on vocabulary, comprehension, study skills, and flexible rate. Particular emphasis will be given to students for whom English is a second language and students with different learning styles, abilities, and learning problems.

#### EDU 671 Information Technology and Literacy in the Classroom

This course will develop understanding, perspective, competence and leadership in the use of information technology in an educational setting with an emphasis upon integrating technology and literacy.

#### EDU 677 Student Teaching in Adolescence Education

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

## ELEMENTARY EDUCATION

### Program Description

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

Our faculty includes professional teachers and published researchers with years of service in education and experience in the field. Elementary Education is the gateway for creating a community of life long learning for your students. You will be able to teach your students to participate in community service, support social justice and promote personal independence. You will become a caring teacher who builds effective learning relationships with students.

## Elementary Education (M.S. in Ed.)

Degree Conferred: Master of Science in Education (M.S. in Ed.)

The Elementary Education program affords students the opportunity to receive a Master of Science Degree in Education.

### Program of Study

The Elementary Education program provides a 36 credit course of study consisting of methodologies, educational philosophy, literacy, research and application. All students who desire to receive initial certification from the State of New York must participate in and successfully complete EDU 577 (student teaching component) to fulfill the academic requirement for certification in elementary education (grades 1-6). New York also requires that all students have from a regionally accredited college:

30 hour concentration in one of the liberal arts and sciences

6 credits each in English/language arts, social studies, math, and science

6 credits in a language other than English Research Course

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

### Placement Data

Academic Program: Elementary Education, M.S.Ed.	2000	2001	2002	2003	2004
% Further Education	20%	26%	15%	7%	2%
% Employed	100%	98%	100%	95%	97%
% Placement	100 %	98%	100%	96%	98%

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

### Core Courses

This program includes seven core courses, including three courses in literacy.

### Capstone

Students are required to take a Capstone or Thesis Guidance course which assists graduates to create an action research project and integrates and summarizes their program.

### Curriculum

Master of Science in Education: Elementary Education	Credit Hours
ECI 510    Research in Education	3

ECI 530	Educational Explorations in Diversity	3
ECI 610	Transitions from Education's Roots to the Present	3
ECI 695	Seminar: Teacher as Researcher	3
EDL 550	Developmental Literacy: Emergence to Fluency	3
EDL 560	Literature for Children	3
EDL 650	Assessment and Evaluation of Literacy	3
EDU 500	The Core of Education	3
EDU 502	Education Methods of Teaching: Math, Science, Technology	3
EDU 503	Education Methods of Teaching: The Arts, English, Language Arts, and Social Studies	3
EDU 504	Early Field Experience/Seminar: Physical Educations, Family/Consumer Sciences	3
EDU 505	Child Abuse Identification, Substance Awareness, Health Issues and School Violence	3
EDU 577	Student Teaching/Seminar: Career and Occupational Studies	6
Total Credits		42

Elementary Education  
FALL START

Course	Delivery	Credits	Term	Day
ECI 510	15 week online	3	Fall	online
ECI 530	7.1.7	3	Fall	R
EDL 550	7.1.7	3	Fall	T

EDU 500	7.1.7	3	Fall	T
EDL 560	7.1.7	3	Spring	T
EDL 650	7.1.7	3	Spring	T
ECI 610	7.1.7	3	Spring	R
EDU 502	7.1.7	3	Spring	R
EDU 503	7.1.7	3	Summer	R
EDU 504	15 week	3	Summer	W
EDU 505	7.1.7	3	Summer	R
EDU 577 Student teaching	15 week	6	Fall	Student teaching
ECI 695 Thesis	15 week	3	Fall	advisement

Elementary Education  
SPRING START

Course	Delivery	Credits	Term	Day
ECI 510	15 week online	3	Spring	online
ECI 530	7.1.7	3	Spring	R
EDL 550	7.1.7	3	Spring	T
EDU 500	7.1.7	3	Spring	T
EDL 560	7.1.7	3	Summer	T
EDL 650	7.1.7	3	Summer	T
ECI 610	7.1.7	3	Summer	R
EDU 502	7.1.7	3	Summer	R
EDU 503	7.1.7	3	Fall	R
EDU 504	15 week	3	Fall	W
EDU 505	7.1.7	3	Fall	R
EDU 577	15 week Student teaching	6	Spring	Student teaching
ECI 695	15 week	3	Fall	Thesis advisement

ELEMENTARY EDUCATION COURSE DESCRIPTIONS

#### EDU 500 The Core of Education

This course provides study and application of methods and materials appropriate for the understanding and implementation of a variety of "generic" situations as they apply to the various disciplines of teaching in the early childhood/childhood and middle childhood classrooms. New scholarship as well as classic philosophies will be implemented into the pragmatic aspects of the classroom as they apply to these various levels of learning.

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

This course is designed to examine theories of learning and thinking as they interact with the elementary classroom disciplines of science, mathematics, and technology. A practical application of these theories will be explored and incorporated for the teaching of these disciplines in the early childhood, childhood and middle childhood classroom setting.

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

This course is designed for students to examine and analyze the information and expectations of the New York State Education Department and accumulate a repertoire of materials, methods and inclusive strategies to plan, teach and assess standards based creative arts, language arts and social studies for all learners across a range of learning styles. Students will understand unit and lesson plans and assessments that align with the New York State Standards for Learning and the New York State Core Curriculum. The development of differentiated instructional planning, the use of curricular adaptations, the use of curriculum technology, assessment, and instructional strategies intended to support learners with diverse learning needs will be addressed. Attention will be given to the presentation of assistive technology. A practical application of these theories will be explored and incorporated for the teaching of the aforementioned in the early childhood, childhood, and middle childhood classroom.

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

This course requires that the learner combines knowledge, dispositions, and skills through seminar training, early field/classroom experiences, and the use of Action Research. Students will reflect upon that which they have learned and apply this knowledge into active and meaningful learning experiences. This course also integrates the areas of health, physical education, family/consumer sciences and career development/occupational studies into the elementary curriculum. Finally, this course defines the understanding of the operations and management of the classroom.

#### EDU 505 Child Abuse Identification and Substance Awareness, Health Issues and School Violence

This course provides New York State certification in the identification and reporting of child abuse and teaching the awareness of substance prevention, health issues and school violence. It provides the student with opportunities to review literature for discussion or presentation and debate issues.

#### EDU 577 Student Teaching/Seminar: Career and Occupational Studies

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

#### ECI 510 Research in Education

This course affords the graduate student an overview of the methods used in educational research. Students will study and apply different methods of quantitative and qualitative research. The course will further increase a student's understanding of research methodology and design. The central focus will be on Action Research which will lead to the culminating project within the Master's program. At the completion of this course, the student will have identified their thematic concern and will have begun the cycle of Action Research.

#### ECI 610 Transitions from Education's Roots to the Present

This course covers the various foundations of education. It provides a bridge from the works of past theorists and practitioners to current ideas and innovative teaching procedures of present day educators. The works of core

influential thinkers, such as Socrates, Locke, Dewey, Skinner, Rogers, Piaget, Freire, Giroux, hooks, McLaren, and Gardner will be used.

#### ECI 695 Teacher as Researcher

This directed project requires that students become involved in the internal workings of an educational institution. In light of action research and using appropriate technology, the student will not only identify an educational problem or concern within the arena of education, but they will also reflect upon and research some of the solutions to that problem. The problem/concern will be identified early in the graduate program and carried to its required completion in this culminating activity as it is researched appropriately in lieu of the knowledge gained within the various required/selected courses throughout this graduate program. Students will design lesson plans and assessments that align with the New York State Learning Standards.

#### EDL 550 Developmental Literacy: Emergence to Fluency

This course will introduce students to the research that supports balanced literacy from emergence to fluency. They will study the five pillars of reading instruction while exploring the components of word study, read-alouds, shared, guided, and independent reading and writing. The students will use this knowledge to plan systematic, explicit lessons within meaningful, engaging experiences in literacy.

EDL 560- This course description has not changed.

#### EDL 650 Assessment and Evaluation of Literacy

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

## LITERACY

### Program Description

This program provides you with the knowledge and skills needed to enable students' to meet the literacy challenges of the 21st century. It provides the academic requirements for professional certification in Literacy for initially certified education professionals.

Graduates of the program will be leaders in literacy development. In the era of "No Child Left Behind", literacy is crucial to academic achievement. Every educator needs to teach reading to meet our children's needs.

This program empowers graduates to teach classroom literacy, serve as literacy consultants, and provide techniques in remediation based on research and current practices.

Early in the program students will identify a research problem in literacy. While taking courses students will refine their problem and implement research based solutions. With your literacy knowledge you and your children will reach your highest goals.

Literacy, Birth-Grade 6 (M.S. in Ed.)

Degree Conferred: Master of Science in Education (M.S. in Ed.)

This Literacy, Birth-Grade 6 program provides the academic requirements for initial certification in Literacy. It also provides the academic requirement for professional certification for provisionally certified education professionals who have an undergraduate degree in the field of education. The goal of the program is to produce graduates who can effectively deliver literacy instruction.

#### Program of Study

The Literacy program provides a 36 credit course of study consisting of a research course, core courses, practicum, and a capstone project. Research Course The central focus is in Action Research as preparation for addressing classroom concerns and leading to the culminating capstone project.

#### Core Courses

Eight core courses introduce methods of education research in literacy, theory, and development.

#### Practicum

The practicum consists of two courses in clinical experience (early intervention/elementary level).

#### Capstone

Students are required to take a Capstone or Thesis Guidance course which assists graduates to create an action research project and integrates and summarizes their program.

#### Curriculum

Master of Science in Education: Literacy Birth-Grade 6		Credit Hours
ECI 510	Research in Education	3
ECI 695	Seminar: Teacher as Researcher	3
EDL 550	Developmental Literacy: Emergence to Fluency	3
EDL 555	Language/Literacy Development for the Young Child	3
EDL 560	Literature for Children	3
EDL 565	Content Area Literacy (Elementary)	3
EDL 575	Literacy Development for English Language Learners	3
EDL 610	Teacher/Leader in Literacy	3

EDL 650	Assessment and Evaluation of Literacy	3
EDL 660	Early Intervention Strategies	3
EDL 670	Early Intervention Practicum	3
EDL 675	Elementary Reading Practicum	3
Total Credits		36

## LITERACY COURSE DESCRIPTIONS

### EDL 550 Developmental Literacy: Emergence to Fluency

This course will explore the concept of a balanced reading program from the emergent reader to a fluent reader. The students will study the elements of balanced reading which include read alouds, shared reading, guided reading, independent reading, phonemic awareness, word recognition strategies, and comprehension strategies. Students will develop reading experiences for children based on the New York Language Arts Standards. After learning these strategies and developing materials the student will have an opportunity to engage children in literacy experiences.

### EDL 555 Language/Literacy Development for the Young Child

Students will explore research on current understandings of language development and how young children learn literacy. Infant and toddler pre-reading skills will be studied. Classroom/instructional implications of an emergent literacy paradigm are outlined and studied as well as applied in designing projects and presentations. Personal learning styles, family involvement and cultural contexts are considered as influences on literacy development of the young child.

### EDL 560 Literature for Children

This course explores the role of children's literature in the elementary literacy program. Students will explore the various genre of literature both in the areas of fiction and nonfiction, narrative and expository. Students will read and develop activities using various types of trade books, to assist student in meeting the New York State English Language Arts Standards.

### EDL 565 Content Area Literacy/Elementary

Students will explore methods and strategies for teaching and improving content area literacy. Using the New York State English Language Arts Standards, students will have an opportunity to develop materials that can be used to enable them to use various strategies for developing reading, writing, listening, and speaking. The student will also demonstrate the ability to design materials to enhance vocabulary, comprehension, and study skills in the content areas.

### EDL 575 Literacy Development for English Language Learners

Students will explore various concepts such as second language development and literacy development for English language learner in the classroom. Students will focus on specific instructional strategies that promote language and literacy development.

### EDL 610 Teacher/Leader in Literacy

Students will explore the characteristics of leadership through reflective study. They will examine the role of the teacher/leader in the area of professional development for his/her own practice as well as other professionals in his/her educational setting. Through the development of in-service workshops, students will further demonstrate the ability to communicate to various groups, including parents, caregivers, and school personnel, relevant information regarding literacy as it affects curriculum and assessment.

### EDL 650 Assessment and Evaluation of Literacy

This course is designed to investigate current practices and procedures in the evaluation of New York State English Language Arts Standards (reading, writing, listening, and speaking). The course will include instruction in the administration and analysis of running records, assessment of listening and speaking, concepts of print, word recognition, spelling development, phonemic awareness, comprehension, writing development, and modes of responding to literature. Students will also investigate the role of standardized test and testing programs in the assessment of reading and the other language arts areas.

### EDL 660 Early Intervention Strategies

In this course the students will investigate the history, philosophy and research basis of early intervention reading programs. Students will demonstrate an understanding of the pedagogy of early intervention programs, the assessment strategies for instructing children who exhibit reading difficulties.

### EDL 670 Early Intervention Practicum

In this course the students will have an opportunity to apply their knowledge of the history of philosophy and pedagogy of early intervention reading programs. A review of the research on early intervention and specific programs will provide a framework for instructional practices. Students will have an opportunity to apply their knowledge of an early intervention format and instructional strategies with an individual child in a lab practicum.

### EDL 675 Elementary Reading Practicum

The students will demonstrate the ability to assess children at the elementary level. By using these assessments, literacy instruction will be provided. During the seminars, cases will be discussed in light of appropriate materials and strategies. Through their research and teaching, the students will experience the importance of networking with other school professionals.

## SPECIAL EDUCATION

### Program Description

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

### Special Education (M.S.Ed.)

Degree Conferred: Master of Science in Education (M.S.Ed.)

### The Purpose of the Program

To provide the academic training required for initially-certified educators (Childhood 1 - 6; Middle Childhood 5 - 9) to qualify for professional certification in childhood or middle childhood special education. Students who enter the program with a baccalaureate degree will earn a Master of Science degree in Education. Students who already have a Masters degree and certification in childhood or middle childhood general education may enter the program and earn cross certification in Special Education.

### The Goal of the Program

To produce Special Education professionals who can effectively teach students with a wide array of exceptionalities and severity levels. Graduates of the degree program will be able to modify effectively instruction, curriculum, and materials for learners with exceptionalities while working collaboratively with other educators, professionals, parents, and the community in both inclusive and special education settings.

### Times

This program is scheduled to be completed in 15 months. It is offered on the college's 7-1-7 schedule with courses scheduled in fall, spring, and summer semesters. Each semester includes one full semester (15 week) course and one course during each seven week module for a total of nine credits. The exception is final term when students take ten credits. Degree students progress through the program as a single cohort taking a specific sequence of courses each semester. Degree students are required to complete a student teaching placement involving learners with special needs placement coordinated by the Office of Student Teaching/Certification. Upon written approval from the Program Chair, degree students employed as a licensed educator in a classroom with learners with special needs may be allowed to complete their student placement in their current classroom. Non-degree students seeking cross certification in special education will meet individually with the Program Chair to plan their respective programs. Cross certification includes four specifically designated courses taken over a single, regular school year based on the above identified 7-1-7 course schedule.

### Special Education Course Offerings

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

#### FALL TERM

ECI 510 Research in Education 3 credits

ESP 600 Foundations of Special Education 3 credits

ESP 601 Learning Disabilities: Theory & Practice 3 credits

#### SPRING TERM

ESP 602 Behavioral Strategies for Working with Students with Exceptionalities: Managing the Learning Environment 3 credits

ESP 604 Educating Students with Mild to Moderate Disabilities 3 credits

ESP 608 Assessment and Evaluation of Learners with Exceptionalities: Birth to Grade 12 3 credits

#### SUMMER TERM

ESP 603 Identification, Assessment, & Treatment Models for At-Risk Readers 3 credits

ESP 606 Assistive Technology in Special Education 3 credits

ESP 607 Professional & Family Collaboration in Schools 3 credits

## FALL TERM

ESP 605 Educating Students with Severe & Multiple Disabilities 3 credits

ECI 695 Seminar: Teacher as Researcher 3 credits

ESP 610 Integrative Practicum Seminars: Childhood (5-9) 1 credit

OR

ESP 611 Integrative Practicum Seminar: Middle Childhood (5-9) 1 credit

ESP 677 Student Teaching in Special Education: Childhood (1-6) 3 credits

OR

ESP 678 Student Teaching in Special Education: Middle Childhood (5-9) 3 credits

TOTAL 37 credits

## CROSS CERTIFICATION CORE COURSES

ESP 600 Foundations of Special Education 3 credits

ESP 602 Behavioral Strategies for Working with Students with Exceptionalities: Managing the Learning Environment 3 credits

ESP 604 Educating Students with Mild to Moderate Disabilities 3 credits

ESP 608 Assessment and Evaluation of Learners with Exceptionalities: Birth to Grade 12 Levels 3 credits

TOTAL 12 credits

## SPECIAL EDUCATION COURSE DESCRIPTIONS

ESP 600 Foundations of Special Education

This course offers an examination of the historical, social, and legal foundations of special education. Emphasis is placed on issues, trends, and legislation, which affect the provision of services in school, home, and community settings with a focus on inclusion of individuals with exceptionalities in home and school settings. Provided, is an overview of the characteristics and instructional needs of individuals with all exceptionalities identified in the present federal educational disability related legislation. Integrated throughout the course are discussions on the impact of individual who has an exceptionality, on the family, on the family's ability to function, and the family's needs, stressors, resources and opportunities. Additionally addressed, is the impact of diversity -- broadly defined -- on accessing and utilizing services, to school age learners with exceptionalities. As part of this course, students must submit verification of completion of EDU 505 Child Abuse and EDU 505 SAVE legislation.

ESP 601 Learning Disabilities: Theory & Practice

This course will familiarize prospective special educators with theory and current issues as they relate to the definition, etiology, assessment, eligibility, service delivery, characteristics, and individual needs of students with learning disabilities. A repertoire of teaching strategies to include the use of differentiated instruction will be developed in academic areas as language arts, social studies, math, and science. Issues related to the impact of culture, family, values, individual resources, and, too often, the lowered expectations of schools on educational outcomes for individuals with learning disabilities will also be examined. This course will also consider assistive technology and classroom assessment practices relevant to students with learning disabilities

ESP 602 Behavioral Strategies for Working with Students with Exceptionalities: Managing the Learning Environment

A portion of this course assists teachers in understanding of the assessment of, evaluation of and intervention for students with emotional and behavioral disorders ranging in age from early childhood through adolescence. Through this course, students explore issues of diversity specifically focused on culture, and individual values on the assessment, perception, and response to students with emotional and behavioral disorders and their families. The other portion of this class, focuses on the theoretical and practical applications of behavioral analysis, general

classroom management and behavior management of learners with exceptionalities. Highlighted in this course are strategies, utilized to prevent of behavior problems in all learners while supporting the development of independence and positive social interaction skills of learners with exceptionalities. This course explores the identification, recording, evaluating, and effecting positive change in the social and academic behaviors of students with exceptionalities from early childhood through adolescence. Completion of functional behavioral assessments, the development of behavior support plans, and implementation of applicable behaviorally based, instruction assists in effecting positive social and academic change.

#### ESP 603 Identification, Assessment and Treatment Models for At-Risk Readers

This course explores the connections between special education professionals and the most recent research in the field of reading education by focusing on the atypical development and educational needs of students who experience difficulties in acquiring the literary skills of listening, speaking, reading and writing. Best practices for teaching at-risk readers and those who have demonstrated significant reading delays will be explored. Topics will include, but not be limited to, reading assessment, best-practices instructional models for at-risk readers at the elementary and middle school levels, and a comparison of the more constructivist models of reading instruction with the models of systematic, sequential instruction as proposed by National Council for Accreditation of Teacher Education and the Council for Exceptional Children. The use of assistive technology in the inclusive classroom to benefit at risk readers will also be considered.

#### ESP 604 Educating Students with Mild to Moderate Disabilities

Provides the necessary knowledge and skills to select, adapt, and sequence instructional methods and materials for a range of students with higher incidence developmental disabilities. Students explore and evaluate the development of differentiated instructional methodologies along with group instructional procedures. The course emphasizes integration of general education and special education methodologies along with the development of Learning Communities, instructional differentiation and curricular adaptation, access to the general curriculum, functional skill objectives, and community-based instruction. Integrated into the instructional differentiation and curricular adaptation is the utilization of the spectrum of assistive technological devices and adaptive approaches. Content covered takes into consideration the issues relevant to the student's diverse background – with diversity defined in the broadest sense -- in the identification of disability, developmental delay, and the development of individual educational objectives. Students engage in IEP development and explore the relevant legal and service mandates as per IDEA and ADA.

#### ESP 605 Educating Students with Severe and Multiple Disabilities

This course examines the characteristics of learners with severe or multiple disabilities along with related curriculum development and methods of instruction to include the use of assistive technology and alternative assessment practices. It also examines the issues, problems, and trends affecting the development and implementation of community-based educational, recreational, work and living options, and supports. Sample topics include identification and eligibility, least restrictive environment and inclusion, community-based instruction, person-centered planning, family involvement, medical concerns as relevant to the classroom, advocacy, and teacher roles and responsibilities. The unique perceptions, educational, and social needs of families of children with severe and multiple disabilities will also be examined with sensitivity to culture and values.

#### ESP 606 Assistive Technology for Special Needs Learners

This class is designed to help special educators develop an awareness of applications for, and the utilization of, assistive technology in the inclusive classroom to include low, middle, and high tech applications. Assessment models to establish student need for assistive technology will be addressed along with features of computer based

instruction. The use of assistive technology to allow students with a wide range of learning and other special needs access to computers and computer-based instruction, least restrictive environments, and access to the general curriculum will be considered. Examination of the impact of diversity and culture on technology along with the legal mandates, which drive the availability of assistive technology in schools, will occur.

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

This course will develop a comprehensive set of strategies and methods for collaborating with and involving general and special education teachers and other professionals as well as parents and community in working partnerships for the benefit of students with disabilities. School relationships with families of children with special needs and potential barriers to these contacts to include cultural and individual perceptions will be considered along with legal rights of families whose children receiving special education services. Emphasized strongly is a family-centered approach to education with a goal that teachers will become better able to analyze their own personal values, beliefs, and cultural biases in order to offer better support for families.

#### ESP 608 Assessment and Evaluation of Learners with Exceptionalities: Birth to Grade 12

The purpose of this course is to complete in-depth study of theoretical principles of measurement, assessment and evaluation necessary for appropriate identification of needs as related to implementation of educational plans for: early childhood, children, and youth with exceptionalities. Additionally this course provides knowledge and an opportunity for skill development in assessment and evaluation and related program planning for learners with exceptionalities at each age level. The class emphasizes an individualized, family-centered, and culturally competent approach to assessment. A study of assessment procedures used in the referral, identification, and instructional phases of program planning for students with exceptionalities. Applications of assessment data occurs in instructional programs for children with exceptionalities. An additional focus of the course is on the specific educational assessment methods and procedures, used in decision-making and program planning for students with exceptionalities who have diverse backgrounds, especially those from culturally or linguistically diverse backgrounds. Utilization of appropriate assistive technology during the evaluation process and throughout the learner's school career is a topic that is interwoven throughout the course. Students complete approximately 50 hours of assessments and evaluations of children with exceptionalities, as part of the course through work in their local schools and the Medaille College Reading Clinic.

#### ESP 610 Integrative Practicum Seminars: Childhood

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

#### ESP 611 Integrative Practicum Seminars: Middle Childhood

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

#### ESP 677 Student Teaching in Special Education: Childhood

This course is designed to provide students with experience as Special Educators in the elementary classroom. Prospective special educators will have the opportunity to work closely with practitioners such as Special Education teachers, coordinators and supervisors, and related service professionals. Through involvement in practical field experiences, the prospective special educator will acquire a realistic perspective of special education and develop the knowledge, skills, and aptitudes needed for entry as Special Education teachers in elementary classrooms.

#### ESP 678 Students Teaching in Special Education: Middle Childhood

This course is designed to provide students with experience as Special Educators in the middle school classroom. Prospective teachers will have the opportunity to work closely with practitioners such as Special Education teachers, coordinators and supervisors, and related service professionals. Through involvement in practical field experiences, the prospective special educator will acquire a realistic perspective of special education and develop the knowledge, skills, and aptitudes needed for entry as Special Education teachers in middle school classrooms.

#### ECI 695 Seminar: Teacher as Researcher

This directed project requires that students to become involved in the internal workings of an educational institution. In light of action research and using appropriate technology, students will not only identify, understand, conceptualize, and respond to relevant professional issues. Students will recognize an educational problem or concern within the arena of education but they will also reflect upon and research some of the solutions to that problem. The problem/concern will be identified early in the graduate program and carried to its required completion in this culminating activity as it is researched appropriately in light of the knowledge gained within the various required/selected courses throughout this graduate program. Students will design lesson plans and assessments that align with the New York State Learning Standards.

## MENTAL HEALTH COUNSELING PROGRAM DESCRIPTION

### Introduction

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

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

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

### Admissions Requirements

Medaille College has a rolling admissions policy and students may be admitted for the fall, spring, or summer semesters. Applicants are encouraged to apply in accordance with the following schedule:

Fall Semester Deadline	August 15
Spring Semester Deadline	January 1

Successful admissions candidates will generally have met the following selection criteria:

- An undergraduate GPA of at least 2.75: The Graduate Admissions Committee reviews the undergraduate record, noting the total GPA, the area of concentration, and the trend of grades. A minimum 2.75 GPA is recommended, although all applications will be reviewed. Students under 2.75 will require convincing evidence of intellectual ability, communications skills, and initiative.
- A degree from a regionally accredited educational institution.
- Two applicant reference forms: The committee reviews references of applicants as they contribute to an understanding of the applicant's academic ability, leadership skills, and aptitude for graduate study. All applicants are required to have two forms submitted for review.
- Satisfactory GRE score: A good balance of scores in verbal and quantitative areas is needed. No minimum total GRE is required, but the average entering student is above the 50th percentile. Students may be accepted provisionally pending receipt of exam scores or successful completion of the first 12 credits of course work.

#### Provisional Admission

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

#### Convenient Weekend Format

Medaille's M.A. is offered as a fixed sequence of 17 8-week courses, taken one course at a time, plus one Supervised Internship. Each 8-week course will include 38 in-class hours (split between the fourth and eighth weekends of the course) and appropriate amounts of independent study. Students will proceed thorough the Program as a cohort. This delivery method requires students to take two classes per semester, and six classes per calendar year. Students will be part-time and will not qualify for TAP.

#### Clinical Internship

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

Pre-Practicum and Internship placements will be chosen as a collaborated effort between students and the Clinical Coordinator of the Program. Each placement is considered on an individual basis and must first meet the approval of the Clinical Coordinator.

#### Rescheduling Classes in the Event of Inclement Weather

In the event that the College cancels one day out of the weekend schedule due to inclement weather or other unforeseen circumstances, the Instructor will contact the cohort to inform them of how missed work/time will be made up. If, however, two or more days out of the weekend schedule are cancelled by the College, the Instructor and cohort should anticipate that cancelled class days will automatically be rescheduled for the following weekend.

#### What is a Mental Health Counselor?

The American Mental Health Counselors Association (AMHCA) defines mental health counseling as the provision of professional counseling services involving the application of principles of psychotherapy, human development, learning theory, group dynamics, and the etiology of mental illnesses and dysfunctional behavior to individuals,

couples, families, and groups for the purposes of treating psychopathology and promoting optimal mental health. Mental Health Counseling is a distinct profession with national standards for education and clinical practice. The American Mental Health Counselors Association (AMHCA) is the primary organization representing Mental Health Counselors. A licensed Mental Health Counselor has met or exceeded the following professional standards: a master's degree; completed a minimum of two years post-master's clinical work (3000 hours) under the supervision of a licensed/certified counselor (or other licensed mental health professional); and, passed a state or national licensure examination.

What is the difference between a Mental Health Counselor and a Social Worker or Psychologist?

Mental Health Counselors- along with Psychologists, Psychiatrists, Social Workers, and Psychiatric Nurses- are one of the five CORE mental health providers recognized by the National Institute of Health (NIH). In general, psychologists are all doctoral level practitioners with a Ph.D./Ed.D./Psy.D. in Clinical or Counseling Psychology. Psychologists receive extensive training in assessment and testing. Social Workers are mostly a masters level profession receive broad training in a variety of social services roles, including counseling, but also case management, social welfare and others. Mental Health Counselors, like Social Workers are primarily a master's level profession. Unlike the above mental health professions, Mental Health Counselors are primarily trained to practice counseling and psychotherapy (though MHC's will also receive training in testing and assessment). Naturally, all three of these mental health professions provide many of the same services, often resulting in public confusion regarding respective roles. Because professional counselors and social workers are licensed in almost every state, this blurring of professional boundaries is likely to continue. Counselors and Social Workers may also earn doctorate degrees, though most professionals in these two professions have master's degrees.

In what settings do Mental Health Counselors work?

Mental Health Counselors work in:

- \* County mental health clinics
- \* Drug and alcohol programs
- \* Hospitals
- \* Psychiatric centers
- \* College and University counseling centers
- \* Pastoral counseling centers
- \* Crisis services
- \* Hospice and Palliative care services
- \* Employee Assistance Programs (EAPs)

and many other settings as well

Mental Health Counseling Professional Associations

American Counseling Association (ACA)

The American Counseling Association is the flagship organization and the largest counseling organization in the world with some 57,000 members and 18 divisional affiliate organizations. ACA has written a comprehensive Code of Ethics and Standards of Practice that all professional counselors are expected to read and understand. There are currently 17 Divisions comprising ACA. ACA was founded in 1952. You can find more information on ACA at [www.counseling.org](http://www.counseling.org).

American Mental Health Counselors Association (AMHCA)

The American Mental Health Counselors Association was founded in 1978 and is the ACA Division representing the profession of Mental Health Counselors. The AMHCA also has a separate Code of Ethics from ACA, though the two Codes are consistent on major issues. You may find more information about AMHCA at [www.counseling.org](http://www.counseling.org).

The Council for the Accreditation of Counseling and Related Educational Programs (CACREP) .

CACREP is the accreditation body for graduate counseling programs affiliated with the American Counseling Association (ACA). Founded in 1981, CACREP sets standards for accreditation of graduate mental health counseling programs, school counseling programs, geriatric counseling programs and many others. CACREP's web-site may be accessed at [www.cacrep.org](http://www.cacrep.org).

The National Board for Certified Counselors, Inc. (NBCC)

The National Board for Certified Counselors is the national credentialing board for professional counselors. Mental Health Counselors seeking national certification may take the National Counselor Examination (NCE) in order to become a Certified Clinical Mental Health Counselor (CCMHC). While national certification differs from state licensure, most states use the NCE as their counselor licensure examination. (Counselor licensure is explained below) NBCC's web site is [www.nbcc.org](http://www.nbcc.org).

Web sites for additional information on Mental Health Counselors:

American Counseling Association (ACA) [www.counseling.org](http://www.counseling.org)

American Mental Health Counselors Association (AMHCA) [www.counseling.org](http://www.counseling.org)

National Board for Certified Counselors, Inc. NBCC) [www.nbcc.org](http://www.nbcc.org)

New York Counseling Association (NYCA) [www.nyca.org](http://www.nyca.org)

New York Mental Health Counselors Association (NYMHCA) [www.nymhca.org](http://www.nymhca.org)

## Written Comprehensive Examination

### Purpose

The comprehensive examination serves the following functions, the primary one being the measure of academic attainment:

1. Academic Excellence. The primary function of the Master's comprehensive examination is to ensure that students demonstrate competence in the field of study. The Master's examination not only assesses student achievement, but it also motivates the student to perform competently and rewards this performance.
2. Integrating Function. Another function of the examination is to provide students with an opportunity to review, synthesize, and integrate the material that has been learned in coursework, readings, research experience, applied settings, and informal interactions with the faculty and other professionals.
3. Diagnostic Function. The comprehensive examination serves this function in two ways: (a) students and their advisors ascertain their strengths and weaknesses in the conceptual knowledge base required by the department. (This is particularly true for the Individualized component of the examination described below); and (b) Mental Health faculty, by reviewing the collective quality of the students' responses in different areas, can determine how the curriculum may be improved.

### Description of Comprehensive Exam

The comprehensive examination consists of two components: (a) Multiple Choice (150 questions), and (b) The written case-study/treatment plan.

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curriculum may be improved.

The Comprehensive examination consists of two parts:

The first part of the exam consists of 150 multiple choice questions. Approximately 10-15 questions are drawn from the student's core coursework. Each instructor submits 15 questions that they feel best represent the content area in which they teach.

The second part of the exam asks the student to write a detailed case study, which includes a detailed treatment plan, including appropriate techniques, methodologies and interventions. The treatment must be thoroughly grounded in theoretical orientation. Cultural issues, referral process and termination issues will also be thoroughly discussed.

\*\*\*The comprehensive exam will be administered during the student's final semester. Extenuating circumstances, such as personal health or residency at great distance from Medaille College, may warrant special arrangements by the advisor and be subsequently approved by the Graduate Committee. Exams are updated on a yearly basis in order to keep the content of the exam current.

To prepare for the examination, the student is encouraged to review the material from their coursework (Counseling Theory, Psychopathologies, Ethics, Group Dynamics, Clinical Instruction, Personality Theory, Developmental Psychology, Family Therapy and Research Methods) beginning at least one semester prior to the semester in which he or she plans to take the exam. It is also recommended that the student be familiar with material that has been covered in classes, current research in books and journals in the field, and participate in study groups that may be organized by fellow students prior to the exam.

#### Evaluation of Master's Comprehensive Exams

Students are required to receive a score of 70% or higher to pass part one of the exam. Part two of the comprehensive exam is evaluated as follows:

- a). The student's response to the examination is reviewed by two faculty members from the team who prepared the question(s). Performance is graded as "High Pass", "Pass with revisions", or "Fail".
- b). When the student's performance is graded "Fail" by one reader, then one additional faculty member from the team who prepared the question(s) for the core area being examined will independently read and score the student's response.
- c). A student who receives a grade of "Fail" from two readers on one or both parts of the exam receives a failing grade. Likewise, a student who receives a grade of "High Pass" from two readers receives a grade of "High Pass" on the comprehensive examination.

#### Student Feedback

After all examination results have been summarized, the Graduate Committee Chair conveys the results to each student by e-mail. Students usually receive the e-mail about one to two weeks after the examination date. Should students fail either component of the examination, they MUST confer with their advisor about options available to them.

\*\* Failure of the Master's Comprehensive Examination: Students who fail either part one or part two (or both) may retake that portion of the exam one time. Students who fail one or both components a second time are dropped from their degree program.

#### Other Requirements and Procedures

##### Time Limits

All requirements for the degree of Master of Arts in Mental Health Counseling must be completed within five years of the date of admission to the Department of Psychology Graduate Program. All graduate students must be registered for a minimum of six credit hours during each fall, spring and summer semester. Graduate students in good academic standing who cannot maintain continuous registration should apply for a leave of absence by the beginning of the semester in which the leave is to begin.

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

A maximum of six (6) credit hours of graduate level coursework earned from regionally accredited institutions prior to or after matriculation at Medaille College Graduate School may be applied towards a master's degree in Mental Health. All transfer credits must meet the following criteria:

- a) Courses must have been offered at the graduate level.
- b) Courses may not have been used to meet degree requirements for previously earned graduate degrees.
- c) Courses must have been completed within the last five years of matriculation in the Department.
- d) Courses must receive approval from the student's advisor, the Department Chair, and the Dean of the Graduate School.

e) A grade of "B" or above must have been earned in the requested transfer courses.

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

\*\* No credit is granted for correspondence courses or for "credit-by-examination" courses.

#### Waiver of a Course Requirement

In certain circumstances, a waiver of a course requirement may be requested based on coursework taken at Medaille College or at another institution. To petition for a course waiver, the student must submit a formal written letter requesting a Waiver of a Course Requirement. This letter must be approved by the student's advisor, the department chair, and the dean of the graduate school.

#### Academic Review/Probation/Dismissal

Any graduate student who receives a grade of F in any course required for completion of the M.A. degree or who indicates a lack of ability as determined by the program faculty, will receive an immediate academic review by the graduate program faculty. Upon completion of the academic review, the graduate program council may place the student on academic probation. Such notice will be made in writing by the department chairperson or designee prior to the end of the drop/add period of the next semester and will indicate the terms of the probation and its removal. Any student placed on academic probation is limited to three (3) credits per semester while on probation and is required to sign and adhere to a prescribed probationary contract. Any graduate student not meeting the written terms of their academic probation may be academically dismissed from the College.

Students will not be allowed to begin or continue internship placements if they are placed on academic probation. Further, students placed on probation or suspension for violations of the Student Handbook will not be allowed to begin or continue internship placements and depending on the severity of the offense, a student may be dismissed from the College.

#### Concerns or Questions about a Course or Program Requirement

In the event that a student has a concern or question about a course, the instructor of the course should be consulted before bringing concerns to the Department. If the situation is not resolved in consultation with the instructor, concerns and/or questions should be brought to the attention of the advisor and the Department Chair.

#### Grade Point Average Requirements

The Graduate School at Medaille College requires that all graduate students maintain a grade point average of 3.0 or above. A student whose grade point average falls below 3.0 after completion of 9 credits will be placed on academic probation for the following semester. A student whose grade point average falls below 3.0 for a second and successive semester may be allowed (with the recommendation of the Department and the consent of the Graduate School) a third semester in which to raise his or her grade point average to 3.0 or above. A student whose grade point average falls below 3.0 after three successive semesters will be required to withdraw from the College. A student whose cumulative grade point average falls below 3.0 will not be recommended for graduation.

Likewise, any graduate student who receives a grade of F in any course required for completion of the M.A. degree or who indicates a lack of ability as determined by the program faculty, will receive an immediate academic review by the graduate program faculty. Upon completion of the academic review, the graduate program faculty may place the student on academic probation. Such notice will be made in writing by the department chairperson or designee prior

to the end of the drop/add period of the next semester and will indicate the terms of the probation and its removal. Any student placed on academic probation is limited to three (3) credits per semester while on probation and is required to sign and adhere to a prescribed probationary contract. Any graduate student not meeting the written terms of their academic probation may be academically dismissed from the College.

\*A student earning less than C in any course is required to repeat the course, and a student may carry a maximum of two C grades on their transcript during the program. Should a student receive a grade lower than a C, the class must be repeated. A student may repeat any course in an effort to earn a higher grade. The later grade will be used in computing the grade point average. A student earning less than C in any course is required to repeat the course, and a student may carry a maximum of two C grades on their transcript during the program EXCEPT in the following courses, where a B- or better MUST be achieved: MHC 670, MHC 605, MHC 650 and MHC 620.

(updated 4/13/08).

#### Academic Integrity

Medaille's faculty and administration expect all students to complete their academic assignments with honesty and integrity. Students who engage in any form of academic dishonesty (e.g., plagiarism, cheating on a test, forging a signature or an entire college document) will be dealt with severely, with penalties ranging from an F on a given assignment to failing a course or even academic suspension or dismissal from the program. It is important to note that the Graduate School at Medaille College interprets the submission of the same paper, or substantially the same paper, to more than one instructor to be a violation of this code. Students found guilty of such offenses risk expulsion from the College. Students should consult their Student Handbook for full details on the college's policy and procedures for handling formal charges of academic dishonesty.

#### Professionalism

The Psychology and Mental Health Counseling Programs expect students to maintain their integrity and professionalism as students and prospective counselors. Students are expected to be psychologically sound, interpersonally effective, and able to engage with peers, faculty, colleagues, consumers, and professionals in a healthy and responsible manner. Students are expected to give and receive feedback as a part of their training and growth.

Students are not only expected to achieve academically at the graduate level, but also to manage themselves throughout the program as ethical professionals-in-training. Issues of Ethical Misconduct, Behavioral Misconduct, Impairment, and Incompetence will be dealt with swiftly and fairly as they might arise.

## MENTAL HEALTH COUNSELING COURSE DESCRIPTIONS

### MHC 600 COUNSELING THEORY AND PRACTICE

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

### MHC 605 GROUP DYNAMICS

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

### MHC 620 PSYCHOPATHOLOGIES

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

### MHC 622 ASSESSMENT AND APPRAISAL

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

hours.

#### **MHC 625 PERSONALITY PSYCHOLOGY**

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

#### **MHC 630 PROFESSIONAL AND ETHICAL ISSUES**

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

#### **MHC 631 DEVELOPMENTAL PSYCHOLOGY**

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

#### **MHC 640 SOCIAL AND CULTURAL FOUNDATIONS**

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

#### **MHC 649 CHILD ABUSE WORKSHOP Non-credit (2-hour workshop)**

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

#### **MHC 650 FOUNDATIONS OF MENTAL HEALTH COUNSELING AND CONSULTATION**

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

#### **MHC 652 RESEARCH AND EVALUATION**

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

#### **MHC 660 CAREER COUNSELING**

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

#### **MHC 670 CLINICAL INSTRUCTION**

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

#### **MHC 677 SUPERVISED INTERNSHIP**

A one year supervised internship in a mental health/psychiatric/addictions agency provides the experiences for the student-intern to increase professional competence. Through the internship experience, the student is challenged to apply and integrate the knowledge, theories and concepts of counseling practice, and to build on previous life and work experience, as well as to develop new areas of professional competence. This process allows the student to bring together and to integrate for professional use cognitive learning, professional competence, values and ethics, life experiences, and activities which will enhance skill and critical analysis of counseling practice. 9 credit hours.

#### MHC 680 FAMILY COUNSELING

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

### PSYCHOLOGY

#### Professionalism

The Psychology Program expects students to maintain their integrity and professionalism as students and prospective professionals. Students are expected to be psychologically sound, interpersonally effective, and able to engage with peers, faculty, colleagues, consumers, and professionals in a healthy and responsible manner. Students are expected to give and receive feedback as a part of their training and growth.

Students are not only expected to achieve academically at the graduate level, but also to manage themselves throughout the program as ethical professionals-in-training. Issues of Ethical Misconduct, Behavioral Misconduct, Impairment, and Incompetence will be dealt with swiftly and fairly as they might arise.

#### Introduction

This handbook describes the major milestones, program regulations and requirements that students will encounter as they complete the Master's program in Psychology at Medaille College. Planning of all phases of the Master's program should be done in consultation with your academic advisor or Program Director. The academic advisor should not only help to provide guidance about academic matters, but should also serve as a mentor. Department faculty are committed to making your graduate work the most productive educational experience possible.

Policy statements described herein are subject to change. Students are advised to consult Department, College and Graduate School publications for detailed and up-to-date information. Copies of forms (or instructions) required to complete the procedures described in this Handbook may be obtained from either the Department or from the Graduate School at Medaille College. For further information, consult your academic advisor.

#### Philosophy of the Program

The program is designed to fulfill the goals of providing students with a thorough grounding in advanced principles of psychology at a graduate level, and providing students with an understanding of the tools of advanced psychology that is suitable for building careers in business, education, research, and government. The objectives include providing students with an opportunity to strengthen their credentials in order to improve their chances of gaining acceptance to a Ph.D. program in psychology; providing those students who wish to enter a Ph.D. program in psychology with a chance to explore advanced courses in several sub fields of psychology, learn more about psychology and focus their interests, and then apply for and gain entrance to a Ph.D. program in Psychology; providing students with advanced training in each of the core areas of study; and providing students with a command of the analytical tools necessary to successful careers in psychology.

Currently, some departmental faculty are engaged in a wide range of research projects investigating abnormal, cognitive, social, emotional, and biological development. Likewise, some departmental faculty have extensive applied experience in such areas as marriage and family therapy, and adolescent development. The psychology faculty are known at Medaille College for their research and professional development. The psychology faculty publish frequently, obtain research grants, and engage in many other scholarly activities. For example, the current graduate faculty have published articles in the following journals (to name a few): *Brain & Cognition*, *Brain Research*, *Brain Research Bulletin*, *Developmental Brain Research*, *Developmental Review*, *Ergonomics*, *Infant Behavior and Development*, *The Journal of Social Psychology*, *Personality and Individual Differences*, *Psychophysiology*. Both

teaching and research are a major focus of the Department.

#### Program Planning and Advisement

Upon recommendation for admission, an advisor is assigned to each student by the Department based upon the student's long term goals (assignments are typically made on or around August 20). The student should seek an appointment with the advisor as soon as possible after admission.

#### Delivery Format

Currently, the Master's in Psychology is offered to students in a cohort model. Students who enter the program will take a fixed sequence of coursework and will move through the program together. In addition to creating a built-in support group, this format allows students to take 4 graduate courses per semester during the Fall and Spring semesters while attending classes regularly only 2 nights per week. The remaining coursework occurs during the summer months. This method of delivery allows students to complete all the required coursework (and potentially the Masters Thesis or Supervised Internship) within one calendar year.

In the Fall semester, students take two consecutive 7 week courses with a Saturday component at the beginning and end of each course; additionally they take one 15 week course and one on-line course. This allows students to attend classes only 2 nights a week. This format is repeated in the Spring. In the Summer, students take two consecutive 7 week courses with a Saturday component at the beginning and end of each course and sign up for either Thesis Guidance or Internship (meeting times are arranged with the student's supervisor).

Because the coursework is sequentially arranged, it is strongly recommended that students start the program in the Fall semester. However, students will also be accepted in the Spring with the understanding that they are entering a coherent and unified program midstream. No student shall be allowed to begin the program during the summer semester.

#### Required Coursework

The Master of Art (M.A.) program in Psychology is a 36-credit course of study in which students are required to take core courses (21 credits) in the biological basis of behavior, counseling psychology, cognitive psychology, developmental psychology, evolutionary psychology, psychopathologies, and social psychology. These are complemented by courses (6 credits) in research design and statistical methods. Students are also required to take a Special Topics course (3 credits), and must also complete a thesis course of potentially publishable quality or a supervised 400 hour internship (6 credits) to earn the Master's degree.

Psychology		Credit Hours
Semester	Fall	
PSY 504	*Social Psychology (on-line)	3
PSY 511	*Cognitive Psychology (7 week format)	3
PSY 521	Biological Basis of Behavior (15 week format)	3
PSY 531	Research Methods (7 week format)	3
Semester	Spring	
PSY 602	Counseling (on-line)	3

PSY 607	Statistics (15 week format)	3
PSY 614	*Evolutionary Psychology (7 week format)	3
PSY 631	*Developmental Psychology (7 week format)	3
Semester	Summer	
PSY 598	Special Topics in Psychology (7 week format)	3
PSY 760	Psychopathologies (7 week format)	3
PSY 797 or PSY 777	**Thesis Guidance or **Internship (arranged with instructor)	6
Total Credits		36

\*\*Student must obtain instructor permission to register for PSY 797 or PSY 777

#### The Master's Thesis

The Master of Arts with Thesis candidate must successfully complete a thesis. A thesis committee of three (3) faculty members guides and encourages the student in the design and execution of the research program and in the writing of the thesis. During the time the thesis is being completed, the student must register with the advisor or an assigned research director for a total of six (6) semester hours of thesis credit (PSY 797).

The thesis must be approved by an examination committee nominated by the advisor in consultation with the student. The committee must be established at least two months prior to the date on which the oral examination is scheduled. Master's thesis committees must consist of at least three members of the Psychology Graduate Faculty at Medaille College.

#### Use of Human Subjects

If human participants are involved in thesis research, the student must obtain approval from the Institutional Review Board at Medaille College. Application materials and instructions are available from your advisor, and students should consult with their advisor in preparing these materials. Data may not be collected for the Master's thesis before human subjects approval has been granted.

#### The Oral Examination

A final oral examination on the Master's thesis shall be held when the student has completed the thesis to the satisfaction of the student's advisor, provided all other requirements for the Master of Arts degree have been completed and a 3.0 grade point average has been maintained throughout the student's coursework. An oral examination committee with a minimum of three members of the Psychology faculty conducts the oral examination. The chairperson of the examination committee selects the time and place of the oral examination and is responsible for notifying the other members of the committee and the candidate. Members of the oral examination committee must be given a minimum of seven (7) business days to review the student's thesis prior to the oral examination. The duration of the oral examination is approximately one (1) hour.

The decision to accept the oral examination as satisfactory must be unanimous. Students may present themselves for oral examination only twice.

#### The Master's Internship

The Master of Arts with Internship student is one who wishes to obtain applied experience and the training necessary

to be marketable in a competitive job market. Medaille's program allows an internship to be substituted for the Master's thesis. The internship will allow the student the opportunity to gain first hand experience and develop professional contacts in their area of specialization. The Master's Internship requires instructor approval, a comprehensive project at the conclusion of the internship, and at least 400-hours at the internship site. Specific details about expectations and requirements for successfully completing the internship will be devised in consultation with your internship advisor.

#### Other Requirements and Procedures

##### Time Limits

All requirements for the degree of Master of Arts must be completed within five years of the date of admission to the Department of Psychology Graduate Program. All graduate students must be registered for a minimum of six credit hours during each fall, spring and summer semester. Graduate students in good academic standing who cannot maintain continuous registration should apply for a leave of absence by the beginning of the semester in which the leave is to begin.

##### Registration Requirements\*

All master's students are required to register every semester for at least one credit hour. When all other requirements have been completed except for the completion of the thesis and/or passing the oral examination or completion of the Internship, students are required to register for a minimum of 1 credit of PSY 797 or PSY 777. Waivers of registration shall be granted only if the student is making satisfactory progress toward the degree and can complete the degree requirements within the required time limits. Interruption of registration cannot be used to justify a time extension. A request for a waiver of registration should be filed 10 days before the beginning of the semester or year for which the waiver is sought. Tuition waiver requests will be granted only when the student affirms in writing that he or she will not be using any College resources, including the time of faculty members, during the waiver period.

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

A maximum of six (6) credit hours of graduate level coursework earned from regionally accredited institutions prior to or after matriculation at Medaille College Graduate School may be applied towards a masters degree in Psychology. All transfer credits must meet the following criteria:

- a) Courses must have been offered at the graduate level.
- b) Courses may not have been used to meet degree requirements for previously earned graduate degrees.
- c) Courses must have been completed within the last five years of matriculation in the Department.
- d) Courses must receive approval from the student's advisor, the Department Chair, and the Dean of the Graduate School.
- e) A grade of "B" or above must have been earned in the requested transfer courses.

\* The student may be subject to final examination in all coursework transferred into the Master's degree in Psychology.

\*\* No credit is granted for correspondence courses or for "credit-by-examination" courses.

##### Waiver of a Course Requirement

In certain circumstances, a waiver of a course requirement may be requested based on coursework taken at Medaille College or at another institution. To petition for a course waiver, the student must submit a formal written letter requesting a Waiver of a Course Requirement. This letter must be approved by the student's advisor, the department chair, and the dean of the graduate school.

##### Procedure for Change of Advisor

Requests for change of advisor must be made in writing and approved by the Dean of the School of Adult and Graduate Education.

##### Concerns or Questions about a Course or Program Requirement

In the event that a student has a concern or question about a course, the instructor of the course should be consulted before bringing concerns to the Department. If the situation is not resolved in consultation with the instructor, concerns and/or questions should be brought to the attention of the advisor and the Department Chair.

##### Grade Point Average Requirements

The Graduate School at Medaille College requires that all graduate students maintain a grade point average of 3.0 or above. A student whose grade point average falls below 3.0 after the first semester (or completion of 9 credits if the student is part-time) will be placed on academic probation for the following semester. A student whose grade point average falls below 3.0 for a second and successive semester may be allowed (with the recommendation of the Department and the consent of the Graduate School) a third semester in which to raise his or her grade point average to 3.0 or above. A student whose grade point average falls below 3.0 after three successive semesters will be required to withdraw from the College. A student whose cumulative grade point average falls below 3.0 will not be recommended for graduation.

Likewise, any graduate student who receives a grade of F in any course required for completion of the M.A. degree or who indicates a lack of ability as determined by the program faculty, will receive an immediate academic review by the graduate program faculty. Upon completion of the academic review, the graduate program faculty may place the student on academic probation. Such notice will be made in writing by the Program Director or Academic Dean prior to the end of the drop/add period of the next semester and will indicate the terms of the probation and its removal. Any student placed on academic probation is limited to three (3) credits per semester while on probation and is required to sign and adhere to a prescribed probationary contract. Any graduate student not meeting the written terms of their academic probation may be academically dismissed from the College.

\*A student earning less than C in any course is required to repeat the course, and a student may carry a maximum of two C grades on their transcript during the program. Should a student receive a grade lower than a C, the class must be repeated. A student may repeat any course in an effort to earn a higher grade. The later grade will be used in computing the grade point average.

#### Policy on Incompletes

Under very rare circumstances, a student may request an Incomplete for a particular course. Incompletes (i) may be granted by the instructor only if the student is passing the course, (ii) must be completed within one semester after the course ends and (iii) must be requested, in writing, using the College's "Request for an Incomplete" form. Students may receive a maximum of two (2) Incompletes during the course of their program.

#### Academic Integrity

Medaille's faculty and administration expect all students to complete their academic assignments with honesty and integrity. Students who engage in any form of academic dishonesty (e.g., plagiarism, cheating on a test, forging a signature or an entire college document) will be dealt with severely, with penalties ranging from an F on a given assignment to failing a course or even academic suspension or dismissal from the program. It is important to note that the Graduate School at Medaille College interprets the submission of the same paper, or substantially the same paper, to more than one instructor to be a violation of this code. Students found guilty of such offenses risk expulsion from the College. Students should consult their Student Handbook for full details on the college's policy and procedures for handling formal charges of academic dishonesty.

## PSYCHOLOGY COURSE DESCRIPTIONS

### Fall

#### PSY 504 SOCIAL PSYCHOLOGY

The single most important environmental factor influencing human attitudes and behaviors is the presence of other humans. Social psychologists strive to understand how individuals and groups affect these attitudes and behaviors. This course will focus on topics such as measurement and analysis of behaviors, attitude structure and function, the origins of social norms, attraction, altruism and antisocial behavior. 3 credit hours; on-line course.

#### PSY 511 COGNITIVE PSYCHOLOGY

This course focuses on the science of the mental structures and processes involved in perception, attention, memory, problem solving, language use, consciousness, concept formation, reasoning, and decision making. 3 credit hours

#### PSY 521 BIOLOGICAL BASIS OF BEHAVIOR

As it is possible to link the workings of individual nerve cells to observable behavior, this course focuses on the mental processes that underlie how humans and other select organisms, perceive, learn, remember and behave. 3 credit

hours

#### PSY 531 RESEARCH METHODS

Focuses on the problems and procedures of research sciences with emphasis on understanding the basic types of research, the development of sound research design, conducting an appropriate experiment, and utilization of an effective writing style for preparing and reporting research. 3 credit hours

Spring

#### PSY 602 COUNSELING

This course provides students with a solid overview of the counseling field. Topics covered include the traditional and current roles of a counseling psychologist, legal and ethical guidelines used in counseling practices, and major therapeutic approaches as they can be applied to the counseling setting. 3 credit hours; on-line.

#### PSY 607 STATISTICS

This course is designed to integrate statistical concepts with real-world examples so that students can have a greater appreciation of statistics as a tool to analyze and validate psychological data. 3 credit hours

#### PSY 614 EVOLUTIONARY PSYCHOLOGY

This course will explore the evolutionary mechanisms that underlie human behavior. Students will apply the foundational principles of selection, drift and inclusive fitness to concepts such as mating strategies, sexual jealousy, pregnancy sickness, parental nurturance/negligence, spatial memory, landscape preferences, and aggression and violence. 3 credit hours

#### PSY 631 DEVELOPMENTAL PSYCHOLOGY

This course introduces students to the major theories that have shaped psychologists' understanding of human growth and development from conception, childhood and adolescence, to early, middle and late adulthood. Aspects of development discussed include biosocial, cognitive and psychosocial changes. Emphasis is placed on developmental problems and diagnosis of abnormal development. 3 credit hours

Summer

#### PSY 598 SPECIAL TOPICS IN PSYCHOLOGY

Topics will be announced on a semester-by-semester basis. Course goals, objectives and content will be determined by the topic. 3 credit hours

#### PSY 760 PSYCHOPATHOLOGIES

Humans have been trying to understand the bases of psychopathologies for thousands of years. This course provides students with the most current information regarding the etiologies and subsequent treatments, of the most prevalent mental illnesses in our society. Prerequisites: PSY 504, PSY 511, PSY 521, PSY 531, PSY 602. 3 credit hours

Students are required to take either 6 credits of PSY 677 Internship or 6 credits of PSY 797 Thesis Guidance to complete the program requirements

#### PSY 677 INTERNSHIP

A 90-hour internship provides the student with on-site experience and a solid understanding of careers in the mental health, research or clinical setting. Additionally, internships allow students the opportunity to participate in the learning experience while developing professional contacts in their area of specialization. Internships require instructor approval. Prerequisite: Completion of 18 PSY credits at the graduate level. 6 credit hours

OR

#### PSY 797 THESIS GUIDANCE

This course focuses both on the process of developing and writing a Masters level thesis consistent with the student's interests and career goals. Special attention will be focused on the development of an effective scientific writing style with an individual faculty member using a mentorship model. Prerequisites: Completion of 18 credits at the graduate level. 6 credit hours

## COMPUTER CRIMES INVESTIGATION CERTIFICATE PROGRAM

### Overview

Students enrolled in the CCI Certificate program will become familiar with the various types of crimes committed using computers as the tool, crimes facilitated by the use of computers and crimes against computers. The program will prepare you in methods of detection and outline the correct procedures around the seizing, preserving and analyzing of computer/electronic media and data, and detect and prevent possible network intrusions.

CCI will provide you with an intermediate knowledge of computer hardware and operating systems and focus on the creation, maintenance and destruction of data stored in electronic form. You will be instructed in methods of the detection, collection, preservation, and examination of digital evidence and the courses will outline the correct procedures involved in seizing and analyzing computer evidence/ electronic media/digital evidence. The significance and application of various investigative techniques and procedures for criminal and non-criminal investigators will be examined.

### Format

The CCI Certificate is made up of 5 distinctive classes, offered in a convenient one evening per week format. Students meet in class for 4 hours per week, and then meet with their study groups (at a time and place that the group finds convenient) for an additional 4 hours per week. Each class runs for 5 weeks.

Courses in the CCI Certificate can be completed in about 6 months.

## CCI COURSE DESCRIPTIONS

### 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.

### CRJ 180 - INTRODUCTION TO COMPUTER HARDWARE AND COMPUTER OPERATING SYSTEMS

This course is an introduction to the IBM-based personal computer and its DOS and Windows-based operating system, and is designed for the criminal justice major who may eventually specialize in computer-related investigations. It will provide an intermediate working knowledge of computer hardware and the basic operating system of DOS and Windows. The course will focus on the creation, maintenance, and destruction of data stored in electronic form, and provide an understanding of the significance of this data as possible evidence to criminal investigations.

### CRJ 280 - COMPUTER FORENSICS: ELECTRONIC MEDIA AS EVIDENCE

This course is 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.

### CRJ 380 - INTRODUCTION TO COMPUTER CRIME

The class offers an introduction into Computer Crime with a special focus on the basic investigation of these crimes. The significance and application of investigative techniques and procedures for criminal and non-criminal investigators will be examined. Hands-on computer use throughout the course will introduce students to the forensic issues of computer evidence collection and electronic media examination.

CRJ 480 - TOPICS IN 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 that involves a computer network and/or the Internet. The course will also examine issues related to the detection, investigation, and prevention of network intrusions. All students must have access to a computer and the internet.

## GRADUATE FACULTY

### Education

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

Christopher A. Bogden, Visiting Assistant Professor, Education  
B.S., M.S., Ed.D., Cornell University

Michelle Cefaratti, Visiting Instructor, Education  
B.A., Syracuse University  
Ed.M. State University of New York at Buffalo

Craig G. Centrie, Associate Professor, Education  
B.A., State University of New York College at Buffalo  
M.A., Ph.D., State University of New York at Buffalo

Claudia T. Conway, Clinical Assistant Professor, Education  
B.S., Miami University (Ohio)  
M.S.Ed., Edinboro University of Pennsylvania

Elaine Correa, Associate Professor, Education  
B.A., Brock University  
M.A., Concordia University  
Ph.D., McGill University

Suzanne E. D'Amato, Assistant Professor, Education  
B.S., M.S.Ed., State University College at Buffalo  
M.S.Ed., Canisius College  
Ph.D., State University of New York at Buffalo

Salvatore D'Amato, Visiting Instructor, Education  
B.F.A., Niagara University  
M.S.Ed., Canisius College

Susan Dunkle, Visiting Instructor, Education  
B.S. in Political Science at Canisius  
M.S. in Education from D'Youville College

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M.A., Canisius College

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Ed.D., State University of New York at Buffalo

Sharon Kulhanek, Professor, Education  
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C.A.S., State University of New York at Brockport  
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#### Mental Health Counseling & Psychology

Lynne Horne-Moyer, Professor, Social Sciences  
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