



Undergraduate  
**Academic  
Catalog**  
**2019-20**



**Medaille  
College**

**Buffalo Campus**

18 Agassiz Circle  
Buffalo, NY 14214  
(716) 880-2000  
(800) 292-1582

**Rochester Campus**

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

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

## TABLE OF CONTENTS

TABLE OF CONTENTS.....	2
UNDERGRADUATE CATALOG.....	9
Disclosure Statement.....	9
Higher Education Opportunity Act (HEOA) Compliance .....	9
Information for Students and Prospective Students .....	9
Accreditation .....	10
College Memberships.....	11
Title IX .....	11
Students with Disabilities.....	11
GENERAL INFORMATION.....	12
Academic Calendar .....	12
History.....	12
College Mission.....	13
College Vision.....	14
College Values .....	14
Essential College-Wide Learning Outcomes .....	14
Strategic Plan.....	16
Locations .....	16

Parking .....	19
Campus Emergency Closure .....	20
Applying for Admission.....	20
Student Services .....	28
Campus Life .....	35
Major Program of Study.....	37
General Academic Information.....	40
Graduation Honors .....	52
Repeating a Course Policy .....	52
College Consortium: Overview, Policies, and Procedures .....	53
Academic Honors .....	54
Medaille College Honors Program.....	54
Academic Progress Report .....	55
Academic Standards .....	55
Attendance and Participation .....	58
Course Syllabus Policy.....	60
Evaluation of Students' Work.....	60
Student Opinion Surveys.....	61

Academic Integrity .....	61
Academic Policies .....	66
Academic Dishonesty .....	71
Online Student Identity Verification .....	75
Grievance Policies .....	75
Grade Appeal.....	76
Course Prerequisites .....	76
Academic Records.....	76
Academic Changes .....	78
Registration Procedures.....	79
Academic Advising.....	79
Academic Fresh Start Policy .....	80
FINANCIAL INFORMATION .....	81
Financial Aid.....	81
Census .....	92
Student Acknowledgment .....	104
PROGRAMS OF STUDY .....	107
Dialogues: The Medaille Undergraduate General Education Core.....	107

Academic Programs .....	109
3+3 UB Law .....	190
Course Descriptions .....	201
ACCOUNTING .....	201
ALCOHOL AND SUBSTANCE ABUSE.....	204
ANTHROPOLOGY .....	206
ART.....	207
BIOLOGY.....	211
BUSINESS INFORMATION SYSTEMS .....	220
BUSINESS .....	222
CHEMISTRY .....	224
CHINESE .....	226
COMMUNICATION .....	227
COMPUTER INFORMATION SYSTEMS .....	234
CRIMINAL JUSTICE.....	235
DATA SCIENCE .....	244
ECONOMICS .....	245
EDUCATION.....	246

ENGLISH.....	253
ENGLISH AS A SECOND LANGUAGE.....	265
eSPORTS .....	266
FRENCH.....	267
FINANCE.....	267
GENERAL EDUCATION.....	268
GENERAL SCIENCE.....	272
GEOGRAPHY .....	272
HEALTH INFORMATION ADMINISTRATION .....	273
HISTORY.....	277
HOMELAND SECURITY .....	284
HONORS .....	286
HUMANITIES .....	288
INTERDISCIPLINARY STUDIES.....	289
MANAGEMENT.....	293
MANAGEMENT INFORMATION SYSTEMS.....	300
MARKETING.....	302
MATHEMATICS.....	303

MUSIC .....	310
PHILOSOPHY .....	311
PHYSICAL EDUCATION.....	313
PHYSICS .....	314
POLITICAL SCIENCE.....	315
PSYCHOLOGY .....	318
SOCIAL SCIENCES .....	324
SOCIOLOGY .....	325
SPANISH .....	327
SPECIAL EDUCATION .....	328
SPEECH.....	329
SPORT MANAGEMENT.....	331
THEATRE.....	334
VETERINARY TECHNOLOGY .....	335
General Education Requirements.....	356
Online Netiquette Expectations.....	356
Responsibilities of Online Students .....	357
Time-On-Task.....	358

Post-Traditional Undergraduate Academic Programs.....	359
PERSONNEL .....	386
Board of Trustees .....	386
2019-2020 Academic Leadership.....	388
2019-2020 Faculty.....	397
Administrative and Professional Staff.....	410
Academic Advisory Boards .....	434



## UNDERGRADUATE CATALOG

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

### Disclosure Statement

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

### Higher Education Opportunity Act (HEOA) Compliance

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

### Information for Students and Prospective Students

Pursuant to the New York State Education Department's Title 8 Chapter II Regulations of the Commissioner Part 53 Information for Students and Prospective Students, Medaille College publishes information regarding "financial assistance available to students, costs of attending the institution, the refund policy of the institution, and the instructional programs and other related aspects of the institution" to students and prospective students. This information is provided in

the Undergraduate Catalog and program-specific handbooks, where appropriate. Catalogs and handbooks are available here: <http://www.medaille.edu/academics/catalogs>.

## Accreditation

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

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

### PROGRAM-SPECIFIC ACCREDITATION

#### **American Veterinary Medical Association (AVMA)**

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

#### **Council for Accreditation of Counseling and Related Educational Programs (CACREP)**

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

#### **Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM)**

The BPS in Health Information Management program is accredited by the [Commission on Accreditation for Health Informatics and Information Management Education \(CAHIIM\)](#). Graduates and final term students are eligible to register for the national Registered Health Information Administrators (RHIA) credential examination offered by the American Health Information Management Association (AHIMA).

#### **International Assembly for Collegiate Business Education (IACBE)**

Medaille College has received specialized accreditation for its business programs through the [International Assembly for Collegiate Business Education \(IACBE\)](#) located at 11374 Strang Line Road in Lenexa, Kansas, USA. The business programs in the following degrees are accredited by the IACBE:

- o [Master of Business Administration](#)

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

- [Master of Organizational Leadership](#)
- [Bachelor of Business Administration](#)
- [Bachelor of Science in Business Administration](#)
- [Bachelor of Science in Sport Management](#)

The IACBE requires that every member disclose their learning outcomes assessment. The assessment results can be found in the annual reports, available here: [IACBE Annual Report 2013-14 \(Business\)](#) and here: [IACBE Annual Report 2013-14 \(Management and Leadership\)](#)

### **Teacher Education Accreditation Council (TEAC)**

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

## **College Memberships**

The College's memberships include the Commission on Independent Colleges and Universities, Council for Higher Education Accreditation, the Association of Governing Boards of Universities and Colleges, The Council of Independent Colleges, Association of American Colleges and Universities, Western New York College Consortium, The Council for Opportunity in Education, Northeast Regional Honors Council, CompTIA, and the Western New York Service-Learning Coalition (WNYSLC).

## **Title IX**

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

More information about Title IX may be found here: <http://www.medaille.edu/offices/human-resources/title-ix>.

## **Students with Disabilities**

In compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Medaille College does not discriminate on the basis of disability. Medaille College endeavors to assist students on an individual basis with any expressed concerns. The Office of Accessibility Services assists students with registered disabilities in all

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

aspects of College life. Based on the submission of appropriate documentation, College personnel do as much as is reasonable to ensure that individuals with disabilities achieve independence and fully participate in the educational process in a comprehensively accessible environment. Students requesting services and/or accommodations must directly contact the Coordinator of Accessibility Services. Additional information may be found here: <http://www.medaille.edu/disability-services>.

## GENERAL INFORMATION

### Academic Calendar

Medaille College's 2019-2020 Academic Calendars can be found by following the link below: <http://www.medaille.edu/academics/academic-calendar>.

\*\*Note: There are multiple calendars, depending upon the academic program that an individual is enrolled in. Any questions about academic dates may be directed to the Office of Academic Affairs located in the Main Building, Room 202 or by phone (716) 880-2240.

### History

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

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

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

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

In 1991, the College implemented a residence program, attracting students from across New York State and Southern Ontario. Three years later, the Kevin I. Sullivan Campus Center opened, offering students a setting for dining, recreational and co-curricular activities. With the Trbovich Alumni Tower welcoming all visitors, the Sullivan Center serves as home to the

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

Mavericks'- men's and women's National Collegiate Athletic Association Division III sports programs.

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

In 2010, Medaille initiated its online program, which continues to grow with new degree options. In the fall of 2011, the college completed a construction project that doubled the size of Huber Hall with a Student Success Center that integrates academic and student support services under one roof. In September 2012, the Sullivan Center expansion was completed, creating a 3,000-square-foot fitness center, an events arena with a 750-person capacity, locker rooms, and student group meeting spaces. And September 2017 saw the completion of Medaille's latest construction projects, a 1,600-square-foot science lab.

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

With an economic impact on the community that exceeds \$147 million, Medaille's leadership role continues to grow. The College has nearly 80 full-time and more than 250 part-time faculty members.

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

### **College Mission**

The mission of Medaille College is to educate and develop empowered individuals for academic achievement, career success and civic engagement, thereby contributing to a healthy, diverse democracy.

## **College Vision**

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

## **College Values**

### **CURIOSITY**

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

### **EXCELLENCE**

Medaille seeks to maintain and support a culture of intellectual and personal growth. Medaille encourages the pursuit of the highest levels of academic, civic and personal achievement.

### **INTEGRITY**

Medaille is dedicated to providing an atmosphere of trust, and will actively engage the world with honesty, respect, responsibility, dignity and compassion. Medaille holds the highest standards of ethics and personal responsibility.

### **COMMUNITY**

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

## **Essential College-Wide Learning Outcomes**

### **UNDERGRADUATE COLLEGE EDUCATIONAL VISION**

Medaille College aspires to foster a culture of learning that blends theory with practice, liberal learning with professional studies, and the formal curriculum with the co-curricular. The guiding principle of the undergraduate curriculum at Medaille College is that students will receive a liberal education that exposes them to multiple disciplines and ways of knowing that complements their in-depth study in a major. By design, Medaille exposes students to a knowledge base about professions, human culture, and the natural world that combines depth of study in a specific academic major with breadth of study in a representative variety of arts and sciences disciplines. As a result, Medaille graduates will demonstrate proficiency in the core competencies essential for lifelong personal development, adaptability to change, professional competence, civic engagement, and global understanding. To this end, faculty and other campus

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

educators strive to provide undergraduates with coherent, integrated, and dynamic learning experiences in a depth and breadth of study within and across the majors. Such study shall prepare them for success in the twenty-first century, both personally and professionally, as culturally literate problem solvers and lifelong learners.

## LEARNING OUTCOMES

### **Critical Thinking**

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

### **Cultural Literacy**

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

### **Ethical Reasoning**

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

### **Information Literacy**

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

### **Integrative Thinking**

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

### **Oral Communication**

Oral Communication is the ability to communicate orally in a manner that unites theory, criticism, and practice to produce effective discourse. It includes awareness of audience and the



use of language, grammar, and appropriate examples; it also includes effective responses to the audience's questions and/or comments.

### **Quantitative Reasoning**

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

### **Scientific Reasoning**

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

### **Technological Reasoning**

Technology is characterized by an adherence to digital communication, application of technical knowledge, transfer of knowledge and skills and making multidisciplinary connections.

### **Written Communication**

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

## **Strategic Plan**

Medaille College's Strategic Plan can be found by following the link below:

<http://www.medaille.edu/about-medaille/strategic-plan>

## **Locations**

### **BUFFALO CAMPUS**

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

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



administrative offices, residence halls, student support, academic support, and the Huber Hall Library.

## **2 AGASSIZ**

2 Agassiz houses the Campus Public Safety Office and the Office of Research, Grants and Assessment.

## **73 HUMBOLDT**

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

## **77 & 81 HUMBOLDT**

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

## **85 HUMBOLDT**

Medaille College's Post-Traditional and Online Admissions team is located 85 Humboldt.

## **91 HUMBOLDT**

The Upward Bound team is located in 91 Humboldt.

## **103 HUMBOLDT**

103 Humboldt contains faculty offices for the Department of Counseling and Clinical Psychology, as well as a conference area.

## **107 HUMBOLDT**

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

### 117 HUMBOLDT

117 Humboldt houses the [Wellness Center](#). This building is home to the Health Services and Counseling Center.

### 121 HUMBOLDT

121 Humboldt Parkway houses additional Information Technology support staff.

### ADMISSIONS BUILDING

This architecturally distinctive building is home to the Undergraduate Admissions Office.

### DOWNEY SCIENCE BUILDING

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

### HUBER HALL

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

### KEVIN I. SULLIVAN CAMPUS CENTER

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

### MAIN BUILDING

Centrally located on campus, the Main Building houses offices for Academic Affairs, [Student Accounts](#), [Financial Aid](#), [Registrar](#), and the [President](#). The Information Office, the College radio lab, TV studio, photography laboratory, classrooms, department and faculty offices are also [www.medaille.edu](http://www.medaille.edu)

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

### **NORTH RESIDENCE HALL**

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

### **SOUTH RESIDENCE HALL**

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

### **ROCHESTER CAMPUS**

The Rochester Campus offers undergraduate and graduate degrees. Located at Cambridge Place, 1880 South Winton Road in Rochester, New York. The campus is situated near Rochester's Outer Loop (I-390/590) in Brighton, just a short distance from exit 1 on I-590. The Rochester campus contains nine classrooms, each with a capacity of 24 students. Classrooms are equipped with audio-visual aids and are wired for Internet accessibility. The library includes student computer stations and a multipurpose/conference room. Administrative offices located at this campus include Student Services, and Admissions. Financial Aid and Student Account representatives hold regular office hours at the Rochester Campus. Comprehensive information regarding Medaille College's locations, including campus maps, directions, and virtual tours are available here: <http://www.medaille.edu/campus/medaille-college-rochester-campus>.

### **Parking**

- Additional parking information may be found here: <http://www.medaille.edu/public-safety/parking-and-busses>.
- Limited student, faculty, and staff parking is provided on the Buffalo Campus. Appropriate parking permits are required. Visitor parking, temporary parking permits, and parking for those requiring handicapped spaces are also available. Parking permits are available in the [Campus Public Safety Office](#) located at 2 Agassiz Circle.
- Rochester Campus students, staff, and faculty must obtain a parking permit at the Rochester Campus. This permit is also accepted at the Buffalo Campus.

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

- Students should obey handicapped space restrictions as well as identified site-specific parking constraints.
- Vehicles without permits are subject to ticketing. Medaille College is not responsible for theft or damage for any vehicle parked in its parking lots or to any personal property contained within. The College reserves the right to have unauthorized or improperly parked vehicles ticketed or towed at the expense of the owner.

## **Campus Emergency Closure**

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

## **Applying for Admission**

Students are encouraged to visit the [Admissions](#) homepage for more information.

### **ADMISSIONS POLICY**

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

### **WHEN TO APPLY**

Medaille College operates on a rolling admissions policy. Refer to the [Undergraduate Admissions page](#) for more information on application procedures and deadlines.

\*\*Note: For information regarding the undergraduate academic programs offered in the online format, contact the Office of Online Admissions. Contact information is available here: <http://www.medaille.edu/admissions/how-apply/online-admissions>.

## HOW TO APPLY

### 1. Apply to Medaille

Free, online applications are available here: <http://www.medaille.edu/undergraduate-programs>. Paper applications may be requested by writing or telephoning the Admissions Office, Medaille College, 18 Agassiz Circle, Buffalo, New York 14214; (716) 880-2200 or (800) 292-1582.

### 2. Submit Transcripts

First-time college students should request that their official transcripts be sent from their high school to Medaille College's Admissions Office. [Transfer students](#) must submit official transcript(s) from all colleges previously attended as well as official high school transcript(s).

#### a. Official Transcript Policy

Students are responsible for submitting official transcripts no later than the completion of their first term/semester. Students who fail to submit official transcripts will be administratively withdrawn from the College. Students may reapply for admission once official transcripts are received by the College.

### 3. Submit Standardized Test Scores

Students apply directly to Medaille College from high school. The student should submit SAT or ACT scores to the institution. Medaille College also accepts the Certificate of High School Equivalency Diploma/General Educational Development Test (GED).

### 4. Next Steps: Credential Review

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

### 5. Notification/Acceptance

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

### 6. The Tuition Deposit

To reserve a position in a program of study at Medaille, students will be required to submit an [Intent to Enroll](#) form, or to pay a \$100 tuition deposit. Contact Admissions for the amount due toward the specific program. Students should submit the deposit within one month of acceptance. The deposit is non-refundable and will be credited to the first semester's tuition. Contact [Student Accounts](#) at (716) 880-2235.

### 7. Testing

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

## 8. Proof of Immunization

New York State law requires that all college students born on or after January 1, 1957 must provide medical proof of immunization for measles, mumps, and rubella prior to enrollment.

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 submit proof of vaccination within the last 5 years or sign a waiver refusing the vaccine, prior to enrollment. Immunization information is available here: <http://www.medaille.edu/current-students/wellness-center/health-services/immunization-requirements>.

Contact the Wellness Center for further information, by calling (716) 880-2112).

## 9. Early Admissions for High School Students

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

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

\*\*Note: The student Admissions counselor can give more information about Early Admissions.

## Conditional Acceptance

Students may be conditionally accepted for admission to the College with the expectation that they will be able to submit appropriate documentation.

Documents such as:

1. Teacher Certification/Licenses
2. Official Transcripts

Conditional acceptance is only valid for one term/semester. If a conditional acceptance is not met after the first term/semester, students will be administratively removed from the College and will have to reapply for admission.

## Terms of Probationary Admittance

1. The student with probationary admission is allowed to be enrolled in one semester of courses.
2. A registration hold will be placed on the students' record, preventing future term registration.
3. The student must earn a minimum 2.0 cumulative GPA by the end of the first semester.
4. The student who does not earn a minimum 2.0 cumulative GPA in the first semester is academically dismissed from Medaille College and can reapply in six months.
5. The student who earns a minimum 2.0 cumulative GPA in the first semester may continue in their program. The registration hold will be removed, and registration completed.

6. The student with probationary admission who earns a minimum 2.0 GPA in the first semester and continues must then maintain a minimum cumulative GPA of a 2.0 through the rest of the program.
7. In the remainder of the program, in the event the cumulative GPA falls below a 2.0, the student will be placed on Academic Probation.

### **ADMISSIONS REQUIREMENTS: ON-GROUND PROGRAMS**

1. Medaille College Online Application
2. Resume (AAS-Vet Tech ONLINE ONLY)
3. Essay (AAS- Vet Tech ONLY)
  - a. 600-word essay should contain how and why the student is interested in the program, what the student knows about the veterinary medical field, what the student's experience is in the field and what the student envisions themselves doing after graduation.
4. Official high school transcripts or GED with scores
5. Official transcripts from all colleges or universities attended
6. An applicant who has had previous academic deficiencies will be asked to write an explanation of performance and motivation to complete the online program. Admission may be offered with appropriate evidence supporting the student's ability to succeed.
7. FAFSA (Free Application for Federal Student Aid) if wish to apply for financial aid.

### **ADMISSIONS REQUIREMENTS: ONLINE PROGRAMS**

1. Medaille College Online Application
2. Resume (AAS-Vet Tech ONLINE ONLY)
3. Essay (AAS- Vet tech ONLY)
  - a. 600-word essay should contain how and why the student is interested in the program, what the student knows about the veterinary medical field, what the student's experience is in the field and what the student envisions themselves doing after graduation.
4. Official high school transcripts or GED with scores
5. Official transcripts from all colleges or universities attended

### **ADVANCED PLACEMENT AND INTERNATIONAL BACCALAUREATE**

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

### **ARTICULATION AGREEMENTS**

Medaille College works with the region's two-year colleges, BOCES programs, and high schools to facilitate student transfer of College-level credit and to welcome transfer students to the

academic community. Please contact the Registrar’s Office when inquiring about the transfer of earned credits. Current information about articulation agreements is available here: <http://www.medaille.edu/admissions/academic-and-life-credits>

### MEDAILLE COLLEGE GLOBAL UNIVERSITY PARTNERSHIPS

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

<p><b>Brazil</b>                      Amazonas State University (UEA)                      Universidad Federal de Mato Grosso (UFMT)                      IESB Centro Universitario (IESB)                      Universidade de Caxias do Sul (UCS)                      UniEvangelica Centro Universitario                      Centro Universitario do Sul de Minas (UNIS)                      Universidad de Passo Fundo (UPF)                      Universidad de Ribeirao Preto (UNAERP)                      Grupo Tiradentes (UT)</p>	<p><b>Korea</b>                      Catholic University of Daegu                      Dankook University                      Duksung Women’s University                      Gachon University                      Kyungpook National University                      Seoul National University of Science &amp; Technology (SeoulTech)                      Sookmyung Women’s University</p>
<p><b>China</b>                      Dalian Maritime University                      Dalian Neusoft University of Information                      Shenyang University</p>	<p><b>Mexico</b>                      Universidad del Mayab</p>
<p><b>Hungary</b>                      Calasanctius Training Program of Budapest,                      Hungary</p>	<p><b>Taiwan</b>                      Fortune Institute of Technology – Taiwan                      National Kaohsiung Normal University                      Takming University of Science and Technology                      Yu Da University</p>
<p><b>Ireland</b>                      University College Cork – National University                      of Ireland, Cork</p>	<p><b>Thailand</b>                      Naresuan University</p>
<p><b>Japan</b>                      Chukyo University                      Hosei University</p>	<p><b>Vietnam</b>                      Duy Tan University</p>



## INTERNATIONAL STUDENTS

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

TOEFL IBT	Paper-Based TOEFL	IELTS	iTEP	Pearson	Eiken
79	550	6	3.5	53	2A

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

## UNDERGRADUATE MATRICULATION

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

## TRANSFER CREDITS

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

Chair or appointee in consultation with appropriate department faculty. Only those credits are accepted that relate to the degree program they will enter.

### **Undergraduate Academic Programs**

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

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

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

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

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

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

### **Transfer Students Holding an Associate's Degree**

Medaille College will ordinarily grant full credit (a minimum of 60 credits) for completed coursework to transfer students from two-year Colleges who have successfully earned an A.A. or A.S. degree. As necessary and appropriate, the College will grant credit for transfer courses with “C-” or “D” grades and will count these courses toward the completion of matriculation requirements. In certain instances, College policy regarding an acceptable passing grade in a required and/or prerequisite course may necessitate that a student repeats a course in order to meet the minimum standard required of all Medaille students. Only credit is transferable; grades, quality points, and cumulative averages do not transfer.

### **Transfer Students without a Degree**

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

### **COURSE TRANSFER POLICY**

The acceptance of transfer credit is based on course equivalencies, expected learning outcomes and competencies and the institution's curricula and standards as they align with those of Medaille College. The acceptance of transfer credit for a core course which is over 20 years old will be determined by the Department Chair or appointee in consultation with appropriate department faculty. If a course is considered equivalent per the articulation agreement with the transfer institution and meets the requirements for the degree at Medaille, the course may be accepted toward the students' degree requirements. A student must take a minimum of 30 credit hours at Medaille in order to earn a bachelor's degree and 15 credit hours to earn an associate degree. A minimum grade of "C" must be earned in the major coursework accepted in transfer.

### **PART-TIME/FULL-TIME STATUS**

Undergraduate students who carry fewer than twelve credit hours during any given semester are classified as part-time students. Full-time undergraduate students carry at least twelve credit hours per semester.

### **SECOND BACHELOR'S DEGREE**

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

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

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

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

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

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

## **Student Services**

### **SERVICES FOR NEW STUDENTS**

#### **Undergraduate, Traditional Day Programs**

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

Additional areas of focus include:

- Diversity and multicultural education
- Positively contributing to the community & social responsibility
- Leadership
- Healthy behaviors
- Interpersonal relationships

#### **Student Identification Cards**

Identification cards are required for all students and can be obtained through the Public Safety Office. They must be shown to use the Computer labs, the Kevin Sullivan Campus Center, or to borrow books from the Library. ID cards are also important for admission to many student events.

### **ACADEMIC AND STUDENT SUPPORT SERVICES**

#### **Academic Advisement Center**

The Academic Advisement Center is located in the Student Success Center. To schedule an appointment with an advisor, or speak to a member of the Center's staff, please call: 880-2227. More information is available through the Center's web site: <http://www.medaille.edu/academics/academic-services/student-success-center/academic-advisement-center-aac>.

### **Academic Support Center (ASC)**

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

### **Accessibility Services**

The Office of Accessibility Services, located in the Student Success Center in Huber Hall, assists students with disabilities in all aspects of their College life. Students requesting services and/or accommodations should contact the Coordinator of Accessibility Services. The Office of Accessibility Services also maintains a comprehensive website with additional information, policies, forms, and resources. The website is available here: <http://www.medaille.edu/academics/academic-services/student-success-center/disability-services>.

### **TRiO Office**

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

## **ADMISSIONS OFFICE**

The [Admissions Offices](#) provide potential students with pre-college counseling regarding Medaille's academic programs and the admissions requirements for these programs.

## **CAMPUS CENTER**

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

The Center houses a regulation NCAA basketball court, volleyball courts, jogging track, weight and exercise room, locker rooms, training room, food service area/multi-purpose room, College store, student lounges, student club and organization area, and a private dining room. It also

houses the Office of Student Development, including the Vice President for Student Development, Student Involvement, Residence Life, and Intercollegiate Athletics.

## CAREER PLANNING

The Career Planning Center provides services to all students and graduates. Career Planning's goal is to assist the student in meeting professional goals. Career Planning provides students with the tools and resources students need to succeed. More about the Career Planning Center is available here: <http://www.medaille.edu/current-students/career-planning/resources>.

Career Planning provide:

- **Consultations** – Career professionals consult with individuals on their career options, applying skills toward new industries, and providing information about new trends in a changing job market.
- **Connections** – Career professionals will assist students in making connection with employers through [Mavsjobs](#).
- **Networking** – Career professionals help to develop networks in order to understand companies, and to make connections in the competitive job market.
- **Preparation Skills** – Career professionals help in preparing students and their documents for the job search, conducting, conducting research through utilizing the website and/or the Career Library.

The Career Planning Center provides the assistance, knowledge, and support individuals require. Whether a student is completing their first graduate degree, returning to school for a second degree, or changing their career, Career Planning recognizes individual needs and is prepared to offer the assistance each student requires to achieve their established goals.

## COLLEGE BOOKSTORE

Textbooks, school supplies, and Medaille College clothing and souvenir items are offered for sale online through [eFollett](#) and on the Buffalo Campus.

## COMPUTING CENTERS

There are a number of computer access centers located throughout the Buffalo Campus for general student use as well as four PC classrooms. In addition to the newly renovated PC Lab located on the second floor of Huber Hall there are Academic Computing Centers (ACC) located in the Library, Residence Halls, Student Success Center, Main Building's fourth floor Commons, the Student Tech Lounge and the Sullivan Center's student activity rooms and kiosk zones.

One PC Classroom is upgraded annually, and the most recent equipment is the Dell OptiPlex 7040 PC with an Intel Core i5 processor, 8 GB of RAM, DVD +/-RW drive and a 22" widescreen LCD with easy-access USB ports. There are over 300 PCs available to students on the Buffalo campus.

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

All ACC computers run Microsoft Windows 10 Pro and are networked via fiber optic backbone accessing the Internet through a 500 Meg MPLS Ethernet Circuit. The ACC runs the Microsoft Office Professional Plus 2016 suite along with a variety of course-specific software applications and standard utility applications. Select lab machines have an attached scanner.

For enhanced presentations and visual demonstrations PC classrooms are equipped with an interactive, touch sensitive SmartBoard. Each PC classroom contains a laser printer; the PC lab contains a color LaserJet printer as well as a standard LaserJet printer.

Visit Medaille College's [IT Support Site](#) for more information.

## WELLNESS CENTER

### Counseling Services

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

### Case Management

In addition to Counseling, Case Management services are offered to help students safely and effectively navigate challenges and stay on the path towards academic success. The Student Advocate may help a student access on- and off-campus resources, identify and problem-solve barriers to academic and personal success, overcome obstacles in accessing help, transition back to campus after a medical leave of absence, hospitalization, or difficult life circumstance and proactively address problems/stressors to avert more serious difficulties. A student can be referred to case management services by faculty/staff, family or a fellow student when they have concerns for a student's well-being. A student may also self-refer. Referral can be made by completing the online form at: <https://medaille.forms-db.com/view.php?id=17617> or by calling the Student Counseling Center at (716) 880-2246 or (716) 880-2339.

\*\*Note: The student must be aware and agreeable to being referred to case management.

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



### **Psychological and Cognitive Testing**

Psychological and cognitive testing is possible through collaboration with the Medaille College PsyD department and is dependent on availability. Faculty or staff may make a referral for this service. Please complete the referral form at: <https://medaille.forms-db.com/view.php?id=12539> or call (716) 880-2246 for more information on these services.

### **Substance Abuse Education**

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

### **Health Services**

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

## **FINANCIAL AID OFFICE**

All students are urged to visit the [Financial Aid Office](#) to learn about the types of aid available. Students should contact the Financial Aid Office should they have questions or concerns regarding Pell, TAP (Tuition Assistance Program), FSEOG (Supplemental Educational Opportunity Grant), or FCWSP (College Work-Study Program). Students may also inquire about other types of scholarships and loans available.

## **FOOD SERVICE**

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

## **INFORMATION OFFICE**

The Information Office can help with locating offices, instructors, misplaced items, and more. If the Information Office cannot answer questions, they will direct students to the appropriate individuals(s)/office(s). The Information Office is a combination mailroom, switchboard, and lost and found. Facsimile services are also available at a reasonable charge.



## INFORMATION TECHNOLOGY (IT)

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

## LIBRARIES

The Medaille College Libraries are located on the Buffalo and Rochester Campuses. The largest library is located in Huber Hall on the Buffalo Campus. The Medaille College Libraries collections contain approximately 49,000 print volumes, over 148,000 electronic books, and subscriptions to more than 220 print and electronic journals. Full-text articles are available through subscription databases which range from general to subject-specific. Medaille College is a member of Connect NY, a group of private college libraries that share collections. Students can search the Connect NY catalog and place requests for books from the library's website. The libraries also provide interlibrary loan service, course reserves, and computers for student use. In-person reference services and online chat service are available during hours that the libraries are open. After hours, students can chat live with a reference librarian by clicking on the "Ask a Librarian" link on the library's website. The Medaille College Libraries website is available here: <http://library.medaille.edu/>.

## MULTICULTURAL AND COMMUNITY-BASED LEARNING

The Office of Multicultural and Community-Based Learning (MCBL) encompasses Medaille Global and Community-Based Learning (CBL). Medaille Global includes the International Student and the Study Abroad Programs. Serving a dual role on the Medaille College campus, MCBL supports the international student population and the Medaille community while engaging the greater Buffalo community at large. Located in Huber Hall 109 in a shared suite with the Office of Career Planning and the Diversity and Inclusion Office, MCBL is committed to the development of advocates for social justice and the empowering of respectful global citizens. Medaille Global coordinates international student academic coaching, programing, cultural awareness events, class presentations, and workshops. In addition, students interested in studying abroad during their time at Medaille are encouraged to stop into the office to plan early. CBL establishes partnerships with numerous local organizations where students, faculty, and staff are connected with community engagement opportunities inside and outside of the classroom.

## PUBLIC SAFETY OFFICE

Medaille College's [Public Safety Office](#) is located at 2 Agassiz Circle, the first house on the left upon entering the campus. Public Safety's primary responsibility is to work proactively with students, faculty and staff to identify, reduce, and remove the opportunity for crime and criminal activity before it occurs. Public Safety Officers patrol campus buildings, grounds, parking lots, and facilities; control traffic and parking as necessary; and are responsible for the safety and

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

security of the entire Medaille College community. Student identification cards and parking permits are available at this office as well as information and literature to assist in preventing crime and victimization. Anyone encountering safety or security issues, or observing criminal activity, should report it immediately to the Campus Public Safety Office at (716) 880-2911. Medaille College annually supplies an [Annual Security and Fire Report](#), containing statistics, policies, and a description of programs that promote campus safety. A copy of this report is available to all students and employees and may be requested by contacting Public Safety, Admissions Office, Student Development Office or Human Resources. This report is also on the Medaille College Public Safety Web Site: <http://www.medaille.edu/public-safety> or the web site of the [U.S. Department of Education](#). The Advisory Committee on Campus Safety will provide, upon request, all campus crime statistics as reported to the United States Department of Education.

## REGISTRAR'S OFFICE

The [Registrar's Office](#) maintains the academic records of all students, faculty, and alumni. Students should contact the Registrar's Office should they need to drop/add a course, withdraw from a course, register for a pass/fail, file a change of major and/or degree status, inquire about graduation status, or have transcripts evaluated in preparation for admission to a specific program. The Registrar's Office also can inform students of their advisor and when registration periods will occur.

## RESIDENCE LIFE

The Residence Life program promotes a living and learning environment that balances personal and academic growth with student development and community well-being. Medaille's small campus provides the perfect atmosphere for students interested in becoming a resident student. Since the fall of 2001, Medaille has built two residence halls that can accommodate a total of 390 students living on campus. Both residence halls offer wireless internet, cable-television and a host of additional amenities.

### The South Residence Hall

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

### The North Residence Hall

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

### Residence Requirement

Effective fall 2012, the following residency policy is in effect: Freshman and sophomore students who do not reside with their parents or legal guardians are required to live in College

owned housing. Students over 21, married, veteran and/or have a dependent(s) may request an off-campus housing exemption through Residence Life and Student Conduct. Additional information on Medaille's Residence Life program may be found here: <http://www.medaille.edu/current-students/living-medaille>.

## STUDENT ACCOUNTS OFFICE

[Student Accounts](#) maintains student billing records and assists students in the maintenance of their accounts. The office is responsible for billing tuition, fees, room and board and the posting of financial aid and loans. Student Accounts also reviews a student account and begins the process of refunding any payment in excess of the tuition, fees and room and board, if applicable. Refunds are not processed until an account hits a credit balance. Any questions or concerns regarding billing or a student account should be directed to the Student Accounts staff.

## STUDENT SUCCESS CENTER

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

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

More information is available here: <http://www.medaille.edu/academics/academic-services/student-success-center>.

## Campus Life

### STUDENT INVOLVEMENT

Campus activities are a valuable part of a student's collegiate experience. Involvement outside the classroom complements a student's work inside the classroom by providing opportunities to pursue interests, improve interpersonal communication, and develop leadership, time management, and problem-solving skills. Participation in co-curricular activities increases a student's marketability upon graduation. The Student Involvement staff coordinates New Student Orientation, oversees all student clubs and organizations on campus, and implements unique programs and leadership opportunities throughout the academic year. Student Involvement staff can be found inside the Student Development Office, CC201 in the Kevin I. Sullivan Center, and in Huber Hall 109 in the Career Planning suite. More information about the programs, services,

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

and activities offered through Student Involvement may be found here: <http://www.medaille.edu/student-life>.

### **Clubs and Organizations**

Student Involvement oversees approximately 25 active student organizations. These range from cultural organizations, to club sports, to academically affiliated clubs, to clubs focused on providing fun programming and recreation to undergraduate students. Each club has a faculty or staff member as an advisor and budgets are allocated by the Student Government Association each year. Student Involvement encourages the formation of new clubs, and any student who wants to create a club needs just six other students to get started. Undergraduate students are free to join any club, regardless of major, and students can sign up for clubs during the Campus and Community Involvement Fair which occurs every year during Weeks of Welcome in September. To learn more about current undergraduate student organizations, visit the website: <http://www.medaille.edu/student-life> or contact the Student Involvement Center at 716-880-2218.

### **Intramurals and Recreation**

Medaille College offers students a chance of creating or joining a club sport, such as Mavericks Cheerleading or Medaille eSports. The Sport Management Assist Team (SMAT Club) also offers intramurals throughout the year, ranging from flag football, dodgeball, basketball, and other types of tournaments. For more information, contact the Student Involvement Center at 716-880-2218 or visit the Student Life page at <http://www.medaille.edu/student-life>.

### **NCAA Athletic Program**

Medaille College sponsors a Division III Athletic Program through the *National Collegiate Athletic Association (NCAA)* and is a member of the *Allegheny Mountain Collegiate Conference (AMCC)* and the North Eastern Athletic Conference (NEAC). Visit the Medaille [Mavericks Athletics](#) page for more information.

## **ALUMNI ASSOCIATION**

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

## **CAMPUS CRIME PREVENTION AND SECURITY PROGRAM**

Medaille College's Campus Public Safety and Student Development staff works together with the Advisory Committee on Campus Safety to facilitate a proactive approach to crime prevention, security, and safety on campus. Students are informed about security issues during Orientation. In addition, a variety of educational programs are offered to heighten awareness of

public safety. Topics such as sexual assault, self-defense, bias related crime, and crime prevention/safety awareness are discussed by facilitators from both the campus and the community-at-large. Medaille College's Annual Security and Fire Reports for the Buffalo and Rochester Campuses are available here at <http://www.medaille.edu/current-students/public-safety/annual-security-and-fire->.

## **STUDENT CONDUCT**

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

## **Major Program of Study**

### **CHOOSING AN ACADEMIC MAJOR**

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

## ACADEMIC PROGRAMS OF STUDY

### HEGIS Codes

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

#### **Bachelor of Science/Master of Science (B.S. /M.S.)**

Accounting: 0502.00

#### **Bachelor of Business Administration Degrees (B.B.A.)**

Business Administration: 0506.00

Information Systems: 0506.00

#### **Bachelor of Professional Studies (B. P.S.)**

Health Information Management: 1215.00

#### **Bachelor of Science Degrees (B.S.)**

Applied Mathematics: 1703.00

Biology: 0401.00

Business Administration: 0506.00

Business Administration: Overseas International Student Transfer Program: 0506.00

Business Administration-Management Information Systems: 0506.00

Communication: 0605.00

Criminal Justice: 2105.00

eSports Management: 0599.00

General Studies: 4901.00

Government Service: 2207.00

Homeland Security 2105.00

Liberal Studies: 4901.00

Liberal Studies: Overseas International Student Transfer Program: 4901.00

Mathematics: 1701.00

Mathematics: Overseas International Students Transfer Program: 1701.00

Sport Communications: 0601.00

Sport Management: 0599.00

Veterinary Technology: 0104.00

#### **Bachelor of Science in Education Degrees (B.S.Ed.)**

Adolescent Teaching: Biology, Students with Disabilities Ext & Generalist 7-12: 0808.00

Adolescent Teaching: English, Students with Disabilities Ext & Generalist 7-12: 0808.00

Adolescent Teaching: Mathematics, Students with Disabilities Ext & Generalist 7-12: 0808.00

Adolescent Teaching: Social Studies, Students with Disabilities & Generalist 7-12: 0808.00

Education: Early Childhood (Birth-2)/Childhood (1-6): 0802.00

#### **Bachelor of Arts Degrees (B.A.)**

English: 1501.00

English: Overseas International Student Transfer Program: 1501.00

International Studies: 2210.00

Psychology: 2001.00

<b>Associate in Science Degrees (A.S.)</b>
--

Business: 5001.00

General Studies: 5649.00

Government Service: 5508.00

Liberal Studies: 5649.00

Veterinary Technology: 5402.00

<b>Associate in Applied Science (A.A.S)</b>
---

Veterinary Technology: 5402.00

<b>Certificates</b>
---------------------

Alcohol and Substance Abuse Counseling 5506.00 [Postsecondary certificate (> = 1 year, < 2 years)]

Computer Crimes Investigation: 5505.00 [Postsecondary certificate (>1 year)]

Cyber Crime Investigation: 2105.00

### **ACADEMIC MINORS**

Academic minors are available to students pursuing a baccalaureate degree. Each minor consists of 15-25 credit hours of course work. At least six hours in a minor must be completed at the College. Students may not select a minor from the same discipline as their major program. Students wishing to declare a minor must do so by the beginning of their junior year (completion of 60 credit hours). Students transferring in more than 60 credit hours must declare a minor by the end of their first semester at Medaille. Students are permitted to take a maximum of two minors. A listing of Academic Minors can be found in the [Academic Minors](#) section of the Academic Catalog.

### **CONCENTRATIONS**

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

### **UNDECLARED PROGRAM**

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

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



## MATRICULATION TOWARD THE ASSOCIATE DEGREE AND THE BACCALAUREATE DEGREE

Students may matriculate for either an associate or baccalaureate degree. Those who initially matriculate for an associate degree and successfully complete the requirements are entitled to apply for matriculation to a baccalaureate program. Those who initially matriculate for a baccalaureate degree may apply for an associate degree by completing a [Change of Status](#) form.

A Change of Status form must be approved prior to the completion of 45 credit hours, and, if applicable, the student may be required to meet the pertinent program’s cumulative grade point average. The student’s advisor must sign the Change of Status Form and enter on it the number of credits earned by the student as well as the student’s GPA. The signature of the Department Chair is required.

### General Academic Information

#### DAY CLASSES

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

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

#### UNIT OF ACADEMIC CREDIT

Medaille College adheres to NYSED’s definition of a semester hour in order to determine instructional time for all courses, regardless of delivery format.

Medaille College has established the following definition for an academic unit of credit, or credit hour assignment: one credit represents the equivalent of one hour of lecture or recitation or at least two hours of laboratory work each week and at least 30 hours of supplementary assignments for one semester term or its equivalent.

Semester hour(s)/credit(s) earned	Minutes of instructional time (minimum)
<b>1</b>	750
<b>2</b>	1,500
<b>3</b>	2,250
<b>4</b>	3,000

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



## TIME-ON-TASK FOR ONLINE COURSES

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

Course credit (7 weeks)	Total time-on task for course:
1	45 hours
2	90 hours
3	135 hours
4	182 hours

## STUDENT CLASSIFICATION

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

## CLASS LOAD

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

The overload policy is as follows:

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

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

## CLASS STANDING

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

## **COURSE NUMBERING**

Course numbers indicate the following:

- 100-299 undergraduate, lower level courses, primarily for freshmen and sophomores
- 300-499 undergraduate, upper level courses, primarily for juniors and seniors
- 500-599 graduate, primarily foundation courses
- 600-900 graduate, advanced courses

## **GRADUATE PLACEMENT**

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

Information and representative institutional data is available to the public on the [Medaille College HEOA Student Right to Know](#) page.

## **GENERAL REQUIREMENTS FOR COLLEGE DEGREES**

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

- The student must complete all prescribed courses in a specific program and sufficient elective credits to make up the minimum total required credit hours with a cumulative grade point average of at least 2.0. A minimum 2.0 grade point average is also required of students in their major (core and elective courses). Any student pursuing a Bachelor of Science in Education degree must attain a minimum 2.0 cumulative grade point average for graduation.
- The student must earn his/her final 30 credits at Medaille College if enrolled in a bachelor's degree program and his/her final 15 credits at Medaille College if enrolled in an associate degree program.
- All College property on loan to the student must be returned in satisfactory condition to the College and all financial obligations to the College must be met prior to degree conferral, and the release of diplomas and/or transcripts.
- All students are required to apply for graduation regardless of intention to attend or not attend the Commencement Ceremony.
- Any person who wishes to participate in the annual Commencement Ceremony, held in May, must complete all academic requirements for graduation in order to participate. The following exceptions apply: those students in the process of completing requirements in the semester during which Commencement takes place and those students lacking one to six credit hours who, prior to the ceremony, register to take those outstanding credits during the summer session of their graduation year.

## **DUAL MAJOR**

The following are guidelines for dual major status:

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

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

### **DUAL DEGREE**

The following are guidelines for dual degree status:

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

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

### **COURSE OR POLICY WAIVER**

Deviation from a prescribed policy will be permitted only under extraordinary circumstances. An [Academic Policy Waiver](#) must be approved by the student's Academic Advisor (where appropriate), Department Chair, the Registrar, and the Provost. If the waiver is approved, the student will receive a copy of the completed Academic Policy Waiver form. No policy waiver will be granted retroactively.

### **ACADEMIC ALTERNATIVE CREDIT**

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

\*\*Note: Academic Alternatives are restricted to enrolled Medaille students in undergraduate programs.

The Academic Alternative process deals solely with college-level knowledge obtained outside the accredited college classroom. This includes, for example: formal learning gained through successful completion of coursework sponsored by business, military, and government

institutions; it also may include, for example, knowledge obtained through career experiences, business expertise, and volunteer work.

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

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

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

### **Prior Learning Assessment (PLA)**

Students have the opportunity to work with the Academic Alternatives Advisor to prepare a portfolio which demonstrates college-level knowledge/skills that have been acquired through career and life experiences. The portfolio is directed at addressing objectives for a particular course(s) at Medaille College. Students must discuss policies, procedures, and possible courses for a PLA with the Academic Alternatives Advisor. Satisfactory/Unsatisfactory grades are issued for a PLA. Fee: \$100 non-refundable, non-transferable application fee for each course; \$75 for each credit earned.

\*\*Note: A person who applies for PLA credit must first be admitted to and currently registered at the College, either part-time or full-time, before his/her application will be processed.

### **Challenge Exams**

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

### **DSST**

Medaille College offers DSST exams administered on campus. Students do not need to be enrolled at Medaille College. The DSST offers approximately 38 examinations in subject areas that include physical science, applied technology, math, business, humanities, and social sciences; all are in a multiple-choice format (the speech includes an audio recording). Additional

information and fact sheets are available at: <https://getcollegedcredit.com/>. Fee: \$145 for each exam, non-refundable. In the event that an exam has to be rescheduled, there will be a \$10 fee for each rescheduling.

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

## OTHER ACADEMIC ALTERNATIVES

### **ACE (American Council on Education) Military Program**

There are formal courses offered through the armed services that may be eligible for College transfer credit. A DD214 form should be submitted during the Admissions process; evaluation is conducted by the Medaille College's Registrar's Office. Additional information is available at <http://www.acenet.edu> (search for "Military Programs").

### **ACE CCRS (American Council on Education College Credit Recommendation Service)**

This service provides access to academic credit for formal courses taken through corporations, volunteer associations, and other non-collegiate organizations. Additional information is available at [www.acenet.edu](http://www.acenet.edu) (select "Higher Education Topics").

### **AP (Advanced Placement) Exams**

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

### **CLEP (College Level Examination Program)**

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

### **Excelsior College Examinations**

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

### **Cross-Registration**

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

## **INDEPENDENT/DIRECTED STUDY**

### **Independent Study**

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

### **Directed Study**

Directed Study is individualized instruction identical regarding the title, course objectives, course content, and evaluative criteria of the course. Directed Study is generally limited to two courses per baccalaureate degree and is usually implemented to fulfill a graduation requirement. Application approval will usually be granted to seniors for courses required for graduation provided that the course(s) is not otherwise available to the student. GPAs of 2.0 are required of undergraduate students who wish to undertake Directed Study. Students may not take a Directed Study to replace a course in which a failing grade was earned. Graduate students may not take a Directed Study to replace a course in which a failing grade was earned unless they obtain a waiver signed by the Program Director for their program and the appropriate Department Chair. Before completing an application, a student should discuss the matter with the appropriate instructor, and in the case of graduate programs, with the Program Director. The instructor should be aware of what the student intends to accomplish and be willing to direct the study. The student and the instructor must agree on the time that will be devoted to supervision and the manner in which the instructor will evaluate the study.

## **RESERVE OFFICERS' TRAINING CORPS (ROTC)**

Medaille College has a special cross-enrollment, tuition-free arrangement with Canisius College for students desiring leadership education through the Reserve Officers' Training Corps (ROTC)

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

Program. For more details, as well as scholarship and other financial assistance information on this program, please see <http://www.medaille.edu/admissions/veterans-military>.

### **SERVICE MEMBER'S OPPORTUNITY COLLEGE (SOC)**

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

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

### **FIELD EXPERIENCE**

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

#### **Field Experience Minimum GPA Requirement**

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

## INTERNSHIPS

Please refer to Medaille College’s internship web site, available here: <https://www.medaille.edu/internships>. This site provides extensive resources for students completing their internship experiences.

## GRADING SYSTEM

### Undergraduate, Traditional Day Programs

Description	Letter Grade	GPA
<b>Excellent</b>	A	4
	A–	3.7
<b>High Achievement</b>	B+	3.3
	B	3
	B–	2.7
<b>Average Achievement</b>	C+	2.3
	C	2
<b>Below Average (passing)</b>	C–	1.7
	D+	1.3
	D	1
	D–	0.7
<b>Failure</b>	F	0
<b>Withdrawal</b>	W	
<b>Incomplete</b>	I	
<b>Pass/Fail</b>	P/F	
<b>Satisfactory/Unsatisfactory</b>	S/U	
<b>Audit</b>	AU	
<b>Credit Pending</b>	CP	

\*\*Note: Approved by the Undergraduate Academic Standards Committee on January 8, 2009.

### Performance-based Letter Grade Descriptions:

A = Student’s performance is excellent. Has unusually sharp insight into material and initiates thoughtful questions. Sees many sides of an issue. Articulates well and writes logically and clearly. Integrates ideas previously learned from this and other disciplines and anticipates next steps in progression of ideas.



B = Student grasps subject matter at a level considered to be very good. Is an active listener and participant in class discussion. Speaks and writes well. Accomplishes more than the minimum requirements.

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

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

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

### **(GPA) GRADE POINT AVERAGE**

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

### **CUMULATIVE AVERAGE**

The cumulative average is computed for all of the courses a student has taken at Medaille College. It changes whenever a new semester's grades are calculated and reflects 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.

### **(P/F) PASS/FAIL**

#### **Traditional Day Undergraduate**

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

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

P/F grades are student initiated. [Pass/Fail](#) forms are available in the Registrar's Office. Arrangements must be made within the deadline prescribed. Students requesting to take a course on a P/F basis must sign and return the form to the Registrar's Office. Arrangements to take a course on such a basis are final.

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

### **Online Students**

The P/F grade is offered as an option for students in the undergraduate program who are taking courses outside their program sequence (in order to meet degree requirements) and who wish to take more challenging courses without endangering their grade point average. Students earn credits, but not quality points, for courses in which they earn a "P" grade. A grade of "F" is punitive and is factored into the quality point average.

Students may take a limited number of courses on a P/F basis. No more than ten percent (10%) of the total degree or certification program may be taken P/F. Students must consult with Student Services to determine whether the course is acceptable within their program. Required classes and general education courses are not eligible for P/F.

P/F grades are student-initiated. [Pass/Fail](#) forms are available from Student Services. Arrangements must be made within the deadline prescribed. Students requesting to take a course on a P/F basis must sign and return the form to Student Services. Arrangements to take a course on such a basis are final. Requests for P/F courses must be submitted on or before the 4th night of class.

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

### **(S/U) SATISFACTORY/UNSATISFACTORY**

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

### **(I) INCOMPLETE**

An Incomplete (I) grade is given only for a good and sufficient reason as determined by the instructor. It is completed in a manner determined by mutual agreement of student and instructor as indicated on the [Incomplete Grade](#) form, which must be signed by both student and instructor. An Incomplete Grade form must be obtained by the instructor in the Registrar's Office. It is the responsibility of the student to complete the requirements of the Incomplete by the date stated on the form, which is not to exceed the termination of the semester immediately following the

initiation of the Incomplete. The student assumes the risk of not being able to complete the study if a faculty member is no longer at the College. All information must be complete when the form is submitted to the Registrar's Office. If any part of the Incomplete Grade form is left unanswered, the form will be sent back to the instructor and no grade will be issued until the form is correctly filed. If no change of grade is submitted by instructor, an Incomplete (I) grade will change to an "F" at the end of the semester following the semester in which the Incomplete (I) was issued. Exceptions will be made to this rule only prior to the stated deadline and under compelling circumstances with the approval of the Provost. Any student receiving an Incomplete (I) grade will not be considered for Dean's List or status during the semester in which the Incomplete was issued.

### (W) COURSE WITHDRAWAL

While it is impossible to assess ALL consequences of a course withdrawal, please consider the following questions to ensure this is the best action to take.

- Is this a course withdrawal and not a College withdrawal? There is a difference between withdrawing from a course and withdrawing from the college.
- Has the deadline to withdraw from courses passed?
- Has there been a consultation with the Academic Advisor?
- Has there been a consultation with Financial Aid?
- Has there been a consultation with Student Accounts?

A [Course Withdrawal](#) form is initiated with the Advisement office. If a student withdraws from a course prior to the withdrawal deadline (see the current [Academic Calendar](#)), a grade of 'W' is issued for the class.

Attempted course withdrawals after the deadline will not be processed and a grade will be issued for classwork completed at that time. A course withdrawal may increase the amount of time needed to complete a student's program. Students on probation must have approval from their academic advisor to withdraw from a course.

Dropping below 9 credit hours will affect financial aid. In addition, lack of academic progress may also affect future aid. Always consult with the [Financial Aid Office](#) when considering a course withdrawal.

Students are liable for all tuition and fees attached to each course, depending upon Last Date of Attendance (LDA), in accordance with the [Liability Schedule](#).

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

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

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

### **(CP) CREDIT PENDING**

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

### **Graduation Honors**

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

### **(AU) AUDIT**

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

### **Repeating a Course Policy**

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

Students should take note that unless the repeated class is required by the College, New York State will not allow the credit hours for the course to be counted in determining the minimum course load required for financial aid purposes.

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

Students may not take a Directed Study, Independent Study, Challenge Exam, or have a course transferred from another college to replace a course in which a failing grade was earned at Medaille College.

If "W" grade is received for a second attempt, the grade received for the first attempt remains.

## **College Consortium: Overview, Policies, and Procedures**

### **OVERVIEW OF COLLEGE CONSORTIUM**

Students who need to complete a course for retention purposes, to be able to move forward in their program, may take an online course offered through the Council of Independent Colleges (CIC) College Consortium (CC) online course sharing program. Permission to take a course is needed by the student's Academic Advisor. Enrollment in a course through the CIC CC will be offered when Medaille is not offering the course at that time. As a member of the CIC CC, the grade that the student earns will replace the grade previously reported on the student's Medaille College transcript.

Academy's College Consortium utilizes an Academic Sharing Platform™ (ASP) that facilitates online course and enrollment sharing between institutions belonging to the consortium, which powers immediate course availability to improve retention and completion. More than 200 public, private and independent colleges and universities leverage Academy's Academic Sharing Platform™ (ASP). At Medaille, students who need to complete a course for retention purposes have the opportunity to take online courses offered through Academy's College Consortium (CC) online course-sharing program. With permission from their Academic Advisor, students may enroll in online courses offered through the College Consortium if Medaille does not offer a required course at the time when the student needs to take it in order to progress academically. The grade that the student earns in the CC course will replace the grade previously reported on the student's Medaille College transcript.

Medaille College demonstrates commitment to student success by providing access to a range of online courses included within the College Consortium, a collaboration of accredited colleges and universities sharing online courses. The College Consortium shared courses afford an added path to degree completion and academic success because of the variety of courses and sessions offered, as well as the opportunity for students to advance in coursework or to increase grade-point average by retaking a course. Courses completed through the consortium will affect a student's grade-point average, just like a Medaille course. Medaille College students can access a list of pre-approved transfer courses on College Consortium. These consortia courses have been pre-approved by Medaille College for students to request registration. Students must click the link below, sign up for an account using their Medaille College student email, verify their Medaille College student email, and register for pre-approved courses. Please note that all registrations are still dependent on Medaille College approval on a student-by-student basis. If

you have any questions, please contact your academic advisor directly or call student advisement at 716-880-2227.

Link to College Consortium Student Portal: <https://collegeconsortium.org/institutions/medaille-college>

## **POLICIES REGARDING COLLEGE CONSORTIUM (CC) COURSES AT MEDAILLE**

- Registration in a CC course must be approved by a student's Advisor and the Department Chair
- Students may only take two CC courses per degree, if approved.
- The grade a student receives on a CC course replaces a failing grade earned prior on the student's transcript
- Students may only take a CC course if it is not being offered by Medaille during that semester
- CC courses are only open to matriculated undergraduate students
- International students have additional restrictions and must see the Registrar's Office for approval to take CC courses
- Students taking CC courses have a responsibility to comply with any add, drop, withdrawal deadlines of course
- Note: taking CC courses will result in additional fees that may not be covered by scholarships, grants, financial aid, etc.

## **Academic Honors**

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

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

## **Medaille College Honors Program**

\*\*Note: Only traditional, day program students are eligible to participate in this program.

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

### **BENEFITS TO STUDENTS IN THE HONORS PROGRAM INCLUDE:**

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

Since the curriculum of the Honors Program is structured around versions of Medaille's General Education courses, qualified students pursuing any undergraduate baccalaureate degree program are potentially eligible to participate. For more information about the Honors Program, visit: <http://www.medaille.edu/academics/honors-program>.

### **Academic Progress Report**

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

### **Academic Standards**

#### **POLICIES**

The College's Undergraduate Academic Standards Committee meets at the conclusion of each semester to review all undergraduate students' academic progress and applies the policies described below to make decisions about their academic status.

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



### **Good Standing**

All students with a cumulative GPA of 2.0 or higher are defined as being in good academic standing and therefore immune from academic probation or suspension for academic reasons except under extraordinary circumstances.

### **Academic Alert**

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

### **Academic Probation**

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

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

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

### **Suspension**

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

### **Appeal Process**

Reinstatement from suspension is not automatic but based on a careful consideration of available evidence regarding academic performance. Students may seek immediate reinstatement or wait for a full semester or longer to pursue reinstatement. Students denied immediate reinstatement



must wait one full semester before appealing again. The Provost or designee's decision regarding reinstatement is final.

### **Immediate Reinstatement**

Students seeking reinstatement must submit an appeal letter to the Provost or designee. The letter should (a) explain mitigating circumstances that may have affected one's academic performance, (b) make a compelling case for reinstatement and (c) outline a plan for improving one's academic performance.

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

### **Delayed Reinstatement**

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

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

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

### **Dismissal**

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

to avoid automatic dismissal. Students re-admitted from dismissal must return to good standing by the end of their second semester of study or be automatically dismissed again.

## **DEPARTMENT OF EDUCATION UNDERGRADUATE DISMISSAL POLICY**

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

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

All B.S.Ed. majors must meet the NYSED mandated 2.0 cumulative GPA at the conclusion of their sophomore year (completion of 60 credit hours). Students who do not meet this requirement will be dismissed from their Education program. Students will also be dismissed from their Education program when referred to the Department of Education Professional Disposition Committee during any two (2) semesters prior to their senior year (completion of 90 credit hours). In both cases, students wishing to appeal dismissal and seek reinstatement must do so in writing within thirty (30) days following the end of the semester. This written appeal should be directed to the Department of Education Chair. The appeal will be carefully reviewed based upon available evidence. Their decision regarding reinstatement is final.

## **DEPARTMENT OF EDUCATION DISMISSAL POLICY**

A teacher candidate may be immediately suspended or dismissed from Medaille College's Department of Education for a crime or act indicating lack of "good moral character," such as physical or sexual abuse of a student or minor; sale, possession, or use of illegal drugs; any crime committed either on any school property or while in the performance of teaching duties; or other acts which bring into question the teacher candidate's "good moral character."

### **Attendance and Participation**

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

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

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

## **ROSTER RECONCILIATION**

The College utilizes a Roster Reconciliation process in which faculty validate their class rosters each term/semester prior to the Census date. Any student who is not present in classes may be administratively withdrawn during Roster Reconciliation.

The classes a student is enrolled in and participating in as of the roster reconciliation date will determine the amount of Title IV monies a student will receive.

## **OFFICIAL CLASS ATTENDANCE/PARTICIPATION/ABSENCE POLICY**

Completion and submission of required weekly assignments is expected of all students in online courses.

**Attendance/ participation** in an online course involves the completion and submission of a *minimum* of one of the following activities per week documented within the online course:

- Student submission of an exam, quiz, or academic assignment
- Documented student participation in an interactive tutorial or computer-assisted instruction
- Discussion forum post(s) by the student showing the student's participation in an online discussion about academic matters
- Email(s) or in-course messages from the student or other documentation showing that the student-initiated contact with a faculty member to ask a question about an academic subject studied in the course.

**Last date of attendance** in an online course is determined by the last date on which the student completes any of the actions listed under the Official Class Attendance/Participation/Absence Policy and any activity that the College determines as an Academically Related Activity (ARA).

Logging into a course, clicking on a syllabus or other course document, or clicking on any other assignments within the course, **does not constitute attendance**.

Because of the unique characteristics of online learning, students should review the following attendance and participation guidelines:

- If a student does not attend the online course (see attendance and participation definition above) by the add/ drop date, the student will be dropped from the course.

- Each course must be completed during the established time period. Courses may not be extended over additional terms unless an Incomplete (I) grade has been issued.
- Communication has always played a key role in higher education. In online courses, communication is both more essential and more formal. Students are expected to adhere to standard netiquette rules for course communications. Please review the [Online Netiquette Expectations](#).
- Attendance/ participation records are maintained through Blackboard.
- It is the student's responsibility to complete all required weekly course assignments.
- Computers and the Internet are easily accessed and highly portable; online courses do not require any synchronous meeting times. Therefore, students may plan to complete course work at remote locations, during travel, or when confined to the home. Only extreme hardship, military deployment, serious illness, or other documented extraordinary circumstances will be considered as a valid excuse for week-long absences from the virtual classroom.
- A grade of Incomplete (I) is given only in very special circumstances. The student must furnish documentation to the instructor that coursework cannot be completed due to illness or other circumstance beyond the student's control. The student must participate in the course and have done satisfactory work up until the last two weeks of the course. All work must be completed within seven weeks from the final meeting date of the course.
- Students are responsible for all weekly course work. Students who miss weekly assignments or discussion boards should contact their instructor to account for their absence. Each individual faculty member will establish and publish the consequences of missed deadlines. It is the student's responsibility to contact the instructor about making up missed work.
- Students will be allowed to make up missed class work with no penalty if the absence was caused by documented illness, death of immediate family member, or participation in College sponsored activities. Otherwise, the instructor has no obligation to allow students to make up work.

### **Course Syllabus Policy**

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

### **Evaluation of Students' Work**

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

## Student Opinion Surveys

Information regarding Student Opinion Surveys is available in [Policy Manual Faculty Handbook](#)/Volume IV paragraph 4.5.4.6.

## Academic Integrity

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

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

### 6.1.1.1 Academic Integrity

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

#### 6.1.1.1.1 Definition

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

1. Cheating refers to the use of unauthorized assistance on academic assignments. Unauthorized aid may include, but is not limited to, the use of printed material, equipment, personal notes or other people. Students should assume that assistance should not be used unless it has been expressly permitted. It is the students’ responsibility to know the limits of assistance, if any, permitted on any assignment.
2. The faculty of Medaille College abide by the definitions of plagiarism offered by James D. Lester in [Writing Research Papers](#), 4th ed., pages 95-96 (Glenview, Illinois: Scott, Foresman and Company). The following is reprinted with permission of Scott, Foresman and Company: “Fundamentally, plagiarism is the offering of words or ideas of another person as one’s own. While the most blatant violation is the use of other students’ work,

the most common is the unintentional misuse of the reference sources. An obvious form of plagiarism is copying direct quotations from a 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. Use of source materials requires students to conform to a few rules of conduct:

- a. Acknowledge borrowed materials within the text by introducing the quotation or paraphrase with the name of the authority from whom it was taken. This practice serves to indicate where the borrowed materials began.
  - b. Enclose within quotation marks all quoted materials.
  - c. Make certain that paraphrased material is rewritten in own style and language. The simple rearrangement of sentence patterns is unacceptable.
  - d. Provide specific documentation for each borrowed item.
  - e. Provide an entry in [bibliography] for every book or journal [or Internet site] that is referred to in the paper.”
3. Other possible examples of academic dishonesty include:
- a. Falsely claiming to have done work or obtained data.
  - b. Misrepresenting reasons for not completing assignments or taking examinations as scheduled.
  - c. Submitting the same work in different courses without the prior approval of the instructor.
  - d. Forging a signature on any College document.
  - e. Damaging or stealing college documents and/or equipment from the library, computer center, classrooms, or other academic resources areas.
  - f. Cheating on a test or other in class assignments.

#### 6.1.1.1.2 Student Charged with Academic Dishonesty – First Offense

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

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

In situations where the suspected transgression is not discovered until after the close of a semester, the instructor should submit a grade of “Incomplete” and make a reasonable effort to contact the student as soon as possible either by phone or letter to discuss the instructor’s suspicion of academic dishonesty. If for some reason the student cannot be reached, or fails to

respond within two weeks, an instructor may proceed to levy formal charges and impose course-related sanctions without having met with the student.

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

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

#### 6.1.1.1.3 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 Academic Standards Committee and, finally, to the Provost. In cases where a Department Chair is the faculty member levying the charge of academic dishonesty, a student should appeal directly to the Academic Standards Committee through the Provost (as described below). At any stage of the appeal, the Department Chair, the Academic Standards Committee or the Provost may dismiss or reaffirm the charge based on interviews with all relevant parties and a thorough review of the evidence.

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

2. To appeal an instructor’s decision, the student must send a letter of appeal to the faculty member’s Department Chair 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:

- a. the course name, number, and section
- b. the instructor’s name;
- c. the nature of the violation;



- d. reasons why the student believes academic dishonesty did not occur or a rationale explaining why the penalty imposed is too severe; and
- e. 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 Provost of the student's intent to appeal in writing within five working days of receiving the Department Chair's written decision. The Provost will review the case evidence, meet with the student and decide whether or not to convene the Academic Standards Committee.

If the Provost determines the student has presented an insufficient basis for further appeal, the Provost will notify the student in writing of the Provost's decision to uphold the charge of academic dishonesty within five working days of meeting with the student. The faculty member levying the original charge and the Department Chair involved will receive copies of the Provost'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 Provost will convene the Academic Standards Committee within ten working days after receiving the student's appeal. After conducting a thorough hearing and review of the evidence (not to exceed two weeks' time), the Academic Standards Committee will render its decision in writing and communicate it to the Provost 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 Chair, and the Registrar's Office.

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

#### 6.1.1.1.4 Documentation in Student Records

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

#### 6.1.1.1.5 Note on Sanctions



1. 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 Department Chair review the case and send it to the Academic Standards Committee for recommendations on further sanctions, including expulsion from the College.

#### 6.1.1.1.6 Repeat Offenses

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

1. When the Provost, as the institution's records manager for cases of academic misconduct, becomes aware of a second (or more) reported charge of alleged academic dishonesty, the Provost will immediately contact both the student charged and the faculty member bringing the charge and inform them of the date and time of a mandatory Academic Standards Committee hearing to adjudicate the current charge of academic misconduct. The Provost will convene the Academic Standards Committee within ten working days after receipt of the most recent charge.
2. The Academic Standards committee will conduct a hearing to review the case and hear the student's appeal, if any, of the charges and course-related sanctions imposed already by the instructor. The student may be accompanied by anyone serving in an advisory capacity and has the right to call witnesses. However, during the hearing no party may be represented by legal counsel.

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

The Academic Standards Committee will render its recommendation in writing to the Provost within five working days after completing its hearing. The Provost will communicate the Provost's decision about penalties in writing within ten working days of the Academic Standards Committee hearing, with copies sent to the appropriate faculty member, Department Chair, 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 Provost after a period no less than one full academic year after the time of dismissal. The Provost will consult with the Academic Standards Committee before deciding on reinstatement.

## **Academic Policies**

### **ACADEMIC DECORUM**

Medaille College is committed to providing an environment free from discrimination on the basis of sex. Medaille College provides many resources to students, faculty and staff to address concerns relating to discrimination on the basis of sex, which includes sexual misconduct. More information can be found here: <http://www.medaille.edu/offices/human-resources/title-ix>

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 Office for Academic Affairs without fear of recrimination.

The College does not tolerate immature or abusive behavior in the classroom setting. Upon receipt of a written complaint from the instructor, the Provost may immediately remove the student from the class. The Provost or designee and the Vice President for Student Development will review the evidence and render a final decision within 30 days.

### **ACADEMIC CLASSROOM CONDUCT**

Medaille students<sup>1</sup> are members of a unique and privileged community of learners. They are expected to cooperate with their faculty<sup>2</sup>, fellow students, all campus educators<sup>3</sup> and college officials<sup>4</sup> to promote intellectual curiosity and foster respect for diverse people, ideas, points of views, and fields of study in the advancement of learning.

Maintaining a classroom environment that fosters mutual respect, freedom of expression without embarrassment or ridicule, and active, collaborative engagement in learning is essential to

---

<sup>1</sup> The term “student” includes all persons taking courses at Medaille, either full -time or part-time, pursuing undergraduate or professional studies.

<sup>2</sup> The term “faculty” means any person hired by the college to conduct classroom or teaching activities or who is otherwise considered by the college to be a member of its faculty.

<sup>3</sup> The term “campus educators” includes faculty as well as individuals who may conduct classroom or teaching activities at the request of the college.

<sup>4</sup> The term “college officials” includes any person employed by the college performing assigned administrative or professional responsibilities

achieving these intended outcomes of higher education. Medaille College expects all students and faculty to contribute to the creation of classroom environments where learning can flourish, and to conduct themselves in a mature, responsible, and civil manner.

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

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

### **Academic Classroom Conduct-Policy and Procedures**

The Medaille College Academic Classroom Conduct-Policy and Procedures identifies two levels of inappropriate student conduct, both of which interfere significantly with creating and sustaining the kind of learning environment described above. The Policy and Procedures Statement also outlines the institutional processes for educating students about community standards for classroom behavior and for sanctioning any individuals who fail to conduct themselves in accordance with them.

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

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

## **VIOLATIONS OF ACADEMIC DECORUM AND RESOLUTION PROCEDURES**

### **Level I Misconduct**

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

- Arriving late to class
- Leaving early, without informing the instructor
- Inappropriate, unauthorized use of electronic devices
- Sleeping in class
- Engaging in non-class related activities
- Persistent speaking without permission
- Disruptive behavior with other students or their faculty
- Inappropriate comments or personal insults
- Loud, prolonged side conversations

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

### **Informal Resolution Process**

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

- Speak directly with the offending student(s) either in class at the time of an incident or as soon as possible after class. Depending upon the nature of the initial infraction, the faculty or campus educator may direct a student(s) to leave the classroom.
- Issue a verbal warning and explain why the behavior is inappropriate in the classroom setting (or another educational context) and disruptive to learning. Describe appropriate behavior and the possible consequences if the misconduct persists.
- Contact other appropriate College officials (i.e. Program Director, Department Chair) and/or issue an academic warning in order to ask for assistance in intervening with the offending student (s) in an effort to defuse and/or resolve a situation before it progresses to a formal warning or dismissal of the student from class.

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

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

### **First Classroom Dismissal and Sanctions (Level I Misconduct)**

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

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

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

### **Second Classroom Dismissal and Academic Withdrawal (Level I Misconduct)**

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

A faculty member or instructor who has dismissed a student from her/his classroom a second time may pursue the administrative withdrawal of the student(s) through the Office of Academic Affairs within three working days. At the written request of a faculty member or instructor, the appropriate college official will review the documentation available regarding chronic misconduct and make a recommendation to the Provost within three working days of receiving the written request. The decision of the Provost is final.

### **Level II Misconduct:**

Threatening and Safety Endangering, is defined by any behavior that threatens or jeopardizes the health and safety of the faculty member or instructor, or other students and staff<sup>5</sup>. Examples may include but are not limited to:

- Physical harassment or intimidation
- Verbal harassment or threats (written or oral)
- Physical altercation
- Property destruction

---

<sup>5</sup> The term “staff” includes any person who is employed by the college

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

### **Formal Resolution Process**

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

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

Once the case is concluded, the Vice President for Student Development will notify, in writing, the student(s), the faculty member or instructor, the appropriate Department Chair, the Provost, and Public Safety.

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

### **Documentation**

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

Documentation also is mandatory for Level II infractions or Level I incidents whenever a student(s) is/are dismissed from a classroom for such Level I misconduct determined by a faculty member or instructor to be disrespectful and/or disruptive. All documentation should be dated and clearly indicate all parties involved.

**\*\*Note:** Documentation is critical as a primary source of evidence in cases referred for disciplinary action.

The documentation is provided solely to the college faculty, educators, college officials, and public safety staff who have a "legitimate educational interest" in having access to these records.

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

## Academic Dishonesty

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

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

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

“Fundamentally, plagiarism is the offering of words or ideas of another person as one’s own. While the most blatant violation is the use of other students’ work, the most common is the unintentional misuse of the reference sources. An obvious form of plagiarism is copying direct quotations from a 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. The use of source materials requires students to conform to a few rules of conduct:

- Acknowledge borrowed materials within the 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 one’s 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 the paper.”

## DEFINITION OF ACADEMIC DISHONESTY

Academic Dishonesty is defined as any of the following:

- Submitting work for academic evaluation that is not the student’s own.
- Copying answers from another student during an in-class or take-home examination.

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



- Using unauthorized notes or materials during an examination.
- Accessing a cell phone or instant message program during an examination.
- Submitting group work as individual work.
- Failing to properly acknowledge the source of quoted or paraphrased ideas, data, or research.
- Appropriating, word for word, sections of a book, article, or website and submitting it as the student's or group's own work.
- Fabricating or falsely reporting data, information, or citations.
- Obtaining or attempting to obtain instructor resource material or confidential College records, either electronic or paper.
- Any academic misconduct that calls into question the integrity of a specific student work.

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

### **Other Possible Examples of Academic Dishonesty**

- Falsely claiming to have done work or obtained data
- Misrepresenting reasons for not completing assignments or taking examinations as scheduled
- Submitting the same work in different courses without the prior approval of the instructor
- Forging a signature on any college document
- Damaging or stealing college documents and/or equipment from the library, computer center, classrooms, or other academic resources areas
- Cheating on a test or other in-class assignments.

### **SUSPECTED VIOLATION OF ACADEMIC DISHONESTY**

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

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

1. In situations where the suspected transgression is not discovered until after the close of a semester, the instructor should submit a grade of "Incomplete" and make a reasonable effort to contact the student as soon as possible either by phone or in writing to discuss his/her suspicion of academic dishonesty. If for some reason the student cannot be reached, or fails to respond within two weeks, an instructor may

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



- proceed to levy formal charges and impose course-related sanctions without having met with the student. If still convinced that a violation of academic honesty has occurred, the faculty member will charge the student with academic dishonesty in a written statement that details the specifics of the violation and clearly states the course penalty(ies) to be imposed.
2. The penalty may include an “F” for the specific assignment in question, an “F” for the entire course, or other course-related sanction deemed appropriate by the instructor. The instructor must report the action in writing to the appropriate Department Chair, Academic Dean and the Provost.
  3. The Office for Academic Affairs will function as the College’s records manager for cases of acknowledged and/or proven academic dishonesty. Each case of alleged academic dishonesty will be handled confidentially, with information shared on a limited, need-to-know basis. All records will be placed in the student’s permanent official records file in the Registrar’s Office.

## **STUDENT APPEAL PROCESS**

A student may accept an instructor’s charge of academic dishonesty and the imposed course penalty(ies) or appeal the decision. In sequence, appeals may be made to the faculty member’s Department Chair, the appropriate Program Director, Academic Dean and, finally, to the Provost. 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 Provost (as described below). At any stage of the appeal, the Department Chair, the appropriate Program Director, Academic Dean or Provost 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 Provost, which is final.

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

### **The Student’s Letter of Appeal Should Contain**

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

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

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

To appeal a chairperson's decision, the student should notify the Provost of his/her intent to appeal in writing within five working days of receiving the Department Chair's written decision. The Provost will review the case evidence, meet with the student and decide whether or not to convene Academic Standards Committee.

If the Provost 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 Provost's letter. A copy of this letter will also be placed in the student's permanent, official record file in the Registrar's office.

### **Documentation in Student Records**

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

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

### **Note on Sanctions**

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

### **Repeat Offenses**

As described in detail below, the process for handling cases of alleged academic dishonesty involving previous offenders omits the involvement of Department Chairperson, although they will be informed of the matter. All alleged repeat offenses and student appeals, if any, go directly to the Provost for a ruling.

Upon reviewing all of the evidence, a final, official letter documenting a second or additional act of acknowledged or proven academic dishonesty will be placed in the student's confidential file in the Registrar's Office. The Provost reviewing the case has the option of dismissing the student from Medaille College.

A student dismissed for academic dishonesty may appeal for reinstatement to Medaille College through the Provost after a period no less than one full academic year after the time of dismissal.

## Online Student Identity Verification

The HEOA requires that institutions offering online education have processes in place to ensure that the student registering for a course is the same student who participates in the course or receives course credit. The Act requires that institutions use one of the following three methods:

- A secure login and pass code;
- Proctored examinations; or

New or other technologies and practices that are effective in verifying student identification. Students are expected to do all of their own work. The primary means of validating the identity of an online student is through their username and password. In addition to username and password identify verification, students will be asked to verify their identity through challenge questions to authenticate an online person's identity. Questions are based only on public, non-public and proprietary information. Failure of student identity verification will be treated in the same manner as cheating.

## Grievance Policies

### ACADEMIC GRIEVANCE PROCEDURE

A student wishing to resolve an academically related grievance is required to follow the Academic Grievance Procedure.

The procedure is as follows:

- The student should contact the instructor directly and attempt to resolve the grievance.
- If the grievance cannot be resolved between student and instructor, the student should contact the instructor's Program Director/Department Chair. The grievance should be submitted to the Department Chair of the course in question.
- If still not resolved, the student should contact the Academic Affairs Office.

**\*\*Note:** All academic grievances must be made in writing. Academic Affairs reserves the right to meet with the involved parties.

A student may appeal the Program Director/Department Chair's decision to the Academic Dean. The decision of the Provost is final for all academic matters.

### NON-ACADEMIC GRIEVANCE PROCEDURE

A student wishing to resolve a non-academic-related grievance is required to follow the Non-Academic Grievance Procedure.

The procedure is as follows:

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

- The student should contact the Institutional department in question directly and attempt to resolve the grievance.
- If the grievance cannot be resolved between the student and the representative of the Institutional department, the student should contact the department's Director/Supervisor. The grievance should be submitted to the department's Director/Supervisor in question.
- If still not resolved, the student should contact the Vice President of the department in question.

## **Grade Appeal**

Students who believe a final grade in a given course represents an inaccurate evaluation of their work have the right to appeal. This appeal must be submitted in writing within 60 days of the semester's grade report. This written appeal should be directed to the instructor of the course in question. The student should be prepared to demonstrate how the assigned grade fails to correspond with the instructor's stated course requirements and grading standards. If the student is unable to resolve the grade satisfactorily with the instructor, the student should forward the appeal to the instructor's Department Chair and, thereafter, the Provost or a designee. The Provost's decision is final.

## **Course Prerequisites**

Course prerequisites are viewed by Academic Departments.

## **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 Federal Family Educational Rights and Privacy Act. Information will not be released outside the College community without the expressed consent of, or waiver by, the student involved, except under valid legal compulsion or where there is a danger to a member of the College. Detailed information on the maintenance and availability of student records is available in the Registrar's Office. Normally the College will disclose directory information to the public unless the student notifies the Office of the Registrar in person or in writing before the last day to drop classes. Medaille College will never release this information for commercial purposes. The following is considered directory information at Medaille College: Student's name, address, telephone number, major field of study, achievements, degrees, academic awards or honors, dates of enrollment, enrollment status, level of study, weight and height if a member of athletic teams, and participation in extracurricular activities.

Questions concerning the Family Educational Rights and Privacy Act may be directed to the Registrar's Office: [registrar@medaille.edu](mailto:registrar@medaille.edu).

## GRADE REPORTS

Grades are available at the end of each semester to [MedailleOne](#). Grade reports are not released over the telephone or in person at the Registrar's Office. A "NGR" indicates a grade has not yet been recorded.

## TRANSCRIPT OF RECORD

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

More information is available through the [Registrar's Office](#).

### Copies of Transcripts from Other Institutions

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

Transcripts and all documentation of academic history from other institutions submitted to Medaille College become the property of Medaille College and cannot be returned to students or forwarded to other institutions. Once received, all academic documents are retained by the [Registrar's Office](#). Federal policy ([FERPA](#)) states that a student has the right to view documents in his or her file. However, the College is not required to provide (or allow the making of) copies of such documents.

Medaille College, along with most colleges and universities, has a policy prohibiting the release of copied academic documentation from other institutions. Stated below are the following reasons behind this policy and common practice:

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

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

## **Academic Changes**

### **COURSE CHANGE (DROP/ADD)**

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

### **CHANGE OF NAME OR ADDRESS**

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

### **CHANGE OF DEGREE STATUS**

Students taking courses, but not applying the credits toward a degree or certificate, are considered to be "non-matriculating." Once a student earns 15 credit hours, he/she must apply for admission to the College. Students should follow the [Admissions](#) procedures and guidelines.

### **DECLARING A MAJOR PROGRAM OF STUDY**

Undeclared students must declare a major program upon completion of 48 credit hours. Students are required to discuss their choice of program with their present Academic Advisor and the chair of the program of interest. A [Change of Status](#) form, available from the Academic Advisement Office, must be completed and submitted to the Registrar's Office.

## CHANGING FROM ONE PROGRAM TO ANOTHER

Forms for changing from one major program to another are initiated through the [Academic Advisement Center](#). The form must be completed and submitted to the Registrar's Office. A student may not change from one program to another during the last 12 credit hours required for degree completion.

## COLLEGE WITHDRAWAL

A student must submit notification of intention to withdraw from the College. The [College Withdrawal](#) form is available in the Registrar's Office and the Advisement Center. This form must be completed and returned to the Registrar's Office. Failure to provide notice of an official Withdrawal form means the student will be liable for tuition and fees originally incurred (see "[Liability Policy](#)").

A student will receive "W" if the Withdrawal form is submitted to the Registrar's Office by the Withdrawal deadline listed in the [Academic Calendar](#). Any student who officially withdraws from the College and remains inactive for a year must reapply through the Admissions Office and is subject to all program requirements and policies in effect at the time of re-admittance.

## COURSE SUBSTITUTIONS

Occasionally, based upon previous coursework taken at Medaille College, a course substitution may be requested. To petition for a course substitution, the student must submit a formal request for a [Course Substitution](#) with accompanying documentation to the Advisor.

## Registration Procedures

New students are registered through the [Academic Advisement Center](#). The master schedule will be available via the Medaille College web site prior to the start of student advisement. All students must meet with an Academic Advisor to register for classes.

## Academic Advising

The Academic Advisement Center is located in the Student Success Center in Huber Hall. To schedule an appointment with an advisor, or speak to a member of the Center's staff, please call: 716-880-2227. More information is available through the Center's web site: <http://www.medaille.edu/academics/aac>.

## MISSION

The mission of the Academic Advisement Center is to provide students with direction and support to achieve their academic goals. The Advisement Center staff works cooperatively with



students and other College offices to help resolve any issues or problems that may impede academic progress.

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

Students are assigned an Academic Advisor during the first semester at the College. All new students will have an Academic Advisor from the Academic Advisement Center/Student Success Center.

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

The Advisement Center, as part of the Student Success Center, coordinates the collection and distribution of Academic Progress Reports for at-risk students. Faculty members submit completed Academic Progress Reports online and as needed throughout the semester if a student is performing below a C- in the course. Advisors follow up with students regarding their performance. A comprehensive report is generated each week of all academic warnings issued by the faculty. The report is available to the Athletic Office, Academic Support Center, Department Chairs, the Vice President for Student Development, and the student's Academic Advisor for appropriate follow-up.

### **Academic Fresh Start Policy**

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

#### **ELIGIBILITY**

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

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

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



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

## **POLICY CONDITIONS**

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

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

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

## **FINANCIAL INFORMATION**

### **Financial Aid**

Financial aid is available to Medaille students through a variety of sources. The Financial Aid Office provides information about the following topics: financial aid programs (eligibility requirements, selection procedures, and disbursement schedules), Satisfactory Academic Progress (SAP), rights and responsibilities of students receiving financial aid, loan repayment,

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

terms and conditions of student employment, costs of attending Medaille, and the liability policy at Medaille. Students are encouraged to investigate the following funding sources when planning their college finances. Many financial aid options require that students maintain SAP in order to receive financial aid. Refer to the section in this Undergraduate Catalog entitled “Satisfactory Academic Progress” for more information. A complete list of scholarships and other aid is available here: <http://www.medaille.edu/admissions/financial-aid/scholarships-and-grants>.

To calculate financial need, a student must first determine his/her family contribution by completing the Free Application for Federal Student Aid (FAFSA). The Family Contribution is then subtracted from the cost of attendance to determine financial need. Cost of Attendance – Family Contribution = Financial Need

## GRANTS AND SCHOLARSHIPS

### **Institutional Aid**

Medaille College offers grants and scholarships to full-time students. These need and merit dollars are gift aid that does not need to be repaid. A comprehensive list of institutional scholarships and awards are available here: <http://www.medaille.edu/admissions/financial-aid/scholarships-and-grants>.

### **Federal Pell Grant**

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

### **Federal Supplemental Education Opportunity Grant (SEOG)**

A Federal Supplemental Education Opportunity Grant is a federal need-based grant which is awarded to students based on exceptional financial need. Priority for SEOG awards are given to Federal PELL Grants recipients. Award amounts range from \$100-\$4,000 per award year. Apply by submitting the [FAFSA](#). Students must maintain SAP to receive this award.

### **Teacher Education Assistance for College and Higher Education (TEACH) Grant**

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

## **NEW YORK STATE TUITION ASSISTANCE PROGRAM (TAP)**

New York State Tuition Assistance Program awards are based on New York State net taxable income. Students must be New York State residents and must be enrolled full-time. If eligible, students may qualify for up to eight semesters of TAP while pursuing a bachelor's degree and six semesters of TAP in an associate degree or certificate program. Apply by submitting the [FAFSA](#) and [TAP](#) application. Students must maintain the requirements set by New York State outlined in the Satisfactory Academic Progress section below.

## **NEW YORK STATE AID FOR PART-TIME STUDY (APTS)**

New York State Aid for Part –Time Study is a grant program funded by New York State. Awards range from \$500 to \$2,000 for students enrolled between 3 and 11 credits per semester. Eligibility is based on New York State net taxable income and the availability of funds. Apply by submitting the [FAFSA](#) and a separate APTS application (which must be accompanied by a New York State tax return), available from the Financial Aid Office. Students must maintain the requirements set by New York State in the Satisfactory Academic Progress section below.

## **NEW YORK STATE PART-TIME TAP PROGRAM**

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

## **ACCESS-VR (VOCATIONAL REHABILITATION)**

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

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

The [Federal Work-Study \(FWS\) Program](#) allows students with financial need the opportunity to work in jobs on campus to earn part of their educational expenses. Students must be in good academic standing (2.0 GPA) to receive this award. FWS is awarded on a first-come, first-serve basis.

## **VETERANS TUITION AWARDS (VTA)**

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

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

- Vietnam Veterans who served in Indochina between February 28, 1961 and May 7, 1975.
- Persian Gulf Veterans who served in the Persian Gulf on or after August 2, 1990.
- Afghanistan Veterans who served in Afghanistan during hostilities on or after September 11, 2001.
- Veterans of the armed forces of the United States who served in hostilities that occurred after February 28, 1961 as evidenced by receipt of an Armed Forces Expeditionary Medal, Navy Expeditionary Medal or a Marine Corps Expeditionary Medal.

These students must also:

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

### **Yellow Ribbon Program**

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

## FEDERAL AID TO NATIVE AMERICANS

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

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

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

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

## FEDERAL DIRECT STAFFORD LOANS

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

Students begin the application process for a Stafford Loan by completing the Free Application for Federal Student Aid (FAFSA). Upon receipt of award letter from the Financial Aid Office, and confirmation of the loan amount the student intends to borrow, the Financial Aid Office will complete the loan certification. First-time borrowers must complete Stafford Loan entrance counseling and sign a Stafford Loan Electronic Master Promissory Note (e-MPN). This can be

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

done on the web site: <https://studentloans.gov/myDirectLoan/index.action>. Students must maintain SAP to receive Stafford Loans.

### Annual and Aggregate Limits

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

### DIRECT FEDERAL PARENT PLUS LOAN

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

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

The application process begins for a Parent PLUS Loan by completing the Free Application for Federal Student Aid (FAFSA). Parents may go to <https://studentloans.gov/myDirectLoan/index.action> to apply. Students must maintain SAP for the parent to receive a PLUS Loan.

### ALTERNATIVE LOANS

[Alternative Loans](#) are private, creditworthy loans that help bridge the gap between the cost of attendance and other financial aid that is awarded. A cosigner is generally required. The

maximum annual amount is equal to the cost of attendance minus any other financial aid awarded.

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

## STATE AID

The following charts explain eligibility for state financial aid (TAP, APTS). Standards of Satisfactory Academic Progress (SAP) must be evaluated after every semester for the purpose of determining eligibility.

Effective 2010-11 for non-remedial students receiving first NYS award payment in 2010-11 and thereafter.

<b>Program: Baccalaureate Program</b>										
<b>Calendar: Semester 2010-11 and thereafter (non-remedial students)</b>										
<b>Before Being Certified for This Payment</b>	1st	2nd	3rd	4th	5 <sup>th</sup>	6th	7th	8th	9th	10th
<b>A Student Must Have Accrued at Least This Many Credits</b>	0	6	15	27	39	51	66	81	96	111
<b>With At Least This Grade Point Average</b>	0	1.5	1.8	1.8	2.0	2.0	2.0	2.0	2.0	2.0

<b>Programs: Associate Program</b>							
<b>Calendar: Semester 2010-11 and thereafter (non-remedial students)</b>							
<b>Before Being Certified for This Payment</b>	1 <sup>st</sup>	2nd	3rd	4th	5th	6th	
<b>A Student Must Have Accrued at Least This Many Credits</b>	0	6	15	27	39	51	
<b>With at Least This Grade Point Average</b>	0	1.3	1.5	1.8	2.	2.	

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

For students in non-traditional undergraduate programs offered in standard terms students may receive a third payment of TAP in a calendar year which New York State refers to as an accelerated award payment. Along with meeting the criteria listed in the above charts, in order to receive an accelerated award payment a student must be enrolled in a full-time semester after receiving TAP in the two previous full-time semesters in a calendar year. The student must also

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



have earned 24 credit hours in the prior two semesters in order to receive the accelerated TAP payment.

**\*\*Note:** Transfer credits do not apply to the 24-credit hour requirement.

### FEDERAL AID

Standards of SAP for the purpose of determining eligibility for federal aid (PELL, FSEOG, FWS and Federal Direct Student Loans) is evaluated at the end of each semester. If it is determined that a student had not met SAP based on the criteria that Financial Aid will outline, he/she will have the opportunity to receive one semester of financial aid under a warning. Notification will go to all students that have not maintained SAP to their Medaille One account. An email will go out with the notification stipulating that the student has one semester to raise their GPA and or earned credit hours to the specified required level to maintain SAP. Once the warning semester has ended, the student’s SAP progress is evaluated again. Students, who meet SAP at the end of their warning semester, regain their financial aid eligibility. If the student did not meet SAP at the end of their warning semester, they will lose their federal financial aid eligibility and be placed on financial aid suspension until they do meet SAP. If the student loses their federal financial aid eligibility, they have the option to set up a payment plan with student accounts or apply for an alternative loan to help with out of pocket expenses until eligibility is regained.

**\*\*Note:** Financial aid warning and academic warning are not one in the same. A student could be on financial aid suspension however still be eligible to attend Medaille without financial aid if they are meeting the required academic standards laid out by the Registrar’s Office.

#### Federal Chart

The following chart explains the requirements for eligibility for **federal** financial aid (PELL, FSEOG, FWS and Federal Stafford Loans). Students must successfully earn 66.7% of their overall attempted credit hours.

**\*\*Note:** Financial aid must wait until all grades are complete with the registrar’s office for the semester under review before SAP can be reviewed. If a student has an incomplete course grade it is important to complete that coursework as soon as possible. Once a student has completed any incomplete coursework that results in a grade, a student should reach out to the Financial Aid Office. The Financial Aid Office will advise a student if they are meeting SAP.

<b>In order to receive aid for Semester</b>	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
<b>Cumulative GPA</b>	0	1.00	1.25	1.55	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00



## **PART- TIME REQUIREMENTS**

Part-time requirements will be pro-rated based upon the number of credits carried. GPA requirements are the same. In addition, students must complete a program within 180 attempted credit hours. This is based on the attempted credits per semester.

### **2019-2020 TUITION (FULL-TIME STATUS)**

#### **Undergraduate Programs - Buffalo campus**

Part-time Tuition = \$971 per credit hour

Full-time Tuition (12-18 credit hours) = \$14,975 per semester, \$29,950 per year

#### **Undergraduate Room and Board - Buffalo campus**


Double: \$7,000 per semester, \$14,000 per year

Single: \$8,000 per semester, \$16,000 per year

Rates are subject to change. Contact the Office of Admissions for more information on tuition. Contact Residence Life for more information about room & board.

## 2019-2020 TUITION

\*\*Note: Prices effective starting with the Summer 2019 semester.

	TUITION PER CREDIT HOUR		FEES		CAMPUS
	DOMESTIC U.S. CANADA INTERNATIONAL	ACTIVE DUTY MILITARY *	ONE-TIME STUDENT FEE **	ONE-TIME GRADUATION FEE ***	B - BUFFALO R - ROCHESTER O - ONLINE
<b>Associate's Programs</b>					
Associate in Science in Business	\$425.00	\$250.00	\$100.00	\$50.00	B/R/O
Associate in Science in Business Administration - Fast Forward/Day	\$425.00	\$250.00	\$100.00	\$50.00	B
Associate in Science in General Studies	\$425.00	\$250.00	\$100.00	\$50.00	B/O
Associate in Science in General Studies - Fast Forward	\$425.00	\$250.00	\$100.00	\$50.00	B/O
Associate in Applied Science in Veterinary Technology	\$425.00	\$250.00	\$100.00	\$50.00	R/O
<b>Bachelor's Programs</b>					
Bachelor of Business Administration	\$700.00	\$250.00	\$100.00	\$50.00	B/R/O
Bachelor of Business Administration - Fast Forward/Day	\$700.00	\$250.00	\$100.00	\$50.00	B/R
Bachelor of Business Administration in Information Systems	\$700.00	\$250.00	\$100.00	\$50.00	B/O
Bachelor of Professional Studies in Health Information Management	\$700.00	\$250.00	\$100.00	\$50.00	O
Bachelor of Science in Homeland Security	\$700.00	\$250.00	\$100.00	\$50.00	O
Bachelor of Science in General Studies	\$700.00	\$250.00	\$100.00	\$50.00	B/O
<b>Master's Programs</b>					
Master of Business Administration	\$895.00	10% discount per cr hr	\$100.00	\$50.00	B/R/O
Master of Business Administration - Fast Forward/Day	\$895.00	10% discount per cr hr	\$100.00	\$50.00	B/R

MEDAILLE COLLEGE | *Undergraduate Catalog* |2019-2020

Master of Arts in Organizational Leadership	\$895.00	10% discount per cr hr	\$100.00	\$50.00	B/R/O
Master of Science in Accounting	\$895.00	10% discount per cr hr	\$100.00	\$50.00	B
Master of Science in Homeland Security	\$750.00	10% discount per cr hr	\$100.00	\$50.00	O
Master of Arts in Clinical Mental Health Counseling	\$850.00	10% discount per cr hr	\$100.00	\$50.00	B/R/O
Master of Arts in Psychology	\$850.00	10% discount per cr hr	\$100.00	\$50.00	B/O
Master of Arts in Marriage and Family Therapy	\$850.00	10% discount per cr hr	\$100.00	\$50.00	B
Master of Science in Education, Elementary Education	\$750.00	10% discount per cr hr	\$100.00	\$50.00	B
Master of Science in Education, Adolescent/Secondary Education	\$750.00	10% discount per cr hr	\$100.00	\$50.00	B
Master of Science in Education, Literacy	\$750.00	10% discount per cr hr	\$100.00	\$50.00	B
Master of Science in Education, Students with Disabilities	\$750.00	10% discount per cr hr	\$100.00	\$50.00	B
Canadian Students - Master of Science in Elementary Education: Childhood	\$550.00	n/a	n/a	\$50.00	B
Canadian Students - Master of Science in Adolescent Education	\$550.00	n/a	n/a	\$50.00	B
Doctoral Program in Clinical Psychology (PsyD)	\$1,170.00	\$1,170.00	\$100.00	\$50.00	B
Advanced Certificate in Clinical Mental Health Counseling	\$850.00	\$850.00	\$100.00	\$10.00	O
Advanced Certificate in Marriage and Family Therapy	\$850.00	\$850.00	\$100.00	\$10.00	B
Post-Master's Advanced Certificate in Literacy	\$750.00	\$750.00	\$100.00	\$10.00	B
Post-Master's Advanced Certificate in Students with Disabilities	\$750.00	\$750.00	\$100.00	\$10.00	B

Canadian Students - Post-Master's Advanced Certificate in Literacy	\$550.00	n/a	n/a	\$10.00	B
Canadian Students - Post-Master's Advanced Certificate in Students with Disabilities	\$550.00	n/a	n/a	\$10.00	B

## Census

The census date is set by the college and typically marks the end of the drop/add period. On this day, the college takes a "snapshot" of all students' enrollment which becomes the "official enrollment" that is used for state reporting.

### 2019-2020 ACADEMIC YEAR CENSUS DATES

Fall 2019	October 1, 2019
Spring 2020	February 1, 2020

### 2019-2020 STANDARD ALLOWANCE

Medaille College estimates the 2019-2020 standard allowance as follows. The standard allowance changes annually. Please contact Admissions or Financial Aid for updated figures.

<b>Books/Supplies</b>	\$1100
<b>Personal Expenses</b>	\$1100
<b>Transportation</b>	\$2000
<b>Total</b>	\$4200

## EXPLANATION OF EDUCATION EXPENSES

**Acceptance Deposit:** confirms the student's enrollment and reserves his/her place in the College and is refundable if requested before May 1 of the application year. This \$100 fee is applied toward the first tuition payment. The housing/damage deposit of \$100 reserves on-campus housing and is a retainer for possible damages incurred. The \$100 deposit is non-refundable for students who change their mind and choose not to live on campus.

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

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

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

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

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

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

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

## TUITION PAYMENT POLICY

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

### Payment Methods

- Pay with cash, check, money order, Master Card, Visa, Discover Card or American Express.
- Complete Financial Aid - have all financial aid in place by the start of school.
- Enroll in Payment Plan – see below.
- Employer Tuition Reimbursement – see below.

A combination of payment arrangements may be utilized. Please be advised that prior semester balances cannot be carried over to the next semester and will prohibit a student from registering for the next semester, receiving his/her grades, transcripts or diploma

### Payment Plan

- The payment plan is offered for the fall and spring semesters only.
- An individual must re-enroll each new semester.
- A \$40 enrollment fee due each semester at sign-up.
- To calculate the Budget Amount of the payment plan, the individual must look at the tuition bill, calculate total charges less total aid and this is the Budget Amount. If assistance with the proper budget amount is needed, contact the [Student Accounts](#) office.
- There are 5 payments due.
- Fall semester due dates are the 1<sup>st</sup> of each month August through December.

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

- Spring semester due dates are the 5<sup>th</sup> of each month January through May.
- An individual can enroll after the first due date or up to one week after the second due date in a semester, but must make payment for past due dates at enrollment.
- Student should note there is a \$35 late fee for late payments.

### **Enrollment into Payment Plan**

- Individuals must log into MedailleOne with their appropriate Medaille user name and password.
- If assistance with login is needed, contact the IT Helpdesk at 716-880-2282 or [helpdesk@medaille.edu](mailto:helpdesk@medaille.edu).
- Individuals should select the “Student” tab, then select “Review eBill”, this is the home page for the student account information.
- Individuals should select the “Payment Plans” box.
- Next, select Term, then select “Select.”
- On the far right, click on the “Details” box and the plan details will come up, then select “Select.”
- Individuals should type in the Budget Amount in the “Charge(s)” box for tuition (no commas), hit tab, then click “Update Schedule” (should the individual need assistance with the budget they should contact the [Student Accounts](#) office).
- The payment schedule comes up with Installment Due dates and amounts.
- At the bottom of the page, an individual can select whether they want to Set up Automatic Payments or not by clicking “Yes” or “No.”
- When done with this page, select “Continue.”
- Next, it will ask for payment information, answer each question as it comes up. The individual can also choose to save payment options. When done click “Continue.”
- The “Payment Plan Agreement” page comes up, read through the information and at the bottom select “I Agree” in the box and then select “Continue.”
- The Payment Receipt page comes up, the individual can print for their records.
- Once done with enrollment the individual will note the \$40 Payment Plan Enrollment Fee charged to the tuition bill and the \$40 payment for the fee on the bill.

### **Making Payments on Payment Plan**

- When making payments each month, (if not on automatic payments), log into MedailleOne, click “Student” tab, click “Review eBill” tab and click “Payment Plans” tab.
- Be sure to always select “Pay Next Installment.” This will properly record the payment for the next installment due.
- Individuals can also contact the [Student Accounts](#) office to make the payment. The Student Accounts office will record that installment payment was made on the individual’s plan.
- An individual can pay off the plan early, with the Student Accounts office, with no penalty.

### **Recalculating Budget after Enrollment**

Contact the [Student Accounts office](#) for assistance

### **EMPLOYER TUITION REIMBURSEMENT**

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

### **PAYMENT POLICY RECAP**

Students owing a balance, or whose financial aid has not been completed and are not enrolled on a payment plan, will be expected to pay the balance of their tuition for the semester in full (minus any financial aid) by the first day of class. Students who fail to make their payment by the first day of class will be assessed a \$150 late fee. Please do not hesitate to contact the Medaille College [Student Accounts](#) Office at (716) 880-2235, 880-2271 or 880-2309, with any questions regarding this payment policy.

\*\*Note: Students who have financial holds will not be allowed to register for the next term/semester.

### **2019-2020 TUITION LIABILITY SCHEDULE**

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

\*\*Note: No adjustment will be made in the case of an unauthorized withdrawal.

### **NON-TERM RELATED TUITION LIABILITY SCHEDULES**

#### **AAS-VET Rochester Students**

Students are 25% financially liable for tuition during the first night/week of class and 100% financially liable for tuition at the start of the second night/week of class. If a student decides to drop a class for any reason, please do not attend class, and be sure to notify the Program Director and Registrar Office prior to the first day of class.

### **GEICO Students**

Students are 25% financially liable for tuition during the first night/week of class and 100% financially liable for tuition at the start of the second night/week of class. If a student decides to drop a class for any reason, please do not attend class, and be sure to notify the Program Director and Registrar's Office prior to the first day of class.

## **2019-2020 LIABILITY SCHEDULES**

### **Fall 2019 Liability Schedule**

#### **Full Semester – Day Classes:**

**September 3, 2019 - December 12, 2019**

- 40% liability begins 8 a.m. September 10, 2019
- 60% liability begins 8 a.m. September 17, 2019
- 80% liability begins 8 a.m. September 24, 2019
- 100% liability begins 8 a.m. October 1, 2019

#### **Full Semester – Evening Classes:**

**September 3, 2019 – December 12, 2019**

- 40% liability begins 8 a.m. September 10, 2019
- 60% liability begins 8 a.m. September 17, 2019
- 80% liability begins 8 a.m. September 24, 2019
- 100% liability begins 8 a.m. October 1, 2019

#### **Full Semester – Online Classes:**

**September 3, 2019 – December 12, 2019**

- 40% liability begins 8 a.m. September 10, 2019
- 60% liability begins 8 a.m. September 17, 2019
- 80% liability begins 8 a.m. September 24, 2019
- 100% liability begins 8 a.m. October 1, 2019

#### **US & Canadian Education Program – Monday/Tuesday Session:**

**September 3, 2019 – December 12, 2019**

- 40% liability begins 8 a.m. September 10, 2019
- 60% liability begins 8 a.m. September 17, 2019
- 80% liability begins 8 a.m. September 24, 2019
- 100% liability begins 8 a.m. October 1, 2019



**US & Canadian Education Program – Saturday/Sunday Session:**

**September 3, 2019 – December 12, 2019**

- 40% liability begins 8 a.m. September 10, 2019
- 60% liability begins 8 a.m. September 17, 2019
- 80% liability begins 8 a.m. September 24, 2019
- 100% liability begins 8 a.m. October 1, 2019

**Session 1 – Evening Classes:**

**September 3, 2019 – October 20, 2019**

- 100% liability begins 8 a.m. September 10, 2019

**Session I – Online Classes:**

**September 3, 2019 – October 20, 2019**

- 100% liability begins 8 a.m. September 10, 2019

**Session II – Evening Classes:**

**October 21, 2019 – December 12, 2019**

- 100% liability begins 8 a.m. October 26, 2019

**Session II – Online Classes:**

**October 21, 2019 – December 12, 2019**

- 100% liability begins 8 a.m. October 26, 2019

**Rochester Vet Clinical:**

**July 15, 2019 - December 12, 2019**

- 40% liability begins 8 a.m. July 22, 2019
- 60% liability begins 8 a.m. July 29, 2019
- 80% liability begins 8 a.m. August 5, 2019
- 100% liability begins 8 a.m. August 12, 2019

**Rochester Vet:**

**July 15, 2019 - August 29, 2019**

- 100% liability begins 8 a.m. July 20, 2019

**Rochester Vet 13:**

**September 3, 2019 – March 8, 2020**

- 40% liability begins 8 a.m. September 10, 2019
- 60% liability begins 8 a.m. September 17, 2019
- 80% liability begins 8 a.m. September 24, 2019

- **100% liability begins 8 a.m. October 1, 2019**

**Rochester Vet 13:**

**January 21, 2020 – March 8, 2020**

- **100% liability begins 8 a.m. January 28, 2020**

**Room and Board Liability Full Semester:**

**September 3, 2019 – December 12, 2019**

- **40% liability begins 8 a.m. September 10, 2019**
- **60% liability begins 8 a.m. September 17, 2019**
- **80% liability begins 8 a.m. September 24, 2019**
- **100% liability begins 8 a.m. October 1, 2019**

### Spring 2020 Liability Schedule

**Full Semester – Day Classes:**

**January 21, 2020 – May 7, 2020**

- **40% liability begins 8 a.m. January 28, 2020**
- **60% liability begins 8 a.m. February 4, 2020**
- **80% liability begins 8 a.m. February 11, 2020**
- **100% liability begins 8 a.m. February 18, 2020**

**Full Semester – Evening Classes:**

**January 21, 2020 – May 7, 2020**

- **40% liability begins 8 a.m. January 28, 2020**
- **60% liability begins 8 a.m. February 4, 2020**
- **80% liability begins 8 a.m. February 11, 2020**
- **100% liability begins 8 a.m. February 18, 2020**

**Full Semester – Online Classes:**

**January 21, 2020 – May 7, 2020**

- **40% liability begins 8 a.m. January 28, 2020**
- **60% liability begins 8 a.m. February 4, 2020**
- **80% liability begins 8 a.m. February 11, 2020**
- **100% liability begins 8 a.m. February 18, 2020**

**US & Canadian Education Program – Monday/Tuesday Session:  
January 21, 2020 – May 7, 2020**

- 40% liability begins 8 a.m. January 28, 2020
- 60% liability begins 8 a.m. February 4, 2020
- 80% liability begins 8 a.m. February 11, 2020
- 100% liability begins 8 a.m. February 18, 2020

**US & Canadian Education Program – Saturday/Sunday Session:  
January 21, 2020 – May 7, 2020**

- 40% liability begins 8 a.m. January 28, 2020
- 60% liability begins 8 a.m. February 4, 2020
- 80% liability begins 8 a.m. February 11, 2020
- 100% liability begins 8 a.m. February 18, 2020

**Rochester Vet Clinical:  
January 21, 2020 – July 6, 2020**

- 40% liability begins 8 a.m. January 28, 2020
- 60% liability begins 8 a.m. February 4, 2020
- 80% liability begins 8 a.m. February 11, 2020
- 100% liability begins 8 a.m. February 18, 2020

**Session III – Evening Classes:  
January 21, 2020 – March 10, 2020**

- 100% liability begins 8 a.m. January 28, 2020

**Session III – Online Classes:  
January 21, 2019 – March 10, 2019**

- 100% liability begins 8 a.m. January 28, 2020

**Session IV – Evening Classes:  
March 16, 2020 – May 7, 2020**

- 100% liability begins 8 a.m. March 21, 2020

**Session IV – Online Classes:  
March 16, 2020 – May 7, 2020**

- 100% liability begins 8 a.m. March 21, 2020

**Rochester Vet:  
May 18, 2020 – July 6, 2020**

- 100% liability begins 8 a.m. May 23, 2020

**Room and Board Liability Full Semester:**

**January 21, 2020 – May 7, 2020**

- 40% liability begins 8 a.m. January 28, 2020 – February 3, 2020
- 60% liability begins 8 a.m. February 4, 2020 – February 10, 2020
- 80% liability begins 8 a.m. February 11, 2020 – February 17, 2020
- 100% liability begins 8 a.m. February 18, 2020

**Summer 2020 Liability Schedule**

**Full Semester – Day Classes:**

**May 18, 2020 – August 24, 2020**

- 40% liability begins 8 a.m. May 23, 2020
- 60% liability begins 8 a.m. May 30, 2020
- 80% liability begins 8 a.m. June 6, 2020
- 100% liability begins 8 a.m. June 13, 2020

**Full Semester – Evening Classes:**

**May 18, 2020 – August 24, 2020**

- 40% liability begins 8 a.m. May 23, 2020
- 60% liability begins 8 a.m. May 30, 2020
- 80% liability begins 8 a.m. June 6, 2020
- 100% liability begins 8 a.m. June 13, 2020

**Full Semester – Online Classes:**

**May 18, 2020 – August 24, 2020**

- 40% liability begins 8 a.m. May 23, 2020
- 60% liability begins 8 a.m. May 30, 2020
- 80% liability begins 8 a.m. June 6, 2020
- 100% liability begins 8 a.m. June 13, 2020

**U.S. & Canadian Education Program – Monday/Tuesday Session:**

**May 18, 2020 – August 24, 2020**

- 40% liability begins 8 a.m. May 23, 2020
- 60% liability begins 8 a.m. May 30, 2020
- 80% liability begins 8 a.m. June 6, 2020
- 100% liability begins 8 a.m. June 13, 2020

<p><b>U.S. &amp; Canadian Education Program – Saturday/Sunday Session:</b>  <b>May 18, 2020 – August 24, 2020</b></p> <ul style="list-style-type: none"> <li>• 40% liability begins 8 a.m. May 23, 2020</li> <li>• 60% liability begins 8 a.m. May 30, 2020</li> <li>• 80% liability begins 8 a.m. June 6, 2020</li> <li>• 100% liability begins 8 a.m. June 13, 2020</li> </ul>
<p><b>Session I – Evening Classes:</b>  <b>May 18, 2020 – July 6, 2020</b></p> <ul style="list-style-type: none"> <li>• 100% liability begins 8 a.m. May 23, 2020</li> </ul>
<p><b>Session I – Online Classes:</b>  <b>May 18, 2020 – July 6, 2020</b></p> <ul style="list-style-type: none"> <li>• 100% liability begins 8 a.m. May 23, 2020</li> </ul>
<p><b>Session II – Evening Classes:</b>  <b>July 7, 2020 – August 24, 2020</b></p> <ul style="list-style-type: none"> <li>• 100% liability begins 8 a.m. July 14, 2020</li> </ul>
<p><b>Session II – Online Classes:</b>  <b>July 7, 2020 – August 24, 2020</b></p> <ul style="list-style-type: none"> <li>• 100% liability begins 8 a.m. July 14, 2020</li> </ul>

## COURSE FEES

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

Course	Fee	Code
<b>ART 260 Basic Photography</b>	\$30	CS
<b>ART 360 Photography and Perception: A Way of Seeing</b>	\$30	CS
<b>ART 460 Photography: Alternative Processes</b>	\$30	CS
<b>ART 498 Ind. Study (Photography designate only)</b>	\$30	CS
<b>BIO 101 Biology</b>	\$40	CGS/DM/EMR
<b>BIO 120 Botany</b>	\$40	CGS/DM/EMR
<b>BIO 160 Hum. Anatomy and Physiology I</b>	\$40	CGS/DM/EMR
<b>BIO 161 Hum. Anatomy and Physiology II</b>	\$40	CGS/DM/EMR
<b>BIO 170 Comp. Anatomy and Physiology I</b>	\$85	CGS/DM/EMR

<b>BIO 171 Comp. Anatomy and Physiology II</b>	\$85	CGS/DM/EMR
<b>BIO 172E Comparative Anatomy and Physiology for Veterinary Science</b>	\$1250	DM, RV
<b>BIO 172X Comparative Anatomy and Physiology for Veterinary Science</b> **Note: \$1025 (Spring 2018 and on)	\$950 *	DM, RV
<b>BIO 173X Introduction to Comparative Anatomy and Physiology for Domestic Animals (For Rochester Veterinary Technology program)</b>	\$50	CGS, DM
<b>BIO 200 Microbiology</b>	\$40	CGS/DM/EMR
<b>BIO 320 Ecology</b>	\$40	CGS/DM/EMR
<b>BIO 421 Ichthyology</b>	\$40	CGS/DM
<b>BIO 422 Herpetology</b>	\$40	CGS/DM
<b>BIO 423 Ornithology</b>	\$40	CGS/DM
<b>BIO 424 Mammalogy</b>	\$40	CGS/DM
<b>CHE 145 Chem. for the Health Sciences</b>	\$40	CGS/DM/EMR
<b>CHE 200 General Chemistry I</b>	\$40	CGS/DM/EMR
<b>CHE 201 General Chemistry II</b>	\$40	CGS/DM/EMR
<b>CHE 300 Organic Chemistry I</b>	\$50	CGS/DM/EMR
<b>CHE 301 Organic Chemistry II</b>	\$50	CGS/DM/EMR
<b>CHE 400 General Biochemistry</b>	\$40	CGS/DM/EMR
<b>GEN 131 Critical Thinking and Health Sciences</b>	\$40	DM/EMR
<b>PHY 200 Physics I</b>	\$40	CGS/DM/EMR
<b>PHY 201 Physics II</b>	\$40	CGS/DM/EMR
<b>SCI 131 Critical Thinking and Health Sciences: Applied Chemistry, Microbiology and Radiological Physics (For Rochester Veterinary Technology program)</b>	\$1015	CGS, DM, RV
<b>VET 099 Prophylactic Rabies Vaccination Series</b>	\$1155	RV
<b>VET 100 Introduction to Veterinary Technology</b>	\$40	CGS/DM/EMR
<b>VET 120 Intro to Lab Animal Science</b>	\$75	CGS/DM/EMR
<b>VET 126 Animal Parasitology</b>	\$40	CGS/DM/EMR
<b>VET 180 Care and Management of Exotic and Laboratory Animals</b>	\$50	DM/EMR
<b>VET 202 Sm. Animal Diseases and Nutrition</b>	\$1250	CGS/DM/EMR/RV
<b>VET 204 Vet. Clinical Lab Tech.</b>	\$50	CGS/DM/EMR/RV

<b>VET 205 Veterinary Clinical Laboratory Techniques</b>	\$50	DM/EMR
<b>VET 206 Handling and Care of Exotics</b>	\$75	CGS/DM/EMR
<b>VET 208 Veterinary Diagnostic Imaging</b>	\$75	CGS/DM/EMR
<b>VET 222 Farm Animal Restraint, Diseases and Nutrition</b>	\$75	CGS/DM/EMR
<b>VET 224 Surgical Nursing and Anesthesiology</b>	\$100	CGS/DM/EMR
<b>VET 228 Gross and Clinical Pathology</b>	\$40	CGS/DM/EMR
<b>VET 251 Clinical Case Study 1: Wellness and Preventative Medicine</b>	\$40	DM/EMR
<b>VET 252 Clinical Case Study 2: Integument &amp; Wound Healing and the Musculoskeletal System</b>	\$50	DM/EMR
<b>VET 253 Clinical Case Study 3: Gastrointestinal System</b>	\$40	DM
<b>VET 255 Clinical Case Study 5: Reproduction, Urogenital and Endocrinology</b>	\$40	DM
<b>VET 260 Clinical Experience I</b>	\$125	CGS
<b>VET 261 Clinical Experience II</b>	\$125	CGS
<b>VET 262 Clinical Experience III</b>	\$125	CGS
<b>VET 263 Clinical Experience IV</b>	\$125	CGS
<b>VET 301 Dental Radiography</b>	\$50	CGS/DM/EMR
<b>VET 320 Advanced Laboratory Animal Science</b>	\$40	CGS/DM/EMR
<b>Key for fees:</b>		
CGS = Chemicals, glass, and other supplies		
CS = Chemicals and/or supplies		
DM = Disposable materials used during course		
EMR = Equipment maintenance and repair		
RV= Rabies vaccination		

### Department of Education Course Fees

edTPA Fees			
Course	Program	Fee	Code
<b>EDU 478 C: Student Teaching</b>	BSED Birth-6	\$150	MESIMS
<b>EDU 478 E: Student Teaching</b>	BSED Birth-6	\$150	MESIMS
<b>EDU 480 A: Student Teaching</b>	BSED Adolescent Education with SWD	\$150	MESIMS

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

<b>EDU 480 S: Student Teaching</b>	BSED Adolescent Education with SWD	\$150	MESIMS
<b>LiveText Fee with FEM [New and transfer students]</b>	BSED	\$20	

## Student Acknowledgment

### REGISTRATION

When a student registers, it is understood that he or she will pay in full all charges assumed on the due date, first day of class. Failure to attend classes does not alter the charges or entitle the student to a tuition refund. Students will not be permitted to receive grades, transcripts, or diploma unless the student account is paid in full.

### OVERPAYMENT

Credit balances on the student account, due to excess Title IV Federal Financial Aid funds, will be refunded to the student within 14 business days of the student account becoming a credit balance.

### TUITION WAIVER REVIEW COMMITTEE (FOR MEDICAL WAIVERS)

A drop of current semester tuition and fee charges may be requested through the Bursar to the Tuition Waiver Review Committee. This is conditional on the fact that continued attendance by the student is made impossible by reasons of serious illness which, in the opinion of the committee, are clearly beyond the control of the student. The student must indicate the courses to be dropped for the current semester and carefully explain his or her reasons, as well as providing a doctor's note explaining the illness and dates of the illness. The student will be notified this is done on a one-time basis.

### RETURN OF TITLE IV FUNDS POLICY

#### **Official/Unofficial Withdrawals:**

If a student is receiving federal student aid (Title IV aid) and completely withdraws (all “W” grades) or receive all non-passing grades (“F,” “W”) from a course(s) during a semester, federal regulations require schools to return any “unearned” Title IV aid for the period. Instructors will submit a Last Date of Attendance (LDA) or a Last Date of an Academically Related Activity (ARA) to the Registrar’s Office with any “F” grade to determine if the “F” is earned. If the “F” is considered to be earned, then no Title IV aid will need to be returned.

In order to earn 100% of the federal student aid, the student must earn at least one passing grade and/or attend through 60% of the academic period in at least one course. If the student fails to earn a passing grade but attended or had an academically related activity through 60% of the period, the Registrar’s office will verify the last date of attendance with the course instructor(s).



The following are examples of approved academically related activities:

- Examinations, quizzes, tutorials or lectures
- Computer-assisted instruction
- Completing an academic assignment, paper, or project

In accordance with federal rules, participating in academic counseling or advisement, or logging into an online class without active participation will not be considered an academically related activity.

The percentage of aid the student has earned is calculated using the student's withdrawal date to determine the percentage of the period completed. For students withdrawing from all courses, the date of withdrawal is the date the student completely withdrew from all courses.

### **Withdrawal Process:**

A student must submit notification of intention to withdraw from the College. The [College Withdrawal](#) form is available in the Registrar's Office and the Advisement Center. This form must be completed and returned to the Registrar's Office. Failure to provide notice of an official Withdrawal form means the student will be liable for tuition and fees originally incurred (see "[Liability Policy](#)").

A student will receive "W" if the Withdrawal form is submitted to the Registrar's Office by the Withdrawal deadline listed in the [Academic Calendar](#). Any student who officially withdraws from the College must reapply through the Admissions Office and is subject to all program requirements and policies in effect at the time of re-admittance.

### **Unearned Aid:**

Any unearned aid must be returned to the federal student aid programs in the following order:

- Direct Unsubsidized Stafford Loan
- Direct Subsidized Stafford Loan
- Direct PLUS Loan (Parent or Graduate/Prof Student)
- Federal Pell Grant
- Federal SEOG
- TEACH Grant

If it is determined that there is unearned aid, then the school must return the unearned funds. Medaille College will bill the individual for any account balance created if required to return financial aid.

**Institution's Policy on Return of Unearned TA Funds to the Government Return of Tuition Assistance:**

Military Tuition Assistance (TA) is awarded to a student under the assumption that the student will attend the school for the entire period for which the assistance is awarded. When a student withdraws, the student may no longer be eligible for the full amount of TA funds originally approved. To comply with the new Department of Defense (DOD) policy Medaille College will return any unearned funds on a prorated basis through at least 60% portion of the period for which the funds were provided. TA funds are earned proportionally during an enrollment period with unearned funds returned based upon when a student stops attending.

Examples include:

**8 Week Course Withdraw Submitted**

Before or during week 1 100% return

During week 2 75% return

During week 3-4 50%

During week 5 40% return (60% of course is completed)

During weeks 6-8 0% return

**15 Week Course Withdraw Submitted**

Before or during weeks 1-2 100%

During weeks 3-4 90% return

During weeks 5-6 75% return

During weeks 7-8 50% return

During week 9 40% return (60% of course is completed)

During week 10-15 0% return

## PROGRAMS OF STUDY

### Dialogues<sup>6</sup>: The Medaille Undergraduate General Education Core

Medaille's Dialogues Core is a general education curriculum that provides a foundation for students' liberal arts education while exposing students to a diversity of perspectives. The cornerstone concept of the core is Plato's notion of "dialogue", that reasoning and truth are achieved through conversations that look at the subjects of inquiry from multiple perspectives and challenge thinking. With this in mind, the Dialogues Core is an outcomes-based curriculum that aims to cultivate a rigorous and engaging academic life at Medaille that offers students choice and flexibility. Developed to provide students with a comprehensive liberal arts background, the Dialogues Core provides students with an education that incorporates multi-disciplinary ways of thinking so that they will graduate with a broad understanding of the world in which they live. In this way, the Dialogues Core prepares students to be active citizens in the twenty-first century.

In the Dialogues Core, students take a series of six courses (18 credits) over the course of their four years, all with clear learning objectives tied directly to the [Essential College-Wide Learning Outcomes](#).

**Critical Dialogues:** All students take a common first-year seminar, INT 110 Introduction to Dialogues in Critical Thinking, where they will be introduced to Plato's concept of "dialogue" and the fundamentals of critical thinking. Students will learn the most important academic skills required for success in college, and also for open-minded and reflective inquiry, substantial understanding, and informed judgment. This course includes critical thinking and information literacy as learning outcomes.

**American Dialogues:** Students choose from a variety of courses that focus on American values and institutions that explore issues of diversity in American and apply ethical reasoning to social problems. Courses satisfying this requirement include cultural literacy, ethical reasoning, critical thinking and written literacy as learning outcomes.

**Sustainability Dialogues:** Students choose from a variety of courses that focus on the issues of sustainability at the micro and/or macro level, and at the individual and/or the communal level. Students learn the scientific method, and also learn to apply ethical reasoning to

---

<sup>6</sup> Medaille College was inspired to use "Dialogues" as a central concept for its general education core based on the Dialogues general education core developed by Lynn University, for which it has been nationally recognized: [https://www.insidehighered.com/news/2011/02/02/florida\\_college\\_boosts\\_learning\\_by\\_returning\\_to\\_core\\_liberal\\_arts\\_curriculum](https://www.insidehighered.com/news/2011/02/02/florida_college_boosts_learning_by_returning_to_core_liberal_arts_curriculum)

scientific issues. Courses satisfying this requirement include ethical reasoning, scientific reasoning, and quantitative reasoning as learning outcomes.

**Creative and Reflective Dialogues:** Students choose from a variety of courses that will expose them to a particular creative art form and demonstrate how that art form reflects larger social issues. Students will gain an appreciation of the art form, and also practice the art form themselves. In this way, students will reflect on what they learned in previous courses in a creative way. Courses satisfying this requirement include ethical reasoning, cultural literacy, and critical thinking as learning outcomes.

**Global Dialogues:** Students choose from a variety of upper level writing intensive courses where students learn about the world outside of the United States. Courses satisfying this requirement include written literacy, ethical reasoning, cultural literacy, information literacy, and critical thinking as learning outcomes.

**Citizenship Dialogues:** Students enroll in INT 450 Capstone in Citizenship where they will draw from their own major to develop a capstone research project that addresses a real world-problem of the student's choice. Psychology majors are encouraged, as an alternative, to choose the capstone in their major, PSY 411 Psychology Capstone. English majors with a creative writing concentration also have the option of doing a directed study creative project. All students, in addition, have the option of working individually with a faculty member on a capstone research project as a directed study so long as the student has the approval of the faculty member they want to work with, and have a project proposal approved by the instructor prior to registering for the directed study. No matter what option students choose, their capstone project is expected to satisfy the written literacy, information literacy, critical thinking, and oral communication learning outcomes.

Complementing the Dialogues Core, as part of their general education requirement, students also take one speech course (3 credits), two English composition courses (6 credits), and two mathematics courses (6 credits), as outlined below:

ENG 110 College Writing

ENG 200 Advanced College Writing

MAT 114 Intermediate Algebra; or MAT 115 Pre-Calculus

MAT 201 Statistics and Society; or BIO 301 Epidemiology and Biostatistics; or MAT 216

Survey of Introductory Calculus and its Applications

SPE 130 Fundamentals of Public Speaking

## Academic Programs

### ACCOUNTING

DEGREE EARNED	TOTAL NUMBER OF CREDITS
B.S. or M.S.	120 (B.S.) or 150 (B.S./M.S.)

#### Program Description

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

As part of the major requirements each student takes courses in management, marketing, finance, business law and management information systems. The field experience requirement gives students the opportunity for “hands-on” experience applying what has been learned in the classroom to real business situations. Students frequently receive job offers through these internships. Credits for work/life experience can also be earned by students who have had appropriate previous experience in related areas. Additionally, the program is designed to allow students to develop their professional communication skills, which are essential in the accounting profession. The liberal arts and sciences portion of the degree provides those necessary skills as well as a solid foundation in the humanities, social sciences, mathematics and science.

All Accounting majors should complete 100-level business courses, ENG 110/ENG 112, ENG 200/ENG 202, SPE 130, ECO 200, and ECO 201 during their first two years at Medaille College. Majors in this program may not take any business course Pass/Fail. A 2.0 cumulative grade point average (GPA) is required of all Accounting majors in their core and elective business courses to graduate.

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

#### Program Goals

**Student Success Goal:** The program seeks to enhance student understanding of career related fields, improve the retention rate of its students, increase the quality and quantity of network

opportunities, and continuously improve the curricula that develops the knowledge, skills, and values of its graduates so that students are prepared for productive careers in a global economy.

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

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

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

## Department of Business, Management, and Leadership Code of Ethics

The Department of Business, Management and Leadership of Medaille College expects all students, faculty, staff, and administrators to conduct themselves in an ethical manner when carrying out the activities required to fulfill the department's mission:

The Department of Business, Management and Leadership is dedicated in excellence in teaching; providing students a meaningful integration of theory and practice while developing mutually beneficial partnerships with the academic, business, and local communities.

The Department of Business, Management and Leadership strives to develop graduates for responsible citizenship and leadership roles who are prepared to meet the various global challenges of the 21<sup>st</sup> century.

In particular, all members of the department are expected to adhere to the following:

- **Integrity** – Abide by the academic code of conduct, and uphold the highest standards of honesty, and fairness in our work and communications.
- **Professionalism** – Maintain high standards in our own work, and help others strive for continuous improvement and the betterment of the department.
- **Respect** – Treat others with the dignity and decency, appreciating the diversity that brings richness and growth to the department. Demonstrate respect for property, time, and ideas, as well as people.
- **Collegiality** – strive to complete our work in the spirit of mutual understanding and the sincere desire to operate as a team of students, faculty, and staff; seek to achieve the best possible outcomes together.

### Accounting Bridge Program – CPA TRACK

This non-degree program provides the necessary undergraduate courses and training for individuals interested in becoming a Certified Public Accountant (CPA). Designed for students who already have an undergraduate business degree, this program facilitates entry into Medaille's Master of Science in Accounting program, allowing them to complete all educational component requirements that will allow them to sit for the CPA exam.

#### Specific courses include:

ACC 300 Income Tax Accounting  
 ACC 305 Cost Accounting  
 ACC 350 Intermediate Accounting I  
 ACC 351 Intermediate Accounting II  
 ACC 410 Advanced Accounting  
 ACC 430 Auditing

The Bridge program is available for both day and evening students. Upon completion of the Bridge program students will receive a Medaille College Certificate for the completion of the 18 credit hours. Contact the Director of Undergraduate Programs for more information.

### Credit Distribution

#### General Education Core (30 credits)

ENG 110 College Writing (3) OR ENG 112 College Writing for Multilingual Students (3)
ENG 200/HON 200 Advanced College Writing (3) OR ENG 202 Advanced College Writing for Multilingual Students (3)
<b>Critical Dialogues Course:</b> INT 110 Introduction to Dialogues in Critical Thinking (3) [Required of first-year students; all other students must substitute a 300/400 level Liberal Arts and Sciences elective]
<b>American Dialogues Course:</b> GEN 220 Justice and Democracy in America (3) OR HIS 200 African-American History (3) OR HIS 220 Cultural Interaction in Colonial America (3) OR INT 220 Enduring American Dialogues (3) OR CRJ 355 Social Issues in Policing a Multicultural Community (3)
<b>Creative and Reflective Dialogues Course:</b> ART 240 Beginning Drawing (3) OR ENG 210 Introduction to Creative Writing (3) OR ENG 350 Creative Non-fiction (3) OR GEN 230 Creative Expression (3) OR THE 100 Introduction to Theatre & Performance (3)
<b>Sustainability Dialogues Course:</b> GEN 240 Scientific Discovery (3), Courses TBA
<b>Global Dialogues Course:</b> ENG 305 British Literature I: Middle Ages to the Eighteenth Century (3) OR ENG 315 British Literature II: Late Eighteenth Century to the Present (3) OR ENG 435 Major Global Literacy Figures (3) OR GEN 410 Baccalaureate Capstone I (3) OR HIS 321 Medieval World (3) OR HIS 325 History of Ireland (3) OR HIS 330 History of the Israeli-Palestinian Conflict (3) OR INT 310 Psychoanalysis and Politics (3) OR INT 350 Seminar in

Religion and Belief (3) OR MUS 305 Classical Music Studies (3) OR PHI 358 Truth and Justice (3)
<b>Citizenship Dialogues Course:</b> GEN 411 Baccalaureate Capstone II (3) OR INT 450 Citizenship Dialogue (3) OR PSY 411 Psychology Capstone (3)
MAT 115 Pre-Calculus or MAT 216 Survey of Introductory Calculus and its Applications (3)
SPE 130 Fundamentals of Public Speaking (3)
<b>Major Requirements (63 credits)</b>
ACC 101 Financial Accounting (3)
ACC 102 Managerial Accounting (3)
ACC 300 Income Tax Accounting (3)
ACC 305 Cost Accounting (3)
ACC 350 Intermediate Accounting I (3)
ACC 351 Intermediate Accounting II (3)
ACC 410 Advanced Accounting (3)
ACC 430 Auditing (3)
ECO 200 Macroeconomics (3)
ECO 201 Microeconomics (3)
ECO 260 Econometrics I (3)
ECO 261 Econometrics II (3)
MGT 175 Management Concepts and Communication (3)
MGT 240 Financial Management (3)
MGT 299 Business Law I (3)
MGT 304 Business Law II (3)
MGT 335 Organizational Behavior (3)
MGT 420 Strategic Management I (3)
MGT 421 Strategic Management II (3)
MIS 240 Management Information Systems (3)
MKT 220 Principles of Marketing (3)
<b>Experiential Learning (6 credits)</b>
ACC 377 Field Experience I (3)
ACC 477 Field Experience II (3)
<b>Liberal Arts and Sciences Courses (21 credits)</b>
ENG 205 Introduction to Literature OR ENG 215 Survey of World Literature (3)
ENG 260 Business and Professional Writing (3)
INT 411 Global Leadership (3)
MAT 114 Intermediate Algebra (3) [Students who meet the math competency must substitute a Liberal Arts & Sciences elective (300/400 level)]
PHI 300 Ethics (3)
PSY 100 Introduction to Psychology (3)
Liberal Arts and Sciences Elective (3)
<b>Total Credit Hours: 120</b>



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

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

**Accounting: Graduate Electives (6 credits)**

Choose two (2) from the following (6 credits):
MSA 601 Strategic Human Resource Management (3)
MSA 602 Organizational Behavior and Development (3)
MSA 621 Strategic Operations Management (3)
MSA 623 Strategic Marketing (3)
<b>Total Graduate (M.S. in Accounting) credits: 30</b>

## ADOLESCENT TEACHING: BIOLOGY 7–12 & STUDENTS WITH DISABILITIES

DEGREE EARNED	TOTAL NUMBER OF CREDITS	CERTIFICATE/LICENSES TITLES AND TYPES
B.S.Ed.	126	Biology 7-12 (initial) Students with Disabilities Generalist 7-12 (initial) Students with Disabilities Biology 7-12 extension (initial)

### Program Description

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

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

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

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

## Professional Dispositions

The **Department of Education** at Medaille College prepares students to enter the world of teaching birth through grade twelve. We believe that a major component of professional teacher education (both in Medaille College classrooms and in P-12 schools) includes preparing students to fulfill professional habits of conduct. As part of the learning and preparation processes, students must understand and engage in professional behaviors that adhere to both policy and guiding principles required in private and public schools and community agencies. The development of values such as commitment, responsible behavior, professional communication/collaboration, confidentiality, and integrity/honesty are essential for sustained employment within the professional workforce. Prospective educators are expected to view and assume these professional dispositions as a crucial component of their academic training.

The Professional Dispositions aligned with Medaille College and the **Department of Education** provide a framework for these professional behaviors. Instructors and staff will demonstrate and work with our students to assure that they understand and are able to demonstrate the dispositions in every class and learning experience. When interacting with administrators, professors, teachers, peers and students (while on all Medaille campuses and during field experiences), teacher candidates must exhibit their professional commitment to becoming an excellent teacher through engagement, words and actions. A full list of expected behaviors is located in program handbooks.

Students will sign an acknowledgement of these professional dispositions upon entrance to their program.

## Clinical Experiences

Candidates are required to complete a minimum of 150 hours of clinical experience. These foundational and intermediate clinical experiences will include meaningful engagement with adolescents in Grades 7-12 to allow candidates to demonstrate the practices that support student learning and development in the field of education. Hours must be satisfactorily completed by the end of the semester of the corresponding course.

All students in initial certification programs are required to successfully complete a minimum of two culminating clinical student teaching placements. Undergraduate students must have satisfactorily completed all pre-requisites and have a minimum 2.5 GPA to participate in student teaching. For detailed student teaching information, go to <http://www.medaille.edu/student-teaching>.

Students who receive an unsatisfactory grade (U) for one student teaching placement must enroll and satisfactorily complete the one-credit course **EDU 482: Refocus for Success** and repeat the student teaching experience.

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

## Department of Education Undergraduate Dismissal Policy

All BSED majors must meet the NYSED mandated 2.5 CUM GPA at the conclusion of their sophomore year (completion of 60 credits). Students who do not meet this requirement will be dismissed from the Education major.

Students will also be dismissed from the program when referred to the Department of Education Professional Disposition Committee during any two semesters prior to their senior year (completion of 90 credits).

In both cases, students wishing to appeal dismissal and seek reinstatement must do so in writing within 30 days following the end of the semester. This written appeal should be directed to the DOE Chair. Student’s appeal will be carefully reviewed by the Chair based upon available evidence. Their decision regarding reinstatement is final.

In addition, a teacher candidate may be immediately suspended or dismissed from Medaille College’s Department of Education for a crime or act indicating lack of “good moral character,” such as physical or sexual abuse of a student or minor; sale, possession, or use of illegal drugs; any crime committed either on any school property or while in the performance of teaching duties; or other acts which bring into question the teacher candidate’s “good moral character.”

### Credit Distribution

#### **B.S.Ed. Adolescent Education /Students with Disabilities**

Students must receive a grade of C or above for all pedagogical and concentration courses. Otherwise, the course must be repeated.

As a requirement for graduation, all students receiving a Bachelor of Science in Education degree must attain a minimum 2.5 cumulative average to graduate.

#### **General Education Core (27 Credits)**

ENG 110 College Writing (3) OR ENG 112 College Writing for Multilingual Students (3)
ENG 200/HON 200 Advanced College Writing (3) OR ENG 202 Advanced College Writing for Multilingual Students (3)
<b>Critical Dialogues Course:</b> INT 110 Introduction to Dialogues in Critical Thinking (3) [Required of first-year students; all other students must substitute a 300/400 level Liberal Arts and Sciences elective]
<b>American Dialogues Course:</b> GEN 220 Justice and Democracy in America (3) OR HIS 200 African-American History (3) OR HIS 220 Cultural Interaction in Colonial America (3) OR INT 220 Enduring American Dialogues (3) OR CRJ 355 Social Issues in Policing a Multicultural Community (3)
<b>Creative and Reflective Dialogues Course:</b> ART 240 Beginning Drawing (3) OR ENG 210 Introduction to Creative Writing (3) OR ENG 350 Creative Non-fiction (3) OR GEN 230

Creative Expression (3) OR THE 100 Introduction to Theatre & Performance (3)
<b>Global Dialogues Course:</b> ENG 305 British Literature I: Middle Ages to the Eighteenth Century (3) OR ENG 315 British Literature II: Late Eighteenth Century to the Present (3) OR ENG 435 Major Global Literacy Figures (3) OR GEN 410 Baccalaureate Capstone I (3) OR HIS 321 Medieval World (3) OR HIS 325 History of Ireland (3) OR HIS 330 History of the Israeli-Palestinian Conflict (3) OR INT 310 Psychoanalysis and Politics (3) OR INT 350 Seminar in Religion and Belief (3) OR MUS 305 Classical Music Studies (3) OR PHI 358 Truth and Justice (3)
<b>Citizenship Dialogues Course:</b> GEN 411 Baccalaureate Capstone II (3) OR INT 450 Citizenship Dialogue (3) OR PSY 411 Psychology Capstone (3)
MAT 115 Pre-Calculus (3)
SPE 130 Fundamentals of Public Speaking (3)
<b>Education/Dual-License Component (39 Credits)</b>
Course Work (27 Credits)
EDU 207 DASA Seminar (co-register with EDU 210 Educational Foundations) (0)
EDU 210 Educational Foundations (co-register with EDU 207 DASA Seminar) (3)
EDU 237 The Adolescent Reader & Writer (3)
EDU 238 Strategic Literacy Instruction (3)
EDU 340 Child Abuse and School Violence and other Current Issues in Education (requires co-registration with ESP 230) (0)
EDU 365 Adolescent Teaching Biology Methods with Practica (3)
EDU 368 Adolescent General Education/Special Education Curriculum Methods (3)
ESP 230 Intro to Special Education (co-register with EDU 340)
ESP 276 Pos. Behavioral Support Approaches to Classroom Management and Instruction (3)
ESP 348 Educating and Assessing Adolescents with Mild to Severe Disabilities with Practica (3)
ESP 358 Assessing Adolescent Children (Grades 7-12) with Exceptionalities (3)
<b>Experiential Learning (12 Credits)</b>
EDU 480 "S" Student Teaching (5.5)
EDU 480 "A" Student Teaching (5.5)
EDU 481 Student Teaching Seminar (1)
<b>Biology Concentration (34 Credits)</b>
BIO 120 Botany (4)
BIO 170 Comp. Anatomy & Physiology I (5)
BIO 171 Comp. Anatomy & Physiology II (5)
BIO 200 Microbiology (4)
BIO 220 Cell Biology (3)
BIO 320 Ecology (4)
BIO 330 Genetics (3)
BIO 430 Organic Evolution (3)
MAT 201 Statistics and Society (3)
<b>Liberal Arts and Science Component (23 Credits)</b>
Foreign Language I (3)

Foreign Language II (3)
HIS 140 Early United States History (3)
CHE 200 General Chemistry I (4)
CHE 201 General Chemistry II (4)
PSY 100 Introduction to Psychology (3)
PSY 240 Adolescence (3)
<b>Computer Information Systems (3 credits)</b>
CIS 175 Technology Applications in Education (3)
<b>Total Credit Hours: 126</b>

**NEW YORK STATE TEACHER CERTIFICATION (NYSTCE)**

Students seeking certification in New York must successfully complete the New York State Teacher Certification Exams (NYSTCE) as a prerequisite for certification.

## ADOLESCENT TEACHING: ENGLISH 7–12 & STUDENTS WITH DISABILITIES

DEGREE EARNED	TOTAL NUMBER OF CREDITS	CERTIFICATE/LICENSES TITLES AND TYPES
B.S.Ed.	126	English 7-12 (initial) Students with Disabilities Generalist 7-12 (initial) Students with Disabilities English 7-12 extension (initial)

### Program Description

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

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

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

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

### Professional Dispositions

The **Department of Education** at Medaille College prepares students to enter the world of teaching birth through grade twelve. We believe that a major component of professional teacher education (both in Medaille College classrooms and in P-12 schools) includes preparing students to fulfill professional habits of conduct. As part of the learning and preparation processes, students must understand and engage in professional behaviors that adhere to both policy and guiding principles required in private and public schools and community agencies. The development of values such as commitment, responsible behavior, professional communication/collaboration, confidentiality, and integrity/honesty are essential for sustained employment within the professional workforce. Prospective educators are expected to view and assume these professional dispositions as a crucial component of their academic training.

The Professional Dispositions aligned with Medaille College and the **Department of Education** provide a framework for these professional behaviors. Instructors and staff will demonstrate and work with our students to assure that they understand and are able to demonstrate the dispositions in every class and learning experience. When interacting with administrators, professors, teachers, peers and students (while on all Medaille campuses and during field experiences), teacher candidates must exhibit their professional commitment to becoming an excellent teacher through engagement, words and actions. A full list of expected behaviors is located in program handbooks.

Students will sign an acknowledgement of these professional dispositions upon entrance to their program.

### Clinical Experiences

Candidates are required to complete a minimum of 150 hours of clinical experience. These foundational and intermediate clinical experiences will include meaningful engagement with adolescent in Grades 7-12 to allow candidates to demonstrate the practices that support student learning and development in the field of education. Hours must be satisfactorily completed by the end of the semester of the corresponding course.

All students in initial certification programs are required to successfully complete a minimum of two culminating clinical student teaching placements. Undergraduate students must have satisfactorily completed all pre-requisites and have a minimum 2.5 GPA to participate in student teaching. For detailed student teaching information, go to <http://www.medaille.edu/student-teaching>.

Students who receive an unsatisfactory grade (U) for one student teaching placement must enroll and satisfactorily complete the one-credit course **EDU 482: Refocus for Success** and repeat the student teaching experience.

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



requirements.

### Department of Education Undergraduate Dismissal Policy

All BSED majors must meet the NYSED mandated 2.5 CUM GPA at the conclusion of their sophomore year (completion of 60 credits). Students who do not meet this requirement will be dismissed from the Education major.

Students will also be dismissed from the program when referred to the Department of Education Professional Disposition Committee during any two semesters prior to their senior year (completion of 90 credits).

In both cases, students wishing to appeal dismissal and seek reinstatement must do so in writing within 30 days following the end of the semester. This written appeal should be directed to the DOE Chair. Student’s appeal will be carefully reviewed by the Chair based upon available evidence. Their decision regarding reinstatement is final.

In addition, a teacher candidate may be immediately suspended or dismissed from Medaille College’s Department of Education for a crime or act indicating lack of “good moral character,” such as physical or sexual abuse of a student or minor; sale, possession, or use of illegal drugs; any crime committed either on any school property or while in the performance of teaching duties; or other acts which bring into question the teacher candidate’s “good moral character.”

### Credit Distribution

#### B.S.Ed. Adolescent Education /Students with Disabilities

Students must receive a grade of C or above for all pedagogical and concentration courses. Otherwise, the course must be repeated.

As a requirement for graduation, all students receiving a Bachelor of Science in Education degree must attain a minimum 2.5 cumulative average to graduate.

#### General Education Core (33 Credits)

ENG 110 College Writing (3) OR ENG 112 College Writing for Multilingual Students (3)
ENG 200/HON 200 Advanced College Writing (3) OR ENG 202 Advanced College Writing for Multilingual Students (3)
<b>Critical Dialogues Course:</b> INT 110 Introduction to Dialogues in Critical Thinking (3) [Required of first-year students; all other students must substitute a 300/400 level Liberal Arts and Sciences elective]
<b>American Dialogues Course:</b> GEN 220 Justice and Democracy in America (3) OR HIS 200 African-American History (3) OR HIS 220 Cultural Interaction in Colonial America (3) OR INT 220 Enduring American Dialogues (3) OR CRJ 355 Social Issues in Policing a Multicultural Community (3)

<b>Creative and Reflective Dialogues Course:</b> ART 240 Beginning Drawing (3) OR ENG 210 Introduction to Creative Writing (3) OR ENG 350 Creative Non-fiction (3) OR GEN 230 Creative Expression (3) OR THE 100 Introduction to Theatre & Performance (3)
<b>Sustainability Dialogues Course:</b> GEN 240 Scientific Discovery (3), Courses TBA
<b>Global Dialogues Course:</b> ENG 305 British Literature I: Middle Ages to the Eighteenth Century (3) OR ENG 315 British Literature II: Late Eighteenth Century to the Present (3) OR ENG 435 Major Global Literacy Figures (3) OR GEN 410 Baccalaureate Capstone I (3) OR HIS 321 Medieval World (3) OR HIS 325 History of Ireland (3) OR HIS 330 History of the Israeli-Palestinian Conflict (3) OR INT 310 Psychoanalysis and Politics (3) OR INT 350 Seminar in Religion and Belief (3) OR MUS 305 Classical Music Studies (3) OR PHI 358 Truth and Justice (3)
<b>Citizenship Dialogues Course:</b> GEN 411 Baccalaureate Capstone II (3) OR INT 450 Citizenship Dialogue (3) OR PSY 411 Psychology Capstone (3)
MAT 114 Intermediate Algebra (or higher) (3)
MAT 201 Statistics and Society (3)
SPE 130 Fundamentals of Public Speaking (3)
<b>Education/Dual-License Component (39 Credits)</b>
Course Work (27 Credits)
EDU 207 DASA Seminar (co-register with EDU 210 Educational Foundations) (0)
EDU 210 Educational Foundations (co-register with EDU 207 DASA Seminar) (3)
EDU 237 The Adolescent Reader & Writer (3)
EDU 238 Strategic Literacy Instruction (3)
EDU 340 Child Abuse and School Violence and other Current Issues in Education (requires co-registration with ESP 230) (0)
EDU 364 Adolescent English with Practicum (3)
EDU 368 Adolescent General Education/Special Education Curriculum Methods (3)
ESP 230 Intro to Special Education (co-register with EDU 340) (3)
ESP 276 Pos. Behavioral Support Approaches to Classroom Management and Instruction (3)
ESP 348 Educating and Assessing Adolescents with Mild to Severe Disabilities with Practica (3)
ESP 358 Assessing Adolescent Children (Grades 7-12) with Exceptionalities (3)
<b>Experiential Learning (12 Credits)</b>
EDU 480 "S" Student Teaching (5.5)
EDU 480 "A" Student Teaching (5.5)
EDU 481 Student Teaching Seminar (1)
<b>English Concentration (24 credits)</b>
ENG 205 Introduction to Literature (3)
ENG 210 Introduction to Creative Writing (3)
ENG 215 Survey of World Literature (3)
ENG 305 British Literature I: Middle Ages to the Eighteenth Century (3)
ENG 325 American Literature: Colonial to the Civil War (3)
ENG 365 Multicultural Literature of the United States (3)
ENG 435 Major Global Literary Figures (3)

ENG 460 Literary Theory and Cultural Studies: English Seminar (3)
---

**English Electives:**

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

ENG 300 Fiction Workshop (3)
------------------------------

ENG 310 Poetry Workshop (3)
-----------------------------

ENG 320 Drama Workshop (3)
----------------------------

ENG 360 Advanced Report and Proposal Writing (3)
--

Choose one course from the following:

ENG 345 Film Art and Appreciation (3)
---------------------------------------

ENG 355 Major Literary Forms (3)
----------------------------------

ENG 405 Themes and Topics in American Literature (3)
--

ENG 415 Themes and Topics in British Literature (3)
---

ENG 425 Themes and Topics in World Literature (3)
---

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

Foreign Language I (3)
------------------------

Foreign Language II (3)
-------------------------

HIS 140 Early United States History (3)
---

HUM 300 The Arts in Society (3)
---------------------------------

PHY 104 Physical Science (3)
------------------------------

PSY 100 Introduction to Psychology (3)
--

PSY 240 Adolescence (3)
-------------------------

**Computer Information Systems Component (3 credits)**

CIS 175 Technology Applications in Education (3)
--

<b>Total Credit Hours: 126</b>
--------------------------------

**NEW YORK STATE TEACHER CERTIFICATION (NYSTCE)**

Students seeking certification in New York must successfully complete the New York State Teacher Certification Exams (NYSTCE) as a prerequisite for certification.

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

DEGREE EARNED	TOTAL NUMBER OF CREDITS	CERTIFICATE/LICENSES TITLES AND TYPES
B.S.Ed.	129	Social Studies 7-12 (initial) Students with Disabilities Generalist 7-12 (initial) Students with Disabilities Social Studies 7-12 extension (initial)

### Program Description

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

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

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

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

## Professional Dispositions

The **Department of Education** at Medaille College prepares students to enter the world of teaching birth through grade twelve. We believe that a major component of professional teacher education (both in Medaille College classrooms and in P-12 schools) includes preparing students to fulfill professional habits of conduct. As part of the learning and preparation processes, students must understand and engage in professional behaviors that adhere to both policy and guiding principles required in private and public schools and community agencies. The development of values such as commitment, responsible behavior, professional communication/collaboration, confidentiality, and integrity/honesty are essential for sustained employment within the professional workforce. Prospective educators are expected to view and assume these professional dispositions as a crucial component of their academic training.

The Professional Dispositions aligned with Medaille College and the **Department of Education** provide a framework for these professional behaviors. Instructors and staff will demonstrate and work with our students to assure that they understand and are able to demonstrate the dispositions in every class and learning experience. When interacting with administrators, professors, teachers, peers and students (while on all Medaille campuses and during field experiences), teacher candidates must exhibit their professional commitment to becoming an excellent teacher through engagement, words and actions. A full list of expected behaviors is located in program handbooks.

Students will sign an acknowledgement of these professional dispositions upon entrance to their program.

## Clinical Experiences

Candidates are required to complete a minimum of 150 hours of clinical experience. These foundational and intermediate clinical experiences will include meaningful engagement with adolescent in Grades 7-12 to allow candidates to demonstrate the practices that support student learning and development in the field of education. Hours must be satisfactorily completed by the end of the semester of the corresponding course.

All students in initial certification programs are required to successfully complete a minimum of two culminating clinical student teaching placements. Undergraduate students must have satisfactorily completed all pre-requisites and have a minimum 2.5 GPA to participate in student teaching. For detailed student teaching information, go to <http://www.medaille.edu/student-teaching>.

Students who receive an unsatisfactory grade (U) for one student teaching placement must enroll and satisfactorily complete the one-credit course **EDU 482: Refocus for Success** and repeat the student teaching experience.

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

requirements.

### Department of Education Undergraduate Dismissal Policy

All BSED majors must meet the NYSED mandated 2.5 CUM GPA at the conclusion of their sophomore year (completion of 60 credits). Students who do not meet this requirement will be dismissed from the Education major.

Students will also be dismissed from the program when referred to the Department of Education Professional Disposition Committee during any two semesters prior to their senior year (completion of 90 credits).

In both cases, students wishing to appeal dismissal and seek reinstatement must do so in writing within 30 days following the end of the semester. This written appeal should be directed to the DOE Chair. Student’s appeal will be carefully reviewed by the Chair based upon available evidence. Their decision regarding reinstatement is final.

In addition, a teacher candidate may be immediately suspended or dismissed from Medaille College’s Department of Education for a crime or act indicating lack of “good moral character,” such as physical or sexual abuse of a student or minor; sale, possession, or use of illegal drugs; any crime committed either on any school property or while in the performance of teaching duties; or other acts which bring into question the teacher candidate’s “good moral character.”

### Credit Distribution

#### B.S.Ed. Adolescent Education /Students with Disabilities

Students must receive a grade of C or above for all pedagogical and concentration courses. Otherwise, the course must be repeated.

As a requirement for graduation, all students receiving a Bachelor of Science in Education degree must attain a minimum 2.5 cumulative average to graduate.

#### General Education Core (33 Credits)

ENG 110 College Writing (3) OR ENG 112 College Writing for Multilingual Students (3)
ENG 200/HON 200 Advanced College Writing (3) OR ENG 202 Advanced College Writing for Multilingual Students (3)
<b>Critical Dialogues Course:</b> INT 110 Introduction to Dialogues in Critical Thinking (3) [Required of first-year students; all other students must substitute a 300/400 level Liberal Arts and Sciences elective]
<b>American Dialogues Course:</b> GEN 220 Justice and Democracy in America (3) OR HIS 200 African-American History (3) OR HIS 220 Cultural Interaction in Colonial America (3) OR INT 220 Enduring American Dialogues (3) OR CRJ 355 Social Issues in Policing a Multicultural Community (3)

<b>Creative and Reflective Dialogues Course:</b> ART 240 Beginning Drawing (3) OR ENG 210 Introduction to Creative Writing (3) OR ENG 350 Creative Non-fiction (3) OR GEN 230 Creative Expression (3) OR THE 100 Introduction to Theatre & Performance (3)
<b>Sustainability Dialogues Course:</b> GEN 240 Scientific Discovery (3), Courses TBA
<b>Global Dialogues Course:</b> ENG 305 British Literature I: Middle Ages to the Eighteenth Century (3) OR ENG 315 British Literature II: Late Eighteenth Century to the Present (3) OR ENG 435 Major Global Literacy Figures (3) OR GEN 410 Baccalaureate Capstone I (3) OR HIS 321 Medieval World (3) OR HIS 325 History of Ireland (3) OR HIS 330 History of the Israeli-Palestinian Conflict (3) OR INT 310 Psychoanalysis and Politics (3) OR INT 350 Seminar in Religion and Belief (3) OR MUS 305 Classical Music Studies (3) OR PHI 358 Truth and Justice (3)
<b>Citizenship Dialogues Course:</b> GEN 411 Baccalaureate Capstone II (3) OR INT 450 Citizenship Dialogue (3) OR PSY 411 Psychology Capstone (3)
MAT 114 Intermediate Algebra (or higher) (3)
MAT 201 Statistics and Society (3)
SPE 130 Fundamentals of Public Speaking (3)
<b>Education/Dual-License Component (39 Credits)</b>
Course Work (27 Credits)
EDU 207 DASA Seminar (co-register with EDU 210 Educational Foundations) (0)
EDU 210 Educational Foundations (co-register with EDU 207 DASA Seminar) (3)
EDU 237 The Adolescent Reader & Writer (3)
EDU 238 Strategic Literacy Instruction (3)
EDU 340 Child Abuse and School Violence and other Current Issues in Education (requires co-registration with ESP 230) (0)
EDU 363 Adolescent Social Studies with Practicum (3)
EDU 368 Adolescent General Education/Special Education Curriculum Methods (3)
ESP 230 Intro to Special Education (co-register with EDU 340) (3)
ESP 276 Pos. Behavioral Support Approaches to Classroom Management and Instruction (3)
ESP 348 Educating and Assessing Adolescents with Mild to Severe Disabilities with Practica (3)
ESP 358 Assessing Adolescent Children (Grades 7-12) with Exceptionalities (3)
<b>Experiential Learning (12 Credits)</b>
EDU 480 "S" Student Teaching (5.5)
EDU 480 "A" Student Teaching (5.5)
EDU 481 Student Teaching Seminar (1)
<b>Social Studies Concentration (36 credits)</b>
ECO 200 Macroeconomics OR ECO 201 Microeconomics (3)
GEO 110 Physical Geography (3)
GEO 310 Cultural Geography (3)
HIS 100 Western Civilization (3)
HIS 101 World Cultures (3)
HIS 140 Early United States History (3)
HIS 150 Contemporary United States History (3)



HIS 315 History of Ethnic America (3)
HIS 400 American Historiography (3)
HIS 402 The History of New York State (3)
POL 100 Introduction to Political Science (3)
POL 101 United States Government (3)
<b>Liberal Arts and Sciences Component (18 Credits)</b>
Foreign Language I (3)
Foreign Language II (3)
ENG 215 Survey of World Literature (3)
PHY 104 Physical Science (3)
PSY 100 Introduction to Psychology (3)
PSY 240 Adolescence (3)
<b>Computer Information Systems (3 credits)</b>
CIS 175 Technology Applications in Education (3)
<b>Total Credit Hours: 129</b>

**NEW YORK STATE TEACHER CERTIFICATION (NYSTCE)**

Students seeking certification in New York must successfully complete the New York State Teacher Certification Exams (NYSTCE) as a prerequisite for certification.



## APPLIED MATHEMATICS

DEGREE EARNED	TOTAL NUMBER OF CREDITS
B.S.	120 (Data Science Concentration) 122 (Actuary Concentration)

### Program Goals

1. Students shall develop an understanding of the central components of Applied Mathematics, and their interaction in special areas.
  - a. They shall integrate course content to demonstrate the interrelations between different areas of Applied Mathematics.
  - b. They shall develop a fluency in comprehending applied mathematical concepts and the components that support it.
  - c. They shall develop reflective abstraction.
2. Students shall develop primary tools relevant to performing Applied Mathematics.
  - a. They shall develop strong computational skills and experience in a wide range of software environments, including Python and R.
  - b. They shall develop the notions of rigorous proof and be able to manage a big volume of data.
  - c. They shall set up opportunities in which they will engage in critical thinking and problem exploration about big volume of data.
  - d. They shall learn how to analyze risk using mathematics and statistics.
  - e. They shall apply their knowledge to solve management problems in insurance and various social and business.
  - f. They shall encourage the communication about the attractiveness of Applied Mathematics in Actuary and Data science.
3. Students shall develop ancillary tools relevant to research level Applied Mathematics.
  - a. They shall develop literature search skills.
  - b. They shall become proficient in reading and translating applied mathematical literature.
  - c. They shall learn how to collect, sort, and analyze data.
  - d. They shall acquire Technology skills: LaTeX 2e, Mathematica, MATLAB, and supporting tools.

### Program Description

Students will complete a program that is anchored by fundamentals of computing, programming, databases, data mining, financial risk, and analysis, which is the root of study for nearly any applied mathematical endeavor that they may wish to pursue. Applied Mathematics majors can tailor this program to areas of science or business via the actuarial concentration, free electives, and big data analysis via data science concentration, as well as to special areas in applied mathematics through a variety of independent study topics that are close to current faculty interests. Students are required to take Data Mining, Databases, Probability Theory and Actuary, Regression Analysis, and Financial Mathematics courses as part of the degree requirement. In

addition, students will have the opportunity to engage with experts in the fields of data science and actuary through workshops. Students completing this program will be adequately prepared to enter the job market in data science/actuary or continue education in a graduate program.

## Credit Distribution

### B.S. Applied Mathematics – Data Science

#### General Education Core (33 credits)

ENG 110 College Writing (3) OR ENG 112 College Writing for Multilingual Students (3)
ENG 200/HON 200 Advanced College Writing (3) OR ENG 202 Advanced College Writing for Multilingual Students (3)
<b>Critical Dialogues Course:</b> INT 110 Introduction to Dialogues in Critical Thinking (3) [Required of first-year students; all other students must substitute a 300/400 level Liberal Arts and Sciences elective]
<b>American Dialogues Course:</b> GEN 220 Justice and Democracy in America (3) OR HIS 200 African-American History (3) OR HIS 220 Cultural Interaction in Colonial America (3) OR INT 220 Enduring American Dialogues (3) OR CRJ 355 Social Issues in Policing a Multicultural Community (3)
<b>Creative and Reflective Dialogues Course:</b> ART 240 Beginning Drawing (3) OR ENG 210 Introduction to Creative Writing (3) OR ENG 350 Creative Non-fiction (3) OR GEN 230 Creative Expression (3) OR THE 100 Introduction to Theatre & Performance (3)
<b>Sustainability Dialogues Course:</b> GEN 240 Scientific Discovery (3), Courses TBA
<b>Global Dialogues Course:</b> ENG 305 British Literature I: Middle Ages to the Eighteenth Century (3) OR ENG 315 British Literature II: Late Eighteenth Century to the Present (3) OR ENG 435 Major Global Literacy Figures (3) OR GEN 410 Baccalaureate Capstone I (3) OR HIS 321 Medieval World (3) OR HIS 325 History of Ireland (3) OR HIS 330 History of the Israeli-Palestinian Conflict (3) OR INT 310 Psychoanalysis and Politics (3) OR INT 350 Seminar in Religion and Belief (3) OR MUS 305 Classical Music Studies (3) OR PHI 358 Truth and Justice (3)
<b>Citizenship Dialogues Course:</b> GEN 411 Baccalaureate Capstone II (3) OR INT 450 Citizenship Dialogue (3) OR PSY 411 Psychology Capstone (3)
MAT 251 Calculus I (3)
MAT 381 Statistics & Probability I (3)
SPE 130 Fundamentals of Public Speaking (3)
<b>Major Requirements (24 credits)</b>
MAT 182 Discrete Mathematics (3)
MAT 252 Calculus II (3)
MAT 260 Linear Algebra (3)
MAT 261 Calculus III (3)
MAT 361 Differential Equations (3)
MAT 382 Statistics & Probability II (3)

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

MAT 445 Introduction to Probability Theory (3)
MAT 455 Regression Analysis (3)
<b>Electives (6 credits)</b>
Choose two of the following:
CIS 245 Intermediate Microcomputer Applications (3)
MAT 151 Trigonometry/Geometry (3)
MAT 250 Operations Analysis and Modeling (3)
MAT 298 Special Topics in Mathematics (3)
MAT 398 Special Topics in Mathematics (3)
MAT 498 Independent Study in Mathematics (3)
PHI 201 Formal Logic
<b>Free Elective Component (45 credits)</b>
May include any College course.
<b>Data Science Component (12 credits credits)</b>
DAT 100 Fundamentals of Computing (3)
DAT 200 Introduction to Programming (3)
DAT 300 Introduction to Databases (3)
DAT 400 Introduction to Data Mining (3)
<b>Total Credit Hours: 120</b>

## B.S. Applied Mathematics – Actuary

### General Education Core (33 credits)

ENG 110 College Writing (3) OR ENG 112 College Writing for Multilingual Students (3)
ENG 200 Advanced College Writing (3) OR ENG 202 Advanced College Writing for Multilingual Students (3)
<b>Critical Dialogues Course:</b> INT 110 Introduction to Dialogues in Critical Thinking (3) [Required of first-year students; all other students must substitute a 300/400 level Liberal Arts and Sciences elective]
<b>American Dialogues Course:</b> GEN 220 Justice and Democracy in America (3) OR HIS 200 African-American History (3) OR HIS 220 Cultural Interaction in Colonial America (3) OR INT 220 Enduring American Dialogues (3)
<b>Creative and Reflective Dialogues Course:</b> ART 240 Beginning Drawing (3) OR ENG 210 Introduction to Creative Writing (3) OR ENG 350 Creative Non-fiction (3) OR GEN 230 Creative Expression (3) OR THE 100 Introduction to Theatre & Performance (3)
<b>Sustainability Dialogues Course:</b> GEN 240 Scientific Discovery (3), Courses TBA
<b>Global Dialogues Course:</b> ENG 305 British Literature I: Middle Ages to the Eighteenth Century (3) OR ENG 315 British Literature II: Late Eighteenth Century to the Present (3) OR ENG 435 Major Global Literacy Figures (3) OR GEN 410 Baccalaureate Capstone I (3) OR HIS 321 Medieval World (3) OR HIS 325 History of Ireland (3) OR HIS 330 History of the Israeli-Palestinian Conflict (3) OR INT 310 Psychoanalysis and Politics (3) OR INT 350 Seminar in

Religion and Belief (3) OR MUS 305 Classical Music Studies (3) OR PHI 358 Truth and Justice (3)
<b>Citizenship Dialogues Course:</b> GEN 411 Baccalaureate Capstone II (3) OR INT 450 Citizenship Dialogue (3) OR PSY 411 Psychology Capstone (3)
MAT 251 Calculus I (3)
MAT 381 Statistics & Probability I (3)
SPE 130 Fundamentals of Public Speaking (3)
<b>Major Requirements (30 credits)</b>
MAT 252 Calculus II (3)
MAT 255 Number Theory (3)
MAT 260 Linear Algebra (3)
MAT 261 Calculus III (3)
MAT 265 Financial Mathematics (3)
MAT 342 Abstract Algebra (3)
MAT 361 Differential Equations (3)
MAT 382 Statistics & Probability II (3)
MAT 385 Probability for Actuary Sciences (3)
MAT 421 Real Variables (3)
<b>Electives (6 credits)</b>
Choose two of the following:
DAT 100 Fundamentals of Computing (3)
DAT 200 Introduction to Programming (3)
MAT 151 Trigonometry/Geometry (3)
MAT 182 Discrete Math (3)
MAT 250 Operations Analysis and Modeling (3)
MAT 298 Special Topics in Mathematics (3)
MAT 398 Special Topics in Mathematics (3)
MAT 498 Independent Study in Mathematics (3)
MAT 445 Introduction to Probability Theory (3)
MAT 455 Regression Analysis (3)
PHI 201 Formal Logic
<b>Free Elective Component (45 credits)</b>
May include any College course.
<b>Sciences Component (8 credits credits)</b>
Choose one (1) of the following:
PHY 200 Principles of Physics I (4) AND PHY 201 Principles of Physics II (4)
CHE 200 General Chemistry I (4) AND CHE 201 General Chemistry II (4)
<b>Total Credit Hours: 122</b>

## BIOLOGY

DEGREE EARNED	TOTAL NUMBER OF CREDITS
B.S.	128

### Program Goals

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

### Program Description

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

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

The curriculum consists of a 40-credit core of courses designed to allow students to explore, in depth, the analytical procedures and principle tenets of thought in biological science. The core consists of (a) eight required courses in botany, cell biology, ecology, genetics, microbiology, epidemiology and biostatistics, and comparative anatomy and physiology; and (b) a choice of electives from courses that include immunology, animal behavior, advanced vertebrate physiology, herpetology, ichthyology, ornithology, mammalogy, organic evolution, developmental biology, and biochemistry. Students also take courses in general and organic chemistry, and mathematics. The design of the Biology curriculum is such that graduates of Medaille College's Associate in Science degree program in Veterinary Technology may transfer

into the Bachelor of Science degree program in Biology without loss of any credits provided they take the appropriate chemistry and liberal arts sequences.

### Credit Distribution

#### General Education Core (27 credits)

ENG 110 College Writing (3) OR ENG 112 College Writing for Multilingual Students (3)
ENG 200/HON 200 Advanced College Writing (3) OR 202 Advanced College Writing for Multilingual Students (3)
<b>Critical Dialogues Course:</b> INT 110 Introduction to Dialogues in Critical Thinking (3) [Required of first-year students; all other students must substitute a 300/400 level Liberal Arts and Sciences elective]
<b>American Dialogues Course:</b> GEN 220 Justice and Democracy in America (3) OR HIS 200 African-American History (3) OR HIS 220 Cultural Interaction in Colonial America (3) OR INT 220 Enduring American Dialogues (3) OR CRJ 355 Social Issues in Policing a Multicultural Community (3)
<b>Creative and Reflective Dialogues Course:</b> ART 240 Beginning Drawing (3) OR ENG 210 Introduction to Creative Writing (3) OR ENG 350 Creative Non-fiction (3) OR GEN 230 Creative Expression (3) OR THE 100 Introduction to Theatre & Performance (3)
<b>Global Dialogues Course:</b> ENG 305 British Literature I: Middle Ages to the Eighteenth Century (3) OR ENG 315 British Literature II: Late Eighteenth Century to the Present (3) OR ENG 435 Major Global Literacy Figures (3) OR GEN 410 Baccalaureate Capstone I (3) OR HIS 321 Medieval World (3) OR HIS 325 History of Ireland (3) OR HIS 330 History of the Israeli-Palestinian Conflict (3) OR INT 310 Psychoanalysis and Politics (3) OR INT 350 Seminar in Religion and Belief (3) OR MUS 305 Classical Music Studies (3) OR PHI 358 Truth and Justice (3)
<b>Citizenship Dialogues Course:</b> GEN 411 Baccalaureate Capstone II (3) OR INT 450 Citizenship Dialogue (3) OR PSY 411 Psychology Capstone (3)
MAT 115 Pre-Calculus (3) [Students who meet the math requirement by placement must substitute a Free Elective]
SPE 130 Fundamentals of Public Speaking (3)

#### Major Requirements (31 credits)

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

#### Major Electives (9 credits)

Choose three (3) from the following (9 credits):

BIO 303 Toxicology (3)
BIO 310 Immunology (3)

BIO 340 Animal Behavior (3)
BIO 370 Advanced Vertebrate Physiology I (3)
BIO 371 Advanced Vertebrate Physiology II (3)
BIO 421 Ichthyology (4)
BIO 422 Herpetology (4)
BIO 423 Ornithology (4)
BIO 424 Mammalogy (4)
BIO 430 Organic Evolution (3)
BIO 470 Developmental Biology (3)
BIO 498 Independent Study in Biology (3)
CHE 400 General Biochemistry (4)
<b>Liberal Arts and Sciences Courses (19 credits)</b>
CHE 200 General Chemistry I (4)
CHE 201 General Chemistry II (4)
CHE 300 Organic Chemistry I (4)
CHE 301 Organic Chemistry II (4)
PHI 300 Ethics (3)
<b>Computer Information Systems (3 credits)</b>
CIS 115 Computer Information Systems or above (3)
<b>Free Electives (39 credits)</b>
May include any College course
<b>Total Credit Hours: 128</b>

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



## BUSINESS ADMINISTRATION

DEGREE EARNED	TOTAL NUMBER OF CREDITS
B.S.	120

### Program Description

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

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

The liberal arts and sciences portion of the degree seeks to provide a solid foundation in the humanities and social sciences as well as a background in mathematics and science. All Business majors should complete 100-level business courses, ENG 110/ENG 112, ENG 200/ENG 202, SPE 130, ECO 200, and ECO 201 during their first two years at Medaille College.

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

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

### Program Goals

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

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

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



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

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

### **Program Outcomes**

Upon completion of this program, students will be able to:

1. Identify the principal concepts, theories, and practices in the functional areas of business.
2. Recognize the relevant theories and principles associated with the economic environment of business.
3. Evaluate the social and natural environments of business and apply them to the development of managerial strategy.
4. Recognize legal and ethical principles in business and apply them to organizational decision making.
5. Evaluate the global dimensions of business.
6. Apply business-related quantitative methods and information technology in support of management decision making.
7. Construct coherent written forms of communication.
8. Compose and present effective oral forms of communication.
9. Demonstrate analytical and critical thinking skills in the context of organizational decision making.
10. Integrate theory and practice across the business functional areas in the analysis of organizational problems and challenges.

### **Department of Business, Management, and Leadership Code of Ethics**

The Department of Business, Management and Leadership of Medaille College expects all students, faculty, staff, and administrators to conduct themselves in an ethical manner when carrying out the activities required to fulfill the department's mission:

The Department of Business, Management and Leadership is dedicated in excellence in teaching; providing students a meaningful integration of theory and practice while developing mutually beneficial partnerships with the academic, business, and local communities.

The Department of Business, Management and Leadership strives to develop graduates for responsible citizenship and leadership roles who are prepared to meet the various global challenges of the 21<sup>st</sup> century.

In particular, all members of the department are expected to adhere to the following:

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

- Integrity – Abide by the academic code of conduct, and uphold the highest standards of honesty, and fairness in our work and communications.
- Professionalism – Maintain high standards in our own work, and help others strive for continuous improvement and the betterment of the department.
- Respect – Treat others with the dignity and decency, appreciating the diversity that brings richness and growth to the department. Demonstrate respect for property, time, and ideas, as well as people.
- Collegiality – strive to complete our work in the spirit of mutual understanding and the sincere desire to operate as a team of students, faculty, and staff; seek to achieve the best possible outcomes together.

### Credit Distribution

#### General Education Core (30 credits)

ENG 110 College Writing (3) OR ENG 112 College Writing for Multilingual Students
ENG 200/HON 200 Advanced College Writing (3) OR ENG 202 Advanced College Writing for Multilingual Students
<b>Critical Dialogues Course:</b> INT 110 Introduction to Dialogues in Critical Thinking (3) [Required of first-year students; all other students must substitute a 300/400 level Liberal Arts and Sciences elective]
<b>American Dialogues Course:</b> GEN 220 Justice and Democracy in America (3) OR HIS 200 African-American History (3) OR HIS 220 Cultural Interaction in Colonial America (3) OR INT 220 Enduring American Dialogues (3) OR CRJ 355 Social Issues in Policing a Multicultural Community (3)
<b>Creative and Reflective Dialogues Course:</b> ART 240 Beginning Drawing (3) OR ENG 210 Introduction to Creative Writing (3) OR ENG 350 Creative Non-fiction (3) OR GEN 230 Creative Expression (3) OR THE 100 Introduction to Theatre & Performance (3)
<b>Sustainability Dialogues Course:</b> GEN 240 Scientific Discovery (3), Courses TBA
<b>Global Dialogues Course:</b> ENG 305 British Literature I: Middle Ages to the Eighteenth Century (3) OR ENG 315 British Literature II: Late Eighteenth Century to the Present (3) OR ENG 435 Major Global Literacy Figures (3) OR GEN 410 Baccalaureate Capstone I (3) OR HIS 321 Medieval World (3) OR HIS 325 History of Ireland (3) OR HIS 330 History of the Israeli-Palestinian Conflict (3) OR INT 310 Psychoanalysis and Politics (3) OR INT 350 Seminar in Religion and Belief (3) OR MUS 305 Classical Music Studies (3) OR PHI 358 Truth and Justice (3)
<b>Citizenship Dialogues Course:</b> GEN 411 Baccalaureate Capstone II (3) OR INT 450 Citizenship Dialogue (3) OR PSY 411 Psychology Capstone (3)
MAT 115 Pre-Calculus or MAT 216 Survey of Introductory Calculus and its Applications (3)
SPE 130 Fundamentals of Public Speaking (3)
<b>Major Requirements (51 credits)</b>
ACC 101 Financial Accounting (3)
ACC 102 Managerial Accounting (3)
ECO 200 Macroeconomics (3)
ECO 201 Microeconomics (3)

ECO 260 Econometrics I (3)
ECO 261 Econometrics II (3)
MGT 175 Management Concepts and Communication (3)
MGT 230 Human Resource Management (3)
MGT 240 Financial Management (3)
MGT 299 Business Law I (3)
MGT 302 Operations Management (3)
MGT 335 Organizational Behavior (3)
MGT 420 Strategic Management I (3)
MGT 421 Strategic Management II (3)
MIS 240 Management Information Systems (3)
MKT 220 Principles of Marketing (3)
MKT 315 Marketing Management and Strategy (3)

**Experiential Learning (6 credits)**

For students with significant business experience, the department offers several options in fulfilling the field experience requirements. Information on these options and waiver applications may be obtained from the department. Waiver applications must be filed at least one semester before implementation according to the following schedule: October 1 for the following spring semester; March 1 for the following fall semester.

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

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

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

**Breadth Electives (6 credits)**

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

**Free Electives (9 credits)**

May include any College course.

**Total Credit Hours: 120**

## BUSINESS ADMINISTRATION-MANAGEMENT INFORMATION SYSTEMS

DEGREE EARNED	TOTAL NUMBER OF CREDITS
B.S.	120

### Program Description

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

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

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

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

\*\*Please note that Medaille College is no longer enrolling new students in the BS-MIS program

### Program Goals

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

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

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

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

### Credit Distribution

#### General Education Core (30 credits)

ENG 110 College Writing (3) OR ENG 112 College Writing for Multilingual Students
ENG 200/HON 200 Advanced College Writing (3) OR ENG 202 Advanced College Writing for Multilingual Students
<b>Critical Dialogues Course:</b> INT 110 Introduction to Dialogues in Critical Thinking (3) [Required of first-year students; all other students must substitute a 300/400 level Liberal Arts and Sciences elective]
<b>American Dialogues Course:</b> GEN 220 Justice and Democracy in America (3) OR HIS 200 African-American History (3) OR HIS 220 Cultural Interaction in Colonial America (3) OR INT 220 Enduring American Dialogues (3) OR CRJ 355 Social Issues in Policing a Multicultural Community (3)
<b>Creative and Reflective Dialogues Course:</b> ART 240 Beginning Drawing (3) OR ENG 210 Introduction to Creative Writing (3) OR ENG 350 Creative Non-fiction (3) OR GEN 230 Creative Expression (3) OR THE 100 Introduction to Theatre & Performance (3)
<b>Sustainability Dialogues Course:</b> GEN 240 Scientific Discovery (3), Courses TBA
<b>Global Dialogues Course:</b> ENG 305 British Literature I: Middle Ages to the Eighteenth Century (3) OR ENG 315 British Literature II: Late Eighteenth Century to the Present (3) OR ENG 435 Major Global Literacy Figures (3) OR GEN 410 Baccalaureate Capstone I (3) OR HIS 321 Medieval World (3) OR HIS 325 History of Ireland (3) OR HIS 330 History of the Israeli-Palestinian Conflict (3) OR INT 310 Psychoanalysis and Politics (3) OR INT 350 Seminar in Religion and Belief (3) OR MUS 305 Classical Music Studies (3) OR PHI 358 Truth and Justice (3)
<b>Citizenship Dialogues Course:</b> GEN 411 Baccalaureate Capstone II (3) OR INT 450 Citizenship Dialogue (3) OR PSY 411 Psychology Capstone (3)

MAT 115 Pre-Calculus or MAT 216 Survey of Introductory Calculus and its Applications (3)
SPE 130 Fundamentals of Public Speaking (3)
<b>Major Requirements (54 credits)</b>
ACC 101 Financial Accounting (3)
ACC 102 Managerial Accounting (3)
ECO 200 Macroeconomics (3)
ECO 201 Microeconomics (3)
ECO 260 Econometrics I (3)
ECO 261 Econometrics II (3)
MGT 175 Management Concepts and Communication (3)
MGT 240 Financial Management (3)
MGT 299 Business Law I (3)
MGT 335 Organizational Behavior (3)
MGT 420 Strategic Management I (3)
MGT 421 Strategic Management II (3)
MIS 240 Management Information Systems (3)
MIS 300 Database Development (3)
MIS 330 Data Communication and Networks (3)
MIS 335 Decision Support Systems (3)
MIS 400 System Analysis and Design (3)
MKT 220 Principles of Marketing (3)
<b>Experiential Learning (6 credits)</b>
For students with significant business experience, the department offers several options in fulfilling the field experience requirements. Information on these options and waiver applications may be obtained from the department. Waiver applications must be filed at least one semester before implementation according to the following schedule: October 1 for the following Spring semester; March 1 for the following Fall semester.
MIS 377 Field Experience I (3)
MGT 477 Field Experience II (3)
<b>Liberal Arts and Sciences Courses (18 credits)</b>
ENG 205 Introduction to Literature or ENG 215 Survey of World Literature (3)
ENG 260 Business and Professional Writing (3)
INT 411 Global Leadership (3)
MAT 114 Intermediate Algebra (3) [Students who meet the math competency must substitute a 300/400 level Liberal Arts and Sciences Elective].
PHI 300 Ethics (3)
PSY 100 Introduction to Psychology (3)
<b>Free Electives (12 credits)</b>
May include any College course.
<b>Total Credit Hours: 120</b>

## COMMUNICATION

DEGREE EARNED	TOTAL NUMBER OF CREDITS
B.S.	120

### Program Description

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

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

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

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

All Communication majors should complete 100-level Communication courses, writing courses (ENG 110/ENG 112 and ENG 200/ENG 202) and SPE 130 during their first year at Medaille College. It is also important to complete as many other required 100-level courses as possible in the first two years.

Students may not go out on field experiences (COM 277, COM 377, COM 388, COM 477) unless their average is 2.0 or better, and unless they have all prerequisite courses completed, as stated in the Undergraduate Catalog.

The Department of Communication operates and maintains the College radio lab and television studio. Medaille College's on-campus radio lab offers students an opportunity to learn production, news, and on-air techniques. The student staff is responsible for all aspects of operating a radio station from programming to final product. The campus radio lab is now online at [WMCB The Fuze](#).

The TV studio allows students to learn various aspects of broadcast production from computer graphics to directing and editing a television program.



## Program Goals

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

## Program Outcomes

Students will be able to:

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

## Credit Distribution

### General Education Core (33 credits)

ENG 110 College Writing (3) OR ENG 112 College Writing for Multilingual Students
ENG 200/HON 200 Advanced College Writing (3) OR ENG 202 Advanced College Writing for Multilingual Students
<b>Critical Dialogues Course:</b> INT 110 Introduction to Dialogues in Critical Thinking (3) [Required of first-year students; all other students must substitute a 300/400 level Liberal Arts and Sciences elective]
<b>American Dialogues Course:</b> GEN 220 Justice and Democracy in America (3) OR HIS 200 African-American History (3) OR HIS 220 Cultural Interaction in Colonial America (3) OR INT 220 Enduring American Dialogues (3) OR CRJ 355 Social Issues in Policing a Multicultural Community (3)
<b>Creative and Reflective Dialogues Course:</b> ART 240 Beginning Drawing (3) OR ENG 210 Introduction to Creative Writing (3) OR ENG 350 Creative Non-fiction (3) OR GEN 230 Creative Expression (3) OR THE 100 Introduction to Theatre & Performance (3)
<b>Sustainability Dialogues Course:</b> GEN 240 Scientific Discovery (3), Courses TBA

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



<b>Global Dialogues Course:</b> ENG 305 British Literature I: Middle Ages to the Eighteenth Century (3) OR ENG 315 British Literature II: Late Eighteenth Century to the Present (3) OR ENG 435 Major Global Literacy Figures (3) OR GEN 410 Baccalaureate Capstone I (3) OR HIS 321 Medieval World (3) OR HIS 325 History of Ireland (3) OR HIS 330 History of the Israeli-Palestinian Conflict (3) OR INT 310 Psychoanalysis and Politics (3) OR INT 350 Seminar in Religion and Belief (3) OR MUS 305 Classical Music Studies (3) OR PHI 358 Truth and Justice (3)
<b>Citizenship Dialogues Course:</b> GEN 411 Baccalaureate Capstone II (3) OR INT 450 Citizenship Dialogue (3) OR PSY 411 Psychology Capstone (3)
MAT 114 Intermediate Algebra (3) [Students who meet the math competency must substitute a Liberal Arts and Sciences Elective]
MAT 201 Statistics and Society (3)
SPE 130 Fundamentals of Public Speaking (3)
<b>Major Requirements (39 credits)</b>
COM 101 Introduction to Mass Communication (3)
COM 110 Journalism in the Digital Era (3)
COM 130 Survey of Broadcasting: History, Programming, and Operations (3)
COM 150 Media Promotions and Marketing (3)
COM 200 Digital Media Production (3)
COM 211 Mass Media Writing (3)
COM 300 Introduction to Communication Theory (3)
COM 311 Social Media Strategies (3)
COM 355 Theory of Media Criticism (3)
COM 400 Communications Law and Ethics (3)
COM 475 Media and Society Seminar (3)
COM (Any) Communication Elective (3)
COM (300/400 level) Communication Elective (3)
<b>Experiential Learning (12 Credits)</b>
COM 277 Field Experience I (3)
COM 377 Field Experience II (3)
COM 477 Field Experience III (6)
<b>Liberal Arts and Sciences Courses (24 credits)</b>
Liberal Arts and Science electives (choose any three LAS courses) (9 credits)
300/400 level Liberal Arts and Science electives (choose two LAS courses) (6 credits)
PHI 200 Logic or PHI 300 Ethics (3)
SPE 315 Advanced Public Speaking (3)
HIS (Any) History Elective (3)
<b>Free Electives (12 credits)</b>
May include any College course.
<b>Total Credit Hours: 120</b>

## CRIMINAL JUSTICE

DEGREE EARNED	TOTAL NUMBER OF CREDITS	CERTIFICATE/LICENSES TITLES AND TYPES
B.S.	120	<ul style="list-style-type: none"> <li>- Juvenile &amp; Family Justice Concentration</li> <li>- Law Enforcement Administration &amp; Criminal Investigation Concentration</li> <li>- Law &amp; Society Concentration</li> <li>- Homeland Security &amp; Emergency Management Concentration (Online)</li> </ul>

### Program Description

The Bachelor of Science degree in **Criminal Justice** provides rigorous training to students desiring a career in law enforcement or those seeking future graduate level work. The College's goal is to produce graduates who are ready to embark on promising and expanding careers in the criminal justice system and/or graduate school.

The Criminal Justice program focuses on criminal law, criminal procedure, ethics, law enforcement, courts, cross-cultural sensitivity and communication as well as modern technology. The curriculum requires 120 credit hours and consists of a 24-credit hour core. All Criminal Justice majors are required to select at least one concentration by the time they have earned 60 credit hours and are considered to have junior standing. The following concentrations are available: Juvenile and Family Justice, Law Enforcement Administration and Criminal Investigations, Law and Society, Homeland Security and Emergency Management (online).

The program also articulates with two-year degree programs in criminal justice in the Western New York area by accepting, as transfers, credits from these programs.

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

The College stresses the importance of gaining work experience that is related to a student's major program of study. In the Criminal Justice program, all students will complete six credit hours of hands-on internship experience, which creates exposure to actual job conditions. Students will complete 90 contact hours during CRJ 377 Field Experience I (junior year) and 120 contact during CRJ 477 Field Experience II (senior year) for a combined total of 210 hours in the field.

As a Criminal Justice major, students may find experience opportunities in law enforcement agencies, public defenders' office, pretrial services, courts, district attorney's office, the police academy, corporate security and numerous social services offices.

**\*\*Note:** Concentrations (All CRJ students are required to complete a concentration. A concentration must be declared by successful completion of 45 credit hours).

- The concentration in **Juvenile and Family Justice** provides additional coursework in Childhood Development, Adolescent Development, A Lifespan View of Family Violence, and Juvenile Delinquency. This concentration provides students with an in-depth theoretical and practical understanding of how the criminal justice system intersects with the family as a unit. This concentration will suit students interested in pursuing graduate level study or careers in social services, counseling professions, law, law enforcement and related public service professions. The concentration incorporates theory with practice, ensuring that our students will be well prepared to effectively meet the needs of their future organizations and/or continued education.
- The concentration in **Law Enforcement Administration and Criminal Investigation** provides additional coursework in Criminal Investigation, Law Enforcement Ethics, Social Issues in Policing a Multicultural Community, and police Administration. This concentration provides students with an in-depth theoretical and practical understanding of how the criminal justice system intersects with law enforcement. This concentration will suit students interested in pursuing graduate level study or careers in social services, counseling professions, law, law enforcement and related public service professions. The concentration incorporates theory with practice, ensuring that our students will be well prepared to effectively meet the needs of their future organizations and/or continued education.
- The concentration in **Law and Society** provides additional coursework in Anthropology, Sociology, Political Science, and Law & Society. This concentration provides students with an in-depth theoretical and practical understanding of how the criminal justice system intersects with society and individuals. This concentration will suit students interested in pursuing graduate level study or careers in social services, counseling professions, law, law enforcement and related public service professions. The concentration incorporates theory with practice, ensuring that our students will be well prepared to effectively meet the needs of their future organizations and/or continued education.
- The concentration in **Homeland Security and Emergency Management** provides additional coursework in specific Homeland Security areas. Taking its cue from Medaille College's B.S. degree in Homeland Security, the Criminal Justice concentration in Homeland Security draws from the four interrelated disciplines of Homeland Security - the administration of Homeland Security, terrorism, law and politics, and emergency management. The concentration incorporates theory with practice, ensuring that our students will be well prepared to effectively meet the Homeland Security needs of their future organizations.

Medaille’s B.S. in Criminal Justice teaches the skills, knowledge, and competencies that graduates need in order enter the competitive world of Criminal Justice careers and/or to prepare them for graduate-level study. The Criminal Justice program focuses on criminal law, criminal procedure, ethics, law enforcement, courts, cross-cultural sensitivity and communication as well as modern technology.

In addition, the experiential learning/internship component (two, three-credit courses taken sequentially) of the program has been moved from the “Major Requirements” to the “Concentration” curriculum section. Doing so ensures that students will complete internships that align with and are appropriate for their concentration. Placing the experiential learning/internship component within the concentration provides a greater depth of study and experiential education for students.

### Credit Distribution

#### General Education Core (33 credits)

ENG 110 College Writing (3) OR ENG 112 College Writing for Multilingual Students (3)
ENG 200/HON 200 Advanced College Writing (3) OR ENG 202 Advanced College Writing for Multilingual Students (3)
<b>Critical Dialogues Course:</b> INT 110 Introduction to Dialogues in Critical Thinking (3) [Required of first-year students; all other students must substitute a 300/400 level Liberal Arts and Sciences elective]
<b>American Dialogues Course:</b> GEN 220 Justice and Democracy in America (3) OR HIS 200 African-American History (3) OR HIS 220 Cultural Interaction in Colonial America (3) OR INT 220 Enduring American Dialogues (3) OR CRJ 355 Social Issues in Policing a Multicultural Community (3)
<b>Creative and Reflective Dialogues Course:</b> ART 240 Beginning Drawing (3) OR ENG 210 Introduction to Creative Writing (3) OR ENG 350 Creative Non-fiction (3) OR GEN 230 Creative Expression (3) OR THE 100 Introduction to Theatre & Performance (3)
<b>Sustainability Dialogues Course:</b> GEN 240 Scientific Discovery (3), Courses TBA
<b>Global Dialogues Course:</b> ENG 305 British Literature I: Middle Ages to the Eighteenth Century (3) OR ENG 315 British Literature II: Late Eighteenth Century to the Present (3) OR ENG 435 Major Global Literacy Figures (3) OR GEN 410 Baccalaureate Capstone I (3) OR HIS 321 Medieval World (3) OR HIS 325 History of Ireland (3) OR HIS 330 History of the Israeli-Palestinian Conflict (3) OR INT 310 Psychoanalysis and Politics (3) OR INT 350 Seminar in Religion and Belief (3) OR MUS 305 Classical Music Studies (3) OR PHI 358 Truth and Justice (3)
<b>Citizenship Dialogues Course:</b> GEN 411 Baccalaureate Capstone II (3) OR INT 450 Citizenship Dialogue (3) OR PSY 411 Psychology Capstone (3)
MAT 114 Intermediate Algebra (3) [Students who meet the math competency must substitute a Free Elective]
MAT 201 Statistics and Society (3)
SPE 130 Fundamentals of Public Speaking (3)

**Major Requirements (24 credits)**

CRJ 101 Introduction to Criminal Justice (3)
CRJ 160 Crime and Society (3)
CRJ 201 Introduction to Criminal Law (3)
CRJ 211 Law Enforcement (3)
CRJ 240 Criminal Courts and Procedures (3)
CRJ 340 Corrections (3)
CRJ 415 Research Methods in Criminal Justice (3)
CRJ 421 Senior Seminar/Capstone (3)

**Concentration Areas:**

**Juvenile & Family Justice Concentration (18 credits)**

PSY 210 Childhood Development (3)
PSY 240 Adolescence (3)
SOC 311 A Lifespan View of Family Violence (3)
CRJ 225 Juvenile Delinquency (3)
CRJ 377 Field Experience I (3)
CRJ 477 Field Experience II (3)

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

Foreign Language (any) (3)
PHI 300 Ethics (3)
SOC 281 Understanding Multicultural & Diverse Populations (3)

Choose one (1) of the following:

HIS 200 African American History (3)
POL 100 Introduction to Political Science (3)
PSY 100 Introduction to Psychology (3)
SOC 100 Introduction to Sociology (3)

**Free Electives (33 credits)**

May include any College course.
---------------------------------

**Law Enforcement Administration & Criminal Investigation Concentration (19 credits)**

CRJ 301 Criminal Investigation I (3)
CRJ 303 Criminal Investigation I Lab (3)
CRJ 170 Law Enforcement Ethics (3)
CRJ 355 Social Issues in Policing a Multicultural Community (3)
CRJ 410 Police Administration (3)
CRJ 377 Field Experience I (3)
CRJ 477 Field Experience II (3)

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

Foreign Language (any) (3)
PHI 300 Ethics (3)

SOC 281 Understanding Multicultural & Diverse Populations (3)
---

Choose one (1) of the following:
----------------------------------

HIS 200 African American History (3)
POL 100 Introduction to Political Science (3)
PSY 100 Introduction to Psychology (3)
SOC 100 Introduction to Sociology (3)

<b>Free Electives (32 credits)</b>
------------------------------------

May include any College course.
---------------------------------

Law & Society Concentration (18 credits)

APY 100 Introduction to Anthropology (3)
--

SOC 100 Introduction to Sociology (3)
---------------------------------------

POL 100 Introduction to Political Science (3)
---

CRJ 365 Special Topic: Law and Society (3)
--

CRJ 377 Field Experience I (3)
--------------------------------

CRJ 477 Field Experience II (3)
---------------------------------

<b>Liberal Arts and Sciences Courses (12 credits)</b>
---

Foreign Language (any) (3)
----------------------------

PHI 300 Ethics (3)
--------------------

SOC 281 Understanding Multicultural & Diverse Populations (3)
---

Choose one (1) of the following:
----------------------------------

HIS 200 African American History (3)
--------------------------------------

POL 100 Introduction to Political Science (3)
---

PSY 100 Introduction to Psychology (3)
--

SOC 100 Introduction to Sociology (3)
---------------------------------------

<b>Free Electives (33 credits)</b>
------------------------------------

May include any College course.
---------------------------------

**Homeland Security & Emergency Management Concentration (22 credits) [ONLINE]**

CRJ 305E Securing the Homeland (4)
------------------------------------

HIS 320E History of Terrorism (4)
-----------------------------------

POL 321E The Constitution and the Patriot Act (4)
---

HLS 375E Principles of Emergency Management (4)
---

CRJ 377 Field Experience I (3)
--------------------------------

CRJ 477 Field Experience II (3)
---------------------------------

<b>Liberal Arts and Sciences Courses (12 credits)</b>
---

Foreign Language (any) (3)
----------------------------

PHI 300 Ethics (3)
--------------------

SOC 281 Understanding Multicultural & Diverse Populations (3)
---

Choose one (1) of the following:
----------------------------------

HIS 200 African American History (3)
--------------------------------------

POL 100 Introduction to Political Science (3)

PSY 100 Introduction to Psychology (3)

SOC 100 Introduction to Sociology (3)

**Free Electives (29 credits)**

May include any College course.

**Total Credit Hours: 120**

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

DEGREE EARNED	TOTAL NUMBER OF CREDITS	CERTIFICATE/LICENSES TITLES AND TYPES
B.S.Ed.	Generalist Concentration: 132	Childhood 1-6/Early Childhood Birth-2

### Program Description

The Early Childhood (Birth-Grade2) and Childhood (Grades 1-6) degree provides students with the skills they need to teach children from Birth to Sixth Grade. Upon successful completion of this program, students will earn a B.S.Ed. degree and certification in both Early Childhood (B-2) and Childhood (1-6).

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

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

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

All students working toward New York State Certification will take coursework in the professional, field-centered curriculum. The program provides for completion of a campus-based course of study and clinical field experiences.

### Professional Dispositions

The **Department of Education** at Medaille College prepares students to enter the world of teaching birth through grade twelve. We believe that a major component of professional teacher education (both in Medaille College classrooms and in P-12 schools) includes preparing students to fulfill professional habits of conduct. As part of the learning and preparation processes,

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



students must understand and engage in professional behaviors that adhere to both policy and guiding principles required in private and public schools and community agencies. The development of values such as commitment, responsible behavior, professional communication/collaboration, confidentiality, and integrity/honesty are essential for sustained employment within the professional workforce. Prospective educators are expected to view and assume these professional dispositions as a crucial component of their academic training.

The Professional Dispositions aligned with Medaille College and the **Department of Education** provide a framework for these professional behaviors. Instructors and staff will demonstrate and work with our students to assure that they understand and are able to demonstrate the dispositions in every class and learning experience. When interacting with administrators, professors, teachers, peers and students (while on all Medaille campuses and during field experiences), teacher candidates must exhibit their professional commitment to becoming an excellent teacher through engagement, words and actions. A full list of expected behaviors is located in program handbooks.

Students will sign an acknowledgement of these professional dispositions upon entrance to their program.

### **Clinical Experiences**

Candidates are required to complete a minimum of 150 hours of clinical experience. These foundational and intermediate clinical experiences will include meaningful engagement with children in Pre-kindergarten - Grade 6 to allow candidates to demonstrate the practices that support student learning and development in the field of education. Hours must be satisfactorily completed by the end of the semester of the corresponding course.

All students in initial certification programs are required to successfully complete a minimum of two culminating clinical student teaching placements. Undergraduate students must have satisfactorily completed all pre-requisites and have a minimum 2.5 GPA to participate in student teaching. For detailed student teaching information, go to <http://www.medaille.edu/student-teaching>.

Students who receive an unsatisfactory grade (U) for one student teaching placement must enroll and satisfactorily complete the one-credit course **EDU 482: Refocus for Success** and repeat the student teaching experience.

**\*\*Note:** All education teacher candidates must be able to, with or without accommodation, complete all New York State mandated course, field experience, and student teaching requirement

## Department of Education Undergraduate Dismissal Policy

All BSED majors must meet the NYSED mandated 2.5 CUM GPA at the conclusion of their sophomore year (completion of 60 credits). Students who do not meet this requirement will be dismissed from the Education major.

Students will also be dismissed from the program when referred to the Department of Education Professional Disposition Committee during any two semesters prior to their senior year (completion of 90 credits).

In both cases, students wishing to appeal dismissal and seek reinstatement must do so in writing within 30 days following the end of the semester. This written appeal should be directed to the DOE Chair. Student’s appeal will be carefully reviewed by the Chair based upon available evidence. Their decision regarding reinstatement is final.

In addition, a teacher candidate may be immediately suspended or dismissed from Medaille College’s Department of Education for a crime or act indicating lack of “good moral character,” such as physical or sexual abuse of a student or minor; sale, possession, or use of illegal drugs; any crime committed either on any school property or while in the performance of teaching duties; or other acts which bring into question the teacher candidate’s “good moral character.”

### Credit Distribution

#### **B.S.Ed. Early Childhood/Childhood (B-6) Generalist Concentration**

Students must receive a grade of C or above for all pedagogical and concentration courses. Otherwise, the course must be repeated.

As a requirement for graduation, all students receiving a Bachelor of Science in Education degree must attain a minimum 2.5 cumulative average to graduate.

#### **General Education Core (33 Credits)**

ENG 110 College Writing (3) OR ENG 112 College Writing for Multilingual Students (3)
ENG 200/HON 200 Advanced College Writing (3) OR ENG 202 Advanced College Writing for Multilingual Students (3)
<b>Critical Dialogues Course:</b> INT 110 Introduction to Dialogues in Critical Thinking (3) [Required of first-year students; all other students must substitute a 300/400 level Liberal Arts and Sciences elective]
<b>American Dialogues Course:</b> GEN 220 Justice and Democracy in America (3) OR HIS 200 African-American History (3) OR HIS 220 Cultural Interaction in Colonial America (3) OR INT 220 Enduring American Dialogues (3) OR CRJ 355 Social Issues in Policing a Multicultural Community (3)
<b>Creative and Reflective Dialogues Course:</b> ART 240 Beginning Drawing (3) OR ENG 210 Introduction to Creative Writing (3) OR ENG 350 Creative Non-fiction (3) OR GEN 230

Creative Expression (3) OR THE 100 Introduction to Theatre & Performance (3)
<b>Sustainability Dialogues Course:</b> GEN 240 Scientific Discovery (3), Courses TBA
<b>Global Dialogues Course:</b> ENG 305 British Literature I: Middle Ages to the Eighteenth Century (3) OR ENG 315 British Literature II: Late Eighteenth Century to the Present (3) OR ENG 435 Major Global Literacy Figures (3) OR GEN 410 Baccalaureate Capstone I (3) OR HIS 321 Medieval World (3) OR HIS 325 History of Ireland (3) OR HIS 330 History of the Israeli-Palestinian Conflict (3) OR INT 310 Psychoanalysis and Politics (3) OR INT 350 Seminar in Religion and Belief (3) OR MUS 305 Classical Music Studies (3) OR PHI 358 Truth and Justice (3)
<b>Citizenship Dialogues Course:</b> GEN 411 Baccalaureate Capstone II (3) OR INT 450 Citizenship Dialogue (3) OR PSY 411 Psychology Capstone (3)
MAT 114 Intermediate Algebra [or higher] (3)
MAT 125 Concepts in Mathematics I (3)
SPE 130 Fundamentals of Public Speaking (3)
<b>Major Requirements (33 Credits)</b>
EDU 207 DASA Seminar (Requires co-registration with EDU 210) (0)
EDU 210 Educational Foundations (Requires co-registration with EDU 207) (3)
EDU 223 Educational Psychology (3)
EDU 240 Literacy I: Language Development and Pre-Emergent Literacy (3)
EDU 241 Literacy II: Emergent to Early Readers and Writers (3)
EDU 242 Literacy III: Transitional to Fluent Readers and Writers (3)
EDU 340 Child Abuse and School Violence and other Current Issues in Education (requires co-registration with ESP 230) (0)
EDU 370 Methods of Language Arts with Children's Literature: Birth to 6 <sup>th</sup> Grade (3)
EDU 371 Methods of Mathematics (3)
EDU 372 Methods of Science and Technology (3)
EDU 373 Methods of Social Studies and Creative Arts (3)
EDU 375 Strategic Literacy Instruction for Diverse Learners: Early Childhood/Childhood (3)
ESP 230 Introduction to Special Education (3)
<b>Student Teaching (15 credits)</b>
EDU 378 Field Experiences and Seminars (3)
EDU 478 Student Teaching (B-6)/Seminar (12)
<b>Liberal Arts and Sciences Courses (18 Credits)</b>
Foreign Language I (3)
MAT 201 Statistics & Society (3)
HIS 140 Early United States History (3)
PHY 104 Physical Science (3)
PSY 100 Introduction to Psychology (3)
PSY 210 Child Development (3)
<b>Computer Information Systems (3 credits)</b>
CIS 175 Technology Applications in Education (3)

**Generalist Concentration (30 Credits)**

ENG 205 Introduction to Literature or ENG 215 Survey of World Literature (3)
ENG 210 Introduction to Creative Writing (3)
ENG 375 Children’s Literature: From Ancient Myth to the Digital Age (3)
ENG 485 The English Language: Past, Present & Future (3)
MAT 126 Concepts in Math II (3)
MAT 152 College Geometry (3)
BIO 101 Biology (3)
HIS 315 History of Ethnic America (3)
HIS 402 New York State History (3)
Choose one of the following courses (3 credits):
ENG 305 British Literature I: Middle Ages to the 18th Century (3)
ENG 315 British Literature II: Late 18th Century to the Present (3)
ENG 325 American Literature: Colonial to the Civil War (3)
ENG 335 Literature of the United States: Civil War through the 21st Century (3)
ENG 365 Multicultural Literature of the United States (3)
<b>Total Credit Hours: 132</b>

**NEW YORK STATE TEACHER CERTIFICATION (NYSTCE)**

Students seeking certification in New York must successfully complete the New York State Teacher Certification Exams (NYSTCE) as a prerequisite for certification.

## ENGLISH

DEGREE EARNED	TOTAL NUMBER OF CREDITS
B.A.	120

### Program Description

In our digital world, we read and write every day, bringing with it an urgency to learn how to critically approach written texts and to produce effective writing. A degree in English provides the flexibility, creativity, and cultural literacy demanded by many different fields today.

Students who complete the program earn a Bachelor of Arts in English. The core B.A. curriculum includes courses in United States, British, and World Literature; Creative and Professional Writing; and a generous amount of electives, so the student majoring in English can either minor in another discipline or choose courses from across campus to fashion a program that focuses on their individualized needs.

Students who have a particular interest in the craft of writing can tailor their curriculum to combine their Bachelor of Arts in English with a formal concentration in either Creative Writing or Professional Writing.

Along with learning the art of writing effectively and thinking critically in a number of different contexts, the Medaille English major also emphasizes research skills in databases and search engines. In some classes, students also use social networks for group work and public outreach, or create an online magazine, or build their own websites.

English majors have the opportunity to learn publication skills through work on the campus literary magazine, *The Prelude*. The Write Thing Reading Series, sponsored by the English Program, brings locally, nationally, and internationally known authors to campus, and English majors have opportunities to meet and work with these guest writers.

Many courses within the major also allow for the exploration of the world outside the classroom. This can include direct engagement with the Western New York Community; readings, performances, artworks, print publications, or digital creations made available to the Western New York Community; or virtual outreach to other communities in geographically inaccessible areas outside of Western New York.

In addition, English majors have the opportunity to work as interns with local businesses and non-profit organizations. This field experience allows students to apply the knowledge, skills, and values that they have learned in a professional setting.

Ultimately, the English major provides excellent preparation for careers in teaching, law, business and management, government, publishing, technical writing, journalism, writing for media, public relations, digital writing and publishing, library science, grant writing, and many other areas of professional and creative endeavor.

The English Program also offers Minors in Creative Writing, Professional Writing, and Literature.

### Program Goals

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

### Credit Distribution

#### General Education Core (33 credits)

ENG 110 College Writing (3) OR ENG 112 College Writing for Multilingual Students (3)
ENG 200/HON 200 Advanced College Writing (3) OR ENG 202 Advanced College Writing for Multilingual Students (3)
<b>Critical Dialogues Course:</b> INT 110 Introduction to Dialogues in Critical Thinking (3) [Required of first-year students; all other students must substitute a 300/400 level Liberal Arts and Sciences elective]
<b>American Dialogues Course:</b> GEN 220 Justice and Democracy in America (3) OR HIS 200 African-American History (3) OR HIS 220 Cultural Interaction in Colonial America (3) OR INT 220 Enduring American Dialogues (3) OR CRJ 355 Social Issues in Policing a Multicultural Community (3)
<b>Creative and Reflective Dialogues Course:</b> ART 240 Beginning Drawing (3) OR ENG 210

Introduction to Creative Writing (3) OR ENG 350 Creative Non-fiction Writing (3) OR GEN 230 Creative Expression (3) OR THE 100 Introduction to Theatre & Performance (3)
<b>Sustainability Dialogues Course:</b> GEN 240 Scientific Discovery (3), Courses TBA
<b>Global Dialogues Course:</b> ENG 305 British Literature I: Middle Ages to the Eighteenth Century (3) OR ENG 315 British Literature II: Late Eighteenth Century to the Present (3) OR ENG 435 Major Global Literacy Figures (3) OR GEN 410 Baccalaureate Capstone I (3) OR HIS 321 Medieval World (3) OR HIS 325 History of Ireland (3) OR HIS 330 History of the Israeli-Palestinian Conflict (3) OR INT 310 Psychoanalysis and Politics (3) OR INT 350 Seminar in Religion and Belief (3) OR MUS 305 Classical Music Studies (3) OR PHI 358 Truth and Justice (3)
<b>Citizenship Dialogues Course:</b> GEN 411 Baccalaureate Capstone II (3) OR INT 450 Citizenship Dialogue (3) OR PSY 411 Psychology Capstone (3)
MAT 114 Intermediate Algebra (3) [Or above, as determined by placement test. Students who meet the math competency must substitute a Liberal Arts & Sciences Elective]
MAT 201 Statistics and Society (3)
SPE 130 Fundamentals of Public Speaking (3)
<b>Major Requirements (33 credits)</b>
ENG 205 Introduction to Literature (3)
ENG 210 Introduction to Creative Writing (3)
ENG 215 Survey of World Literature (3)
ENG 305 British Literature I: Middle Ages to the Eighteenth Century (3)
ENG 315 British Literature II: Late Eighteenth Century to the Present (3)
ENG 325 Literature of the United States: Colonial to the Civil War (3)
ENG 335 Literature of the United States: Civil War through the 21st Century (3)
ENG 365 Multicultural Literature of the United States (3)
ENG 435 Major Global Literacy Figures (3)
ENG 460 Literary Theory and Cultural Studies: English Seminar (3)
ENG 477 English Field Experience (3)
<b>Major Electives (9 credits)</b>
<b>Choose one (1) of the following (3 credits):</b>
ENG 300 Fiction Workshop (3)
ENG 310 Poetry Workshop (3)
ENG 320 Drama Workshop (3)
ENG 350 Creative Non-Fiction Writing (3)
<b>Choose two (2) of the following (6 credits):</b>
ENG 345 Film Art and Appreciation (3)
ENG 355 Major Literary Forms (3)
ENG 405 Themes and Topics in American Literature (3)
ENG 415 Themes and Topics in British Literature (3)
ENG 425 Themes and Topics in World Literature (3)
<b>Liberal Arts and Sciences Courses (15 credits)</b>
FRE 101 Elementary French I or SPA 101 Elementary Spanish I (3)



FRE 102 Elementary French II or SPA 102 Elementary Spanish II (3)
HUM 300 The Arts in Society (3)
PHI 170 Issues in Philosophy (3) or PHI 300 Ethics (3)
PHI 200 Logic (3)

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

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

**Free Electives (18 credits; or, 9 credits with optional concentration)**

As with all elective credits, majors should consult with the Department Chair and/or appropriate Program Director before scheduling any electives.

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

English majors who choose to pursue a formal concentration in either Creative Writing or Professional Writing will use nine (9) of their free elective credits to fulfill the concentration requirements.

**Creative Writing**

ENG 400 Senior Portfolio (3)
Choose two (2) of the following (6 credits):
ENG 300 Fiction Workshop (3),
ENG 310 Poetry Workshop (3)
ENG 320 Drama Workshop (3)
ENG 350 Creative Non-Fiction Writing (3)
ENG 498 Independent Study in Writing (3)

**Professional Writing**

ENG 260 Business and Professional Writing (3)
ENG 360 Advanced Report and Proposal Writing (3)
COM 200 Digital Media Production (3)

**Total Credit Hours: 120**



## ESPORTS MANAGEMENT

DEGREE EARNED	TOTAL NUMBER OF CREDITS
B.S.	120

### Program Description

Increased participation in eSports fuels the need for formal training in the field. eSports perfectly mixes the core aspects of professional sports, and media along with the advertising industry. The BA in eSports Management program at Medaille College combines the new technological innovations taking place in the gaming and entertainment industry, with large-scale competitive events that highlight this growth. Through our program, students will gain knowledge on the world of video games, from start to finish, from introductory courses in programming, to the business and management of professional multiplayer competition. In 2016, 400 Million - people viewed the League of Legends World Championship matches, making it the fastest growing sport in the industry. Thus, students will immerse themselves in the culture of eSports with two internships, gaining applicable skills and an understanding of the fast-paced industry of eSports.

eSports Management hits at the heart of the college value of curiosity. Medaille is committed to inspiring intellectual curiosity and wonder as a foundation for academic, professional and civic achievement. Medaille is dedicated to preserving and supporting an educational environment of creativity, passion and innovation. Students attracted to sport related curriculum will now have another choice in area of focus under the vast umbrella of the sport industry. Business and technological skills learned will enhance graduate's skill set and support vocational opportunities.

### Program Goals

- Identify and define the functional components of eSports (gaming competitively, online play, virtual reality, and internet connectivity, online streaming and building culture) and their interrelationships and applications
- Demonstrate an ability to employ information and analysis specific to the eSports challenges and opportunities presented by a global environment
- Identify and apply modern information systems to support eSports business operations for improved management and organizational performance.
- Develop the practical skills necessary to design, implement, manage and evaluate e-Sports organizations, events and facilities.

### Credit Distribution

#### General Education Core (33 credits)

ENG 110 College Writing (3) OR ENG 112 College Writing for Multilingual Students (3)
ENG 200/HON 200 Advanced College Writing (3) OR ENG 202 Advanced College Writing for Multilingual Students (3)
<b>Critical Dialogues Course:</b> INT 110 Introduction to Dialogues in Critical Thinking (3)

[Required of first-year students; all other students must substitute a 300/400 level Liberal Arts and Sciences elective]
<b>American Dialogues Course:</b> GEN 220 Justice and Democracy in America (3) OR HIS 200 African-American History (3) OR HIS 220 Cultural Interaction in Colonial America (3) OR INT 220 Enduring American Dialogues (3) OR CRJ 355 Social Issues in Policing a Multicultural Community (3)
<b>Creative and Reflective Dialogues Course:</b> ART 240 Beginning Drawing (3) OR ENG 210 Introduction to Creative Writing (3) OR ENG 350 Creative Non-fiction Writing (3) OR GEN 230 Creative Expression (3) OR THE 100 Introduction to Theatre & Performance (3)
<b>Sustainability Dialogues Course:</b> GEN 240 Scientific Discovery (3), Courses TBA
<b>Global Dialogues Course:</b> ENG 305 British Literature I: Middle Ages to the Eighteenth Century (3) OR ENG 315 British Literature II: Late Eighteenth Century to the Present (3) OR ENG 435 Major Global Literacy Figures (3) OR GEN 410 Baccalaureate Capstone I (3) OR HIS 321 Medieval World (3) OR HIS 325 History of Ireland (3) OR HIS 330 History of the Israeli-Palestinian Conflict (3) OR INT 310 Psychoanalysis and Politics (3) OR INT 350 Seminar in Religion and Belief (3) OR MUS 305 Classical Music Studies (3) OR PHI 358 Truth and Justice (3)
<b>Citizenship Dialogues Course:</b> GEN 411 Baccalaureate Capstone II (3) OR INT 450 Citizenship Dialogue (3) OR PSY 411 Psychology Capstone (3)
SPE 130 Fundamentals of Public Speaking (3)
<b>Major Requirements (51 credits)</b>
ECO 380 Economics of Sports (3)
ESM 100 eSports Management and Industry Trends (3)
ESM 200 Competitive Gaming: Culture, Performance and Team Development (3)
MGT 175 Management Concepts and Communication (3)
MGT 330 Entrepreneurship (3)
MGT 335 Organizational Behavior (3)
MIS 240 Management Information Systems (3)
PSY 385 Sports Psychology (3)
SOC 301 Sports in Society (3)
SPM 220 Sports Leadership & Management (3)
DAT 100 Data Science (3)
SPM 320 Sports Promotion (3)
SPM 325 Legal/Ethical Issues Sports Recreational Management (3)
SPM 335 Sport Event Management (3)
SPM 340 History & Philosophy of Sport (3)
SPM 400 Sports Facility Management (3)
<b>Experiential Learning (6 credits)</b>
ESM 377 eSports Field Experience I (3)
ESM 477 eSports Field Experience II (3)
<b>Liberal Arts and Sciences Courses (27 credits)</b>
ACC 101 Financial Accounting (3)

ENG 260 Business and Professional Writing (3)
INT 411 Global Leadership (3)
MAT 114 Intermediate Algebra (3)
PSY 100 Introduction to Psychology (3)
PHI 300 Ethics
<b>Liberal Arts and Sciences Electives (9 credits)</b>
Choose two (2) 100-200 level courses from the following: APY, ART, BIO, CHE, CHI, ECO, ENG, GEO, HIS, HUM, LNG, MAT, MUS, PHI, PHY, POL, PSY, SSC, SOC, or THE course
Free Electives (9 credits)
May include any College course.
<b>Total Credit Hours: 120</b>

## INTERNATIONAL STUDIES

DEGREE EARNED	TOTAL NUMBER OF CREDITS
B.A.	Intercultural Studies Concentration: 120 Credits International Business Concentration: 120 Credits International Law Concentration: 122 Credits Urban Studies Concentration: 120 Credits

### Program Description

Today’s increasingly competitive job market and graduate programs seek college graduates who can effectively integrate knowledge across a range of disciplines and use such insights to articulate pragmatic solutions to complex local and global challenges. The International Studies major – housed in the Humanities Division – addresses this need by combining rigorous academic training with practical strategies for effective community engagement. This course of study offers its students a cross-cultural and trans historical perspective on the human condition, thereby providing them with the tools to engage with an interconnected and rapidly changing world. Students select from two of four possible concentrations that will prepare them for careers in business, law, government, and the humanities. An emphasis on community-based and experiential learning encourages students to consider their roles and responsibilities as citizens in a pluralistic democracy, helping to build a more just and sustainable future. Students are encouraged to study abroad to give them an opportunity to experience a foreign country.

### Program Goals

- To enrich students’ understanding of the interconnectedness of peoples and cultures
- To expose students to cultural traditions and practices outside their world view
- To develop students’ awareness of cultural diversity so that they can communicate with reflection, empathy, and intelligence
- To prepare students to participate in a global dialogue
- To familiarize students with different disciplinary approaches to the international world
- To increase students’ abilities to read closely and to make informed critical judgments
- To develop students’ abilities to communicate clearly and persuasively, orally, in writing, and in multimedia
- To prepare students for careers in government, law, international business, cultural institutions, organizations servicing international concerns, education, writing, and other fields that require global awareness, cultural sensitivity, and intellectual discernment

### Credit Distribution

#### General Education Core (33 credits)

ENG 110 College Writing (3) OR ENG 112 College Writing for Multilingual Students (3)
ENG 200/HON 200 Advanced College Writing (3) OR ENG 202 Advanced College Writing for Multilingual Students (3)
<b>Critical Dialogues Course:</b> INT 110 Introduction to Dialogues in Critical Thinking (3)

[Required of first-year students; all other students must substitute a 300/400 level Liberal Arts and Sciences elective]
<b>American Dialogues Course:</b> GEN 220 Justice and Democracy in America (3) OR HIS 200 African-American History (3) OR HIS 220 Cultural Interaction in Colonial America (3) OR INT 220 Enduring American Dialogues (3) OR CRJ 355 Social Issues in Policing a Multicultural Community (3)
<b>Creative and Reflective Dialogues Course:</b> ART 240 Beginning Drawing (3) OR ENG 210 Introduction to Creative Writing (3) OR ENG 350 Creative Non-fiction (3) OR GEN 230 Creative Expression (3) OR THE 100 Introduction to Theatre & Performance (3)
<b>Sustainability Dialogues Course:</b> GEN 240 Scientific Discovery (3), Courses TBA
<b>Global Dialogues Course:</b> ENG 305 British Literature I: Middle Ages to the Eighteenth Century (3) OR ENG 315 British Literature II: Late Eighteenth Century to the Present (3) OR ENG 435 Major Global Literacy Figures (3) OR GEN 410 Baccalaureate Capstone I (3) OR HIS 321 Medieval World (3) OR HIS 325 History of Ireland (3) OR HIS 330 History of the Israeli-Palestinian Conflict (3) OR INT 310 Psychoanalysis and Politics (3) OR INT 350 Seminar in Religion and Belief (3) OR MUS 305 Classical Music Studies (3) OR PHI 358 Truth and Justice (3)
<b>Citizenship Dialogues Course:</b> GEN 411 Baccalaureate Capstone II (3) OR INT 450 Citizenship Dialogue (3) OR PSY 411 Psychology Capstone (3)
MAT 114 Intermediate Algebra (3) [Or above, as determined by placement test. Students who meet the math competency must substitute a Liberal Arts & Sciences Elective]
MAT 201 Statistics and Society (3)
SPE 130 Fundamentals of Public Speaking (3)
<b>Major Requirements (18 credits)</b> Major Core credits includes six credits of a Foreign Language.
HIS 101 World Cultures (3)
HIS 315 History of Ethnic America (3)
INT 325 Intercultural Communication (3)
ENG 215 Survey of World Literature (3)
Foreign Language I (3)
Foreign Language II (3)
<b>Liberal Arts and Sciences Courses (12 credits)</b>
APY 100 Introduction to Anthropology (3)
PHI 300 Ethics (3)
SOC 100 Introduction to Sociology (3)
POL 100 Introduction to Political Science (3)
<b>Experiential Learning (6 Credits)</b>
INT 377 Field Experience I (3)
INT 477 Field Experience II (3)
<b>Intercultural Studies Concentration (Concentration I)</b> Choose five (5) of the following (15 credits):
ART 314 Survey of World Art I (3)

ART 315 Survey of World Art II (3)
ENG 365 Multicultural Literature of the United States (3)
ENG 425 Themes and Topics in World Literature (3)
GEO 310 Cultural Geography (3)
HUM 300 The Arts in Society (3)
INT 350 Seminar in Religion and Belief (3)

**International Business Concentration (Concentration II)**

Choose five (5) of the following (15 credits):

ENG 260 Business and Professional Writing (3)
MGT 299 Business Law I (3)
MGT 325 International Business Strategy (3)
MGT 415 Diversity in Organizations (3)
ECO 200 Macroeconomics (3)
INT 411 Global Leadership (3)

**International Law Concentration (Concentration III)**

Take five (5) of the following (17 credits):

<i>Choose 1 of the following courses (3):</i> CRJ 201 Introduction to Criminal Justice, CRJ 401 Constitutional Issues in Criminal Justice, PHI 200 Logic
<i>Choose 1 of the following courses (3):</i> ENG 270 Argument and Persuasion, ENG 360 Advanced Report Writing
<i>Choose 1 of the following courses (3):</i> HIS 140 Early United States History, HIS 150 Contemporary United States History

The following courses are required (8 credits):

HLS 300 Administering Homeland Security (4)
HLS 301 Homeland Security (4)

**Urban Studies Concentration (Concentration IV)**

Choose five (5) of the following (15 credits):

APY 300 Urban Anthropology (3)
CRJ 355 Social Issues in Policing a Multicultural Community (3)
GEO 310 Cultural Geography (3)
HIS 310 Urban History (3)
HIS 401 History of Buffalo (3)
PHI 368 The American City (3)

**Free Electives (21 Credits)**

May include any college course. Students are highly encouraged to use some of their free elective credits for study abroad.

**Total Credit Hours: 120**

## LIBERAL STUDIES

DEGREE EARNED	TOTAL NUMBER OF CREDITS
A.S.	60
B.S.	120

### Program Description

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

### Program Goals

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

\*\*Note: Elective courses are broken into two categories.

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

The degree options of the Liberal Studies program allow students the opportunity to utilize prior recognized educational and professional experiences which frequently are not applicable or transferable to other degree programs. Because of the unique nature of the program, an individual interested in obtaining the Liberal Studies degree should consult with the Department Chair in order to discuss his/her educational background and to plan an educational goal. Students must work closely with their Academic Advisor throughout their studies to discuss course selections. It is also strongly recommended that early in the program students visit the

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



Career Planning and Placement Office to help them identify their own personal and career goals. This goal identification is of great importance to students when selecting electives which will help them meet their needs.

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

### Credit Distribution (A.S.)

#### General Education Core (15 credits)

ENG 100 Fundamentals of College Writing (3) OR ENG 105 Fundamentals of College Reading and Writing (3) OR ENG 102 Fundamentals of College Reading & Writing for Multilingual Students <b>AND</b> ENG 110 College Writing (3) OR ENG 112 College Writing for Multilingual Students (3) OR ENG 110 College Writing (3) OR ENG 112 College Writing for Multilingual Students (3) <b>AND</b> ENG 200/HON 200 Advanced College Writing (3) OR ENG 112 Advanced College Writing for Multilingual Students (3)
---

<b>Critical Dialogues Course:</b> INT 110 Introduction to Dialogues in Critical Thinking (3) [Required of first-year students; all other students must substitute a 300/400 level Liberal Arts and Sciences elective]
---

MAT 114 Intermediate Algebra (3) [Students who meet the math competency must substitute a Free Elective]
--

MAT 201 Statistics and Society (3)
------------------------------------

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

Humanities Electives (6): May include any ART, DAN, ENG, FRE, HUM, MUS, PHI, SPA, SPE, or THE course
--

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

Liberal Arts and Sciences Electives (6): May include any APY, ART, BIO, CHE, CHI, CRJ, DAN, ENG, ECO, FRE, GEN, GEO, HIS, HUM, INT, MAT, MUS, PHI, PHY, POL, PSY, RDG, SSC, SOC, SPA, SPE, or THE course
--

#### Free Elective Component (27 credits)

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

<b>Total Credit Hours: 60</b>
-------------------------------



## Credit Distribution (B.S.)

### General Education Core (33 credits)

ENG 110 College Writing (3) OR ENG 112 College Writing for Multilingual Students (3)
ENG 200/HON 200 Advanced College Writing (3) OR ENG 202 Advanced College Writing for Multilingual Students (3)
<b>Critical Dialogues Course:</b> INT 110 Introduction to Dialogues in Critical Thinking (3) [Required of first-year students; all other students must substitute a 300/400 level Liberal Arts and Sciences elective]
<b>American Dialogues Course:</b> GEN 220 Justice and Democracy in America (3) OR HIS 200 African-American History (3) OR HIS 220 Cultural Interaction in Colonial America (3) OR INT 220 Enduring American Dialogues (3) OR CRJ 355 Social Issues in Policing a Multicultural Community (3)
<b>Creative and Reflective Dialogues Course:</b> ART 240 Beginning Drawing (3) OR ENG 210 Introduction to Creative Writing (3) OR ENG 350 Creative Non-fiction (3) OR GEN 230 Creative Expression (3) OR THE 100 Introduction to Theatre & Performance (3)
<b>Sustainability Dialogues Course:</b> GEN 240 Scientific Discovery (3), Courses TBA
<b>Global Dialogues Course:</b> ENG 305 British Literature I: Middle Ages to the Eighteenth Century (3) OR ENG 315 British Literature II: Late Eighteenth Century to the Present (3) OR ENG 435 Major Global Literacy Figures (3) OR GEN 410 Baccalaureate Capstone I (3) OR HIS 321 Medieval World (3) OR HIS 325 History of Ireland (3) OR HIS 330 History of the Israeli-Palestinian Conflict (3) OR INT 310 Psychoanalysis and Politics (3) OR INT 350 Seminar in Religion and Belief (3) OR MUS 305 Classical Music Studies (3) OR PHI 358 Truth and Justice (3)
<b>Citizenship Dialogues Course:</b> GEN 411 Baccalaureate Capstone II (3) OR INT 450 Citizenship Dialogue (3) OR PSY 411 Psychology Capstone (3)
MAT 114 Intermediate Algebra (3) [Students who meet the math competency must substitute a Free Elective]
MAT 201 Statistics and Society (3)
SPE 130 Fundamentals of Public Speaking (3)
<b>Experiential Learning (3 credits)</b>
Any 377/477 level course
<b>Liberal Arts and Sciences Courses (18 credits)</b>
ENG 205 Introduction to Literature or ENG 215 Survey of World Literature (3)
Choose any five (5) of the following (15):
APY 100 Introduction to Anthropology (3)
ECO 200 Macroeconomics or ECO 201 Microeconomics (3)
GEO 110 Physical Geography (3)
HIS 100 Western Civilization or HIS 101 World Cultures or HIS 140 Early United States History or HIS 150 Contemporary United States History (3)
POL 100 Introduction to Political Science or POL 101 United States Government (3)
PSY 100 Introduction to Psychology (3)
SOC 100 Introduction to Sociology (3)

---

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

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

**Free Elective Component (48 credits)**

May include any College course.

**Total Credit Hours: 120**

## MATHEMATICS

DEGREE EARNED	TOTAL NUMBER OF CREDITS
B.S.	122

### Program Description

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

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

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

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

Students will complete a program that is anchored by Analysis, Algebra and Topology, which is at the root of study for nearly any mathematical endeavor that they may wish to pursue. Majors

can tailor this program to areas of Science or Business via free electives, as well as special areas of Mathematics from a variety of independent study topics that are close to current faculty interests. Students are required to take Topology and Complex Analysis.

### Program Goals and Objectives

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

### Credit Distribution

#### General Education Core (33 credits)

ENG 110 College Writing (3) OR ENG 112 College Writing for Multilingual Students (3)
ENG 200/HON 200 Advanced College Writing (3) OR ENG 202 Advanced College Writing for Multilingual Students (3)
<b>Critical Dialogues Course:</b> INT 110 Introduction to Dialogues in Critical Thinking (3) [Required of first-year students; all other students must substitute a 300/400 level Liberal Arts and Sciences elective]
<b>American Dialogues Course:</b> GEN 220 Justice and Democracy in America (3) OR HIS 200 African-American History (3) OR HIS 220 Cultural Interaction in Colonial America (3) OR INT 220 Enduring American Dialogues (3) OR CRJ 355 Social Issues in Policing a Multicultural Community (3)
<b>Creative and Reflective Dialogues Course:</b> ART 240 Beginning Drawing (3) OR ENG 210 Introduction to Creative Writing (3) OR ENG 350 Creative Non-fiction (3) OR GEN 230 Creative Expression (3) OR THE 100 Introduction to Theatre & Performance (3)
<b>Sustainability Dialogues Course:</b> GEN 240 Scientific Discovery (3), Courses TBA
<b>Global Dialogues Course:</b> ENG 305 British Literature I: Middle Ages to the Eighteenth Century (3) OR ENG 315 British Literature II: Late Eighteenth Century to the Present (3) OR ENG 435 Major Global Literacy Figures (3) OR GEN 410 Baccalaureate Capstone I (3) OR HIS 321 Medieval World (3) OR HIS 325 History of Ireland (3) OR HIS 330 History of the Israeli-Palestinian Conflict (3) OR INT 310 Psychoanalysis and Politics (3) OR INT 350 Seminar in Religion and Belief (3) OR MUS 305 Classical Music Studies (3) OR PHI 358 Truth and Justice (3)
<b>Citizenship Dialogues Course:</b> GEN 411 Baccalaureate Capstone II (3) OR INT 450 Citizenship Dialogue (3) OR PSY 411 Psychology Capstone (3)
MAT 251 Calculus I (3)
MAT 381 Statistics and Probability I (3)
SPE 130 Fundamentals of Public Speaking (3)
<b>Major Requirements (36 credits)</b>
MAT 151 Trigonometry/Geometry (3)
MAT 182 Discrete Math (3)
MAT 252 Calculus II (3)

MAT 255 Number Theory (3)
MAT 260 Linear Algebra (3)
MAT 261 Calculus III (3)
MAT 342 Abstract Algebra (3)
MAT 361 Differential Equations (3)
MAT 382 Statistics and Probability II (3)
MAT 421 Real Variables (3)
MAT 442 Complex Analysis (3)
MAT 450 Topology (3)
<b>Liberal Arts and Sciences Courses (20 credits)</b>
Two humanities electives (6 credits)
Two social sciences electives (6 credits)
Two-course science sequence (8 credits) PHY 200 Principles of Physics I (4) and PHY 201 Principles of Physics II (4) OR CHE 200 General Chemistry I (4) and CHE 201 General Chemistry II (4)
<b>Free Electives (33 credits)</b>
May include any College course.
<b>Total Credit Hours: 122</b>

## PSYCHOLOGY

DEGREE EARNED	TOTAL NUMBER OF CREDITS
B.A.	120

### Program Description

The Bachelor of Arts degree program in Psychology is designed to provide students with a broad-based understanding of psychology, and, through an appropriate choice of electives, the opportunity to tailor courses of study to fit specific interests and career objectives.

The purpose of the Bachelor of Arts degree program is to provide intensive training to those students who desire a foundation for graduate work in psychology, or who choose to further education in a graduate program in business, human services, law, mental health, etc. It also provides a strong preparation for careers in fields which require knowledge of human behavior, leadership and motivation, and advanced social skills.

The Bachelor of Arts degree program consists of a 45-credit core of courses that includes 18 required credits in basic psychology, statistics, and research methods, followed by 27 credits of psychology electives.

### Program Goals

Excellence in Teaching:

- Experienced faculty
- Faculty represent multiple disciplines in the field
- Faculty are rated highly in terms of student satisfaction
- Personal Attention
- Faculty meet regularly with students to advise and mentor
- Faculty write letters of recommendation; review graduate school application materials
- help students identify area of graduate study they wish to pursue and schools to take them to next step

Scientific Foundation:

- Courses in Research Methods, Writing in Psychology (APA style), Statistics
- Discussion of empirical research as the foundation of Psychological science is infused in every class
- Experiential learning includes brain dissection; empirical research design; literature reviews; data analysis & interpretation
- Course content includes comprehensive learning of major theory in all disciplines in Psychology, as well as review and discussion of seminal historical research that shapes current understanding and research directions in the field

Career-Oriented:

- Internships are required and provide invaluable real-world experiential learning to apply classroom learning and concepts
- Faculty contacts with community leaders and workers in Psychology and mental health related fields give students access to professionals who act as examples and provide learning opportunities
- Preparation for graduate studies is part of the Psychology program curriculum; students are informed of the requirement of graduate education for a successful career path in psychology related fields
- Community partnerships and service-learning opportunities are combined with classroom learning in many courses to help students bring their learning into real world environments and situations
- The Psychology program has key elements embedded in every course to identify and grow critical thinking skills in all students

Student Success:

- The Psychology program faculty coordinates resources within and without the Medaille College community to provide comprehensive services for students to ensure their academic success

Program Development:

- Faculty continue to develop and introduce courses into the curriculum related to current topics in Psychology (e.g. trauma; popular psychology; counseling; etc.)

Resource Allocation:

- The Psychology program faculty coordinates and develops resources within and without the Medaille College community to provide comprehensive services for students to insure innovation in teaching and learning

Community:

- Faculty in the Psychology program partner with agencies and professionals in the WNY community to enrich learning opportunities for students
- Internship and Service-Learning opportunities connect students to real world situations and environments where they see and experience psychological theories, concepts, research, and human behavior in action

**Credit Distribution**

**General Education Core (33 credits)**

ENG 110 College Writing (3) OR ENG 112 College Writing for Multilingual Students (3)
ENG 200/HON 200 Advanced College Writing (3) OR ENG 202 Advanced College Writing for Multilingual Students (3)
<b>Critical Dialogues Course:</b> INT 110 Introduction to Dialogues in Critical Thinking (3) [Required of first-year students; all other students must substitute a 300/400 level Liberal Arts

and Sciences elective]
<b>American Dialogues Course:</b> GEN 220 Justice and Democracy in America (3) OR HIS 200 African-American History (3) OR HIS 220 Cultural Interaction in Colonial America (3) OR INT 220 Enduring American Dialogues (3) OR CRJ 355 Social Issues in Policing a Multicultural Community (3)
<b>Creative and Reflective Dialogues Course:</b> ART 240 Beginning Drawing (3) OR ENG 210 Introduction to Creative Writing (3) OR ENG 350 Creative Non-fiction (3) OR GEN 230 Creative Expression (3) OR THE 100 Introduction to Theatre & Performance (3)
<b>Sustainability Dialogues Course:</b> GEN 240 Scientific Discovery (3), Courses TBA
<b>Global Dialogues Course:</b> ENG 305 British Literature I: Middle Ages to the Eighteenth Century (3) OR ENG 315 British Literature II: Late Eighteenth Century to the Present (3) OR ENG 435 Major Global Literacy Figures (3) OR GEN 410 Baccalaureate Capstone I (3) OR HIS 321 Medieval World (3) OR HIS 325 History of Ireland (3) OR HIS 330 History of the Israeli-Palestinian Conflict (3) OR INT 310 Psychoanalysis and Politics (3) OR INT 350 Seminar in Religion and Belief (3) OR MUS 305 Classical Music Studies (3) OR PHI 358 Truth and Justice (3)
<b>Citizenship Dialogues Course:</b> GEN 411 Baccalaureate Capstone II (3) OR INT 450 Citizenship Dialogue (3) OR PSY 411 Psychology Capstone (3)
MAT 114 Intermediate Algebra (3) [Students who meet the math competency must substitute a LAS Elective]
MAT 201 Statistics and Society (3)
SPE 130 Fundamentals of Public Speaking (3)
<b>Major Requirements (18 credits)</b>
PSY 100 Introduction to Psychology (3)
PSY 207 Psychological Statistics (3)
PSY 250 Research Methods in Psychology (3)
PSY 350 Psychology Research and Writing (3)
PSY 370 Abnormal Human Behavior (3)
PSY 377 Undergraduate Internship (3)
<b>Psychology Electives (27 credits)</b>
Students must choose 9 courses from the following of which at least 8 courses or 24 credit hours must be PSY courses: PSY 210, PSY 230, PSY 240, PSY 247, PSY 298, PSY 300, PSY 310, PSY 320, PSY 321, PSY 349, PSY 351, PSY 368, PSY 379, PSY 385, PSY 398, PSY 420, PSY 421, PSY 477, PSY 498, EDU 223, SSC 200, SOC 401. Additionally, 5 courses (15 credits) must be a 300/400-level course.
<b>Liberal Arts and Sciences Courses (21 credits)</b>
Students are required to complete 21 credits of Liberal Arts and Sciences Electives, 9 credits of which must be 300/400-level courses. Liberal Arts and Science course include: APY, ART, BIO, CHE, CRJ, ECO, ENG, FRE, GEN, GEO, HIS, HUM, LNG, MAT, PHI, PHY, POL, PSY, RDG, SSC, SOC, SPA, SPE, and THE courses.
<b>Free Elective Component (21 credits)</b>
May include any College course.



**Total Credit Hours: 120**

## SPORT COMMUNICATIONS

DEGREE EARNED	TOTAL NUMBER OF CREDITS
B.S.	120

### Program Description

The area of Sport Communications has grown dramatically in recent years, especially in WNY with Pegula Sports and Entertainment now in Buffalo. The Sport Communications program includes the Sociological and Psychological aspect of Sports, as sports reporting today, is about much more than covering games and profiling athletes. Reporting includes areas such as steroid use, racism and other controversial issues. This program combines vital aspects of Mass Media with Sports History, Psychology and Field Placements in the Sporting industry. Students will also have the necessary foundation of writing and oral communication skills that will assist them in their field placements and careers.

In addition, the online sports industry has become a major part of sports, so it is a logical step that there would be an interest/need for a Sport Communications degree. Also, Buffalo is a huge sports town and faculty in both the Communications and Sport Management programs have professional connections with all the local sports teams.

### Program Objectives:

- To enrich students' understanding of the interconnectedness of sport and media/communications.
- To expose students to the sociological and psychological aspects of sports
- To prepare students to the variety of areas of sport reporting, including racism, drug use, athlete profiling and other controversial topics.
- To prepare students with a necessary foundation of writing and oral communication skills that will assist them in their field placements and careers.
- To familiarize students with all platforms of sport reporting and coverage, including social media, electronic media, print and web development.

### Credit Distribution

#### General Education Core (33 credits)

ENG 110 College Writing (3) OR ENG 112 College Writing for Multilingual Students (3)
ENG 200/HON 200 Advanced College Writing (3) OR ENG 202 Advanced College Writing for Multilingual Students (3)
<b>Critical Dialogues Course:</b> INT 110 Introduction to Dialogues in Critical Thinking (3) [Required of first-year students; all other students must substitute a 300/400 level Liberal Arts and Sciences elective]
<b>American Dialogues Course:</b> GEN 220 Justice and Democracy in America (3) OR HIS 200 African-American History (3) OR HIS 220 Cultural Interaction in Colonial America (3) OR INT 220 Enduring American Dialogues (3) OR CRJ 355 Social Issues in Policing a Multicultural

Community (3)
<b>Creative and Reflective Dialogues Course:</b> ART 240 Beginning Drawing (3) OR ENG 210 Introduction to Creative Writing (3) OR ENG 350 Creative Non-fiction (3) OR GEN 230 Creative Expression (3) OR THE 100 Introduction to Theatre & Performance (3)
<b>Sustainability Dialogues Course:</b> GEN 240 Scientific Discovery (3), Courses TBA
<b>Global Dialogues Course:</b> ENG 305 British Literature I: Middle Ages to the Eighteenth Century (3) OR ENG 315 British Literature II: Late Eighteenth Century to the Present (3) OR ENG 435 Major Global Literacy Figures (3) OR GEN 410 Baccalaureate Capstone I (3) OR HIS 321 Medieval World (3) OR HIS 325 History of Ireland (3) OR HIS 330 History of the Israeli-Palestinian Conflict (3) OR INT 310 Psychoanalysis and Politics (3) OR INT 350 Seminar in Religion and Belief (3) OR MUS 305 Classical Music Studies (3) OR PHI 358 Truth and Justice (3)
<b>Citizenship Dialogues Course:</b> GEN 411 Baccalaureate Capstone II (3) OR INT 450 Citizenship Dialogue (3) OR PSY 411 Psychology Capstone (3)
MAT 114 Intermediate Algebra (3)
MAT 201 Statistics and Society (3)
SPE 130 Fundamentals of Public Speaking (3)
<b>Major Requirements (42 credits)</b>
COM 110 Journalism in the Digital Age (3)
COM 200 Digital Media Production (3)
COM 211 Writing for Media (3)
COM 380 Sports and Media Coverage (3)
COM 475 Media and Society Seminar (3)
COM Any (3)
COM Any (3)
PSY 385 Sports Psychology (3)
SOC 301 Sports in Society (3)
SPM 220 Sports Leadership and Management (3)
SPM 320 Sports Promotion (3)
SPM Any (3)
SPM Any (3)
SPM Any (3)
<b>Experiential Learning (12 credits)</b>
COM 277 Field Experience I (3)
COM 377 Field Experience II (3)
COM 477 Field Experience III (6)

---

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

---

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

---

PSY 100 Introduction to Psychology (3)

---

SOC 100 Introduction to Sociology (3)

---

SPE 315 Advanced Public Speaking (3)

---

LAS Elective (3)

---

LAS Elective (3)

---

300/400 Level LAS Elective (3)

---

300/400 Level LAS Elective (3)

---

**Free electives (9 credits)**

---

May include any College course.

---

**Total Credit Hours: 120**

---

## SPORT MANAGEMENT

DEGREE EARNED	TOTAL NUMBER OF CREDITS
B.S.	120

### Program Description

Sport Management involves applying marketing and communication concepts as well as the management principles of planning, organizing, leading, and directing to the unique industry of commercial sport. Emphasis is placed on the production, facilitation, promotion, and organization of sport products and services. Because the more than \$500 billion sport industry demands sport communicators, marketers, administrators, and managers with a specialized combination of functional business and sport management skills, the Sport Management bachelor's degree incorporates a core of business management courses and a core of sport specific courses.

The Sport Management program is actively involved in preparing students for working in the fields of sport, leisure and recreation. Faculty will promote, stimulate, and encourage study, research, scholarly writing, and professional development in the area of sport management—both theoretical and applied aspects (North American Society of Sport Management. NASSM 2006).

Medaille College's Sport Management program now offers all courses required by New York State Education Department to obtain a New York State Coaching Certificate (Sport Specific). Supporting the College's mission, the Sport Management program fosters an excellent, intellectually stimulating program that prepares students for productive careers responsive to the sport industry's employment needs. Possessing tremendous expansion potential, The Sport Management program contributes to the College's well-known flexible delivery system. The curriculum integrates a core of general education themes, career preparation, and learning through experience.

The Sport Management program will continue to recruit and maintain student-oriented, professional faculty and staff. The faculty, in conjunction with the office of institutional advancement, will continue to seek resources for the College. The versatile curriculum will allow us to recruit and retain a motivated, qualified and diverse student body. Utilizing the institution's various academic units and programs, all students in The Sport Management program will work within the community to enhance quality of life and offer lifelong learning opportunities.

### Areas of Focus:

Recreation/Community Agency leadership  
 High School Sports  
 Sports Psychology/Behavioral Services  
 Athletic Coaching and Leadership

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

Event Planning and Management  
Arena/Stadium/Facility Management  
Elder Sport  
Athletic Communications and Sport Information  
Health and Wellness  
Sport Psychology and Human Performance  
NCAA Sport  
Major and Minor Professional Sport  
Youth Sport  
Strength and Conditioning  
Personal Training and Fitness  
Sport Finance  
Sport Merchandising  
Ticket Sales

### **Superior Internship Program**

Located in the heart of a Professional Sport Market, Sports Management Students at Medaille are provided remarkable opportunities for internships with Buffalo's Professional Sport Teams including NFL Buffalo Bills , NHL Buffalo Sabres, MLB Buffalo Bisons, NLL Buffalo Bandits., NCAA Division I Programs, Youth Sport Organizations, Sport Media Outlets, Community Centers, YMCA, Boys and Girls Clubs, High School Athletics and Sport Merchandising companies. Students have also opted to spend a Semester abroad to gain International experience.

### **Program Goals**

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

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

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

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

## Program Outcomes

Students will be able to demonstrate an understanding of:

- Sport marketing, promotion, sponsorship and naming rights
- Employment perspectives, leadership, sport and the law, personnel management,
- Managing venues and events, operations, risk and security management
- Commercial development of sport and sporting properties
- Strategic, tactical and change management
- Broadcasting, media and technology
- Finance and accounting
- Globalization and international management
- Athletic Coaching and Leadership
- Analyzing the ever-changing parameters of the sport business industry

## Credit Distribution

### General Education Core (30 credits)

ENG 110 College Writing (3) OR ENG 112 College Writing for Multilingual Students (3)
ENG 200/HON 200 Advanced College Writing (3) OR ENG 202 Advanced College Writing for Multilingual Students (3)
<b>Critical Dialogues Course:</b> INT 110 Introduction to Dialogues in Critical Thinking (3) [Required of first-year students; all other students must substitute a 300/400 level Liberal Arts and Sciences elective]
<b>American Dialogues Course:</b> GEN 220 Justice and Democracy in America (3) OR HIS 200 African-American History (3) OR HIS 220 Cultural Interaction in Colonial America (3) OR INT 220 Enduring American Dialogues (3) OR CRJ 355 Social Issues in Policing a Multicultural Community (3)
<b>Creative and Reflective Dialogues Course:</b> ART 240 Beginning Drawing (3) OR ENG 210 Introduction to Creative Writing (3) OR ENG 350 Creative Non-fiction (3) OR GEN 230 Creative Expression (3) OR THE 100 Introduction to Theatre & Performance (3)
<b>Sustainability Dialogues Course:</b> GEN 240 Scientific Discovery (3), Courses TBA
<b>Global Dialogues Course:</b> ENG 305 British Literature I: Middle Ages to the Eighteenth Century (3) OR ENG 315 British Literature II: Late Eighteenth Century to the Present (3) OR ENG 435 Major Global Literacy Figures (3) OR GEN 410 Baccalaureate Capstone I (3) OR HIS 321 Medieval World (3) OR HIS 325 History of Ireland (3) OR HIS 330 History of the Israeli-Palestinian Conflict (3) OR INT 310 Psychoanalysis and Politics (3) OR INT 350 Seminar in Religion and Belief (3) OR MUS 305 Classical Music Studies (3) OR PHI 358 Truth and Justice (3)
<b>Citizenship Dialogues Course:</b> GEN 411 Baccalaureate Capstone II (3) OR INT 450 Citizenship Dialogue (3) OR PSY 411 Psychology Capstone (3)
MAT 115 Pre-Calculus or MAT 216 Survey of Introductory Calculus and its Applications (3)
SPE 130 Fundamentals of Public Speaking (3)
<b>Major Requirements (48 credits)</b>
ACC 101 Financial Accounting (3)

ECO 201 Microeconomics (3)
ECO 380 Economics of Sports (3)
MGT 175 Management Concepts and Communication (3)
MGT 240 Financial Management (3)
MGT 335 Organizational Behavior (3)
MGT 420 Strategic Management I (3)
MIS 240 Management Information Systems (3)
PSY 385 Sport Psychology (3)
SOC 301 Sports in Society (3)
SPM 220 Management and Leadership in Sport Organizations (3)
SPM 320 Sport Marketing and Promotion (3)
SPM 325 Legal and Ethical Issues in Sport and Recreation (3)
SPM 335 Sport Event Management (3)
SPM 340 History and Philosophy of Sport (3)
SPM 400 Sport Facility Planning and Management (3)
<b>Experiential Learning (6 credits)</b>
SPM 377 Field Experience I (3)
SPM 477 Field Experience II (3)
<b>Liberal Arts and Sciences (24 credits)</b>
ECO 260 Econometrics I (3)
ECO 261 Econometrics II (3)
ENG 260 Business and Professional Writing (3)
INT 411 Global Leadership (3)
MAT 114 Intermediate Algebra (3) [Students who meet the math competency must substitute a Liberal Arts and Sciences Elective]
PHI 300 Ethics (3)
PSY 100 Introduction to Psychology (3)
Liberal Arts Elective (3)
<b>Free electives (12 credits)</b>
May include any College course.
<b>Total Credit Hours: 120</b>



## VETERINARY TECHNOLOGY

DEGREE EARNED	TOTAL NUMBER OF CREDITS
A.S.	72
B.S.	120

### Program Description

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

The Veterinary Technology program focuses on laboratory testing techniques, clinical assisting and animal nursing procedures in modern state-of-the-art facilities. Diagnostics, treatments, and medical ethics are stressed. Lecture sessions utilize computer-assisted instruction and technological "smart classrooms," with an emphasis on clinical courses and hands-on laboratory exercises. "Reality-based" teaching techniques, including the use of case-studies and interactive computer-based activities, connect classes and clinical laboratory experiences with current veterinary practice. These are complemented with two off-campus Preceptorships. The Buffalo Zoo, Erie County SPCA, Roswell Park Cancer Institute, SUNY Buffalo, Veterans Hospital and local Buffalo and Rochester Veterinary Hospitals cooperate with Medaille College. Large animal facilities and local farms provide opportunities to work with equine and agricultural animals. The Medaille College student will become familiar with medical procedures for companion, laboratory, exotic and all major large animal species. As a Veterinary Technician employment is available in veterinary hospitals, equine and food animal practices, the pharmaceutical industry, biological testing labs, state and federal government agencies, medical Colleges and universities, and animal breeding facilities. The bachelor's degree will enhance a student's knowledge and skills, providing additional opportunities for pursuing career goals and advanced graduate studies.

Admission to the College is based on Medaille College Admission Policies. Those entering as Provisional students and placing into developmental courses will require additional semesters to complete the A.S. degree. All VET courses above VET 120 require formal acceptance into the Veterinary Technology program. The Veterinary Technology program requires student time beyond scheduled class and laboratory hours. Animal Care and Vivarium responsibilities (in new and spacious animal housing facilities), clinical laboratory testing and animal supervision are some of the assigned duties which require substantial time outside the classroom. Travel to and

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

from instructional programs held off the Buffalo Campus, such as farm animal labs, necessitates additional student time.

Those students wishing to pursue a bachelor’s degree, including courses required for veterinary school admission, can do so in conjunction with the Veterinary Technology program. Flexibility in the various bachelor’s degree programs affiliated with the A.S. in Veterinary Technology will allow participants to satisfy the admissions requirements for most professional post-graduate medical programs of several professions.

A Veterinary Technology Handbook of policies, procedures, and needed materials will be furnished to each Veterinary Technology student in their first semester. An Orientation Day specific to the Veterinary Technology program is required for every student before their entrance into the program and prior to their beginning clinical courses.

To graduate with an Associate in Science degree, students must complete all required courses with not less than an overall 2.0 (C) average and not less than a 2.0 (C) average in Veterinary Technology courses. Majors in this program may not take any Veterinary Technology course as a Pass/Fail.

Students within six (6) months of graduation in the Associate Degree program are eligible to take the Veterinary Technician National Examination (VTNE). As graduates of an AVMA accredited program, and passage of the VTNE, Medaille College students can be licensed in New York State and become eligible for reciprocal licensing in most other states.

### **Credit Distribution (A.S.)**

#### **General Education Core (9 credits)**

ENG 110 College Writing (3) OR ENG 112 College Writing for Multilingual Students (3)
<b>Critical Dialogues Course:</b> INT 110 Introduction to Dialogues in Critical Thinking (3) [Required of first-year students; all other students must substitute a 300/400 level Liberal Arts and Sciences elective]
SPE 130 Fundamentals of Public Speaking (3)

#### **Major Requirements (31 credits)**

VET 009 Prophylactic Rabies Vaccination Series (0) [Requires co-registration with VET 120]
VET 100 Introduction to Veterinary Technology (3)
VET 120 Introduction to Laboratory Animal Science (3)
VET 126 Animal Parasitology (2)
VET 202 Small Animal Diseases and Nutrition (3)
VET 204 Veterinary Clinical Laboratory Techniques (3)
VET 206 Handling and Care of Exotics (2)
VET 208 Veterinary Diagnostic Imaging (2)
VET 222 Farm Animal Restraint, Diseases, and Nutrition (3)
VET 224 Surgical Nursing and Anesthesiology (3)
VET 226 Veterinary Practice Management (3)
VET 228 Gross and Clinical Pathology (1)

VET 230 Pharmacy and Pharmacology (3)
<b>Experiential Learning (5 credits)</b>
VET 177 Preceptorship I (1)
VET 276 Small Animal Nursing Skill Preceptorship (1)
VET 277 Preceptorship II (3)
<b>Liberal Arts and Sciences Required Courses (21 credits)</b>
BIO 170 Comparative Anatomy and Physiology I (5)
BIO 171 Comparative Anatomy and Physiology II (5)
BIO 200 Microbiology (4)
CHE 145 Chemistry for the Health Sciences (4)
MAT 112 Mathematics for the Sciences (3)
<b>Liberal Arts and Sciences Elective Component (6 credits)</b>
May include any APY, ART, BIO, CHE, CHI, CRJ, ECO, ENG, FRE, GEN, GEO, HIS, HUM, MAT, PHI, PHY, POL, PSY, RDG, SSC, SOC, SPA, SPE, or THE course. Students anticipating enrollment in the Bachelor of Science degree program in Biology or Veterinary Technology or wishing to satisfy prerequisites for applying to Veterinary school should consult with the Veterinary Technology Department Chair/Program Director for appropriate course selections.
<b>Total Credit Hours: 72</b>

### Credit Distribution (B.S.)

#### General Education Core (30 credits)

ENG 110 College Writing (3) OR ENG 112 College Writing for Multilingual Students (3)
ENG 200/HON 200 Advanced College Writing (3) OR ENG 202 Advanced College Writing for Multilingual Students (3)
<b>Critical Dialogues Course:</b> INT 110 Introduction to Dialogues in Critical Thinking (3) [Required of first-year students; all other students must substitute a 300/400 level Liberal Arts and Sciences elective]
<b>American Dialogues Course:</b> GEN 220 Justice and Democracy in America (3) OR HIS 200 African-American History (3) OR HIS 220 Cultural Interaction in Colonial America (3) OR INT 220 Enduring American Dialogues (3) OR CRJ 355 Social Issues in Policing a Multicultural Community (3)
<b>Creative and Reflective Dialogues Course:</b> ART 240 Beginning Drawing (3) OR ENG 210 Introduction to Creative Writing (3) OR ENG 350 Creative Non-fiction (3) OR GEN 230 Creative Expression (3) OR THE 100 Introduction to Theatre & Performance (3)
<b>Global Dialogues Course:</b> ENG 305 British Literature I: Middle Ages to the Eighteenth Century (3) OR ENG 315 British Literature II: Late Eighteenth Century to the Present (3) OR ENG 435 Major Global Literacy Figures (3) OR GEN 410 Baccalaureate Capstone I (3) OR HIS 321 Medieval World (3) OR HIS 325 History of Ireland (3) OR HIS 330 History of the Israeli-Palestinian Conflict (3) OR INT 310 Psychoanalysis and Politics (3) OR INT 350 Seminar in Religion and Belief (3) OR MUS 305 Classical Music Studies (3) OR PHI 358 Truth and Justice (3)

<b>Citizenship Dialogues Course:</b> GEN 411 Baccalaureate Capstone II (3) OR INT 450 Citizenship Dialogue (3) OR PSY 411 Psychology Capstone (3)
MAT 114 Intermediate Algebra (3)
MAT 201 Statistics and Society or BIO 301 Epidemiology & Biostatistics (3)
SPE 130 Fundamentals of Public Speaking (3)
<b>Major Requirements (31 credits)</b>
VET 009 Prophylactic Rabies Vaccination Series (0) [Requires co-registration with VET 120]
VET 100 Introduction to Veterinary Technology (3)
VET 120 Introduction to Laboratory Animal Science (3)
VET 126 Animal Parasitology (2)
VET 202 Small Animal Diseases and Nutrition (3)
VET 204 Veterinary Clinical Laboratory Techniques (3)
VET 206 Handling and Care of Exotics (2)
VET 208 Veterinary Diagnostic Imaging (2)
VET 222 Farm Animal Restraint, Diseases, and Nutrition (3)
VET 224 Surgical Nursing and Anesthesiology (3)
VET 226 Veterinary Practice Management (3)
VET 228 Gross and Clinical Pathology (1)
VET 230 Pharmacy and Pharmacology (3)
<b>Experiential Learning (5 credits)</b>
VET 177 Preceptorship I (1)
VET 276 Small Animal Nursing Skill Preceptorship (1)
VET 277 Preceptorship II (3)
<b>Veterinary Technology Electives (15 credits)</b>
<b>Choose two (2) of the following (6 credits):</b>
VET 130 Basic Introduction to Horses (3)
VET 298 Special Topic in Veterinary Technology (3)
VET 299 Independent Study in Veterinary Technology (3)
Choose three (3) of the following (9 credits):
VET 300 Veterinary Dentistry: Principles and Practices (3)
VET 301 Dental Radiography (3)
VET 232 Horse and Stable Management (3)
VET 320 Advanced Laboratory Animal Science (3)
VET 326 Equine Nutrition and Physiology (3)
VET 340 Applied Animal Behavior for Veterinary Practice: Part I (3)
VET 355 Pain Management in Animals (3)
VET 360 Patient Management and Therapeutics in Emergency Medicine and Critical Care (3)
VET 398 Special Topic in Veterinary Technology (3)
VET 400 Advanced Dental Techniques (3)
VET 401 Specialization in Veterinary Dentistry (3)
VET 440 Applied Animal Behavior for Veterinary Practice: Part II (3)
VET 450 Anesthesia for Canine and Feline High-Risk Patients (3)

VET 460 Small Animal Emergency and Critical Care I (3)
VET 461 Small Animal Emergency and Critical Care II (3)
VET 498 Independent Study in Veterinary Technology (3)
<b>Liberal Arts and Sciences Courses (21 credits)</b>
BIO 170 Comparative Anatomy and Physiology I (5)
BIO 171 Comparative Anatomy and Physiology II (5)
BIO 200 Microbiology (4)
CHE 145 Chemistry for the Health Sciences (4)
MAT 112 Mathematics for the Sciences (3)
<b>Liberal Arts and Sciences Electives (12 credits)</b>
<ul style="list-style-type: none"> <li>• Choose two Liberal Arts and Sciences courses of any level (6 credits)</li> <li>• Choose two 300/400 level Liberal Arts and Sciences courses</li> </ul> Liberal Arts and Sciences courses include APY, ART, BIO, CHE, CHI, CRJ, ECO, ENG, FRE, GEN, GEO, HIS, HUM, MAT, PHI, PHY, POL, PSY, RDG, SSC, SOC, SPA, SPE, or THE course
<b>Free Electives (6 credits)</b>
May include any College course.
<b>Total Credit Hours: 120</b>

### **Bachelor of Science Degree Program**

Matriculation from Associate Degree in Veterinary Technology to Liberal Studies, Biology or Veterinary Technology. Medaille College offers the opportunity for Veterinary Technology majors to apply their previously earned A.S. degree toward fulfilling the requirements of a Bachelor of Science in Liberal Studies, Biology or Veterinary Technology. These programs enable the Veterinary Technician to receive the maximum benefit from transfer credits. Although the Bachelor of Science programs have been formulated to complement the Medaille College Veterinary Technology degree, it is anticipated that other States and New York programs accredited by the AVMA will be quite similar and that almost all earned credits will transfer.

### 3+3 UB Law

DEGREE EARNED	TOTAL NUMBER OF CREDITS	CERTIFICATE/LICENSES TITLES AND TYPES
B.S./B.A.		B.S. Biology B.S. Business Administration B.S. Communication B.S. Criminal Justice B.A. English B.A. International Studies B.S. Liberal Studies B.A. Psychology

### PROGRAM OVERVIEW

University at Buffalo School of law and Medaille College recognize that certain students have the capacity and readiness to complete their undergraduate education and their law degree training in less than the normally required seven years of study. University at Buffalo School of Law and Medaille College desire to encourage and educationally stimulate these students by providing an opportunity for them to accelerate their course of study by completing both their undergraduate degree and their Juris Doctor degree in approximately six years of full-time study.

Medaille College and University at Buffalo School of law shall offer the opportunity for a selected number of Medaille College students to earn a Bachelor of Arts/Science degree and a Juris Doctor degree over the course of approximately 6 years of full-time study.

### MEDAILLE COLLEGE REQUIREMENTS

The 3+3 program shall be open to all Medaille College students who, by the completion of their third year of enrollment at Medaille College, have:

- Completed a minimum of 90 credits at Medaille College through residency, Advanced Placement, or transfer credits, including:
- Completed all Medaille College Core Curriculum requirements; and
- Completed all course requirements of the department(s) or program(s) in which the student is majoring and minoring or who have an agreement in writing with those departments or programs to accept courses taken at University at Buffalo School of Law as satisfying major(s) or minor requirements.

## **APPLICATION & ADMISSION PROCESS**

Medaille College students interested in the 3+3 Program should consult with the Medaille College Director of Academic Advisement (or his/her designee) during their freshmen or sophomore year to discuss and plan for the application process.

During the fall semester of the academic year that students plan to apply to the 3+3 Program, they should consult with their academic advisor(s) to ensure that all Medaille College Core Curriculum, major, and minor requirements will be met by the end of the applicant's junior year or to arrange for an agreement in writing with those departments or programs to accept courses taken at university at Buffalo School of Law as satisfying major(s) or minor requirements.

To be eligible for consideration for admission to University at Buffalo School of Law, students must take the LSAT no later than February of their junior year and must apply to University at Buffalo School of Law no later than February 1 of their junior year of undergraduate studies. Consideration for admission to the Law School requires the following:

- A cumulative GPA at Medaille College of 3.50 or above;
- An LSAT score at or above the median LSAT for the Law School's previous year's enrolled class; and
- Two academic letters of recommendation from members of Medaille College faculty.

Following the receipt by University at Buffalo School of Law of all required admission materials (due prior to February 1), the Law School will review and arrive at an admission decision. The Admissions Committee of University at Buffalo School of Law reserves the right to conduct an in-person interview of the applicant prior to arriving at the admission decision.

## ACADEMIC MINORS

### Animal Welfare

**Total Credits: 18-22 credits**

Required (12-14 credits)

- VET 100 Introduction to Veterinary Technology (3)
- BIO 101 Biology (3), or BIO 160 Human Anatomy (3), or BIO 171 Comparative Anatomy & Physiology II (5)
- BIO 230 Foundations of Domestic Animal Health and Welfare (3)
- PSY 398- Human Animal Bond (3)

Choose two of the following courses (6-8 credits):

- VET 206 Handling and Care of Exotics (3)
- BIO 340 Animal Behavior (3)
- VET 340 Applied Animal Behavior for Veterinary Practice: Part I (3)
- BIO 423 Ornithology (4)
- BIO 424 Mammalogy (4)

### Communication

**Total Credits: 21 credits**

Required (7 courses)

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

### Creative Writing

**Total Credits: 18 credits**

In order to complete the minor in creative writing, the student must attain at least a C+ average in ENG 100, ENG 110 and ENG 200.

Required (9 credits)

- ENG 210 Introduction to Creative Writing (3)
- ENG 330 Prelude Practicum (3)

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



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

Choose two of the following courses (6 credits):

The student pursuing the Creative Writing minor will take at least two 300 level creative writing courses (6 credits).

- ENG 300: Fiction Writing Workshop (3)
- ENG 310: Poetry Writing Workshop (3)
- ENG 320: Dramatic Writing Workshop (3)
- ENG 350: Creative Non-Fiction Writing (3)

For the final course, the student may take an additional 300 level creative writing course from the list above or any of the following (3 credit hours):

- COM 110 Journalism in the Digital Era (3)
- COM 211 Mass Media Writing (3)
- COM 260 Photojournalism (3)
- ENG 260 Business and Professional Writing (3)
- ENG 270 Argument and Persuasion (3)
- ENG 360 Advanced Report and Proposal Writing (3)

## **Ethics**

**Total Credits: 18 credits**

Required (9 credit hours)

- PHI 300 Ethics (3)
- INT 350 Seminar in Religion and Belief (3)
- PHI 368 The American City (3)

Logic component (3 credit hours)

- PHI 200 Logic (3)

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

- PHI 298 Special Topic in Philosophy (3)
- COM 400 Communications Law and Ethics (3)
- CRJ 170 Criminal Justice Ethics (3)
- MGT 460 Business Ethics and Social Responsibility (3)
- SPM 325 Legal and Ethical Issues in Sports and Recreation Management (3)

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

- PHI 398 Special Topic in Philosophy (3)
- PHI 498 Independent Study in Philosophy (3)

### **U.S. History Minor**

Total Credits: 18 credits

U.S. History – Introductory Component (3 credits – choose one of the following)

- HIS 140 Early United States History (3)
- HIS 150 Contemporary United States History (3)

U.S. History – American Dialogues Component (3 credits – choose one of the following)

- HIS 200 African-American History (3)
- HIS 220 Cultural Interaction in Colonial North America (3)
- INT 220 Enduring American Dialogues (3)

U.S. History – Upper Division Elective Component (12 credits – choose four of the following)

- HIS 315 History of Ethnic America (3)
- HIS 326 The Civil War (3)
- HIS 400 American Historiography (3)
- HIS 401 The History of Buffalo (3)
- HIS 402 The History of New York State (3)

### **Literature**

Total Credits: 18 credits

Required (6 credits)

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

Choose two of the following courses (6 credits):

- ENG 305 British Literature I: Middle Ages to the Eighteenth Century (3)
- ENG 315 British Literature II: Late Eighteenth Century to the Present (3)
- ENG 325 Literature of the United States: Colonial to the Civil War (3)
- ENG 335 Literature of the United States: Civil War through the 21st Century (3)

Choose two of the following courses (6 credits):

At least one course must be a 400-level course.

- ENG 210 Introduction to Creative Writing (3)
- ENG 345 Film Art and Appreciation (3)
- ENG 355 Major Literary Forms (3)
- ENG 365 Multicultural Literature of the United States (3)
- ENG 375 Children's Literature (3)
- ENG 405 Themes and Topics in American Literature (3)
- ENG 415 Themes and Topics in British Literature (3)
- ENG 425 Themes and Topics in World Literature (3)
- ENG 435 Major Global Literary Figures (3)
- ENG 460 Literary Theory and Cultural Studies: English Seminar (3)
- ENG 485 The English Language: Past, Present & Future (3)

## Management

**Total Credits: 18 credits**

Required (12 credit hours):

- ACC 101 Financial Accounting I (3)
- ECO 200 Macroeconomics (3)
- MGT 175 Management Concepts & Communication (3)
- MKT 220 Principles of Marketing (3)

Choose two of the following courses (6 credit hours):

- MGT 299 Business Law I (3)
- MGT 240 Financial Management (3)
- MGT 335 Organizational Behavior (3)
- MIS 240 Management Information Systems (3)
- MGT 230 HR Management (3)

## Philosophy

**Total Credits: 18 credits**

Introductory component: Choose one of the following (3 credit hours)

- PHI 100 Nature of Man (3)
- PHI 170 Issues in Philosophy (3)
- PHI 298 Special Topic in Philosophy (3)

Logic component (3 credit hours)

- PHI 200 Logic (3)

Ethics component (3 credit hours)

- PHI 300 Ethics (3)

Upper-level elective component: Choose two of the following (6 credit hours):

- PHI 368 The American City (3)
- PHI 398 Special Topic in Philosophy (3)
- PHI 498 Independent Study in Philosophy (3)

Applied theory elective component: Choose one of the following (3 credit hours):

- ART 360 Photography and Perception (3)
- COM 300 Introduction to Communication Theory (3)
- COM 355 Theory of Media Criticism (3)
- ENG 345 Film Art and Appreciation (3)
- ENG 460 Literary Theory and Cultural Studies: English Seminar (3)
- HUM 400 Philosophy and Literature (3)
- INT 350 Seminar in Religion and Belief (3)
- PSY 368 History and Systems of Psychology (3)
- PSY 379 Parapsychology and Pseudoscience (3)
- SPM 340 History and Philosophy of Sport (3)

\*\*Note: students cannot take both the Philosophy minor and the Ethics minor

### **Pre-Law**

**Total Credits: 21 credits**

Choose one of the following:

- CRJ 101 Introduction to Criminal Justice
- POL 101 United States Government

Choose one of the following:

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

Choose one of the following:

- ENG 205 Introduction to Literature
- ENG 215 Survey of World Literature

Choose one of the following:

- PSY (300/400 level) Psychology elective
- SOC (300/400 level) Sociology elective

Choose one of the following:

- ENG 270 Argumentation and Persuasion
- ENG 360 Advanced Report and Proposal Writing
- PHI 200 Logic
- PHI 300 Ethics

Required (6)

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

### **Pre-Professional - Medical School**

**Total Credits: 18 credits**

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

### **Pre-Professional - Veterinarian School**

**Total Credits: 18 credits**

Required (5 courses)

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

### **Professional Writing**

**Total Credits: 18 credits**

In order to complete the minor in professional writing, the student must attain at least a C+ average in ENG 100, ENG 110 and ENG 200.

Required (4 courses)

- ENG 210 Introduction to Creative Writing (3)
- ENG 330 Prelude Practicum (3)
- Either ENG 205 Introduction to Literature (3) or ENG 215 Survey of World Literature (3)
- ENG 260 Business and Professional Writing (3)

Choose two of the following courses (6 credits):

- COM 110 Journalism in the Digital Era
- COM 200 Digital Media Production
- COM 211 Mass Media Writing
- COM 260 Photojournalism
- ENG 270 Argument and Persuasion
- ENG 360 Advanced Report & Proposal Writing

### **Psychology, Developmental**

**Total Credits: 18 credits**

Required (6 courses)

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

### **Psychology, Experimental**

**Total Credits: 18 credits**

Required (6 courses)

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

## **Psychology, General**

**Total Credits: 18 credits**

Required (6 courses)

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

## **Public Relations**

**Total Credits: 21 credits**

Required (7 courses)

- COM 110 Journalism in the Digital Age (3)
- COM 150 Media Promotions (3)
- COM 211 Mass Media Writing (3)
- COM 311-Social Media Strategies (3)
- COM 390 Crisis Communication (3)
- COM 421 Advertising PR Campaign Planning (3)
- ENG 260 Business and Professional Writing (3)

## **Social Justice and Public Administration**

**Total Credits: 18 credits**

Required (6 courses)

- SOC 210 Perspectives of Social Justice (3)
- PHI 300 Ethics (3)
- PHI 358 Truth and Justice (3)
- SOC 100 Introduction to Sociology (3)
- POL 100 Introduction to Political Science (3)
- POL 217 Public Administration (3)

## **Sport and Recreation Leadership**

**Total Credits: 18 credits**

Required (4 courses)

- PSY 385 Sports Psychology (3)

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

- ECO 380 Economics of Sports (3)
- SPM 220 Sports Leadership & Management (3)
- SPM 340 History & Philosophy of Sport (3)

Choose two of the following courses (6 credit hours):

- SPM 325 Legal/Ethical Issues Sports/Rec Mgt. (3)
- SPM 320 Sports Marketing & Promotion (3)
- SPM 335 Sport Event Management (3)
- SOC 301 Sports in Society (3)
- SPM 377 Field Experience I (3)

### **Veterinary Practice Management**

**Total Credits: 16-20 credits**

Required (6 courses)

- VET 100 Introduction to Veterinary Technology (3)
- BIO 230 Foundations of Domestic Animal Health and Welfare (3)
- VET 340 Applied Animal Behavior for Veterinary Practice: Part I (3)
- VET 398 Management Principles for the Veterinary Hospital Manager (3)
- \*VET 177 Preceptorship I (1) or MGT 377 Field Experience I (3)
- BIO 101 Biology (3), or BIO 160 Human Anatomy (3), or BIO 171 Comparative Anatomy & Physiology II (5)



## **Course Descriptions**

### **ACCOUNTING**

#### **ACC 101 FINANCIAL ACCOUNTING**

This is an introduction to the principles of accounting with emphasis on preparation and analysis of general-purpose financial statements and the accounting cycle - journal entry preparation and posting. An in-depth look at accounting for cash, receivables, inventory, long term assets, current liabilities and payroll will also be highlighted. Computer applications included. Three credit hours. Prerequisites and/or Special Considerations: none. Offered fall/spring semester, as needed.

#### **ACC 102 MANAGERIAL ACCOUNTING**

This course is a continuation of ACC 101. Different forms of business organizations are compared including corporations, partnerships and limited liability companies. The balance sheet will continue to be analyzed. Management accounting will be introduced. Topics including accounting for a manufacturer including job order and process costing, cost-volume-profit analysis and budgeting. Computer applications included. Three credit hours. Prerequisites and/or Special Considerations: ACC 101. Offered fall/spring semester, as needed.

#### **ACC 110 ACCOUNTING CONCEPTS**

This course is an introduction to the principles of accounting with emphasis on preparation and analysis of the four primary financial statements. Topics covered include the accounting equation, the accounting cycle, internal controls, account classifications, and use of accrual accounting to record and analyze transactions related to revenues, expenses, dividends, assets, liabilities and owners' equity. Basic managerial accounting concepts will be introduced. Ethical issues and the influence of FASB, IMA, and the SEC will be explored. Four credit hours. Prerequisites and/or Special Considerations: none. Offered as needed.

#### **ACC 298 SPECIAL TOPIC IN ACCOUNTING**

Topic to be specified each semester course offered.

#### **ACC 300 INCOME TAX ACCOUNTING**

Provisions and procedures of federal and state income tax laws for individuals will be studied. Problems will be utilized to assist the student in understanding the practical application of those regulations. Current issues in tax accounting and tax planning are also considered. Computer application included. Three credit hours. Prerequisites and/or Special Considerations: ACC 102. Offered fall/spring semester, as needed.

### **ACC 304 CURRENT ISSUES IN FINANCIAL ACCOUNTING**

Financial accounting focuses on the creation and use of financial information for external reporting requirements. Emphasis is placed on using corporate financial statements to evaluate organizations and understand the impact of managerial decisions. Accounting transactions and financial statements will be prepared using Generally Accepted Accounting Principles (GAAP). Four credit hours. Prerequisites and/or Special Considerations: none. Offered as needed.

### **ACC 305 COST ACCOUNTING**

This course develops the use of accounting data and the basic technical understanding to be applied internally by managers in directing the affairs of an organization. Such topics as budgeting, cost-volume-profit relationships, job-order and process costing, and standard costs will be covered. Computer applications included. Three credit hours. Prerequisites and/or Special Considerations: MAT 105 or MAT 115; and ACC 102. Offered fall/spring semester, as needed.

### **ACC 315 ACCOUNTING ANALYSIS AND DECISION MAKING**

This course provides students with an understanding of how to use accounting information in the decision-making process as well as the kinds of information found outside of traditional accounting systems that can be drawn upon to improve the quality of financial analysis and decision making. Topics include cost systems, budgeting, evaluation and control, performance measurement, human resource management, strategic planning (including game theory), forecasting, managing intellectual property, and costing and pricing challenges in an information-based economy. Throughout the course there is an emphasis on the role of ethics in decision making, internal control, and global interactions. Four credit hours. Prerequisites and/or Special Considerations: ACC 304. Offered as needed.

### **ACC 350 INTERMEDIATE ACCOUNTING I**

This course serves to elevate the competence level of the student's accounting skills so that a working knowledge of financial accounting is possible. The course commences with a review of basic financial accounting principles and develops further the areas of asset valuation, income measurement, complete financial statement preparation, and time value of money. Computer applications included. Three credit hours. Prerequisites and/or Special Considerations: ACC 102. Offered fall/spring semester, as needed.

### **ACC 351 INTERMEDIATE ACCOUNTING II**

This course will develop, at the intermediate level, a thorough understanding of the equity area of accounting. Topics to be covered will include capital stock, retained earnings, treasury stock, stock rights and warrants. The course also will provide coverage of long-term debt, pensions, leases, earnings per share, income recognition and cash flow. Computer applications included.

Three credit hours. Prerequisites and/or Special Considerations: ACC 350. Offered fall/spring semester, as needed.

### **ACC 377 FIELD EXPERIENCE I**

This course provides the student with both observational and “hands-on” learning experience through participation in an internship, ideally in the field in which the student will be seeking employment. Students who are already on an established career path may enhance their visibility in the organization by completion of a special project related to their careers, subject to prior instructor approval. Three credit hours. Prerequisites and/or Special Considerations: ACC 351, junior standing and a 2.0 cumulative GPA. Offered fall/spring semester, as needed.

### **ACC 398 SPECIAL TOPIC IN ACCOUNTING**

Topic to be specified each semester course offered.

### **ACC 410 ADVANCED ACCOUNTING**

This course will provide an in-depth emphasis on the accounting procedures and disclosures regarding combined corporate entities and consolidations. Additional topics to be covered in this course include branch accounting, segment reporting, foreign operations, partnerships and bankruptcies. Computer applications included. Three credit hours. Prerequisites and/or Special Considerations: ACC 351. Offered fall/spring semester, as needed.

### **ACC 430 AUDITING**

This course will focus on the standards and procedures of the auditing function. The course will provide an understanding of the standards of ethical conduct; auditor’s legal responsibility and liability; meaning, significance, and preparation of an auditor’s report; nature of audit evidence; internal control and tests; and the importance of EDP in auditing. Statements on auditing standards from the AICPA are reviewed. Computer applications included. Three credit hours. Prerequisites and/or Special Considerations: ACC 351. Offered fall/spring semester, as needed.

### **ACC 477 FIELD EXPERIENCE II**

This is a continuation of the business exposure completed in the Field Experience I. A minimum of 120 work hours is required, but the performance level of the assignment is expected to be higher than the level I assignment. Students may again elect to complete a project related to their careers, but it must be demonstrative of a higher-level competence and difficulty and approved by the program chair. Three credit hours. Prerequisites and/or Special Considerations: ACC 430, Senior Standing, 2.0 Cumulative GPA. Offered fall/spring semester, as needed.

### **ACC 498 INDEPENDENT STUDY IN ACCOUNTING**

Topic to be specified each semester course offered.

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

## **ALCOHOL AND SUBSTANCE ABUSE**

### **HHS 201 KNOWLEDGE OF SUBSTANCE ABUSE**

This course meets the required focus of Section One of the educational requirements for the Credentialing of Alcoholism and Substance Abuse Counselors (CASAC). The course will provide students with a foundation for knowledge of chemical dependence, substance abuse and the effects of addiction on the individual, family and society. It will also examine the various theoretical models of addiction such as the medical model, spiritual model, and psychological model, in addition to others. Special emphasis will be focused on the array of treatment formats commonly used such as detoxification, outpatient, inpatient and residential services. Other topics will include an examination of school- and community-based interventions used for education and prevention of substance use disorders. Students will have the opportunity to earn up to 45 CASAC educational hours in this course. Three credit hours. Prerequisites and/or Special Considerations: none. Offered as needed.

### **HHS 202 ASSESSMENT, EVALUATION AND TREATMENT PLANNING**

This course has been designed to meet the required focus of Section Three of the educational requirements for the Credentialing of Alcoholism and Substance Abuse Counselors (CASAC). This course focuses on the screening, evaluation, and intake of patients. It examines the tools used to assess and diagnose chemical dependency, the stages of recovery, and the effects of cultural diversity in patient counseling and screening. Students will learn to assess substance abuse status and develop treatment plans. Students have the opportunity to earn up to 45 CASAC educational hours in this course, including 40 that may be applied directly to Section 3. Three credit hours. Prerequisites and/or Special Considerations: none. Offered as needed.

### **HHS 203 NEUROCHEMISTRY OF ADDICTION: PHARMACOLOGY**

This course meets the required focus of Section One of the educational requirements for the Credentialing of Alcoholism and Substance Abuse Counselors (CASAC). The course will integrate classroom discussion with a series of exercises designed to introduce students to the fundamental principles of psychopharmacology. Content includes, but is not limited to, the action of drugs of abuse on the body (including those during pregnancy), the biology of addiction, an examination of the key drugs of abuse, drug interactions, and pharmacological treatment of addiction. Students have the opportunity to earn up to 45 CASAC educational hours in this course. Three credit hours. Prerequisites and/or Special Considerations: none. Offered as needed.

### **HHS 204 SUBSTANCE ABUSE COUNSELING THEORY**

This course has been designed to meet the required focus of Section Two of the educational requirements for the Credentialing of Alcoholism and Substance Abuse Counselors (CASAC). The following theories and approaches of alcoholism and substance abuse counseling will be

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

explored: Cognitive-Behavioral Therapy, Motivational Interviewing, Solution-Focused Brief Therapy, the Minnesota Model approach, Rational Emotive Behavioral Therapy, and CENAPS Relapse Prevention Therapy. Course topics focus on the role of the counselor and the unique concerns of treating individuals with substance use disorders. Special issues such as depression/suicide, resistance, the amotivational syndrome, the criminal justice system, and aggression will be discussed. In addition, the dysfunctional aspects of the addicted family will be examined. Students have the opportunity to earn up to 45 CASAC educational hours in this course. Three credit hours. Prerequisites and/or Special Considerations: none. Offered as needed.

### **HHS 205 INDIVIDUAL AND GROUP COUNSELING**

This course has been designed to meet the required focus of Section Two of the educational requirements for the Credentialing of Alcoholism and Substance Abuse Counselors (CASAC). Individual counseling topics such as establishing a helping relationship, facilitating engagement in the treatment process, promoting and reinforcing positive changes, adapting techniques to the individual and facilitating the involvement of family will be covered. Models of relapse prevention are evaluated. In addition, stages of group process, actions necessary to form a group, facilitate a group, establish group goals, clarify behavioral ground rules and terminate a group will be examined. Students have the opportunity to earn up to 45 CASAC educational hours in this course. Three credit hours. Prerequisites and/or Special Considerations: none. Offered as needed.

### **HHS 206 SUBSTANCE ABUSE COUNSELING: SPECIAL POPULATIONS**

This course has been designed to meet the required focus of Section Two of the educational requirements for the Credentialing of Alcoholism and Substance Abuse Counselors (CASAC). In this course students will examine and analyze the special counseling needs, issues, and approaches for a variety of populations and situations: adolescent substance abuse, the mentally ill, chemically addicted (MICA) abuser, issues of gender and sexual orientation, communicable and social diseases, and patients with HIV/AIDS. Attitudes and perceptions of death and bereavement, as well as appropriate counseling strategies are also examined. Students have the opportunity to earn up to 45 CASAC educational hours in this course. Three credit hours. Prerequisites and/or Special Considerations: none. Offered as needed.

### **HHS 207 CASE MANAGEMENT AND EDUCATIONAL OUTREACH**

This course has been designed to meet the required focus of Sections Two and Three of the educational requirements for the Credentialing of Alcoholism and Substance Abuse Counselors (CASAC). This course explores the overall function of the case manager, including the coordination of the treatment plan with ancillary services. The roles and interrelationships among family members – especially the adolescent and adult children of alcoholics/substance abusers – are analyzed and the facilitation of family counseling is introduced. The importance of vocational/educational rehabilitation and anger management are examined. In addition, significant time is spent designing and developing chemical dependency education programs.

Students have the opportunity to earn up to 45 CASAC educational hours in this course, including 30 that may be applied directed to Section 3 and 15 that may be applied directly to Section Two. Three credit hours. Prerequisites and/or Special Considerations: none. Offered as needed.

### **HHS 208 PROFESSIONAL AND ETHICAL RESPONSIBILITIES**

This course has been designed to meet the required focus of Section Four of the educational requirements for the Credentialing of Alcoholism and Substance Abuse Counselors (CASAC). Course topics focus on the development and use of ethical standards when counseling a substance abuser. Students are introduced to the basic concepts of managed care and health records management and confidentiality. Students will examine issues specific to the counselor-client relationship, the Ethical Canon, and Code of Confidentiality, as well as counselor wellness and its significance to the profession. This course also provides a thorough knowledge of state and federal rules, HIPAA regulations, and the methodologies for protecting the privacy of the individual. Students have the opportunity to earn up to 45 CASAC educational hours in this course. Three credit hours. Prerequisites and/or Special Considerations: none. Offered as needed.

## **ANTHROPOLOGY**

### **APY 100 INTRODUCTION TO ANTHROPOLOGY**

An overview of anthropological theory and research, including sub-fields of the discipline with particular emphasis on cultural anthropology. Three credit hours. Prerequisites and/or Special Considerations: none. Offered fall/spring semester, as needed.

### **APY 300 URBAN ANTHROPOLOGY**

An analysis of urban communities in historical and cultural perspectives; the role of cities in large societies and cultural systems; the application of anthropological techniques in understanding complex urban communities. This course is designed to help students understand their academic discipline within the context of the broader community, region, and the world. APY 300 considers the potential of the discipline and its methodology to contribute to a civic and sustainable future.” Three credit hours. Prerequisites and/or Special Considerations: APY 100 or junior standing. Offered fall/spring semester, as needed.

Students should note that this course has been identified as a U course in the EQUIP curriculum sequence.

## **ART**

### **ART 115 ART AND THE WORLD**

This course presents a global view of the major epochs of human experience and major events of historical and cultural significance from the European Renaissance to the present. Works of art examined in context offer insight into the ways that people in different times and places have explored their relationship with other human beings, nature, and specific social development, and have defined meaning and value in existence. Three credit hours. Prerequisites and/or Special Considerations: none. Offered fall/spring semester, as needed.

### **ART 214 WORLD ART I ANCIENT THROUGH MEDIEVAL**

A survey of world art and architecture from prehistory to 1400 CE to 1940. Includes slide lectures, art videos and field trip(s). Three credit hours. Prerequisites and/or Special Considerations: ENG 110. Offered fall/spring semester, as needed.

### **ART 215 WORLD ART II RENAISSANCE THROUGH MODERN**

A survey of world art and architecture from approximately 1400 CE to 1940, with an emphasis on Western art. Includes slide lectures, art videos and field trip(s). Three credit hours. Prerequisites and/or Special Considerations: ENG 110. Offered fall/spring semester, as needed.

### **ART 230 TWO-DIMENSIONAL DESIGN AND COLOR THEORY**

An introductory studio course in which students use the basic elements of art and design principles to learn and apply the language of visual organization. The course also includes basic concepts of typography, layout, and color theory. Three credit hours. Prerequisites and/or Special Considerations: none. Offered fall/spring semester, as needed.

### **ART 240 BEGINNING DRAWING**

A studio course providing instruction in basic perceptual skills and drawing techniques -through a variety of media. The course includes a concise history of the art form of drawing and theories of visual perception through a variety of media and subjects. This course will help a student to develop their own personal expression through creating drawings that involve ethical and social issues. Three credit hours. Prerequisites and/or Special Considerations: INT 110 or equivalent. Offered fall/spring semester, as needed.

Students should note that this course satisfies the “Creative and Reflective Dialogues” requirement of the General Education Core.



### **ART 260 BASIC PHOTOGRAPHY**

A study of photography composition and use of the camera as an artistic and communication tool. An introduction to the use of the still camera, light, meter, film development, darkroom techniques and photographic enlargement. Students also will learn to “read” photos, speak intelligently about their own personal style and ethics regarding visual communications. Techniques learned here can not only be applied as vocational skills, but the student is encouraged to pursue photography as a lifelong method of personal expression. Three credit hours. Prerequisites and/or Special Considerations: none. Offered fall/spring semester, as needed.

### **ART 298 SPECIAL TOPIC IN ART**

Topic to be specified each semester course offered.

### **ART 314 ART HISTORY I: ANCIENT THROUGH MEDIEVAL**

This course provides a survey of world art and architecture from prehistory through the medieval period. This course interprets the development of world civilizations and fosters understanding of culture in social, religious, economic, political, and philosophical contexts. Three credit hours. Prerequisites and/or Special Considerations: ENG 200 or equivalent. Offered fall/spring semester, as needed.

### **ART 315 ART HISTORY II: RENAISSANCE THROUGH MODERN**

This course provides a survey of world art and architecture of from the 15th through the 20th century, with an emphasis on Western art. This course interprets artistic traditions and fosters understanding of culture in social, religious, economic, political, and philosophical contexts. Three credit hours. Prerequisites and/or Special Considerations: ENG 200 or equivalent. Offered fall/spring semester, as needed.

### **ART 320 PAINTING**

A studio course providing basic instruction in painting techniques and pictorial organization. Three credit hours. Prerequisites and/or Special Considerations: none. Offered fall/spring semester, as needed.

### **ART 331 RENAISSANCE ART**

An art history course providing an in-depth examination of Renaissance arts and architecture in Italy and Northern Europe. The developing art styles and masterworks will be seen in the context of social, political, and religious change. Includes slide lectures, art videocassette tapes, and field trip(s). Three credit hours. Prerequisites and/or Special Considerations: ENG 110 or equivalent and GEN 230. Offered fall/spring semester, as needed.



### **ART 332 WOMEN ARTISTS**

An art history course surveying the contributions of women artists from 1750 to present. Provides a feminist perspective on the discipline of art history and consideration of issues of women's artmaking in a male-dominated context. Three credit hours. Prerequisites and/or Special Considerations: ENG 110 or equivalent and GEN 230. Offered fall/spring semester, as needed.

### **ART 333 THE HISTORY OF PHOTOGRAPHY**

A historical survey of the development of photography from its 19th century origins to contemporary practice. The course includes slide lectures, videotapes, and field trip(s). Three credit hours. Prerequisites and/or Special Considerations: ENG 110 or equivalent and GEN 230. Offered fall/spring semester, as needed.

### **ART 335 CONTEMPORARY ART**

The study of art movements since 1940. Emphasis will be placed on how art expresses personal, social, and cultural experience. Includes slide lectures, discussions, art videos, and field trips. Three credit hours. Prerequisites and/or Special Considerations: ENG 110 or equivalent and GEN 230. Offered fall/spring semester, as needed.

### **ART 340 ADVANCED DRAWING**

A continuation of ART 240 Beginning Drawing. A studio course designed to develop perceptual skills, critical judgment, and the ability to draw using a variety of mediums and subjects. Three credit hours. Prerequisites and/or Special Considerations: ART 240. Offered fall/spring semester, as needed.

### **ART 360 PHOTOGRAPHY AND PERCEPTION: A WAY OF SEEING**

This course offers students the opportunity to learn about digital photography, recognize, interpret and apply concepts of pictorial composition and explore a range of techniques in order to communicate significant ideas and express emotions. This course has an emphasis on visual literacy and critical thinking. This course explores contemporary photographic practices throughout the Western New York area while using problem-based, experiential learning to create a dynamic photographic portfolio. Three credit hours. Prerequisites and/or Special Considerations: GEN 230. Offered fall/spring semester, as needed.

### **ART 370 CERAMICS**

A studio course providing instruction in basic ceramic techniques and exploration of clay as a medium of artistic expression. Includes hand-building, throwing, glaze application, kiln loading,

firing, and unloading. Three credit hours. Prerequisites and/or Special Considerations: ART 230. Offered fall/spring semester, as needed.

### **ART 377 FIELD EXPERIENCE**

Observational and “hands-on” work experience in a visual art or media-related placement situation designed to improve the preparation of Visual and Digital Arts majors. A minimum of 30 hours is required for each credit hour of field experience. Limited to Visual and Digital Arts majors. Three credit hours. Prerequisites and/or Special Considerations: sophomore standing and 2.0 cumulative GPA, and approval from Program Director or Department Chair. Offered fall/spring semester, as needed.

### **ART 398 SPECIAL TOPIC IN ART**

Topic to be specified each semester course offered.

### **ART 420 ADVANCED PAINTING**

A continuation of ART 320, Painting. A studio course designed to develop perceptual skills, critical judgment, and the ability to paint in oils. Three credit hours. Prerequisites and/or Special Considerations: ART 320. Offered fall/spring semester, as needed.

### **ART 450 CONTEMPORARY ART**

The study of art movements since 1940. Emphasis will be placed on how art expresses personal, social, and cultural experience. Includes slide lectures, discussions, art videos, and field trips. Three credit hours. Prerequisites and/or Special Considerations: ART 100/GEN 230/ART 214/ART 215 and junior standing. Offered fall/spring semester, as needed.

### **ART 451 RENAISSANCE ART**

An art history course providing an in-depth examination of Renaissance art in Italy and northern Europe. The developing art styles and masterworks will be seen in the context of social, political, and religious change. Includes slide lectures, art video, and field trips. Three credit hours. Prerequisites and/or Special Considerations: ART 100/GEN 230/ART 214/ART 215 and junior standing. Offered fall/spring semester, as needed.

### **ART 452 WOMEN ARTISTS**

An art history course surveying the contributions of women artists from 1750 to the present. Included will be a re-viewing of the discipline of art history from a feminist perspective and a consideration of issues of women’s artmaking in a male-dominated context. Three credit hours. Prerequisites and/or Special Considerations: ART 100/GEN 230/ART 214/ART 215 and junior standing. Offered fall/spring semester, as needed.

### **ART 453 THE HISTORY OF PHOTOGRAPHY**

A historical survey of the development for photography from its 19<sup>th</sup> century origins to contemporary practice. The course includes slide lectures, videotapes, and field trips. Three credit hours. Prerequisites and/or Special Considerations: ART 100/GEN 230/ART 214/ART 215 and junior standing. Offered fall/spring semester, as needed.

### **ART 460 PHOTOGRAPHY: ALTERNATIVE PROCESSES**

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

### **ART 498 INDEPENDENT STUDY IN ART**

Topic to be specified each semester course offered.

## **BIOLOGY**

### **BIO 101 BIOLOGY**

An introduction to biological processes and principles including: (1) the nature of science, (2) origin of life and evolution, (3) the chemical basis of life, (4) cells and cellular events, (5) reproduction and genetics, (6) plant structure and function, and (7) ecosystems. Contemporary applications of these topics will be discussed. A laboratory will introduce students to the use of the scientific method by combining experiments, observations, measurements and analyses. Three credit hours. Prerequisites and/or Special Considerations: none. Offered fall/spring semester, as needed.

\*\*Note: Registration for both the lecture BIO 101 and the lab BIO 101 L is required.

### **BIO 110 HUMAN NUTRITION**

An introduction to human nutrition covering topics such as energy, protein, fat and carbohydrate requirements. Vitamin and mineral requirements and nutrition through the life cycle are also

examined. Students apply nutrition concepts to their own diets. Three credit hours. Prerequisites and/or Special Considerations: none. Offered fall/spring semester, as needed.

### **BIO 120 BOTANY**

A study of plant structure, physiology, and classification. Fundamental concepts of genetics and evolution will be introduced. Special emphasis will be placed on the ecological importance and economic value of plants. Travel time to and from off-campus activities may be required. Four credit hours. Prerequisites and/or Special Considerations: none. Offered fall/spring semester, as needed.

\*\*Note: Registration for both the lecture BIO 120 and the lab BIO 120L is necessary.

Students should note that this course has been identified as a U course in the EQUIP curriculum sequence.

### **BIO 140 HUMAN ANATOMY & PHYSIOLOGY I**

This course provides an introduction to the cell and tissue levels of organization of the skeletal, muscular and nervous systems of the human body including the physiology of those systems and their interrelationships. Students will engage in a series of online laboratory activities in order to clarify, apply, and enhance course concepts. Four credit hours. Prerequisites and/or Special Considerations: ENG 11, GEN 11 or GEN 310. Offered as needed.

### **BIO 141 HUMAN ANATOMY & PHYSIOLOGY II**

A continuation of BIO 140. Topics include the endocrine, circulatory, digestive, lymphatic, respiratory, excretory, and reproductive systems. Students will engage in a series of online laboratory activities in order to clarify, apply, and enhance course concepts. Four credit hours. Prerequisites and/or Special Considerations: BIO 140. Offered as needed.

### **BIO 150 ENVIRONMENTAL STUDIES**

An introduction to ecological theory, natural and man-made environmental problems and human population dynamics. The interaction of science and society in creating and solving environmental problems is emphasized. Students are challenged to question their own attitudes concerning man and nature. Three credit hours. Prerequisites and/or Special Considerations: none. Offered fall/spring semester, as needed.

### **BIO 160 HUMAN ANATOMY AND PHYSIOLOGY I**

This course initiates the study of the human body. Topics include cells, tissues, and the skeletal, muscular, and nervous systems. Four credit hours. Prerequisites and/or Special Considerations: none. Offered fall/spring semester, as needed.

**\*\*Note:** Registration for both the lecture BIO 160 and the lab BIO 160 L is required.

### **BIO 161 HUMAN ANATOMY AND PHYSIOLOGY II**

A continuation of BIO 160. Topics include the endocrine, circulatory, digestive, respiratory, excretory, and reproductive systems. Four credit hours. Prerequisites and/or Special Considerations: BIO 160. Offered fall/spring semester, as needed.

**\*\*Note:** Registration for both the lecture BIO 161 and the lab BIO 161 L is required.

### **BIO 170 COMPARATIVE ANATOMY AND PHYSIOLOGY I**

A combination of lecture and laboratory exercises that provide an introduction to the major animal phyla and comparison of their life processes. Topics include cell structure and function, energy transformation, major body systems, genetics and behavior. Each of these topics is viewed from an evolutionary perspective to highlight the unity and diversity within the animal kingdom. Detailed study of mammalian anatomy, physiology, and histology is initiated. Five credit hours. Prerequisites and/or Special Considerations: none. Offered fall/spring semester, as needed.

**\*\*Note:** Registration for both the lecture BIO 170 and the lab BIO 170 L is required.

This course emphasizes the following Essential Learning Outcomes of Medaille College: Scientific Reasoning.

### **BIO 171 COMPARATIVE ANATOMY AND PHYSIOLOGY II**

A continuation of BIO 170 Exploration of mammalian anatomy, physiology and histology are emphasized. A combination of lectures and laboratories to study both gross and microscopic anatomy. Models for examination are the dog, cat, horse and cow. The animal is seen in its life processes and activities. The physiological aspects of the mammalian body are explored. Specific anatomical differences in other species are noted. Methods involved in the preparation of tissue slides for histological examination are introduced. Histological slides are part of the laboratory exercises. Five credit hours. Prerequisites and/or Special Considerations: BIO 170, minimum grade of C-. Offered fall/spring semester, as needed.

**\*\*Note:** Registration for both the lecture BIO 171 and the lab BIO 171L is necessary.

This course emphasizes the following Essential Learning Outcomes for Medaille College: Scientific Reasoning.

### **BIO 172 COMPARATIVE ANATOMY AND PHYSIOLOGY FOR VETERINARY SCIENCE**

This course covers the Anatomy and Physiology of Domestic Animals relevant to the duties and responsibilities of the Veterinary Technician. Major systems will be examined with an emphasis on their structure, function and interrelationships. Included is a laboratory examination of the cat. Other pertinent anatomical areas required for proper body function will also be covered. Four credit hours. Prerequisites and/or Special Considerations: none. Offered as needed.

### **BIO 173 INTRODUCTION TO COMPARATIVE ANATOMY AND PHYSIOLOGY FOR DOMESTIC ANIMALS**

This course covers Anatomy and Physiology of Domestic Animals relevant to the duties and responsibilities of the Veterinary Technician. This is the first in a series of two courses that will explore the organ systems and how they function in healthy animals. The material covered in this first section will introduce anatomical terminology, the structure and function of the integumentary system, skeletal system, muscular system, nervous system and the special senses. These systems will be examined with an emphasis on interrelationships in the body to maintain homeostasis. Included will be one laboratory session to examine the organ systems covered in this session of the course by a virtual or gross dissection of the rabbit, cat, or dog. Material for all body systems will be distributed over two courses. Four credit hours. Prerequisites and/or Special Considerations: successful completion of SCI131 Critical Thinking for the Health Sciences: Critical Thinking and Health Sciences: Applied Chemistry, Microbiology and Radiological Physics courses with a minimum of C-. Course fee associated with the course for laboratory supplies. A completed Rabies inoculation series is required for this course or proof of appropriate titer. Offered as needed.

### **BIO 174 COMPARATIVE ANATOMY AND PHYSIOLOGY FOR DOMESTIC ANIMALS**

This course covers Anatomy and Physiology of Domestic Animals relevant to the duties and responsibilities of the Veterinary Technician. This is the second in a series of two courses that will explore the organ systems and how they function in healthy animals. The material covered in this second section will introduce the structure and function of the cardiovascular, lymphatic and immune systems as well as the respiratory, digestive, urinary, endocrine and reproductive systems. These systems will be examined with an emphasis on interrelationships in the body to maintain homeostasis. Included will be one laboratory session to examine the organ systems covered in this session of the course by a virtual or gross dissection of the rabbit, cat, or dog. This course will end with a cumulative examination of all body systems discussed in the series of two courses. Four credit hours. Prerequisites and/or Special considerations: successful completion of BIO 173X Introduction to Comparative Anatomy and Physiology for Domestic course with a minimum of C-. Course fee associated with the course for laboratory supplies. Offered as needed.

### **BIO 200 MICROBIOLOGY**

A survey of microscopic organisms including their morphology, nutrition, physiology, and interactions with humans and animals. Microorganisms surveyed include bacteria, viruses, and fungi. Laboratory exercises cover microscope techniques, slide preparation, cell staining, sterile techniques, and the identification of microorganisms. Principles of immunology and the inflammatory response are discussed. Four credit hours. Prerequisites and/or Special Considerations: BIO 170 Minimum grade C-. Offered fall/spring semester, as needed.

\*\*Note: Registration for both the lecture BIO 200 and the lab BIO 200L is required.

### **BIO 220 CELL BIOLOGY**

The study of the biology of eukaryotic and prokaryotic cells. Topics include the chemical composition and organization of cells, the function of organelles and cell specialization. Cellular reproduction, regulation of gene expression and cell signaling will be emphasized. Three credit hours. Prerequisites and/or Special Considerations: BIO 171, any college chemistry course, minimum grade of C-. Offered fall/spring semester, as needed.

### **BIO 230 FOUNDATIONS OF DOMESTIC ANIMAL HEALTH AND WELFARE**

This course builds on the information presented in Vet 100 Introduction to Veterinary Technology. Ethics and laws governing animal welfare will be analyzed. The states of wellness and disease of both small and large animals will be presented in regard to nutrition and prevention and control. The course will explore the husbandry and housing of canine, feline, equine, bovine, porcine and small ruminants. Common procedures, handling, behavior and vaccination protocols of common domestic species will be presented. Three credit hours. Prerequisites and/or Considerations: This course is for non- Vet majors, VET 100 and BIO 101 Biology with a minimum grade of C-, or Bio 160 Human Anatomy with a minimum grade of C-, or BIO 171 Anatomy and Physiology II with a minimum grade of C-. Offered fall/spring semester, as needed.

### **BIO 298 SPECIAL TOPIC IN BIOLOGY**

Topic to be specified each semester course offered.

### **BIO 301 EPIDEMIOLOGY AND BIostatISTICS**

This course provides an introduction to descriptive and inferential statistical techniques using computer statistical software. Topics such as hypothesis testing and interpretation of data from health, behavior, ecological and epidemiologic research will be covered. The course will also review the methods used in epidemiologic research, including the calculation of rates, sampling



theory, and types of studies. Three credit hours. Prerequisites and/or Special Considerations: BIO 161 or BIO 171 and MAT 105. Offered fall/spring semester, as needed.

### **BIO 303 TOXICOLOGY**

This course is an introduction to the fundamental principles of toxicology. Topics include the history and scope of toxicology, the mechanisms of toxicity, and risk assessment. Depending upon the specialized areas of interest of the instructor, students are also introduced to broader subjects in the discipline such as environmental toxicology, clinical toxicology, and forensic toxicology. Three credit hours. Prerequisites and/or Special Considerations: BIO 161 or 171 and any college-level chemistry course. Offered fall/spring semester, as needed.

### **BIO 310 IMMUNOLOGY**

The course is designed to provide students with in-depth knowledge of the current principles of immunology. Both humoral and cellular immune responses will be examined in terms of the cells involved and the method in which the cells recognize and react to foreign antigens. Several disease states that are controlled by host immunity will also be included. Three credit hours. Prerequisites and/or Special Considerations: BIO 200 and any college-level chemistry course. Offered fall/spring semester, as needed.

### **BIO 312 PATHOPHYSIOLOGY AND PHARMACOLOGY I**

This course is the first half of a detailed investigation into pathophysiology and pharmacology. Students examine the biological and physical manifestations of a wide variety of diseases and conditions, the appropriate medical procedures, and the related pharmacology, as well as the ways in which this information is used in coding, medical transcription, and data analysis. *Pathophysiology and Pharmacology I* examines basic pharmacology and pathophysiology concepts; infectious diseases; endocrine, deficiency, and immunity disorders; mental disorders; the nervous system; sense organs; and the cardiovascular system. Four credit hours. Prerequisites and/or Special Considerations: none. Offered as needed.

### **BIO 313 PATHOPHYSIOLOGY AND PHARMACOLOGY II**

This course is the second half of a detailed investigation into pathophysiology and pharmacology. Students examine the biological and physical manifestations of a wide variety of diseases and conditions, the appropriate medical procedures, and the related pharmacology, as well as the ways in which this information is used in coding, medical transcription, and data analysis. *Pathophysiology and Pharmacology II* examine the respiratory system, the digestive system, the integumentary system, the musculoskeletal system, the genitourinary system, obstetrics and newborns, as well as injury and trauma. Four credit hours. Prerequisites and/or Special Considerations: none. Offered as needed.



### **BIO 320 ECOLOGY**

The study of the relationships of organisms to their environment. Topics include the ecology of individual organisms as well as population, community, and ecosystem ecology. Application of ecological principles to issues of environmental concern such as pollution, conservation, and land use will be considered. Additional student time outside of scheduled class and laboratory hours may be required for assignments and/or travel to and from off-campus activities. Four credit hours. Prerequisites and/or Special Considerations: any college-level biology course. Offered fall/spring semester, as needed.

\*\*Note: Registration for both the lecture BIO 320 and the lab BIO 320 L is required.

### **BIO 330 GENETICS**

A study of the fundamental concepts of transmission, molecular and population genetics. Mendelian principles and their applications are explored; the chemical and physical structure of chromosomes, genetic linkage and mapping are included. Expression of genetic material, chromosomal organization, mutations and mechanisms of recombination are discussed. Three credit hours. Prerequisites and/or Special Considerations: any college-level biology course with a minimum of a C-, and any college-level chemistry course with a minimum of a C-. Offered fall/spring semester, as needed.

### **BIO 340 ANIMAL BEHAVIOR**

This course covers the natural behavior of animals, providing a broad examination of genetic, neural, developmental, ecological, social and evolutionary aspects of behavior. Specific discussion will focus on sexual and parental behavior, migration, communication and aggression and learning. Summarization will address behavior problems, methods of intervention and solutions pertaining to companion and farm animals. An outside field trip is required. Comparative studies will be used for helping to understand human behavior. Three credit hours. Prerequisites and/or Special Considerations: any college-level biology course. Offered fall/spring semester, as needed.

### **BIO 370 ADVANCED VERTEBRATE PHYSIOLOGY I**

An investigation into comparative vertebrate physiology of the nervous, muscular, hematologic, cardiovascular, respiratory and excretory systems as they relate to environmental adaptation, health and disease states. Analysis of organ system physiology in whole animal survival is emphasized. Three credit hours. Prerequisites and/or Special Considerations: BIO 171 and a minimum grade of C-. Offered fall/spring semester, as needed.

### **BIO 371 ADVANCED VERTEBRATE PHYSIOLOGY II**

An investigation into comparative vertebrate physiology of the digestive, reproductive and endocrine systems as they relate to environmental adaptation, health and disease states. Thermoregulatory mechanisms are explored. Analysis of organ system physiology in whole animal survival is emphasized. Three credit hours. Prerequisites and/or Special Considerations: BIO 171 or equivalent. Offered fall/spring semester, as needed.

### **BIO 421 ICHTHYOLOGY**

This course is an exploration of the taxonomy and biological characteristics of fish, including their anatomy and physiology, life history, ecology and distribution. The relationship of fishes to man will be examined. The laboratory will include identification of native and exotic species, surface and internal anatomy, and field trips to examine specimens in their natural and/or captive environments. Special emphasis is placed on the identification and life history of native New York fauna. Field trips may require time outside of normally scheduled class and/or lab. Four credit hours. Prerequisites and/or Special Considerations: BIO 171 and a minimum grade of C-. Offered fall/spring semester, as needed.

\*\*Note: Registration for both the lecture BIO 421 and the lab BIO 421 L is required.

### **BIO 422 HERPETOLOGY**

This course is an exploration of the taxonomy and biological characteristics of reptiles and amphibians, including their anatomy and physiology, life history, ecology and distribution. The relationship of herptiles to man will be examined. The laboratory will include identification of native and exotic species, surface and internal anatomy, and field trips to examine specimens in their natural and/or captive environments. Special emphasis is placed on the identification and life history of native New York fauna. Field trips may require time outside of normally scheduled class and/or lab. Four credit hours. Prerequisites and/or Special Considerations: BIO 171 and a minimum grade of C-. Offered fall/spring semester, as needed.

\*\*Note: Registration for both the lecture BIO 422 and the lab BIO 422 L is required.

### **BIO 423 ORNITHOLOGY**

This course is an exploration of the taxonomy and biological characteristics of birds, including their anatomy and physiology, life history, ecology and distribution. The relationship of avians to man will be examined. The laboratory will include identification of native and exotic species, surface and internal anatomy, and field trips to examine specimens in their natural and/or captive environments. Special emphasis is placed on the identification and life history of native New York fauna. Field trips may require time outside of normally scheduled class and/or lab. Four credit hours. Prerequisites and/or Special Considerations: BIO 101 with a minimum of a C-, BIO

160 with a minimum of a C-, and BIO 171 with a minimum of a C-. Offered fall/spring semester, as needed.

\*\*Note: Registration for both the lecture BIO 423 and the lab BIO 423 L is required.

### **BIO 424 MAMMALOGY**

This course is an exploration of the taxonomy and biological characteristics of mammals, including their anatomy and physiology, life history, ecology and distribution. The relationship of mammals to man will be examined. The laboratory will include identification of native and exotic species, surface and internal anatomy, and field trips to examine specimens in their natural and/or captive environments. Special emphasis is placed on the identification and life history of native New York fauna. Field trips may require time outside of normally scheduled class and/or lab. Four credit hours. Prerequisites and/or Special Considerations: BIO 171 and a minimum grade of C-. Offered fall/spring semester, as needed.

\*\*Note: Registration for both the lecture BIO 424 and the lab BIO 424L is required.

### **BIO 430 ORGANIC EVOLUTION**

This course will explore the evolutionary process in detail and will address the rationale underlying evolutionary theory. Topics include the evidence for evolution, the mechanisms of evolutionary change, and the measurement of evolutionary change, speciation and the analysis of phylogeny. Three credit hours. Prerequisites and/or Special Considerations: BIO 171, BIO 330, MAT 114 or equivalent, and any college-level chemistry course. Offered fall/spring semester, as needed.

### **BIO 470 DEVELOPMENTAL BIOLOGY**

An intensive examination of developmental biology from both the classical and contemporary perspectives. Topics include fundamental concepts such as nuclear totipotency, cell determination, induction, and morphogenesis interspersed with modern genetic and molecular analyses of development. Current issues in developmental biology will also be addressed. Three credit hours. Prerequisites and/or Special Considerations: BIO 220 and BIO 330. Offered fall/spring semester, as needed.

### **BIO 498 INDEPENDENT STUDY IN BIOLOGY**

Topic to be specified each semester course offered.

## **BUSINESS INFORMATION SYSTEMS**

### **BIS 290 FUNDAMENTALS OF INFORMATION SYSTEMS**

This online course provides an introduction to systems and development concepts, information technology, and application software. It explains how information is used in organizations and how IT enables improvement in quality, timeliness, and competitive advantage. Systems theory, quality, decision-making, and the organizational role of information systems are introduced. Information technology including computing and telecommunications systems are stressed. Concepts of organizations, information systems growth, and process improvement are introduced. The course may also be of interest to non-science majors who want a science-based elective. Four credit hours. Prerequisites and/or Special Considerations: none. Offered as needed.

### **BIS 300 DATABASE DESIGN AND DEVELOPMENT**

This online course covers information systems design and implementation within a database management system environment. Students will demonstrate their mastery of the design process acquired in earlier courses by designing and constructing a physical system using database software to implement the logical design. Four credit hours. Prerequisites and/or Special Considerations: BIS 290. Offered as needed.

### **BIS 350 COMPUTER ARCHITECTURE**

In this course, students will review the theoretical underpinnings, installation, and configuration of computer hardware and software through operational laboratory experiences. This course provides systems development personnel with hardware and software technology background, enabling them to evaluate computer architecture options and alternatives for effective use in a business environment. System architecture for networked computing systems and operating systems will also be covered. Four credit hours. Prerequisites and/or Special Considerations: none. Offered as needed.

### **BIS 355 INFORMATION SYSTEMS SECURITY: POLICY AND PROCEDURE**

This course explores the development of the policies and procedures needed to implement information security controls. Students will review, evaluate, and develop various types of policies, procedures, and security manuals, as well as assessing the security issues, trends, and resources most relevant for business today. Upon completion of the course, students will be able to create and defend an information security policy, identify processes to implement and enforce policy, and evaluate various security threats and risks. Students will also explore how information security must be integrated into all aspects of the business process. Tier 1- Tier- 3 policies will be discussed along with the mapping of the requirements for each. Four credit hours. Prerequisites and/or Special Considerations: CIS 160 and BIS 250. Offered, as needed.

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

### **BIS 390 COMPARATIVE PROGRAMMING LANGUAGE**

This course provides a study of several modern programming languages and the programming paradigm that each language strives to accommodate. Procedural, functional, logical, compiled, and interpretative programming languages are studied. For each language the course will study data types, control structures, syntax and semantics, idiomatic constructs, translation into executable units, and the run-time environment. In some cases, the course will go behind the scenes to examine implementation of language elements. Students will develop a small program in each language discussed. An emphasis of the course will be to understand the design philosophy of each language and how that philosophy is exhibited in the elements of the language. Four credit hours. Prerequisites and/or Special Considerations: BIS 350 and BIS 360. Offered fall/spring semester, as needed.

### **BIS 400 SYSTEMS ANALYSIS**

This course examines the system development and modification process. It emphasizes the factors required for effective communication and integration with users and user systems while it promotes development of interpersonal skills between clients, users, team members, and others associated with development, operation, and maintenance of the system. Structured and object-oriented analysis and design, use of modeling tools, adherence to methodological life cycles, and project management standards are used to analyze and design information systems. Students will apply course content through group analysis and design of a departmental level system. Four credit hours. Prerequisites and/or Special Considerations: none. Offered as needed.

### **BIS 410 DISTRIBUTED SYSTEMS ANALYSIS**

This course presents the physical design and implementation of information systems applications in emerging distributed computing environments using traditional and contemporary development methodologies. Students will use systems analysis concepts to analyze an information system in an emerging systems environment. Learning teams will use project management principles to analyze and recommend an information system. Four credit hours. Prerequisites and/or Special Considerations: none. Offered as needed.

### **BIS 480 PROJECT MANAGEMENT CAPSTONE**

This course covers the factors necessary for successful management of information systems development or enhancement projects. Both technical and behavioral aspects of project management are applied within the context of an information systems development project. Advanced IS majors operating as a high-performance team will engage in and complete the design and implementation of a significant information system. Project management, management of the IS function, and systems integration will be demonstrated and assessed in this project experience. Four credit hours. Prerequisites and/or Special Considerations: none. Offered as needed.

## **BUSINESS**

### **BUS 298 SPECIAL TOPICS IN BUSINESS**

Topic to be specified each semester course is offered.

### **BUS 301 LEGAL AND ETHICAL ISSUES IN BUSINESS**

This course provides a comprehensive look at the legal and ethical issues which shape modern business, integrating concepts from law, ethics and current management practice. Students will review government regulation, business structures, legal concepts, professional codes of conduct, individual personal value conflicts, and corporate values, morals, and ethical codes. Although the course focuses on the American corporation, international law and business transactions are covered as well. Extensive use of case studies will help students to integrate legal and ethical concepts with practical business applications. Four credit hours. Prerequisites and/or Special Considerations: none. Offered as needed.

### **BUS 320 PROFESSIONAL ETIQUETTE AND IMAGE**

This course will explore the areas of business and professional etiquette and image so that students will understand and appreciate the critical role these play in the business environment. Basic skills and techniques will be discussed to enable students to better project a professional business image. Four credit hours. Prerequisites and/or Special Considerations: junior standing. Offered fall/spring semester, as needed.

### **BUS 325 INTERNATIONAL BUSINESS STRATEGY**

This course will look at how firms become and remain international in scope. The course deals with the experiences of firms of all sizes, and from many countries, as they come to grips with an increasingly competitive global environment when a home market perspective is no longer enough. Through carefully selected comprehensive case studies and integrated text material, this course bridges both the internationalization process and multinational management. Three credit hours. Prerequisite: junior standing. Offered fall/spring semester, as needed.

### **BUS 398 SPECIAL TOPICS IN BUSINESS**

Topic to be specified each semester course is offered.

### **BUS 420 E-BUSINESS STRATEGY AND DESIGN**

This course establishes the link between organizational strategy and current electronic methods of delivering products, services and exchanges in inter-organizational, national, and global environments. Information technology strategy and technological solutions for enabling effective

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

business processes within and between organizations in a global environment are examined and appraised. Students analyze the ways in which networked information technology can implement and enhance organizational strategy, connecting individuals, businesses, governments, and other organizations to each other. The course provides an introduction to e-business strategy and the development and architecture of e-business solutions and their components. Four credit hours. Prerequisites and/or Special Considerations: none. Offered as needed.

### **BUS 430 BUSINESS DATA COMMUNICATIONS**

This course provides an overview of the telecommunications industry today – including voice, data, and video transmissions. Students are introduced to the major components of local area networks (LANs) and wide area networks (WANs), exploring issues related to the design and administration of computer networks. The Internet and its underlying technologies (TCP/IP, domain management, etc.) are reviewed. Varying transmission media are compared, and students will gain a fundamental understanding of the operation of wired and wireless data communications. Data communications fundamentals, encoding methods, and network security are also discussed. Four credit hours. Prerequisites and/or Special Considerations: none. Offered as needed.

### **BUS 445 CASE STUDIES IN GLOBAL STRATEGY**

This course examines the strategies, competencies, policies, and procedures used to compete in a global business environment. Through in-depth study of the macro and micro-environments and the internal core competencies of a company, students will examine how a strategy can be crafted to build and maintain a competitive advantage. The forces which drive, and control international business will be identified and their impact on conducting business in foreign countries analyzed. Through case study analysis, students will apply the material; in a final international business case, students will assess the overall success of a business venture and offer recommendations for long-term viability. Four credit hours. Prerequisites and/or Special Considerations: none. Offered as needed.

### **BUS 470 BUSINESS AND STRATEGY CAPSTONE I**

This course introduces the student's capstone experience. Online activities lead the student to evaluate and improve his/her resume and interviewing techniques. At the same time, students will engage in online discussion of current business readings and case studies to become familiar with the fundamentals of business strategy. One credit hour. This course is offered only in conjunction with BUS 471 and BUS 472. Offered as needed.

### **BUS 471 BUSINESS AND STRATEGY CAPSTONE II**

This course introduces the fundamental concepts of business strategy. Students engage in online analysis of current readings and case studies on business strategy: student teams participate in an



online business strategy simulation. One credit hour. This course is offered only in conjunction with BUS 470 and BUS 472. Offered as needed.

### **BUS 472 BUSINESS AND STRATEGY CAPSTONE III**

This course concludes the students' capstone experience. At the same time, student teams will participate in an online business strategy simulation. Two credit hours. This course is only offered in conjunction with BUS 470 and BUS 471. Offered as needed.

### **BUS 476 BUSINESS STRATEGY CAPSTONE**

This Capstone course integrates knowledge and skills of business concepts and functions. The final comprehensive simulation requires the application of theory to real situations, the statistical analysis of data, the employment of appropriate problem-solving methodologies, and effective oral and written communication. The legal, social, and economic environments of business, including the global environment, will be factors in the decision making required for effective business simulation. Four credit hours. Prerequisites and/or Special Considerations: needs to be taken in last semester. Offered, as needed.

### **BUS 498 INDEPENDENT STUDY IN BUSINESS**

Topic to be specified each semester course offered.

## **CHEMISTRY**

### **CHE 100 INTRODUCTORY CHEMISTRY**

A one semester course intended for students that have not completed a chemistry course before entering college or those who have not studied basic chemistry in several years. The course covers elementary concepts of general chemistry and develops problem solving skills. Students will gain the background and confidence needed to enter into General Chemistry or Chemistry for the Health Sciences. The course may also be of interest to non-science majors who want a science-based elective. Three credit hours. Prerequisites and/or Special Considerations: high school Math. Offered fall/spring semester, as needed.

### **CHE 145 CHEMISTRY FOR THE HEALTH AND SCIENCES**

This one-semester course gives students entering allied health, veterinary, or medical fields a fundamental knowledge of areas of chemistry that relate to physiological principles. The course covers the fundamental concepts and essentials of general chemistry, introductory organic chemistry and an introduction to biochemistry. A laboratory will introduce students to the use of the scientific method by combining experiments, observations, measurements and analysis. Four credit hours. Prerequisites and/or Special Considerations: minimum grade of a C- in MAT 112 or MAT 114 or higher placement. Offered fall/spring semester, as needed.

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



**\*\*Note:** Registration for both lecture CHE 145 and laboratory CHE 145L is required.

This course emphasizes the following Essential Learning Outcomes for Medaille College:  
Scientific Reasoning.

### **CHE 200 GENERAL CHEMISTRY I**

A combination of lecture and laboratory exercises that provide an introduction to the basic principles of chemistry. Topics include stoichiometry, atomic theory, chemical bonding, thermochemistry, states of matter, and properties of mixtures. This course includes three hours of lecture, three hours of laboratory and one hour of recitation per week. Four credit hours. Prerequisites and/or Special Considerations: minimum grade of a C- in MAT 114 or higher-level math course high school Chemistry or CHE 145 is recommended. Offered fall/spring semester, as needed.

**\*\*Note:** Registration for both the lecture CHE 200 and the lab CHE 200L is required.

### **CHE 201 GENERAL CHEMISTRY II**

The Application of principles learned in CHE 200 to complex chemical systems. Topics include kinetics, acids equilibria, thermodynamics and electrochemistry. This course includes three hours of lecture, three hours of laboratory and one hour of recitation per week. Four credit hours. Prerequisites and/or Special Considerations: minimum grade of a C- in CHE 200. Offered fall/spring semester, as needed.

**\*\*Note:** Registration for both the lecture CHE 201 and the lab CHE 201L is required.

### **CHE 300 ORGANIC CHEMISTRY I**

An introductory course that examines the properties of carbon-containing compounds. Lecture topics will include nomenclature, organic functional groups, reaction mechanisms, stereochemistry, acid-base chemistry, oxidation-reduction reactions, and synthetic schemes. The laboratory will introduce the student to organic techniques and synthesis. This course includes three hours of lecture, three hours of laboratory and one hour of recitation per week. Four credit hours. Prerequisites and/or Special Considerations: minimum grade of a C- in CHE 201. Offered fall/spring semester, as needed.

**\*\*Note:** Concurrent enrollment in lecture CHE 300 and lab CHE 300L is required.

### **CHE 301 ORGANIC CHEMISTRY II**

A continuation of Chemistry 300. The course supplies an expanded view of organic synthesis, reaction mechanisms, and stereochemistry. The student will develop a more complete synthetic

correlation chart. The chemistry of organic molecules will be related to the biochemical reactions of living systems. Emphasis will be placed on spectroscopy, molecular rearrangements, and applications to molecular genetics. The laboratory will offer an integration of organic techniques such as spectroscopy, chromatography, and analytical techniques. This course includes three hours of lecture, three hours of laboratory and one hour of recitation per week. Four credit hours. Prerequisites and/or Special Considerations: minimum grade of a C- in CHE 300. Offered fall/spring semester, as needed.

\*\*Note: Registration for both the lecture CHE 301 and the lab CHE 301L is required.

### **CHE 400 GENERAL BIOCHEMISTRY**

A course that explores the biological importance of chemical compounds with emphasis on the relationship between structure and function. Topics include enzyme regulation, enzyme kinetics, the role of carbohydrates, the biological mechanisms employed in energy production, and the integration of metabolic pathways. The laboratory will provide an introduction to the fundamental techniques of biochemistry. Four credit hours. Prerequisites and/or Special Considerations: minimum grade of a C- in BIO 171 and CHE 301. Offered fall/spring semester, as needed.

\*\*Note: Concurrent enrollment in lecture CHE 400 and lab CHE 400L is required.

### **CHE 498 INDEPENDENT STUDY IN CHEMISTRY**

Topic to be specified each semester course offered.

## **CHINESE**

### **CHI 101 ELEMENTARY CHINESE (MANDARIN) I**

This course is designed for individuals learning Mandarin Chinese as a foreign language at the beginning level. The course aims at developing elementary communicative skills and basic knowledge of the Mandarin Chinese language. Extensive training in the vocabulary building and role playing, utilizing language in everyday situations, as well as phonology, character writing, and basic grammar skills will be introduced. Learners will be exposed to the Chinese culture along with the language study. Three credit hours. Prerequisites and/or Special Considerations: none. Offered fall/spring semester, as needed.

### **CHI 102 ELEMENTARY CHINESE (MANDARIN) II**

This course is a continuation of CHI 101. It will instruct the student in relatively more complex grammatical structures and vocabulary building as well as character writing. It encourages an increased degree of accuracy and control in the spoken language with correct tones. Learners

will be further exposed to the Chinese culture along with the language study. Three credit hours. Prerequisites and/or Special Considerations: CHI 101. Offered fall/spring semester, as needed.

## **COMMUNICATION**

### **COM 101 INTRODUCTION TO MASS COMMUNICATION**

This survey course provides an overview of the history, development, and influences of the various forms of mass communication, such as digital print, radio, and television. The course will also examine technological breakthroughs (innovations) within the field and their effects on the experiences of the various audiences, including the merging of mass and interpersonal communication. Three credit hours. Prerequisites and/or Special Considerations: none. Offered fall/spring semester, as needed.

### **COM 110 JOURNALISM IN THE DIGITAL ERA**

Examination of the basic tenets of newspaper journalism – how to research, organize and write a story. Also covers internal structures of a newspaper: advertising, circulation and editorial policies and practices. Newspaper censorship and libel laws are discussed. Different styles and expectations for both print and on-line news writing will be explored. Includes field trips and guest lecturers. Three credit hours. Prerequisites and/or Special Considerations: ENG 110 or equivalent. Offered fall/spring semester, as needed.

### **COM 130 SURVEY OF BROADCASTING: HISTORY, PROGRAMMING AND OPERATIONS**

An introduction to current organizational structures, programming, production, and operation of broadcast media. Also details functions of the Federal Communication Commission, and laws relating to electronic media. Effects of broadcasting are also discussed, as well as a historical overview of the radio, television, cable and satellite industries. Three credit hours. Prerequisites and/or Special Considerations: none. Offered fall/spring semester, as needed.

### **COM 150 MEDIA PROMOTIONS AND MARKETING**

The purpose of this course is to introduce students to the process of promotion. Each element of the promotional mix – advertising, public relations, sales promotion and personal selling is discussed within the framework of integrated marketing communications. Three credit hours. Prerequisites and/or Special Considerations: none. Offered fall/spring semester, as needed.

### **COM 200 DIGITAL MEDIA PRODUCTION**

An introduction to digital production and multimedia techniques using video, audio, graphics, and photograph. This course provides students with a critical understanding of visual storytelling from the shaping of ideas to shooting, capturing and editing a final product. Student will also be

introduced to the idea of “backpack journalism” as well as the skills involved in creating media presentations for multiple formats and technological outlets. Three credit hours. Prerequisites and/or Special Considerations: COM 101 and COM 130. Offered fall/spring semester, as needed.

Students should note that COM 200 has been identified as a U course in the EQUIP curriculum sequence.

### **COM 210 COMPUTER ASSISTED REPORTING**

This course will be a hands-on journalism course, providing students with instruction on use of techniques and software that would then be used in development of stories. This course will introduce students to the fundamentals of Computer Assisted Reporting (CAR), including spreadsheet and database skills, as well as using the Internet in researching, compiling, and submitting new stories. Three credit hours. Prerequisites and/or Special Considerations: COM 110, ENG 110 or equivalent, and CIS 115 or equivalent. Offered fall/spring semester, as needed.

### **COM 211 MASS MEDIA WRITING**

This course is intended to provide the students with an opportunity to practice non-persuasive and persuasive writing for mass media audiences. The course will introduce the students to the various styles of writing for public relations, advertising, radio and television broadcasting and print media (newspaper and magazine) and the Web. Three credit hours. Prerequisites and/or Special Considerations: COM 110 and ENG 200 or equivalent. Offered fall/spring semester, as needed.

### **COM 230 RADIO PRODUCTION TECHNIQUES**

Students are introduced to various types of radio continuity writing. Using College studio facilities, students are exposed to current radio programming production methods and are given opportunity to use professional broadcasting equipment to produce original programs and “spot” announcements. Three credit hours. Prerequisites and/or Special Considerations: COM 101, COM 130, and ENG 110 or equivalent. Offered fall/spring semester, as needed.

### **COM 235 RADIO PROGRAMMING**

A basic introductory course in the study of radio programming. Students will focus on progressive techniques and methods used in successful strategies as well as audience perception and attitudes. Students will dive into the minds of radio program directors in order to understand how ratings are part of the game plan and how changes will play a major role in format selection and change. Three credit hours. Prerequisites and/or Special Considerations: COM 130. Offered fall/spring semester, as needed.

### **COM 236 BROADCAST MEDIA PERFORMING**

A course designed for those persons who wish to develop their skill as “on-air” performers. Attention is given to techniques of delivery, style, announcing and performing on radio and television. Three credit hours. Prerequisites and/or Special Considerations: COM 130 and SPE 130. Offered fall/spring semester, as needed.

### **COM 260 PHOTOJOURNALISM**

Photojournalism is a particular form of journalism that creates images in order to tell a news story. Photojournalism provides a more complex and fully human way of capturing, describing and explaining to others what words often fail to do. With the new age of Digital Photography, photojournalism has become almost instant. Photographs can evoke a range of human feelings—dignity, integrity, shame, industry, integrity, pain, or joy—far beyond verbal linguistic description. Photojournalism as an art has developed into a new form of photographs for web slide shows and video. Students will see the importance of digital photography and the correct ways to use it. Students will be expected to attend off campus events at times other than the scheduled class time as needed. Three credit hours. Prerequisites and/or Special Considerations: none. Offered fall/spring semester, as needed.

### **COM 267 MULTIMEDIA GRAPHIC DESIGN**

This course will introduce students to the basics of desktop publishing and graphic design. They will be exposed to a form of communication that combines writing skills, design techniques and computer capabilities. Students will be given the opportunity to create ads, fliers, and professional-grade publications through hands-on experience. Three credit hours. Prerequisites and/or Special Considerations: COM 101. Offered fall/spring semester, as needed.

### **COM 277 FIELD EXPERIENCE I**

Observational and “hands-on” introduction to a media form through field placement in a media agency. This internship course offers students a structured, supervised opportunity to design their own learning within the context of their department’s expectations, goals and objectives of enhancing students’ academic and professional development and the needs of their host organization. A total of 135 hours is required for this field experience. Included in the internship is 15 hours of in-class instruction. Three credit hours. Prerequisites and/or Special Considerations: COM 101, COM 110, COM 130, COM 150 and ENG 200 or equivalent, and a 2.0 cumulative GPA. Offered fall/spring semester, as needed.

### **COM 298 SPECIAL TOPIC IN COMMUNICATION**

Topic to be specified each semester course offered.

### **COM 300 INTRODUCTION TO COMMUNICATION THEORY**

This course is a survey of the current body of theory which pertains to nonverbal, interpersonal, mass communication, spoken, and written communication. Language structures, meaning, encoding, social interactions, and evaluations are discussed. Three credit hours. Prerequisites and/or Special Considerations: SPE 130 and ENG 110 or equivalent. Offered fall/spring semester, as needed.

### **COM 305 JOURNALISM PRACTICUM**

A course designed to introduce students to the tools and strategies needed to publish the Medaille College student newspaper. This course will help students learn how to obtain article submissions for publication, set up editorial criteria for copy editing, create a layout of the newspaper and obtain advertising revenue, organize, publicize, and implement a campus student newspaper and encourage more interest in and support for the Medaille College student newspaper. Three credit hours. Prerequisites and/or Special Considerations: ENG 200 or equivalent. Offered fall/spring semester, as needed.

### **COM 311 SOCIAL MEDIA STRATEGIES**

This class examines the relationship between society and the current crop of computer-mediated communication technologies known as “social media.” This class will break down the mythologies of social media and develop methods of analysis and critical evaluations or the impact of social media on branding, politics, news media and marketing. Students will gain basic practical social media skills including understanding the landscape, learning “best practices”, and using different social media technologies throughout the class to create content. Three credit hours. Prerequisites and/or Special Considerations: ENG 200 or equivalent. Offered fall/spring semester, as needed.

### **COM 330 TELEVISION PRODUCTION TECHNIQUES**

A study and implementation of current television production methods and equipment. Students learn the basic concepts of shooting, editing, lighting, producing and directing television program material. Student will also be introduced to the concept of producing video material for the Internet. Three credit hours. Prerequisites and/or Special Considerations: COM 130. Offered fall/spring semester, as needed.

### **COM 336 BROADCAST NEWS JOURNALISM**

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

### **COM 345 GENDER AND COMMUNICATION**

An introduction to gender issues, specifically in the field of communication. Special emphasis will be given to mass communication and nonverbal communication, as well as awareness of gay, lesbian and transgender relationships. This course may be used as an upper level liberal arts elective. Three credit hours. Prerequisites and/or Special Considerations: ENG 200. Offered fall/spring semester, as needed.

### **COM 355 THE THEORY OF MEDIA CRITICISM**

This course will not only allow Communication and non-Communication majors to become more articulate in their appraisal of media content, but it also will teach them how to assess the validity of other reviews of media content. The course will review form and content of all areas of media and the arts, including radio, television, print, and graphic art. Three credit hours. Prerequisites and/or Special Considerations: ENG 200 or equivalent, and junior standing. Offered fall/spring semester, as needed.

### **COM 365 GRAPHIC DESIGN/PHOTOGRAPHY AT THE NEWSPAPER**

This course is an exploration into the key role visual communications plays in the publication of a student newspaper in print and online. Design principles are defined and utilized in the creation of photographs, advertisements, editorial packages and a complete newspaper. Three credit hours. Prerequisites and/or Special Considerations: ENG 200 or equivalent, or COM 110. Offered fall/spring semester, as needed.

### **COM 377 FIELD EXPERIENCE II**

This internship course offers students a structured, supervised opportunity to design their own learning within the context of their program's expectations, goals and objectives for enhancing students' academic and professional development and the needs of their host organization. COM 377 provides an observational and "hands-on" introduction to a media form through field placement in a media agency. This internship course offers students a structured, supervised opportunity to design their own learning within the context of their program's expectations, goals and objectives of enhancing students' academic and professional development and the needs of their host organization. A total of 120 hours is required for this field experience. It is a required course for Communication majors. Three credit hours. Prerequisites and/or Special Considerations: COM 277 and a 2.0 cumulative GPA. Offered fall/spring semester, as needed.

### **COM 380 SPORTS AND MEDIA COVERAGE**

This course will cover program content and delivery in sports media. Students will learn the inner workings of the sports media including programming decisions about live events, news and opinion. Emphasis will be placed on how the sports media delivers content to the public. Three



credit hours. Prerequisites and/or Special Considerations: ENG 200 or equivalent. Offered fall/spring semester, as needed.

### **COM 388 FIELD EXPERIENCE**

This internship course offers students a structured, supervised opportunity to design their own learning within the context of their program's expectations, goals and objectives for enhancing students' academic and professional development and the needs of their host organization. COM 388 provides an observational and "hands-on" introduction to a media form through field placement in a media agency. This internship course offers students a structured, supervised opportunity to design their own learning within the context of their program's expectations, goals and objectives of enhancing students' academic and professional development and the needs of their host organization. It is for students wishing to explore a third media situation. Three credit hours. Prerequisites and/or Special Considerations: COM 277 and a 2.0 cumulative GPA. Offered fall/spring semester, as needed.

### **COM 390 CRISIS COMMUNICATION**

This course examines the variables involved in crisis planning, communication and the role of the media in crisis management. It will consider how the media acts as a catalyst as well as intermediary in this process. The course will also focus on public relations techniques necessary for communicating with internal and external stakeholders during a crisis. Guest speakers from the community will present to the class how they solved a crisis they had in their organization. This course may be used as an upper level liberal arts elective. Three credit hours. Prerequisites and/or Special Considerations: ENG 200 or equivalent. Offered fall/spring semester, as needed.

### **COM 398 SPECIAL TOPIC IN COMMUNICATION**

Topic to be specified each semester course offered.

### **COM 400 MEDIA COMMUNICATION LAW AND ETHICS**

This course is a study of the history of media communication law from the First Amendment of the Constitution to laws in congress today. Students discuss current issues and regulations involving ethical standards in all media. This course deals specifically with the rights of the reporter, the right of the public to know, government constraints and moral sensibilities. Three credit hours. Prerequisites and/or Special Considerations: COM 377. Offered fall/spring semester, as needed.

### **COM 405 MEDIA MANAGEMENT PRACTICUM**

This course will involve managing and operating the student newspaper and oversee the editorial, advertising/promotion, production, circulation and distribution functions of the newspaper. Incorporate social media and online platforms to inform, grow and attract an



audience. Demonstrate planning, collaboration, leadership and management skills. Three credit hours. Prerequisites and/or Special Considerations: COM 305 or COM 365. Offered fall/spring semester, as needed.

### **COM 421 ADVERTISING/PR CAMPAIGN PLANNING**

A course involving the students in the design, implementation, and execution of a complete Advertising/PR campaign. Students work in teams on analysis of marketing problems, research expenditures, media selection, and creative plan execution. May include multimedia presentation format. Three credit hours. Prerequisites and/or Special Considerations: COM 150 and ENG 200 or equivalent. Offered fall/spring semester, as needed.

### **COM 475 MEDIA AND SOCIETY SEMINAR**

This course is an upper-level examination of media issues. This course will primarily focus on current and significant issues in mass media, including issues of commercialism, information overload, media bias, consolidation, and media convergence. This course rigorously examines how and why the current media landscape is changing and how this affects daily lives. Three credit hours. Prerequisites and/or Special Considerations: COM 300, ENG 200 or equivalent, and junior standing. Offered fall/spring semester, as needed.

### **COM 477 FIELD EXPERIENCE III**

This internship course offers students a structured, supervised opportunity to design their own learning within the context of their program's expectations, goals and objectives for enhancing students' academic and professional development and the needs of their host organization. COM 477 provides an intensive off-campus experience which builds upon the skills/knowledge/attitudes gained in COM 277 and COM 377. It prepares the student for employment in his or her chosen field of media. This internship course offers students a structured, supervised opportunity to design their own learning within the context of their program's expectations, goals and objectives of enhancing students' academic and professional development and the needs of their host organization. A total of 200 hours is required for this field experience. Six credit hours. Prerequisites and/or Special Considerations: COM 377 and a 2.0 cumulative GPA. Offered fall/spring semester, as needed.

### **COM 498 INDEPENDENT STUDY IN COMMUNICATION**

Topic to be specified each semester course offered.

## **COMPUTER INFORMATION SYSTEMS**

### **CIS 115 COMPUTER APPLICATIONS**

This course provides “hands-on” computer literacy by developing specific skills in the types of standard application software used in most organizations. The instruction includes the introduction of a graphical user interface (GUI), computer word processing, spreadsheets, and database management along with graphics, telecommunications and other pertinent topics such as computer ethics. Three credit hours. Prerequisites and/or Special Considerations: none. Offered fall/spring semester, as needed.

### **CIS 118 COMPUTER SKILLS AND APPLICATION**

This skill-based introduction to the personal computer develops specific skills in the types of standard application software used in most organizations. Instruction includes the introduction of a graphical user interface (GUI), computer word processing, spreadsheets, and database management along with graphics, telecommunications and other pertinent topics such as computer security and ethics. Four credit hours. Prerequisites and/or Special Considerations: none. Offered as needed.

### **CIS 120 COMPUTER APPLICATIONS**

This course assesses student computer literacy, as it will be used in subsequent CCI courses. Demonstrated skills in standard application software are required, including graphical user interface (GUI), computer work processing, spreadsheets, and database management, along with graphics and telecommunications. Student proficiency will determine the level of instruction; questions of ethics, the role of technology in today’s culture, and study group formation are also highlighted. Three credit hours. Prerequisites and/or Special Considerations: none. Offered fall/spring semester, as needed.

### **CIS 121 COMPUTER APPLICATIONS**

This course assesses student computer literacy, as it will be used in subsequent CCI courses. Demonstrated skills in standard application software are required, including graphical user interface (GUI), computer work processing, spreadsheets, and database management, along with graphics and telecommunications. Student proficiency will determine the level of instruction; questions of ethics, the role of technology in today’s culture, and study group formation are also highlighted. Four credit hours. Prerequisites and/or Special Considerations: none. Offered, as needed.

### **CIS 160 ESSENTIAL TECHNOLOGIES FOR TODAY**

In this course students will be exploring and evaluating the advancing surge of digital technology around them. Students will demonstrate increased proficiency using application software while

developing aptitude in internet searches, exploring new hardware and software innovations, and evaluating the risks and benefits of other uses of technology such as cloud computing concepts, social networking, and internet security. Mobile devices and GPS technology will be introduced along with future technology trends. Three credit hours. Prerequisites and/or Considerations: none. Offered as needed.

This course emphasizes the following Essential Learning Outcomes for Medaille College: Technological Reasoning.

### **CIS 175 TECHNOLOGY APPLICATIONS IN EDUCATION**

This course provides "hands-on" computer literacy by developing specific skills in the types of standard application software used in early childhood and childhood education (birth-sixth grade) and adolescent education. The instruction stresses management/administrative software that a teacher uses in education. Students will be engaged in both application and developmental aspects of a wide range of classroom hands-on tools. These tools will prepare students to become productive educators and allow them to assist their future students with learning. Three credit hours. Prerequisites and/or Special Considerations: Education majors only. Offered fall/spring semester, as needed.

This course emphasizes the following Essential Learning Outcomes for Medaille College: Technological Reasoning.

### **CIS 245 INTERMEDIATE MICROCOMPUTER APPLICATIONS**

This course is a continuation of the introduction course on computer applications. The course emphasizes the integration of popular microcomputer software using advanced concepts. Students will learn advanced features of (1) word processing such as tables, mail merge, macros, and desk-top publishing features; (2) spreadsheet program to develop charts, macros and use the database feature of spreadsheets; and (3) database program to create reports and forms using macros and modules. Three credit hours. Prerequisites and/or Special Considerations: CIS 115 or Windows skills and computer file management. Offered fall/spring semester, as needed.

## **CRIMINAL JUSTICE**

### **CRJ 101 INTRODUCTION TO CRIMINAL JUSTICE**

An introductory course designed to provide a foundation of information on characteristics of crime and criminal justice procedures. An interdisciplinary approach is used, drawing on perspectives from legal studies, psychology, sociology, political science, history, and other disciplines. Three credit hours. Prerequisites and/or Special Considerations: none. Offered fall/spring semester, as needed.

### **CRJ 160 CRIME AND SOCIETY**

This course is designed to heighten the student's awareness of the theoretical explanations for criminal behavior and resulting ideas for prevention, treatment, and punishment which may be implemented by the government. The perspectives of the originators of criminological thought will be discussed as well as contemporary approaches to understanding the nature, causes, and prevention of crime. Three credit hours. Prerequisites and/or Special Considerations: none. Offered fall/spring semester, as needed.

### **CRJ 170 LAW ENFORCEMENT ETHICS**

This course is designed to provide the student with ethical awareness. The need for ethical standards throughout the criminal justice system has long been advocated. Discussion of ethical issues in particular situations will be included as well as high standards of behavior generally. Written codes and canons of ethics will be analyzed and evaluated. Three credit hours. Prerequisites and/or Special Considerations: none. Offered fall/spring semester, as needed.

### **CRJ 180 INTRODUCTION TO PERSONAL COMPUTERS AND THEIR OPERATING SYSTEMS FOR COMPUTER CRIME INVESTIGATIONS**

An introduction to the IBM-based personal computer and its DOS and Windows-based operating system designed for the Criminal Justice major who may eventually specialize in computer-related investigations. The course will provide an intermediate working knowledge of computer hardware and the basic operating systems of DOS and Windows. The course will focus on the creation, maintenance and destruction of data stored in electronic form, and provides an understanding of the significance of this data as possible evidence to criminal investigations. Three credit hours. Prerequisites and/or Special Considerations: CIS 115, restricted to CRJ majors. Offered fall/spring semester, as needed.

### **CRJ 181 INTRODUCTION TO PERSONAL COMPUTERS AND THEIR OPERATING SYSTEMS FOR COMPUTER CRIME INVESTIGATIONS**

An introduction to the IBM-based personal computer and its DOS and Windows-based operating system designed for the Criminal Justice major who may eventually specialize in computer-related investigations. The course will provide an intermediate working knowledge of computer hardware and the basic operating systems of DOS and Windows. The course will focus on the creation, maintenance and destruction of data stored in electronic form, and provides an understanding of the significance of this data as possible evidence to criminal investigations. Four credit hours. Prerequisites and/or Special Considerations: CIS 121. Offered as needed.

### **CRJ 201 INTRODUCTION TO CRIMINAL LAW**

A comprehensive introduction to the substantive law of crimes. Topics include constitutional limits on behavior control; elements of crimes; offenses against people, property, public

morality; criminal responsibility and defenses. Three credit hours. Prerequisites and/or Special Considerations: CRJ 101. Offered fall/spring semester, as needed.

### **CRJ 211 LAW ENFORCEMENT**

This course will chronicle the history, development, philosophy and current status of law enforcement. Topics will include an examination of law enforcement agencies, identifying most important characteristics of city, state, and federal police work. Analysis of police problems and the processes of justice and constitutional limitations on law enforcement will also be discussed in the course. Three credit hours. Prerequisites and/or Special Considerations: none. Offered fall/spring semester, as needed.

### **CRJ 225 JUVENILE DELINQUENCY**

An examination of delinquent behavior and its effect on society. Topics will include analyzing and describing the nature and extent of juvenile delinquency, causes of delinquent behavior, juvenile gangs, and other issues directly related to the study of delinquency. Three credit hours. Prerequisites and/or Special Considerations: none. Offered fall/spring semester, as needed.

### **CRJ 240 CRIMINAL COURTS AND PROCEDURES**

The study of the U.S. criminal justice system, which includes a study of the criminal justice process, law enforcement, adjudication, post-conviction strategies, and the juvenile justice system. Three credit hours. Prerequisites and/or Special Considerations: CRJ 101. Offered fall/spring semester, as needed.

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

An introduction to evidence collection, preservation, examination and presentation in an investigation involving electronic media for the Criminal Justice major who may eventually specialize in computer-related investigations. The course will provide a working knowledge of the seizure of computers and other evidence in electronic form. The course will focus on the preservation and examination of data stored in electronic form and provide an understanding of the significance of this data as possible evidence to criminal investigations. Three credit hours. Prerequisites and/or Special Considerations: CRJ 180, restricted to CRJ majors. Offered fall/spring semester, as needed.

### **CRJ 281 COMPUTER FORENSICS: ELECTRONIC MEDIA AS EVIDENCE**

An introduction to evidence collection, preservation, examination and presentation in an investigation involving electronic media for the Criminal Justice major who may eventually specialize in computer-related investigations. The course will provide a working knowledge of the seizure of computers and other evidence in electronic form. The course will focus on the preservation and examination of data stored in electronic form and provide an understanding of

the significance of this data as possible evidence to criminal investigations. Four credit hours. Prerequisites and/or Special Considerations: CRJ 181. Offered as needed.

### **CRJ 298 SPECIAL TOPIC IN CRIMINAL JUSTICE**

Topic to be specified each semester course offered.

### **CRJ 301 CRIMINAL INVESTIGATION I**

An introduction to the criminal justice system with a special focus on basic criminal investigations. The significance and application of investigative techniques and procedures for criminal and non-criminal investigators will be examined. Three credit hours. Prerequisites and/or Special Considerations: none. Offered as needed.

### **CRJ 301E HOMELAND SECURITY: ISSUES AND IMPACT**

The course presents, examines, and discusses practical issues related to Homeland Security including domestic and international travel, immigration and civil rights, international relations, and consequences of the recent war on terror, especially the resultant political extremism. Students will examine Homeland Security failures and successes by both domestic and foreign governments, evaluate means to correct the failures, and propose methods to capitalize on the successes. In addition, students will explore the impact of Homeland Security on the average citizen and the impact of Homeland Security on commerce. Four credit hours. Prerequisites and/or Special Considerations: GEN 300 or GEN 310; HLS 300. Offered as needed.

### **CRJ 303 CRIMINAL INVESTIGATION I LAB**

A criminal investigation laboratory which will introduce the student to the newest advances in crime fighting including basic fingerprinting, firearms identification, evidence control and examination, bloodstain evidence, and DNA. This lab is a required component and graduation requirement for CRJ majors. One credit hour. Prerequisites and/or Special Considerations: CRJ 301 or concurrent registration in CRJ 301. Offered fall/spring semester, as needed.

### **CRJ 305 SECURING THE HOMELAND**

This course provides the students with an introduction to the role of Homeland Security and discusses the concept of the rule of law in defending the homeland. Students investigate problems and solutions relating to the tactics for defending borders, tactics for defending coasts, tactics for defending critical infrastructures, tactics for defending aviation security, tactics for defending information technology, and tactics for defending our communities. The course will discuss the role of intelligence in Homeland Security. Four credit hours. Prerequisites and/or Special Considerations: previous BSHS courses. Offered as needed.

## **CRJ 310 CRIMINAL INVESTIGATION II**

This is a continuation of the criminal investigation exposure completed in Criminal Investigation I (CRJ 301). The performance level of the study is expected to be more detailed and highly refined. Techniques and procedures for criminal and non-criminal investigators will be examined. Topics, which will be beneficial for the student to have greater detailed and in-depth study in, will be emphasized including searches and seizures, physical evidence, obtaining information, surveillance, homicide, and courtroom preparation. Three credit hours. Prerequisites and/or Special Considerations: CRJ 301. Offered fall/spring semester, as needed.

## **CRJ 320 PAROLE, PROBATION, AND COMMUNITY-BASED CORRECTIONS**

Using the federal system as a model, this course adopts a practical approach to the study of the personnel, practices, and procedures that comprise parole, probation, and community-based corrections. Reference to relevant state models also will be made. Three credit hours. Prerequisites and/or Special Considerations: CRJ 240. Offered fall/spring semester, as needed.

## **CRJ 340 CORRECTIONS**

A study of the field of corrections and correctional systems. As a result of perceived increases in violent crime and a sense of the randomness of victimization, citizens have demanded immediate and final resolutions to the problem of crime. Consequently, populations of prisoners have increased, previous programs such as chain-gangs have been renewed, and new ones, boot camps for example, have been implemented. Additionally, the age and gender gaps appear to be closing when it comes to committing crime as more females and older citizens are incarcerated. These trends require thoughtful consideration and leadership by those who work in the criminal justice system. Three credit hours. Prerequisites and/or Special Considerations: CRJ 240. Offered fall/spring semester, as needed.

## **CRJ 350 COMMUNITY POLICING**

This course is designed to convey a philosophy of policing which includes the belief that the police and the community work cooperatively to resolve problems. This will be distinguished from previous efforts such as neighborhood watches, team policing, and other cooperative policing programs. An emphasis will be placed on a service orientation toward those the police have sworn to protect with additional emphasis placed on interpersonal skill development. Three credit hours. Prerequisites and/or Special Considerations: none. Offered fall/spring semester, as needed.



### **CRJ 355 SOCIAL ISSUES IN POLICING A MULTICULTURAL COMMUNITY**

This course is designed to develop heightened awareness and sensitivity to the social and ethical issues that arise when policing in a multicultural society. Specifically, the course will examine the history and development of municipal policing. A community-based learning project will also provide an opportunity for students to understand and apply the model of problem-oriented policing in a real-world, multicultural context. Students will address legal and ethical issues associated with the proposed solutions. Three credit hours. Prerequisites/special considerations: PHI 300 or PHI 310. Offered fall/spring semester, as needed.

Students should note that this course satisfies the “American Dialogues” requirement of the General Education Core.

Students should note that CRJ 355 has been identified as a U course in the EQUIP curriculum sequence.

This course emphasizes the following Essential Learning Outcomes for Medaille College: Cultural Literacy, Critical Thinking, Ethical Reasoning, & Written Communication.

### **CRJ 360 ADVANCED CRIMINAL LAW**

This is a continuation of the study of the criminal law completed in CRJ 201. An in-depth, highly detailed study of the pervasive problems which must be resolved by the criminal justice system. Discussion of the means of the criminal law, imposing ruthless force upon individual lives and its ends, serving the highest order of social and human values will be considered. Three credit hours. Prerequisites and/or Special Considerations: CRJ 201. Offered fall/spring semester, as needed.

### **CRJ 365 LAW AND SOCIETY**

This course is an interdisciplinary approach to the study of the relationship between law and society. The initial task is to examine the diverse and conflicting ways scholars theorize, analyze and evaluate the relationship of law and society. From there, this course will look at the organization of law, the role of the legal profession, the courts, legislature, and law enforcement. The course’s main goal will be to understand how the "law" is not just an abstract concept only to be found on the pages of legal texts, but also an active instrument that, to a large part, shapes and defines lives. Three credit hours. Prerequisites and/or Special Considerations: INT 110 or equivalent. Offered fall/spring semester, as needed.

### **CRJ 377 FIELD EXPERIENCE I**

This course provides the student with both observational and “hands-on” learning experience through participation in an internship, ideally in the field in which the student will be seeking

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



employment. This internship course offers students a structured, supervised opportunity to design their own learning within the context of their program's expectations, goals and objectives for enhancing students' academic and professional development and the needs of their host organization. Three credit hours. Prerequisites and/or Special Considerations: minimum of a 2.0 cumulative GPA, junior standing, and 24 credits in core courses. Offered fall/spring semester, as needed.

### **CRJ 380 COMPUTER CRIME INVESTIGATION: EVIDENCE, LAW, AND INVESTIGATIVE TECHNIQUES**

This course will focus on the actual investigation of computer crime. The course covers the application of previously acquired skills of collecting and examining electronic evidence and the use of this evidence in a criminal investigation. Investigative techniques such as interviewing, surveillance and warrant execution also will be applied to investigations involving electronic evidence. Students will become thoroughly familiar with the current issues of computer crime investigation. Three credit hours. Prerequisites and/or Special Considerations: none. Offered fall/spring semester, as needed.

### **CRJ 381 COMPUTER CRIME INVESTIGATION: EVIDENCE, LAW, AND INVESTIGATIVE TECHNIQUES**

This course will focus on the actual investigation of computer crime. The course covers the application of previously acquired skills of collecting and examining electronic evidence and the use of this evidence in a criminal investigation. Investigative techniques such as interviewing, surveillance and warrant execution also will be applied to investigations involving electronic evidence. Students will become thoroughly familiar with the current issues of computer crime investigation. Four credit hours. Prerequisites and/or Special Considerations: none. Offered as needed.

### **CRJ 398 SPECIAL TOPIC IN CRIMINAL JUSTICE**

Topic to be specified each semester course offered.

### **CRJ 401 CONSTITUTIONAL ISSUES IN CRIMINAL JUSTICE**

The Constitution and its interpretation from the post-Civil War period to the present. Emphasis will be placed on Supreme Court decisions, how they affected civil rights, civil liberties, and reform movements. Three credit hours. Prerequisites and/or Special Considerations: CRJ 240 or HIS 150. Offered fall/spring semester, as needed.

### **CRJ 410 POLICE ADMINISTRATION**

The thematic study of the capacity for change and dynamic qualities of police administration in the United States. A variety of perspectives are analyzed including behavioral, structural, and

procedural approaches to facilitate a comprehensive understanding of the subject matter. Three credit hours. Prerequisites and/or Special Considerations: senior standing. Offered fall/spring semester, as needed.

### **CRJ 415 RESEARCH METHODS IN CRIMINAL JUSTICE**

This course is designed to develop student's confidence and appreciation of the various research tools used in the field of criminal justice. Additionally, the student will develop an enhanced appreciation for the approaches to scientific inquiry and an ability to evaluate the efficacy of research tools used in each and become good consumers of research. Three credit hours. Prerequisites and/or Special Considerations: none. Offered fall/spring semester, as needed.

### **CRJ 420 SENIOR SEMINAR/TOPICS**

Topic to be specified each semester course offered. This course provides the opportunity to offer specialty courses not included in the regular course offerings. Included may be various contemporary topics and issues such as domestic violence; stress and police personnel; death penalty; history of law enforcement; juvenile justice system; the nature of leadership, authority, and power; and organizational communication. A student may take this course more than once for credit under different topics. Three credit hours. Prerequisites and/or Special Considerations: senior standing. Offered fall/spring semester, as needed.

### **CRJ 421 SENIOR CAPSTONE**

The senior seminar is intended to be an opportunity for students to demonstrate mastery of their learning of the major areas of criminal justice obtained during the course of their undergraduate matriculation. Students will demonstrate their analysis, reasoned judgment and creation of new understanding by developing, carrying out and producing results of a high quality, scholarly research project which addresses an issue in the criminal justice discipline. Three credit hours. Prerequisites and/or Special Considerations: senior standing. Offered fall/spring semester, as needed.

### **CRJ 430 HOMELAND SECURITY TOPICS IN CYBERSECURITY, CYBERCRIME, AND CYBERTERRORISM**

This course will explore and analyze in depth the relationship of Cyber security, Cybercrime and Cyber terrorism to Homeland Security. Students will analyze contemporary cyber-topics including cyberspace, cyber terrorism, cyber espionage, and cyber war and evaluate their relationship to Homeland Security threats. Students will examine and appraise laws related to cyber-issues focusing specifically on the USA Patriot Act and the laws' roles in Homeland Security. Students will identify and evaluate the specific agencies at every level, including federal, state and local entities that are involved as first responders in cyber security issues. Students will assess the effects that the threats from cyber terrorism, cybercrime and cyber war have had or appear to have had on civil liberties and personal privacy; and students will analyze

and debate the national security considerations posed by these threats. Four credit hours. Prerequisites and/or Special Considerations: none. Offered as needed.

### **CRJ 470 GOVERNMENT LEADERSHIP CHALLENGES IN HOMELAND SECURITY**

This course will provide an introduction to the theories, roles, and practices of leadership, focusing on the issues facing government officials in Homeland Security. The concept of principle-centered leadership, as well as the difference between management and leadership, will be introduced and examined. Discussion topics include issues associated with National Security, transportation, key events occurring after 9/11, budgets, and legislation. Students will examine the impact government official's leadership styles have on the resolution and management of significant issues. Also, students will examine how ethics and values influence the decision-making process. Students will analyze case studies and discuss how leadership styles improved or prolonged the negative aspects of a situation. Four credit hours. Prerequisites and/or Special Considerations: none. Offered as needed.

### **CRJ 477 FIELD EXPERIENCE II**

This is a continuation of the criminal justice system exposure completed in Field Experience I. The performance level of the assignment is expected to be higher than the Level I assignment. Students may elect to complete a project related to their careers, but it must be demonstrative of a high level of competence and difficulty and approved by the Department Chair/Program Director. This internship course offers students a structured, supervised opportunity to design their own learning within the context of their program's expectations, goals and objectives for enhancing students' academic and professional development and the needs of their host organization. Three credit hours. Prerequisites and/or Special Considerations: minimum of a 2.0 cumulative GPA, senior standing, and CRJ 377. Offered fall/spring semester, as needed.

### **CRJ 480 TOPICS IN COMPUTER CRIME INVESTIGATION: COMPUTER NETWORKS & THE INTERNET**

This course will focus on the relationship of networks (and by extension, the Internet) to computer crime. The student will learn how to apply the previously acquired skills of collecting and examining electronic evidence to the use of this evidence in a criminal investigation which involves a computer network and/or the Internet. The course will also examine issues related to the detection, investigation and prevention of network intrusions. Four credit hours. Prerequisites and/or Special Considerations: CRJ 380. Offered fall/spring semester, as needed.

### **CRJ 481 TOPICS IN COMPUTER CRIME INVESTIGATION: COMPUTER NETWORKS & THE INTERNET**

This course will focus on the relationship of networks (and by extension, the Internet) to computer crime. The student will learn how to apply the previously acquired skills of collecting

and examining electronic evidence to the use of this evidence in a criminal investigation which involves a computer network and/or the Internet. The course will also examine issues related to the detection, investigation and prevention of network intrusions. Four credit hours. Prerequisites and/or Special Considerations: CRJ 381. Offered as needed.

### **CRJ 498 INDEPENDENT STUDY IN CRIMINAL JUSTICE**

Topic to be specified each semester course offered.

## **DATA SCIENCE**

### **DAT 100 FUNDAMENTALS OF COMPUTING**

This is an introductory computer science course including sets, functions, propositional logic, number systems, data representation, binary mathematics, control and data structures and implementation using high-level language. Three credit hours. Prerequisites and/or Special Considerations: MAT 100. Offered fall/spring semester, as needed.

### **DAT 200 INTRODUCTION TO PROGRAMMING**

This course will provide an introduction to programming using Python. This course focusses on planning and organizing programs, as well as the grammar of the Python programming language. Three credit hours. Prerequisites and/or Special Considerations: DAT 100. Offered fall/spring semester, as needed.

### **DAT 300 INTRODUCTION TO DATABASES**

This course will provide an introduction to databases; understanding, creating, managing small databases, cloud computing, and big data. Three credit hours. Prerequisites and/or Special Considerations: DAT 200. Offered fall/spring semester, as needed.

### **DAT 400 INTRODUCTION TO DATA MINING**

This course will provide an introduction to the fundamental concepts of data mining and specific algorithms. Data mining is increasingly integrated into the business community through three main directions: massive data collection, multiprocessor computing, and data mining algorithms. Three credit hours. Prerequisites and/or Special Considerations: DAT 300. Offered fall/spring semester, as needed.

## **ECONOMICS**

### **ECO 200 MACROECONOMICS**

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

### **ECO 201 MICROECONOMICS**

Microeconomics focuses upon an analysis of utility and price elasticity within the framework of the American capitalistic system. An investigation is made of basic market structures with strong emphasis upon oligopoly and real work issues of industrial organizations. Three credit hours. Prerequisites and/or Special Considerations: none. Offered fall/spring semester, as needed.

### **ECO 260 ECONOMETRICS I**

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

### **ECO 261 ECONOMETRICS II**

This course is a continuation of ECO 260. Statistical topics to be covered include design of experiments, analysis of variance, simple regression, multiple regression, model building, index numbers, forecasting, time series, chi-square and nonparametric statistics. The estimation and testing of linear economic models of two or more variables, statistical quality control, and decision analysis will be included. The course will rely on a specific computer-based application (SPSS, MINITAB, SAS, Excel, etc.) to create graphical and numerical outputs which will allow for in-depth interpretation of output, sensitivity analysis and examination of alternative modeling approaches. This course offers students an opportunity to learn practical approaches for analyzing data, ways of using data effectively to make informed decisions, and approaches for developing, analyzing and solving models of decision problems. Three credit hours. Prerequisites and/or Special Considerations: ECO 260. Offered fall/spring semester, as needed.

### **ECO 301 CONCEPTS IN ECONOMICS**

This course presents basic micro- and macro-economic concepts and methods used to formulate and solve problems. Topics include demand and supply theories, production, profit maximization, pricing in different market structures, income determination, labor markets, international trade, aggregate demand and supply, and fiscal and monetary policy with an emphasis on how policy influences decisions made by management. Four credit hours. Prerequisites and/or Special Considerations: none. Offered as needed.

### **ECO 380 ECONOMICS OF SPORT**

This course applies basic economic theory to the analysis of several problems and issues in sports and recreation. Topics covered include: the history of the development of sports markets; the role of economics in the analysis of these markets; and the demand for activities, facilities, equipment, and travel and leisure time. Problems affecting the recreation manager, such as pricing, investment, and budgeting are investigated in detail. Three credit hours. Prerequisites and/or Special Considerations: none. Offered fall/spring semester, as needed.

### **ECO 498 INDEPENDENT STUDY IN ECONOMICS**

Topic to be specified each semester course offered.

## **EDUCATION**

### **EDU 207 DIGNITY FOR ALL STUDENTS ACT SEMINAR**

This coursework or training is designed to fulfill the harassment, bullying, and discrimination prevention and intervention training required for certification/licensure under the Dignity for All Students Act (The Dignity Act). The Dignity Act requires, among other things, school districts to create policies and guidelines to be used in school training programs to discourage the development of discrimination or harassment and to enable employees to prevent and respond to discrimination or harassment. This is a six-hour seminar. This coursework or training will address the social patterns of harassment, bullying and discrimination, marginalization and micro-aggressions, including but not limited to those acts based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex as defined in § 11 – Definitions. This training should address these issues from a proactive – rather than a reactive - position and present the “goal” as creating an affirming educational environment for all students through addressing school culture and climate. It will also cover the identification and mitigation of harassment, bullying and discrimination; and strategies for effectively addressing problems of exclusion, bias and aggression in educational settings. Successful completion of this course will meet the certification requirements in §14(5) of Chapter 102 of the Laws of 2012. This course fulfills the DASA requirement. Zero credit hours. Co-requisites: Co-register with EDU 210 Educational

Foundations. Prerequisites and/or Special Considerations: none. Offered fall/spring semester, as needed.

### **EDU 210 EDUCATIONAL FOUNDATIONS**

This course is an introductory study of to the field of education through reading relevant research in education. The course is designed to provide a body of work in educational theory which examines current and anticipated educational trends from a sociological, philosophical, and historical perspective. Reflective thinking, critical thinking, and culturally responsive approaches are major components of this course. The course will also examine how these trends impact school organization, personnel, and school curricula. Issues related to race, class, gender, exceptionalities, sexual orientation, religion, bullying/cyber-bullying, and language will be explored in alignment with the Dignity for All Students Act. Three credit hours. Prerequisites and/or Special Considerations: none. Offered fall/spring semester, as needed.

Students should note that EDU 210 has been identified as a U course in the EQUIP curriculum sequence.

This course emphasizes the following Essential Learning Outcomes for Medaille College: Cultural Literacy.

### **EDU 223 EDUCATIONAL PSYCHOLOGY**

This course is a study of the fundamental aspects of educational psychology as it applies to learning and teaching practices utilized for students in early childhood, childhood, and middle childhood developmental stages. Various learning and developmental theories and related research are described and evaluated through an array of activities. The course also examines practical instructional strategies that are applicable to child development, learning, and problem solving in classroom environments. Three credit hours. Prerequisites and/or Special Considerations: None. Offered fall/spring semester, as needed.

### **EDU 237 ADOLESCENT READER AND WRITER WITH FIELDWORK**

This course is an in-depth study of the skills necessary to assist the adolescent learner in developing appropriate literacy skills. Emphasis will be placed on developing reading and writing skills in literature and across the disciplines, including word recognition, vocabulary, and comprehension. The course will address the assessment of the adolescent learner's literacy level for the purpose of designing differentiated instruction in alignment with learning standards. Fieldwork for at least twenty (20) hours beyond class time will be included. Three credit hours. Prerequisites and/or Special Considerations: none. Offered fall/spring semester, as needed.



### **EDU 238 STRATEGIC LITERACY INSTRUCTION FOR DIVERSE LEARNERS: ADOLESCENCE**

This course focuses on ways to effectively differentiate literacy instruction for the diverse learner at the adolescent level, which includes a wide range of research based instructional approaches and methods to support academic development including the use of data analysis and a tiered intervention model. Characteristics and identification of English language learners and students with disabilities are examined to determine curricular modifications necessary to meet the needs of diverse learners. The use of a culturally responsive approach to teaching is emphasized. Twenty hours of field experience are required. Three credit hours. Prerequisites and/or Special Considerations: none. Offered fall/spring semester, as needed.

### **EDU 240 LITERACY I: LANGUAGE DEVELOPMENT AND PRE-EMERGENT LITERACY**

This is an in-depth study of the development of literacy instruction in early childhood education. The course focuses on research on oral language development and its role as the foundation for literacy. Long-term plans for assessing and supporting the language and literacy development of young children are developed using multi-level and culturally responsive approaches. New York State learning standards for early childhood are introduced. A minimum of twenty field experience hours are required. Three credit hours. Prerequisites and/or Special Considerations: EDU 210 and EDU 223. Offered fall/spring semester, as needed.

### **EDU 241 LITERACY II: EMERGENT TO EARLY READERS AND WRITERS**

This is an in-depth study of literacy instruction in the elementary classroom for the emergent and early reader and writer (including the English language learner). Using the conceptual framework of a balanced literacy program and reflective practice, the elements of reading and writing are discussed, modeled, and practiced. Based upon the understanding that assessment drives instruction, plans for assessing and supporting the literacy development of the emergent and early reader and writers are developed using the New York State learning standards. A minimum of twenty field experience hours are required. Three credit hours. Prerequisites and/or Special Considerations: EDU 240. Offered fall/spring semester, as needed.

### **EDU 242 LITERACY III: TRANSITIONAL TO FLUENT READERS AND WRITERS**

This course is an in-depth study of literacy instruction in the elementary classroom for the Transitional and Fluent reader and writer (including the English Language Learner). Using the conceptual framework of a balanced literacy program, the elements of reading and writing are discussed, modeled, and practiced with an emphasis on reading and writing in the disciplines. Based upon the understanding that assessment drives instruction, plans for assessing and supporting the literacy development of Transitional and Fluent readers and writers are developed using the New York State learning standards. A minimum of twenty field experience hours are

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



required. Three credit hours. Prerequisites and/or Special Considerations: EDU 240 and EDU 241. Offered fall/spring semester, as needed.

### **EDU 298 SPECIAL TOPIC IN EDUCATION**

Topic to be specified each semester course offered.

### **EDU 340 CHILD ABUSE, SCHOOL VIOLENCE AND OTHER CURRENT ISSUES IN EDUCATION**

This course provides the student with opportunity to explore the identification and reporting of suspected child abuse and maltreatment and SAVE Legislation. This course will be taken concurrently with ESP 230. Zero credit hours. Prerequisites and/or Special Considerations: none. Offered fall/spring semester, as needed.

### **EDU 363 ADOLESCENT SOCIAL STUDIES WITH PRACTICUM**

This course provides students with a foundation in current educational theory and practice for the cycle of effective teaching in social studies for middle and high school level students. Focus is on planning, teaching and assessing that are aligned with New York State Social Studies Learning Standards and Core Curriculum. This course requires students to complete 50 hours of field experience. Three credit hours. Prerequisites and/or Special Considerations: ESP 230. Offered fall/spring semester, as needed.

### **EDU 364 ADOLESCENT ENGLISH WITH PRACTICUM**

This course provides students with a foundation in current educational theory and practice for teaching English Language Arts to middle and high school level students. Creating a repertoire of materials, methods, and inclusive strategies to teach and assess standards-based English Language Arts for all learners across a range of learning styles is emphasized. Additional attention is paid to strategies to help remediate specific problems with reading and comprehension. Designing units, lesson plans and assessments that align with the New York State P-12 Learning Standards for English Language Arts and Literacy is central. This course requires that students complete fifty (50) hours of field experiences. Three credit hours. Prerequisites and/or Special Considerations: ESP 230. Offered fall/spring semester, as needed.

### **EDU 365 ADOLESCENT TEACHING: BIOLOGY METHODS WITH PRACTICA**

This course is based on current educational theory and practice in the area of Adolescent Biology for grades 7-12. This course provides knowledge, training and practice in the teaching of biological principles, selection of course content, effective classroom methods, and the preparation of classroom materials. Unit, lesson plans, and assessments that align with the New York State Learning Standards are designed. This course requires students complete 50 hours of

field experience. Three credit hours. Prerequisites and/or Special Considerations: BIO 171, CHE 201. Offered fall/spring semester, as needed.

### **EDU 368 ADOLESCENT GENERAL EDUCATION/SPECIAL EDUCATION CURRICULUM METHODS**

This course provides study and application of adolescent education methods and materials. Emphasis is placed on curricular design and instructional planning to address the special developmental and educational needs of students in secondary schools. In addition, the integration of general education and special education methodologies for the inclusion/co-teaching classroom is examined with a focus on English, math, science and social studies. Attention is given to culturally responsive teaching and technological instruction and integration. Lesson and unit planning are examined on the state, district, school and classroom levels which align with the P-12 NYS Learning Standards. Various strategies for interdisciplinary planning and instruction are explored. Twenty (20) participation hours are required for this course. Three credit hours. Prerequisites and/or Special Considerations: none. Offered fall/spring semester, as needed.

### **EDU 370 METHODS OF LANGUAGE ARTS WITH CHILDREN'S LITERATURE: BIRTH TO 6<sup>TH</sup> GRADE**

This course provides study and application of methods and materials appropriate for English Language Arts in a classroom setting. The course focuses on instructional methods used to accommodate diverse learners in birth through grade two and grades one through six classrooms. Within the conceptual frameworks of a balanced literacy framework and reflective practice, long-term plans for assessing, planning, and teaching English Language Arts are emphasized while integrating high quality children's and young adult literature. Lesson design that is aligned with the New York State Learning Standards for early childhood and kindergarten through grade six for English Language Arts and Literacy is a central focus. A minimum of forty field experience hours are required. Three credit hours. Prerequisites and/or Special Considerations: EDU 210, EDU 223, EDU 240, EDU 241, and EDU 242. Offered fall/spring semester, as needed.

### **EDU 371 METHODS OF MATHEMATICS: BIRTH TO 6<sup>TH</sup> GRADE**

The course provides study and application of methods and materials appropriate for the teaching of mathematics in the elementary school as well as instructional methods used to accommodate diverse learners differentiated learning techniques, Gardner's Multiple Intelligences is introduced as it relates to creating mathematics lessons. Creating multi-level, culturally responsive instruction is emphasized. The use of technology is integrated into instruction. Lesson design that is aligned with New York State Learning Standards is a central focus. Three credit hours. Prerequisites and/or Special Considerations: EDU 210, EDU 223, EDU 240, EDU 241, and EDU 242. Offered fall/spring semester, as needed.

### **EDU 372 METHODS OF SCIENCE AND TECHNOLOGY: BIRTH TO 6<sup>TH</sup> GRADE**

This course provides study and application of methods and materials appropriate for the teaching of science and technology in early childhood and childhood classroom settings. Content includes using multi-level, culturally responsive instruction, as well as the New York State Learning Standards for Science and English Language Arts, Literacy to create lessons and activities. Instructional methods that meet the needs of diverse learners are utilized in class. The use of technology is integrated into instruction. Three credit hours. Prerequisites and/or Special Considerations: EDU 210, EDU 223, EDU 240, EDU 241, and EDU 242. Offered fall/spring semester, as needed.

### **EDU 373 METHODS OF SOCIAL STUDIES AND CREATIVE ARTS: BIRTH TO 6<sup>TH</sup> GRADE**

This course provides study and application of methods and materials appropriate for the teaching of Social Studies and Creative Arts in a classroom setting for students from Birth to Grade 6. Content includes the New York State Learning Standards for Social Studies, the New York State P-12 Learning Standards used in creating multi-level, culturally responsive lessons and activities, the integration of technology into instruction. Three credit hours. Prerequisites and/or Special Considerations: EDU 210, EDU 223, EDU 240, EDU 241, and EDU 242. Offered fall/spring semester, as needed.

### **EDU 375 STRATEGIC LITERACY INSTRUCTION FOR DIVERSE LEARNERS: EARLY CHILDHOOD/CHILDHOOD**

This course focuses on ways to effectively differentiate literacy instruction for the diverse learner at the elementary level. Content includes a wide range of research-based instructional approaches and methods to support academic development, including the use of data analysis and a tiered intervention model. Characteristics and identification of students with disabilities and English language learners are examined to determine curricular modifications necessary to meet the needs of diverse learners. The use of a culturally responsive approach to teaching is emphasized. Ten (10) hours of field experience must be completed. Three credit hours. Prerequisites and/or Special Considerations: EDU 240, EDU 241, and EDU 242. Offered fall/spring semester, as needed.

### **EDU 378 FIELD EXPERIENCES AND SEMINARS**

This course provides education majors with pre-student teaching experience that will be both campus and site based. The course provides opportunities to make connections between field observations and the New York State Learning Standards. A minimum of 40 hours of fieldwork must be completed. Three credit hours. Prerequisites and/or Special Considerations: Education majors with a 2.0 cumulative GPA. Offered fall/spring semester, as needed.

## **EDU 398 SPECIAL TOPIC IN EDUCATION**

Topic to be specified each semester course offered.

## **EDU 452 REFOCUS FOR SUCCESS**

Refocus for Success is required for student teachers who have earned an unsatisfactory grade for one or more student teaching experiences. The course will focus on the knowledge, skills, and dispositions necessary to be a successful teacher. A future student teaching placement(s) is contingent upon successful completion of this course. One credit hour. Prerequisites and/or Special Considerations: Refocus for Success is a one-credit course required for student teachers who have earned an unsatisfactory grade for one or more student teaching experiences. Offered fall/spring semester, as needed.

## **EDU 478 STUDENT TEACHING (B-6) AND SEMINAR**

Student teaching provides students with a culminating clinical experience consisting of two placements, one in an early childhood setting (Birth – Grade 2) and one in a childhood setting (Grades 3-6). Throughout the experience, the Associate Teacher and College Supervisor will mentor and evaluate the teacher candidate in the areas of content knowledge, pedagogy, and professional dispositions. Twelve credit hours. Prerequisites and/or Special Considerations: Grade of C or better in EDU 370, EDU 371, EDU 372, EDU 373 and an overall GPA of 2.5. Offered fall/spring semester, as needed.

## **EDU 480 ADOLESCENT STUDENT TEACHING | EDU 480-I (INTERMEDIATE)/EDU 480-S (SENIOR)**

Student teaching provides students with a culminating clinical experience consisting of two placements, one in the teacher candidate's specific discipline (Grades 7-9 or Grades 10-12) and one specializing in a Students with Disabilities setting (Grades 7-9 or Grades 10-12). Throughout the experience, the Associate Teacher and College Supervisor will mentor and evaluate the teacher candidate in the areas of content knowledge, pedagogy, and professional dispositions. 5.5 credits. Prerequisites and/or Special Considerations: Grade of C or better in EDU 368, grade of C or better in EDU 362 or EDU 363 or EDU 364, overall GPA of 2.5. Offered fall/spring semester, as needed.

## **EDU 481 ADOLESCENT STUDENT TEACHING SEMINAR**

This course provides the Adolescent Teaching candidate with content area and pedagogical support for their full-time on-site experience. The opportunity will be given to students to connect what is viewed in classroom settings to research about pedagogy through the development of a lesson plan data base which illustrates curriculum development, lesson and differentiated instructional planning, curricular adaptations and instructional strategies in the student's area of concentration. Attention will also be paid to the relationship between the

general education and special education curriculum and the process of collaboration and co-teaching in inclusive settings. This course is taken concurrently with EDU 480. Offered fall/spring semester, as needed. 5.5 credit hours. Prerequisites and/or Special Considerations: EDU 364. Offered fall/spring semester, as needed.

## **ENGLISH**

**\*\*Note:** All new students entering the College are required to take ENG 110/ENG 112, and ENG 200/HON 200/ENG 202 within their first 45 credits at Medaille College. Transfer students with more than 45 credits already completed should complete these courses as soon as possible.

### **ENG 100 FUNDAMENTALS OF ENGLISH**

This is an introductory English course, taken for a letter grade, it is meant to prepare students for success in courses requiring college-level reading and writing. Topics include reading and writing for academic purposes, punctuation and mechanics, grammar and sentence structure, vocabulary and comprehension strategies, effective pre-writing, thesis statements, topic sentences, and transitions. Three credit hours. Prerequisites and/or Special Considerations: placement. Offered fall/spring semester, as needed.

This course emphasizes the following Essential Learning Outcomes for Medaille College: Written Communication.

### **ENG 102 FUNDAMENTALS OF COLLEGE READING & WRITING FOR MULTILINGUAL STUDENTS**

This course is the equivalent to ENG 105, but it is designed for multilingual students. This course introduces students to the fundamentals of college reading and writing in multiple media. This course introduces reading and writing as active, critical processes which are intrinsically linked. In developing active reading process skills, vocabulary enhancement strategies, and the abilities to recognize text features and organizational patterns, this course emphasizes fundamental skills for reading and writing across the curriculum. Writing skills specifically addressed include the following: pre-writing, drafting, revising, and editing; paragraph and essay organization; the importance of critical thinking, clarity, and conciseness; grammar; and introductory source integration and attribution. In both modes, audience awareness and rhetorical purpose will be addressed. Three credit hours. Prerequisites and/or Special Considerations: placement. Offered fall/spring semester, as needed.

This course emphasizes the following Essential Learning Outcomes for Medaille College: Written Communication.

## **ENG 105 FUNDAMENTALS OF COLLEGE READING AND WRITING**

This course introduces students to the fundamentals of college reading and writing in multiple media. This course introduces reading and writing as active, critical processes which are intrinsically linked. In developing active reading process skills, vocabulary enhancement strategies, and the abilities to recognize text features and organizational patterns, this course emphasizes fundamental skills for reading and writing across the curriculum. Writing skills specifically addressed include the following: pre-writing, drafting, revising, and editing; paragraph and essay organization; the importance of critical thinking, clarity, and conciseness; grammar; and introductory source integration and attribution. In both modes, audience awareness and rhetorical purpose will be addressed. Three credit hours. Prerequisites and/or Special Considerations: This course is required for all students who place within the specified range on the placement test(s). Offered fall/spring semester, as needed.

This course emphasizes the following Essential Learning Outcomes for Medaille College: Written Communication.

## **ENG 110 COLLEGE WRITING**

This course is designed to develop the students' abilities to produce effective college writing in multiple media and assist students in making judgments regarding content within their own writing, particularly when utilizing researched sources. The course also emphasizes organization, structure, revision, and mechanics. Portfolios must be retrieved from the department secretary at the end of the semester for use in ENG 200. Three credit hours. Prerequisites and/or Special Considerations: ENG 105 or equivalent, or suitable score on the writing assessment. Offered fall/spring semester, as needed.

This course emphasizes the following Essential Learning Outcomes for Medaille College: Written Communication.

## **ENG 111 WRITING EFFECTIVE ESSAYS**

Developed for the returning adult student, this course enables students to assess, critique, and hone their college-level composition skills, developing the ability to write effectively. It assists students to make judgments regarding content, organization, structure, and mechanics, focusing on the production of relevant, clear, and concise student essays. Research and revision are emphasized. Students will compile and evaluate a portfolio of their writings, including a self-assessment. Four credit hours. Prerequisites and/or Special Considerations: None. Offered as needed.

This course emphasizes the following Essential Learning Outcomes for Medaille College: Written Communication.

## **ENG 112 COLLEGE WRITING FOR MULTILINGUAL STUDENTS**

This course is the equivalent of ENG 110, with modifications to meet the needs of multilingual students. The course introduces the students to U. S. academic writing practices, and content is designed to develop students' abilities to produce effective college writing in multiple media, and to assist students in making judgments regarding content within their own writing, particularly when utilizing researched sources. The course also emphasizes organization, structure, revision, and mechanics. Portfolios and self-evaluations must be retrieved these from the department secretary at the end of the semester for use in ENG 202. Three credit hours. Prerequisites and/or Special Considerations: Medaille's ENG 102 or equivalent, or placement into this course. Offered fall/spring semester, as needed.

This course emphasizes the following Essential Learning Outcomes for Medaille College: Written Communication.

## **ENG 200 ADVANCED COLLEGE WRITING**

This course develops students' skills in critical thinking and in writing analyses using subject matter from across the curriculum. Each writing assignment requires research and writing from sources. The course emphasizes research in both print and digital platforms and the production of effective college writing in multiple media, where appropriate. Three credit hours. Prerequisites and/or Special Considerations: ENG 110 or equivalent in transfer credits. Offered fall/spring semester, as needed.

This course emphasizes the following Essential Learning Outcomes for Medaille College: Written Communication.

## **ENG 201 WRITING THE RESEARCH PAPER**

This second course in the ALP writing sequence develops students' skills in thinking and in writing analyses, using subject matter from across the curriculum. Each writing assignment requires research and writing from sources. Students will produce a formal research paper and a portfolio of their writings, including a self-assessment. Several writing diagnostics will be administered to help students identify and correct individual writing weaknesses. Four credit hours. Prerequisites and/or Special Considerations: ENG 111. Offered as needed.

## **ENG 202 ADVANCED COLLEGE WRITING FOR MULTILINGUAL STUDENTS**

This course is designed to follow ENG 112, and it is the equivalent of ENG 200: Advanced College Writing, with additional attention to the interests of multilingual students. This course develops students' skills in critical thinking and in writing analyses using subject matter from across the curriculum. Each writing assignment requires research and writing from sources. Research in both print and digital platforms and effective college writing in multiple media are

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



examined. Supplemental academic coaching/tutoring is required. Three credit hours. Prerequisites and/or Special Considerations: ENG 112 or equivalent from another accredited American university or college. Offered fall/spring semester, as needed.

### **ENG 205 INTRODUCTION TO LITERATURE**

A study of the basic literary genres, techniques, and processes used in poetry, drama, the short story, and emerging forms (e.g. Electronic Literature), as well as an introduction to some of their classical origins. In addition to selections from European and American literature, selected classical and religious texts that have contributed to the development of Western Literature are examined. A community-based component of the course is added through in-class oral reports or other reporting methods detailing Western New York literary arts resources. Three credit hours. Prerequisites and/or Special Considerations: none. Offered fall/spring semester, as needed.

### **ENG 206 LITERATURE AND SOCIETY**

This course introduces students to the basic literary forms, techniques, and processes used in poetry, drama, and the short story while examining the relationship between literature and society. Students will read and discuss selections from European and American literature, as well as selected classical and religious texts that have contributed to the development of Western Literature. Four credit hours. Prerequisites and/or Special Considerations: ENG 110, ENG 112, ENG 11 or equivalent. Offered fall/spring semester, as needed.

### **ENG 210 INTRODUCTION TO CREATIVE WRITING**

A course designed to introduce the tools and techniques needed to compose different types of creative writing, including at least three of the following: fiction, poetry, drama, and/or creative nonfiction. This course also is designed to share how to create a portfolio of creative writing that expresses idea, emotion, and other experiences in language through traditional, contemporary, and experimental forms of stories, poems, plays, and essays. Where appropriate, this course will address how to write creatively in emerging forms (e.g., electronic literature) and multiple media. This course will also explore how creative writing can reflect or express ethical and social issues or themes. This course also will engage in the oral performance of creative writing and share information on how and where to publish it. Three credit hours. Prerequisites and/or Special Considerations: INT 110 or equivalent. Offered fall/spring semester, as needed.

Students should note that this course satisfies the “Creative and Reflective Dialogues” requirement of the General Education Core.

This course emphasizes the following Essential Learning Outcomes for Medaille College: Written Communication, Oral Communication, and Cultural Literacy.



### **ENG 215 SURVEY OF WORLD LITERATURE**

This survey course is designed to introduce the student to representative works (short stories, poems, and plays) of world literature and multiculturalism. The course emphasizes the understanding that world “literature” can include diverse textual artifacts and cultural practices, this course will explore, where applicable, emerging forms (electronic literature) and other multiple media platforms. Three credit hours. Prerequisites and/or Special Considerations: none. Offered fall/spring semester, as needed.

### **ENG 260 BUSINESS AND PROFESSIONAL WRITING**

This course examines the different types of business and professional writing, both traditional and electronic, as well as oral communications in various cultural settings. Students shall learn how to most effectively use basic grammar skills and usage in a variety of business and professional applications. They will also learn the proper use of graphs, visuals, and presentation materials as they relate to written; both print and online, and oral communication. This course investigates the necessary relationships between audiences, styles of writing, and ethical considerations pertinent to business and professional communications. Students will produce a print and/or online portfolio which will include a resume, application letters, memoranda, reports, instructions, and brochures. Three credit hours. Prerequisites and/or Special Considerations: ENG 200 or equivalent. Offered fall/spring semester, as needed.

### **ENG 260E PERSUASIVE WRITING IN TODAY’S WORLD**

This course is a study of persuasive and ethical written communication - in the workplace, in the marketplace, and in interpersonal communication. Students will use proven techniques of effective writing such as purpose, scope, audience, thesis development, and structure to explore argument and opinion. Course topics include evaluating persuasive strategies and attitudes as well as the approaches and techniques of argument; students will apply their learning to a variety of business communication tools including essays, web-based messages, speeches, advertisements, and proposals. Three credit hours. Prerequisites and/or Special Considerations: ENG 111 or transfer equivalent. Offered fall/spring semester, as needed.

This course emphasizes the following Essential Learning Outcomes for Medaille College: Written Communication.

### **ENG 270 ARGUMENTATION AND PERSUASION**

A detailed study of the principles employed in effective written arguments and persuasive pieces. The course will familiarize students with the tools and techniques of persuasion, and place special emphasis on the nature of argument. Practical application of the art of persuasion in the professional world will be included. The course will provide extensive writing practice. Three credit hours. Prerequisites and/or Special Considerations: ENG 200 or equivalent, and PHI 200. Offered fall/spring semester, as needed.

## **ENG 298 SPECIAL TOPICS IN ENGLISH**

Topic specified each semester course offered. Three credit hours. Prerequisites and/or Special Considerations: ENG 200 or equivalent, or higher. Offered fall/spring semester, as needed.

## **ENG 300 FICTION WORKSHOP**

The primary focus of this course is the art of writing fiction, with special attention paid to the short story. The course will carefully study contemporary published short stories from a number of genres and media platforms (i.e.: traditional short stories, literary fiction, fan fiction, science fiction and other genre fiction, flash fiction, digital fiction/emerging forms). These models, in turn, will serve as models for original fiction writing to be done during the semester. The course will model the process of producing a marketable piece of fiction, as well as the steps in publishing stories. The course will provide experience with submitting short stories to both digital and print markets, and it will also introduce the art of querying agents and publishers for longer pieces of fiction. As a workshop course, ENG 300 requires each participant to submit at least one original short story for large group discussion and refine it to publishable quality. Three credit hours. Prerequisites and/or Special Considerations: ENG 200 or equivalent. Offered fall/spring semester, as needed.

## **ENG 305 BRITISH LITERATURE I: MIDDLE AGES TO THE EIGHTEENTH CENTURY**

A survey of selected major authors from the Middle Ages through the Restoration and 18th Century. Emphasis of the course is on both major authors and the historical development of literary traditions. The course also covers the major social, historical, and geographical factors influencing the origin and development of the English language, related media, and culture. Three credit hours. Prerequisites and/or Special Considerations: ENG 200 or equivalent, and a 200-level literature course. Offered fall/spring semester, as needed.

Students should note that this course satisfies the “Global Dialogues” requirement of the General Education Core.

## **ENG 310 POETRY WORKSHOP**

This course is designed to introduce the student to the tools and techniques needed for writing poetry. It is a course in the creative expression of thought and idea combined with the discipline of learning traditional, contemporary, and experimental forms of poetry. It is also designed to give the student confidence in oral reading of poetry and knowledge of how to publish. Three credit hours. Prerequisites and/or Special Considerations: ENG 200 or equivalent. Offered fall/spring semester, as needed.

## **ENG 315 BRITISH LITERATURE II: LATE EIGHTEENTH CENTURY TO THE PRESENT**

A survey of selected major authors from the Romantic Period through the 21st Century. Emphasis of the course is on both major authors and the historical development of literary traditions. The course also covers the major social, historical, and geographical factors influencing the origin and development of the English language, related media, and culture. Three credit hours. Prerequisites and/or Special Considerations: ENG 200 or equivalent, and a 200-level literature course. Offered fall/spring semester, as needed.

Students should note that this course satisfies the “Global Dialogues” requirement of the General Education Core.

## **ENG 320 DRAMA WORKSHOP**

This course will provide a practical introduction to writing for the stage. It will include a study of dramatic structure, character, themes, and theatrical devices. Through experiential activities, students will gain an appreciation for issues such as the effective use of space, movement, light, dialogue, and sound. Students will write exercises or short scenes every week, and that writing will become the basis of a one-act play, which will be the final project. Three credit hours. Prerequisites and/or Special Considerations: ENG 200 or equivalent. Offered fall/spring semester, as needed.

## **ENG 325 LITERATURE OF THE UNITED STATES: COLONIAL TO THE CIVIL WAR**

An intensive critical study of American literature beginning with texts of the New World exploration and settlement up until the Civil War, inclusive of Native American oral literature. Emphasis in the course is on both individual works and literary/historical traditions. Meaningful integration of images, videos, and other multiple media and how those media merge with the traditional study of American literature are also studied. Three credit hours. Prerequisites and/or Special Considerations: ENG 200 or equivalent, and any 200-level literature course. Offered fall/spring semester, as needed.

## **ENG 330 PRELUDE PRACTICUM**

A course designed to introduce students to the tools and strategies needed to complete both the desktop and online publication of the *Prelude*, Medaille’s creative arts journal. This course will help students learn how to work together with others to obtain submissions for publication, set up editorial criteria for selection of submissions, notify authors about selection or rejection of their submissions, and create a story board for format and layout of the journal. This course also will help students learn how to edit and organize selected copy; learn how to use desk top publishing software to format, layout, and publish a hard copy book of poems, stories, and visual art, as well as to create and maintain a website for online publication of the Medaille creative arts journal.

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

Moreover, students will learn how to organize, publicize, and implement campus and community readings or other events to encourage more interest in and support for the *Prelude*. Three credit hours. Prerequisites and/or Special Considerations: ENG 110 or equivalent. Offered fall/spring semester, as needed.

### **ENG 331 PRELUDE PRACTICUM II**

A course designed to help students master the tools and strategies needed to complete desk-top publication of the *Prelude*, as well as, in the future, to create a website for the Medaille creative arts journal. This course also is designed to help students learn how to edit and organize copy; learn how to use desk-top publishing software to format and layout a book of poems, stories, and visual art; to help students master the software skills necessary to build a website for the *Prelude*, as well as, in the future, to publish the Medaille creative arts journal online. One and a half credit hours. Prerequisites and/or Special Considerations: ENG 330. Offered fall/spring semester, as needed.

### **ENG 335 LITERATURE OF THE UNITED STATES: CIVIL WAR THROUGH THE TWENTY-FIRST CENTURY**

A survey of the history of the United States, from the Era of Reconstruction through the twentieth century, that addresses important political, economic, social, scientific, and cultural developments. The course will include discussions of the role of class, race, and gender on U.S. history as well as the ways in which systems of labor, intellectual developments, and technological innovations shaped history. The course also introduces students to the skills of historical thinking necessary to form their own understanding of the past. Three credit hours. Prerequisites and/or Special Considerations: Any 200-level Literature Course and ENG 200 or its equivalent. Offered fall/spring semester, as needed.

### **ENG 345 FILM ART AND APPRECIATION**

This course explores the development of film as an art form in its historical, political, and cultural contexts. Students learn to become active viewers of film through analysis of film technique, genre, and theory. Special emphasis is placed on the connections between cinematic “language” and the world of literature: not only because film and literature are closely linked in their use of narrative, but also because methods of literary analysis provide a useful avenue into film analysis. Three credit hours. Prerequisites and/or Special Considerations: ENG 205 or ENG 210. Offered fall/spring semester, as needed.

### **ENG 350 CREATIVE NON-FICTION**

A course designed to introduce the tools and techniques needed to compose a portfolio of different types of creative nonfiction writing, including the factual and lyric essay, memoir, and travel writing. This course will study the sometimes-problematic borderlands in this genre between fiction and nonfiction, objectivity and subjectivity, as well as how to complete the kinds

of research necessary in memorable creative nonfiction writing. This course also will explore texts in traditional, contemporary, experimental or, where appropriate, emerging (e.g. electronic literature) forms and multiple media. This course will also investigate how creative nonfiction writing can reflect or express conversations about ethical and social issues or themes. Three credit hours. Prerequisites and/or Special Considerations: ENG 200 or equivalent. Offered fall/spring semester, as needed.

This course satisfies the “Creative and Reflective Dialogues” requirement of the General Education Core.

This course emphasizes the following Essential Learning Outcomes for Medaille College: Written Communication, Information Literacy, and Cultural Literacy.

### **ENG 355 MAJOR LITERARY FORMS**

This course studies one of the important forms of literature: drama, short story, novel, or poetry using representative examples. The course will include the history and development of the form as well as its nature and variety. A student may take the course more than once for credit under different literary forms. Three credit hours. Prerequisites and/or Special Considerations: ENG 205 or ENG 210. Offered fall/spring semester, as needed.

### **ENG 360 ADVANCED REPORT AND PROPOSAL WRITING**

This course teaches advanced critical thinking and writing skills for application in various academic disciplines and professional contexts. Students also learn how most effectively to produce professional and academic discipline specific texts that are print-ready, coherent, and cohesive. Students produce a portfolio in both print and web-based media that will include an advanced research report and a proposal. Three credit hours. Prerequisites and/or Special Considerations: ENG 200 or equivalent. Offered fall/spring semester, as needed.

### **ENG 361 ADVANCED BUSINESS REPORT WRITING**

This course teaches advanced critical thinking and writing skills for application in academic, business, and professional contexts. Students will produce professional and academic reports that are print-ready, coherent, and cohesive. Emphasis is placed on honing the students’ skills in written, verbal, and electronic communication, producing an accomplished writer who is practiced in the conventions of written English and professional communication. Students produce a portfolio in both print and web-based media that will include an advanced research report and a proposal. Four credit hours. Prerequisites and/or Special Considerations: ENG 111, ENG 110 or equivalent. Offered fall/spring as needed.

This course emphasizes the following Essential Learning Outcomes for Medaille College: Written Communication.

### **ENG 362 LEGAL WRITING**

Professionals must know how to prevent problems; in the contemporary world such prevention often involves the prevention and use of litigation. This writing intensive, cross-disciplinary course will critically analyze fact patterns in relation to applicable state, federal, and constitutional law. This course may examine and write about legal and policy issues in animal rights, discrimination in education and employment, criminal procedures and punishment, as well as First Amendment and/or other issues as appropriate. This course will show how to spot legal issues, analyze statutory and case law, examine appropriate methods to prevent legal and social problems, as well as engage in preparation for law school or other careers in law. Three credit hours. Prerequisites and/or Special Considerations: ENG 200/HON 200/ENG 202 or equivalent. Offered fall/spring, as needed.

This course emphasizes the following Essential Learning Outcomes for Medaille College: Written Communication and Information Literacy.

### **ENG 365 MULTICULTURAL LITERATURE OF THE UNITED STATES**

This course focuses on the ways in which race, class, gender, and ethnicity shape personal, cultural, and social realities. It explores the perceptions, viewpoints, or life experiences of people in societies or cultures of under-represented, non-dominant, or marginalized groups within the United State. The course covers the cultural and historical heritage expressed through literature as a vision of the minority experience in the United States and the more universal nature of the human condition. Three credit hours. Prerequisites and/or Special Considerations: any 200-level literature course and ENG 200 or equivalent. Offered fall/spring semester, as needed.

### **ENG 370 TEACHING AND EVALUATING WRITING**

This course is a study of modern approaches to the teaching of writing, emphasizing writing for practice, responding to writing, and developing practical tools for secondary school writing instruction. Coursework will include holistic scoring and portfolio evaluation. Three credit hours. Prerequisites and/or Special Considerations: ENG 200 or equivalent, and EDU 233 or EDU 234. Offered fall/spring semester, as needed.

### **ENG 375 CHILDREN'S LITERATURE: FROM ANCIENT MYTH TO THE DIGITAL AGE**

This course is a study of children's (birth through adolescence) literature and media from a broad range of cultures, periods, and genres. The course will examine the history, the development, and the reception of children's literature and media. A community-based learning project will provide an opportunity for students to understand and apply children's literature in real-world, multicultural contexts. Offered as needed. Three credit hours. Prerequisites and/or Special Considerations: INT 110 or equivalent, ENG 200 or equivalent, and ENG 205/210/215. Offered fall/spring semester, as needed.

Students should note that ENG 375 has been identified as a U course in the EQUIP curriculum sequence.

### **ENG 398 SPECIAL TOPICS IN ENGLISH**

Topic specified in each semester course offered. Three credit hours. Prerequisites and/or Special Considerations: varies according to the topics of the course. Offered fall/spring semester, as needed.

### **ENG 400 SENIOR PORTFOLIO**

In this workshop, students with previous experience in writing for business, technical writing, and/or creative writing, learn how to write for publication. The class employs a workshop approach, whereby students are exposed to all types of writing and publication issues, while themselves choosing one area of writing in which to focus on publication. Students learn what manuscripts should look like, how to professionally submit them for publication, and how to identify markets and submit to Internet publications. They will also learn about the business of publishing, about grants and contests, self-publishing options, and how to use revision to turn manuscripts into finished products. Three credit hours. Prerequisites and/or Special Considerations: any writing course 260 or above. Offered fall/spring semester, as needed.

### **ENG 405 THEMES AND TOPICS IN AMERICAN LITERATURE**

An exploration of a significant theme or topic reflected in major literary works and/or authors from United States literature, understanding that United States “literature” can include diverse textual artifacts and cultural practices. Readings may be chosen to reflect the development of an idea, theme, or topic throughout different literary periods. This course will examine that theme or topic through both primary and secondary texts and will engage in research into the semester’s topic through multiple media. The course, when appropriate, may include creation of a digital product (i.e.: a wiki, website, or other mediated form). This course may be taken more than once for credit under different themes or topics. Three credit hours. Prerequisites and/or Special Considerations: ENG 200 or equivalent, and any 200-level literature course. Offered fall/spring semester, as needed.

### **ENG 415 THEMES AND TOPICS IN BRITISH LITERATURE**

This course examines poetry, drama, and prose produced during the Romantic period in Britain (1789 – 1832). Students will read and analyze both canonical and non-canonical writers of the period. Additionally, students will explore the history of critical explanations of Romanticism, as well as scholarship on individual writers and key issues in Romantic studies. Three credit hours. Prerequisites and/or Special Considerations: any 200-level literature course. Offered fall/spring semester, as needed.



### **ENG 425 THEMES AND TOPICS IN WORLD LITERATURE**

An exploration of a significant theme or topic reflected in major literary works and/or authors from world literature, understanding that World “Literature” can include diverse textual artifacts and cultural practices. This course will examine that theme or topic through both primary and secondary texts and will engage in research into the semester’s topic through multiple media. The course may include creation of a digital product (i.e.: a wiki, website, or other mediated form). This course may be taken more than once for credit under different themes/topics. Three credit hours. Prerequisites and/or Special Considerations: any 200-level literature course. Offered fall/spring semester, as needed.

### **ENG 435 MAJOR GLOBAL LITERARY FIGURES**

An intensive study of the works of a major global (i.e., outside of the United States) writer (or small, tight-knit writing community). This course will examine the work of that author through both primary and secondary texts, and it will engage in research into the semester’s topic through multiple media. This course may be taken more than once for credit under different literary figures. Three credit hours. Prerequisites and/or Special Considerations: ENG 200 or equivalent, and ENG 205 or ENG 215. Offered fall/spring semester, as needed.

Students should note that this course satisfies the “Global Dialogues” requirement of the General Education Core.

### **ENG 460 LITERARY THEORY AND CULTURAL STUDIES: ENGLISH SEMINAR**

A study of some of the major theoretical approaches to literature and culture, with a particular concentration on twentieth- and twenty-first century authors. Throughout the course of the semester, the application of theoretical and cultural studies approaches to the analysis of literary works and related media is practiced. Three credit hours. Prerequisites and/or Special Considerations: ENG 200 or equivalent, any 200-level literature course, and junior standing. Other majors may enroll with special approval from Department Chair. Offered fall/spring semester, as needed.

### **ENG 477 ENGLISH FIELD EXPERIENCE**

This internship course offers students a structured, supervised opportunity to design their own learning within the context of their program’s expectations, goals and objectives for enhancing students’ academic and professional development and the needs of their host organization. In this field experience, students gain experience working with a local publication or in some other writing-based career employer. Skills practiced in the field experience are expected to be at a high-level of competence and difficulty and approved by the Department Chair. Three credit hours. Prerequisites and/or Special Considerations: ENG 250 or above. Offered fall/spring semester, as needed.



## **ENG 478 ENGLISH FIELD EXPERIENCE II**

This internship course offers students a structured, supervised opportunity to design their own learning within the context of their program's expectations, goals and objectives for enhancing students' academic and professional development and the needs of their host organization. In this field experience, students gain experience working with a local publication or in some other writing-based career employer. Skills practiced in the field experience are expected to be at a high-level of competence and difficulty and approved by Department Chair. This is intended as a second internship semester for students who have taken ENG 477. Three credit hours. Prerequisites and/or Special Considerations: ENG 477. Offered fall/spring semester, as needed.

## **ENG 485 THE ENGLISH LANGUAGE: PAST, PRESENT & FUTURE**

Consideration of major social, historical, and geographic factors influencing the origin and development of English; sound, meaning, and grammatical elements of the language; differences between American and British English (as well as other global variations); attitudes toward language and language differences. In addition, this course will consider the impact that globalization and technology have had on the English language, and the implications for its future growth. The course will culminate with each student contributing to a digital humanities project, such as an article or other digital feature to an evolving website on some aspect of the development, future, structure or influence of the English language. Three credit hours. Prerequisites and/or Special Considerations: ENG 200 or equivalent, and junior standing. Offered fall/spring semester, as needed.

## **ENG 498 INDEPENDENT STUDY IN ENGLISH**

Topic developed by student and instructor for each semester offered. Three credit hours. Prerequisites and/or Special Considerations: ENG 260 or above. Offered fall/spring semester, as needed.

## **ENGLISH AS A SECOND LANGUAGE**

### **ESL 110 ORAL COMMUNICATION IN AMERICAN ENGLISH**

This English as a Second Language (ESL) course emphasizes various aspects of oral communication in order to improve linguistic and communicative competence, strengthen conveyance of meaning, and build vocabulary. Special emphasis will be placed on the specific speaking skills of pronunciation, fluency, and conversational speed. Students will engage in individual and group projects and structured role plays in order to increase their proficiency and comfort level in cross-cultural experiences unique to the international student. Three credit hours. Prerequisites and/or Special Considerations: enrollment restricted to international students. Offered fall/spring semester, as needed.

## **eSPORTS**

### **ESM 100 ESPORTS MANAGEMENT AND INDUSTRY TRENDS**

This course cultivates a foundation of ideas and solutions that teach planning, scheduling, controlling, resource allocation, and management of the eSports industry. Three credit hours. Prerequisites and/or Special Considerations: none. Offered fall semester as needed.

This course emphasizes the following Essential Learning Outcomes for Medaille College: Critical Thinking, Written Communication and Integrative Thinking.

### **ESM 200 COMPETITIVE GAMING: CULTURE, PERFORMANCE AND TEAM DEVELOPMENT**

Integrates and builds upon knowledge learned in prior eSports and business courses. Competitive Gaming domains of performance and motivation for participation are studied. Additional focus includes training components for eSports and ethical issues in Gaming. Three credit hours. Prerequisites and/or Special Considerations: none. Offered fall/spring semester as needed.

This course emphasizes the following Essential Learning Outcomes for Medaille College: Critical Thinking, Written Communication and Integrative Thinking.

### **ESM 300 INTRODUCTION TO GAME DESIGN**

This course design provides the opportunity to initiate a design, program, and work toward creating functional video games. The course will introduce basic programming and design skills that are essential to developing a video game. Topics covered are math, physics, level design, and computer programming. Three credit hours. Prerequisites and/or Special Considerations: ESM 100. Offered fall/spring semester as needed.

This course emphasizes the following Essential Learning Outcomes for Medaille College: Critical Thinking, Written Communication and Integrative Thinking.

### **ESM 377 FIELD EXPERIENCE I**

This course provides an opportunity for observation and practice by individual students in work related to a particular area of study in eSports management. ESM 377 course has a 90-contact hour requirement. Work-skills assessment and career explorations will be included. Three credit hours. Prerequisites and/or Special Considerations: junior standing, eSports majors and Cumulative GPA of 2.0. Offered fall/spring semester as needed.

## **ESM 477 FIELD EXPERIENCE II**

This course provides an opportunity for observation and practice by individual students in work related to a particular area of study in eSports management. ESM 477 course has a 90-contact hour requirement. A higher level of performance is expected in this field experience. The work will be more intensive than the introductory field experience (ESM 377). Work-skills assessment and career explorations will be included. Prerequisites and/or Special Considerations: ESM 377, junior standing, eSports majors and Cumulative GPA of 2.0. Offered fall/spring semester as needed.

## **FRENCH**

### **FRE 101 ELEMENTARY FRENCH I**

This course will instruct the student in the basic grammatical structures of French. Special emphasis will be placed on oral skills. Vocabulary building and role playing, utilizing the spoken language in everyday situations, will be stressed. Three credit hours. Prerequisites and/or Special Considerations: none. Offered fall/spring semester, as needed.

### **FRE 102 ELEMENTARY FRENCH II**

A continuation of FRE 101. This course will instruct the student in more complex grammatical structures and vocabulary building while encouraging an increased degree of accuracy and control in the spoken language. Three credit hours. Prerequisites and/or Special Considerations: FRE 101 or high school French. Offered fall/spring semester, as needed.

### **FRE 498 INDEPENDENT STUDY IN FRENCH**

Topic to be specified each semester course offered.

## **FINANCE**

### **FNS 203 PRINCIPLES OF FINANCE**

This course is an introduction to the theoretical and practical uses of financial management principles with emphasis on financial analysis, decision making, and communication. Topics covered include financial ratios, along with concepts of risk, return and value. Emphasis is also placed on working capital management, cost of capital, capital structure, and long-term financing strategies. Four credit hours. Prerequisites and/or Special Considerations: ACC 304. Offered as needed.

## **GENERAL EDUCATION**

### **GEN 110 INTRODUCTION TO CRITICAL THINKING**

As a cornerstone in Medaille College's General Education Core curriculum, this course aims to introduce students to the fundamentals of critical thinking. Its coursework integrates basic critical thinking, argumentation, and related written and spoken communication lessons with the exploration and evaluation of significant ideas. Thus, the course specifically addresses some of the most important academic skills required not only for success in college, but also for open-minded and reflective inquiry, substantial understanding, and informed judgment. Three credit hours. Prerequisites and/or Special Considerations: none. Offered fall/spring semester, as needed.

### **GEN 111 CRITICAL AND ACADEMIC THOUGHT**

This course is designed to provide adult students with an introduction to the expectations and opportunities of college-level study. Throughout the course, critical thinking, problem solving, and communication skills are emphasized in the exploration and evaluation of significant ideas. In addition, the course specifically addresses the academic, study, personal, and interpersonal skills required for success in accelerated learning situations. Students will also participate in and evaluate group learning interactions. Four credit hours. Prerequisites and/or Special Considerations: none. Offered as needed.

This course emphasizes the following Essential Learning Outcomes for Medaille College: Critical Thinking.

### **GEN 131 CRITICAL THINKING AND HEALTH SCIENCE**

Through readings, discussion, investigation, and writing assignments, the course examines critical thinking as it is related to the health sciences. Students will review the scientific method as it applies to general chemistry, microbiology, and physics, using experiments, observations, and measurements to critically analyze scientific concepts and content. The course asks students to re-examine the thinking and learning skills required for success as an adult student including time management, self-directed and collaborative learning, communication skills, the conventions of academic research and scientific study, and personal study skills. Learning style assessment is also included. Four credit hours. Prerequisites and/or Special Considerations: none. Offered fall/spring semester, as needed.

### **GEN 220 JUSTICE AND DEMOCRACY IN AMERICA**

This course examines the relationship between justice and democracy in America. The course will focus on a specific theme (to be listed in the course schedule) from an interdisciplinary perspective to examine critically how people differently situated in the social structure have both shaped and been shaped by American society and government. Students will probe the relationships between political ideals and the evolution of American culture, society, and

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

politics; and examine the construction of categories related to identity, such as class, race, gender, religion, ethnicity, etc. In the process, students will explore the ways in which their selves relate to others in their community. Three credit hours. Prerequisites and/or Considerations: INT 110 or equivalent and ENG 110 or equivalent. Offered fall/spring semester, as needed.

Students should note that this course satisfies the “American Dialogues” requirement of the General Education Core.

### **GEN 221 CULTURAL INTERACTIONS: EARLY AMERICAN EXPERIENCES**

This course examines the ways in which the widely divergent cultures of seventeenth and eighteenth-century North America interacted with each other and with their specific environments. The course uses historical, anthropological, social, economic, and political perspectives to develop a more sophisticated understanding of the American past, and the complex nature of global cultural interactions of which the colonial American experience is an example. Four credit hours. Prerequisites and/or Special Considerations: none. Offered as needed.

### **GEN 230 CREATIVE EXPRESSION**

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

This course emphasizes the following Essential Learning Outcomes for Medaille College: Cultural Literacy.

### **GEN 231 CREATIVITY AND EXPRESSION**

This course explores forms of creative expression in visual, performing, and literary arts. Students will critically examine a variety of works of art, using accepted terminology to describe them, while acquiring perspective about these works and the interrelationships among them. In addition, through exploring, developing, and demonstrating their creativity in one art form, students will enhance their understanding of artistic expression. Three credit hours. Prerequisites and/or Special Considerations: none. Offered as needed.

### **GEN 240 SCIENTIFIC DISCOVERY**

The course engages students an active inquiry into the process of scientific discovery: its methodology, development, relationship with technology, and role in modern society. By exploring aspects of scientific inquiry, students will develop a critical awareness of scientific and technological issues, methods, and processes. Three credit hours. Prerequisites and/or Special Considerations: INT 110 equivalent and ENG 110 or equivalent. Offered fall/spring semester, as needed.

\*\*Note: Registration for both the lecture GEN 240 and the lab GEN 240 L is required.

This course emphasizes the following Essential Learning Outcomes for Medaille College: Scientific Reasoning.

### **GEN 241 SCIENTIFIC METHODS AND DISCOVERY**

This course is an inquiry into the process of scientific discovery, its methodology, development, relationship with technology, and role in modern society. By exploring aspects of scientific inquiry, students will develop a critical awareness of scientific and technological issues, methods, and critical processes. Four credit hours. Prerequisites and/or Special Considerations: GEN 111, and ENG 201. Offered as needed.

This course emphasizes the following Essential Learning Outcomes for Medaille College: Scientific Reasoning.

### **GEN 300 CRITICAL THINKING AND ADULT LEARNER**

This course provides an introduction to the expectations and methodology of the Post-traditional programs. Through readings, discussion, and writing assignments, the course examines critical thinking and communication skills as they are used in the analysis of significant ideas. In addition, the course specifically addresses self-direction, the role of communication in conflict resolution, the conventions of academic research, an introduction to Medaille's General Education themes, and the study and personal skills required for success as an adult student. Library orientation and learning style assessment are also included. Four credit hours. Prerequisites and/or Special Considerations: none. Offered as needed.

### **GEN 303 CRITICAL THINKING AND LEARNING**

This course provides an introduction to the expectations and methodology of the Accelerated Learning Programs. Through readings, discussion, and writing assignments, the course examines critical thinking and communication skills as they are used in the analysis of significant ideas. In addition, the course specifically addresses self-directed and collaborative learning, the role of goal setting in time management, the conventions of academic research, an introduction to Medaille's General Education themes, and the study and personal skills required for success as

an adult student. Advanced study skills, library orientation, and learning style assessment are also included. Four credit hours. Prerequisites and/or Special Considerations: none. Offered as needed.

### **GEN 310 CRITICAL THINKING AND ONLINE STUDY**

This course provides an introduction to the expectations and methodology of college-level online learning and critical thinking. Through readings, discussion, and writing assignments, the course examines critical thinking and communication skills as they are used in the analysis of significant ideas. The course specifically addresses the challenges of online self-directed learning, the demands of online communication, the conventions of academic research, and the study and personal skills required for success as an adult student. Library orientation and learning style assessment are also included. Four credit hours. Prerequisites and/or Special Considerations: none. Offered as needed.

### **GEN 410 BACCALAUREATE CAPSTONE I**

The baccalaureate capstone is a course about ideas and the ways in which the educated person contends with them. The course deals in an integrative, interdisciplinary fashion with the five broad General Education themes: The Self and Others, Global Perspectives, Creative Expression, Science and Technology, and Communication. The course invites students to engage in a sophisticated way with ideas and works that raise questions about and shed light upon contemporary life. Through the process of reading, reflection, writing, and discussion, students will be required to demonstrate the critical thinking and communication skills generally held to be the hallmark of the educated individual pursuing and enjoying an informed life. Three credit hours. Prerequisites and/or Special Considerations: junior standing and completion of all lower-level General Education requirements. Offered fall/spring semester, as needed.

### **GEN 411 BACCALAUREATE CAPSTONE II**

This seminar course gives students the opportunity to integrate their course work with individual research projects, which encompasses the production, presentation, and defense of a research paper which addresses a specific academic topic related to the college's General Education core. Research projects must demonstrate significant knowledge within the selected topic area, an understanding of its place in an integrated intellectual framework, and a high level of skill development. Three credit hours. Prerequisites and/or Considerations: GEN 410. Offered fall/spring semester, as needed.

Students should note that this course satisfies the "Citizenship Dialogues" requirement of the General Education Core.

This course emphasizes the following Essential Learning Outcomes for Medaille College: Written Communication.

## **GEN 498 INDEPENDENT STUDY IN GENERAL EDUCATION**

Topic to be specified each semester course offered.

### **GENERAL SCIENCE**

#### **SCI 131 CRITICAL THINKING AND HEALTH SCIENCES: APPLIED CHEMISTRY, MICROBIOLOGY AND RADIOLOGICAL PHYSICS**

This course provides an introduction to the expectations and methodology of the health sciences. Through readings, discussion, investigation, and writing assignments, the course examines critical thinking as it is related to the health sciences. Review of the scientific method as it applies to general chemistry, microbiology, and physics, using experiments, observations, and measurements to critically analyze scientific concepts and content. The course addresses the thinking and learning skills required for success as an adult student including time management, self-directed and collaborative learning, communication skills, the conventions of academic research and scientific study, and personal study skills. Four credit hours. Prerequisites and/or Special Considerations: Successful completion of VET101 with a minimum of C-. Offered fall /spring semester, as needed.

This course emphasizes the following Essential Learning Outcomes for Medaille College: Critical Thinking.

### **GEOGRAPHY**

#### **GEO 110 PHYSICAL GEOGRAPHY**

A general survey of the physical aspects of earth's environment including man's relationship to it. Three credit hours. Prerequisites and/or Special Considerations: none. Offered fall/spring semester, as needed.

#### **GEO 300 CULTURAL GEOGRAPHY**

A geographical analysis of American metropolitan areas including models of the urban economy, inter-urban spatial structures, spatial arrangements inside the city and urban problems in the twentieth-century world. Three credit hours. Prerequisites and/or Special Considerations: Geo 110 or permission from instructor. Offered fall/spring semester, as needed.

#### **GEO 310 CULTURAL GEOGRAPHY**

A study of mankind with its diverse cultures, economies, settlement patterns, spatial arrangements within and between urban areas, including the use of models as a means of



understanding spatial phenomena. Three credit hours. Prerequisites and/or Special Considerations: ENG 110 or equivalent. Offered fall/spring semester, as needed.

### **GEO 498 INDEPENDENT STUDY IN GEOGRAPHY**

Topic to be specified each semester course offered.

## **HEALTH INFORMATION ADMINISTRATION**

### **HIA 123 MEDICAL TERMINOLOGY**

This course introduces students to the language of medicine utilized by health care professionals within various healthcare settings, when diagnosing and treating various diseases and conditions. Students will identify the various components of medical terms (i.e. roots, suffixes, and prefixes) when building and dissecting these terms. Four credit hours. Prerequisites and/or Special Considerations: none. Offered as needed.

### **HIA 197 ESSENTIALS OF HEALTHCARE DELIVERY**

This course covers the essential elements of healthcare delivery in the United States, providing an overview of health care policy and its development. Course topics include the resources and systems used in delivering health care, including outpatient and primary care services, hospitals, managed care, long term care, and populations with special needs. Students will evaluate the outcomes of our health care system and how they are addressed through health care policy. The future of healthcare in the United States is discussed and analyzed, including health reform, cost and access, public health, and technology. Four credit hours. Prerequisites and/or Special Considerations: GEN 310. Offered as needed.

### **HIA 198 HEALTH INFORMATION TECHNOLOGY**

This course investigates the function and purpose of both the Health Information Management (HIM) Department and the health record. Students will explore HIM professional opportunities, the history of health information management, and the role of HIM in the healthcare team. Course activities will focus on the health record, including its purpose, function, content, and structure, as well as the role of the HIM professional in maintaining the record. The course will also provide a brief introduction into privacy and confidentiality issues regarding the health record. Four credit hours. Prerequisites and/or Special Considerations: GEN 310. Offered as needed.

### **HIA 321 HEALTH INFORMATION THEORY AND PRACTICE**

This course provides the student with knowledge of the organization and delivery of healthcare systems and the concepts, principles, rules and regulations that govern HIM operations. Students will examine documentation requirements, timeliness, and completeness of the health record,

with emphasis placed on the transition to the Electronic Health Record (EHR). Students will also review record content requirements mandated by accrediting and regulatory agencies and various legal requirements in maintaining health records, as well as investigate various registries and indexes and the role HIM has in maintaining them. Four credit hours. Prerequisites and/or Special Considerations: GEN 310 and HIT degree or completion of equivalent requirements. Offered as needed.

### **HIA 322 THE LEGAL HEALTH RECORD**

This course provides an overview of the U.S. legal system, processes, and actions encountered in healthcare. Students will become familiar with the legal health record, e-discovery guidelines, and related agencies or external entities that influence both the healthcare environment and the HIM profession. Topics include access and disclosure of personal health information (PHI), various legal healthcare documents, HIPAA privacy, security and breaches, and compliance with subpoenas. The course also analyzes the effectiveness of compliance programs, including governmental audits, coding compliance, HIPAA Privacy and Security audit programs, and the Office of the Inspector General (OIG) as it relates to healthcare compliance. Ethical standards of practice in health information management (HIM) such as coding are also examined. Four credit hours. Prerequisites and/or Special Considerations: none. Offered as needed.

### **HIA 330 INFORMATION SYSTEMS AND TECHNOLOGY**

This course provides the student with in-depth knowledge regarding the implementation and management of various technology systems utilized in the healthcare industry. Students will be introduced to the hardware and software available to ensure data integrity and security. Additionally, the principles and concepts learned will assist with the development of various networks, intranet, internet, electronic health record (EHR), personal health record (PHR), public health and other administrative systems. Four credit hours. Prerequisites and/or Special Considerations: none. Offered as needed.

### **HIA 333 HEALTHCARE STATISTICS, RESEARCH, AND QUALITY IMPROVEMENT**

This course applies high-level statistical management skills to HIM operations, health research, and quality management and performance improvement. Students will analyze data to identify trends, manage risk, optimize utilization, and facilitate decision making. Students will also examine basic research designs and methodology used in HIM and organization-wide operations. Four credit hours. Prerequisites and/or Special Considerations: none. Offered as needed.

### **HIA 334 THE ELECTRONIC HEALTH RECORD**

This course presents a detailed overview of the various technologies and systems used to handle and store medical records data, provide and enforce security, and maintain accurate and reliable systems. Course topics cover the hardware and software needed to ensure data collection,

storage, analysis, and reporting. Networks, including intranet and Internet applications, are examined as they contribute to the administration of electronic medical records. Special attention is given to the issues of privacy and security, which include data security concepts, contingency planning, audit trails, and the use of technology to secure data integrity and validity. Processes and procedures regarding the proper use and disclosure of healthcare data as well as the concept of interoperability will be investigated. Four credit hours. Prerequisites and/or Special Considerations: HIA 321. Offered as needed.

### **HIA 405 MANAGING THE CODING PROCESS FOR INPATIENTS**

This course focuses on the medical coding system of ICD-10-CM and ICD-10-PCS as well as the application of these systems to hospital inpatient services reporting. Students will examine and apply key functions related to the coding process. Inpatient reimbursement processes, including the documentation improvement process, management of inpatient coding quality using audit techniques, and coding resources and tools (i.e. encoders and groupers) will also be addressed. Four credit hours. Prerequisites and/or Special Considerations: BIO 312 and BIO 313. Offered as needed.

### **HIA 406 MANAGING THE CODING PROCESS FOR OUTPATIENTS**

This course focuses on the medical coding system of CPT (Current Procedural Terminology) and HCPCS and the application of these systems to all outpatient services reporting. Students will examine key functions related to the coding and outpatient reimbursement process, including documentation issues, coordination of the reimbursement process, use of Charge Description Master (CDM), management of outpatient coding quality in a variety of outpatient settings, and outpatient reimbursement systems. Compliance strategies to meet Federal and other regulatory requirements for the outpatient services will be developed and utilized. Four credit hours. Prerequisites and/or Special Considerations: BIO 312 and BIO 313. Offered, as needed.

### **HIA 407 REIMBURSEMENT METHODOLOGIES**

This course includes a review of health care reimbursement systems for all patient services. Students will review health insurance basics and apply the concepts to a variety of patient and payer types in order to calculate accurate health care reimbursements using federal and state edits, compliance techniques, and resources. Unique patient types and services such as home care, skilled nursing care, Medicare, and Medicaid insurance are included. Four credit hours. Prerequisites and/or Special Considerations: none. Offered as needed.

### **HIA 408 FINANCE AND REVENUE CYCLE MANAGEMENT**

This course provides an overview of the financial concepts required by the health information administrator, including basic accounting reports, budgeting, contracts, and managing specific healthcare data that is directly related to billing, coding, and reimbursement. Students will also review basic accounting and financial management principles, the history of reimbursement

methodologies, and how healthcare data plays an increasingly important role in the revenue cycle. The course maintains a special focus on documentation improvement especially for ICD-10. Four credit hours. Prerequisites and/or Special Considerations: none. Offered as needed.

### **HIA 440 MANAGEMENT AND ORGANIZATION FOR HEALTHCARE PROFESSIONALS**

This course will investigate best practices in human resource, project, and operations management, including process improvement, quality assurance in healthcare, and managing workplace teams. Special emphasis is placed on recruiting, training, and motivating employees. Basic strategic planning and management concepts will be applied to projects specific to the HIM department. Concepts of change management and emotional intelligence are applied to the management of the HIM department. Four credit hours. Prerequisites and/or Special Considerations: none. Offered as needed.

### **HIA 460 HIA PROFESSION PRACTICE CAPSTONE**

This course is a final management capstone experience and is intended to provide a complete integration and application of previous course work and virtual lab experience in the HIA CORE course sequence. Students will engage in a management experience which focuses on a specific project. Developed in cooperation with the HIA Program Director and the designated site, the capstone project will require demonstration of management capabilities, problem solving, critical thinking, and an understanding of HIM concepts and practices. Four credit hours. Prerequisites and/or Special Considerations: completion of 28 credits in the BPS HIA core. Offered as needed.

### **HIA 466 HEALTH DATA MANAGEMENT, STORAGE & RETRIEVAL**

This course explains the fundamentals of general database management and common database management software such as MS Access. Students will develop the skills required to use and design databases for use in a healthcare organization, including registries, research, quality management, utilization management, risk management, and all other internal and external customer data needs. A detailed analysis of the current data standards, as well as the impact of data standards on database management and information exchange, is included. Students will examine how specific databases meet various healthcare data storage retrieval requirements, especially monitoring and research needs. Four credit hours. Prerequisites and/or Special Considerations: none. Offered as needed.

### **HIA 470 PROFESSIONAL REVIEW AND CERTIFICATION**

Within this course, student will review, synthesize, and evaluate skills and content from previous BPS HIA courses. In order to prepare students to sit for and pass the RHIA exam, the course will include partial and complete mock competency exams. Four credit hours. Prerequisites and/or Special Considerations: All prior RHIA progression courses need to be completed.

Students should note: if a student requires courses from the bridge program, then all of those courses need to be done also. Offered as needed.

## **HISTORY**

### **HIS 100 WESTERN CIVILIZATION**

An introductory course designed to familiarize students with major historical issues from 1500 to the present. Three credit hours. Prerequisites and/or Special Considerations: none. Offered fall/spring semester, as needed.

### **HIS 101 WORLD CULTURES**

World Cultures will examine various civilizations in Africa, Asia and what is today called the Middle East. The foci of study will include the role and impact that trade, education, science, philosophy, technology, famine, and war have had on the rise and fall of civilizations in these geographic regions. Throughout, the concern will be the “differences” and “similarities” between civilizations, countries, and peoples of Africa, Asia, and the Middle East. Three credit hours. Prerequisites and/or Special Considerations: none. Offered fall/spring semester, as needed.

### **HIS 140 EARLY UNITED STATES HISTORY**

A survey of the history of the United States, from pre-colonial North America to the end of the Civil War, that addresses important political, economic, social, scientific, and cultural developments. The course will include discussions of the role of class, race, and gender on U.S. history as well as the ways in which systems of labor, intellectual developments, and technological innovations shaped history. The course also introduces students to the skills of historical thinking necessary to form their own understanding of the past. Three credit hours. Prerequisites and/or Special Considerations: ENG 105 or higher placement. Offered fall/spring semester, as needed.

### **HIS 145 EARLY UNITED STATES HISTORY: ROOTS – 1877**

A survey of the history of the United States, from pre-colonial North America to the end of the Civil War, that addresses important political, economic, social, scientific, and cultural developments. The course will include discussions of the role of class, race, and gender on U.S. history as well as the ways in which systems of labor, intellectual developments, and technological innovations shaped history. The course also introduces students to the skills of historical thinking necessary to form their own understanding of the past. Three credit hours. Prerequisites and/or Special Considerations: none. Offered fall/spring semester, as needed.

This course emphasizes the following Essential Learning Outcomes for Medaille College: Cultural Literacy.

### **HIS 150 CONTEMPORARY UNITED STATES HISTORY**

A survey of the history of the United States, from the Era of Reconstruction through the twentieth century, that addresses important political, economic, social, scientific, and cultural developments. The course will include discussions of the role of class, race, and gender on U.S. history as well as the ways in which systems of labor, intellectual developments, and technological innovations shaped history. The course also introduces students to the skills of historical thinking necessary to form their own understanding of the past. Three credit hours. Prerequisites and/or Special Considerations: ENG 105 or higher placement. Offered fall/spring semester, as needed.

### **HIS 152 20<sup>TH</sup> CENTURY UNITED STATES HISTORY**

This survey course is an exploration of United States history throughout the twentieth century, including both national politics and foreign affairs. Students will trace the emergence of modern America, focusing on the issues, institutions, and players that shaped the century. The course looks for what is unique in the American historical experience, placing historical events in a global context. Students will research in depth one event or issue from twentieth century America. Three credit hours. Prerequisites and/or Special Considerations: none. Offered fall/spring semester, as needed.

### **HIS 155 MODERN UNITED STATES HISTORY**

A survey of the history of the United States, from the Era of Reconstruction through the twentieth century that addresses important political, economic, social, scientific, and cultural developments. The course will include discussions of the role of class, race, and gender on U.S. history as well as the ways in which systems of labor, intellectual developments, and technological innovations shaped history. The course also introduces students to the skills of historical thinking necessary to form their own understanding of the past. Three credit hours. Prerequisites and/or Special Considerations: none. Offered fall/spring semester, as needed.

### **HIS 200 AFRICAN-AMERICAN HISTORY**

This course offers an introduction to the African American experience. The course explores the major themes in African American history, from its roots in fifteenth-century West Africa to contemporary U.S. society. Course materials cover the major political, social and cultural factors that have shaped the African American experience. Three credit hours. Prerequisites and/or Considerations: INT 110 or equivalent, and ENG 110 or equivalent. Offered fall/spring semester, as needed.

Students should note that this course satisfies the “American Dialogues” requirement of the General Education Core.

## **HIS 210 IMMIGRATION IN AMERICA**

This course is an in-depth, historical examination of immigration to the United States, providing the student with a working definition of immigration and exploring the development of immigration law and policy in the United States. The course will trace the history of immigration to the United States and compare and contrast various epochs of immigration with the national and political psyche of the time. The course will analyze American immigration policy and legislation and their subsequent impact on the economic, political and cultural composition of the United States. The course will culminate with a discussion of the effects of 9/11 on immigrants and immigration policy in the United States. Four credit hours. Prerequisites and/or Considerations: none. Offered fall/spring semester, as needed.

## **HIS 220 CULTURAL INTERACTION IN COLONIAL NORTH AMERICA**

This course examines the ways in which widely divergent cultures (Native American, European, and African) interacted and transformed each other and with specific environments in seventeenth- and eighteenth-century North America. The course uses historical, anthropological, and ethical perspectives to assist students to develop more sophisticated understandings of the American past. Colonial North America is placed in the larger global context to understand how outside forces helped shape the region. Three credit hours. Prerequisites and/or Considerations: INT 110 or equivalent and ENG 110 or equivalent. Offered fall/spring semester, as needed.

This course emphasizes the following Essential Learning Outcomes for Medaille College: Cultural Literacy.

Students should note that this course satisfies the “American Dialogues” requirement of the General Education Core.

## **HIS 250 WORLD SYSTEMS**

This course provides a global perspective on the forces uniting to shape the post-modern world. In particular, the impact of Western and non-Western societies upon each other is illuminated through an historical, cultural, and social examination of Chinese, Indian, and African states. This course highlights the reemergence of traditional societies in an age of fluid communications. Three credit hours. Prerequisites and/or Considerations: none. Offered fall/spring semester, as needed.

This course emphasizes the following Essential Learning Outcomes for Medaille College: Cultural Literacy.

## **HIS 251 PERSPECTIVES: THE WORLD TODAY**

This course provides a global perspective on the forces uniting to shape the post-modern world. In particular, the impact of Western and non-Western societies upon each other is illuminated



through an historical, cultural, and social examination of Chinese, Indian, and African states. This course highlights the reemergence of traditional societies in an age of fluid communications. Four credit hours. Prerequisites and/or Considerations: ENG 111, ENG 110 or equivalent. Offered as needed.

### **HIS 298 SPECIAL TOPIC IN HISTORY**

Topic to be specified each semester course offered.

### **HIS 310 URBAN HISTORY**

A concentrated study of the development of American urban areas from Colonial times to the present. Three credit hours. Prerequisites and/or Special Considerations: HIS 150 and SOC 100. Offered fall/spring semester, as needed.

### **HIS 315 HISTORY OF ETHNIC AMERICA**

This course will focus on the history of various ethnic groups in America. This focus will include their historical roles, their socio-cultural perspectives and practices, and important historical and empowerment struggles involving education, employment, religion, language, the law, and organizing strategies for strengthening their ethnic group development so as to challenge, change, and expand America's pluralistic theory, principles, and practices. Three credit hours. Prerequisites and/or Special Considerations: junior standing. Offered fall/spring semester, as needed.

### **HIS 320 HISTORY OF TERRORISM**

This course is an in-depth, historical examination of terrorism, providing the student with a working definition of terrorism and exploring the development of terrorism and terrorist tactics. The course will discuss the difference between terrorist acts and ordinary criminal activity and focus on providing the background necessary to understand the evolution, proliferation, and mutation of terrorism. Students will evaluate the varying efforts of nations around the world in deterring, detecting and combating terrorism. Four credit hours. Prerequisites and/or Special Considerations: none. Offered as needed.

### **HIS 321 MEDIEVAL WORLD**

This course examines the social, historical, religious, political, intellectual and material cultures of Western Europe, the Byzantine Empire, and the Middle East from c. 500 to c. 1500 CE, known as the Middle Ages. Through the examination of medieval texts and material culture students will learn to evaluate the historical complexity, religious diversity, artistic achievements, and cultural interactions of the medieval world. Three credit hours. Prerequisites and/or Special Considerations: ENG 200 or equivalent. Offered fall/spring semester, as needed.



Students should note that this course satisfies the “Global Dialogues” requirement of the General Education Core.

This course emphasizes the following Essential Learning Outcomes for Medaille College: Cultural Literacy, Ethical Reasoning, Critical Thinking, Written Communication and Information Literacy.

### **HIS 325 THE HISTORY OF IRELAND**

This course will explore the complex history of Ireland from the Iron Age to the present. A main focus in this course will be to examine the relationship Ireland had with other countries and cultures, which helped shape the various identities of “Irish” that exist around the world today. Even before writing was introduced to the country, the people of Ireland were part of a vast international culture. Through a series of invasions, including the Viking Norse, Normans, and English, great assimilation and division took root in Ireland’s medieval and early modern history. The modern period is a story filled with efforts of reform and rebellion, hunger and diaspora, and the formation of new interpretations of being Irish, all of which contributed to the troubles in Northern Ireland at the close of the twentieth century. By the end of the course, students will have a clear and thorough knowledge of Ireland’s complex history and how the identification of being Irish is expressed worldwide today. Three credit hours. Prerequisites and/or Special Considerations: ENG 200 or equivalent. Offered fall/spring semester, as needed.

Students should note that this course satisfies the “Global Dialogues” requirement of the General Education Core.

This course emphasizes the following Essential Learning Outcomes for Medaille College: Cultural Literacy, Ethical Reasoning, Critical Thinking, Written Communication and Information Literacy.

### **HIS 326 THE CIVIL WAR**

This course focuses on four interrelated subjects: the causes of the Civil War; the dynamics of the war and emancipations; the economic, social and political conditions of the home front; and the origins of Reconstruction. Three credit hours. Prerequisites and/or Special Considerations: ENG 200/HON 200/ENG 202. Offered fall/spring semester, as needed.

### **HIS 330 HISTORY OF THE ISRAELI-PALESTINIAN CONFLICT**

This course uses a historical lens to gain a better understanding of the Israeli-Palestinian conflict. The course will trace the interaction of the Zionist movement and the Palestinian national movement from the late nineteenth century through the beginning of the twenty-first century, focusing on their impact on Israeli and Palestinian identities, societies, cultures, and politics. The course will examine the conflict by looking at the complexities of national identity and conflicting historical narratives, as well as the ethical issues involved in the conflict. The various

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

narratives, histories, and experiences that have shaped contemporary understandings of the conflict will be studied, as well as the efforts that have been made for creating dialogue and reconciliation between the two groups. Three credit hours. Prerequisites and/or Special Considerations: ENG 200 or equivalent. Offered fall/spring semester, as needed.

Student should note that this course satisfies the “Global Dialogues” requirement of the General Education Core.

### **HIS 350 WORLD REVOLUTIONS IN THE 20<sup>TH</sup> CENTURY**

This course examines revolutions and revolutionary movements of the twentieth century, with a focus on making comparative evaluations and assessing the transnational character of revolutions. Through the prism of revolutions and revolutionary movements and understanding them as part of the revolving violent and non-violent history of the nation-states, students will critically assess from a global perspective historical developments and transformations in the twentieth century. Three credit hours. Prerequisites and/or Special Considerations: junior standing. Offered fall/spring semester, as needed.

### **HIS 360 THE SIXTIES: AN AGE OF REVOLUTIONS**

This course examines the meaning behind the events and changes brought about during the decade of the 1960's. The political, social, and cultural movements of the decade are explored through the eyes of extraordinary and ordinary people. Three credit hours. Prerequisites and/or Special Considerations: junior standing. Offered fall/spring semester, as needed.

### **HIS 370 MYTH OF THE MELTING POT: A HISTORY OF AMERICAN RACISM AND PREJUDICE**

An exploration of the manner in which immigrants and minority groups have been treated in American society; detailed analysis and discussion of historical documents, articles, and books. Three credit hours. Prerequisites and/or Special Considerations: SOC 100. Offered fall/spring semester, as needed.

### **HIS 380 EUROPEAN HISTORY AND THE BERLIN WALL**

A study of how the history of Europe in the twentieth century symbolically parallels the rise and fall of the Berlin Wall. Three credit hours. Prerequisites and/or Special Considerations: junior standing. Offered fall/spring semester, as needed.

### **HIS 390 HOLLYWOOD'S AMERICA: UNITED STATES HISTORY THROUGH MOVIES AND TELEVISION**

A study of the American experience via movies and television against a backdrop of the United States' cultural life in the late nineteenth century to the last decade of the twentieth century.

Three credit hours. Prerequisites and/or Special Considerations: ENG 200/ENG 202, any two Social Science courses, and junior standing. Offered fall/spring semester, as needed.

### **HIS 398 SPECIAL TOPIC IN HISTORY**

Topic to be specified each semester course offered.

### **HIS 400 AMERICAN HISTORIOGRAPHY**

This course will provide an in-depth immersion into historical developments within a specific theme in American history that will be listed in the course schedule. Students will examine the interaction of cultural, political, social, economic, intellectual and technological issues leading to multiple and varied historical interpretations of topics within the chosen theme. Students may take this more than once as long as the theme is different. Three credit hours. Prerequisites and/or Special Considerations: HIS 140. Offered fall/spring semester, as needed.

### **HIS 401 THE HISTORY OF BUFFALO**

A study of the historical, geographical, sociological, religious, political, and economic developments of Buffalo. Emphasis is to be placed on the period following the burning of the city during the War of 1812 to the present day. This course also will focus on the city as a resource for primary research. Three credit hours. Prerequisites and/or Special Considerations: ENG 200 or equivalent, and junior standing. Offered fall/spring semester, as needed.

### **HIS 402 THE HISTORY OF NEW YORK STATE**

This course covers the Empire State from the early occupation to the present. Emphasis will be on historical, geographical, sociological, political, and economic developments. These will be viewed within a multicultural context. Three credit hours. Prerequisites and/or Special Considerations: HIS 140 or HIS 150 or junior standing. Offered fall/spring semester, as needed.

### **HIS 410 WAR AND PEACE IN THE NUCLEAR AGE**

This course examines the origins and evaluation of the nuclear competition between the United States and the Soviet Union and its impact upon the world. Three credit hours. Prerequisites and/or Special Considerations: junior standing. Offered fall/spring semester, as needed.

### **HIS 450 EARLY CONSTITUTIONAL CONFLICT**

The history of the U.S. Constitution as a product of three hundred years of American legal and intellectual thought. Particular attention will be paid to those who wrote the Constitution, the philosophical influences on them, and the resulting debates at the Constitutional Convention. Three credit hours. Prerequisites and/or Special Considerations: HIS 140 and POL 101. Offered fall/spring semester, as needed.

### **HIS 451 CONTEMPORARY CONSTITUTIONAL CONFLICT**

The history of the Constitution from the post-Civil War period to the present. Emphasis will be placed on Supreme Court decisions, how they affected reform movements, civil rights and civil liberties. Three credit hours. Prerequisites and/or Special Considerations: HIS 150 and POL 101. Offered fall/spring semester, as needed.

### **HIS 456 HISTORICAL ISSUES**

This course allows the social science group in the department of Interdisciplinary Studies to offer specialty courses that are not included in regular course offerings. Included are various histories of Asia, Africa, Latin America, Europe, Americas, United States and the Middle East. A student may take this course more than once for credit under different topics. Three credit hours. Prerequisites and/or Special Considerations: junior standing. Offered fall/spring semester, as needed.

### **HIS 498 INDEPENDENT STUDY IN HISTORY**

Topic to be specified each semester course offered.

## **HOMELAND SECURITY**

### **HLS 300 ADMINISTERING HOMELAND SECURITY**

This course examines the administration of homeland security. Students will review the formation of the Department of Homeland Security (DHS) from pre-existing agencies and evaluate how this impacts both the functions and the functioning of DHS. Students will investigate the responsibilities of various federal, state and local political entities and compare the role of domestic law enforcement vs. the role of the military. The course will also introduce the determination of potential terrorist targets, examine the differences between actual and symbolic targets of terrorism, discuss financing the war on terror, and explore the administration and cost of the response to natural disasters. Four credit hours. Prerequisites and/or Special Considerations: previous BSHS courses. Offered as needed.

### **HLS 301 HOMELAND SECURITY**

The course presents, examines, and discusses practical issues related to Homeland Security including domestic and international travel, immigration and civil rights, international relations, and consequences of the recent war on terror, especially the resultant political extremism. Students will examine Homeland Security failures and successes by both domestic and foreign governments, evaluate means to correct the failures, and propose methods to capitalize on the successes. In addition, students will explore the impact of Homeland Security on the average citizen and the impact of Homeland Security on commerce. Four credit hours. Prerequisites and/or Special Considerations: none. Offered fall/spring semester, as needed.

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

### **HLS 375 PRINCIPLES OF EMERGENCY MANAGEMENT**

This course introduces the principles of emergency management, including an understanding of how to perform a local hazard assessment for an organization or community, the development of a response plan, and an introduction to the management of large-scale incidents. The course will introduce the concept of disaster recovery for organizations and communities and the parallel concept of disaster recovery as it concerns information technology. Instruction will address the role of first responders to an incident, financing issues for emergency management, and the process of securing grants from the United States Department of Homeland Security. Four credit hours. Prerequisites and/or Special Considerations: None. Offered as needed.

### **HLS 402 MANAGING NATURAL DISASTERS**

This course examines the management of natural (non-manmade) disasters such as intense storms, hurricanes, tornados, floods, earthquakes, fires, drought, diseases, or epidemics. The course will discuss principles of prior strategic planning for a large incident, including preparation of emergency operation plans, the role of incident command, the role of planning during an incident, resource management, reentry, and cleanup. The specific emergency management demands, and challenges of each disaster will be reviewed through the use of case studies. Four credit hours. Prerequisites and/or Special Considerations: previous BSHS courses. Offered as needed.

### **HLS 403 MANAGING MANMADE DISASTERS**

This course examines the management of manmade (and terrorist) disasters such as chemical, biological, or radiological spills; the deployment of weapons of mass destruction; a nuclear radiation release; or transportation catastrophe. Building upon the last course, students will apply the principles of prior strategic planning for a large incident, emergency operation plans, incident command, disaster response planning, and resource management. Specific emergency management demands, and challenges will be reviewed through the use of case studies. Four credit hours. Prerequisites and/or Special Considerations: previous BSHS courses. Offered as needed.

### **HLS 475 CAPSTONE IN HOMELAND SECURITY**

This capstone course integrates the knowledge and skills learned in the previous courses, asking students to demonstrate integrative thinking and the ability to transfer theoretical knowledge from one setting to another. Using simulations and case studies, individuals and groups will apply theory to real situations, analyze data, employ appropriate problem solving, demonstrate effective planning, and function effectively as a team. Each group will develop an emergency disaster plan for a specific community and event, as well as analyze its effectiveness as a team. Each student will evaluate his/her own growth and development in a series of reflective essays and problem-solving responses. Four credit hours. Prerequisites and/or Special Considerations: previous BSHS courses. Offered fall/spring semester, as needed.

## HONORS

\*\*Note: Registration in HON designated courses are restricted to students enrolled in the Medaille College Honors Program.

### HON 110 HONORS INTRODUCTION TO CRITICAL THINKING

As a cornerstone in Medaille College's General Education Core curriculum, this course aims to introduce students to the fundamentals of critical thinking. Its coursework integrates basic critical thinking, argumentation, and related written and spoken communication lessons with the exploration and evaluation of significant ideas. Thus, the course specifically addresses some of the most important academic skills required not only for success in college, but also for open-minded and reflective inquiry, substantial understanding, and informed judgment. Three credit hours. Prerequisites and/or Special Considerations: none. Offered fall/spring semester, as needed.

This course emphasizes the following Essential Learning Outcomes for Medaille College: Critical Thinking.

### HON 130 HONORS FUNDAMENTALS OF PUBLIC SPEAKING

This course is designed to develop students' knowledge of and skills in oral communication. It focuses on the speech-making process, rhetorical analysis, and the ethics of public speaking. Students will prepare, present and respond to public speeches on a regular basis. Three credit hours. Prerequisites and/or Special Considerations: none. Offered fall/spring semester, as needed.

This course emphasizes the following Essential Learning Outcomes for Medaille College: Oral Communication.

### HON 200 HONORS ADVANCED COLLEGE WRITING

This course develops students' skills in critical thinking and in writing analyses using subject matter from across the curriculum. Each writing assignment requires research and writing from sources. Students will produce a portfolio of their written work, including a self-assessment. Three credit hours. Prerequisites and/or Special Considerations: ENG 110 or equivalent in transfer credits. Offered fall/spring semester, as needed.

This course emphasizes the following Essential Learning Outcomes for Medaille College: Written Communication.

### HON 220 HONORS JUSTICE AND DEMOCRACY IN AMERICA

This course examines the relationship between justice and democracy in America. The course will focus on a specific theme (to be listed in the course schedule) from an interdisciplinary

perspective to examine critically how people differently situated in the social structure have both shaped and been shaped by American society and government. Students will probe the relationships between political ideals and the evolution of American culture, society, and politics; and examine the construction of categories related to identity, such as class, race, gender, religion, ethnicity, etc. In the process, students will explore the ways in which their selves relate to others in their community. Three credit hours. Prerequisites and/or Considerations: INT 110 or equivalent, and ENG 110 or equivalent. Offered fall/spring semester, as needed.

Students should note that this course satisfies the “American Dialogues” requirement of the General Education Core.

This course emphasizes the following Essential Learning Outcomes for Medaille College: Cultural Literacy.

### **HON 230 HONORS CREATIVE EXPRESSION**

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

This course emphasizes the following Essential Learning Outcomes for Medaille College: Critical Thinking.

### **HON 340 HONORS SCIENTIFIC DISCOVERY**

The course is an inquiry into the process of scientific discovery, its methodology, development, relationship with technology, and role in modern society. By exploring aspects of scientific inquiry, students will develop a critical awareness of science as a unique way of studying and understanding the natural world. Three credit hours. Prerequisites and/or Special Considerations: INT 110 or equivalent, ENG 200 or equivalent, and sophomore standing. Students who have already completed GEN 240 cannot take this course. Offered fall/spring semester, as needed.

\*\*Note: Registration for both the lecture HON 340 and the lab HON 340L is required except for students who have already completed a BIO, CHE, PHY, or VET course with a lab component, who may choose to complete an extra research project instead of enrolling in HON 340L.



### **HON 410 HONORS BACCALAUREATE CAPSTONE I**

The baccalaureate capstone is a course about ideas and the ways in which the educated person contends with them. The course deals in an integrative, interdisciplinary fashion with the five broad General Education themes: The Self and Others, Global Perspectives, Creative Expression, Science and Technology, and Communication. The course invites students to engage in a sophisticated way with ideas and works that raise questions about and shed light upon contemporary life. Through the process of reading, reflection, writing, and discussion, students will be required to demonstrate the critical thinking and communication skills generally held to be the hallmark of the educated individual pursuing and enjoying an informed life. Three credit hours. Prerequisites and/or Special Considerations: junior standing and completion of all lower-level General Education requirements. Offered fall/spring semester, as needed.

### **HON 411 HONORS BACCALAUREATE CAPSTONE II**

This seminar course gives students the opportunity to integrate their coursework with individual research projects. Each student is responsible for the production, presentation, and defense of a research paper which addresses a specific academic topic related to the College's General Education core. Research projects must demonstrate significant knowledge within the selected topic area, an understanding of its place in an integrated intellectual framework, and a high level of skill development. Three credit hours. Prerequisites and/or Special Considerations: GEN 410. Offered fall/spring semester, as needed.

This course emphasizes the following Essential Learning Outcomes for Medaille College: Cultural Literacy.

## **HUMANITIES**

### **HUM 201 LITERACY IN THE VIRTUAL WORLD: INTRODUCTION TO NEW MEDIA**

This course analyzes the forces that keep increasing the demand for verbal, visual, and aural communication skills. The course examines the past, present, and future of information literacy, especially applications of emerging technology in human communication. Hands-on studio work will illuminate the promise and perils of networked intelligence while developing communication skills. Three credit hours. Prerequisites and/or Special Considerations: ENG 110 or equivalent. Offered as needed.

### **HUM 298 SPECIAL TOPIC IN HUMANITIES**

Topic to be specified each semester course offered.



### **HUM 300 THE ARTS IN SOCIETY**

This course explores the roles of the arts in society. Students will examine various arts within the Humanities—the literary, visual, and performing arts—and analyze their functions and interrelationships within historical, political, and cultural contexts. Three credit hours. Prerequisites and/or Special Considerations: INT 105 and ENG 105 or equivalent or ENG 110 or equivalent. Offered fall/spring semester, as needed.

### **HUM 398 SPECIAL TOPIC IN HUMANITIES**

Topic to be specified each semester course offered.

### **HUM 400 PHILOSOPHY IN LITERATURE**

The consideration of selected topics and themes drawn from literature and seen from a corresponding philosophical viewpoint. Three credit hours. Prerequisites and/or Special Considerations: ENG 110 or equivalent, and a philosophy course. Offered fall/spring semester, as needed.

### **HUM 498 INDEPENDENT STUDY IN HUMANITIES**

Topic to be specified each semester course offered.

## **INTERDISCIPLINARY STUDIES**

### **INT 105 LEARNING IN COLLEGE**

This integrative seminar is designed to help new students make a successful transition to Medaille College. The course aims to foster the development of the academic skills needed to succeed in college and develop an understanding of college as a culture. This course aims to support the development of students' personal, academic, and professional goals. This course provides students with opportunities to use campus resources, participate in life on campus, and appreciate the benefits of being a part of college culture; this will allow students to immediately apply what they are learning to their other courses and activities. Prerequisites and/or Special Considerations: required for all incoming freshman students enrolled in ENG 100, ENG 105, or MAT 105. This course will count as a Free Elective. Three credit hours. Offered fall/spring semester, as needed.

### **INT 110 INTRODUCTION TO DIALOGUES IN CRITICAL THINKING**

As a cornerstone of Medaille's "Dialogues" Core curriculum, this course aims to introduce students to the fundamentals of critical thinking. Its coursework integrates basic critical thinking, argumentation, and related written and spoken communication lessons with the exploration and evaluation of significant ideas. Thus, the course specifically addresses some of the most

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

important academic skills required not only for success in college, but also for open-minded and reflective inquiry, substantial understanding, and informed judgment. Plato's concept of "dialogue" is rooted as a foundation of the course, as well as a foundation of the entire Core curriculum. Three credit hours. Prerequisites and/or Considerations: required for all first-year students. Offered fall/spring semester, as needed.

Students should note that this course satisfies the "Critical Dialogues" requirement of the General Education Core.

This course emphasizes the following Essential Learning Outcomes for Medaille College: Critical Thinking.

### **INT 220 ENDURING AMERICAN DIALOGUES**

This course explores enduring dialogues in American democracy. After surveying perennial questions about citizenship, freedom, authority, and justice, the course examines ideas and arguments that have animated civic discussion throughout U.S. history to the present day. The course integrates historical, political, social, and ethical perspectives to deepen understanding of key American values and institutions. Three credit hours. Prerequisites and/or Considerations: INT 110 or equivalent, and ENG 110 or equivalent. This course must be taken for a letter grade. Offered fall/spring semester, as needed.

Students should note that this course satisfies the "American Dialogues" requirement of the General Education Core.

### **INT 240 ISSUES AND PROBLEMS IN HUMAN SEXUALITY**

The course presents the major empirical findings in broad content areas of human sexuality. This course may be taken as a Liberal Arts and Sciences elective, or a free elective. Three credit hours. Prerequisites and/or Special Considerations: none. Offered fall/spring semester, as needed.

### **INT 275 DEATH, GRIEF, LOSS AND CHANGE**

This course is designed to acquaint students with death and dying in order to develop skills in coping with grief, loss, life changes, suicide, guilt, and death for themselves and in dealing with others. This course may be used as either a Liberal Arts and Sciences elective or a free elective. Three credit hours. Prerequisites and/or Special Considerations: none. Offered fall/spring semester, as needed.

### **INT 298 SPECIAL TOPICS IN INTERDISCIPLINARY STUDIES**

Topic to be specified each semester course offered.

### **INT 310 PSYCHOANALYSIS AND POLITICS**

This course employs interdisciplinary materials and theoretical lenses to consider the relationships between psychology and politics, the *psyche* and the *polis*, the inner world and the public sphere. ‘Politics’ is understood in its broadest sense to include not only the workings of governments and global institutions but interactions involving ‘power’ and ‘influence,’ whether they occur at international, local, or interpersonal levels. Object-relations psychoanalytic theories help students develop questions and hypotheses about the political needs, aims, and aversions of individuals and groups, possibly in relation to current social or political events. Diverse and interdisciplinary texts and film excerpts are offered in order to explore the connections between, for example, the politics and ethics of colonial occupation and warfare, on one hand, and, on the other, of psychic repression and internalized hatred and aggression. Three credit hours. Prerequisites and/or Special Considerations: ENG 200 or equivalent. Offered fall/spring semester, as needed.

Students should note that this course satisfies the “Global Dialogues” requirement of the General Education Core.

### **INT 320 AMERICAN POPULAR CULTURE**

This course is an upper-level introduction to the issues surrounding popular culture, particularly focused on production, consumption, and reception of popular culture. This course will explore the significance of popular culture as both a reflection of and an influence upon American attitudes, beliefs, expectations, hopes, and concerns. The theoretical framework for this course is drawn from cultural studies, with special emphasis on race, gender, and class issues. This course may be used as an upper-level Liberal Arts and Sciences elective and a Communication elective. Three credit hours. Prerequisites and/or Special Considerations: ENG 200 or equivalent, and junior standing. Offered fall/spring semester, as needed.

### **INT 325 INTERCULTURAL COMMUNICATION**

The overarching purpose of this course is to develop an understanding of the process of communicating across cultural boundaries. It will deal with culture as both a producer and product of communication. It will discuss how cultural similarities and differences may facilitate or impede political, economic, and social exchanges between people of different cultural backgrounds. The course will develop an appreciation of intercultural communication as an essential factor in promoting peace and fostering development in national, regional, and global contexts. This course may be used as a Liberal Arts and Sciences Elective. Three credit hours. Prerequisites and/or Special Considerations: ENG 110 or equivalent. Offered fall/spring semester, as needed.

Students should note that INT 325 has been identified as a U course in the EQUIP curriculum sequence.

### **INT 350 SEMINAR IN RELIGION AND BELIEF**

This course will introduce the field of religious studies by exploring and comparing various religious cultures around the world. Two central questions provide the focus of the course: What is religion? How does religion shape the human experience and social life? This course will examine the ways in which religion is part of larger social and culture systems that provide a variety of functions: producing group cohesion, forming how individuals and communities understand themselves and their world, shaping decision making, and causing social tensions. While the course is not a survey of world religions, the history, principles, and practices of a variety of religions will be studied for the purpose of being able to investigate how religion influences the thoughts and actions of human beings. Three credit hours. Prerequisites and/or Special Considerations: junior standing. Offered fall/spring semester, as needed.

Students should note that this course satisfies the “Global Dialogues” requirement of the General Education Core.

### **INT 377 INTERNATIONAL STUDIES FIELD EXPERIENCE I**

This internship course offers students a structured, supervised opportunity to design their own learning within the context of the goals of the International Major for enhancing students’ academic and professional development and the needs of their host organization. Targeted placements will be with a local organization that works with immigrant or refugee populations, or conducts work outside of the United States. Skills practiced in the field experience are expected to be at a high-level of competence and difficulty and approved by the course instructor. Three credit hours. Prerequisites and/or Special Considerations: junior standing. Offered fall/spring semester, as needed.

### **INT 398 SPECIAL TOPICS IN INTERDISCIPLINARY STUDIES**

Topic to be specified each semester course offered.

### **INT 411 GLOBAL LEADERSHIP**

Students will engage in the examination of fundamental, research-based leadership traits, skills, and behaviors as well as historical and contemporary conceptions of leadership and the leadership process. They will explore leadership challenges, practices, and processes from gender, multidisciplinary, cross-cultural, and global perspectives. Students will engage in the self-assessment of their leadership behaviors and abilities throughout the course and participate in a leadership-in-action project. This course may be used as a Liberal Arts and Sciences Elective. Three credit hours. Prerequisites and/or Special Considerations: ENG 200 or equivalent, and junior standing. Offered fall/spring semester, as needed.

### **INT 450 CAPSTONE IN CITIZENSHIP**

This course gives students the opportunity to integrate their course work in their major with individual research projects. The course will teach students how to develop a capstone proposal on a topic developed out of their major disciplinary field that seeks to solve a real-world problem, how to conduct scholarly research on their topic, and how to write a scholarly research paper. Students will also learn how to give an oral defense of their research. Three credit hours. Prerequisites and/or Considerations: satisfied Global Dialogues requirement, or GEN 410. Offered fall/spring semester, as needed.

Students should note that this course satisfies the “Citizenship Dialogues” requirement of the General Education Core.

### **INT 477 INTERNATIONAL STUDIES FIELD EXPERIENCE II**

This internship course offers students a structured, supervised opportunity to design their own learning within the context of the goals of the International Major for enhancing students’ academic and professional development and the needs of their host organization. Targeted placements will be with a local organization that works with immigrant or refugee populations, or conducts work outside of the United States. Skills practiced in the field experience are expected to be at a high-level of competence and difficulty and approved by the course instructor. Three credit hours. Prerequisites and/or Special Considerations: INT 377. Offered fall/spring semester, as needed.

## **MANAGEMENT**

### **MGT 112 FUNDAMENTALS OF MANAGEMENT**

This course serves as a basic introduction to the study of management. Students will study the managerial environment and the processes of planning, organizing, leading, motivating, and controlling. These fundamental principles are examined using current events and practices in the business environment. The course will emphasize management in the 21st century as it faces the challenges of globalization, diversity, technology, social responsibility, and ethics. Four credit hours. Prerequisites and/or Special Considerations: none. Offered as needed.

### **MGT 175 MANAGEMENT CONCEPTS AND COMMUNICATION**

This course surveys management as a universal function including planning, organizing, motivation, leadership, and control. Special attention will be given to ethical, socially responsible management practices needed in today’s globally networked organizations. Using business technology resources, students will develop the professional skills necessary to effectively analyze and present data and other information through networked media. They will demonstrate their competencies via presentations. Three credit hours. Prerequisites and/or Special Considerations: none. Offered fall/spring semester, as needed.

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

### **MGT 230 HUMAN RESOURCE MANAGEMENT**

This course examines the functions of human resource management within a business environment. Emphasis is placed upon the effective management of employees as a means of achieving organizational goals. Topics to be covered include the legal environment of human resources, planning and forecasting personnel needs, recruitment and employee selection, performance evaluation, employee motivational strategies, training and development, benefits management, compensation analysis and administration, labor relations in a union environment, safety and health, and employee termination. Three credit hours. Prerequisites and/or Special Considerations: ENG 110 or equivalent. Offered fall/spring semester, as needed.

### **MGT 231 HUMAN RESOURCE FUNDAMENTALS**

This course examines the functions of human resource management within a business environment. Emphasis is placed upon the effective management of employees as a means of achieving organizational goals. Topics to be covered include the legal environment of human resources, planning personnel needs, recruitment and employee selection, performance evaluation, employee motivational strategies, training and development, benefits management, compensation analysis and administration, labor relations in a union environment, safety and health, employee termination, ethics, diversity, and the impact of globalization and technological changes. Three credit hours. Prerequisites and/or Special Considerations: none. Offered as needed.

### **MGT 240 FINANCIAL MANAGEMENT**

This course seeks to develop the theoretical and practical uses of financial management principles including the concepts of risk, return and value. Coverage includes financial statement analysis, forecasting, working capital management, capital budgeting and long-term financing strategies. Three credit hours. Prerequisites and/or Special Considerations: ACC 101. Offered fall/spring semester, as needed.

### **MGT 265 NEGOTIATION AND CONCENSUS**

This course examines two common methods used to resolve conflicting interests: negotiation and consensus building. Students are introduced to a range of effective organizational communication tools, including negotiation, consensus facilitation, and dispute resolution practices. Students will become aware of their own and other's behavior in conflict situations and the effect or response that their communication has on others. Students will participate in a variety of negotiation cases, role plays, and communication exercises that illustrate different conflict resolution styles and strategies. Four credit hours. Prerequisites and/or Special Considerations: none. Offered as needed.

## **MGT 298 SPECIAL TOPIC IN MANAGEMENT**

Topic to be specified each semester course offered.

## **MGT 299 BUSINESS LAW I**

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

## **MGT 301 MANAGERIAL ANALYSIS AND DECISION MAKING**

This course gives an in-depth look at various quantitative analytical techniques encountered in analyzing managerial problems and making effective decisions. Topics include linear programming, sensitivity analysis, Economic Order Quantity (EOQ) models, Reorder Point (ROP) analysis, production lot-sizing, Material Requirement Planning (MRP), the just-in-time system, decision criteria, and creative problem-solving techniques. Three credit hours. Prerequisites and/or Special Considerations: ECO 260. Offered fall/spring semester, as needed.

## **MGT 302 OPERATIONS MANAGEMENT**

This course provides a basic overview of the operational and managerial issues encountered in the production of goods and services. Topics include production and inventory control, investment decision making, capacity planning, logistics and transportation systems, facilities selection and layout, design, work methods, quality control, and Japanese and other contemporary methods of manufacturing. Students will be introduced to the use of quantitative techniques as decision tools for operations managers. Three credit hours. Prerequisites and/or Special Considerations: ECO 260. Offered fall/spring semester, as needed.

## **MGT 304 BUSINESS LAW II**

This course continues the introduction of the business student to the various forms of business organizations and also emphasizes the laws of commercial paper and banking. Debtor/creditor rights and responsibilities are explored along with the rights of landlord and tenants. Topics covered include franchises, sole proprietorships, partnerships, corporations, checks and the banking system, secured transactions, creditor's rights and real property. Three credit hours. Prerequisites and/or Special Considerations: junior standing. Offered fall/spring semester, as needed.



### **MGT 305 MANAGEMENT SCIENCE**

This course gives an in-depth look at various quantitative analytical techniques encountered in analyzing managerial problems and making effective decisions. The major topics include linear programming, transportation, assignment, network models, project management, and decision analysis. Application of these techniques in functional areas such as production, marketing, finance, and accounting are covered. Three credit hours. Prerequisites and/or Special Considerations: ECO 260. Offered fall/spring semester, as needed.

### **MGT 306 BUSINESS ANTHROPOLOGY**

This course is designed to examine the application of anthropological theories, methods, and knowledge to solve practical problems in today's highly competitive business environment. Students will learn how anthropological concepts, methods, and insights can be applied to identify and solve important business problems by reviewing the major areas of business anthropology combining theoretical issues with concrete ethnographic examples. The course is an exploration of the uses of anthropology to reform culturally insensitive organizational practices in the contemporary workplace and to identify culturally appropriate preferences to guide the innovation of new goods and services in businesses. Three credit hours. Prerequisites and/or Special Considerations: INT 110 or equivalent. Offered fall/spring semester, as needed.

### **MGT 310 CONTEMPORARY MANAGEMENT AND LEADERSHIP**

This course examines the distinct traits and roles of leaders and managers, as well as the impact of each on successfully organizing and directing a business. The role of vision, commitment, empowerment, and emotional intelligence in leadership will be analyzed and applied to various corporate situations. Traditional and contemporary management theories, a systems approach to problem solving, and the four major roles of managers will be studied and applied. A review of current management practices, including Total Quality Management and Six Sigma, will afford insights into improving overall productivity and enhancing strategic advantage. Working individually and as groups, students will apply course content to both their current business roles and to pertinent case studies. Four credit hours. Prerequisites and/or Special Considerations: none. Offered as needed.

### **MGT 321 PROFESSIONAL ETIQUETTE AND IMAGE**

This course will explore the areas of business and professional etiquette and image so that students will understand and appreciate the critical role these play in the business environment. Basic skills and techniques will be discussed to enable students to better project a professional business image. Three credit hours. Prerequisites and/or Special Considerations: junior standing. Offered fall/spring semester, as needed.



### **MGT 325 INTERNATIONAL BUSINESS STRATEGY**

This course will look at how firms become and remain international in scope. The course deals with the experiences of firms of all sizes, and from many countries, as they come to grips with an increasingly competitive global environment when a home market perspective is no longer enough. Through carefully selected comprehensive case studies and integrated text material, this course bridges both the internationalization process and multinational management. Three credit hours. Prerequisites and/or Special Considerations: junior standing. Offered fall/spring semester, as needed.

### **MGT 330 ENTREPRENEURSHIP**

This course introduces students to the opportunities and challenges associated with the creation and management of an entrepreneurial venture. It provides a foundation of business concepts that can help students identify and exploit business opportunities, start their own business, assist other entrepreneurs in starting or running a business, or contribute to entrepreneurial and innovative activities in an established organization. Three credit hours. Prerequisites and/or Special Considerations: ACC 102 and MGT 175. Offered fall/spring semester, as needed.

### **MGT 335 ORGANIZATIONAL BEHAVIOR**

This course is designed to enrich student's understanding of behavior in organizations. Course study draws on the behavioral and social sciences to explore organizational phenomena in terms of individuals, groups, and total organizational systems. The course stresses the role leadership plays in creating effective organizations, meeting employee needs, managing power relationships, and revealing meaning in contemporary organizations. Three credit hours. Prerequisites and/or Special Considerations: MGT 175. Offered fall/spring semester, as needed.

### **MGT 342 PERSONAL FINANCIAL PLANNING**

This course provides an overview of the financial planning process. It introduces the importance of issues affecting financial management as well as the following topics in financial planning: analyzing a financial situation; capital accumulation methods; risk management; credit management; tax management; and investment management. Three credit hours. Prerequisites and/or Special Considerations: junior standing. Offered fall/spring semester, as needed.

### **MGT 362 INFORMATION SYSTEMS MANAGEMENT THEORY**

This course provides an in-depth examination of IS organizational systems, the planning and decision processes, and how information is used for decision support in organizations. It covers quality and decision theory, information theory, and those practices essential for providing viable information to the organization. It outlines the concepts of IS for competitive advantage, data as a resource, IS and IT planning and implementation, change, and project management. Four credit hours. Prerequisites and/or Special Considerations: none. Offered as needed.

### **MGT 366 ORGANIZATIONAL DEVELOPMENT AND BEHAVIOR**

This case-study based course uses systems thinking to apply (advanced) organizational behavior concepts to real world problems and situations. Students will be asked to analyze the global implications of organizations, to distinguish between a business and the organization that conducts that business, and to develop proficiency in motivation and the creation of win-win environments. Students will use “framing” in decision-making models, analyze the traits of a learning organization perspective, and review the historical foundations of organizations. The final project requires synthesis of course concepts, as students act as an internal consultant to the CEO, recommending and evaluating various actions and their consequences. Four credit hours. Prerequisites and/or Special Considerations: none. Offered, as needed.

### **MGT 377 FIELD EXPERIENCE I**

This internship course offers students a structured, supervised opportunity to design their own learning within the context of their program’s expectations, goals and objectives for enhancing students’ academic and professional development and the needs of their host organization. It provides both an observational and “hands-on” learning experience through participation in an internship, ideally in the field in which the student will be seeking employment. Students who are already on an established career path may enhance their visibility in the organization by completion of a special project related to their careers, subject to prior instructor approval. Three credit hours. Prerequisites and/or Special Considerations: MGT 175, MKT 220, MGT 240, junior standing, and a 2.0 cumulative GPA. Offered fall/spring semester, as needed.

### **MGT 398 SPECIAL TOPIC IN MANAGEMENT**

Topic to be specified each semester course offered.

### **MGT 400 FINANCIAL PLANNING**

This course provides an overview of the financial planning process. It introduces the legal, ethical, and regulatory issues affecting financial planners, as well as the following topics in financial planning; analyzing a client’s financial situation, capital accumulation methods, risk management, tax management, and investment management. Three credit hours. Prerequisites and/or Special Considerations: ACC 101. Offered fall/spring semester, as needed.

### **MGT 410 ORGANIZATION DEVELOPMENT AND CHANGE**

This course explores the technologies of organization development primarily for the manager, secondarily for the leader, consultant and/or administrator. It is directed at understanding organizational intervention technologies and how to decide which of them might be most appropriate to a particular goal or need. It relates enhanced capability, improved performance, increased integration or heightened adaptability of an organization. This course is designed for prospective general managers who are likely to be participants in steering developmental change

projects, for those managers who might work with OD specialists as clients and collaborators, and for those who wish to take a first step toward obtaining professional expertise in the practice of OD consultation. Three credit hours. Prerequisites and/or Special Considerations: junior standing. Offered fall/spring semester, as needed.

### **MGT 415 DIVERSITY IN ORGANIZATIONS**

Management success in the twenty-first century requires an increased ability to lead people in diverse organizations, and a greater sensitivity to differences-and similarities-in a changing workplace and customer base. This course builds awareness of the developing issues relating to diversity and inclusion and enables students to develop skills for success in the work environment. Students will explore both visible and invisible dimensions of diversity including race, gender, ethnicity, age, religion, cultural Background, sexual orientation, education, disabilities, and others. The course draws on research and practice from various disciplines including psychology, leadership, human resource management, law, anthropology and sociology. Three credit hours. Prerequisites and/or Special Considerations: junior standing. Offered fall/spring semester, as needed.

### **MGT 420 STRATEGIC MANAGEMENT I**

The course is the first of a two-course integrated capstone experience for business students that will teach managers to think and act strategically as well as prepare them for the final integration of all coursework in the second course in the series. The course focuses on how to gain competitive advantage and compete successfully in a global marketplace. Students will focus on the analysis of a first's external and internal environment, corporate mission vision, objectives and goals, analysis of strategic options and implementations of strategy. The course will also emphasize the cultural, ethical, political and regulatory issues faced in the business environment as well as the need for leadership for the successful management of strategic change. Three credit hours. Prerequisites and/or Special Considerations: senior standing. Offered fall/spring semester, as needed.

### **MGT 421 STRATEGIC MANAGEMENT II**

The second part of a two-course integrated capstone experience for business students, this course will enable the student to experience the practical application of concepts learned in previous coursework. The course consists of three parts: 1. a series of case analysis discussion; 2. a business simulation game; and, 3. a final presentation. In the simulation, student teams will be responsible for developing a strategy to successfully compete with the other teams in their industry and to make all major operational decisions for their company. The final presentation should be seen as the culmination of the undergraduate business experience at Medaille College. For this presentation, student teams will do an extensive analysis of an existing business and report on their findings in both a written report to management as well as a full period presentation. It is expected that all coursework will be done to the highest professional standard.

Three credit hours. Prerequisites and/or Special Considerations: MGT 420. Offered fall/spring semester, as needed.

### **MGT 460 BUSINESS ETHICS AND SOCIAL RESPONSIBILITY**

This course explores business as a dynamic enterprise, interacting within the environment of governmental regulation, professional codes of conduct, individual personal value conflicts, and increasing social pressures. Special emphasis is placed on social responsibility and the changing environment of business operations in both the domestic and international arena. Three credit hours. Prerequisites and/or Special Considerations: junior standing. Offered fall/spring semester, as needed.

### **MGT 477 FIELD EXPERIENCE II**

This internship course offers students a structured, supervised opportunity to design their own learning within the context of their program's expectations, goals and objectives of enhancing students' academic and professional development and the needs of their host organization. This is a continuation of the business exposure completed in the Field Experience I. A minimum of 120 work hours is required, but the performance level of the assignment is expected to be higher than the level I assignment. Students may again elect to complete a project related to their careers, but it must be demonstrative of a higher-level competence and difficulty and approved by the program chair. Three credit hours. Prerequisites and/or Special Considerations: MGT 377, senior standing, and a 2.0 cumulative GPA. Offered fall/spring semester, as needed.

### **MGT 498 INDEPENDENT STUDY IN MANAGEMENT**

Topic to be specified each semester course offered.

## **MANAGEMENT INFORMATION SYSTEMS**

### **MIS 240 MANAGEMENT INFORMATION SYSTEMS**

This course introduces students to basic computing concepts and various business-oriented software applications. Hands-on software instructions are designed to emphasize spreadsheet and database applications. The course will discuss information technology from the perspective of its potential impact upon competitive strategy and organizational operations. Computer lab sessions will be utilized to practice concepts learned in lectures. Three credit hours. Prerequisites and/or Special Considerations: none. Offered fall/spring semester, as needed.

### **MIS 300 DATABASE DEVELOPMENT**

Introduction to database concepts and development with an emphasis on structuring, navigating, and querying databases using host languages. Discussion and application of data structures, indexed and direct file organizations, models of data including hierarchical, network and

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

relational. Discussion of storage devices, data administration and data analysis, design and implementation. Three credit hours. Prerequisites and/or Special Considerations: MIS 240. Offered fall/spring semester, as needed.

### **MIS 330 DATA COMMUNICATIONS AND NETWORKS**

This course provides an overview of the telecommunications industry today. It provides background and applications which a computer information systems or business major would find valuable for local area network administration. Three credit hours. Prerequisites and/or Special Considerations: MIS 240. Offered fall/spring semester, as needed.

### **MIS 335 DECISION SUPPORT SYSTEMS**

This course discusses the key technical and managerial issues in the effective development and use of decision support systems (DSS) in organizations. Decision support implies the use of computers to assist managers in their decision processes, support rather than replace managerial judgment; and improve effectiveness of decision making rather than just its efficiency. The course covers the tools, techniques, and theory of DSS and how they can be used to improve the quality of management decisions. Three credit hours. Prerequisites and/or Special Considerations: MIS 300. Offered fall/spring semester, as needed.

### **MIS 377 FIELD EXPERIENCE I**

This course provides the student with both observational and “hands-on” learning experience through participation in an internship within the MIS field. Students who are already on an established career path may enhance their visibility in the organization by completion of a special project related to their careers, subject to prior instructor approval. Three credit hours. Prerequisites and/or Special Considerations: MGT 175, MKT 220, MGT 335, MGT 240, MIS 300, junior standing, and a 2.0 cumulative GPA. Offered fall/spring semester, as needed.

### **MIS 398 SPECIAL TOPICS: MIS**

This course explores the development of the digital systems policies and procedures needed to implement information security controls. Students will review, evaluate, and develop various types of policies, procedures, and security manuals, as well as assessing the security issues, trends, and resources most relevant for business today. Upon completion of the course, students will be able to create and defend an information security policy, identify processes to implement and enforce policy, and evaluate various security threats and risks. Students will also explore how information security must be integrated into all aspects of the business process. Program and policies will be discussed along with the mapping of the requirements for each. Three credit hours. Prerequisites and/or Special Considerations: none. Offered fall/spring semester, as needed.

## **MIS 400 SYSTEMS ANALYSIS AND DESIGN**

This course introduces students to the analysis and design of computer-based information systems and major computer applications. The systems development life cycle is studied. Topics include the tools and techniques of system studies, problem definition, requirements analysis, feasibility study, systems design, implementation, and systems operation and support. A portion of the course is devoted to a computer aided software engineering (CASE) tool. Three credit hours. Prerequisites and/or Special Considerations: MIS 300. Offered fall/spring semester, as needed.

## **MARKETING**

### **MKT 215 SALESMANSHIP**

An exploration of the sales function in an organization. This course will show the importance of sales and how the sales function relates to the overall market concept. Students will also be introduced to the basic sales process as well as the skills needed in a selling situation. Three credit hours. Prerequisites and/or Special Considerations: none. Offered fall/spring semester, as needed.

### **MKT 220 PRINCIPLES OF MARKETING**

This is an introductory course which shows the importance of marketing to all organizations as well as the role marketing plays in everyday lives. The course covers the traditional market mix components of product, distribution, promotion and price all in the context of the marketing concept. Target marketing, market research and marketing ethics are also discussed. Three credit hours. Prerequisites and/or Special Considerations: none. Offered fall/spring semester, as needed.

### **MKT 298 SPECIAL TOPIC IN MARKETING**

Topic to be specified each semester course offered.

### **MKT 310 BUSINESS ADVERTISING AND PROMOTION**

The purpose of this course is to acquaint students with the methods and decision-making process in developing an integrated strategy involving advertising, promotions and publicity and the interrelatedness between these three specific areas. Three credit hours. Prerequisites and/or Special Considerations: MKT 220. Offered fall/spring semester, as needed.

### **MKT 312 CONSUMER BEHAVIOR**

To study the factors that determine what, when, how, where, and why consumers purchase and use goods and services. Three credit hours. Prerequisites and/or Special Considerations: PSY 100. Offered fall/spring semester, as needed.

### **MKT 315 MARKETING MANAGEMENT AND STRATEGY**

Marketing management and strategy is a concise and practical management guide to the latest ideas in marketing and strategy. In this course students will learn to ascertain market needs and to strategically plan to fill those needs while serving an increasingly diverse population. Topics will include market analysis and measurement, competitive analysis, product strategy, promotion strategy, distribution strategy and pricing strategies for both domestic and foreign markets. Three credit hours. Prerequisites and/or Special Considerations: MKT 220, and junior standing. Offered fall/spring semester, as needed.

### **MKT 346 MANAGING THE MARKETING FUNCTION**

This course examines the strategic role of marketing and the decision-making role of marketing managers. Emphasis is placed on how the organization seeks to understand its customers while serving increasingly diverse markets. The course is designed to enhance the student's ability to make ethical, comprehensive decisions about product distribution, product promotion, and pricing issues. The use of modern technology is explored through e-business, the Internet, globalization, and evolving and new media sources. Four credit hours. Prerequisites and/or Special Considerations: none. Offered as needed.

### **MKT 398 SPECIAL TOPIC IN MARKETING**

Topic to be specified each semester course offered.

### **MKT 498 INDEPENDENT STUDY IN MARKETING**

Topic to be specified each semester course offered.

## **MATHEMATICS**

### **MAT 100 FUNDAMENTALS OF MATHEMATICS**

An introductory mathematics course including topics basic to the foundations of algebra: rational numbers and integers; equations; ratio, proportion, and percents; and problem solving. Three credit hours. Prerequisites and/or Special Considerations: required for and limited to all students who place within the specified range on the placement test. Offered fall/spring semester, as needed.

### **MAT 105 INTRODUCTION TO ALGEBRA**

An introductory algebra course including topics such as numbers and their properties, exponents, ration, proportion, percentage, equations and inequalities, polynomials, functions, graphs, and problem solving. Three credit hours. Prerequisites and/or Special Considerations: placement. Offered as needed.



### **MAT 112 MATHEMATICS FOR THE SCIENCES**

This course emphasizes the mathematical concepts and skills used in the science fields. Topics covered include fractions, percentage, the metric system, dimensional analysis, scientific notation, unit conversions, equations, graphs, and logarithms. Three credit hours. Prerequisites and/or Special Considerations: none. Offered fall/spring semester, as needed.

### **MAT 113 INTRODUCTORY ALGEBRA**

This course reviews the structure of algebra, including numbers and their properties, exponents, equations and inequalities, polynomials, functions and graphs. Four credit hours. Prerequisites and/or Special Considerations: none. Offered as needed.

### **MAT 114 INTERMEDIATE ALGEBRA**

Intermediate Algebra assumes proficiency with the techniques of basic algebra. The course includes study of the algebra of functions, rational functions, solving and graphing non-linear functions, inequalities, and the complex number system. Additional topics such as matrices, sequences and series, or conic sections may be covered at the discretion of the instructor. Three credit hours. Prerequisites and/or Special Considerations: MAT 105 or higher placement. Course may not be taken out of sequence. Offered fall/spring semester, as needed.

This course emphasizes the following Essential Learning Outcomes for Medaille College: Quantitative Reasoning.

### **MAT 115 PRE-CALCULUS**

This course combines pertinent topics from intermediate algebra and trigonometry that are necessary as fundamentals to master subsequent course study in calculus. Three credit hours. Prerequisites and/or Special Considerations: MAT 114 or placement. Course may not be taken out of sequence. Offered fall/spring semester, as needed.

### **MAT 116 MATHEMATICS FOR VETERINARY TECHNOLOGY**

This course emphasizes the mathematical concepts and skills used in the practice of Veterinary Technology. Topics include dosage calculations, fractions, percentages and percent solutions, utilizing metric system, dimensional analysis, scientific notation, unit conversions, equations, graphs, and logarithms as they apply to the health sciences. Emphasis will be placed on how these techniques are used in the administration of medications and treatments for patient use. Four credit hours. Prerequisites and/or Special Considerations: None. Offered as needed.

This course emphasizes the following Essential Learning Outcomes of Medaille College: Quantitative Reasoning.

### **MAT 117 MATHEMATICS FOR THE APPLIED SCIENCES**

This course emphasizes the mathematical concepts and skills used in the science fields. Topics covered include fractions, percentage, the metric system, dimensional analysis, scientific notation, unit conversions, equations, graphs, and logarithms. Four credit hours. Prerequisites and/or Special Considerations: none. Offered as needed.

### **MAT 121 MATHEMATICAL APPLICATIONS**

This course is an introduction to the basic mathematical concepts, techniques, and applications associated with the fields of business and management. Topics include the algebra of linear equations, graphing, compound interest, set theory, and mathematical reasoning. Four credit hours. Prerequisites and/or Special Considerations: none. Offered as needed.

### **MAT 125 CONCEPTS IN MATHEMATICS I**

This is a course in a two-semester sequence designed for Elementary Education majors and students seeking a broader understanding of the field of mathematics. Topics covered in this course include problem solving, numeration systems, arithmetic operations, fractions, and elementary number theory. Three credit hours. Prerequisites and/or Special Considerations: completion of MAT 105 or higher placement. Offered fall/spring semester, as needed.

### **MAT 126 CONCEPTS IN MATHEMATICS II**

This is a course in a two-semester sequence designed for Elementary Education majors and students seeking a broader understanding of the field of mathematics. Topics covered in this course include decimals, ratio and proportional relationships, integers, real numbers, probability, measurement, dimensional analysis, and data analysis. Three credit hours. Prerequisites and/or Special Considerations: completion of MAT 105 or higher placement. Offered fall/spring semester, as needed.

### **MAT 151 COLLEGE GEOMETRY AND TRIGONOMETRY**

This course is an introductory study of the structures of Geometry and Trigonometry. Topics covered will include Trigonometric Functions, Complex Numbers, Constructions, Symbolic logics and Proofs, Synthetic and Metric Axioms, Circles, and Analytic Geometry. Three credit hours. Prerequisites and/or Special Considerations: MAT 114, or completion of appropriate high school Math course with a grade of C or better. Offered fall/spring semester, as needed.

### **MAT 152 COLLEGE GEOMETRY**

This course is an introductory study of the structures of geometry. It is designed for Elementary Education majors and students seeking a broader understanding of the area of geometry. Topics covered in this course include two- and three-dimensional geometric shapes, perimeter, area,

volume, congruence and similarity, coordinate geometry, and transformations. Three credit hours. Prerequisites and/or Special Considerations: MAT 114 or higher placement. Offered fall/spring semester, as needed.

### **MAT 182 DISCRETE MATHEMATICS**

This course is an introduction to non-continuous mathematics. Topics will include Logic, Proof, Matrices, Linear Programming, Counting, and Functions. Three credit hours. Prerequisites and/or Special Considerations: MAT 115 or higher placement. Offered fall/spring semester, as needed.

### **MAT 201 STATISTICS AND SOCIETY**

An introduction to data collection and interpretation, measurement, variability, survey and experiment design, statistical summarization, and statistical inference. Three credit hours. Prerequisites and/or Special Considerations: completion of MAT 105 or higher placement. Offered fall/spring semester, as needed.

### **MAT 203 STATISTICS FOR TODAY'S BUSINESSES**

This course presents an introduction to data collection and interpretation, descriptive and inferential statistics, sampling, hypothesis testing, and probability distribution as they apply to business planning and decision making. Emphasis is placed on the use of statistical software for data analyses and the ethical uses of statistics. Four credit hours. Prerequisites and/or Special Considerations: completion of MAT 105 or higher placement. Offered as needed.

### **MAT 205 MATH FOR INFORMATION SYSTEMS**

This course provides a survey of college mathematics with emphasis placed on the nature of mathematics, problem solving, and thinking patterns. Topics covered will be selected from the areas of algebra, geometry, systems of numeration and unit analysis. Mathematical topics integral to computing are also covered, including Boolean logic and algorithmic analysis. Students will apply concepts to individual and group problem solving. Four credit hours. Prerequisites and/or Special Considerations: none. Offered as needed.

### **MAT 216 SURVEY OF INTRODUCTORY CALCULUS AND ITS APPLICATIONS**

This course introduces the techniques of differential and integral calculus and illustrates these ideas with practical applications from the social, managerial, and life sciences with special emphasis on business and economics. Three credit hours. Prerequisites and/or Special Considerations: MAT 115 or placement. Course may not be taken out of sequence. Offered fall/spring semester, as needed.

### **MAT 250 OPERATIONS ANALYSIS AND MODELING**

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

### **MAT 251 CALCULUS I**

Calculus I is the first course of a three-semester sequence in Calculus, covering differentiation with applications, including transcendental functions. Three credit hours. Prerequisites and/or Special Considerations: MAT 115 or higher placement. Offered fall/spring semester, as needed.

\*\*Note: Registration for both the lecture MAT 251 and the lab MAT 251L is required.

### **MAT 252 CALCULUS II**

Calculus II is the second of a three-course sequence in Calculus. The course covers integration, including transcendental functions, methods of integration, sequences, and series with applications. Three hours of lecture and one hour of lab/recitation per week. Three credit hours. Prerequisites and/or Special Considerations: MAT 251 or MAT 216. Offered fall/spring semester, as needed.

\*\*Note: Registration for both the lecture MAT 252 and the lab MAT 252L is required.

### **MAT 255 THEORY OF NUMBERS**

This course is an introduction to the theory of numbers. Topics will include Prime Numbers, Divisibility, Congruencies, and Powers of an Integer Modulo  $m$ , Quadratic Reciprocity, Greater Integer Function, and Diophantine Functions. Three credit hours. Prerequisites and/or Special Considerations: MAT 151 and MAT 182. Offered fall/spring semester, as needed.

### **MAT 260 LINEAR ALGEBRA**

This course is an introduction to linear algebra. The topics covered will include Systems of Linear Equations, Vectors and Vector Spaces, Linear Transformations, Linear Dependence, Matrices, Determinants, Basis and Dimensions, Eigenvectors and Invariant Spaces. Three credit hours. Prerequisites and/or Special Considerations: MAT 251. Offered fall/spring semester, as needed.

### **MAT 261 CALCULUS III**

Calculus III extends the concepts of calculus in one variable to the calculus of several variables. Course topics include vectors in the plane and space; 3-dimensional coordinate system; vector-valued functions; differential geometry; partial differentiation; and multivariable calculus. Three credit hours. Prerequisites and/or Special Considerations: MAT 252. Offered fall/spring semester, as needed.

\*\*Note: Registration for both the lecture MAT 261 and the lab MAT 261L is required.

### **MAT 265 FINANCIAL MATHEMATICS**

A financial mathematics course including topics such as time value and money, annuities/cash flows with non-contingent payments, loans, bonds, general cash flows and portfolios, immunization, interest rate swaps, and determinants of interest rates. Three credit hours. Prerequisites and/or Special Considerations: MAT 115. Offered fall/spring semester, as needed.

### **MAT 298 SPECIAL TOPIC IN MATHEMATICS**

Topic to be specified each semester course offered.

### **MAT 342 ABSTRACT ALGEBRA**

The main goal of this course is to expose the student to the abstract concepts of algebra. The topics include sets, relations, mappings, groups, rings, isomorphism, homomorphism, polynomial ring, ideal, vector spaces, and linear independence. Three credit hours. Prerequisites and/or Special Considerations: MAT 260 and MAT 255. Offered fall/spring semester, as needed.

### **MAT 361 DIFFERENTIAL EQUATIONS**

A first course in ordinary differential equations from analytic, geometric, numeric, and applied perspectives (including the use of modern computational technology as appropriate). Topics include exact, separable, and linear equations; initial-value and boundary-value problems; system of first-order equations; undetermined coefficients; variation of parameters; and series solutions. Three credit hours. Prerequisites and/or Special Considerations: MAT 261. Offered fall/spring semester, as needed.

\*\*Note: Registration for both the lecture MAT 361 and the lab MAT 361L is required.

### **MAT 381 STATISTICS AND PROBABILITY I**

This course introduces students to descriptive statistics, elementary probability theory and counting techniques, random variables, probability distributions, normal distributions, confidence intervals and hypothesis testing. The topics of the course will be presented at a level

of depth that is appropriate to mathematics majors. Students will also learn to apply technology to problem solving in statistics. Three credit hours. Prerequisites and/or Special Considerations: MAT 115 or higher placement. Offered fall/spring semester, as needed.

\*\*Note: Registration for both lecture MAT 381 and lab MAT 381L is required.

### **MAT 382 STATISTICS AND PROBABILITY II**

This course focuses on the process of statistical inference, presenting confidence intervals and hypothesis testing for two populations, chi-square procedures, linear and nonlinear regression, and one-way analysis of variance. The topics of the course will be presented at a level of depth that is appropriate to mathematics majors. Students will also apply technology to problem solving in statistics. Three credit hours. Prerequisites and/or Special Considerations: MAT 381, or MAT 201, minimum of grade B recommended. Offered fall/spring semester, as needed.

\*\*Note: Registration for both lecture MAT 382 and lab MAT 382 is required.

### **MAT 385 PROBABILITY FOR ACTUARIAL SCIENCE**

A probability course with applications in actuarial science including topics such as general probability, random variables with univariate and multivariate probability distributions. Three credit hours. Prerequisites and/or Special Considerations: MAT 261. Offered fall/spring semester, as needed.

### **MAT 398 SPECIAL TOPIC IN MATHEMATICS**

Topic to be specified each semester course offered.

### **MAT 421 REAL VARIABLES**

This course will present the formal concepts of calculus. The topics include real numbers, one variable functions, continuity, derivatives, and Riemann integral and infinite series. Three credit hours. Prerequisites and/or Special Considerations: MAT 255 and MAT 261. Offered fall/spring semester, as needed.

### **MAT 442 COMPLEX ANALYSIS**

This course will expose the students to the useful concepts of complex numbers, complex functions and their applications. The topic includes complex number, complex plane, analytic functions, their derivatives, Cauchy integral theorem, Cauchy-Riemann differential equations, power series, and residues. Three credit hours. Prerequisites and/or Special Considerations: MAT 342 and MAT 421. Offered fall/spring semester, as needed.

### **MAT 445 INTRODUCTION TO PROBABILITY THEORY**

This course is an introduction to probability theory, including probability axioms and rules, random variables, probability distribution functions, expected value, variance, moment generating functions, condition probabilities, and sampling distributions. Three credit hours. Prerequisites and/or Special Considerations: MAT 261. Offered fall/spring semester, as needed.

### **MAT 450 TOPOLOGY**

This course will introduce the ideas of continuity, convergence, connectedness in a topological space, metric space, knot, manifold, and surface. Prerequisites and/or Special Considerations: MAT 255 and MAT 261. Three credit hours. Offered fall/spring semester, as needed.

### **MAT 455 REGRESSION ANALYSIS**

This course is an introduction to linear regression analysis, including simple linear regression model, least-squares estimations of the parameters, multiple linear regression, simultaneous inferences and other topics in regression. A statistical software will be used for applications. Three credit hours. Prerequisites and/or Special Considerations: MAT 260 and 445. Offered fall/spring semester, as needed.

### **MAT 498 INDEPENDENT STUDY IN MATHEMATICS**

Topic to be specified each semester course offered.

## **MUSIC**

### **MUS 305 CLASSICAL MUSIC STUDIES**

This course will provide an analysis and examination of Western music from the Middle Ages to the 20th century, investigating how music affects society and how society shapes musical ideas. Musical ideas will be presented in their proper context and serve as a basis for understanding wider trends in Western Civilization. The inter-relationships between classical music and society will be surveyed. In addition, the correlation between music and the other fine arts will be identified. The course will also consider the role of technology in shaping classical music and how technology affects how music is apprehended. The course will also explore the ways in which, as a non-conversational form of communication, music conveys ideas. Three credit hours. Prerequisites and/or Special Considerations: ENG 200 or equivalent. Offered fall/spring semester, as needed.

Students should note that this course satisfies the “Global Dialogues” requirement of the General Education Core.



## **PHILOSOPHY**

### **PHI 100 NATURE OF MAN**

The course introduces students to rival theories of human nature: instinct, genetic, behaviorist, interactionist; demonstrates how these theories influence social, political and educational policy; and teaches students how to critically evaluate rival theories. Three credit hours. Prerequisites and/or Special Considerations: none. Offered fall/spring semester, as needed.

### **PHI 170 ISSUES IN PHILOSOPHY**

This is a course in applied philosophy. The philosophical perspectives of important thinkers are used to examine issues that dramatically affect the direction and quality of our lives. Three credit hours. Prerequisites and/or Special Considerations: none. Offered fall/spring semester, as needed.

### **PHI 190 ETHICAL ISSUES FOR TODAY**

This course examines the ways in which ethical philosophies affect our day-today choices and decisions. Various theories of ethics and morality are analyzed; students apply concepts to case studies, simulations, and real-world situations. Students analyze their personal values, articulate a personal moral code, examine the role of ethics in today's professions, and define and defend right and wrong behavior. Course concepts include normative and applied ethics, the history of moral philosophy, and major figures and theories. Three credit hours. Prerequisites and/or Special Considerations: none. Offered as needed.

### **PHI 200 LOGIC**

This course introduces the student to informal and formal reasoning and the principles of scientific reasoning. Three credit hours. Prerequisites and/or Special Considerations: none. Offered fall/spring semester, as needed.

### **PHI 201 FORMAL LOGIC**

This course offers a fundamental study of the techniques of formal reasoning. After an introduction to basic argument identification and analysis procedure, students will develop formal tools for analyzing and evaluating arguments in the categorical and propositional systems of logic, paying special attention to the relationship between natural language and its expression in categorical and propositional notation. Selected problems in the history and philosophy of logic shall also be considered. Three credit hours. This course is designed to support programs of study in Secondary Education and Mathematics. Prerequisites and/or Special Considerations: none. Offered fall/spring semester, as needed.

## **PHI 298 SPECIAL TOPIC IN PHILOSOPHY**

Topic to be specified each semester course offered.

## **PHI 300 ETHICS**

The course examines rival theories of making ethical choices, clarifies what theories of human nature and self they presuppose and directly tests their workability by requiring students to use them to resolve conflicts of values, personal and interpersonal. Three credit hours. Prerequisites and/or Special Considerations: none. Offered fall/spring semester, as needed.

## **PHI 310 ETHICS WITH CRIMINAL JUSTICE APPLICATIONS**

This course highlights the vital role of moral philosophy in exploring deep ethical questions in criminal justice. What is the right thing to do? And what are the elements of good character? In the spirit of applied philosophy, the course will engage these types of questions while also introducing significant connections to important criminal justice issues. Topics include logic and critical thinking concepts that are central to the philosophical method as well as ethical theories that can ground the composition and evaluation of a wide range of ethical arguments. Three credit hours. Prerequisites and/or special considerations: INT 110 and ENG 110. Offered fall/spring semester, as needed.

This course emphasizes the following Essential Learning Outcomes for Medaille College: Ethical Reasoning and Critical Thinking.

## **PHI 358 TRUTH AND JUSTICE**

This course surveys philosophical questions, theories, and arguments about truth and justice. It also explores applications of these ideas in contemporary everyday examples. Three central questions focus the course: What is truth? What is justice? What is the relationship between truth and justice? It will focus on European and American philosophical traditions, incorporating the Classical tradition of Plato and more recent thinkers like Martin Heidegger and Michel Foucault. Three credit hours. Prerequisites and/or Special Considerations: ENG 200 or equivalent. Offered fall/spring semester, as needed.

Students should note that this course satisfies the “Global Dialogues” requirement of the General Education Core.

## **PHI 368 THE AMERICAN CITY**

What is a city? An *American* city? This course explores such questions through readings, discussions, field trips, and site visits. Using local examples, the ways in which American cities develop will be critically examined. The course will also advance what Charles Landry calls “urban literacy,” deepening students’ understanding of cities and their place in American society.

This course may be used as an upper-level Liberal Arts and Sciences Elective. Three credit hours. Prerequisites and/or Special Considerations: ENG 110 or equivalent. Offered fall/spring semester, as needed.

### **PHI 398 SPECIAL TOPIC IN PHILOSOPHY**

Topic to be specified each semester course offered.

### **PHI 450 POLITICAL AND SOCIAL PHILOSOPHY**

The political and social philosophies of important thinkers' representative of distinct schools of thought are developed and used to examine important political, social, and legal issues. Three credit hours. Prerequisites and/or Special Considerations: junior standing. Offered fall/spring semester, as needed.

### **PHI 498 INDEPENDENT STUDY IN PHILOSOPHY**

Topic to be specified each semester course offered.

## **PHYSICAL EDUCATION**

### **PED 110 BEGINNING GOLF**

This course emphasizes the fundamental techniques, skill, strategy, and rules in playing the game of golf. One credit hour. Prerequisites and/or Special Considerations: none. Offered fall/spring semester, as needed.

### **PED 111 BEGINNING TENNIS**

This course emphasizes the fundamental techniques, skill, strategy, and rules in playing the game of tennis. One credit hour. Prerequisites and/or Special Considerations: none. Offered fall/spring semester, as needed.

### **PED 112 BEGINNING AEROBICS**

This course deals with aerobics and exercise as a form of preventive and rehabilitative medicine. The emphasis is on basic concepts related to aerobics and fitness. Personal fitness means a form of self-motivated, systematic participation in exercise that is geared toward improvement in one's quality of living. One credit hour. Prerequisites and/or Special Considerations: none. Offered fall/spring semester, as needed.

### **PED 113 SELF DEFENSE**

This course emphasizes the fundamental techniques, skills, and strategy of self-defense. One credit hour. Prerequisites and/or Special Considerations: none. Offered fall/spring semester, as needed.

### **PED 114 RESPONDING TO HEALTH EMERGENCIES**

This course will provide emergency health care instruction for common illnesses and injuries. Successful completion of this course will result in American Red Cross certification in cardiopulmonary resuscitation of the adult, child, and infant as well as Standard First Aid certification. This course would be useful for anyone teaching, coaching, or working with the public. Three credit hours. Prerequisites and/or Special Considerations: none. Offered fall/spring semester, as needed.

### **PED 298 SPECIAL TOPIC IN PHYSICAL EDUCATION**

Topic to be specified each semester course offered.

## **PHYSICS**

### **PHY 104 PHYSICAL SCIENCE**

This course is designed to introduce the non-science student to the nature of physical reality and the physical laws which govern the universe. Contemporary applications in physics, chemistry, geology, and astronomy will be discussed as well as new frontiers in scientific thought. A laboratory will introduce students to the use of the scientific method by combining experiments, observations, measurements and analysis. Three credit hours. Prerequisites and/or Special Considerations: completion of MAT 114 or higher placement. Offered fall/spring semester, as needed.

\*\*Note: Registration for both the lecture PHY 104 and the lab PHY 104L is required.

### **PHY 200 PRINCIPLES OF PHYSICS I**

This course is an introduction to the underlying principles of physics that govern behavior in the physical world. The topics of mechanics, heat, and waves will be covered. Emphasis will be placed on applications and problem solving. Four credit hours. Prerequisites and/or Special Considerations: completion of MAT 115 or placement in MAT 216. Offered fall/spring semester, as needed.

\*\*Note: Registration for both the lecture PHY 200 and the lab PHY 200L is required.

## **PHY 201 PRINCIPLES OF PHYSICS II**

This course is a continuation of Principles of Physics I. The topics of electricity, magnetism, light, optics, and modern physics will be covered. Emphasis will be placed on applications and problem solving. Four credit hours. Prerequisites and/or Special Considerations: PHY 200. Offered fall/spring semester, as needed.

\*\*Note: Registration for both the lecture PHY 201 and the lab PHY 201L is required.

## **PHY 498 INDEPENDENT STUDY IN PHYSICS**

Topic to be specified each semester course offered.

## **POLITICAL SCIENCE**

### **POL 100 INTRODUCTION TO POLITICAL SCIENCE**

Introduction to Political Science will focus upon political theory and its application to individuals, nations and the international arena. Three credit hours. Prerequisites and/or Special Considerations: none. Offered fall/spring semester, as needed.

### **POL 101 UNITED STATES GOVERNMENT**

An overview of the Constitutional basis, structure, and administrative organization of government in the U.S. Principal focus will be on the national government; various contemporary political problems will be explored. Three credit hours. Prerequisites and/or Special Considerations: none. Offered fall/spring semester, as needed.

### **POL 201 JUDICIAL SYSTEM IN U.S. POLITICS**

Introductory survey of the major components of the courts and judicial system at the national, state and local levels. Topics may include criminal justice, factors influencing judicial decision-making and the courts in relation to other government agencies. Three credit hours. Prerequisites and/or Special Considerations: POL 101. Offered fall/spring semester, as needed.

### **POL 203 LEGISLATIVE PROCESS IN U.S. POLITICS**

An analysis of the nature and functions of U.S. legislative bodies. Some of the topics covered may include politics of lawmaking, oversight and investigations, legislative campaigns, role of lobbying, and the budgetary process. Three credit hours. Prerequisites and/or Special Considerations: POL 101. Offered fall/spring semester, as needed.

### **POL 207 THE EXECUTIVE OFFICE IN U.S. POLITICS**

A course which covers the evolution and development of the executive function of government at the national, state and local levels. Emphasis will be placed on analyzing leadership, power, and managerial skills. Special attention will be devoted to the U.S. Presidency. Three credit hours. Prerequisites and/or Special Considerations: POL 101. Offered fall/spring semester, as needed.

### **POL 210 WORLD POLITICS**

This course introduces the study of political science in a global context. Aristotle called political science “the master science” not only because political actors decided a great many practical matters, but because he believed that politics was about attaining justice, *arête* (human excellence), and *Eudaimonia* (well-being or goodness) for entire societies. This course will approach politics as this nexus of practical, moral, and philosophical concerns by investigating enduring political questions, such as: What is justice?, What is the best society?, How should citizens and states interact?, How and where does power operate?, What does it mean to be modern?, and What does globalization portend? This course will attempt to answer these questions by reading, analyzing, and discussing political arguments from a wide variety of traditions, times, and places. And students will always consider the relationships between the past and the present, the local and the global, and the theoretical and the practical. Three credit hours. Prerequisites and/or Special Considerations: POL 100. Offered fall/spring semester, as needed.

### **POL 217 PUBLIC ADMINISTRATION**

Analysis of the principles of public administration with an introduction to theories of organization and administration as they apply to government bureaucracy. Three credit hours. Prerequisites and/or Special Considerations: POL 101. Offered fall/spring semester, as needed.

### **POL 240 COMPARATIVE STATE AND LOCAL GOVERNMENT**

Comparative analysis of formal and informal institutions and processes by which state and sub-state governments operate. Various problems and issues confronting state and local governments will be covered. Three credit hours. Prerequisites and/or Special Considerations: POL 101. Offered fall/spring semester, as needed.

### **POL 298 SPECIAL TOPIC IN POLITICAL SCIENCE**

Topic to be specified each semester course offered.

### **POL 300 AFRICAN POLITICAL SYSTEMS**

The general stages of African political systems that will be studied include traditional African political systems and European imperialism. Some of the themes that will be examined include tribalism; the dynamics of nationalism; Pan-Africanism; and the effects of multinational corporations on political, economic, and cultural development of various African countries. Three credit hours. Prerequisites and/or Special Considerations: POL 100. Offered fall/spring semester, as needed.

### **POL 310 COMPARATIVE POLITICAL SYSTEMS**

A study of political ideologies and systems functioning today; comparison of different political systems. Three credit hours. Prerequisites and/or Special Considerations: HIS 100 and POL 100. Offered fall/spring semester, as needed.

### **POL 320 INTERNATIONAL LEGAL SYSTEM**

This course provides an introduction to international legal systems and investigates how those legal systems affect the administration of Homeland Security in the United States. The course will examine how the United States interacts with the world community in a legal sense. Students will explore the multiple forums that apply to international legal issues and the ways in which these forums complicate the imposition of Homeland Security processes by the United States. Four credit hours. Prerequisites and/or Special Considerations: previous BSHS courses. Offered as needed.

### **POL 321 THE CONSTITUTION AND PATRIOT ACT**

This course provides the student with a solid introduction to and understanding of the Constitution of the United States and its relationship to issues involving Homeland Security. Students will examine the Patriot Act and discuss related issues involving civil liberties and civil rights. Course topics include the roles of federal, state and local law enforcement authorities, as well as the effect of the Patriot Act on the investigation and dismantling of terrorist organizations. Four credit hours. Prerequisites and/or Special Considerations: previous BSHS courses. Offered as needed.

### **POL 330 AFRICAN-AMERICAN POLITICS**

African-American Politics will examine Blacks' political attitudes, voting behavior, organizational strategies, ideology, and their influence on public policy. Study and analysis in these areas will be with an eye to how the legal system systematically restricted and expanded the civil and human rights of Blacks in America. Three credit hours. Prerequisites and/or Special Considerations: POL 100. Offered fall/spring semester, as needed.



### **POL 340 SYSTEMS OF INTERNATIONAL TERRORISM**

The course will examine international terrorism in detail, including the definition, origins, history, tactics and behavior of international terrorists. Students will compare and contrast motivation, specifically the differences between politically motivated terrorists, nationally or ethnically motivated terrorists, and religiously motivated terrorists. The course will also examine terrorist networks and the financing of international terrorism. Four credit hours. Prerequisites and/or Special Considerations: previous BSHS courses. Offered as needed.

### **POL 341 SYSTEMS OF DOMESTIC TERRORISM**

The course will examine domestic terrorism in detail, including the origins of terrorism within the United States as well as a definition and explanation of the tactics and behaviors of domestic terrorists. The course will attempt to classify terrorism within the area of criminal justice by exploring the definition and differences between terrorist acts and non-terrorist related criminal acts. The course will provide an introduction to related concepts such as eco-terrorism, militias, conspiracies and anti-abortion violence. Four credit hours. Prerequisites and/or Special Considerations: previous BSHS courses. Offered as needed.

### **POL 398 SPECIAL TOPIC IN POLITICAL SCIENCE**

Topic to be specified each semester course offered.

### **POL 422 INTERNATIONAL POLITICAL SYSTEMS AND HOMELAND SECURITY**

This course provides an introduction to and overview of international political systems and focuses on the manner in which those political systems affect the Homeland Security of the United States. Course activities will examine the ways in which the United States interacts with the world community economically, politically, and socially. Students will evaluate the ways in which national interests, diplomacy, and economic power complicate the imposition of Homeland Security processes by the United States. Four credit hours. Prerequisites and/or Special Considerations: previous BSHS courses. Offered as needed.

### **POL 498 INDEPENDENT STUDY IN POLITICS**

Topic to be specified each semester course offered.

## **PSYCHOLOGY**

### **PSY 100 INTRODUCTION TO PSYCHOLOGY**

An introduction to the science of psychology, including how psychological data are gathered and applied to every-day life. Topics covered each semester include (but are not limited to) the

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

amazing brain, intelligence, learning and memory, psychopathology, the senses and sexually dimorphic differences. Three credit hours. Prerequisites and/or Special Considerations: none. Offered fall/spring semester, as needed.

### **PSY 101 INTRODUCTION TO PSYCHOLOGY**

This course provides an introduction to the science of psychology, including how psychological data are gathered and applied to everyday life. Topics covered include the amazing brain, intelligence and thinking, learning and memory, social psychology, motivation, emotions and stress, personality and psychopathology, the senses and perception. Four credit hours. Prerequisites and/or Special Considerations: none. Offered as needed.

### **PSY 207 PSYCHOLOGICAL STATISTICS**

This course surveys both descriptive and inferential statistical techniques commonly used in psychology, education, and the behavioral and social sciences. Emphasis is placed on methods and procedures involved in handling, analyzing and presenting data. Three credit hours. Prerequisites and/or Special Considerations: MAT 105 or above. Offered fall/spring semester, as needed.

### **PSY 210 CHILD DEVELOPMENT**

Presents foundations of child development through adolescence, based on consideration of culture, theories of development, genetics, prenatal influences, bonding, and socialization influences. Emphasis on the impact of role models in establishing relationships, setting limits, and moral development. Three credit hours. Prerequisites and/or Special Considerations: PSY 100. Offered fall/spring semester, as needed.

### **PSY 230 BIOPSYCHOLOGY**

Biological psychologists strive to explain behavior in terms of its physiology, development, evolution, and function. This course focuses on the biological mechanisms that are most relevant to key issues in psychology topics such as the mind-body problem, the development of learning and memory, sexual behavior, homeostatic regulation, recovery from brain damage, neuroanatomy, depression, and schizophrenia. Three credit hours. Prerequisites and/or Special Considerations: PSY 100 or BIO 160 or BIO 161. Offered fall/spring semester, as needed.

### **PSY 240 ADOLESCENCE**

This course applies general principles and theories of development to the adolescent period. Topics include physiological change, cognitive development, social relations, identity, and issues of adolescence. Three credit hours. Prerequisites and/or Special Considerations: PSY 100. Offered fall/spring semester, as needed.

### **PSY 247 COGNITIVE PSYCHOLOGY**

Cognitive psychology takes an information-processing approach to human behavior, including how humans interpret and understand the environment, how memory processes work, and how humans acquire language. Emphasis is placed on such topics as intelligence and creativity, personal cognition and applied cognitive psychology. Three credit hours. Prerequisites and/or Special Considerations: none. Offered fall/spring semester, as needed.

### **PSY 250 RESEARCH METHODS IN PSYCHOLOGY**

This course introduces students to methodology used in the research process, including inductive and deductive reasoning, hypothesis generation, theory formation and analysis of empirically collected data. Three credit hours. Prerequisites and/or Special Considerations: none. Offered fall/spring semester, as needed.

This course emphasizes the following Essential Learning Outcomes for Medaille College: Oral Communication.

### **PSY 298 SPECIAL TOPIC IN PSYCHOLOGY**

Topic to be specified each semester course offered.

### **PSY 300 ORGANIZATIONAL PSYCHOLOGY**

Organizational psychology can be divided into three levels of thought, inquiry and action. This course will focus on these divisions and incorporate the theories, research and practices of organizational psychologists. Emphasis is placed on behavior of individuals within organizations and principles of industrial psychology. Three credit hours. Prerequisites and/or Special Considerations: PSY 100, or junior standing. Offered fall/spring semester, as needed.

### **PSY 310 SOCIAL PSYCHOLOGY**

Social psychology is the study of how an individual's behaviors, feeling and thoughts are influenced, or determined, by the behaviors and/or characteristics of others. Topics covered each semester include attraction and love, prejudice, attitudes, conformity, altruistic behaviors, and aggression. Three credit hours. Prerequisites and/or Special Considerations: PSY 100, or junior. Offered fall/spring semester, as needed.

### **PSY 320 HEALTH PSYCHOLOGY**

Health psychology deals with an understanding of the psychological influences on how people stay healthy, why they become ill, and how they respond when they do get ill. Topics covered include preventive health behaviors and their modifications, the mind-body relationship, stress and illness, stress reduction, the patient in treatment settings, the management of pain and

discomfort, and coping with chronic illness. Three credit hours. Prerequisites and/or Special Considerations: PSY 100. Offered fall/spring semester, as needed.

### **PSY 321 BEHAVIORAL NEUROSCIENCE**

In recent years, the fields of biology and psychology have increasingly found common ground; this convergence of disciplines defines the field of neuroscience. By drawing upon current research findings, this course will introduce students to the major issues in neuroscience, from molecular biology to clinical science. Three credit hours. Prerequisites and/or Special Considerations: PSY 230. Offered fall/spring semester, as needed.

### **PSY 349 PSYCHOLOGY OF ADULTHOOD**

The purpose of this course is to help the student understand the adulthood years mainly from the developmental perspective including the critical importance of the biological, social, psychological and environmental factors. This course will deal with the last three stages in the life cycle—young adulthood, middle, and aging. Three credit hours. Prerequisites and/or Special Considerations: PSY 100. Offered fall/spring semester, as needed.

### **PSY 350 PSYCHOLOGY RESEARCH AND WRITING**

The purpose of this course is to increase student proficiency in three major areas. First, this course emphasizes the development of skills to obtain, interpret, and critically evaluate research in psychology and closely related disciplines. Second, current writing standards set by the American Psychological Association (APA) will be presented, practiced, and mastered. Third, emphasis will be placed on appropriately using the psychological literature to construct a written report using APA format. Three credit hours. Prerequisites and/or Special Considerations: ENG 200 or equivalent, PSY 100, PSY 250, or concurrently with PSY 250. Offered fall/spring semester, as needed.

### **PSY 351 DRUGS AND BEHAVIOR**

The purpose of this course is to introduce the student to the field of psychopharmacology, with special emphasis placed on the relationships between drugs, their mechanisms of action in the nervous system, and human behavior. Three credit hours. Prerequisites and/or Special Considerations: PSY 100. Offered fall/spring semester, as needed.

### **PSY 368 HISTORY AND SYSTEMS OF PSYCHOLOGY**

A study of the history of psychology highlighting people, ideas, and schools of thought. Individuals and contextual forces influencing the history of psychology will be emphasized. Three credit hours. Prerequisites and/or Special Considerations: PSY 100, or junior standing. Offered fall/spring semester, as needed.

### **PSY 370 ABNORMAL HUMAN BEHAVIOR**

This course is for upper-level students who wish to learn about the field of abnormal behavior. Topics include theories of abnormality, its causes and treatment; classification systems and conditions, such as anxiety disorders, affective disorders, personality disorders, dissociative and somatoform disorders, psychosexual disorders, substance abuse and schizophrenia. Three credit hours. Prerequisites and/or Special Considerations: PSY 100, and junior standing. Offered fall/spring semester, as needed.

### **PSY 377 UNDERGRADUATE INTERNSHIP**

Students will complete 90 contact hours at an approved organization, plus on-campus supervision as assigned. Internships are designed to furnish the student with the opportunity to apply theory to practice in an applied setting consistent with the student's career goals. Internships require instructor approval prior to beginning any work at the field placement organization. This internship course offers students a structured, supervised opportunity to design their own learning within the context of their program's expectations, goals and objectives for enhancing students' academic and professional development and the needs of their host organization. Three credit hours. Prerequisites and/or Special Considerations: junior standing. Offered fall/spring semester, as needed.

### **PSY 379 PARAPSYCHOLOGY AND PSEUDOSCIENCE**

A critical look into parapsychology and other pseudo-sciences. Specifically, this course will examine historical and current evidence given in the search for parapsychological phenomena such as extra sensory perception, telepathy, clairvoyance, and the validity of horoscopes. Also, current controversies in the psychological and medical literature will be addressed on such topics as repressed memories, multiple personality disorder, and touch therapy. Three credit hours. Prerequisites and/or Special Considerations: junior standing. Offered fall/spring semester, as needed.

### **PSY 385 SPORT PSYCHOLOGY**

This course introduces students to the latest research and practices in applied sport psychology. Topics include cognitive techniques for building confidence and enhancing performance, concentration and attention control training, sport participation and youth development, team building strategies, motivation in sports and coaching concepts and strategies. Three credit hours. Prerequisites and/or Special Considerations: PSY 100. Offered fall/spring semester, as needed.

### **PSY 398 SPECIAL TOPIC IN PSYCHOLOGY**

Topic to be specified each semester course offered.

### **PSY 411 PSYCHOLOGY CAPSTONE**

This seminar course gives students the opportunity to integrate their course work with individual research projects. Each student is responsible for the production, presentation, and defense of a research paper which addresses a specific topic within the discipline of psychology. Research projects must demonstrate significant knowledge within the selected topic area, an understanding of its place in an integrated intellectual framework, and a high level of skill development. Applying APA writing style will be emphasized. Three credit hours. Prerequisites and/or Considerations: PSY 350, and GEN 410 or equivalent. Offered fall/spring semester, as needed.

\*\* Note: This course can serve as a substitute for GEN 411 for students that have selected a psychology topic and meet the prerequisites. If a student successfully completes GEN 411, the student may still take PSY 411 and it will count as a PSY upper-level elective.

Students should note that this course satisfies the “Citizenship Dialogues” requirement of the General Education Core.

### **PSY 420 PERSONALITY**

Personality explores concepts and theories which have been formulated to explain and predict individual differences in behavior. Topics include psychoanalytic theories, biological, social learning, and humanist theories as well as methods of personality assessment. Three credit hours. Prerequisites and/or Special Considerations: PSY 100. Offered fall/spring semester, as needed.

### **PSY 421 PSYCHOLOGICAL ASSESSMENT**

This course provides students with a current analysis of the most widely used psychological tests in schools, professional training programs, business, industry, and the military and clinical settings. Applications of the tests and examination of the issues shaping the future of testing will be emphasized. Three credit hours. Prerequisites and/or Special Considerations: PSY 100. Offered fall/spring semester, as needed.

### **PSY 477 UNDERGRADUATE INTERNSHIP IN PSYCHOLOGY II**

This second Psychology internship course offers students a structured, supervised opportunity to design their own learning within the content of their program’s expectations, goals and objectives for enhancing students’ academic and professional development and the needs of their host organization. It is expected that students will apply the skills acquired from PSY 377. Students will complete 90 contact hours at an approved organization, plus on-campus supervision as assigned. Internships are designed to furnish the student with the opportunity to apply theory to practice in an applied setting consistent with the student’s career goals. Internships require instructor approval prior to beginning any work at the field placement organization. Three credit hours. Prerequisites and/or Special Considerations: completion of PSY 377. Offered fall/spring semester, as needed.

## **PSY 498 INDEPENDENT STUDY IN PSYCHOLOGY**

Topic to be specified each semester course offered.

### **SOCIAL SCIENCES**

#### **SSC 200 HUMAN RELATIONS**

This course integrates theory with experience in order to enhance self-awareness, self-concept and the ability to maximize interpersonal effectiveness. A primary emphasis of the course is on developing specific interpersonal skills through the effective use of communication techniques such as listening, observing, paraphrasing and perception checking. Three credit hours. Prerequisites and/or Special Considerations: none. Offered fall/spring semester, as needed.

#### **SSC 210 THE HISTORY AND CONTRIBUTIONS OF AFRICAN-AMERICAN WOMEN**

This course provides an exploration into the political, social, cultural and historical struggles faced by African-American women in the United States. Emphasis will be placed upon the unrecognized accomplishments of African-American women. Three credit hours. Prerequisites and/or Special Considerations: none. Offered fall/spring semester, as needed.

#### **SSC 268 SEMINAR ON ALCOHOL AND DRUGS**

An opportunity for students to attempt to understand the nature of the contemporary drug/alcohol problem; preparation for dealing objectively with the complex nature of drug/alcohol abuse. Three credit hours. Prerequisites and/or Special Considerations: none. Offered fall/spring semester, as needed.

#### **SSC 298 SPECIAL TOPIC IN SOCIAL SCIENCES**

Topic to be specified each semester course offered.

#### **SSC 398 SPECIAL TOPIC IN SOCIAL SCIENCES**

Topic to be specified each semester course offered.

#### **SSC 477 FIELD EXPERIENCE**

This course provides the student with both observational and “hands-on” learning experience through participation in an internship, ideally in the field in which the student will be seeking employment. For example, students may work at anthropological sites, historical organizations, legal services, or law enforcement agencies. Students who are already on an established career path may enhance their visibility in the organization by completion of a special project related to



their careers, subject to prior approval by the appropriate Medaille College assigned faculty instructor. Students will complete 30 contact hours per credit hour at an approved organization, plus on-campus supervision as assigned. Internships are designed to furnish the student with the opportunity to apply theory to practice in an applied setting consistent with the student's career goals. Internships require instructor approval prior to beginning any work at the field placement organization. This internship course offers students a structured, supervised opportunity to design their own learning within the context of their program's expectations, goals and objectives for enhancing students' academic and professional development and the needs of their host organization. One to nine credit hours. Prerequisites and/or Special Considerations: senior standing. Offered fall/spring semester, as needed.

### **SSC 498 INDEPENDENT STUDY IN SOCIAL SCIENCES**

Topic to be specified each semester course offered.

## **SOCIOLOGY**

### **SOC 100 INTRODUCTION TO SOCIOLOGY**

An introduction to the fundamental concepts of sociology and application to specific areas of sociology such as the scientific method, culture and society, and socialization. Three credit hours. Prerequisites and/or Special Considerations: none. Offered fall/spring semester, as needed.

### **SOC 201 GENDER ROLES IN AMERICAN SOCIETY**

An introduction to the roles, functions, and emerging consciousness of women in American society; historical, psychological, and sociological background. Three credit hours. Prerequisites and/or Special Considerations: SOC 100. Offered fall/spring semester, as needed.

### **SOC 210 PERSPECTIVES OF SOCIAL JUSTICE**

This course explores the concept, theories, and perspectives of social justice focusing on relationships of equity, equality, and justice in all aspects of society. A variety of issues concerning social justice will also be explored including discussions around diversity, inclusion, privilege, power, and resistance to hierarchies of oppression. The course will also present case studies of historical and contemporary social movements that strive for social justice on both a local and global scale. Three credit hours. Prerequisites and/or Special Considerations: INT 110. Offered fall/spring, as needed.

### **SOC 240 FAMILY IN SOCIETY**

The main trends of theoretical and practical analysis of the family: its history, life cycle, and various aspects and elements, including the use of real-life family interviews. Three credit hours. Prerequisites and/or Special Considerations: SOC 100. Offered fall/spring semester, as needed.



### **SOC 280 VIOLENCE AND CIVIL DISOBEDIENCE IN AMERICA**

An examination of violence and civil disobedience as important elements in the historical development of the nation. Three credit hours. Prerequisites and/or Special Considerations: SOC 100. Offered fall/spring semester, as needed.

### **SOC 281 MULTI CULTURAL DIVERSITY**

This course is intended for Criminal Justice and other majors that are committed to societal service. It is designed to prepare students to effectively interact and understand a variety of diverse people within mainstream society. The course will offer students opportunities to engage in different experiences related to multicultural and diverse populations through in-depth study and practical research-based applications along with service-learning opportunities. Students will acquire a more integrated approach and knowledge of diverse groups through greater interaction and discussion of contemporary issues confronting diversity within society. Attention will be placed on students becoming better consumers of information from and about people of diverse populations through sensitivity workshops and training which are intended to positively affect their personal and professional attitudes and behaviors within their respective career fields. Skill application will be stressed through realistic practice exercises. Three credit hours. Prerequisites and/or Special Considerations: none. Offered fall/spring semester, as needed.

### **SOC 298 SPECIAL TOPIC IN SOCIOLOGY**

Topic to be specified each semester course offered.

### **SOC 301 SPORTS IN SOCIETY**

An introduction to the fundamental concepts of sport as it relates to the larger society such as economics, politics, race relations and gender roles. Students will explore societal trends related to sport, youth development and social responsibility. Socio-cultural dimensions of sport will also be reviewed. Three credit hours. Prerequisites and/or Special Considerations: SOC 100, or junior standing. Offered fall/spring semester, as needed.

### **SOC 311 A LIFESPAN VIEW OF FAMILY VIOLENCE**

This course is an introduction to the study of family violence. It is intended for Criminal Justice and other majors that are committed to societal service. It provides essential information about the causes, consequences, and contextual factors associated with family violence. Additionally, attention will be given to the multiple intervention systems that seek to prevent family violence and offer treatment when it occurs. The course will apply life-span and multi-disciplinary perspectives to the subject and emphasize community-based solutions. Three credit hours. Prerequisites and/or Special Considerations: PSY 100 and SOC 100. Offered fall/spring semester, as needed.

### **SOC 315 WOMEN'S STUDIES**

A study of the roles, functions and status of women in society; their evolving participation in education, politics, business as well as their changing roles in the family. The history of women's roles in society will be explored, resulting in a better understanding of recent developments and continued issues involving women. Three credit hours. Prerequisites and/or Special Considerations: SOC 100. Offered fall/spring semester, as needed.

### **SOC 398 SPECIAL TOPIC IN SOCIOLOGY**

Topic to be specified each semester course offered.

### **SOC 401 SOCIAL PROBLEMS**

An examination and study of current social problems including racism, poverty, sexism, population, etc. Three credit hours. Prerequisites and/or Special Considerations: SOC 100, and junior standing. Offered fall/spring semester, as needed.

### **SOC 402 GLOBAL SOCIAL PROBLEMS**

With an increasingly interconnected world due to globalization, social problems in the United States such as poverty, the environment, crime, gender inequality and drugs are best understood by viewing them from the prism of a global perspective or; given the growing interdependence of nation states, social problems such as overpopulation can be best understood by looking at the global dimensions of the problem. Three credit hours. Prerequisites and/or Special Considerations: SOC 100, or junior standing, or permission of the instructor. Offered fall/spring semester, as needed.

### **SOC 498 INDEPENDENT STUDY IN SOCIOLOGY**

Topic to be specified each semester course offered.

## **SPANISH**

### **SPA 101 ELEMENTARY SPANISH I**

This course will instruct the student in the basic grammatical structures of Spanish. Special emphasis will be placed on oral skills. Vocabulary building and role playing, utilizing the spoken language in everyday situations, will be stressed. Three credit hours. Prerequisites and/or Special Considerations: none. Offered fall/spring semester, as needed.

## SPA 102 ELEMENTARY SPANISH II

A continuation of SPA 101. This course will instruct the student in more complex grammatical structures and vocabulary building while encouraging an increased degree of accuracy and control in the spoken language. Three credit hours. Prerequisites and/or Special Considerations: SPA 101 or high school Spanish. Offered fall/spring semester, as needed.

## SPA 498 INDEPENDENT STUDY IN SPANISH

Topic to be specified each semester course offered.

## SPECIAL EDUCATION

### ESP 230 INTRODUCTION TO SPECIAL EDUCATION

This course offers an examination of the historical, social, and legal foundations of special education. Emphasis is placed on assessment procedures, multicultural issues, family involvement and the referral process. An overview of the characteristics and instructional needs of individuals with disabilities for children birth through Grade 12 is explored. A focus is on the general education teacher assuming educational responsibility for inclusion of students and the collaborative practices across general and special education programs. **An overview of the characteristics and instructional needs of individuals with all exceptionalities (including Autistic Spectrum Disorders) as identified in the present federal educational disability related legislation will be provided.** The impact of diversity and assistive technology services of persons with special needs in the school is addressed. The New York State Learning Standards and Adaptive/Functional Curricula for Students with Disabilities will be presented. Three credit hours. Prerequisites and/or Special Considerations: none. Offered fall/spring semester, as needed.

**\*\*Note:** In order to have grades submitted for this course, students must be able to show proof of certificates for SAVE and Child Abuse Identification & Recognition as per New York State requirements by the end of the semester.

### ESP 276 POSITIVE BEHAVIORAL SUPPORT APPROACHES TO CLASSROOM MANAGEMENT AND INSTRUCTION

This course provides an understanding of the principles of human behavior in an educational environment and demonstrates ways in which these principles can be used to enhance learning for all students. Primary focus is on the use of positive behavior support systems and behaviorally based instruction along with the establishment of safe, positive and supportive learning environments. Issues related to cultural and economic diversity on the identification and intervention for individuals with emotional/behavioral needs is stressed. The relationships that typically exist between behavior and the environment are examined. Student-centered Behavioral Intervention Plans (BIP) that include explicit transition planning, when appropriate,

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

are discussed along with legal mandates and relevant regulations. Three credit hours. Prerequisites and/or Special Considerations: ESP 230. Offered fall/spring semester, as needed.

### **ESP 348 EDUCATION AND ASSESSMENT OF ADOLESCENTS WITH DISABILITIES**

This course considers the range of medical, learning, emotional, behavioral, and adaptive needs of individuals with mild to moderate to severe disabilities. Relevant curricular development and instructional methodologies towards both primary academic content (e.g., language arts/reading, math, science, and social studies) and alternative instruction are specifically targeted. Emphasis is placed on the integration of general education and special education methodologies. Communication, social skills, inclusive practices, transition planning, relevant assistive and instructional technology, and operating in the natural environment are also emphasized. Content also focuses on the consideration given to cultural and social background in the identification of disability and development of unique educational strategies. A minimum of 20 field experience hours are required. Three credit hours. Prerequisites and/or Special Considerations: ESP 230. Offered fall/spring semester, as needed.

### **ESP 358 ASSESSING ADOLESCENT CHILDREN (GRADES 7-12) WITH EXCEPTIONALITIES**

The assessment, diagnosis, and remediation of children with disabilities in grades 7-12 are examined. Program planning with an emphasis on individualized and culturally competent approaches to assessment is addressed. The process of identification, referral and assessment procedures used for the adolescent child in grades 7-12. Specific focus on educational assessments is geared for transitions from school to adult and programming that meets the needs of children and their families. The appropriate use of assistive technology, modifications and accommodations as they relate to assessment are also covered. Twenty hours of field experience in special education instruction/assessment is required. Three credit hours. Prerequisites and/or Considerations: none. Offered fall/spring semester, as needed.

## **SPEECH**

### **SPE 130 FUNDAMENTALS OF PUBLIC SPEAKING**

This course is designed to develop students' knowledge of and skills in oral communication. It focuses on the speech-making process, rhetorical analysis, and the ethics of public speaking. Students will prepare, present and respond to public speeches on a regular basis. Three credit hours. Prerequisites and/or Special Considerations: none. Offered fall/spring semester, as needed.

This course emphasizes the following Essential Learning Outcomes for Medaille College: Oral Communication.

### **SPE 242 PUBLIC SPEAKING SKILLS AND TECHNIQUES**

Provides the foundation in public communication required for professional success in contemporary business. Topics include formal, informal, rehearsed, and extemporaneous speeches; preparing an effective presentation; group speech delivery; techniques for overcoming anxiety and elevating self-confidence; and videotape and written feedback evaluation strategies. Four credit hours. Prerequisites and/or Special Considerations: none. Offered as needed.

This course emphasizes the following Essential Learning Outcomes for Medaille College: Oral Communication.

### **SPE 298 SPECIAL TOPIC IN SPEECH**

Topic to be specified each semester course offered.

### **SPE 301 SPEAKING CLEARLY: VOICE AND DICTION**

A combination of basic as well as advanced techniques used in speech. Emphasis will be placed on improving voice and diction techniques as used in the communications process. Students will learn to speak to be understood, with emphasis on clarity. Three credit hours. Prerequisites and/or Special Considerations: SPE 130. Offered fall/spring semester, as needed.

### **SPE 315 ADVANCED PUBLIC SPEAKING**

An intensive study of the theory and practice of public speaking. Strategies and techniques for effective public speaking will be discussed in depth and a variety of experiences in public speaking will be offered. Three credit hours. Prerequisites and/or Special Considerations: SPE 130, and junior standing. Offered fall/spring semester, as needed.

### **SPE 330 SMALL GROUP COMMUNICATION**

An analysis of the communication process in small groups. Special emphasis is placed on the theories and practices which pertain to decision-making groups. Three credit hours. Prerequisites and/or Special Considerations: SPE 130. Offered fall/spring semester, as needed.

### **SPE 331 EFFECTIVE GROUP COMMUNICATION**

This course provides an analysis of the skills and processes needed for effective communication in groups and teams. Topics include the communication process, the role of culture and paradigms in understanding meaning, group roles and dynamics, and interpersonal communication skills for the workplace. Special emphasis is placed on the theories and practices which pertain to conflict management and decision-making. Four credit hours. Prerequisites and/or Special Considerations: none. Offered fall/spring semester, as needed.

### **SPE 398 SPECIAL TOPIC IN SPEECH**

Topic to be specified each semester course offered.

### **SPE 498 INDEPENDENT STUDY IN SPEECH**

Topic to be specified each semester course offered.

## **SPORT MANAGEMENT**

### **SPM 201 DYNAMICS OF YOUTH SPORT**

This course is designed for those in the fields of sport, education and psychology who seek to work with youth athletes, parents, and/or coaches. Benefits and challenges in youth sport and characteristics of effective youth sport guidance will be explored. Course will also include a review of literature regarding ethical and behavioral guidelines for maintaining a healthy youth sport mindset. Three credit hours. Prerequisites and/or Special Considerations: none. Offered fall/spring semester, as needed.

This course emphasizes the following Essential Learning Outcomes for Medaille College: Critical Thinking, Oral Communication and Written Communication.

### **SPM 211 THEORIES AND TECHNIQUES OF COACHING**

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

### **SPM 216 FOUNDATIONS OF HUMAN PERFORMANCE**

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

### **SPM 220 SPORT LEADERSHIP AND MANAGEMENT**

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

### **SPM 298 SPECIAL TOPIC IN SPORT MANAGEMENT**

Topic to be specified each semester course offered.

### **SPM 310 VIRTUAL MANAGEMENT IN THE FANTASY SPORTS WORLD**

This course explores the multiple aspects of fantasy sports. Topics to be discussed include the legal aspects of sport, sport gambling, sport information and statistics, scouting practices, team management, and the implications of sport marketing. Mathematics and statistics, among other disciplines, are particularly engaged in fantasy sport features; these include making schemes, player assessments, and statistical comparisons. Three credit hours. Prerequisites and/or Special Considerations: junior standing. Offered fall/spring semester, as needed.

### **SPM 320 SPORT MARKETING AND PROMOTION**

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

### **SPM 325 LEGAL AND ETHICAL ISSUES IN SPORTS AND RECREATION MANAGEMENT**

This course provides an exploration into the legal aspects of sports including but not limited to tort law, contract law, risk management procedures, constitutional law and product liability. Limitations of the legal system will be addressed, as will the role and limitations of ethics. Students will discuss both the law and ethics and how each affects sports and recreation administration. Three credit hours. Prerequisites and/or Special Considerations: SPM 220 and junior standing. Offered fall/spring semester, as needed.



### **SPM 335 SPORT EVENT MANAGEMENT**

This course emphasizes the competencies involved in the designing, planning, implementing, and evaluating of sport events. In doing so, students learn logistical skills and techniques associated with various aspects of event management including: 1. box office management; 2. security and supervision; 3. safety and medical services; 4. housekeeping and maintenance; 5. concessions and merchandise; 6. risk management and insurance; 7. media marketing of sport events; and 8. sponsorship of and hospitality at sport events. Emphasis is also placed on the experience of sport event customer and/or participant. Three credit hours. Prerequisites and/or Special Considerations: SPM 220. Offered fall/spring semester, as needed.

### **SPM 340 HISTORY AND PHILOSOPHY OF SPORT**

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

### **SPM 377 FIELD EXPERIENCE I**

This course provides an opportunity for observation and practice by individual students in work related to a particular area of study in sport management. This course has a 120-contact hour requirement. The student will complete a work-skills assessment and explore career options related to an area of course concentration in a work setting. This internship course offers students a structured, supervised opportunity to design their own learning within the context of their program's expectations, goals and objectives for enhancing students' academic and professional development and the needs of their host organization. Three credit hours. Prerequisites and/or Special Considerations: junior standing, and minimum of a 2.0 cumulative GPA. Offered fall/spring semester, as needed.

### **SPM 398 SPECIAL TOPIC IN SPORTS MANAGEMENT**

Topic to be specified each semester course offered.

### **SPM 400 SPORT FACILITY PLANNING AND MANAGEMENT**

This course is designed to provide the student with a comprehensive look at the planning and management of major sport facilities. A step-by-step exploration of facility planning, promotions

and operations will be the focus of the content. Topics covered include facility planning and design, contracting, image, crowd and alcohol management, booking and scheduling, box office, concessions and merchandise management, event planning, and production and facility operations. Three credit hours. Prerequisites and/or Special Considerations: ACC 101, SPM 220, and junior standing. Offered fall/spring semester, as needed.

### **SPM 477 FIELD EXPERIENCE II**

This course provides an opportunity for observation and practice by individual students in work related to a particular area of study in sport management. This course has a 120-contact hour requirement. The student will complete a work-skills assessment and explore career options related to an area of course concentration in a work setting. This internship course offers students a structured, supervised opportunity to design their own learning within the context of their program's expectations, goals and objectives for enhancing students' academic and professional development and the needs of their host organization. Three credit hours. Prerequisites and/or Special Considerations: minimum of a 2.0 GPA. Offered fall/spring semester, as needed.

### **SPM 478 FIELD EXPERIENCE III**

This course provides an opportunity for observation and practice by individual students in work related to a particular area of study in sport management. This course has a 160-contact hour requirement. A higher level of performance is expected in this field experience. The work will be more intensive than the introductory field experience (SPM 377). The student will complete a work-skills assessment and explore career options related to an area of course concentration in a work setting. This internship course offers students a structured, supervised opportunity to design their own learning within the context of their program's expectations, goals and objectives for enhancing students' academic and professional development and the needs of their host organization. Three credit hours. Prerequisites and/or Special Considerations: SPM 477, and minimum of a 2.0 cumulative GPA. Offered fall/spring semester, as needed.

### **SPM 498 INDEPENDENT STUDY IN SPORTS MANAGEMENT**

Topic to be specified each semester course offered.

## **THEATRE**

### **THE 100 INTRODUCTION TO THEATRE & PERFORMANCE**

This course seeks to raise appreciation of theatre and performance by surveying its history, theory, and practice as foundations of human communication and progress. It establishes the relationship between traditional, text-based theatrical works and live performance. Important theatrical texts and performances are examined in terms of how they reflect and influence conversation about larger social issues. In particular, the course exemplifies how performance and theatre has historically supported the ethical basis of any given society. It further exemplifies

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

how performance and theatre play a key role in initiating social change. The course culminates in a performance that requires an application of this understanding. Three credit hours. Prerequisites and/or Special Considerations: INT 110. Offered fall/spring semester, as needed.

Students should note that this course satisfies the “Creative and Reflective Dialogues” requirement of the General Education Core.

This course emphasizes the following Essential Learning Outcomes for Medaille College: Cultural Literacy, Ethical Reasoning, Written Communication, and Information Literacy.

### **THE 298 SPECIAL TOPICS IN THEATRE ARTS**

Topic to be specified each semester course offered.

### **THE 330 THE DRAMATIC EXPERIENCE**

An in-depth study of plays produced locally. The course includes analysis of the text, history and style; the cultural and social world from which the plays are drawn; particulars of staging, costuming, and set design; and reviews of performances. The course also includes presentations by actors and other professionals to give insight into the behind-the-scenes skills necessary to put on a production. Students will attend at least one rehearsal and a final production. A fee for the reduced-price ticket to the performance and other course-related expenses is charged. Three credit hours. Prerequisites and/or Special Considerations: none. Offered fall/spring semester, as needed.

### **THE 398 SPECIAL TOPICS IN THEATRE ARTS**

Topic to be specified each semester course offered.

### **THE 498 INDEPENDENT STUDY IN THEATRE**

Topic to be specified each semester course offered.

## **VETERINARY TECHNOLOGY**

### **VET 095 PROPHYLACTIC RABIES VACCINATION SERIES**

This zero credit S/U course ensures all students in the Veterinary Technology program receive their prophylactic rabies vaccination series prior to entry into prerequisite courses. Rabies is a fatal viral neurologic disease which can infect any mammal including humans. Courses in the Veterinary Technology Program will expose students to animals both on and off the Medaille Campus. Although these are controlled learning experiences, there is still the possibility that students could be exposed to an animal carrying the rabies virus. Due to this possibility, the prophylactic series of rabies immunizations is required for Veterinary Technology Students. The

cost of the rabies vaccination series is included in the lab fee for 095. The rabies vaccinations will be administered to VET 095 students during the semester on campus when possible by a travel medicine and immunization services provider. Proof of completion of the prophylactic rabies vaccination series will be required to receive a “satisfactory” in VET 095. Zero credit hours. Co-requisite: SCI 131, Prerequisite BIO 173. Offered fall/spring semester, as needed.

### **VET 098 ONLINE VETERINARY TECHNOLOGY PREPARATION**

This self-paced course is designed to provide the student with the tools necessary for successful participation in the Online Veterinary Technology Program. In this course, introduction to the Blackboard Learning Management System Training will be completed. Both formal and informal affiliations within the Medaille College Online Veterinary Technology Community, as well as with important Veterinary groups outside the College will be established. Interactive exercises will familiarize the student with the Internet, Library and program specific resources available to them. The process for obtaining clinical experience will be explored. Program expectations will be communicated and strategies for success described. Zero credit hours. Prerequisites and/or Special Considerations: Acceptance into the AAS Online Veterinary Technology Program. Offered fall/spring semester, as needed.

### **VET 099 PROPHYLACTIC RABIES VACCINATION SERIES**

This zero credit S/U course ensures all students in the Veterinary Technology program receive their prophylactic rabies vaccination series prior to entry into VET 202 Small Animal Diseases and Nutrition, VET 222 Farm Animal Restraint, Diseases, and Nutrition, VET 224 Surgical Nursing and Anesthesiology, and VET 277 Preceptorship II. Rabies is a fatal viral neurologic disease which can infect any mammal including humans. Courses in the Veterinary Technology Program will expose students to animals both on and off the Medaille Campus. Although these are controlled learning experiences, there is still the possibility that students could be exposed to an animal carrying the rabies virus. Due to this possibility, the prophylactic series of rabies immunizations is required for Veterinary Technology Students. VET 099 will be taken concurrently with VET 120 Introduction to Laboratory Animal Science. The cost of the rabies vaccination series is included in the lab fee for VET 120. The rabies vaccinations will be administered to VET 099 students during the semester on campus by a travel medicine and immunization services provider. Proof of completion of the prophylactic rabies vaccination series will be required to receive a “satisfactory” in VET 099. Zero credit hours. Prerequisites and/or Special Considerations: restricted to VET majors. Co-requisite: VET 120. Offered fall/spring semester, as needed.

\*\*Note: Registration for both VET 120 and VET 099 is required.

### **VET 100 INTRODUCTION TO VETERINARY TECHNOLOGY**

The student is introduced to the Medaille facilities, expectations of the Veterinary Technology Program, medical terminology and basic scientific concepts. Discussions are generated on career

opportunities, the role of the veterinary technician in veterinary medicine, and the human-animal bond. The different classifications and breeds of companion and farm animals are studied. General principles of animal behavior, care, equipment and management are presented. Legal regulations on the county, state and federal levels are examined. There will be a preliminary investigation of the concepts of health and disease. Three credit hours. Prerequisites and/or Special Considerations: restricted to Veterinary Technology majors. Offered fall/spring semester, as needed.

### **VET 101E INTRODUCTION TO VETERINARY TECHNOLOGY**

This course will introduce the expectations of the Veterinary Technology Program, medical terminology and basic scientific and medical concepts. Emphasis will also be placed on definitions, abbreviations, and word elements used in the profession. Discussions are generated on career opportunities the role of the veterinary technician in veterinary medicine, and the human-animal bond. The different classifications and breeds of companion and farm animals are studied. General principles of animal behavior, care, equipment, and management are presented. Legal regulations on the country, state, and federal levels are examined. Student safety will be addressed from a regulatory standpoint. Introduction to the concepts of euthanasia and necropsy. There will be a preliminary investigation of the concepts of health and disease. Four credit hours. Prerequisites and/or Special Considerations: Restricted to VET majors. Offered as needed.

### **VET 102 VETERINARY TECHNOLOGY: PRINCIPLES AND PRACTICE**

This course will introduce the expectations of the Veterinary Technology Program, medical terminology and basic scientific and medical concepts. Emphasis will also be placed on definitions, abbreviations, and word elements used in the profession. Discussions are generated on career opportunities, the role of the veterinary technician in veterinary medicine, and the human-animal bond. The different classifications and breeds of companion and farm animals are studied. General principles of animal behavior, care, equipment and management are presented. Legal regulations on the county, state and federal levels are examined. Student safety will be addressed from a regulatory standpoint. Introduction to the concepts of euthanasia and necropsy. There will be a preliminary investigation of the concepts of health and disease. Four credit hours. Prerequisites and/or Special Considerations: Permission of the Program. Offered fall/spring semester, as needed.

This course emphasizes the following Essential Learning Outcomes for Medaille College: Critical Thinking and Quantitative Literacy.

### **VET 120 INTRODUCTION TO LABORATORY ANIMAL SCIENCE**

A general overview of the field of laboratory animal science is covered. Humane handling, care and ethical use of laboratory animals are emphasized. Taxonomic classification and comparative anatomic and physiologic characteristics of each species are mentioned. Laws, regulations, standards and organizations promoting responsible lab animal management are discussed. The

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

use of alternatives to animals for research is explored. Basic handling, restraint and performing common procedures on small mammals are practiced in the laboratory portion of the course. Recognition of health and disease through the animal care rotation (vivarium) is an important aspect of this course. Note: The animal care rotation will require additional time besides scheduled class and laboratory hours for vivarium duty. Three credit hours. Prerequisites and/or Special Considerations: permission of Department Chair. Offered fall/spring semester, as needed.

\*\*Note: Registration for the lecture VET 120, the lab VET 120L, animal care VET 120A and VET 099 is required.

### **VET 120A INTRODUCTION TO LABORATORY ANIMAL SCIENCE- ANIMAL CARE**

Animal Care is a vital part of the clinical learning experience for VET 120 Introduction to Laboratory Animal Science and cannot be taught in a classroom or laboratory setting. The foundation of this portion of VET 120 is the care of animals used in the laboratory, with emphasis on husbandry, including nutrition and sanitation, preventative medical procedures, and communication. Recognition of health and disease, development of professionalism and teamwork skills, and contribution to the welfare of the animals are essential components. Note: Animal Care will require additional time outside of scheduled class and laboratory hours for completion of student responsibilities. Zero credit hours. Prerequisites and/or Special Consideration: permission of Department Chairperson. Offered fall/spring semester

This course emphasizes the following Essential Learning Outcome for Medaille College: Scientific Reasoning.

\*\*Note: Concurrent registration for lecture VET 120, laboratory VET 120L, animal care VET 120A, and Rabies Vaccination VET 099 is required.

### **VET 126 ANIMAL PARASITOLOGY**

This course focuses on the common ectoparasites and endoparasites of pets and large animals and laboratory animals. Parasite identification, life history and pathogenesis are studied. Public health aspects are noted, and methods of prevention and treatment are discussed. Diagnostic procedures and identification are performed in the laboratory. Two credit hours. Prerequisites and/or Special Considerations: VET 100 with a minimum grade of C-; restricted to VET majors. Offered fall/spring semester, as needed.

\*\*Note: Registration for both the lecture VET 126 and the lab VET 126 L is required.

### **VET 130 BASIC INTRODUCTION TO HORSES**

The student is introduced to methods of handling and restraint of the horse: basic equine terminology including basic anatomy, breed identification, color and color patterns and equipment, and different disciplines of horseback riding. Three credit hours. Prerequisites and/or Special Considerations: none. Offered fall/spring semester, as needed.

### **VET 177 PRECEPTORSHIP I**

This course serves as a general introduction to the personnel and function of a veterinary facility. Thirty hours will be spent in a veterinary facility observing animal nursing care and treatment, appointments, surgery, diagnostics including imaging and laboratory techniques, and daily facility operations. One credit hour. Prerequisites and/or Special Considerations: minimum of a 2.0 cumulative average, unless taken in the first semester at college, restricted to Veterinary Technology majors. Offered fall/spring semester, as needed.

### **VET 180 CARE AND MANAGEMENT OF EXOTIC ANIMALS**

A general overview of exotic and laboratory animals is provided. Humane care, handling, management, technical procedures, and use of these animals are emphasized. Taxonomic classification and comparative anatomic and physiologic characteristics of common exotic and laboratory animals are presented. Laws, regulations, standards and organizations associated with laboratory animal science and the possession and management of exotic animals are discussed. Safety and ethical issues are addressed. Four credit hours. Prerequisites and/or Special Considerations: successful completion of VET 101, BIO 174. Offered fall/spring as needed.

### **VET 182 INTRODUCTION TO RESEARCH AND EXOTIC ANIMALS**

A general overview of exotic and laboratory animals is provided. Humane care, handling, management, technical procedures, and use of these animals are emphasized. Taxonomic classification and comparative anatomic and physiologic characteristics of common exotic and laboratory animals are presented. Laws, regulations, standards and organizations associated with laboratory animal science and the possession and management of exotic animals are discussed. Safety and ethical issues are addressed. Four credit hours. Prerequisites and/or Special Considerations: Successful completion of VET 102 with a minimum of C- and BIO 174 with a minimum of C-. Offered fall/spring semester, as needed.

This course emphasizes the following Essential Learning Outcomes for Medaille College: Scientific Reasoning and Technological Reasoning.



## **VET 202 SMALL ANIMAL DISEASES AND NUTRITION**

Emphasis is placed on the dog and cat regarding proper restraint and care. Physical as well as chemical methods of restraint are presented. Common disease processes experienced by the dog and cat are outlined and nutrition is examined as it relates to both the healthy and ill pet. Infectious, hormonal, traumatic, toxicological and nutritional problems include some of the disease processes covered. Raising orphan puppies and kittens and proper vaccination procedures are taught. Additional student time and assignments may be required outside of scheduled class and laboratory hours. Three credit hours. Prerequisites and/or Special Considerations: rabies vaccination series required, VET 100 minimum grade of C-, VET 120 minimum grade of C-, BIO 171 minimum grade of C-, restricted to VET majors. Offered fall/spring semester, as needed.

\*\*Note: Registration for both the lecture VET 202, the lab VET 202L, and animal care VET 202A is required.

## **VET 202A SMALL ANIMAL DISEASES AND NUTRITION-ANIMAL CARE**

Animal Care is a vital part of the clinical learning experience for VET 202 Small Animal Diseases and Nutrition and cannot be taught in a classroom or laboratory setting. The foundation of this portion of VET 202 is the care of animals used in the laboratory, with emphasis on husbandry, including nutrition and sanitation, preventative medical procedures, and communication. Recognition of health and disease, development of professionalism and teamwork skills, and contribution to the welfare of the animals are essential components. Note: Animal Care will require additional time outside of scheduled class and laboratory hours for completion of student responsibilities. Zero credit hours. Prerequisites and/or Special Considerations: VET 100 minimum grade of C-, VET 120 minimum grade of C-, BIO 171 minimum grade of C-, restricted to VET majors. Offered fall semester.

This course emphasizes the following Essential Learning Outcomes for Medaille College: Critical Thinking and Scientific Reasoning.

\*\*Note: Concurrent registration for lecture VET 202, laboratory VET 202L, and animal care VET 202A is required.

## **VET 203 SMALL ANIMAL DISEASES AND NUTRITION**

Emphasis is placed on the dog and cat regarding proper restraint and care. Physical as well as chemical methods of restraint are presented. Common disease processes experienced by the dog and cat are outlined and nutrition is examined as it relates to both the healthy and ill pet. Infectious, hormonal, traumatic, toxicological and nutritional problems include some of the disease processes covered. Raising orphan puppies and kittens and proper vaccination procedures are taught. Four credit hours. Prerequisites and/or Special Considerations: VET 101, VET 180, BIO 172. Offered as needed.

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

### **VET 204 VETERINARY CLINICAL LAB TECHNIQUES**

This course examines blood, urine and feces for diagnostic and prognostic purposes. Lectures will focus on the physiologic responses to disease and the effects of disease on measurable substances produced by the body. The collection, storage and handling of laboratory specimens and general laboratory management procedures including safety and quality control will be discussed. Laboratory sessions emphasize the performance of analytical procedures commonly used in veterinary medicine. Less routine procedures will be demonstrated and/or discussed. Three credit hours. Prerequisites and/or Special Considerations: BIO 171 with a minimum of a C-, restricted to VET majors. Offered fall/spring semester, as needed.

\*\*Note: Registration for both the lecture VET 204 and the lab VET 204L is required.

### **VET 205 VETERINARY CLINICAL LABORATORY TECHNIQUES**

This course examines blood, urine and feces for diagnostic and prognostic purposes. Lectures will focus on the physiologic responses to disease and the effects of disease on measurable substances produced by the body. The collection, storage and handling of laboratory specimens and general laboratory management procedures including safety and quality control will be discussed. Laboratory sessions emphasize the performance of analytical procedures commonly used in veterinary medicine. Less routine procedures will be demonstrated and/or discussed. Four credit hours. Prerequisites and/or Special Considerations: successful completion of VET 182 with a minimum of a C-. Offered as needed.

This course emphasizes the following Essential Learning Outcomes for Medaille College: Critical Thinking, Scientific Reasoning and Technological Reasoning.

### **VET 206 HANDLING AND CARE OF EXOTICS**

This course is specifically designed to acquaint the student with the most common exotic pets. Handling, husbandry and diseases are studied. Techniques of immobilization and obtaining laboratory samples are demonstrated. Experiences may occur at various locations with birds, reptiles, amphibians and mammals. Travel time to and from off-campus activities is required. Two credit hours. Prerequisites and/or Special Considerations: VET 100 with a minimum grade of a C-, BIO 171 with a minimum grade of C-, restricted to VET majors. Offered fall/spring semester, as needed.

\*\*Note: Registration for both the lecture VET 206 and the lab VET 206L is required.

### **VET 207 VETERINARY CLINICAL LABORATORY TECHNIQUES**

This course examines blood, urine, feces and cells for diagnostic and prognostic purposes. Lectures will focus on the physiologic responses to disease and the effects of disease on measurable substances produced by the body. The collection, storage and handling of laboratory

specimens and general laboratory management procedures, including safety and quality control, will be discussed. The common ectoparasites and endoparasites of pet, exotic and large animals are identified, and their life history and pathogenesis are studied. Public health aspects are noted, and methods of prevention and treatment are discussed. Four credit hours. Prerequisites and/or Special Considerations: VET 101, BIO 172, GEN 131. Offered as needed.

### **VET 208 VETERINARY DIAGNOSTIC IMAGING**

Topics include the theory of x-ray production and the x-ray machine as well as the practical aspects of producing diagnostic radiographs. Emphasis will be placed on the production of high-quality diagnostic images by correcting common problems of technique and positioning. Students will have experience exposing, processing, and handling of radiographic films while practicing NYS Radiation Safety regulations. The students will also gain experience with contrast media and special techniques, the production and interpretation of electrocardiograms (ECG), and the role of ultrasonography in veterinary medicine. Two credit hours. Prerequisites and/or Special Considerations: VET 100 minimum grade C-, BIO 171 minimum grade C-. restricted to Vet majors. Offered fall/spring semester, as needed.

\*\*Note: Registration for both the lecture VET 208 and the lab VET 208 L is required.

### **VET 209 DIAGNOSTIC IMAGING**

Topics include the theory of x-ray production as well as the practical aspects of taking radiographs. Emphasis is on the diagnostic quality of radiographs and how to correct common problems. Students will have experience in radiographic exposure, development and handling. Proper positioning and restraint for various anatomical views are shown. Use of contrast media and special techniques is mentioned. Safety precautions and New York State regulations are emphasized. The role of the electrocardiogram (ECG) in veterinary medicine is discussed. Proper patient positioning and methods of restraint are taught. The normal ECG tracing and common disease variations are studied. Three credit hours. Prerequisites and/or Special Considerations: VET 203. Offered as needed.

### **VET 221 PHARMACY AND PHARMACOLOGY**

This course familiarizes the student with the major pharmaceuticals used in veterinary medicine. Pharmacology is intended to acquaint the student with fundamental knowledge of the mechanism of action, dosage, routes of administration and toxic effects of various groups of veterinary-related drugs. Conversion of weights, volumes and the calculation of drug doses are practiced. Emphasis is placed on the role the Veterinary Technician plays in educating the client in the use of prescribed drugs in pets and production animals. Three credit hours. Prerequisites and/or Special Considerations: MAT 117 with a minimum grade of C, GEN 131 with a minimum grade of C, and BIO 172 with a minimum grade of C-. Offered as needed.

### **VET 222 FARM ANIMAL RESTRAINT, DISEASES, AND NUTRITION**

This course is comprised of both a lecture and laboratory portion. In the lecture, the states of wellness and disease of large animals will be presented in regard to nutrition, anatomy and physiology, treatment, and prevention and control. The course will explore reproductive physiology and management, herd management, and the husbandry of equine, bovine, porcine and small ruminants. Common procedures and vaccination protocols of large animals will be presented in class and practiced in lab. Additional student time and assignments will be required outside of scheduled class and laboratory hours. Three credit hours. Prerequisites and/or Special Considerations: rabies vaccination series required, VET 099, VET 100 with a minimum of a C-, VET 120 with a minimum of a C-, BIO 171 with a minimum of a C-. Offered as needed.

\*\*Note: Registration for both the lecture Vet 222 and the lab Vet 222L is required.

### **VET 223E FARM ANIMAL RESTRAINT, DISEASES, AND NUTRITION**

Physical and chemical restraint is demonstrated on the bovine, equine, caprine and ovine. Common diseases and the significant role of nutrition in the farm animal are presented. Miscellaneous procedures such as the physical exam, dentistry and diagnostic nerve blocks are shown. Porcine assisting techniques are mentioned. Regulatory medicine, vaccination protocols and methods of administering medications are taught. Four credit hours. Prerequisites and/or Special Considerations: VET 101, BIO 172. Offered all semesters, as needed.

### **VET 224 SURGICAL NURSING AND ANESTHESIOLOGY**

The student becomes familiar with surgical theory and techniques. Topics include pre-operative theory and post-operative patient care, aseptic technique and materials and instruments used in various surgical procedures. Different types of sterilization processes and the care of surgical instruments are practiced. Anesthesiology includes the actions and uses of pre-anesthetic drugs as well as that of intravenous, intramuscular and inhalation anesthetics. Special emphasis is placed on monitoring the patient while under any type of anesthesia. Additional student time and assignments will be required outside of scheduled class and laboratory hours. Three credit hours. Prerequisites and/or Special Considerations: rabies vaccination series required, VET 202, VET 204, and VET 230. Offered fall/spring semester, as needed.

\*\*Note: Registration for both the lecture VET 224, lab VET 224L, and animal care VET 224A is required.

### **VET 224A SURGICAL NURSING AND ANESTHESIOLOGY-ANIMAL CARE**

Animal Care is a vital part of the clinical learning experience for VET 224 Surgical Nursing and Anesthesiology and cannot be taught in a classroom or laboratory setting. The foundation of this portion of VET 224 is the care of animals used in the laboratory, with emphasis on husbandry,

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

including nutrition and sanitation, preventative medical procedures, and communication. Recognition of health and disease, development of professionalism and teamwork skills, and contribution to the welfare of the animals are essential components. Note: Animal Care will require additional time outside of scheduled class and laboratory hours for completion of student responsibilities. Zero credit hours. Prerequisites and/or Special Considerations: VET 202 minimum grade of C-, VET 204 minimum grade of C-, and VET 230 minimum grade of C-.

Offered fall semester.

This course emphasizes the following Essential Learning Outcomes for Medaille College:  
Critical Thinking and Scientific Reasoning

Note: Concurrent registration for lecture VET 224, laboratory VET 224L, and animal care (VET 224A is required).

### **VET 225 PAIN MANAGEMENT IN ANIMALS**

The issues and fundamentals of pain management are presented through the use of lecture, discussion and laboratory. An integrated approach is utilized, with emphasis on the ethics of pain management in animals. The physiology and biochemistry of pain and pain control will be explored. The role of the technician in detecting, assessing, reporting and managing pain is stressed. Three credit hours. Prerequisites and/or Special Considerations: VET 180, VET 221, BIO 172. Offered as needed.

### **VET 226 VETERINARY PRACTICE MANAGEMENT**

The veterinary hospital is seen as both a medical and business facility. Emphasis is on the pivotal role which the veterinary technician can perform. Topics include human relations both with clients and other staff, basic business principles, medical records, financial transactions, ordering and inventory, supervising and hospitalized animal health care. Computerization and its use in the veterinary office are investigated. Three credit hours. Prerequisites and/or Special Considerations: Rabies vaccination series required, VET 100 with a minimum of a C-, VET 120 with a minimum of a C-, BIO 171 with a minimum of a C-, restricted to VET majors. Offered fall/spring semester, as needed.

### **VET 227 SURGICAL NURSING AND ANESTHESIOLOGY**

The student becomes familiar with surgical theory and techniques. Topics include pre-operative theory and post-operative patient care, aseptic technique and materials and instruments used in various surgical procedures. Different types of sterilization processes and the care of surgical instruments are practiced. Anesthesiology includes the actions and uses of pre-anesthetic drugs as well as that of intravenous, intramuscular and inhalation anesthetics. Special emphasis is placed on monitoring the patient while under any type of anesthesia. Four credit hours. Prerequisites and/or Special Considerations: VET 203, VET 207. Offered as needed.

### **VET 228 GROSS AND CLINICAL PATHOLOGY**

The place of necropsy as a learning experience is explained. Proper techniques for small animal and avian species are demonstrated and other species are illustrated. Laboratory exercises with exotic species occur as the opportunities exist. Additional student time and assignments may be required outside of scheduled class and laboratory hours. One credit hour. Prerequisites and/or Special Considerations: VET 100 and BIO 171 minimum C-, restricted to VET majors. Offered fall/spring semester, as needed.

\*\*Note: Registration for both the lecture VET 228 and the lab VET 228 L is required.

### **VET 230 PHARMACY AND PHARMACOLOGY**

The student becomes familiar with the major drugs used in veterinary medicine. Pharmacy covers maintenance and inventory. Pharmacology is intended to acquaint the student with fundamental knowledge of the mechanism of action, the dosage, the routes of administration and the toxic effects of various groups of veterinary-related drugs. Conversion of weights and the calculation of various drug dosages are practiced, as well as fluid therapy and blood transfusion dynamics and calculations. Three credit hours. Prerequisites and/or Special Considerations: MAT 112 or higher with a minimum grade C, BIO 171 with a minimum of a C-, CHE 145. Offered fall/spring semester, as needed.

### **VET 232 HORSE AND STABLE MANAGEMENT**

This course emphasizes how to effectively build various types of equine businesses from the ground up. This will include horse care, legal documentation, and necessary buildings. The course is designed to provide students with an understanding of how each aspect of the business will be managed including labor, cost of materials, equine emergencies, equine feeding and housing, legal forms, and other required documentation. Three credit hours. Prerequisites and/or Special Considerations: VET 130, or permission from course instructor. Offered fall/spring semester, as needed.

### **VET 239 VETERINARY DENTISTRY**

The fundamentals of Veterinary Dentistry are presented through the use of lecture and laboratory hands-on instruction. Emphasis is on the role of the Veterinary Technician in a small animal practice in providing dental services and client education. In-depth study of the oral cavity is combined with practical and clinical applications to present-day treatments and radiography. Understanding of common dental disease and the role of the Veterinary Technician in its treatment and prevention is stressed. Techniques for patient positioning and radiographic exposure will be covered. Three credit hours. Prerequisites and/or Special Considerations: VET 227. Offered as needed.

### **VET 243 SMALL ANIMAL EMERGENCY AND CRITICAL CARE**

An overview approach in examining the physiology, treatment and care of emergency and critical care cases seen in practice. Physical findings, appropriate diagnostic testing, initial treatment, appropriate monitoring and follow-up are emphasized. All body systems are covered. Hematologic, toxicologic and thermal emergencies are also explored, as well as shock, anesthetic emergencies and allergic reactions, which are pansystemic. Clinical cases will be utilized in the course of study. Three credit hours. Prerequisites and/or Special Considerations: VET 227. Offered as needed.

### **VET 248 CLINICAL EXPERIENCE I**

A minimum of 280 hours observing and performing tasks of a Veterinary Technician at an animal facility in such areas as surgery, anesthesia, treatment, radiology, laboratory and general facility operations over three clinical experience courses. 94 clinical hours will be completed over the duration of this course. The primary objective is to introduce the concepts of veterinary medicine and the duties and responsibilities of a Veterinary Technician by seeing and participating in actual cases. Familiarization with and appreciation for the role of the Veterinary Technician in a practical, applied atmosphere. Two credit hours. Prerequisites and/or Special Considerations: co-requisites VET 180 and 205 with a minimum of a C-. Offered fall/spring semester, as needed.

### **VET 249 CLINICAL EXPERIENCE II**

This is the second course in a series of three clinical experiences where observation and performing the tasks of a Veterinary Technician at an animal facility in such areas as surgery, anesthesia, treatment, radiology, laboratory and general facility operations are continued. 94 clinical hours will be completed over the duration of this course. The primary objective is to introduce the concepts of veterinary medicine and the duties and responsibilities of a Veterinary Technician by seeing and participating in actual cases. Familiarization with and appreciation for the role of the Veterinary Technician in a practical, applied atmosphere. Two credit hours. Prerequisites and/or Special Considerations: co-requisites VET 252 and VET 253 with a minimum of a C-, and a satisfactory in VET 248. Offered as needed.

### **VET 250 CLINICAL EXPERIENCE III**

This is the third and final course in a series of three clinical experiences where observation and performing the tasks of a Veterinary Technician at an animal facility in such areas as surgery, anesthesia, treatment, radiology, laboratory and general facility operations are continued. 94 clinical hours will be completed over the duration of this course. The primary objective is to introduce the concepts of veterinary medicine and the duties and responsibilities of a Veterinary Technician by seeing and participating in actual cases. Familiarization with and appreciation for the role of the Veterinary Technician in a practical, applied atmosphere. Two credit hours.



Prerequisites and/or Special Considerations: co-requisites VET 255 and VET 256 with a minimum of a C-, and a satisfactory in VET 249. Offered as needed.

### **VET 251 CLINICAL CASE STUDY 1: WELLNESS AND PREVENTATIVE MEDICINE**

This is the first course in a series of 6 clinical case applications that build on previous knowledge. Health and wellness will be discussed from the perspective of preventative medicine. The importance of medical history, physical examination and accurate medical record keeping will be stressed. Wellness programs for dogs, cats, horses, and ruminants will be described, including vaccination protocols, parasite prevention and control, grooming, dentistry, routine diagnostic procedures and surgeries, and behavior training. The importance of nutrition in maintaining health will be discussed. Four credit hours. Prerequisites and/or Special Considerations: successful completion of VET 205 with a minimum of a C-, and a satisfactory in VET 248. Offered as needed.

### **VET 252 CLINICAL CASE STUDY 2: INTEGUMENT, WOUND HEALING, AND THE MUSCULOSKELETAL SYSTEM**

This is the second course in a series of 6 clinical case applications that build on previous knowledge. This course covers the veterinary technician's role in managing acute and chronic integument and musculoskeletal system abnormalities including wound care and healing in large and small animals. Case studies will incorporate the techniques and skills required for the Veterinary Technician to perform relevant procedures as determined by the Veterinarian. Basic principles of radiology will be explored emphasizing radiology of the skeletal system. The physiology and management of pain will be introduced including local anesthetic techniques. Appropriate pharmacologic agents and alternative medicine treatment modalities for the musculoskeletal system integument will be covered. Four credit hours. Prerequisites and/or Special Considerations: successful completion of VET 251 with a minimum of a C-. Offered as needed.

### **VET 253 CLINICAL CASE STUDY 3: GASTROINTESTINAL SYSTEM**

This is the third course in a series of 6 clinical case applications that build on previous knowledge. This course will cover diseases, therapies, and diagnostics of the gastrointestinal system of common domestic species. Particular attention will be placed on the role of the Veterinary Technician in the procedures for the diagnosis and treatments for gastrointestinal disorders. Four credit hours. Prerequisites and/or Special Considerations: successful completion of VET 252 with a minimum of a C-. Offered as needed.

### **VET 254 CLINICAL CASE STUDY 4: CARDIOLOGY, RESPIRATION, HEMATOLOGY**

This is the fourth course in a series of 6 clinical case applications that build on previous knowledge. This course specifically encompasses the Cardiac, Respiratory and Hematology areas of importance to veterinary Medicine and the role of the Veterinary Technician. Case studies will incorporate the techniques and skills required for the Veterinary Technician to perform relevant procedures as determined by the Veterinarian. An understanding of the common cardiac, respiratory and hematologic diseases will be augmented by an understanding of the medications and protocols necessary for appropriate treatment. Four credit hours. Prerequisites and/or Special Considerations: successful completion of VET 253 with a minimum of a C-, and a satisfactory in VET 249. Offered, as needed.

### **VET 255 CLINICAL CASE STUDY 5: REPRODUCTION, UROGENITAL, URINARY, AND ENDOCRINOLOGY**

This is the fifth course in a series of 6 clinical case applications that build on previous knowledge. This course will cover the normal and abnormal reproduction of companion and large animals and diagnostics of the reproductive systems. Normal and abnormal urogenital conditions, endocrine diseases and their diagnostics are examined. Particular attention will be placed on the role of the Veterinary Technician in the diagnosis and treatments of the reproductive, urologic and endocrine systems. Four credit hours. Prerequisites and/or Special Considerations: successful completion of VET 254 with a minimum of a C-. Offered as needed.

### **VET 256 CLINICAL CASE STUDY 6: NEUROLOGY, SPECIAL SENSES, AND IMMUNOLOGY**

This is the sixth course in a series of 6 clinical case applications that build on previous knowledge. This course surveys the anatomy and physiology of the Central and peripheral nervous Systems. Common diseases are covered along with the physical examination and relevant diagnostic procedures for discovering the causes. Drugs affecting the Nervous System are categorized and studied for use, effect, and efficacy. Four credit hours. Prerequisites and/or Special Considerations: successful completion of VET 255 with a minimum of a C-. Offered as needed.

### **VET 260, 261, 262, 263 CLINICAL EXPERIENCE I, II, III, IV**

Each student spends a minimum of 350 hours observing and performing the tasks of a Veterinary Technician at an animal facility in such areas as surgery, anesthesia, treatment, radiology, laboratory and general facility operations. The primary objective is to introduce the concepts of veterinary medicine and the duties and responsibilities of a Veterinary Technician by seeing and participating in actual cases. The student should become familiar with and appreciate the role of the Veterinary Technician in a practical, applied atmosphere. 6 credit hours. Prerequisites and/or Special Considerations: permission of VET Program Director. Offered as needed.

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

### **VET 270 VETERINARY TECHNOLOGY CAPSTONE**

This is the Capstone Course in the VET sequence of courses. The focus is on the incorporation of students' hands-on clinical experiences with prior clinical case coursework. Case studies are selected from actual medical situations encountered during their 350-hour clinical rotations. Emphasis will be placed on the knowledge, role, and responsibilities of a licensed Veterinary Technician. Any species suggested by students and approved by the Instructor can be included as a basis for examination and study. Four credit hours. Prerequisites and/or Special Considerations: Successful completion of all previous AAS in Veterinary Technology courses. Offered as needed.

### **VET 271 CAPSTONE REVIEW: A DIDACTIC KNOWLEDGE/PSYCHOMOTOR SKILLS**

This course is a cumulative review of the program. The focus is on the incorporation of hands-on clinical experiences with prior clinical case coursework. This course provides the opportunity to review actual medical situations encountered during clinical rotations. Proficiency of skills and knowledge will be assessed with practical application of tasks learned in the previous courses and clinical experiences. Emphasis will be placed on the knowledge, role and responsibilities of a licensed Veterinary Technician. This course will review boarding exam (VTNE) domains and the final assessment will be a cumulative exam designed to simulate the VTNE. Four credit hours. Prerequisites and/or Special Considerations: VET 254 with a minimum of a C- or Program Director Approval. Offered fall/spring semester as needed.

This course emphasizes the following Essential Learning Outcomes for Medaille College: Critical Thinking, Ethical Reasoning, Quantitative Literacy, and Scientific Reasoning Technology

### **VET 275 VETERINARY SERVICE LEARNING: HEIFER INTERNATIONAL**

This service-learning course introduces the student to global problems of poverty and hunger. The core of the course is an experiential Alternative Spring Break program at Heifer International's Heifer Farm in Massachusetts. The participants engage in a range of activities to challenge and strengthen problem-solving and communication skills. Throughout the 5-day program, the students will experience lifestyles from around the world and engage in service work, community building, and hands-on learning activities focused on hunger, sustainable development and caring for the earth. This course is scheduled over the Medaille College spring break (leave Sunday and return Friday) and includes travel time to and from Massachusetts. Students will be responsible to pay a fee established by Heifer International. One or three credit hours. Prerequisites and/or Special Considerations: none. Offered fall/spring semester, as needed.

### **VET 276 SMALL ANIMAL NURSING SKILLS PRECEPTORSHIP**

This course focuses on the veterinary nursing skills taught in VET 202 Small Animal Diseases and Nutrition and provides the student the opportunity to improve and enhance their ability to successfully complete the American Veterinary Medical Association Essential Skills and Tasks. The course consists of 45 hours of hands-on experience in a small animal veterinary practice. One credit hour. Prerequisites and/or Special Considerations: restricted to VET majors, rabies vaccination series required, VET 177. Co-requisite: VET 202. Offered fall/spring semester, as needed.

### **VET 277 PRECEPTORSHIP II**

Each student spends 120 hours in a small animal, mixed (small and large) animal or other veterinary practice or facility to gain practical experience in the areas of surgery, anesthesia, treatment, radiology, laboratory and general veterinary facility operations. The primary objective is to reinforce and expand upon concepts learned by participating in actual cases. Students will be exposed to the role of Veterinary Medicine and its impact on Society as expressed in the Veterinary Technician Oath (Vet. Tech. Student Handbook). Three credit hours. Prerequisites and/or Special Considerations: rabies vaccination series required, VET 099. Pre- or Co-requisite: VET 224. Offered fall/spring semester, as needed.

### **VET 298 SPECIAL TOPIC IN VETERINARY TECHNOLOGY**

Topic to be specified each semester course offered.

### **VET 299 INDEPENDENT STUDY IN VETERINARY TECHNOLOGY**

Topic to be specified each semester course offered.

### **VET 300 VETERINARY DENTISTRY: PRINCIPLES AND PRACTICES**

The fundamentals of veterinary dentistry are presented through the use of lecture and hands-on instruction. Emphasis is on the role of the veterinary technician in a small animal practice in providing dental services and client education. In-depth study of the oral cavity is combined with practical and clinical applications to present-day treatments. Understanding of common dental disease and the role of the veterinary technician in its treatment and prevention is stressed. Three credit hours. Prerequisites and/or Special Considerations: VET 224 or licensure as a Veterinary Technician. Offered fall/spring semester, as needed.

### **VET 301 DENTAL RADIOGRAPHY**

A detailed examination of the oral cavity will be presented through the use of dental radiography. Specialized radiographic equipment and supplies will be utilized. Techniques for patient positioning and radiographic exposure will be demonstrated and practiced by students during

laboratory sessions. Common disease processes seen in veterinary practice will be highlighted. Three credit hours. Prerequisites and/or Special Considerations: VET 300. Offered fall/spring semester, as needed.

### **VET 320 ADVANCED LABORATORY ANIMAL SCIENCE**

An in-depth exploration of the principles and practices of advanced laboratory animal science is presented through a research-based course. Students will collaborate in development of animal protocols and will be responsible for all aspects of the research plan, including experimental design, completion of necessary documentation, and implementation of the protocol and communication of the results. Specialized techniques will be examined, including immunology, molecular biology, genetic engineering and gnotobiology. Management issues, such as principles of supervision, cost analysis, facility security, government regulations and occupational health and safety, will be emphasized. Ethical issues related to animal research will be evaluated. Three credit hours. Prerequisites and/or Special Considerations: VET 120, or licensure as a Veterinary Technician, or certification as a Laboratory Animal Technician or Laboratory Animal Technologist. Offered fall/spring semester, as needed.

\*\* Note: Animal care will require additional time besides scheduled class and laboratory hours.

### **VET 326 EQUINE NUTRITION AND PHYSIOLOGY**

Basic anatomy and physiology of the equine digestive system and its relation to nutrition and disease states will be covered. Application of ration formulas will be applied to calculate nutritional requirements for different life stages. Evaluation of different feed sources and supplements will be addressed. Three credit hours. Prerequisites and/or Special Considerations: VET 222. Offered fall/spring semester, as needed.

### **VET 335 INTRODUCTION TO EQUINE BEHAVIOR AND HANDLING**

Equine communication will be covered relative to basic handling, training, and restraint. The behaviors used by horses to communicate will be explored and applied to improve equine/human communication. This study will encompass hands-on work with horses in which students will be required to apply the skills they have acquired in the classroom. Three credit hours. Prerequisites and/or Special Considerations: none. Offered fall/spring semester, as needed.

### **VET 340 APPLIED ANIMAL BEHAVIOR FOR VETERINARY PRACTICE: PART I**

This is a practical course geared to the veterinary professional who wishes to specialize in small animal behavior. A systematic approach is adopted, beginning with the study of normal behavior and followed by an investigation into canine and feline aggressive behavior. Components of a proper behavioral history and their relationship to approaching behavioral problems are stressed. Case studies will be integrated into classroom and clinical experiences. A survey of behavior

problems in farm animals will be included. Three credit hours. Prerequisites and/or Special Considerations: VET 100 and VET 230, or licensure as a Veterinary Technician. Offered fall/spring semester, as needed.

### **VET 345 INTRODUCTION TO ANIMAL REHABILITATION**

This course focuses on an introduction to the newly evolving field of animal rehabilitation. Topics will include common orthopedic and neurological conditions and their appropriate modalities. Laws, certification standards and organizations promoting rehabilitation will be discussed, as well as the role of medications, nutraceuticals and nutrition. Three credit hours. Prerequisites and/or Special Considerations: restricted to VET major, sophomore or higher standing. Offered fall/spring semester, as needed.

### **VET 355 PAIN MANAGEMENT IN ANIMALS**

The issues and fundamentals of pain management are presented through the use of lecture, discussion and laboratory. An integrated approach is utilized, with emphasis on the ethics of pain management in animals. The physiology and biochemistry of pain and pain control will be explored. The role of the technician in detecting, assessing, reporting and managing pain is stressed. Three credit hours. Prerequisites and/or Special Considerations: VET 120 and VET 230, or licensure as a Veterinary Technician. Offered fall/spring semester, as needed.

### **VET 360 PATIENT MANAGEMENT AND THERAPEUTICS IN EMERGENCY MEDICINE AND CRITICAL CARE**

This course is geared to the veterinary professional interested in emergency and critical care work. Requirements for specialization in the field will be discussed. The basic principles of emergency medicine including triage, all aspects of intravenous support, placement and care of monitoring devices as well as pain management will be covered. Basic nursing care of critical patients and interaction with clients of these patients will be included. Three credit hours. Prerequisites and/or Special Considerations: VET 224, or licensure as a Veterinary Technician. Offered fall/spring semester, as needed.

### **VET 365 FELINE MEDICINE**

Emphasis is placed on common diseases and conditions of the cat. Infectious, parasitic, hormonal, allergic, traumatic, toxicological, congenital and acquired problems will be covered. Diagnostic tests and treatments will be discussed, as well as specialized nursing care. Preventative strategies will be discussed. Importance of client education and concerns about zoonotic potential of diseases will be stressed. Additional student time and assignments will be required outside of scheduled class hours. Three credit hours. Prerequisites and/or Special Considerations: VET 202, VET 230, restricted to VET majors. Offered fall/spring semester, as needed.

### **VET 375 VETERINARY SERVICE LEARNING: HEIFER INTERNATIONAL**

This service-learning course introduces the student to global problems of poverty and hunger. The core of the course is an experiential Alternative Spring Break program at Heifer International's Heifer Farm in Massachusetts. The participants engage in a range of activities to challenge and strengthen problem-solving and communication skills. Throughout the 5-day program, the students will experience lifestyles from around the world and engage in service work, community building, and hands-on learning activities focused on hunger, sustainable development and caring for the earth. This course is scheduled over the Medaille College spring break (leave Sunday and return Friday) and includes travel time to and from Massachusetts. Students will be responsible to pay a fee established by Heifer International. One to three credit hours. Prerequisites and/or Special Considerations: VET 100. Offered fall/spring semester, as needed.

### **VET 377 SPECIALTY PRECEPTORSHIP**

This preceptorship course will provide the upper-level student with the opportunity to explore an advanced topic in veterinary practice and medicine within the hospital or clinic setting. The course will be individually tailored and is based on the specialty or topic select by the student. The course consists of 90 hours of experience working with a mentor within the selected veterinary practice. Three credit hours. Prerequisites and/or Special Considerations: VET 277, completion of courses appropriate for specialty application, completion of application form, identification of veterinary technician specialty, transcript including current GPA and letter of recommendation from Medaille instructor, letter of recommendation from VET 277 site supervisor, restricted to VET majors. Offered fall/spring semester, as needed.

### **VET 380 ZONOTIC DISEASES**

This course introduces the basic concepts of zoonotic disease. Emphasis will be placed on the role of veterinary professionals in regard to epidemiology and control and the implications of zoonotic diseases to the One Health concept. The course emphasizes the major viral, rickettsial, bacterial, protozoal, parasitic, and fungal infections transmitted from wild and domesticated animals to humans. The history of major endemic and epidemic diseases is examined. The role of zoonotic diseases in bioterrorism and biosecurity will be investigated. Three credit hours. Prerequisites and/or Special Considerations: VET 100, restricted to VET majors. Offered fall/spring semester, as needed.

This course emphasizes the following Essential Learning Outcomes for Medaille College: Critical Thinking, Ethical Reasoning and Scientific Reasoning.

### **VET 398 SPECIAL TOPIC IN VETERINARY TECHNOLOGY**

Topic to be specified each semester course offered.



### **VET 400 ADVANCED DENTAL TECHNIQUES**

Periodontal treatment as part of the basic dental prophylaxis is highlighted and practiced in hands-on demonstrations. Other advanced techniques for situations commonly encountered in small animal veterinary practice are studied. Emphasis is placed on the veterinary technicians' understanding of dental lesions and pathology and their relationship to periodontics and exodontics. The enlarging role of the veterinary technician in providing these therapies is given prominence. Three credit hours. Prerequisites and/or Special Considerations: VET 301. Offered fall/spring semester, as needed.

### **VET 401 SPECIALIZATION IN VETERINARY DENTISTRY**

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

### **VET 410 SMALL ANIMAL NUTRITION IN HEALTH AND DISEASE**

This course is designed to provide veterinary technicians with advanced knowledge of nutritional management in small animals. Topics covered include neonatal, pediatric and geriatric nutrition in both health and disease states. Enteral and parenteral forms of nutrition will be explored. Students will be awarded the title of Veterinary Nutritional Advocate through Hill's Pet Nutrition after completion of the course. Three credit hours. Prerequisites and/or Special Considerations: VET 202. Offered fall/spring semester, as needed.

### **VET 440 APPLIED ANIMAL BEHAVIOR FOR VETERINARY PRACTICE: PART II**

A continuation of the specialized study into the common behavioral problems of dogs and cats. Treatments are presented that utilize principles of behavior modification and current behavioral pharmacology. Learning to "choose the right pet" is one example of the prevention recommendations that will be discussed. Case studies will be integrated into classroom and clinical experiences. Three credit hours. Prerequisites and/or Special Considerations: VET 340, or licensure as a Veterinary Technician. Offered fall/spring semester, as needed.

### **VET 450 ANESTHESIA FOR CANINE AND FELINE HIGH-RISK PATIENTS**

An in-depth coverage of anesthetizing the problematic and medically challenging small animal patient. Pre-anesthesia planning, treating complicated physical conditions and choosing appropriate anesthetic protocols will be integrated. The role of analgesia during the four

components of general anesthesia will be emphasized. Three credit hours. Prerequisites and/or Special Considerations: VET 224, or licensure as a Veterinary Technician. Offered fall/spring semester, as needed.

### **VET 460 SMALL ANIMAL EMERGENCY AND CRITICAL CARE I**

A body system approach is used in examining in depth the physiology, treatment and care of emergency and critical care cases seen in practice. Physical findings, appropriate diagnostic testing, initial treatment, appropriate monitoring and follow-up are emphasized. The cardiovascular, respiratory, neurologic and urinary systems are covered. Hematologic, toxicologic and thermal emergencies are also explored, as well as shock, anesthetic emergencies and allergic reactions, which are pansystemic. Clinical cases will be utilized in the course of study. Three credit hours. Prerequisites and/or Special Considerations: VET 220, VET 204, VET 208, and VET 360. Offered fall/spring semester, as needed.

### **VET 461 SMALL ANIMAL EMERGENCY AND CRITICAL CARE II**

This course is a continuation of the study of presentations in emergency and critical care by body system. Cases in the gastrointestinal tract, male and female reproductive systems, ocular, otic and dermatologic system will be examined. Emergencies involving the endocrine system and metabolic emergencies will be covered in detail. An overview of the approach to treating musculoskeletal and soft tissue injuries will be included. Case studies will again be utilized. Three credit hours. Prerequisites and/or Special Considerations: VET 460. Offered fall/spring semester, as needed.

### **VET 498 INDEPENDENT STUDY IN VETERINARY TECHNOLOGY**

Topic to be specified each semester course offered.

## General Education Requirements

General Education requirements are detailed on each undergraduate student degree completion plan and should be reviewed with his/her advisor prior to starting the program. If additional credit hours are required to reach 120 credit hours, including the fulfillment of general education requirements, they may be obtained in the following ways:

- Take five online electives
- Additional Medaille College courses
- Traditional or online college courses from regionally accredited institutions
- Credit for Prior Learning
- Challenge Exams
- Credit by Examination - RCE, CLEP, DSST
- Independent Study

It is strongly recommended that degree requirements be completed within a year of finishing a program sequence. If a student has outstanding credits to complete following the completion of a program sequence, he/she must complete at least one course per year to maintain an active enrollment status with Medaille. If one-year lapses in which the student does not complete a course, he or she may be subject to new admission and graduation requirements, as well as new tuition pricing levels, and will be required to reapply for admission to the program.

## Online Netiquette Expectations

Regular, professional, and concise communication is paramount in online communication. Online students and instructors are expected to adhere to standard netiquette rules for course communications. Netiquette reflects expected online behavior for students and faculty, establishing a ground rules that will promote effective online interaction and positive learning experiences. Simply stated, netiquette defines good manners on the Internet. Students should note the following additional considerations for online courses:

- Be polite and reflective; think about what is being written so not to offend others. Work should be thoughtful and supportive, not opinionated.
- Address classmates by name. Own name should be signed to work on discussion boards and in e-mail.
- Do not type the entire message in all capital letters; most people find this ANNOYING. It is like yelling at someone on the computer.
- Keep the discussion board posts relevant and concise. Since all class members must read through all posts, avoid rambling, repetition, or opinionated arguments that are not supported by research. Respect other people's time.
- Treat others as respectfully. Find a way to share a difference of opinion without verbal abuse or insults.
- Respect copyrights. There is a wealth of information on the Internet, and as an online student, the work, words, and ideas of others will be accessed. However, failing to

attribute work to its true originator can feel like theft. Be scrupulous about citing sources.

- Use proper grammar and spelling. Abbreviated words, web jargon, and emoticons can wear thin and do nothing to increase skills in professional communication. Use spell check if needed and remember to establish web habits that will be used successfully through a professional career. Standard typing, grammar, spelling, punctuation and APA rules apply.
- Never put anything in writing that would cause embarrassment. Keep even private discussions appropriate and avoid profanity. Nothing is ever truly gone on the web and will reappear.
- For all e-mail communication online student and instructors have been directed to use the Medaille e-mail system. There is additional e-mail capability within each Blackboard course, but mail sent within Blackboard will not be available after the course has closed.
- Instructors will publish their times of availability, including periods of time during the week when the instructor is not available. Online instructors have been asked to check their e-mail at least once a day while teaching, but keep in mind that online access does not necessarily mean immediate response. It is most likely that the instructor may share in the same work and family responsibilities. Every effort will be made to address student concerns promptly, and consideration will be appreciated. Students should expect an instructor to return a phone or e-mail message within a day or two.
- Keep in mind that others in the course cannot see facial expressions or body language. This makes joking or sarcasm tricky to pull off successfully online. The only interaction with classmates will be the typed letters on a computer screen. For that reason, reread work carefully before sending or submitting; make sure it says exactly what it should. Once it has been sent, it cannot be retrieved.
- Treat team members with the same respect reserved for the instructor and other classmates. Students are expected to contribute fully in all team activities.
- Online teams are not expected to carry or cover for non-performing team members.
- Students are expected to participate in individual and learning team discussion boards each week, in addition to weekly and team assignments. Standard netiquette rules are especially important on individual and team discussion boards. Students may also communicate with each other outside of the course management system. Medaille cannot monitor these communications; however, students are expected to adhere to the same standards that apply in the course management system.

### **Responsibilities of Online Students**

The non-traditional learning environments found in these programs make some additional demands on its students. These include:

- Students should log in to class (and at group meetings) fully prepared to participate and contribute to activities.
- Students are responsible for initiating contact with the instructor if they have missed a class, a test, or an assignment.

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

- Students are responsible for acquiring and maintaining an adequate laptop computer. Medaille will provide software, wireless Internet access, and appropriate IT support.
- Students are expected to comply with the policies and procedures outlined in this section of the catalog.
- Cohorts are encouraged to discuss and establish guidelines or operating principles that govern group-specific issues such as cell phone use and food in the classroom. On the first session of each course, the cohort should review this discussion with the new instructor.

### Time-On-Task

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

(Source: <http://www.highered.nysed.gov/ocue/ded/policies.html>).

Time on task is the total learning time spent by a student in a college course, including instructional time as well as time spent studying and completing course assignments (e.g., reading, research, writing, individual and group projects.) Regardless of the delivery method or the particular learning activities employed, the amount of learning time in any college course should meet the requirements of Commissioner's Regulation Section 50.1 (o), a total of 45 hours for one semester credit (in conventional classroom education this breaks down into **15 hours of instruction plus 30 hours of student work/study out of class, per credit hour.**)

"Instruction" is provided differently in online courses than in classroom-based courses. Despite the difference in methodology and activities, however, the total "learning time" online can usually be counted. Rather than try to distinguish between "in-class" and "outside-class" time for students, the faculty member developing and/or teaching the online course should calculate how much time a student doing satisfactory work would take to complete the work of the course, including:

- reading course presentations/ "lectures"
- reading other materials
- participation in online discussions
- doing research
- writing papers or other assignments
- completing all other assignments (e.g. projects)

### TIME-ON-TASK FOR ONLINE COURSES

Course Credit	Total Time On-Task for Online Courses	Minimum Time On-Task Per Week (7 Weeks)	Minimum Time On-Task Per Week (15 Weeks)
---------------	---------------------------------------	---	--

<b>1 Credit</b>	45 Hours	6.4 Hours	3 Hours
<b>2 Credits</b>	90 Hours	12.9 Hours	6 Hours
<b>3 Credits</b>	135 Hours	19.3 Hours	9 Hours
<b>4 Credits</b>	180 Hours	25.7 Hours	12 Hours

### TIME-ON-TASK FOR ON-GROUND COURSES

<b>Course Credit</b>	<b>Total Time On-Task for On-Ground Courses</b>	<b>Minimum Time On-Task Per Week (7 Weeks)</b>	<b>Minimum Time On-Task Per Week (15 Weeks)</b>
<b>1 Credit</b>	15 Hours 30 Outside of Class Hours	7.5 In Class Hours 4.3 Outside of Class Hours	1 In Class Hour 2 Outside of Class Hours
<b>2 Credits</b>	30 In Class Hours 60 Outside of Class Hours	4.3 In Class Hours 8.6 Outside of Class Hours	6 in Class Hours 4 Outside of Class Hours
<b>3 Credits</b>	45 in Class Hours 60 Outside of Class Hours	6.4 In Class Hours 12.9 Outside of Class Hours	3 In Class Hours 6.1 Outside of Class Hours
<b>4 Credits</b>	60 In Class Hours 120 Outside of Class Hours	8.6 In Class Hours 17.1 Outside of Class Hours	12.1 In Class Hours 8 Outside of Class Hours

## Post-Traditional Undergraduate Academic Programs

### A.S. BUSINESS/B.B.A. IN BUSINESS ADMINISTRATION

#### Delivery Formats

- **On-campus evening** students are enrolled in one four-credit, seven-week course at a time or may choose to take one on-campus course and one online course at the same time in order to achieve full time status.
- **On-campus day students** may enroll in up to four four-credit courses during each fourteen-week semester. An online capstone course is spread across three semesters and may be taken consecutively with four on-campus courses. If students desire to work at this pace, they can complete the requirements for a BBA in less than one year.
- **Online students** take one or two courses at a time; each course is seven weeks in length. Online instructional methods include mini-lectures, discussion boards, case studies, group projects, virtual labs, and simulations. Each four-credit course is a required component of the program.

The A.S. in Business can be used to earn an associate degree or simply to accumulate sufficient credits to transfer into a baccalaureate-level program, depending on the student's educational goals.

### **Program Description**

These bachelor- and associate- level degree programs are specifically designed for highly motivated, non-traditional students. Students may be working adults who have acquired learning through career experiences, professional or military schools, college or university courses, and in-service training; they may also be students of a more traditional age who are simply interested in completing their degree requirements in a manner that accommodates their work and family obligations.

The Bachelor of Business Administration degree program has been established with two entry points. Students who have completed the equivalent of a freshman and sophomore year (approximately 60 credits) enter the BBA Core, a 60-credit course sequence that includes junior- and senior-level courses. The BBA Core is offered in three formats: an on-campus day program, and on-campus evening hybrid program, and an online program.

### **Program Goals**

The Bachelor of Business Administration (BBA) is designed to include courses in all the functional areas of business, management, and leadership. Students earn a degree that relates business theory to business practice, applying classroom concepts to real world situations.

Upon completion of the program, students will be able to:

1. Identify the principal concepts, theories, and practices in the functional areas of business.
2. Recognize the relevant theories and principles associated with the economic environment of business.
3. Evaluate the social and natural environments of business and apply them to the development of managerial strategy.
4. Recognize legal and ethical principles in business and apply them to organizational decision making.
5. Evaluate the global dimensions of business.
6. Apply business-related quantitative methods and information technology in support of management decision making.
7. Construct coherent written forms of communication.
8. Compose and present effective oral forms of communication.
9. Demonstrate analytical and critical thinking skills in the context of organizational decision making.
10. Integrate theory and practice across the business functional areas in the analysis of organizational problems and challenges.



## Credit Distribution and Course Sequence

### A.S. in Business (Online & On-campus)

ACC 110 Accounting Concepts (4 credits)
CIS 118 Computer Skills and Applications (4 credits)
ENG 111 Writing Effective Essays (4 credits)
ENG 201 Writing the Research Paper (4 credits)
GEN 111 Critical and Academic Thought (4 credits)
GEN 221 Cultural Interactions: Early American Experiences (4 credits)
GEN 231 Creativity and Expression (4 credits)
GEN 241 Scientific Methods and Discovery (4 credits)
HIS 251 Perspectives: The World Today (4 credits)
MAT 121 Mathematical Applications (4 credits)
MGT 112 Fundamentals of Management (4 credits)
MGT 231 Human Resource Fundamentals (4 credits)
MGT 265 Negotiation and Consensus (4 credits)
PHI 190 Ethical Issues for Today (4 credits)
PSY 101 General Psychology (4 credits)
<b>TOTAL CREDIT HOURS: 60</b>

## Credit Distribution and Course Sequence

### B.B.A. in Business Administration Core (On-campus & Evening)

GEN 300 Critical Thinking and the Adult Learner (4 credits)
MGT 310 Contemporary Management and Leadership (4 credits)
ACC 304 Current Issues in Financial Accounting (4 credits)
ENG 361 Advanced Business Report Writing (4 credits)
MAT 203 Statistics for Today's Businesses (4 credits)
MKT 346 Managing the Marketing Function (4 credits)
ECO 301 Concepts in Economics (4 credits)
BUS 301 Legal and Ethical Issues in Business (4 credits)
FNS 203 Principles of Finance (4 credits)

MGT 366 Organizational Development and Behavior (4 credits)
ACC 315 Accounting Analysis and Decision Making (4 credits)
BUS 445 Case Studies in Global Strategy (4 credits)
BUS 476 Business Strategy Capstone (4 credits)
Elective (4 credits)
Elective (4 credits)
<b>*Free/Transfer Credits: 60</b>
<b>TOTAL CREDIT HOURS: 120</b>

### Credit Distribution and Course Sequence

#### **B.B.A. in Business Administration Core (Day)**

GEN 303 Critical Thinking and Learning (4 credits)
MGT 310 Contemporary Management and Leadership (4 credits)
ACC 304 Current Issues in Financial Accounting (4 credits)
ENG 361 Advanced Business Report Writing (4 credits)
MAT 203 Statistics for Today's Businesses (4 credits)
MKT 346 Managing the Marketing Function (4 credits)
ECO 301 Concepts in Economics (4 credits)
BUS 301 Legal and Ethical Issues in Business (4 credits)
FNS 203 Principles of Finance (4 credits)
MGT 366 Organizational Development and Behavior (4 credits)
ACC 315 Accounting Analysis and Decision Making (4 credits)
BUS 445 Case Studies in Global Strategy (4 credits)
BUS 470 Business and Strategy Capstone 1 (1 credit)
BUS 471 Business and Strategy Capstone 2 (1 credit)
BUS 472 Business and Strategy Capstone 3 (2 credits)
Elective (4 credits)
Elective (4 credits)
<b>*Free/Transfer Credits: 60</b>
<b>TOTAL CREDIT HOURS: 60</b>

\*\*Note: Students need approximately two years of college credits to begin the core sequence. Medaille offers undergraduate coursework to help a student reach this minimum credit level.

### Credit Distribution and Course Sequence

#### **B.B.A. in Business Administration Core (Online)**

GEN 310 Critical Thinking and Online Studies (4 credits)
MGT 310 Contemporary Management and Leadership (4 credits)
ACC 304 Current Issues in Financial Accounting (4 credits)
ENG 361 Advanced Business Report Writing (4 credits)
MAT 203 Statistics for Today's Businesses (4 credits)
MKT 346 Managing the Marketing Function (4 credits)
ECO 301 Concepts in Economics (4 credits)
BUS 301 Legal and Ethical Issues in Business (4 credits)
FNS 203 Principles of Finance (4 credits)
MGT 366 Organizational Development and Behavior (4 credits)
ACC 315 Accounting Analysis and Decision Making (4 credits)
BUS 445 Case Studies in Global Strategy (4 credits)
BUS 476 Business Strategy Capstone (4 credits)
Elective (4 credits)
Elective (4 credits)
<b>*Free/Transfer Credits: 60</b>
<b>TOTAL CREDIT HOURS: 120</b>

\*\*Note: Students need approximately two years of college credits to begin the core sequence. Medaille offers undergraduate coursework to help a student reach this minimum credit level.

## B.S. IN CRIMINAL JUSTICE

### Delivery Formats

- On-campus
- Online

### Program Description

The Bachelor of Science degree in **Criminal Justice** provides rigorous training to students desiring a career in law enforcement or those seeking future graduate level work. The College's goal is to produce graduates who are ready to embark on promising and expanding careers in the criminal justice system and/or graduate school.

The Criminal Justice program focuses on criminal law, criminal procedure, ethics, law enforcement, courts, cross-cultural sensitivity and communication as well as modern technology. The curriculum requires 120 credit hours and consists of a 24-credit hour core. All Criminal Justice majors are required to select at least one concentration by the time they have earned 60 credit hours and are considered to have junior standing. The following concentrations are available: Juvenile and Family Justice, Law Enforcement Administration and Criminal Investigations, Law and Society, Homeland Security and Emergency Management (online).

The program also articulates with two-year degree programs in criminal justice in the Western New York area by accepting, as transfers, credits from these programs.

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

The College stresses the importance of gaining work experience that is related to a student's major program of study. In the Criminal Justice program, all students will complete six credit hours of hands-on internship experience, which creates exposure to actual job conditions. Students will complete 90 contact hours during CRJ 377 Field Experience I (junior year) and 120 contact during CRJ 477 Field Experience II (senior year) for a combined total of 210 hours in the field.

As a Criminal Justice major, students may find experience opportunities in law enforcement agencies, public defenders' office, pretrial services, courts, district attorney's office, the police academy, corporate security and numerous social services offices.

**\*\*Note:** Concentrations (All CRJ students are required to complete a concentration. A concentration must be declared by successful completion of 45 credit hours).

- The concentration in **Juvenile and Family Justice** provides additional coursework in Childhood Development, Adolescent Development, A Lifespan View of Family

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

Violence, and Juvenile Delinquency. This concentration provides students with an in-depth theoretical and practical understanding of how the criminal justice system intersects with the family as a unit. This concentration will suit students interested in pursuing graduate level study or careers in social services, counseling professions, law, law enforcement and related public service professions. The concentration incorporates theory with practice, ensuring that our students will be well prepared to effectively meet the needs of their future organizations and/or continued education.

- The concentration in **Law Enforcement Administration and Criminal Investigation** provides additional coursework in Criminal Investigation, Law Enforcement Ethics, Social Issues in Policing a Multicultural Community, and police Administration. This concentration provides students with an in-depth theoretical and practical understanding of how the criminal justice system intersects with law enforcement. This concentration will suit students interested in pursuing graduate level study or careers in social services, counseling professions, law, law enforcement and related public service professions. The concentration incorporates theory with practice, ensuring that our students will be well prepared to effectively meet the needs of their future organizations and/or continued education.
- The concentration in **Law and Society** provides additional coursework in Anthropology, Sociology, Political Science, and Law & Society. This concentration provides students with an in-depth theoretical and practical understanding of how the criminal justice system intersects with society and individuals. This concentration will suit students interested in pursuing graduate level study or careers in social services, counseling professions, law, law enforcement and related public service professions. The concentration incorporates theory with practice, ensuring that our students will be well prepared to effectively meet the needs of their future organizations and/or continued education.
- The concentration in **Homeland Security and Emergency Management** provides additional coursework in specific Homeland Security areas. Taking its cue from Medaille College's B.S. degree in Homeland Security, the Criminal Justice concentration in Homeland Security draws from the four interrelated disciplines of Homeland Security - the administration of Homeland Security, terrorism, law and politics, and emergency management. The concentration incorporates theory with practice, ensuring that our students will be well prepared to effectively meet the Homeland Security needs of their future organizations.

Medaille's B.S. in Criminal Justice teaches the skills, knowledge, and competencies that graduates need in order enter the competitive world of Criminal Justice careers and/or to prepare them for graduate-level study. The Criminal Justice program focuses on criminal law, criminal procedure, ethics, law enforcement, courts, cross-cultural sensitivity and communication as well as modern technology.

In addition, the experiential learning/internship component (two, three-credit courses taken sequentially) of the program has been moved from the "Major Requirements" to the

“Concentration” curriculum section. Doing so ensures that students will complete internships that align with and are appropriate for their concentration. Placing the experiential learning/internship component within the concentration provides a greater depth of study and experiential education for students.

### Credit Distribution

#### General Education Core (33 credits)

ENG 110 College Writing (3) OR ENG 112 College Writing for Multilingual Students (3)
ENG 200 Advanced College Writing (3) OR ENG 202 Advanced College Writing for Multilingual Students (3)
<b>Critical Dialogues Course:</b> INT 110 Introduction to Dialogues in Critical Thinking (3) [Required of first-year students; all other students must substitute a 300/400 level Liberal Arts and Sciences elective]
<b>American Dialogues Course:</b> GEN 220 Justice and Democracy in America (3) OR HIS 200 African-American History (3) OR HIS 220 Cultural Interaction in Colonial America (3) OR INT 220 Enduring American Dialogues (3) OR CRJ 355 Social Issues in Policing a Multicultural Community (3)
<b>Creative and Reflective Dialogues Course:</b> ART 240 Beginning Drawing (3) OR ENG 210 Introduction to Creative Writing (3) OR ENG 350 Creative Non-fiction (3) OR GEN 230 Creative Expression (3) OR THE 100 Introduction to Theatre & Performance (3)
<b>Sustainability Dialogues Course:</b> GEN 240 Scientific Discovery (3), Courses TBA
<b>Global Dialogues Course:</b> ENG 305 British Literature I: Middle Ages to the Eighteenth Century (3) OR ENG 315 British Literature II: Late Eighteenth Century to the Present (3) OR ENG 435 Major Global Literacy Figures (3) OR GEN 410 Baccalaureate Capstone I (3) OR HIS 321 Medieval World (3) OR HIS 325 History of Ireland (3) OR HIS 330 History of the Israeli-Palestinian Conflict (3) OR INT 310 Psychoanalysis and Politics (3) OR INT 350 Seminar in Religion and Belief (3) OR MUS 305 Classical Music Studies (3) OR PHI 358 Truth and Justice (3)
<b>Citizenship Dialogues Course:</b> GEN 411 Baccalaureate Capstone II (3) OR INT 450 Citizenship Dialogue (3) OR PSY 411 Psychology Capstone (3)
MAT 114 Intermediate Algebra (3) [Students who meet the math competency must substitute a Free Elective]
MAT 201 Statistics and Society (3)
SPE 130 Fundamentals of Public Speaking (3)
<b>Major Requirements (24 credits)</b>
CRJ 101 Introduction to Criminal Justice (3)
CRJ 160 Crime and Society (3)
CRJ 201 Introduction to Criminal Law (3)
CRJ 211 Law Enforcement (3)
CRJ 240 Criminal Courts and Procedures (3)
CRJ 340 Corrections (3)
CRJ 415 Research Methods in Criminal Justice (3)
CRJ 421 Senior Seminar/Capstone (3)

**Concentration Areas:**

**Juvenile & Family Justice Concentration (18 credits)**

PSY 210 Childhood Development (3)
PSY 240 Adolescence (3)
SOC 311 A Lifespan View of Family Violence (3)
CRJ 225 Juvenile Delinquency (3)
CRJ 377 Field Experience I (3)
CRJ 477 Field Experience II (3)

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

Foreign Language (any) (3)
PHI 300 Ethics (3)
SOC 281 Understanding Multicultural & Diverse Populations (3)

Choose one (1) of the following:

HIS 200 African American History (3)
POL 100 Introduction to Political Science (3)
PSY 100 Introduction to Psychology (3)
SOC 100 Introduction to Sociology (3)

**Free Electives (33 credits)**

May include any College course.
---------------------------------

**Law Enforcement Administration & Criminal Investigation Concentration (19 credits)**

CRJ 301 Criminal Investigation I (3)
CRJ 303 Criminal Investigation I Lab (3)
CRJ 170 Law Enforcement Ethics (3)
CRJ 355 Social Issues in Policing a Multicultural Community (3)
CRJ 410 Police Administration (3)
CRJ 377 Field Experience I (3)
CRJ 477 Field Experience II (3)

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

Foreign Language (any) (3)
PHI 300 Ethics (3)
SOC 281 Understanding Multicultural & Diverse Populations (3)

Choose one (1) of the following:

HIS 200 African American History (3)
POL 100 Introduction to Political Science (3)
PSY 100 Introduction to Psychology (3)
SOC 100 Introduction to Sociology (3)

**Free Electives (32 credits)**

May include any College course.
---------------------------------



Law & Society Concentration (18 credits)
APY 100 Introduction to Anthropology (3)
SOC 100 Introduction to Sociology (3)
POL 100 Introduction to Political Science (3)
CRJ 365 Special Topic: Law and Society (3)
CRJ 377 Field Experience I (3)
CRJ 477 Field Experience II (3)
<b>Liberal Arts and Sciences Courses (12 credits)</b>
Foreign Language (any) (3)
PHI 300 Ethics (3)
SOC 281 Understanding Multicultural & Diverse Populations (3)
Choose one (1) of the following:
HIS 200 African American History (3)
POL 100 Introduction to Political Science (3)
PSY 100 Introduction to Psychology (3)
SOC 100 Introduction to Sociology (3)
<b>Free Electives (33 credits)</b>
May include any College course.

**Homeland Security & Emergency Management Concentration (22 credits) [ONLINE]**

CRJ 305E Securing the Homeland (4)
HIS 320E History of Terrorism (4)
POL 321E The Constitution and the Patriot Act (4)
HLS 375E Principles of Emergency Management (4)
CRJ 377 Field Experience I (3)
CRJ 477 Field Experience II (3)
<b>Liberal Arts and Sciences Courses (12 credits)</b>
Foreign Language (any) (3)
PHI 300 Ethics (3)
SOC 281 Understanding Multicultural & Diverse Populations (3)
Choose one (1) of the following:
HIS 200 African American History (3)
POL 100 Introduction to Political Science (3)
PSY 100 Introduction to Psychology (3)
SOC 100 Introduction to Sociology (3)
<b>Free Electives (29 credits)</b>
May include any College course.
<b>Total Credit Hours: 120</b>

## A.S. / B.S. IN GENERAL STUDIES

### Delivery Formats

- On-campus (Day or Evening)
- Online

### Program Description

The A.S. in General Studies and the B.S. in General Studies programs are designed to produce a well-rounded critical thinker with the ability to analyze and synthesize disparate topics, function effectively in workplace teams, and direct his/her actions based on an understanding of ethical behavior and personal responsibility. Built around a core of general education goals, the General Studies program provides a flexible scaffold upon which students may assemble a unique program of study designed to accommodate individual needs, interests, and experiences.

The A.S. in General Studies and the B.S. in General Studies are programs where students will complete one, four-credit course every eight weeks. Previously earned transfer credits from accredited institutions may be used to fulfill required and elective courses. Based upon the student's transfer credits, general education requirements, and selection of free electives from any Medaille College's currently approved courses, a student and his/her advisor will build a program schedule that fulfills program requirements while allowing the student to maintain full-time status.

- Students are permitted to transfer up to 45 credits into the A.S. in General Studies.
- Students are permitted to transfer up to 90 credits into the B.S. in General Studies.

### Program Goals

To develop in all students the interpersonal skills necessary for effective participation in teams and groups.

1. To enhance the analytical, critical thinking, and decision-making skills of each individual student.
2. To develop and cultivate a sense of purpose, responsibility, and ethical behavior among individuals.
3. To enhance the student's written and spoken communication skills.
4. To develop proficiency in the application of computer technologies.

## A.S. IN GENERAL STUDIES

\*\*Note: Online students are required to successfully complete an online prep course by the end of their first online course.

### **Humanities (6 credits)**

Minimum of 6 credits if utilizing transfer credits and/or a combination of transfer and Medaille credits; 8 credits per recommended sequence below. One HUM course must be a writing course.

ENG 111 Writing Effective Essays (4) or equivalent
--

ENG 201 Writing the Research Paper (4) or equivalent
--

### **Natural Sciences (3 credits)**

Minimum of 3 credits if utilizing transfer credits and/or a combination of transfer and Medaille credits; 4 credits per recommended sequence below:

GEN 241 Scientific Methods and Discovery (4)
--

### **Ethics (3 credits)**

Minimum of 3 credits if utilizing transfer credits and/or a combination of transfer and Medaille credits; 4 credits per recommended sequence below:

PHI 190 Ethical Issues for Today (4) or equivalent
--

### **Mathematics (3 credits)**

Minimum of 3 credits if utilizing transfer credits and/or a combination of transfer and Medaille credits; 4 credits per recommended sequence below:

MAT 121 Mathematical Applications (4) or equivalent
---

### **Social Sciences (6 credits)**

Minimum of 6 credits if utilizing transfer credits and/or a combination of transfer and Medaille credits; 8 credits per recommended sequence below:

GEN 221 Cultural Interactions: Early American Experiences (4)
---

HIS 251 Perspectives: The World Today (4)
---

### **Liberal Arts and Science Electives (9 credits)**

Electives include, but are not limited to:

GEN 111 Critical and Academic Thought (4)
---

GEN 231 Creative Expression (4)
---------------------------------

PSY 101 General Psychology (4)
--------------------------------

### **Free Electives (30 credits)**

Students may take any College course.

<b>Total Credit Hours: 60</b>
-------------------------------

## B.S. IN GENERAL STUDIES

### Humanities (8 credits)

Minimum of 6 credits if utilizing transfer credits and/or a combination of transfer and Medaille credits; 8 credits per recommended sequence below. One HUM course must be a writing course.

ENG 111 Writing Effective Essays (4) or equivalent
--

ENG 201 Writing the Research Paper (4) or equivalent
--

### Natural Sciences (4 credits)

Minimum of 3 credits if utilizing transfer credits and/or a combination of transfer and Medaille credits; 4 credits per recommended sequence below:

GEN 241 Scientific Methods and Discovery (4)
--

### Ethics (3 credits)

Minimum of 3 credits if utilizing transfer credits and/or a combination of transfer and Medaille credits; 4 credits per recommended sequence below:

PHI 190 Ethical Issues for Today (4) or equivalent
--

### Mathematics (4 credits)

Minimum of 3 credits if utilizing transfer credits and/or a combination of transfer and Medaille credits; 4 credits per recommended sequence below:

MAT 121 Mathematical Applications (4) or equivalent
---

### Social Sciences (8 credits)

Minimum of 6 credits if utilizing transfer credits and/or a combination of transfer and Medaille credits; 8 credits per recommended sequence below:

GEN 221 Cultural Interactions: Early American Experiences (4)
---

HIS 251 Perspectives: The World Today (4)
---

### Liberal Arts and Science Electives (16 credits)

Electives include, but are not limited to:

GEN 111 Critical and Academic Thought (4)
---

GEN 231 Creative Expression (4)
---------------------------------

PSY 101 General Psychology (4)
--------------------------------

ENG 260 Persuasive Writing in Today's World (4)
---

### Computer (4 credits)

CIS 118 Computer Skills and Applications (4) or
---

CIS 160 Essential Technologies for Today (4)
--

### Upper Level Liberal Arts and Science Electives (21 credits)

GEN 310 Critical Thinking and Online Studies (4)
--

ENG 361 Advanced Business Report Writing (4)
--

MAT 203 Statistics for Today's Business (4)
---

ECO 301 Concepts in Economics (4)
-----------------------------------

### Free Electives (52 credits)

Students may take any College course.

<b>Total Credit Hours: 120</b>
--------------------------------

## BPS IN HEALTH INFORMATION MANAGEMENT

### Delivery Format

- Online

### Program Description

Needs within the healthcare system continue to shift, making the role of the health information professional increasingly vital. The Bachelor of Professional Studies in Health Information Management prepares students to collect, maintain, interpret, analyze and protect data that is essential for providing quality, effective and efficient patient care. The program includes courses in the management of data with emphasis on electronic health data (the EHR), the analysis of information for patient care, financial and statistical purposes as well as auditing, trending and benchmarking. If students are interested in healthcare in a broader sense and want to create a better experience for patients behind the scenes, then Healthcare Information Management may be the right fit. Students should be interested in data management and analysis, technology, interacting with physicians and working collaboratively towards a common goal.

### Program Goals

1. To develop proficiency in the competencies, skills, and knowledge of health information management, including privacy and security, health databases, principles of management and leadership, professional certification and computer technologies
2. To develop in all students the interpersonal skills necessary for effective participation in teams and groups
3. To enhance the analytical, critical thinking, and decision-making skills of each individual student
4. To develop and cultivate a sense of purpose, responsibility, and ethical behavior among individuals, especially in regard to the legal and ethical issues related to protected health information
5. To enhance the student's written and spoken communication skills
6. To develop proficiency in the application of computer technologies.

### Course Sequence

\*\*Note: Online students are required to successfully complete an online prep course by the end of their first online course.

GEN 310 Critical Thinking and Online Studies (4 credits)
HIA 321 Health Information Theory and Practice (4 credits)
HIA 322 The Legal Health Record (4 credits)
HIA 330 Information Systems & Technology (4 credits)
HIA 334 The Electronic Health Record (4 credits)
BIO 312 Pathophysiology and Pharmacology I (4 credits)
BIO 313 Pathophysiology and Pharmacology II (4 credits)

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

HIA 333 Healthcare Statistics, Research, and Quality Improvement (4 credits)
HIA 405 Managing the Coding Process for Inpatients (4 credits)
HIA 406 Managing the Coding Process for Outpatients (4 credits)
HIA 407 Reimbursement Methodologies (4 credits)
HIA 408 Financial and Revenue Cycle Management (4 credits)
HIA 440 Management and Organization for Health Professions (4 credits)
HIA 460 HIA Management Capstone (4 credits)
HIA 470 Professional Review and Certification (4 credits)
<b>*Free/Transfer Credits: 60</b>
<b>TOTAL CREDIT HOURS: 120</b>

**BRIDGE SEQUENCE (24 Credits)**

HIA 197 Essentials of Healthcare Delivery (4 credits)
HIA 198 Health Information Technology (4 credits)
MAT 203 Statistics for Today's Business (4 credits)
HIA 123 Medical Terminology (4 credits)
BIO 140 Human Anatomy and Physiology I (4 credits)
BIO 141 Human Anatomy and Physiology II (4 credits)

\*\*Note: The BPS-HIM Program is an online degree completion sequence, one of several developed for working adults who have already earned college credits and have significant work experience in the field. A BPS-HIM Bridge course sequence is available to students who do not have the necessary credits.

## **B.S. IN HOMELAND SECURITY**

### **Delivery Format**

- Online
- On-campus (Buffalo Campus only)

### **Program Description**

Emergency preparedness has long been an important part of government policy at the federal, state, and local levels; within the last decade the concept of homeland security has been developed to incorporate emergency management as well as the task of protecting the United States from terrorist attacks. The B.S. in Homeland Security program teaches the theories, models, tools, and techniques needed to effectively prepare for and mitigate the effects of natural, manmade, or terrorist disasters. The Homeland Security curriculum is designed to give students both theoretical and practical knowledge in homeland security, terrorism, domestic and international law, and emergency management. The curriculum supports the development of a global perspective, enhanced interpersonal skills, and an increased awareness of the current state of homeland security.

The Homeland Security program is offered as a non-traditional degree completion program for adult learners. Students entering directly into the Homeland Security Core sequence must transfer in at least applicable 60 credits. Students without transfer credits may enter the AS in Business, and then move into the Homeland Security Core.

### **Program Goals**

The Homeland Security program focuses on using information systems to confront and resolve business and management problems, meeting the operation needs of business organizations. The goals of the program include:

1. To provide a relevant and innovative education that prepares individuals for professional careers and lifelong learning
2. To develop in all students the interpersonal skills necessary for effective participation in teams and groups
3. To enhance the analytical, critical thinking, and decision-making skills of each individual student
4. To develop and cultivate a sense of purpose, responsibility, and ethical behavior among individuals
5. To enhance the student's written and spoken communication skills
6. To develop proficiency in the application of theoretical and practical knowledge of homeland security, terrorism, international and domestic law, and emergency preparedness.



### Course Sequence

\*\*Note: Online students are required to successfully complete an online prep course by the end of their first online course.

GEN 310 Critical Thinking and Online Studies (4 credits) (online students)/ GEN 300 Critical Thinking and the Adult Learner (4 credits) (on-ground students)
CRJ 470 Government Leadership Challenges in Homeland Security (4 credits)
CRJ 305 Securing the Homeland (4 credits)
HLS 300 Administering Homeland Security (4 credits)
CRJ 301E Homeland Security: Issues and Impact (4 credits)
CRJ 430 Homeland Security Topics in Cybersecurity, Cybercrime, and Cyberterrorism (4 credits)
HIS 320 History of Terrorism (4 credits)
POL 340 Systems of International Terrorism (4 credits)
POL 341 Systems of Domestic Terrorism (4 credits)
POL 320 International Legal Systems (4 credits)
POL 321 The Constitution and the Patriot Act (4 credits)
POL 422 International Political Systems and Homeland Security (4 credits)
HLS 375 Principles of Emergency Management (4 credits)
HLS 402 Managing Natural Disasters (4 credits)
HLS 403 Managing Manmade Disasters (4 credits)
<b>*Free/Transfer Credits: 60</b>
<b>TOTAL CREDIT HOURS: 120</b>

\*\*Note: The BS in Homeland Security is an online degree completion program. Students need approximately two years of college credits to begin the core sequence. Medaille offers undergraduate coursework to help a student reach this minimum credit level.

## BBA IN INFORMATION SYSTEMS

### Delivery Format

- Online

### Program Description

Information Systems is designed to teach theories, models, tools, and techniques needed to use information technology in innovative and effective business administration. Information Systems (IS) is defined as the use of computers and information to enable people and organizations to be more creative and productive. This is a degree developed for adults who can demonstrate a minimum level of experience in information systems and may or may not have college credits.

\*\*Please note that Medaille College is no longer enrolling new students in the BBA-IS program

### Program Goals

The Information Systems program focuses on using information systems to confront and resolve business and management problems. The goals of the program include:

1. To develop proficiency in the application of information systems, including the identification of IS requirements, the design and development of IS systems, and the implementation of IS in business situations.
2. To develop in all students the interpersonal skills necessary for effective participation in teams and groups.
3. To enhance the analytical, critical thinking, and decision-making skills of each individual student.
4. To develop and cultivate a sense of purpose, responsibility, and ethical behavior among individuals.
5. To enhance the student's written and spoken communication skills.
6. To develop proficiency in the application of computer technologies.

### Course Sequence

GEN 310 Critical Thinking and Online Study (4 credits)
BIS 290 Fundamentals of Information Systems (4 credits)
BIS 300 Database Design and Development (4 credits)
ENG 361 Advanced Business Report Writing (4 credits)
BIS 350 Computer Architecture (4 credits)
BIS 355 Information Systems Security Policy and Procedure (4 credits)
MAT 205 Math for Information Systems (4 credits)
ACC 304 Current Issues in Financial Accounting (4 credits)
MGT 362 Information Systems Management Theory (4 credits)

MGT 366 Organizational Development and Behavior (4 credits)
BUS 420 E-Business Strategy and Design (4 credits)
BIS 400 Systems Analysis (4 credits)
BUS 430 Business Data Communications (4 credits)
BIS 410 Distributed Systems Development (4 credits)
BIS 480 Project Management Capstone (4 credits)
<b>*Free/Transfer Credits: 60</b>
<b>TOTAL CREDIT HOURS: 120</b>

\*\*Note: The BBA-IS Program is an online and on-ground degree completion program. Students need approximately two years of college credits to begin the core sequence. Medaille offers undergraduate coursework to help a student reach this minimum credit level.

## **A.A.S. IN VETERINARY TECHNOLOGY (ON-GROUND)**

### **Delivery Format**

- On-campus (Evening) Rochester Campus only

### **Program Description**

The A.A.S. in Veterinary Technology provides students with classroom instruction, and clinical experiences needed to perform effectively as veterinary technicians. The curriculum is designed to provide the necessary credentials for students to sit for the Veterinary Technician National Exam (VTNE), as well as satisfy New York State Education requirements for professional licensure as a veterinary technician.

The curriculum for the A.A.S. in Veterinary Technology has been constructed to include the Curriculum and Essential Tasks (didactic and psychomotor) required and recommended by the Committee on Veterinary Technician Education and Activities/American Veterinary Medical Association (CVTEA/AVMA). Special attention has been given to the organization and presentation of subject areas to fit the hours of classroom instruction and clinical experiences.

The A.A.S. reflects a terminal degree program which will provide the necessary credentials for taking the Veterinary Technician National Exam (VTNE) and satisfy New York State Education requirements for professional licensure as a Veterinary Technician. Licensed veterinarians and veterinary technicians serving as faculty and staff in Medaille's Veterinary Technology Department have been instrumental in designing and writing the A.A.S. in Veterinary Technology.

This innovative program provides an educational and veterinary technician licensing opportunity for those employed in some capacity in a veterinary practice or other career pathway and wishing to become a professional veterinary technician.

To graduate with an Associate in Applied Science degree, students must complete all required courses with not less than an overall 2.0 (C) average and not less than a 2.0 (C) average in Veterinary Technology courses. Majors in this program may not take any Veterinary Technology course as a Pass/Fail. The Veterinary Technology program requires student time beyond scheduled class for clinical experiences during the week and required laboratory sessions on weekends. Travel to and from instructional programs held off the Rochester Campus, such as farm animal labs, necessitates additional student time

### **Program Goals**

1. To provide a relevant and innovative education that prepares individuals for professional careers and lifelong learning.
2. To develop in all students the interpersonal skills necessary for effective participation in teams and groups.
3. To enhance the analytical, critical thinking, and decision-making skills of each individual student.

4. To develop and cultivate a sense of purpose, responsibility, and ethical behavior among individuals.
5. To enhance the student’s written, spoken, and technological skills.
6. To obtain the knowledge and develop proficiency in clinical and practical veterinary medicine in order to take the Veterinary Technician National Exam (VTNE) and satisfy New York State Education requirements for professional licensure as a veterinary technician.

### Course Sequence (On-Ground)

BIO 173 Introduction to Comparative Anatomy and Physiology for Domestic Animals (4 credits)
BIO 174 Comparative Anatomy and Physiology for Domestic Animals (4 credits)
ENG 111 Writing Effective Essays (4 credits)
SCI 131 Critical Thinking and Health Science: Applied Chemistry, Microbiology and Radiological Physics (4 credits)
MAT 116 Mathematics for Veterinary Technology (4 credits)
SPE 242 Public Speaking Skills and Techniques (4 credits)
VET 095 Prophylactic Rabies Vaccination Series (0)
VET 102 Veterinary Technology: Principles and Practice (4 credits)
VET 182 Introduction to Research and Exotic Animals (4 credits)
VET 205 Veterinary Clinical Laboratory Techniques (4 credits)
VET 248 Clinical Experiences I (2 credits)
VET 249 Clinical Experiences II (2 credits)
VET 250 Clinical Experiences III (2 credits)
VET 251 Clinical Case Study 1: Wellness and Preventative Medicine (4 credits)
VET 252 Clinical Case Study 2: Integument & Wound Healing and the Musculo-skeletal System (4 credits)
VET 253 Clinical Case Study 3: Gastrointestinal System (4 credits)
VET 254 Clinical Case Study 4: Cardiology, Respiration, and Hematology (4 credits)
VET 255 Clinical Case Study 5: Reproduction, Urogenital and Endocrinology (4 credits)
VET 256 Clinical Case Study 6: Neurology, Special Senses and Immunology (4 credits)
VET 271 Capstone Review: A Didactic Knowledge/Psychomotor Skills (4 credits)
<b>TOTAL CREDIT HOURS: 70</b>

## **A.A.S. IN VETERINARY TECHNOLOGY ONLINE**

### **Delivery Format**

- Online

### **Program Description**

This is a unique Associate of Applied Science in Veterinary Technology Online program accredited by the AVMA. It is offered in an accelerated online delivery format, combined with 360 hours of on-site clinical experiences. The program meets the needs of individuals who are not able through necessity of employment or other personal circumstances to attend a traditional, classroom-based academic program. The Veterinary Technology Online program parallels other AVMA accredited degree programs and its curriculum includes the subject content and the didactic and psychomotor essential tasks enumerated by the AVMA Committee of Veterinary Technician Educational Activities (CVTEA).

Those individuals within six months of graduation will be eligible to take the Veterinary Technician National (licensing) Exam (VTNE), nationally recognized by many states for licensure. Students from outside New York State should check with their local Board of Education regarding licensure eligibility. Students completing the AAS in Veterinary Technology Online will receive the terminal degree required for licensure in New York State as a Veterinary Technician.

### **Program Goals**

The AAS in Veterinary Technology Online program provides instruction and clinical experiences needed to perform effectively as a veterinary technician. The AAS in Veterinary Technology Online curriculum provides the necessary credentials to take the Veterinary Technician National Exam (VTNE) and satisfies the New York State Education requirements for professional licensure as a veterinary technician.

The goals of the program include:

- To provide a relevant and innovative education that prepares individuals for professional careers in Veterinary Medicine and lifelong learning.
- To develop in all students the interpersonal skills necessary for effective participation in teams and groups.
- To enhance the analytical, critical thinking, and decision-making skills of each individual student.
- To develop and cultivate a sense of purpose, responsibility, and ethical behavior among individuals.
- To enhance the student's written, spoken, and technological skills.
- To obtain knowledge and develop proficiency in clinical and practical veterinary medicine in order to take the Veterinary Technician National Exam (VTNE) and satisfy New York State Education requirements for professional licensure as a veterinary technician.

**Credit distribution and Course Sequence (online)**

BIO 172 Comparative Anatomy and Physiology for Veterinary Science (4 credits)
CIS 118 Computer Skills and Applications (4 credits) or CIS 160 Essential Technologies for Today (4 credits)
ENG 111 Writing Effective Essays (4 credits)
GEN 131 Critical Thinking and the Health Sciences (4 credits)
MAT 117 Mathematics for the Applied Sciences (4 credits)
SPE 242 Public Speaking Skills and Techniques (4 credits)
VET 101 Introduction to Veterinary Technology (3 credits)
VET 180 Care and Management of Exotic and Laboratory Animals (4 credits)
VET 203 Small Animal Diseases and Nutrition (4 credits)
VET 207 Veterinary Clinical Lab Techniques (4 credits)
VET 209 Diagnostic Imaging (3 credits)
VET 221 Pharmacy and Pharmacology (3 credits)
VET 223 Farm Animal Diseases and Nutrition (4 credits)
VET 225 Pain Management and Analgesia (3 credits)
VET 227 Surgical Nursing and Anesthesia (4 credits)
VET 239 Dentistry (3 credits)
VET 243 Emergency Medicine and Critical Care (3 credits)
VET 260 Clinical Experience I (1 credit)
VET 261 Clinical Experiences (II) (2 credits)
VET 262 Clinical Experiences (III) (1 credit)
VET 263 Clinical Experiences (IV) (2 credits)
VET 270 Veterinary Technology Capstone (4 credits)
<b>TOTAL CREDIT HOURS: 72</b>



## POSTSECONDARY CERTIFICATE: CYBER CRIMES INVESTIGATION (CCI)

### Delivery Format

- On-campus (Evening)

### Program Description

The Cyber Crimes Investigation (CCI) certificate is a 20-credit course of study designed to fulfill the goal of improving law enforcement in the Western Region of New York by providing students with a thorough grounding in the application of the tools and techniques of criminal investigations to electronic evidence. The curriculum includes an introductory course covering computer applications, followed by four core courses covering the following topics in the context of criminal investigations involving computing systems: (1) personal computers and their operating systems; (2) computer forensics and electronic media as evidence; (3) law and investigative techniques; and (4) computer networks and the Internet.

### Program Goals

1. To provide students with hands-on opportunities to strengthen their criminal investigative skills in scenarios involving computers and electronic evidence
2. To provide law enforcement professionals with knowledge and skills that they can carry back to their employers and disseminate to their colleague
3. To provide students and law enforcement professionals with a basis on which to build further training in cyber-crime investigation
4. To provide students and law enforcement professionals with a command of the analytical tools necessary for successful careers in criminal justice.

### Credit Distribution and Course Sequence

Course Number & Title	Course length (in weeks)	Credits
<b>CIS 121 Computer Applications</b>	7	4
<b>CRJ 181 Introduction to Personal Computers &amp; Their Operating Systems for Computer Crimes Investigation</b>	7	4
<b>CRJ 281 Computer Forensics: Electronic Media as Evidence</b>	7	4
<b>CRJ 381 Computer Crime Investigation: Evidence, Law &amp; Investigative Techniques</b>	7	4
<b>CRJ 481 Topics in Computer Crime Investigation: Computer Networks and the Internet</b>	7	4

All five courses may be applied towards the B.B.A. in Information Systems, the B.S. in Homeland Security, and the B.B.A. in Business Administration. Students enrolled in other programs may use these courses in order to fulfill their free elective requirement, should their program accommodate 16 credits of free electives.

Please refer to course descriptions of CRJ 180 Introduction to Computer Hardware and Computer Operating Systems, CRJ 280 Computer Forensics: Electronic Media as Evidence, and CRJ 380 Introduction to Computer Crime, CIS 120 Computer Applications and CRJ 480 Topics in Computer Crime Investigation: Computer Networks and the Internet.

## **POSTSECONDARY CERTIFICATE (> = 1 YEAR, < 2 YEARS): ALCOHOL AND SUBSTANCE ABUSE**

### **Program Description**

The twenty-four credit-hour Alcohol and Substance Abuse Counselor (ASAC) certificate provides students with theoretical and practical knowledge in the field of alcohol and substance abuse counseling. The course sequence includes the following: Knowledge of Substance Abuse: Assessment, Evaluation and Treatment Planning; Neurochemistry of Addiction: Pharmacology, Substance Abuse Counseling Theory; Individual and Group Counseling; Substance Abuse Counseling: Special Populations, Case Management and Educational Outreach; and Professional and Ethical Responsibilities. The course sequence reflects a range of knowledge, skills, and professional techniques related to chemical dependence counseling. The Alcohol and Substance Abuse Counseling certificate is approved as a fully Credentialed Alcohol and Substance Abuse Counselor (CASAC) 350-Hour Certificate Program by the New York State Office of Alcoholism and Substance Abuse Services.

### **Program Goals**

1. In order to understand the fundamentals of alcohol and substance abuse, the students will:
  - a. Define and describe the most common treatment, intervention, and prevention programs.
  - b. Define addiction.
  - c. Evaluate psychotherapeutic theories and techniques.
  - d. Describe the biology of addiction and the effects of drugs of abuse on the body.
  - e. Demonstrate familiarity with key drugs of abused and treatment.
2. In order to develop skills in alcohol and substance abuse counseling, the students will:
  - a. Describe and apply the basic theories and principles of alcoholism and substance abuse counseling.
  - b. Develop and demonstrate interpersonal communication skills appropriate for counseling.
  - c. Demonstrate familiarity with issues pertinent to substance abusers, such as anger management, personality and addiction, depression and suicide, aggression, and motivation.
  - d. Describe and evaluate theories of vocational counseling.
  - e. Analyze and apply theories and practices relevant to group counseling sessions.
  - f. Describe the issues and challenges of working with the elderly, women, and children.
  - g. Demonstrate sensitivity to the counseling needs of special populations, including adolescent abusers, the mentally ill, gender and sexual orientation, and those with communicable diseases, especially HIV/AIDS.
3. In order to understand the issues involved in assessment, clinical evaluation, treatment planning, case management, and family and community education, the students will:
  - a. Describe procedures for the screening, evaluation, and intake of patients.
  - b. Evaluate and use the tools used to assess and diagnose chemical dependency.

- c. Recognize and describe the stages of recovery.
  - d. Create an appropriate treatment plan.
  - e. Describe the overall function of the case manager.
  - f. Explain the role of cultural diversity in treatment scenarios.
  - g. Define and describe the addicted family systems theory.
4. In order to describe and explain the professional and ethical responsibilities involved with substance abuse counseling, the students will:
- a. Articulate the relevance of ethical standards and behavior in counseling situations.
  - b. Describe the methods used to maintain accurate and secure health records.
  - c. Explain and apply professional, state, and federal guidelines for ethical behavior.

### Credit Distribution and Course Sequence

Course Number & Title	Semester	Credits
<b>HHS 201 Knowledge of Substance Abuse</b>	1	3
<b>HHS 203 Neurochemistry of Addiction: Pharmacology</b>	1	3
<b>HHS 202 Assessment, Evaluation and Treatment Planning</b>	2	3
<b>HHS 204 Substance Abuse Counseling Theory</b>	2	3
<b>HHS 205 Individual and Group Counseling</b>	3	3
<b>HHS 206 Substance Abuse Counseling: Special Populations</b>	3	3
<b>HHS 207 Case Management and Educational Outreach</b>	4	3
<b>HHS 208 Professional and Ethical Responsibilities</b>	4	3
<b>TOTAL CREDIT HOURS: 24</b>		

## PERSONNEL

### Board of Trustees

Board Chair: Michael K. Walsh	Vice Chair: Michael J. Moley '07
Secretary: Howard K. Hitzel, PsyD, MPA	Treasurer: Kenneth D. Trbovich '99
<b>William S. Cleary</b> Director of Human Resources Dunn Tire Term: 2018-2022	<b>Darius G. Pridgen '07</b> Pastor True Bethel Baptist Church/Ellicott District Councilman Term: 2011-2023
<b>Kevin R. Connolly '03</b> Chief Executive Officer Buffalo First Wealth Management, LLC Term: 2016-2020	<b>Jeffrey M. Shepard, Ph.D. '04</b> Chairman & CEO MedaCheck, LLC Term: 2016-2020
<b>Nathan Daun-Barnett, Ph.D.</b> Department Chair & Associate Professor, Educational Leadership and Policy Graduate School of Education University at Buffalo Term: 2017-2021	<b>Julie R. Snyder</b> Senior VP, Chief Marketing and Communications Officer Chief of Staff HealthNow New York, Inc. Term: 2016-2020
<b>Horace A. Gioia, Esq.</b> Rupp, Baase, Pfalzgraf, Cunningham & Coppola, LLC Term: 2009-2021	<b>Dale Stephens '99, '06</b> NYS Governor's Office of Employee Relations Empire State Plaza Term: 2014-2022
<b>L. Nathan Hare '82</b> CEO/President Community Action Organization of Erie County Term: 2018-2022	<b>Donald R. Tomasulo '79</b> Director of Results Entercom Communications Buffalo Term: 2011-2023
<b>Howard K. Hitzel, Psy.D., MPA</b> President BestSelf Behavioral Health, Inc. Term: 2016-2020	<b>Kenneth D. Trbovich '99</b> President Servotronics, Inc. Term: 2011-2023
<b>Margaret Kafka '90</b> Term: 2019-2023	<b>Gregory J. Urban</b> Partner Dopkins and Company, LLP Term: 2016-2020

<p><b>Kenneth Macur, Ph.D.</b>                  President                  Medaille College                  Term: 2015-Present</p>	<p><b>Toni L. Vazquez '02</b>                  Chief Systems Officer                  G-Health Enterprises                  Term: 2019-2023</p>
<p><b>Martin G. Maynard</b>                  President/CEO                  ASK Design Jewelers                  Term: 2017-2021</p>	<p><b>Michael K. Walsh</b>                  Executive Vice President                  Walsh Duffield Companies, Inc.                  Term: 1996-2020</p>
<p><b>Michael J. Moley '07</b>                  Term: 2012-2020</p>	<p><b>Richard Schneider '10, '12</b>                  Non-voting member                  Medaille Alumni Board Association President                  President, CEO                  Crane Home Care, Inc.                  Term: 2019-2020</p>

## **2019-2020 Academic Leadership**

### **Provost and Senior Vice President for Academic Affairs**

Lori V. Quigley, Ph.D.

Michelle Bogdan, Assistant Vice President for Academic Affairs

Linda Wach, Executive Assistant to the Provost and Senior Vice President for Academic Affairs

Hannah Szablewski, Administrative Assistant to the Provost and Senior Vice President for Academic Affairs

### **Rochester Campus**

Ann Horn-Jeddy, Assistant Director and Academic Services Coordinator

Kathleen Crouse, Administrative Assistant

### **Academic Deans**

#### **Dean for School of Humanities, Social Science and Education**

Amy E. DiMaio, Ph.D.

Jeffrey Faunce, Ph.D., Associate Dean for Scholarship, Teaching and Learning

Mary Beth Scumaci, M.S. Ed., Associate Dean for Educational Technology

#### **Interim Dean, School of Leadership, Science and Technology**

Thomas Orrange

Hugh Burnam, Associate Dean for Grant-Funded Student Support Services

Debra McLoughlin, Associate Dean for Student Success

Kimberly Partyka, Senior Administrative Assistant, Deans Office

### **Research, Grants and Assessment**

Mary Todd, Ph.D., Associate Vice President for Research, Grants and Assessment

Illana Lane, Ph.D., Chief Assessment and Learning Officer

Jodi Hammond-Axberg, Grants Manager

David Ferland, Data Analyst

### **Registrar's Office**

Tracey Kongats, Registrar

Alexandra Santos, Assistant Registrar

Michele Lucsok, Information Specialist

Victoria Murty, Information Specialist

Colleen Voigt, Transcript Clerk

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



### Library

Andy Yeager, Associate Professor, Director of Libraries  
Barbara Biljan, Assistant Professor of the Practice, Librarian (Rochester)  
Deborah Ceppaglia, Professor, Librarian  
Samuel Cochrane, Library Assistant  
Christopher McDermott, Library Systems Specialist/Senior Programmer  
Chad Taylor, Support Services Coordinator  
Jesse Brace, Evening Circulation Supervisor  
Matthew Kreib, PT Reference Librarian  
David Odum, PT Reference Librarian  
Raya Then, PT Reference Librarian

### Academic Advising

Erin Pawlak, Director  
Marilyn Gonzalez, Administrative Assistant  
George Deacon, Academic Advisement Counselor  
Lindy Feider, Academic Advisement Counselor  
Kayla Goodman, Academic Advisement Counselor  
Susan Kottke, Academic Advisement Counselor  
Jessica Kozar, Academic Advisement Counselor  
Christine Lazzaro, Academic Advisement Counselor  
Halin Tavano, Academic Advisement Counselor

### Academic Support Center

Michelle Harvey, Director  
Jennifer Johnson, Administrative Assistant  
Stephanie Appenheimer, Student Success Specialist  
Kate Chwojdak, Academic Achievement Specialist  
Genevieve Kruly, Coordinator of Accessibility Services  
Shannon Myers, Academic Achievement Specialist  
Jason Pratt, Writing Specialist  
Nelson Rivera, Student Success Specialist  
Cheryl Twardowski-Potter, Math Specialist

### Grant-Funded Programs

#### **HEOP (Higher Education Opportunity Program)**

Shana Richardson, Director  
Alexus Laster, Assistant Director  
Holly Ryan, Student Support Specialist

#### **SAY YES TO EDUCATION**

Michelle Sawyers, Director

Brianne Santana, Student Advocate  
Rachel Spink, Student Advocate  
Holly Ryan, Student Support Specialist

**STUDENT SUPPORT SERVICES (TRIO)**

Laura Horton, Director  
Leona Soule, Assistant Director  
Myra Lopez-Perez, CCAMPIS Project Director and Academic Counselor  
Kristin Sexstone, Academic Counselor  
*TBD*, Academic Counselor

**UPWARD BOUND**

Adriana Viverette-Gamble, Director  
Shahreen Alom, Assistant Director  
Kendall Capers, Senior Academic Advisor  
Richard Cabassa, Jr., Academic Advisor  
*TBD*, Academic Advisor  
*TBD*, Administrative Assistant

**CJII ALBION PRISON GRANT AND SUNSHINE LADIES FUND**

*TBD*, Project Director

**DEPARTMENT OF BUSINESS, MANAGEMENT AND LEADERSHIP  
(UG/GR)**

**Programs/Areas:**

- Accounting (BS, MSA)
- Business Administration (AS, BS, BBA, MBA)
- Management Information Systems (BBA, BS)
- Health Information Management (BPS)
- Organizational Leadership (MAOL)

**Full Time Faculty**

**Chair:** Susan Steffan, M.B.A., Associate Professor of the Practice in Finance and Management

**Program Director (MBA):** Charles Clark, M.B.A., Assistant Professor of the Practice in Marketing

**Program Director (ASB/BBA):** John Girard, M.B.A., R.H.I.A., Assistant Professor of the Practice in Marketing

**Program Director (BS-BA/BS-Accounting):** Patrick Johnson, M.B.A., C.P.A., Associate Professor of Accounting and Business Administration

**Program Director (MSA):** Corinne Jones, M.S.A., C.P.A., Assistant Professor of the Practice in Accounting

**Program Director (BS-MIS/BBA-IS) & Business Internship**

**Coordinator:** Jonas Patricko, M.S.Ed., D.B.A., Assistant Professor of the Practice in Management and Information Systems

Michael Lillis, M.B.A., Ph.D., Professor of Business Administration

Deborah Shelvay, M.S., R.H.I.A., Assistant Professor of the Practice in Health Information Management

**IACBE Accreditation Coordinator:** Marianne Sullivan, Ph.D., Associate Professor of the Practice in Organizational Leadership

**Program Director (HIM):** Elizabeth Wilson, B.S., M.A., R.H.I.A., Assistant Professor of the Practice in Health Information Management

William Weeks, M.S., Associate Professor of the Practice in Organizational Leadership

Administrative Support Staff:

Sidney Burns, Administrative Assistant

Maria Quebral, B.A., Adjunct Faculty Support Coordinator

## DEPARTMENT OF COMMUNICATION & SPORT STUDIES (UG)

### Programs/Areas:

- Communication (BS)
- Sport Management (BS)
- Sport Communications (BS)

### Full-Time Faculty

**Chair and Program Director (COM and SPC):** Lisa Marsherrall, M.A., Associate Professor of the Practice in Communication

**Program Director (SPM):** Richard Jacob, Ph.D., Professor of Sport Psychology

Juli Hinds, Ph.D., Assistant Professor of Communication

Louis Pozantides, M.S.Ed., Associate Professor of the Practice in Communication

### Half-Time Faculty:

John Schedel, Ph.D., Associate Professor of Speech Communication

### Administrative Support Staff:

Sidney Burns, Administrative Assistant

## DEPARTMENT OF COUNSELING & CLINICAL PSYCHOLOGY (GR)

### Programs/Areas:

- Clinical Mental Health Counseling (MA)

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

- Marriage & Family Therapy (MA)
- Clinical Psychology (PsyD)

### **Full-Time Faculty**

**Chair and Program Director (PSYD):** Lynn Horne-Moyer, Ph.D., Associate Professor of Clinical Psychology

Jack Anchin, Ph.D., Clinical Associate Professor of Psychology

**Clinical Training Coordinator (CMHC):** Michele Bauman, M.A., Clinical Assistant Professor of Mental Health Counseling

**Program Director (CMHC):** Helena Boersma, Ed.D., Assistant Professor of Mental Health Counseling

Marla Britton, Ed.D., Clinical Assistant Professor of Mental Health Counseling

**Clinical Training Coordinator (PsyD):** David Castro-Blanco, Ph.D., Clinical Associate Professor of Psychology

**Program Director (MFT):** Rene' Jones, M.S., Clinical Assistant Professor of Marriage and Family Therapy

Tanisha Joshi, Ph.D., Clinical Assistant Professor of Psychology

Elizabeth Kinan, Ph.D., Clinical Assistant Professor of Mental Health Counseling

**Clinical Training Coordinator (MFT):** Keith Klostermann, Ph.D., Associate Professor of Marriage and Family Therapy

Marguerite McCarty, Ed.D., Clinical Assistant Professor of the Practice in Mental Health Counseling

Courtney McQuoid, Ed.D., Clinical Assistant Professor of Mental Health Counseling

Donald Nowak, Ph.D., Clinical Assistant Professor of Mental Health Counseling

Joellen Stender, Ph.D., Clinical Assistant Professor of Mental Health Counseling

Jennifer Wilson, Ph.D., Clinical Assistant Professor of the Mental Health Counseling

*TBD*, Clinical Assistant/Associate Professor of Mental Health Counseling

*TBD*, Clinical Assistant/Associate Professor of Mental Health Counseling

### **Administrative Support Staff:**

Cindy Temple, B.A., Administrative Assistant

## **DEPARTMENT OF EDUCATION (UG/GR)**

### **Programs/Areas:**

- Early Childhood/Childhood Education (B.S.Ed.)
- Adolescent Education/Students with Disabilities (B.S.Ed.)
- Childhood Education (M.S.Ed.)
- Adolescent Education (M.S.Ed.)
- Literacy (M.S.Ed. and Advanced Certificate)
- Students with Disabilities (M.S.Ed. and Advanced Certificate)

## **Full-Time Faculty**

**Chair and Program Director (MSED/CAS/SWD):** Colleen Wilkinson, Ph.D., Associate Professor of Special Education

**CAEP Coordinator:** Virginia Batchelor, Ph.D., Professor of Educational Foundations

**Program Coordinator - Reading Center:** Michelle Cefaratti, Ed.M., Assistant Professor of the Practice in Literacy Education

Craig Centrie, Ph.D., Professor of Educational Foundations

Susan Dunkle, Ed.D., Associate Professor of Teacher Education

**edTPA Coordinator:** Crystal Elias, M.S.Ed., Assistant Professor of the Practice in Teacher Education

**Associate Dean for Scholarship, Teaching and Learning:** Jeffrey Faunce, Ph.D., Associate Professor of Teacher Education

Cornelia Jacob, Ph.D., Assistant Professor of the Practice in Special Education

**Program Director (UG ED/C, Adol SD):** Belete Mebratu, Ph.D., Professor of Educational Foundations

**Program Director (MSED/CAS LitEd) and Program Coordinator of the Reading Center:** Jennifer Reichenberg, Ph.D., Assistant Professor of Literacy Education

**Associate Dean for Educational Technology:** Mary Beth Scumaci, MS. Ed., Associate Professor of the Practice in Childhood Education

**Program Director (MSED EEd/Adol):** Renee Sturm, Ed.D., Assistant Professor of Childhood Education

## **Office of Student Teaching:**

**Teacher Certification Officer:** Catherine Sedota, M.S., Director of Student Teaching Certification

Susan Beir, A.A.S., Administrative Assistant/Office Manager

## **Administrative Support Staff:**

La'Wain Reed, B.S., Administrative Assistant

## **DEPARTMENT OF INTERDISCIPLINARY STUDIES (UG)**

### **Programs/Areas:**

- English (BA)
- Interdisciplinary Studies
- General & Liberal Studies (AS/BS)
- International Studies (BA)

## **Full-Time Faculty**

**Chair:** Courtney Grim, M.F.A., Associate Professor of Arts and Digital Literacies

Douglas Anderson, M.F.A, Professor of English and Digital Literacies

Terri Borchers, Ph.D.; J.D., Associate Professor of English

Matthew Bowker, Ph.D., Assistant Professor of the Practice in Political Science

**Program Director of General Studies:** Lucy Czesak, M.A., Assistant Professor of the Practice in Developmental Education

Gerald Erion, Ph.D., Professor of Philosophy

Megan Feifer, Ph.D., Assistant Professor of English

Erika Hamann, M.A., Assistant Professor of the Practice in English

Nicole Jowsey, Ph.D., Assistant Professor of the Practice in Philosophy

Daniel Kotzin, Ph.D., Associate Professor of History

James Ramsey, Ph.D., Assistant Professor of the Practice in Developmental Education

Kyle Shrader, M.F.A., Assistant Professor of the Practice in Developmental Education

Bridgette Slavin, Ph.D., Assistant Professor of the Practice in History

Alice Villaseñor, Ph.D., Associate Professor of English

**Half-Time Faculty:**

Alan Bigelow, Ph.D., Professor of English

**Program Director (English):** Mary Louise Hill, Ph.D., Professor of English

Mark Lavatelli, Ph.D., Professor of Art

**Administrative Support Staff:**

Ashley Hankins, Administrative Assistant

**DEPARTMENT OF SCIENCE, MATHEMATICS & TECHNOLOGY (UG)**

**Programs/Areas:**

- Applied Mathematics (BS)
- Biology (BS)
- Mathematics (BS)
- Chemistry, Physics
- Information Systems

**Full-Time Faculty:**

**Chair:** Vochita Mihai, Ph.D., Professor of Mathematics

Bernadette Clabeaux, Ph.D., Assistant Professor of Biology

Justin Griffiths, Ph.D., Assistant Professor of Chemistry

Jianzhen (Jason) Liu, Ph.D., Assistant Professor of Mathematics

Csaba Marosan, Ph.D., Visiting Assistant Professor of the Practice in Biology

Michael Mills, Jr., M.S.Ed., Visiting Assistant Professor of the Practice in Mathematics

Satamita Samanta, Ph.D., Assistant Professor of the Practice in Chemistry

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

Blake Winter, Ph.D., Assistant Professor of Mathematics

**Program Director (BIO):** Ryan Woodcock, Ph.D., Assistant Professor of Biology

**Half-Time Faculty:**

Richard Gerber, Ph.D., Associate Professor of Mathematics

**Laboratory Staff:**

Lab Manager: Lynn Kozinski, M.S., M.B.A.

Asst. Lab Manager: Trish Triplet, B.S., M.B.A.

**Administrative Support Staff:**

Ellie Hudson, B.S., Administrative Assistant

**DEPARTMENT OF SOCIAL SCIENCES (UG/GR)**

**Programs/Areas:**

- Criminal Justice (BS)
- Homeland Security (BS/MS)
- Psychology (BA/MA)

**Full –Time Faculty:**

**Chair:** Richard Jacob, Ph.D., Professor of Sport Psychology

Lesley Capuana, Ph.D., Assistant Professor of Psychology

Kim Carr, J.D., Associate Professor of Criminal Justice

Kevin Clarke, M.A., Assistant Professor of the Practice in Social Science

**Program Director (Homeland Security):** Steven MacMartin, D.B.A., Associate Professor of the Practice in Homeland Security

Timothy McCorry, Ph.D., Associate Professor of Criminal Justice

Brian Patterson, M.B.A., Assistant Professor of the Practice in Criminal Justice

Todd Riniolo, Ph.D., Professor of Psychology

**Administrative Support Staff:**

Ashley Hankins, Administrative Assistant

**DEPARTMENT OF VETERINARY TECHNOLOGY (UG)**

**Programs/Areas:**

- Veterinary Technology (AAS, AS, BS)

**Full-Time Faculty:**

**Acting Chair:** Joseph Savarese, D.V.M., Professor of Veterinary Technology

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

**Program Director (Online AAS):** Renee Bugenhagen, D.V.M., Associate Professor of Veterinary Technology

**Veterinarian in Charge of All Animals on Campus:** Matthew Coleman, D.V.M., Clinical Assistant Professor of Veterinary Technology

**Program Director (Rochester AAS):** Lola DuTremble-Kirk, D.V.M., Clinical Assistant Professor of Veterinary Technology

Katherine Fitzgerald, D.V.M., Assistant Professor of Veterinary Technology

Maryanne Gamel-Misso, LVT, B.A., Clinical Instructor of Veterinary Technology

Robin Lovelock, D.V.M., Clinical Assistant Professor of Veterinary Technology (Rochester)

**Program Director (Buffalo):** Valerie Macer, LVT, Ed.M., Associate Professor of Veterinary Technology

Ilze Stankevics, D.V.M., Clinical Assistant Professor of Veterinary Technology

**Veterinary Technology Staff (Buffalo/Online):**

Patricia Carr, LVT

Katie Maley, LVT, BS, VTS (Emergency & Critical Care)

Dayna Murphy, LVT

**Animal Care Supervisor:**

Kelly Schroer, LVT, B.S.

Megan Simeone, LVT, MOL, Coordinator, Rochester Campus

Jodi Winchell, LVT, Online Program

**Administrative Support Staff:**

Ellie Hudson, B.S., Administrative Assistant



## 2019-2020 Faculty

### Jack C. Anchin

Clinical Associate Professor of Psychology

B.A., Adelphi University

M.S., Ph.D., Virginia Commonwealth University

### Douglas Anderson

Professor of English and Digital Literacies

B.A., University of Texas

M.F.A., University of Massachusetts

### Virginia A. Batchelor

Professor of Educational Foundations

B.A., State University of New York, Empire State College

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

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

### Michele A. Bauman

Clinical Assistant Professor of Mental Health Counseling

B.S., University at Buffalo, State University of New York

M.A., Medaille College

### Alan Bigelow

Professor of English

B.A., Bard College

M.A., University of Colorado Boulder

M.A., Ph.D., University at Buffalo, State University of New York

### Barbara Biljan

Assistant Professor of the Practice and Librarian

B.A. College of St. Benedict

M.A. University of Wisconsin-Madison

### Helena Boersma

Assistant Professor of Mental Health Counseling

B.S., University of Alaska-Fairbanks

M.S., Golden Gate University
M.S., University of Nevada
M.S., SUNY College at Brockport
Ed.D., Warner School of Education

**Terri K. Borchers**

Associate Professor of English
A.B., Stanford University
M.A., Cleveland State University
M.F.A., Ohio State University
J.D., Northwestern School of Law
Ph.D., The University of Utah

**Matthew H. Bowker**

Assistant Professor of the Practice in Political Science
B.A., Columbia University
M.A., Ph.D., University of Maryland College Park

**Marla Britton**

Clinical Assistant Professor of Mental Health Counseling
B.S. State University of New York College at Buffalo
M.S., Ed.D. University of Rochester

**Renee Bugenhagen**

Associate Professor of Veterinary Technology
D.V.M., Iowa State University

**Lesley J. Capuana**

Assistant Professor of Psychology
B.A., University at Buffalo, State University of New York
M.A., Ph.D., Brock University

**Kim E. Carr**

Associate Professor of Criminal Justice
B.A., State University of New York College at Buffalo
J.D., University at Buffalo, State University of New York

**David R. Castro-Blanco**

Clinical Associate Professor of Psychology

B.A., Ph.D., St. John's University

**Michelle A. Cefaratti**

Assistant Professor of the Practice in Literacy Education

B.F.A., Syracuse University

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

**Craig G. Centrie**

Professor of Educational Foundations

B.A., State University of New York College at Buffalo

M.A., Ph.D., University at Buffalo, State University of New York

**Deborah M. Ceppaglia**

Professor and Librarian

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

**Bernadette Clabeaux**

Assistant Professor of Biology

A.S., Erie Community College

B.S., Medaille College

M.S., Ph.D., University at Buffalo, State University of New York

**Charles Clark**

Assistant Professor of the Practice in Marketing

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

**Kevin Clarke**

Assistant Professor of the Practice in Social Science

B.A., State University of New York College at Geneseo

M.A., Ph.D. University at Buffalo, State University of New York

**Matthew P. Coleman**

Clinical Assistant Professor of Veterinary Technology

A.S., B.S., Medaille College

D.V.M., Virginia Tech

**Lucy Czesak**

Assistant Professor of the Practice in Developmental Education

B.A., University of Washington

M.Ed., Seattle University

**Susan M. Dunkle**

Associate Professor of Teacher Education

A.S., Erie Community College

B.S., Canisius College

M.S.Ed., Ed.D., D'Youville College

**Lola DuTremble Kirk**

Clinical Assistant Professor of Veterinary Technology

A.S., State University of New York College of Technology at Delhi

B.S., Syracuse University

D.V.M., Ross University

**Crystal Elias**

Assistant Professor of the Practice in Teacher Education

B.S., M.S., University at Buffalo, State University of New York

**Gerald J. Erion**

Professor of Philosophy

B.S., State University of New York College at Geneseo

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

**Jeffrey A. Faunce**

Associate Professor of Teacher Education

B.A., Albright College

M.A., Canisius College

M.A., Ph.D., University at Buffalo, State University of New York

**Megan Feifer**

Assistant Professor of English

B.A., M.A., University of Wisconsin-Milwaukee

Ph.D., Louisiana State University

**Katherine Fitzgerald**

Assistant Professor of Veterinary Technology  
B.S. State University of New York College at Geneseo  
D.V.M. Ross University

**Maryanne Gamel - Misso**

Clinical Instructor of Veterinary Technology  
A.S., Medaille College  
B.A., State University of New York College at Buffalo

**Richard Gerber**

Associate Professor of Mathematics  
B.A., B.S., Ed.M., Ph.D., University at Buffalo, State University of New York

**John Girard**

Assistant Professor of the Practice in Marketing  
B.S., University at Buffalo, State University of New York  
M.B.A., Canisius College

**Justin Griffiths**

Assistant Professor of Chemistry  
B.A., Niagara University  
Ph.D., University at Buffalo, State University of New York

**Courtney Grim**

Associate Professor of Arts and Digital Literacies  
A.A., Columbus State Community College  
B.F.A., Ohio University  
M.F.A., Rochester Institute of Technology

**Erika M. Hamann**

Assistant Professor of the Practice in English  
B.A., M.A., State University of New York College at Buffalo

**Mary Louise Hill**

Professor of English

B.A., Cleveland State University

M.A., Syracuse University

Ph.D., New York University

### **Juli Hinds**

Assistant Professor of Communication

B.A., M.A., Ph.D., University of Wisconsin-Madison

### **Helen L. Horne-Moyer**

Associate Professor of Clinical Psychology

B.A., Converse College

M.A., Ph.D., University of Southern Mississippi

### **Cornelia Jacob**

Assistant Professor of the Practice in Special Education

B.S., M.S., University at Buffalo, State University of New York

Ph.D., University of Illinois at Urbana-Champaign

### **Richard L. Jacob**

Professor of Sport Psychology

A.A., Niagara County Community College

B.A., Eisenhower College

M.S.Ed., Niagara University

M.S., Canisius College

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

### **Patrick Johnson**

Associate Professor of Accounting and Business Administration

B.B.A., Niagara University

M.B.A., St. Bonaventure University

### **Corinne Jones**

Assistant Professor of the Practice in Accounting

B.S., The George Washington University

M.S., University of Notre Dame

### **René A. Jones**

Clinical Assistant Professor of Marriage and Family Therapy

B.A., State University of New York at Oswego

M.S.Ed., University of Pennsylvania

M.S., Purdue University Calumet

**Tanisha K. Joshi**

Clinical Assistant Professor of Psychology

B.A., Fergusson College of Arts and Sciences

M.A., University of Pune

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

**Nicole Jowsey**

Assistant Professor of the Practice in Philosophy

M.A., Ph.D. University at Buffalo

**Elizabeth L. Kinan**

Clinical Assistant Professor of Mental Health Counseling

B.A., Ed.M., Ph.D., University at Buffalo, State University of New York

**Keith C. Klostermann**

Associate Professor of Marriage and Family Therapy

B.S., State University of New York College at Buffalo

M.S., Canisius College

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

**Daniel P. Kotzin**

Associate Professor of History

B.A., University of California-Irvine

M.A., Ph.D., New York University

**Mark Lavatelli**

Professor of Art

A.B., Cornell University

M.A., University of Illinois

M.F.A., University of New Mexico

**Michael P. Lillis**

Professor of Business Administration

B.A., M.B.A., Canisius College

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

**Jianzhen (Jason) Liu**

Assistant Professor of Mathematics

B.S., Anyang Normal University

M.S., Beijing University of Technology

Ph.D., Auburn University

**Robin L. Lovelock**

Clinical Assistant Professor of Veterinary Technology

B.S., University of Rochester

D.V.M., Cornell University

**Valerie J. Macer**

Associate Professor of Veterinary Technology

B.S., University of Michigan

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

**Steven M. MacMartin**

Associate Professor of the Practice in Homeland Security

B.S., St. Lawrence University

M.A., Medaille College

D.B.A., California Intercontinental University

**Casaba Marosan**

Visiting Assistant Professor of the Practice in Biology

B.S. University at Buffalo, State University of New York

M.D., Semmelweis University

**Lisa M. Marsherall**

Associate Professor of the Practice in Communication

B.A., Canisius College

M.A., Syracuse University

**Marguerite M. McCarty**



Clinical Assistant Professor of Mental Health Counseling

B.A., Kings College

M.S.Ed., State University of New York, The College at Brockport

Ed.D., University of Rochester

**Timothy A. McCorry**

Associate Professor of Criminal Justice

B.A., M.A., St. John's University

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

**Courtney B. McQuoid**

Clinical Assistant Professor of Mental Health Counseling

B.S., Rochester Institute of Technology

M.S., Ed.D., University of Rochester

**Belete K. Mebratu**

Professor of Educational Foundations

B.Ed., Bahir Dar Teachers College

M.A., Addis Ababa University

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

**Vochita Mihai**

Professor of Mathematics

B.S., M.S., University of Bucharest

M.S., Ph.D., Louisiana State University

**Michael F. Mills**

Visiting Assistant Professor of the Practice in Mathematics

A.A., Niagara County Community College

B.S., M.S.Ed., State University of New York College at Buffalo

**Donald E. Nowak**

Clinical Assistant Professor of Mental Health Counseling

B.A., B.A., Canisius College

M.S., Ph.D., University at Buffalo, State University of New York

**Jonas J. Patricko**

Assistant Professor of the Practice in Management and Information Systems

A.S., Niagara County Community College

B.S., State University of New York, Empire State College

M.S.Ed., State University of New York College at Buffalo

D.B.A., California Intercontinental University

### **Brian K. Patterson**

Assistant Professor of the Practice in Criminal Justice

B.S., State University of New York College at Buffalo

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

### **Louis J. Pozantides**

Associate Professor of the Practice in Communication

B.S., Medaille College

M.S.Ed., Canisius College

### **James L. Ramsey**

Assistant Professor of the Practice in Developmental Education

B.A., Daemen College

M.A., Ph.D., University at Buffalo, State University of New York

### **Jennifer M. Reichenberg**

Assistant Professor of Literacy Education

B.S.Ed., State University of New York College at Geneseo

M.S.Ed., Binghamton University, State University of New York

M.S.Ed., Canisius College

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

### **Todd C. Riniolo**

Professor of Psychology

B.S., State University of New York College at Buffalo

Ph.D., University of Maryland College Park

### **Satamita Samanta**

Assistant Professor of the Practice in Chemistry

B.S., Lady Brabourne College

M.S., S.N. Bose National Centre for Basics Sciences

**Joseph Savarese**

Professor of Veterinary Technology

B.A., Catholic University of America

M.S., State University College of New York at New Paltz

D.V.M., University of Parma, Italy

**John R. Schedel**

Associate Professor of Speech Communication

B.S., University of Wisconsin-Whitewater

M.S., University of Wisconsin-Milwaukee

Ph.D., University of Nebraska

**Mary Beth Scumaci**

Associate Professor of the Practice in Childhood Education

B.S., M.S.Ed., State University of New York at Geneseo

**Deborah Shelvey**

Assistant Professor of the Practice in Health Information Management

A.A.S., Alfred State College

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

M.S., D'Youville College

**Kyle J. Shrader**

Assistant Professor of the Practice in Developmental Education

B.A., Binghamton University, State University of New York

M.F.A., University of Central Florida

**Bridgette K. Slavin**

Assistant Professor of the Practice in History

B.A., State University of New York at Oswego

M.A., Western Michigan University

Ph.D., University of Sydney

**Ilze A. Stankevics**

Clinical Assistant Professor of Veterinary Technology

B.A., Carleton College

D.V.M., Tufts University

**Susan C. Steffan**

Associate Professor of the Practice in Finance and Management

B.S., M.B.A., University of Buffalo, State University of New York

**Joellen Stender**

Clinical Assistant Professor of Mental Health Counseling

M.S., Ph.D., University at Buffalo, State University of New York

B.A., Medaille College

**Renee Sturm**

Assistant Professor of Childhood Education

B.S., University of Buffalo, State University of New York

M.S., Ed.D., D'Youville College

**Marianne Sullivan**

Associate Professor of the Practice in Organizational Leadership

A.S., Erie Community College

B.A., Daemen College

M.S., Ph.D., University at Buffalo, State University of New York

**Alice M. Villaseñor**

Associate Professor of English

B.A., University of California-Riverside

M.A., Ph.D., University of Southern California

**William Weeks**

Associate Professor of the Practice in Organizational Leadership

A.A.S., Bryant and Stratton Business Institute

B.A., Canisius College

B.S., State University of New York, Empire State College

M.S., GMI Engineering and Management Institute

**Colleen A. Wilkinson**

Associate Professor of Special Education

B.S.Ed., M.S.Ed., State University of New York College at Buffalo

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

**Elizabeth Wilson**

Assistant Professor of the Practice in Health Information Management

A.S., Erie Community College

A.S., CMC St. John's College

B.S. Manhattan College

M.A., Medaille College

**Jenifer Wilson**

Clinical Assistant Professor of Mental Health Counseling

B.S., M.S., Ph.D., University at Buffalo, State University of New York

**Blake Winter**

Assistant Professor of Mathematics

B.S., Houghton College

M.A., Ph.D., University at Buffalo, State University of New York

**Ryan Woodcock**

Assistant Professor of Biology

B.S., Randolph-Macon College

Ph.D., Virginia Commonwealth University

**Andrew W. Yeager**

Associate Professor and Librarian

B.A., B.S., State University of New York College at Buffalo

M.L.S., University at Buffalo, State University of New York

### Administrative and Professional Staff

Last	First	Title	Room	Extension
<b>ACADEMIC AFFAIRS</b>				
Quigley	Dr. Lori	Provost and Senior Vice President for Academic Affairs	M201	2241/2240
Bogdan	Michelle	Assistant Vice President for Academic Affairs	M203	2135
Wach	Linda	Executive Assistant to the Provost and Senior Vice President for Academic Affairs	M201	2240
Hannah	Szablewski	Assistant to the Provost and Senior Vice President for Academic Affairs	M201	2241
DiMaio	Dr. Amy	Dean for School of Humanities, Social Science and Education	M205	3084
Orrange	Thomas	Interim Dean, School of Leadership, Science and Technology	M207	2577
Burnam	Hugh	Associate Dean for Grant-Funded Student Support Projects	H105	2393
McLoughlin	Debra	Associate Dean for Student Success Center	H101	2280
Partyka	Kimberly	Senior Administrative Assistant	M222	2583
Horn-Jeddy	Ann	Assistant Director and Academic Services Coordinator, Rochester	Rochester	9375
Crouse	Kathleen	Administrative Assistant, Rochester	Rochester	9367

Last	First	Title	Room	Extension
<b>Research, Grants and Assessment</b>				
Todd	Dr. Mary	Associate Vice President of Research, Grants and Assessment	2A	2345
Lane	Dr. Illana	Chief Assessment and Learning Officer	2A	2553
Hammond-Axberg	Jodi	Grants Manager	2A	2346
Ferland	David	Data Analyst	2A	2349
<b>Educational Technology</b>				
Scumaci	Mary Beth	Associate Dean for Educational Technology	77H	2550
Beebe	Alexander	Faculty Instructional Support Technology Specialist	121H	2275
<b>ANCILLARY AREAS/PROGRAMS</b>				
<b>Center for the Advancement of Scholarship, Teaching and Learning (CASTL)</b>				
Faunce	Dr. Jeffrey	Associate Dean for Scholarship, Teaching, and Learning	81H	2813
<b>First-Year Experience</b>				
Ramsey	Dr. James	First-Year Experience Director	M230	2152
<b>Honors Program</b>				
Clabeaux	Dr. Bernadette	Honors Program Director	H219	2123
<b>Summer Scholars</b>				
Ramsey	Dr. James	Summer Scholar Coordinator	M230	2152

Last	First	Title	Room	Extension
<b>Academic Advisement</b>				
Pawlak	Erin	Director of Academic Advisement	H117	2163
Gonzalez	Marilyn	Secretary, Academic Advisement	SSC117	2227
Deacon	George	(Undergraduate) Academic Advisement Counselor	H117	2502
Feider	Lindy	(Undergraduate) Academic Advisement Counselor	SSC117A	2289
Goodman	Kayla	(Undergraduate) Academic Advisement Counselor	H121	2229
Kottke	Susan	Director of Online Student Services	H121	2581
Kozar	Jessica	(Undergraduate) Academic Advisement Counselor	H117	2290
Lazzaro	Chris	(Undergraduate) Academic Advisement Counselor	SSC119	2323
Tavano	Halin	Academic Advisement/Student Services Counselor	H121	2601
<b>Academic Support Center</b>				
Harvey	Michelle	Director of Academic Support Services	H107D	2338
Johnson	Jennifer	Administrative Assistant, Academic Support Center	H107	2215
Appenheimer	Stephanie	Student Success Specialist	H107F	3092



Last	First	Title	Room	Extension
Chwojdak	Kathryn	Academic Achievement Specialist	H107E	2337
Kruly	Genevieve	Coordinator of Accessibility Services	H107C	3088
Myers	Shannon	Academic Achievement Specialist	H107H	2395
Pratt	Jason	Developmental Reading/Writing Specialist	H106	3081
Rivera	Nelson	Student Success Specialist	H107G	2110
Twardowski-Potter	Cheryl	Developmental Math Specialist	H106	3085
<b>GRANT-FUNDED PROGRAMS</b>				
<b>HEOP (Arthur O. Eve Higher Education Opportunity Program)</b>				
Richardson	Shana	Director	H201	2181
Laster	Alexus	Assistant Director, HEOP	H114A	2392
Ryan	Holly	Student Support Specialist	SSC109	3079
<b>Say Yes to Education</b>				
Sawyers	Michelle	Director	H119	3080
Ryan	Holly	Student Support Specialist	H109	3079
Santana	Brianne	Student Advocate	H119	2170
Spink	Rachel	Student Advocate	H119	2169
<b>Student Support Services (TRiO) Program</b>				
Horton	Laura	Director	H113	2285
Soule	Leona	Assistant Director	H114	2391

Last	First	Title	Room	Extension
TBD	TBD	Administrative Assistant		
Lopez-Perez	Mayra	CCAMPIS Project Director and Academic Counselor	H114C	2212
Sexstone	Kristin	Academic Counselor	H114B	2394
<b>Upward Bound Program</b>				
			91H	2633
Viverette-Gamble	Adriana	Director	91H	2632
Alom	Shahreen	Assistance Director	91H	2637
TBD	TBD	Administrative Assistant	103H	2144
Capers	Kendell	Senior Academic Advisor	91H	2635
Cabassa, Jr.	Richard	Academic Advisor	91H	2620
TBD	TBD	Academic Advisor		
<b>CJII Albion Grant and Sunshine Ladies</b>				
Muccigrosso	Paul	Project Director	H121	2247
<b>Business, Management &amp; Leadership (UG/GR)</b>				
Steffan	Susan	Associate Professor of the practice in Finance and Management/Chair	M317	2604
Burns	Sidney	Administrative Assistant, Business, Management and Leadership	M317	2287
Quebral	Maria	Adjunct Support Coordinator	M317	2284
Clark	Charles (Chuck)	Assistant Professor of the Practice in Marketing	M314	2311
Girard	John	Assistant Professor of the Practice in Marketing	M300B	2238
Johnson	Patrick	Associate Professor of Accounting	M317	2342

Last	First	Title	Room	Extension
		and Business Administration		
Jones	Corinne	Assistant Professor of the Practice in in Accounting	M317	2117
Lillis	Dr. Michael	Professor of Business Administration	H300A	2320
Patricko	Dr. Jonas	Assistant Professor of the Practice in Management and Information Systems	M300A	2572
Shelvay	Deborah	Assistant Professor of the Practice in Health Information Management	H127	2153
Sullivan	Dr. Marianne	Associate Professor of Organizational Leadership/IACBE Accreditation Coordinator	M314	2586
Weeks	William	Associate Professor of the Practice in Organizational Leadership	M300B	2593
Wilson	Elizabeth (Liz)	Assistant Professor of the Practice in Health Information Management	H127	2273
Fax				880-3398
<b>Communication &amp; Sport Studies (UG)</b>				
Marsherall	Lisa	Associate Professor of the Practice in Communication/Chair	M023	2233
Burns	Sidney	Administrative Assistant, Communication and Sports Studies Department	M317	2287
Hinds	Dr. Juli	Assistant Professor of Communication	M029	2819
Jacob	Dr. Richard	Professor of Sport Psychology	M027	2131
Pozantides	Louis	Associate Professor of the Practice	M025	2164

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

Last	First	Title	Room	Extension
		in Communication		
Schedel	Dr. John	Associate Professor of Speech Communication	M031	2300
<b>Counseling &amp; Clinical Psychology (GR)</b>				
Horne-Moyer	Dr. Lynn	Associate Professor of Clinical Psychology/Chair	103H	2555
Temple	Cindy	Administrative Assistant, Counseling & Clinical Psychology	103H	2161
Anchin	Dr. Jack	Clinical Associate Professor of Psychology	103H	2628
Bauman	Michele	Clinical Assistant Professor of Mental Health Counseling	95H	2589
Boersma	Dr. Helena	Assistant Professor of Mental Health Counseling	103H	9370
Britton	Marla	Clinical Assistant Professor of Mental Health Counseling	103H	2574
Castro-Blanco	Dr. David	Clinical Associate Professor of Psychology	103H	2621
Jones	Rene`	Clinical Assistant Professor of Marriage and Family Therapy	103H	2560
Joshi	Dr. Tanisha	Clinical Assistant Professor of Psychology	103H	2629
Kinan	Dr. Elizabeth	Clinical Assistant Professor of Mental Health Counseling	M206	2626
Klostermann	Dr. Keith	Associate Professor of Marriage and Family Therapy	103H	2559

Last	First	Title	Room	Extension
McCarty	Dr. Marguerite	Clinical Assistant Professor of Mental Health Counseling	Rochester	9376
McQuoid	Dr. Courtney	Clinical Assistant Professor of Mental Health Counseling	Rochester	9380
Nowak	Dr. Donald	Clinical Assistant Professor of Mental Health Counseling	103H	2448
Stender	Dr. Joellen	Clinical Assistant Professor of Mental Health Counseling	103H	2565
Wilson	Dr. Jenifer	Clinical Assistant Professor of Mental Health Counseling	103H	2627
<b>Education (UG/GR)</b>				
Wilkinson	Dr. Colleen	Associate Professor of Special Education/Chair	81H	2624
Reed	La'Wain	Administrative Assistant, Education	77H	2810
Batchelor	Dr. Virginia	Professor of Educational Foundations	77H	2557
Cefaratti	Michelle	Assistant Professor of the Practice in Literacy Education	77H	2815
Centrie	Dr. Craig	Professor of Educational Foundations	77H	2811
Dunkle	Dr. Susan	Associate Professor of Teacher Education	77H	2576
Elias	Crystal	Assistant Professor of the Practice in Teacher Education	81H	2548
Faunce	Dr. Jeffrey	Associate Professor of Teacher Education	81H	2813

MEDAILLE COLLEGE | *Undergraduate Catalog* |2019-2020

Last	First	Title	Room	Extension
Jacob	Dr. Cornelia	Assistant Professor of the Practice in Special Education	81H	2182
Lane	Dr. Illana	Associate Professor of Teacher Education	77H	2553
Mebratu	Dr. Belete	Professor of Educational Foundations	online	
Reichenberg	Dr. Jennifer	Assistant Professor of Literacy Education	77H	2573
Scumaci	Mary Beth	Associate Professor of the Practice in Childhood Education	77H	2550
Sturm	Dr. Renee	Assistant Professor of Childhood Education	81H	2625
<i>Office of Student Teaching</i>				
Sedota	Catherine	Teacher Certification Officer		
Beier	Susan	Administrative Assistant	81H	2623
Fax				880-2959
<b>Interdisciplinary Studies (UG)</b>				
Grim	Courtney	Associate Professor of Arts and Digital Literacies /Chair	M211	2279
Hankins	Ashley	Administrative Assistant, Interdisciplinary Studies	M222	2250
Anderson	Doug	Professor of English and Digital Literacies	Online	
Bigelow	Dr. Alan	Professor of English	M231	2244
Borchers	Dr. Terri	Associate Professor of English	M212	2151
Bowker	Dr. Matthew	Assistant Professor of the Practice in Political Science	M230	2570

Last	First	Title	Room	Extension
Czesak	Lucy	Assistant Professor of the Practice in Developmental Education	M224	2116
Erion	Dr. Jerry	Professor of Philosophy	M221	2174
Feifer	Dr. Megan	Assistant Professor of English	M228	2176
Hamann	Erika	Assistant Professor of the Practice in English	M224	2293
Hill	Dr. Mary Lou	Professor of English	M210	2228
Jowsey	Dr. Nicole	Assistant Professor of the Practice in Philosophy	M226	2125
Kotzin	Dr. Daniel	Associate Professor of History	M229	2318
Lavatelli	Mark	Professor of Art	M226	2249
Ramsey	Dr. James	Assistant Professor of the Practice in Developmental Education	M230	2152
Shrader	Kyle	Assistant Professor of the Practice in Developmental Education	M210	2115
Slavin	Dr. Bridgette	Assistant Professor of the Practice in History	M231	2156
Villaseñor	Dr. Alice	Associate Professor of English	M209	2217
<b>Library Services</b>				
Library Front Desk				2283
Yeager	Andy	Associate Professor/Library Director	H118D	2336
Brace	Jesse	Evening Circulation Supervisor	H118	2283
Ceppaglia	Debby	Professor/ Librarian	H118C	2157
Cochrane	Samuel	Library Assistant	H118	3089
Kreib	Matthew	PT Reference Librarian	Front Desk	2283

Last	First	Title	Room	Extension
Odum	David	PT Reference Librarian	Front Desk	2278
Then	Raya	PT Reference Librarian	Front Desk	2283
McDermott	Chris	Library Systems Specialist/Senior Programmer	121H	2399
Taylor	Chad	Support Services Coordinator	H112B	3091
Fax				884-9638
<b>Library Services – Rochester</b>				
Biljan	Barbara	Assistant Professor of the Practice/ Librarian	Rochester	9379
<b>Registrar</b>				
Registrar			M133	2365
Kongats	Tracey	Registrar	M133	2362
Lucsok	Michele	Information Specialist	M133	2368
Murty	Victoria	Information Specialist	M133	2366
Santos	Alexandra	Assistant Registrar	M133	2582
Voigt	Colleen	Transcript Clerk	M133	2260
Fax				880-2535
<b>Science, Mathematics &amp; Technology (UG)</b>				
Mihai	Dr. Vochita	Professor of Mathematics/Chair	H222	2291
Hudson	Ellie	Administrative Assistant, Science, Mathematics & Technology	H124	2306
Clabeaux	Dr. Bernadette	Assistant Professor of Biology	H219	2123
Gerber	Dr. Richard	Associate Professor of Mathematics	SC111	2162



Last	First	Title	Room	Extension
Griffiths	Dr. Justin	Assistant Professor of Chemistry	SC 203	2120
Liu	Dr. Jianzhen	Assistant Professor of Mathematics	H223	2124
Marosan	Dr. Csaba	Visiting Assistant Professor of the Practice in Biology	SC113	2329
Mills, Jr.	Michael	Visiting Assistant Professor of the Practice in Mathematics	SC113	2595
Samanta	Dr. Satamita	Assistant Professor of the Practice in Chemistry	SC207	2301
Winter	Dr. Blake	Assistant Professor of Mathematics	H221	2171
Woodcock	Dr. Ryan	Assistant Professor of Biology	H218	2469
<b>Laboratory Staff</b>				
Kozinski	Lynn	Lab Manager	SC201	2305
Triplet	Trisha	Assistant Lab Manager	SC205	2140
<b>Social Sciences (UG/GR)</b>				
Jacob	Dr. Richard	Professor of Psychology/Chair	M027	2131
Hankins	Ashley	Administrative Assistant, Social Sciences	M222	2250
Capuana	Dr. Lesley	Assistant Professor of Psychology	M223	2451
Carr	Kim	Associate Professor of Criminal Justice	M227	2333
Clarke	Kevin	Assistant Professor of the Practice in Social Science	M204	2175

Last	First	Title	Room	Extension
MacMartin	Steven	Associate Professor of the Practice in Homeland Security	M204	2575
McCorry	Dr. Timothy	Associate Professor of Criminal Justice	M208	2166
Riniolo	Dr. Todd	Professor of Psychology	M230	2138
<b>Veterinary Technology (UG)</b>				
Savarese	Dr. Joseph	Professor of Veterinary Technology	M213	2306
Hudson	Ellie	Administrative Assistant, Veterinary Technology	H124	2306
Bugenhagen	Dr. Renee	Associate Professor of Veterinary Technology	SC214	2308
Coleman	Dr. Matthew	Clinical Assistant Professor of Veterinary Technology	SC101	2505
DuTremblè – Kirk	Dr. Lola	Clinical Assistant Professor of Veterinary Technology	Rochester	9369
Fitzgerald	Dr. Katherine	Assistant Professor of Veterinary Technology	H125	2223
Lovelock	Dr. Robin	Clinical Assistant Professor of Veterinary Technology	Rochester	9386
Macer	Valerie	Associate Professor of Veterinary Technology	SC107	2231
Misso	Maryanne	Clinical Instructor of Veterinary Technology	SC216	2281
Stankevics	Dr. Ilze	Clinical Assistant Professor of Veterinary Technology	H126	2310

Last	First	Title	Room	Extension
<b><i>Veterinary Technology Staff</i></b>				
Carr	Patricia	Veterinary Technician of Veterinary Technology	SC209	2248
Maley	Katie	Veterinary Technician of Veterinary Technology	SC211	2303
Murphy	Dayna	Veterinary Technician of Veterinary Technology	SC109	2154
Schroer	Kelly	Animal Care Supervisor	SC103	2122
Simeone	Megan	Veterinary Technology Coordinator, Rochester	Rochester	9385
Winchell	Jodi	Veterinary Technology Coordinator	SC214	2308
<b>BUSINESS AND FINANCE</b>				
TBD	TBD	Vice President for Business and Finance	M122	2288
Adams	Stefanie	Administrative Assistant to Vice President for Business and Finance	M129	2269
Shields	Gloria	Administrative Assistant to Vice President for Business and Finance	M129	2802
Kozak	Stephen	Accountant	M122	2172
Page	Susan	Accounts Payable Specialist	M122	2609
Schiavone	Diane	Bookkeeper	M130	2304
Strychalski	Debbie	Controller	M122	2272
Computer Lab				
Computer Lab			H211	2173

Last	First	Title	Room	Extension
<b>HUMAN RESOURCES</b>				
Bilotta	Bobbie	Director of Human Resources	M129	2265
Adams	Stefanie	Administrative Assistant to Director of HR	M129	2269
Shields	Gloria	Administrative Assistant to Director of HR	M122	2802
Fax				884-1898
<b>IT HELP DESK</b>				
Main Office			107H	2282
<b>INFORMATION OFFICE</b>				
Main Office			MAIN	2001
DeCarlo	Dawn	Information Office Receptionist	MAIN	2001
Ellis-Chamberlain	Charlotte	Temporary Information Office Receptionist	MAIN	2001
Novy	Diane	Information Office Receptionist	MAIN	2001
Sage	Rosemary	Information Office Receptionist	MAIN	2001
Stahura	Glenda	Information Office Receptionist	MAIN	2001
Fax				884-0291
<b>INFORMATION SERVICES AND TECHNOLOGY</b>				
Chyka	Bob	Chief Information Officer	107H	2343
Addeo	Alexander	Computer Support Specialist - Helpdesk	107H	3096
Ansell	Steven	Web Developer/Drupal Trainer	121H	3082
Brown	Mark	Computer Support Specialist	107H	3094

Last	First	Title	Room	Extension
Dier III	Arnie	User Support Manager	107H	2134
Drecshel	Ray	Instructional Technology Specialist	107H	2159
Fay	Peter	Network Engineer	107H	2380
Klimek	Chet	Manager of the Academic Computing Center	H213A	2128
Kopra	Anita	Banner System Administrator	121H	2254
TBD	TBD	CRM Coordinator/Business Intelligence Analyst	107H	2177
McDermott	Chris	Senior Programmer/Analyst	121H	2399
Sarden	Damario	IT Support Specialist	H213B	2160
Snyder	Daniel	Computer Support Specialist	107H	3096
Fax				880-2962
<b>PAYROLL</b>				
Taylor	Mark	Payroll Manager	M125	2266
Persutti	Debra	Human Resources/Payroll Assistant	M122	2270
<b>PUBLIC SAFETY</b>				
Main Office			2A	2911
Kelly	Debra	Director of Campus Public Safety	2A	2524
Radigan	Alyssa	Administrative Assistant, Public Safety	2A	2525
Hill	Jimmy	Assistant Director of Campus Public Safety	2A	2911
Rice	David	Supervisor of Campus Public Safety	2A	2911
Scafiddi	Joseph	Supervisor of Campus Public Safety	2A	2911

Last	First	Title	Room	Extension
TBD	TBD	OSHA Compliance, Campus Public Safety Officer	2A	2118
Fax				880-2597
<b>STUDENT ACCOUNTS</b>				
Kosowski	Karen	Bursar	M130	2235
Merz	Marlee	Assistant Bursar	M130	2309
Schmidt	Diane	Associate Bursar	M130	2271
Szczepanski	Michael	Collections Manager	M130	2165
<b>COLLEGE RELATIONS</b>				
Crawford	John	Vice President for College Relations	73H	2879
Cassens	Katharine	Advancement Manager	73H	2475
Deer	Naomi	Gift Processor	73H	2184
Eagan-Stoddard	Leah	Manager of Annual Fund and Events	73H	2315
Jetty	Patricia	Communications Coordinator	73H	2526
Ketter-Franklin	Katharyn	Manager of Creative	73H	2146
Mantel	Elizabeth (Liz)	Director of Professional Enhancement	73H	3368
Simmons	Elizabeth	Senior Director of Development	73H	TBD
Taylor	Hannah	Director of Web and Creative	73H	2884
Webster	Elizabeth (Betsy)	Director of Advancement Services	73H	2209
Zielonka	Robert (Bob)	Marketing Coordinator	73H	2207

Last	First	Title	Room	Extension
<b>ENROLLMENT MANAGEMENT AND MARKETING</b>				
LaRusso	Christopher	Vice President for Enrollment Management & Marketing	ADM	2377
<b>Admissions – Post-Traditional and Graduate</b>				
Saladino	Nina	Operations Manager, Post-Traditional and Graduate Programs	85H	2638
Brooks	Erika	Assistant Director of Admissions, Post-Traditional & Graduate Programs - Rochester	85H	9372
Carbone	Gretchen	Assistant Director of Online Enrollment Services	85H	2543
DePaolo	Ryan	Assistant Director of Admissions, Post-Traditional & Graduate Programs	85H	2630
Froebel	Leah	Assistant Director of Admissions, Post-Traditional & Graduate Programs	85H	2564
Hamade	Shahnaz	Admissions Coordinator, Post-Traditional, Online and Graduate Programs	85H	2547
Jorgensen	Courtney	Admissions Counselor, Post-Traditional & Graduate Programs	Rochester	2616
Longo	Natalie	Assistant Director of Admissions, Post-Traditional & Graduate Programs	85H	2566
Teal	James	Assistant Director of Admissions, Post-Traditional & Graduate	Rochester	9371

Last	First	Title	Room	Extension
		Programs		
Vizzini	Suzanne	Assistant Director of Admissions, Post-Traditional & Graduate Programs	85H	2563
Fax				880-2961
<b>Admissions – Online Enrollment Services</b>				
Lando	Donald	Assistant Vice President for Enrollment Management	85H	2542
<b>Admissions – Undergraduate</b>				
Admissions			ADM	2200/2371
Scibilia	Kate	Senior Admissions Coordinator, Undergraduate Programs	ADM	2376
Buck	Kristen	Assistant Director of Admissions, Undergraduate Programs	ADM	2374
Feldman	Amanda	Admissions Counselor, Undergraduate Programs	ADM	2107
Flis	Jacqueline	Admissions Coordinator, Undergraduate Programs	ADM	2371
Bhardwaj	Dr. Kush	Assistant Director of Admissions, Undergraduate Programs	ADM	2372
Martin	Lindsay	Associate Director-Operations Admissions, Undergraduate Programs	ADM	2541
Monaco	Kenneth	Associate Director of Admissions, Undergraduate Programs	ADM	2262



MEDAILLE COLLEGE | *Undergraduate Catalog* |2019-2020

Last	First	Title	Room	Extension
Splawski	Phil	Admissions Counselor, Undergraduate Programs	ADM	2044
Urban	Brooke	Associate Director of Admissions, Undergraduate Programs	ADM	2378
Zirolì	Steve	Admissions Counselor, Undergraduate Programs	ADM	2142
Fax				880-2007
<b>FINANCIAL AID</b>				
Main Office			M134	2256
Ayers	James	Director of Financial Aid	M134	2179
Godwin	Krishna	Financial Aid Technician	M134	2466
Goulding	Hugh	Financial Aid Counselor	M134	2258
Gullo	Monica	Assistant Director of Financial Aid	M134	2598
Hazen	Kate	Associate Director of Financial Aid	M134	2180
Mossios	Jeanne	Associate Director of Financial Aid	M134	2361
O'Leary	Susan	Financial Aid Office Manager	M134	2256
Reed	Phyllis	Assistant Director of Financial Aid	M134	2363
Fax				880-2510
<b>OFFICE OF THE PRESIDENT</b>				
Macur	Dr. Kenneth	President	M115	2201
Kreib	Michelle	Executive Assistant to the President	M115	2202
Hobbs	Kenya	Director of Diversity and Inclusion, Title IX Coordinator	H109D	2203
Fax				880-2536

Last	First	Title	Room	Extension
<b>STUDENT DEVELOPMENT</b>				
DeKay	Amy	Vice President for Student Development	C203	2224
Kosowski	Katie	Assistant to the Vice President for Student Development	C201	2218
Dennehy	Kathryn	Director of Student Conduct and Residence Life	C201	2449
Kij	Nicole	Project Coordinator-Department of Justice Grant	CC201	2127
Fax				884-1887
<b>Athletics</b>				
Roarke	Susan	Director of Athletics	C201C	2168
TBD	TBD	Men's Basketball Head Coach, NCAA Compliance/Student Services Coordinator	CC201C	2347
Broderick	Kelly	Head Coach for Women's Basketball	CC109	2357
Dash	Steven	Assistant Athletic Trainer	C111	2158
Dean	Brenda	Athletic Trainer	CC111	2148
Edholm	Laura	Associate Athletic Director, Senior Women's Administrator, Bowling Head Coach	CC211A	2130
Emery	Paul	Campus Minister	CC109	2216
Heckman	Chris	Swimming and Diving Head Coach	C109	2137
Nicholas-Tolsma	Angela	Head Women's Soccer	CC109	2147

Last	First	Title	Room	Extension
		Coach/Student Services Coordinator		
Patrone	Dan	Head Men's Lacrosse Coach/Equipment Manager	CC109	2141
Priester	Connor	Assistant Sports Information Director	C	2375
Schurr	Erin	Head Coach for Women's Lacrosse/Travel and Contest Coordinator	CC109	2149
Sova	Josh	Head Coach for Baseball/Sports Information Director	CC211C	2297
Wilkinson	Craig	Head Coach for Men's Soccer/Athletics Facilities Director	CC109	2219
Fax				880-2136
<b>Career Planning</b>				
Cullinan	Carol	Director of Career Planning	SSC109	2211
Van Dewater	Christina	Career Consultant	SSC109	2210
<b>Counseling</b>				
Rizzo	Rosalina	Director of Counseling Services	117H	2339
Dowling	Laura	Student Counselor	117H	TBD
Reding	Deniese	Senior Counselor/Student Advocate	117H	2246
<b>Student Involvement</b>				
Main Office			C201	2127
Puccio	Daniel	Director of Student Involvement	C201	2351
Kragbe	Lisa	Assistant Director of Student	H109C	3083

Last	First	Title	Room	Extension
		Involvement		
Wellness Center				
Glose	Marsha	Director of Student Health Services	117H	2112
Barone	Pamela	Licensed Practical Nurse	117H	2155
Zeigler	Kristene	Administrative Assistant	117H	2341
Fax				880-3399
<b>ADDITIONAL OFFICES</b>				
Bookstore			C101	2324
Carroll	Jonathan	Book Store Manager	C113	2252
Fax				880-2132
<b>FACILITIES</b>				
Main Office			77H	2540
Durmeyer	Joel	Aramark, Supervisor	M017	2121
McDougald	Danielle	Aramark, Administrative Assistant	77H	2540
Schaefer	Abigale	Aramark, Administrative Assistant	77H	2527
Fax				880-2960
<b>FOOD SERVICE</b>				
Café 4 <sup>th</sup> Floor			MAIN	2511
Elis	Janet	Chartwells, Director of Dining	C102B	2106/2468
Metz	Mark	Chartwells, Executive Chef	C102B	2106/2468
LoDestro	Danielle	Chartwells, Food Service Manager	C102B	2106/2468
Fax				880-2006

Last	First	Title	Room	Extension
<b>MISC.</b>				
BestSelf Behavioral Health Clinic			95H	
Radio Station			MAIN LL	2213
SGA			C201	2220
TV Studio			MAIN LL	2331
Adjunct Office			M220/M033	2438/2353
Entrepreneurial Assistant Program	Enger, Ann	Coordinator	121H	3288

**Building Abbreviations**

SC	Downey Science Center
C	Sullivan Center
H	Before number, Huber
H	After number, Humboldt

## Academic Advisory Boards

### CLINICAL PSYCHOLOGY

John Baker, Ph.D., ABPP  
Licensed Psychologist  
University at Buffalo, Concussion Clinic  
Buffalo, NY

Karen Klementowski, PsyD  
Licensed Psychologist, Private practice  
Snyder, NY

James P. Butters, Psy.D.  
Licensed Psychologist, East Amherst  
Psychology GroupLLP  
Amherst, NY

Peter P. Kost, Ph.D.  
Licensed Psychologist  
Chief Psychologist, Buffalo Psychiatric Center  
Buffalo, NY

Elizabeth Botzer, Ph.D.  
Psychologist, Newfane Central Schools/East  
Amherst Psychology Group  
Wilson, NY

Drew C. Messer JD PhD  
Licensed Psychologist, Private Practice  
Williamsville, NY

Jodi Saltzberg Deeb, Ph.D.  
Licensed Psychologist  
East Amherst, NY

Tom Mazur, PsyD  
Licensed Psychologist  
Pediatric Endocrinology, Woman and  
Children's Hospital of Buffalo  
Buffalo, NY

Esterphine A. Greene, LCSW  
Formerly of Buffalo Psych Center/BFNC  
Buffalo, NY

Sally Norman, Ph.D.  
Licensed Psychologist, Private Practice  
Amherst, NY

Marvin L. Henchbarger, MA  
Executive Director, Gay and Lesbian Youth  
Services of Western NY  
Niagara Falls, NY

William A. Reynolds, PsyD, MBA  
Licensed Psychologist, Buffalo Psychiatric  
Center  
Amherst, NY

Howard K. Hitzel, PsyD, MPA  
President, Lakeshore Behavioral Health  
Buffalo, NY

David Teplin, PsyD  
Adult Clinical Psychologist  
Richmond Hill, ON

Amy Jablonski, PsyD  
Licensed Psychologist  
Chief Operating Officer, Summit Educational  
Resources

JoAnn West  
Registered Psychologist, Early Career  
Toronto, ON

Getzville, NY

## COMMUNICATION

Andy Brocato  
Director of Community Relations & Special  
Events  
Tops Friendly Markets

Brian Meyer  
New Director  
WBFO

Eileen Buckley  
Senior Reporter  
WBFO-FM

Chris Musial  
VP and General Manager  
WBBZ-TV

Dawn Cwierley  
Public Relations Manager  
Kenmore Mercy Hospital

Nancy Sanders  
News Operations Manager  
WIVB-TV

Al Davis  
Program Director, WGR Radio

Anne Schlifke  
VP Customer Experience Manager/Mortgage  
and Consumer Lending  
M&T

John DiScuillo  
Promotion and Production Director  
WBBZ-TV

Don Tomasulo  
Director of Results  
Entercom Radio

Craig Kanalley  
Social Media Manager  
Buffalo Sabres  
Key Bank Center

Timothy Walsh  
VP of College Relations

## ENGLISH

Elizabeth Licata  
Editor  
Buffalo Spree magazine

Ted Pelton  
Professor & Chair  
English Department  
Tennessee Technical University

Sarah Kinne, Medaille English Alumni  
MA Rhetoric & Composition, University of  
Massachusetts, Boston  
Harvard University Library

Bridget Brace-McDonald  
Director of Outreach Activities  
Genome, Environment, and Microbiome  
Community of Excellence

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

University of Buffalo

Amber Small  
Executive Director  
Parkside Community Center

## HEALTH INFORMATION MANAGEMENT (HIM)

Howard Hitzel

Nicolas LeMarca

David Putney

## SPORTS MANAGEMENT

Bob Bateson  
Owner/CEO  
Body Blocks Fitness

Kenneth Martin, Jr.  
Director of Community & Diversity  
Programming  
National Hockey League

Ron Bertovich  
Sport Executive

Deborah M. Martinez, J.D.  
Sport Agent

John Beutel  
Medaille Sport Management Alumni

Jim May  
President  
Sportsplex, Inc.

Michael J. Billoni  
Food Bank of Western New York

William Munson  
Buffalo Bills VP of Government Relations &  
External Affairs (Retired)

Michael Buczkowski  
General Manager  
Buffalo Bisons

Carlos Obiano  
Professional Soccer Argentina

Stephen Butler  
Medaille Sport Management Alumni  
Niagara University  
Deputy Director of Athletics

Ron Raccuia  
Owner, ADPRO Sports  
Joseph Shaw  
Shaw and Shaw  
Attorneys at Law

Seymour Knox IV

Jerry Sullivan  
Sports Writer



Pat LaDuca  
Health and Fitness Executive

Joseph Vizzi  
National Sales Manager  
Gear-Up Sports Worldwide

F. Scott Layden  
General Manager  
Minnesota Timberwolves of the NBA

Bruce Wawrzyniak  
Medaille Sport Management Alumni

Stephanie Limoncelli  
Yoga Master

Kevin Wiles  
Medaille Sport Management Alumni  
NY State Police

Dennis Lynch  
Management-NFL  
(Retired)

David S. Zygai  
VP of Legal Affairs  
Buffalo Sabres NHL

Stan Makowski, Jr.  
Vice President of Arena Operations  
Pegula Sports and Entertainment (PSE)

Liz Malstrom  
Medaille Sport Management Alumni  
Former Director of Human Resources  
Buffalo Bills NFL

## VETERINARY TECHNOLOGY

Allison DeLang, L.V.T.  
Medaille College

Carol Spierto, L.V.T., SMAR RLatg, MBA  
Roswell Park Cancer Institute

David Hansen, D.V.M., F.A.V.D., D.A.V.D.C.  
Diplomate Amer. Veterinary Dentistry College  
Town & Country Animal Clinic

Joseph Tashjian, DVM  
Springville Veterinary Associates

Jon Mott, L.A.T.G.  
SUNY Buffalo  
(Retired)

Gary Willoughby II  
Executive Director  
SPCA

Karen Sandle, L.V.T.  
Animal Rehabilitation Specialist  
Medaille College

Rene vanEe, D.V.M., D.A.C.V.S.  
Diplomate Amer. College of Veterinary  
Surgeons  
Sheridan Animal Hospital, PC

Joseph Savarese, DVM  
Medaille College

Tara Woyton, L.V.T.  
Medaille College

**VETERINARY TECHNOLOGY (ROCHESTER)**

Kellie Donovan, LVT  
Genesee Valley Equine Clinic, LLC

Robin English, LVT  
Seneca Park Zoo

Erik Herrema  
Director, Penfield Veterinary Hospital

Ann Horn-Jeddy  
Assistant Director, Medaille College

Amy Karch, RN, MS, CNS  
Associate Professor of Clinical Nursing  
University of Rochester

Amy Leibeck, DVM  
Owner, Genesee Valley Equine Clinic, LLC

Jennifer Rastle, LVT  
Hospital Manager  
Veterinary Specialists and Emergency Services

Robert Weir  
Territory Business Manager  
Zoetis

Tara Woyton, LVT  
Tribal Liaison-USDA, Veterinary Services  
NY, Medaille Buffalo Campus FT Instructor