



U N D E R G R A D U A T E  
Academic Catalog  
2021-2022



**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

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

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# 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) (<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 (<http://www.medaille.edu/academics/catalogs/>).

## Accreditation

1. 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> (<http://www.medaille.edu/about-medaille/accreditations/>).
2. All Medaille College online programs are approved by the New York State Education, Department of Distance Education (<http://www.nysed.gov/college-university-evaluation/distance-education-programs/>). Medaille College is an approved New York State SARA institution (<https://www.nc-sara.org/directory/>). SARA is an agreement among member states, districts and territories that established comparable national standards for the approval of interstate postsecondary distance education courses and programs.

## 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) (<https://www.avma.org/>).

### 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 (<https://www.cahiim.org/>) (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 (<https://www.medaille.edu/about-medaille/accreditations/>) (IACBE) located at 11374 Strang Line Road in Lenexa, Kansas, USA. The business programs in the following degrees are accredited by the IACBE:

- Master of Business Administration (<https://www.medaille.edu/academics/master-business-administration-mba/>)
- Master of Organizational Leadership (<https://www.medaille.edu/academics/organizational-leadership-ma/>)
- Bachelor of Business Administration (<https://www.medaille.edu/academics/bachelor-business-administration-bba/>)
- Bachelor of Science in Business Administration (<https://www.medaille.edu/academics/business-administration-bs/>)
- Bachelor of Science in Sport Management (<https://www.medaille.edu/academics/sport-management-bs/>)

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 (Management and Leadership) (<https://iacbe.org/memberpdf/MedailleCollege.pdf>)

### Teacher Education Accreditation Council (TEAC)

The Teacher Education Program at Medaille College is awarded TEAC (<http://www.teac.org/>) accreditation by the inquiry Brief Commission of the Council for the Accreditation of Educator Preparation (CAEP) (<http://caepnet.org/>) 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
- Online Learning Consortium 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> (<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 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> (<http://www.medaille.edu/disability-services/>).

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## 3+3 UB Law

### 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.

### Application & Admission Process

Medaille College students interested in the 3+3 Program should consult with the Medaille College Director of Academic Advisement or 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.

**Degree earned:** B.S./B.A.

**Total number of credits:** varies by program

**Certificate/licenses titles and types:** 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

## 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.

## Accounting, 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 College Writing/ENG 112 College Writing for Multilingual Students, ENG 200 Advanced College Writing/ENG 202 Advanced College Writing for Multilingual Students, SPE 130 Fundamentals of Public Speaking, ECO 200 Macroeconomics, and ECO 201 Microeconomics 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 Business Administration.

## 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 21st 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:**

Code	Title	Hours
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

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

## Credit Distribution

**Degree earned:** B.S./M.S.

**Total number of credits:** 153-154 (B.S./M.S.)

Code	Title	Hours
<b>General Education Core</b>		
<i>Writing Courses</i>		
ENG 110	College Writing	3
	or ENG 112 College Writing for Multilingual Students	
ENG/HON 200	Advanced College Writing	3
	or ENG 202 Advanced College Writing for Multilingual Students	
<i>Critical Dialogues Course</i>		
INT 110	Introduction to Dialogues in Critical Thinking <sup>1</sup>	3
<i>American Dialogues Course</i>		
Select one course of the following:		3
ART 201	Photographers, Writers, and the American Scene	
CRJ 355	Social Issues in Policing a Multicultural Community	
GEN/HON 220	Justice and Democracy in America	
HIS 200	African-American History	
HIS 220	Cultural Interaction in Colonial North America	
INT 220	Enduring American Dialogues	
<i>Creative and Reflective Dialogues Course</i>		
Select one course of the following:		3
ART 205	Contemporary Photography as Cultural Landscape	
ART 240	Beginning Drawing	
ART 260	Basic Photography: Criticizing Photography	
ENG 210	Introduction to Creative Writing	
ENG 350	Creative Nonfiction Writing	
GEN 230	Creative Expression	
THE 100	Introduction to Theatre and Performance	

**Sustainability Dialogues Course**

Select one course of the following: 3-4

BIO 101	Introductory Biology
BIO 110	Human Nutrition
BIO 120	Botany
BIO 150	Environmental Studies
CHE 100	Introductory Chemistry
GEN 240	Scientific Discovery
PHY 104	Physical Science
PHY 200	Principles of Physics I

**Global Dialogues Course**

Select one course of the following: 3

ENG 305	British Literature I: Middle Ages to the 18th Century
ENG 315	British Literature II: Late 18th Century to The Present
ENG 425	Themes and Topics in World Literature & Culture
ENG 435	Major Global Literary Figures
GEN 410	Baccalaureate Capstone I
HIS 321	Medieval World
HIS 325	The History of Ireland
HIS 330	History of the Israeli-Palestinian Conflict
HUM 300	The Arts in Society
INT 310	Psychoanalysis & Politics
INT 350	Seminar in Religion and Belief
MUS 305	Classical Music Studies
PHI 358	Truth & Justice

**Citizenship Dialogues Course**

Select one course of the following: 3

GEN 411	Baccalaureate Capstone II
INT 450	Capstone in Citizenship
PSY 411	Psychology Capstone
MAT 115	Pre-Calculus
or MAT 216	Survey Of Introductory Calculus And Its Applications
SPE 130	Fundamentals of Public Speaking

**Major Requirements**

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

**Experiential Learning**

ACC 377	Field Experience I	3
ACC 477	Field Experience II	3

**Liberal Arts and Sciences Courses**

ENG 205	Introduction to Literature	3
or ENG 215	Survey of World Literature	3
ENG 260	Business and Professional Writing	3
INT 411	Global Leadership	3
MAT 114	Intermediate Algebra <sup>2</sup>	3
PHI 300	Ethics	3
PSY 100	Introduction to Psychology	3
Liberal Arts and Sciences elective		3

**Total Hours 120-121**

<sup>1</sup>  
Required of first-year students; all other students may substitute a 300/400 level Liberal Arts and Sciences elective

<sup>2</sup>  
Students who meet the math competency may substitute a Liberal Arts & Sciences elective (300/400 level)

Code	Title	Hours
<b>Accounting: Graduate Core Courses</b>		
MSA 600	Managerial Economics	3
MSA 603	Quantative 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	Accounting Information Systems	3
MSA 673	Advanced Taxation	3

**Accounting: Graduate Electives**

Select two courses of the following: 6

MSA 601	Strategic Human Resource Management
MSA 602	Organizational Behavior and Development
MSA 621	Strategic Operations Management
MSA 623	Strategic Marketing

**Total Hours 30**

## Suggested Sequence

Course	Title	Hours
<b>First Year</b>		
<b>First Semester</b>		
INT 110	Introduction to Dialogues in Critical Thinking	3
ENG 110	College Writing	3
MAT 114	Intermediate Algebra	3
ACC 101	Financial Accounting	3
MGT 175	Management Concepts and Communication	3
<b>Hours</b>		<b>15</b>

<b>Second Semester</b>		
American Dialogues		3
ENG 200	Advanced College Writing	3
MAT 115	Pre-Calculus	3
ACC 102	Managerial Accounting	3
MKT 220	Principles of Marketing	3
<b>Hours</b>		<b>15</b>
<b>Second Year</b>		
<b>First Semester</b>		
Creative Dialogues		3
ACC 350	Intermediate Accounting I	3
ECO 260	Econometrics I	3
MGT 299	Business Law I	3
SPE 130	Fundamentals of Public Speaking	3
<b>Hours</b>		<b>15</b>
<b>Second Semester</b>		
Sustainability Dialogues		3
ACC 351	Intermediate Accounting II	3
ECO 261	Econometrics II	3
MIS 240	Management Information Systems	3
MGT 240	Financial Management	3
<b>Hours</b>		<b>15</b>
<b>Third Year</b>		
<b>First Semester</b>		
Global Dialogues		3
ENG 260	Business and Professional Writing	3
ACC 300	Income Tax Accounting	3
ECO 200	Macroeconomics	3
MGT 335	Organizational Behavior	3
<b>Hours</b>		<b>15</b>
<b>Second Semester</b>		
ACC 305	Cost Accounting	3
ECO 201	Microeconomics	3
LAS		3
MGT 304	Business Law II	3
ACC 377	Field Experience I	3
<b>Hours</b>		<b>15</b>
<b>Fourth Year</b>		
<b>First Semester</b>		
INT 450	Capstone in Citizenship	3
ACC 410	Advanced Accounting	3
MGT 420	Strategic Management I	3
PSY 100	Introduction to Psychology	3
ENG 205/215	Introduction to Literature	3
<b>Hours</b>		<b>15</b>
<b>Second Semester</b>		
ACC 430	Auditing	3
ACC 477	Field Experience II	3
MGT 421	Strategic Management II	3
INT 411	Global Leadership	3
PHI 300	Ethics	3
<b>Hours</b>		<b>15</b>
<b>Total Hours</b>		<b>120</b>

**Please Note:** The above shows the ideal suggested sequencing and scheduling of courses and credits by semester. It is based on eight semesters for a traditionally-structured baccalaureate degree. Degree program requirements and the scheduling of courses are subject to change, based on writing/math placements and course availability. This

chart should be utilized a guide and is not a written contract. Students will be notified of changes that may affect their academic progress.

## Adolescent Teaching: Biology 7–12 & Students with Disabilities, B.S.Ed.

### 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.

### Program Goals

- To provide students with individual supervision and assessment during their course work and field experience to assure that each teacher candidate has the opportunity to develop appropriate professional skills.
- To individualize and adequately differentiate instruction so as to address the academic and emotional/behavioral needs of each learner thereby creating a classroom of values, validates and nurtures each child.
- To offer a contemporary curriculum that provides majors with the knowledge of subject matter, teaching techniques and principles of classroom management.
- To prepare specialized content matter experts who are also strongly grounded in the liberal arts and professional studies.



- To prepare teachers who are skilled in collaboration and team work both with professional colleagues and families.
- To provide majors with an understanding of the foundations or educational practice and the philosophical, historical, social, psychological and pedagogical principles that guide instructional decisions.
- To foster graduates who participate in professional growth opportunities as life-long learners and who are potential leaders in community and educational settings.
- To produce graduates able to effectively teach in inclusive and culturally diverse classrooms and to promote learning and healthy development for all adolescents, including those with disabilities and special abilities by planning for remediation, enrichment and adaptation of materials.
- To develop positive and supportive classroom environments in which all students will be valued and successful.
- To prepare graduates who can effectively integrate theory and practice, engage in critical reading and questioning or current theory and research, and be problem solvers.
- To prepare teachers who understand, practice and model the highest standards of professional behavior and responsibility in their interactions with students, parents and other caregivers, school colleagues and the community.
- To produce teachers who will provide informed and thoughtful advocacy for adolescents.

## 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> (<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."

**Degree earned:** B.S.Ed.

**Total number of credits:** 126

**Certificate/licenses titles and types:** Biology 7-12 (initial), Students with Disabilities Generalist 7-12 (initial)

## 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.

Code	Title	Hours
<b>General Education Core</b>		
<i>Writing Courses</i>		
ENG 110 or ENG 112	College Writing College Writing for Multilingual Students	3
ENG/HON 200 or ENG 202	Advanced College Writing Advanced College Writing for Multilingual Students	3
<i>Critical Dialogues Course</i>		
INT 110	Introduction to Dialogues in Critical Thinking <sup>1</sup>	3
<i>American Dialogues Course</i>		
Select one course of the following:		3
ART 201	Photographers, Writers, and the American Scene	
CRJ 355	Social Issues in Policing a Multicultural Community	
GEN/HON 220	Justice and Democracy in America	
HIS 200	African-American History	
HIS 220	Cultural Interaction in Colonial North America	
INT 220	Enduring American Dialogues	
<i>Creative and Reflective Dialogues Course</i>		
Select one course of the following:		3
ART 205	Contemporary Photography as Cultural Landscape	
ART 240	Beginning Drawing	
ART 260	Basic Photography: Criticizing Photography	
ENG 210	Introduction to Creative Writing	
ENG 350	Creative Nonfiction Writing	
GEN 230	Creative Expression	
THE 100	Introduction to Theatre and Performance	
<i>Global Dialogues Course</i>		
Select one course of the following:		3
ENG 305	British Literature I: Middle Ages to the 18th Century	
ENG 315	British Literature II: Late 18th Century to The Present	
ENG 425	Themes and Topics in World Literature & Culture	
ENG 435	Major Global Literary Figures	
GEN 410	Baccalaureate Capstone I	
HIS 321	Medieval World	
HIS 325	The History of Ireland	
HIS 330	History of the Israeli-Palestinian Conflict	
HUM 300	The Arts in Society	
INT 310	Psychoanalysis & Politics	
INT 350	Seminar in Religion and Belief	
MUS 305	Classical Music Studies	
PHI 358	Truth & Justice	
<i>Citizenship Dialogues Course</i>		
Select one course of the following:		3
GEN 411	Baccalaureate Capstone II	
INT 450	Capstone in Citizenship	
PSY 411	Psychology Capstone	

MAT 115	Pre-Calculus	3
SPE 130	Fundamentals of Public Speaking	3
<b>Education/Dual-License Component</b>		
<i>Course Work</i>		
EDU 207	Dignity for All Students Act Seminar <sup>2</sup>	0
EDU 210	Educational Foundations <sup>3</sup>	3
EDU 237	Adolescent Reader and Writer with Fieldwork	3
EDU 238	Strategic Literacy Instruction for Diverse Learners: Adolescence	3
EDU 340	Child Abuse, School Violence and Other Current Issues in Education <sup>4</sup>	0
EDU 365	Adolescent Teaching: Biology Methods with Practica	3
EDU 368	Adolescent General Education / Special Education Curriculum Methods	3
ESP 230	Introduction to Special Education <sup>5</sup>	3
ESP 276	Postve BehvrSupport Approaches	3
ESP 348	Educ & Asses. of Adol. w Disab	3
ESP 358	Assess Adol. Chld/Exceptionali	3
<i>Experiential Learning</i>		
EDU 480-S	Student Teach. Senior	5.5
EDU 480-A	Student Teach. Adolescent	5.5
EDU 481	Adolescent Student Teaching Seminar	1
<b>Biology Concentration</b>		
BIO 120	Botany	4
BIO 170	Comparative Anatomy and Physiology I	4
BIO 170L	Comparative Anatomy and Physiology I Lab	1
BIO 171	Comparative Anatomy and Physiology II	4
BIO 171L	Comparative Anatomy and Physiology II Laboratory	1
BIO 200	Microbiology	3
BIO 200L	Microbiology Lab	1
BIO 220	Cell Biology	3
BIO 320	Ecology	4
BIO 330	Genetics	3
BIO 430	Organic Evolution	3
BIO 301	Epidemiology and Biostatistics	3
<b>Liberal Arts and Science Component</b>		
Foreign Language I		3
Foreign Language II		3
HIS 140	Early United States History	3
CHE 200	General Chemistry I	3
CHE 200L	General Chemistry I Laboratory	1
CHE 201	General Chemistry II	3
CHE 201L	General Chemistry II Laboratory	1
PSY 100	Introduction to Psychology	3
PSY 240	Adolescence	3
<b>Computer Information Systems</b>		
CIS 175	Technology Applications in Education	3
<b>Total Hours</b>		<b>126</b>

1

Required of first-year students; all other students may substitute a 300/400 level Liberal Arts and Sciences elective

2

Co-register with EDU 210 Educational Foundations

3

Co-register with EDU 207 Dignity for All Students Act Seminar

4

Requires co-registration with ESP 230 Introduction to Special Education

5

Co-register with EDU 340 Child Abuse, School Violence and Other Current Issues in Education

**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.

## Suggested Sequence

Course	Title	Hours
<b>First Year</b>		
<b>First Semester</b>		
INT 110	Introduction to Dialogues in Critical Thinking	3
ENG 110	College Writing	3
ESP 230/EDU 340	Introduction to Special Education	3
BIO 170	Comparative Anatomy and Physiology I	4
BIO 170L	Comparative Anatomy and Physiology I Lab	1
MAT 115	Pre-Calculus	3
<b>Hours</b>		<b>17</b>
<b>Second Semester</b>		
American Dialogues		3
ENG 200	Advanced College Writing	3
BIO 171	Comparative Anatomy and Physiology II	4
BIO 171L	Comparative Anatomy and Physiology II Laboratory	1
SPE 130	Fundamentals of Public Speaking	3
PSY 100	Introduction to Psychology	3
<b>Hours</b>		<b>17</b>
<b>Second Year</b>		
<b>First Semester</b>		
EDU 210/207	Educational Foundations	3
EDU 237	Adolescent Reader and Writer with Fieldwork	3
ESP 276	Postve BehvrSupport Approaches	3
BIO 200	Microbiology	3
BIO 200L	Microbiology Lab	1
CHE 200	General Chemistry I	3
CHE 200L	General Chemistry I Laboratory	1
<b>Hours</b>		<b>17</b>
<b>Second Semester</b>		
EDU 238	Strategic Literacy Instruction for Diverse Learners: Adolescence	3
BIO 120	Botany	4
CHE 201	General Chemistry II	3
CHE 201L	General Chemistry II Laboratory	1
PSY 240	Adolescence	3
Creative Dialogues		3
<b>Hours</b>		<b>17</b>

**Third Year**

**First Semester**

Global Dialogues		3
ESP 348	Educ & Asses. of Adol. w Disab	3
BIO 220	Cell Biology	3
HIS 140	Early United States History	3
Foreign Language I		3
<b>Hours</b>		<b>15</b>

**Second Semester**

INT 450	Capstone in Citizenship	3
ESP 358	Assess Adol. Chld/Exceptionali	3
BIO 330	Genetics	3
MAT 201	Statistics and Society	3
Foreign Language II		3
CIS 175	Technology Applications in Education	3
<b>Hours</b>		<b>18</b>

**Fourth Year**

**First Semester**

EDU 365	Adolescent Teaching: Biology Methods with Practica	3
EDU 368	Adolescent General Education / Special Education Curriculum Methods	3
BIO 320	Ecology	4
BIO 430	Organic Evolution	3
<b>Hours</b>		<b>13</b>

**Second Semester**

EDU 480-S	Student Teach. Senior	5.5
EDU 480-A	Student Teach. Adolescent	5.5
EDU 481	Adolescent Student Teaching Seminar	1
<b>Hours</b>		<b>12</b>
<b>Total Hours</b>		<b>126</b>

**Please Note:** The above shows the ideal suggested sequencing and scheduling of courses and credits by semester. It is based on eight semesters for a traditionally-structured baccalaureate degree. Degree program requirements and the scheduling of courses are subject to change, based on writing/math placements and course availability. This chart should be utilized a guide and is not a written contract. Students will be notified of changes that may affect their academic progress.

## Adolescent Teaching: English 7-12 & Students With Disabilities, B.S.Ed.

### 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.

## Program Goals

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

## 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> (<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."

**Degree earned:** B.S.Ed.

**Total number of credits:** 126-127

**Certificate/licenses titles and types:** English 7-12 (initial), Students with Disabilities Generalist 7-12 (initial)

## 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.

Code	Title	Hours
<b>General Education Core</b>		
<i>Writing Courses</i>		
ENG 110	College Writing	3
or ENG 112	College Writing for Multilingual Students	
ENG/HON 200	Advanced College Writing	3
or ENG 202	Advanced College Writing for Multilingual Students	
<i>Critical Dialogues Course</i>		
INT 110	Introduction to Dialogues in Critical Thinking <sup>1</sup>	3
<i>American Dialogues Course</i>		
Select one course of the following:		3
ART 201	Photographers, Writers, and the American Scene	
CRJ 355	Social Issues in Policing a Multicultural Community	
GEN/HON 220	Justice and Democracy in America	
HIS 200	African-American History	
HIS 220	Cultural Interaction in Colonial North America	
INT 220	Enduring American Dialogues	
<i>Creative and Reflective Dialogues Course</i>		
Select one course of the following:		3

ART 205	Contemporary Photography as Cultural Landscape	
ART 240	Beginning Drawing	
ART 260	Basic Photography: Criticizing Photography	
ENG 210	Introduction to Creative Writing	
ENG 350	Creative Nonfiction Writing	
GEN 230	Creative Expression	
THE 100	Introduction to Theatre and Performance	
<i>Sustainability Dialogues Course</i>		
Select one course of the following:		3-4
BIO 101	Introductory Biology	
BIO 110	Human Nutrition	
BIO 120	Botany	
BIO 150	Environmental Studies	
CHE 100	Introductory Chemistry	
GEN 240	Scientific Discovery	
PHY 104	Physical Science	
PHY 200	Principles of Physics I	
<i>Global Dialogues Course</i>		
Select one course of the following:		3
ENG 305	British Literature I: Middle Ages to the 18th Century	
ENG 315	British Literature II: Late 18th Century to The Present	
ENG 425	Themes and Topics in World Literature & Culture	
ENG 435	Major Global Literary Figures	
GEN 410	Baccalaureate Capstone I	
HIS 321	Medieval World	
HIS 325	The History of Ireland	
HIS 330	History of the Israeli-Palestinian Conflict	
HUM 300	The Arts in Society	
INT 310	Psychoanalysis & Politics	
INT 350	Seminar in Religion and Belief	
MUS 305	Classical Music Studies	
PHI 358	Truth & Justice	
<i>Citizenship Dialogues Course</i>		
Select one course of the following:		3
GEN 411	Baccalaureate Capstone II	
INT 450	Capstone in Citizenship	
PSY 411	Psychology Capstone	
MAT 114	Intermediate Algebra	3
MAT 201	Statistics and Society	3
SPE 130	Fundamentals of Public Speaking	3
<b>Education/Dual-License Component</b>		
<i>Course Work</i>		
EDU 207	Dignity for All Students Act Seminar <sup>2</sup>	0
EDU 210	Educational Foundations <sup>3</sup>	3
EDU 237	Adolescent Reader and Writer with Fieldwork	3
EDU 238	Strategic Literacy Instruction for Diverse Learners: Adolescence	3
EDU 340	Child Abuse, School Violence and Other Current Issues in Education <sup>4</sup>	0
EDU 364	Adolescent English with Practicum	3

EDU 368	Adolescent General Education / Special Education Curriculum Methods	3
ESP 230	Introduction to Special Education <sup>5</sup>	3
ESP 276	Postve BehvrSupport Approaches	3
ESP 348	Educ & Asses. of Adol. w Disab	3
ESP 358	Assess Adol. Chld/Exceptionali	3
<i>Experiential Learning</i>		
EDU 480-S	Student Teach. Senior	5.5
EDU 480-A	Student Teach. Adolescent	5.5
EDU 481	Adolescent Student Teaching Seminar	1
<b>English Concentration</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 18th Century	3
ENG 325	Literature of the United States: 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
<b>English Electives <sup>6</sup></b>		
Select one course of the following:		3
ENG 300	Fiction Workshop	
ENG 310	Poetry Workshop	
ENG 320	Drama Workshop	
ENG 360	Advanced Report and Proposal Writing	
Select one course of the following:		3
ENG 345	Film Art and Appreciation	
ENG 355	Major Literary Forms	
ENG 405	Themes and Topics in American Literature	
ENG 415	Themes and Topics in British Literature	
ENG 425	Themes and Topics in World Literature & Culture	
<b>Liberal Arts and Sciences Component</b>		
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
<b>Computer Information Systems Component</b>		
CIS 175	Technology Applications in Education	3
<b>Total Hours</b>		<b>126-127</b>

1  
Required of first-year students; all other students may substitute a 300/400 level Liberal Arts and Sciences elective

2  
Co-register with EDU 210 Educational Foundations

3  
Co-register with EDU 207 Dignity for All Students Act Seminar

4  
Requires co-registration with ESP 230 Introduction to Special Education

5  
Co-register with EDU 340 Child Abuse, School Violence and Other Current Issues in Education

6  
Provides for full English major (6 Credits)  
Electives must be chosen in consultation with Department Chair or designee.

**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.

## Suggested Sequence

Course	Title	Hours
<b>First Year</b>		
<b>First Semester</b>		
INT 110	Introduction to Dialogues in Critical Thinking	3
ENG 110	College Writing	3
ESP 230/EDU 340	Introduction to Special Education	3
MAT 114	Intermediate Algebra	3
PSY 100	Introduction to Psychology	3
<b>Hours</b>		<b>15</b>
<b>Second Semester</b>		
American Dialogues		3
ENG 200	Advanced College Writing	3
ENG 205	Introduction to Literature	3
SPE 130	Fundamentals of Public Speaking	3
MAT 201	Statistics and Society	3
CIS 175	Technology Applications in Education	3
<b>Hours</b>		<b>18</b>
<b>Second Year</b>		
<b>First Semester</b>		
Sustainability Dialogues		3
EDU 237	Adolescent Reader and Writer with Fieldwork	3
ESP 276	Postve BehvrSupport Approaches	3
EDU 210/207	Educational Foundations	3
ENG 325	Literature of the United States: Colonial to the Civil War	3
Foreign Language I		3
<b>Hours</b>		<b>18</b>
<b>Second Semester</b>		
EDU 238	Strategic Literacy Instruction for Diverse Learners: Adolescence	3
ENG 210	Introduction to Creative Writing	3
Creative Dialogues		3
ENG 365	Multicultural Literature of the United States	3
PHY 104	Physical Science	3
Foreign Language II		3
<b>Hours</b>		<b>18</b>
<b>Third Year</b>		
<b>First Semester</b>		
Global Dialogues		3
ESP 348	Educ & Asses. of Adol. w Disab	3
ENG 215	Survey of World Literature	3

ENG 305	British Literature I: Middle Ages to the 18th Century	3
PSY 240	Adolescence	3
<b>Hours</b>		<b>15</b>
<b>Second Semester</b>		
INT 450	Capstone in Citizenship	3
ESP 358	Assess Adol. Chld/Exceptionali	3
HIS 140	Early United States History	3
ENG 345/355/405/415/425	Film Art and Appreciation	3
ENG 460	Literary Theory and Cultural Studies: English Seminar	3
<b>Hours</b>		<b>15</b>
<b>Fourth Year</b>		
<b>First Semester</b>		
EDU 364	Adolescent English with Practicum	3
ENG 300/310/320/360	Fiction Workshop	3
EDU 368	Adolescent General Education / Special Education Curriculum Methods	3
ENG 435	Major Global Literary Figures	3
HUM 300	The Arts in Society	3
<b>Hours</b>		<b>15</b>
<b>Second Semester</b>		
EDU 480-S	Student Teach. Senior	5.5
EDU 480-A	Student Teach. Adolescent	5.5
EDU 481	Adolescent Student Teaching Seminar	1
<b>Hours</b>		<b>12</b>
<b>Total Hours</b>		<b>126</b>

**Please Note:** The above shows the ideal suggested sequencing and scheduling of courses and credits by semester. It is based on eight semesters for a traditionally-structured baccalaureate degree. Degree program requirements and the scheduling of courses are subject to change, based on writing/math placements and course availability. This chart should be utilized a guide and is not a written contract. Students will be notified of changes that may affect their academic progress.

## Adolescent Teaching: Mathematics 7-12 & Students with Disabilities, B.S.Ed

### Program Description

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

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

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.

### Program Goals

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

## 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> (<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."

**Degree earned:** B.S.Ed.

**Total number of credits:** 128

**Certificate/licenses titles and types:** Mathematics 7-12 (initial), Students with Disabilities Generalist 7-12 (initial)

## 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.

Code	Title	Hours
<b>General Education Core</b>		
<i>Writing Courses</i>		
ENG 110	College Writing	3
or ENG 112	College Writing for Multilingual Students	
ENG/HON 200	Advanced College Writing	3
or ENG 202	Advanced College Writing for Multilingual Students	
<i>Critical Dialogues Course</i>		
INT 110	Introduction to Dialogues in Critical Thinking <sup>1</sup>	3
<i>American Dialogues Course</i>		
Select one course of the following:		3
ART 201	Photographers, Writers, and the American Scene	
CRJ 355	Social Issues in Policing a Multicultural Community	
GEN/HON 220	Justice and Democracy in America	
HIS 200	African-American History	
HIS 220	Cultural Interaction in Colonial North America	
INT 220	Enduring American Dialogues	
<i>Creative and Reflective Dialogues Course</i>		
Select one course of the following:		3



ART 205	Contemporary Photography as Cultural Landscape	
ART 240	Beginning Drawing	
ART 260	Basic Photography: Criticizing Photography	
ENG 210	Introduction to Creative Writing	
ENG 350	Creative Nonfiction Writing	
GEN 230	Creative Expression	
THE 100	Introduction to Theatre and Performance	

*Global Dialogues Course*

Select one course of the following:		3
ENG 305	British Literature I: Middle Ages to the 18th Century	
ENG 315	British Literature II: Late 18th Century to The Present	
ENG 425	Themes and Topics in World Literature & Culture	
ENG 435	Major Global Literary Figures	
GEN 410	Baccalaureate Capstone I	
HIS 321	Medieval World	
HIS 325	The History of Ireland	
HIS 330	History of the Israeli-Palestinian Conflict	
HUM 300	The Arts in Society	
INT 310	Psychoanalysis & Politics	
INT 350	Seminar in Religion and Belief	
MUS 305	Classical Music Studies	
PHI 358	Truth & Justice	

*Citizenship Dialogues Course*

Select one course of the following:		3
GEN 411	Baccalaureate Capstone II	
INT 450	Capstone in Citizenship	
PSY 411	Psychology Capstone	

MAT 115	Pre-Calculus	3
SPE 130	Fundamentals of Public Speaking	3

**Education/Dual-License Component**

*Course Work*

EDU 207	Dignity for All Students Act Seminar <sup>2</sup>	0
EDU 210	Educational Foundations <sup>3</sup>	3
EDU 237	Adolescent Reader and Writer with Fieldwork	3
EDU 238	Strategic Literacy Instruction for Diverse Learners: Adolescence	3
EDU 340	Child Abuse, School Violence and Other Current Issues in Education <sup>4</sup>	0
EDU 362	Adolescent Math w/ Practicum	3
EDU 368	Adolescent General Education / Special Education Curriculum Methods	3
ESP 230	Introduction to Special Education <sup>5</sup>	3
ESP 276	Postve BehvrSupport Approaches	3
ESP 348	Educ & Asses. of Adol. w Disab	3
ESP 358	Assess Adol. Chld/Exceptionali	3

*Experiential Learning*

EDU 480-S	Student Teach. Senior	5.5
EDU 480-A	Student Teach. Adolescent	5.5
EDU 481	Adolescent Student Teaching Seminar	1

**Mathematics Concentration**

MAT 151	College Geometry and Trigonometry	3
MAT 182	Discrete Mathematics	3
MAT 251	Calculus I	3
MAT 251L	Calculus I Lab	0
MAT 252	Calculus II	3
MAT 252L	Calculus II Lab	0
MAT 255	Theory of Numbers	3
MAT 260	Linear Algebra	3
MAT 261	Calculus III	3
MAT 261L	Calculus III Lab	0
MAT 281	Statistics and Probability I	3
MAT 342	Abstract Algebra	3
MAT 361	Differential Equations	3
MAT 361L	Differential Equations Lab	0
MAT 381L	Statistics & Probability I Lab	0
MAT 382	Statistics and Probability II	3
MAT 445	Introduction to Probability	3

**Liberal Arts and Sciences Component**

Foreign Language I		3
Foreign Language II		3
HIS 140	Early United States History	3
PSY 100	Introduction to Psychology	3
PHY 200	Principles of Physics I	4
PHY 200L	Principles of Physics Lab I	0
PHY 201	Principles of Physics II	4
PHY 201L	Principals of Physics II Lab	0
PSY 240	Adolescence	3

**Computer Information Systems Component**

CIS 175	Technology Applications in Education	3
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**Total Hours** **128**

- 1 Required of first-year students; all other students may substitute a 300/400 level Liberal Arts and Sciences elective
- 2
- 3 Co-register with EDU 210 Educational Foundations
- 4 Co-register with EDU 207 Dignity for All Students Act Seminar
- 5 Requires co-registration with ESP 230 Introduction to Special Education
- 6 Co-register with EDU 340 Child Abuse, School Violence and Other Current Issues in Education
- 6 Provides for full English major (6 Credits)  
Electives must be chosen in consultation with Department Chair or designee.

**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.

## Suggested Sequence

Course	Title	Hours
<b>First Year</b>		
<b>First Semester</b>		
INT 110	Introduction to Dialogues in Critical Thinking	3
ENG 110	College Writing	3
ESP 230/EDU 340	Introduction to Special Education	3
MAT 115	Pre-Calculus	3
PSY 100	Introduction to Psychology	3
<b>Hours</b>		<b>15</b>
<b>Second Semester</b>		
American Dialogues		3
ENG 200	Advanced College Writing	3
MAT 151	College Geometry and Trigonometry	3
SPE 130	Fundamentals of Public Speaking	3
MAT 182	Discrete Mathematics	3
CIS 175	Technology Applications in Education	3
<b>Hours</b>		<b>18</b>
<b>Second Year</b>		
<b>First Semester</b>		
EDU 237	Adolescent Reader and Writer with Fieldwork	3
ESP 276	Postve BehvrSupport Approaches	3
EDU 210/207	Educational Foundations	3
MAT 255	Theory of Numbers	3
MAT 251	Calculus I	3
MAT 251L	Calculus I Lab	0
Foreign Language I		3
<b>Hours</b>		<b>18</b>
<b>Second Semester</b>		
Creative Dialogues		3
EDU 238	Strategic Literacy Instruction for Diverse Learners: Adolescence	3
HIS 140	Early United States History	3
MAT 252	Calculus II	3
MAT 252L	Calculus II Lab	0
MAT 260	Linear Algebra	3
Foreign Language II		3
<b>Hours</b>		<b>18</b>
<b>Third Year</b>		
<b>First Semester</b>		
Global Dialogues		3
ESP 348	Educ & Asses. of Adol. w Disab	3
MAT 261	Calculus III	3
MAT 261L	Calculus III Lab	0
MAT 342	Abstract Algebra	3
PHY 200	Principles of Physics I	4
PHY 200L	Principles of Physics Lab I	0
<b>Hours</b>		<b>16</b>
<b>Second Semester</b>		
Citizenship Dialogue		3
MAT 281	Statistics and Probability I	3
MAT 381L	Statistics & Probability I Lab	0
MAT 361	Differential Equations	3
MAT 361L	Differential Equations Lab	0
PHY 201	Principles of Physics II	4
PHY 201L	Principals of Physics II Lab	0
ESP 358	Assess Adol. Chld/Exceptionali	3
<b>Hours</b>		<b>16</b>

### Fourth Year

#### First Semester

EDU 362	Adolescent Math w/ Practicum	3
MAT 445	Introduction to Probability	3
EDU 368	Adolescent General Education / Special Education Curriculum Methods	3
MAT 382	Statistics and Probability II	3
MAT 382L	Stats. & Probability II Lab	0
PSY 240	Adolescence	3
<b>Hours</b>		<b>15</b>

#### Second Semester

EDU 480-S	Student Teach. Senior	5.5
EDU 480-A	Student Teach. Adolescent	5.5
EDU 481	Adolescent Student Teaching Seminar	1
<b>Hours</b>		<b>12</b>
<b>Total Hours</b>		<b>128</b>

**Please Note:** The above shows the ideal suggested sequencing and scheduling of courses and credits by semester. It is based on eight semesters for a traditionally-structured baccalaureate degree. Degree program requirements and the scheduling of courses are subject to change, based on writing/math placements and course availability. This chart should be utilized a guide and is not a written contract. Students will be notified of changes that may affect their academic progress.

## Adolescent Teaching: Social Studies 7-12 & Student with Disabilities, B.S.Ed.

### 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.

## Program Goals

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

## 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> (<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."

**Degree earned:** B.S.Ed.

**Total number of credits:** 129-130

**Certificate/licenses titles and types:** Social Studies 7-12 (initial), Students with Disabilities Generalist 7-12 (initial)

## 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.

Code	Title	Hours
<b>General Education Core</b>		
<i>Writing Courses</i>		
ENG 110	College Writing	3
or ENG 112	College Writing for Multilingual Students	
ENG/HON 200	Advanced College Writing	3
or ENG 202	Advanced College Writing for Multilingual Students	
<i>Critical Dialogues Course</i>		
INT 110	Introduction to Dialogues in Critical Thinking <sup>1</sup>	3
<i>American Dialogues Course</i>		
Select one course of the following:		3
ART 201	Photographers, Writers, and the American Scene	
CRJ 355	Social Issues in Policing a Multicultural Community	
GEN/HON 220	Justice and Democracy in America	
HIS 200	African-American History	
HIS 220	Cultural Interaction in Colonial North America	
INT 220	Enduring American Dialogues	
<i>Creative and Reflective Dialogues Course</i>		
Select one course of the following:		3
ART 205	Contemporary Photography as Cultural Landscape	
ART 240	Beginning Drawing	
ART 260	Basic Photography: Criticizing Photography	
ENG 210	Introduction to Creative Writing	
ENG 350	Creative Nonfiction Writing	
GEN 230	Creative Expression	
THE 100	Introduction to Theatre and Performance	
<i>Sustainability Dialogues Course</i>		
Select one course of the following:		3-4
BIO 101	Introductory Biology	

BIO 110	Human Nutrition	
BIO 120	Botany	
BIO 150	Environmental Studies	
CHE 100	Introductory Chemistry	
GEN 240	Scientific Discovery	
PHY 104	Physical Science	
PHY 200	Principles of Physics I	
<i>Global Dialogues Course</i>		
Select one course of the following:		3
ENG 305	British Literature I: Middle Ages to the 18th Century	
ENG 315	British Literature II: Late 18th Century to The Present	
ENG 425	Themes and Topics in World Literature & Culture	
ENG 435	Major Global Literary Figures	
GEN 410	Baccalaureate Capstone I	
HIS 321	Medieval World	
HIS 325	The History of Ireland	
HIS 330	History of the Israeli-Palestinian Conflict	
HUM 300	The Arts in Society	
INT 310	Psychoanalysis & Politics	
INT 350	Seminar in Religion and Belief	
MUS 305	Classical Music Studies	
PHI 358	Truth & Justice	
<i>Citizenship Dialogues Course</i>		
Select one course of the following:		3
GEN 411	Baccalaureate Capstone II	
INT 450	Capstone in Citizenship	
PSY 411	Psychology Capstone	
MAT 114	Intermediate Algebra	3
MAT 201	Statistics and Society	3
SPE 130	Fundamentals of Public Speaking	3
<b>Education/Dual-License Component</b>		
<i>Course Work</i>		
EDU 207	Dignity for All Students Act Seminar <sup>2</sup>	0
EDU 210	Educational Foundations <sup>3</sup>	3
EDU 237	Adolescent Reader and Writer with Fieldwork	3
EDU 238	Strategic Literacy Instruction for Diverse Learners: Adolescence	3
EDU 340	Child Abuse, School Violence and Other Current Issues in Education <sup>4</sup>	0
EDU 363	Adolescent Social Studies with Practicum	3
EDU 368	Adolescent General Education / Special Education Curriculum Methods	3
ESP 230	Introduction to Special Education <sup>5</sup>	3
ESP 276	Postve BehvrSupport Approaches	3
ESP 348	Educ & Asses. of Adol. w Disab	3
ESP 358	Assess Adol. Chld/Exceptionali	3
<i>Experiential Learning</i>		
EDU 480-S	Student Teach. Senior	5.5
EDU 480-A	Student Teach. Adolescent	5.5
EDU 481	Adolescent Student Teaching Seminar	1

<b>Social Studies Concentration</b>		
ECO 200	Macroeconomics	3
or ECO 201	Microeconomics	
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</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</b>		
CIS 175	Technology Applications in Education	3

**Total Hours** **129-130**

1

Required of first-year students; all other students may substitute a 300/400 level Liberal Arts and Sciences elective

2

Co-register with EDU 210 Educational Foundations

3

Co-register with EDU 207 Dignity for All Students Act Seminar

4

Requires co-registration with ESP 230 Introduction to Special Education

5

Co-register with EDU 340 Child Abuse, School Violence and Other Current Issues in Education

**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.

## Suggested Sequence

Course	Title	Hours
<b>First Year</b>		
<b>First Semester</b>		
INT 110	Introduction to Dialogues in Critical Thinking	3
ENG 110	College Writing	3
ESP 230/EDU 340	Introduction to Special Education	3
MAT 114	Intermediate Algebra	3
PSY 100	Introduction to Psychology	3
<b>Hours</b>		<b>15</b>

<b>Second Semester</b>		
Creative Dialogues		3
ENG 200	Advanced College Writing	3
HIS 140	Early United States History	3
MAT 201	Statistics and Society	3
SPE 130	Fundamentals of Public Speaking	3
CIS 175	Technology Applications in Education	3
<b>Hours</b>		<b>18</b>

<b>Second Year</b>		
<b>First Semester</b>		
Sustainability Dialogues		3
EDU 237	Adolescent Reader and Writer with Fieldwork	3
ESP 276	Postve BehvrSupport Approaches	3
HIS 100	Western Civilization	3
GEO 110	Physical Geography	3
EDU 210/207	Educational Foundations	3
<b>Hours</b>		<b>18</b>

<b>Second Semester</b>		
EDU 238	Strategic Literacy Instruction for Diverse Learners: Adolescence	3
HIS 101	World Cultures	3
HIS 150	Contemporary United States History	3
ECO 201	Microeconomics (or American Dialogues)	3
POL 100	Introduction To Political Science	3
PSY 240	Adolescence	3
<b>Hours</b>		<b>18</b>

<b>Third Year</b>		
<b>First Semester</b>		
ESP 348	Educ & Asses. of Adol. w Disab	3
GEO 310	Cultural Geography	3
American Dialogues <sup>1</sup>		3
PHY 104	Physical Science	3
ENG 215	Survey of World Literature	3
Foreign Language I		3
<b>Hours</b>		<b>18</b>

<b>Second Semester</b>		
Global Dialogues		3
ESP 358	Assess Adol. Child/Exceptionali	3
HIS 315	History of Ethnic America	3
HIS 400	American Historiography	3
HIS 402	The History of New York State	3
Foreign Language II		3
<b>Hours</b>		<b>18</b>

<b>Fourth Year</b>		
<b>First Semester</b>		
INT 450	Capstone in Citizenship	3
EDU 363	Adolescent Social Studies with Practicum	3
POL 101	United States Government	3
EDU 368	Adolescent General Education / Special Education Curriculum Methods	3
<b>Hours</b>		<b>12</b>

<b>Second Semester</b>		
EDU 480-S	Student Teach. Senior	5.5
EDU 480-A	Student Teach. Adolescent	5.5
EDU 481	Adolescent Student Teaching Seminar	1
<b>Hours</b>		<b>12</b>
<b>Total Hours</b>		<b>129</b>

1

or ECO 200 Macroeconomics

**Please Note:** The above shows the ideal suggested sequencing and scheduling of courses and credits by semester. It is based on eight semesters for a traditionally-structured baccalaureate degree. Degree program requirements and the scheduling of courses are subject to change, based on writing/math placements and course availability. This chart should be utilized a guide and is not a written contract. Students will be notified of changes that may affect their academic progress.

## Alcohol and Substance Abuse Counselor, Certificate

### 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	Title	Hours
<b>First Semester</b>		
HHS 201	Knowledge of Substance Abuse	3
HHS 203	Neurochemistry of Addiction: Pharmacology	3
<b>Hours</b>		<b>6</b>
<b>Second Semester</b>		
HHS 202	Assessment, Evaluation and Treatment Planning	3
HHS 204	Substance Abuse Counseling Theory	3
<b>Hours</b>		<b>6</b>
<b>Third Semester</b>		
HHS 205	Individual and Group Counseling	3
HHS 206	Substance Abuse Counseling: Special Populations	3
<b>Hours</b>		<b>6</b>
<b>Fourth Semester</b>		
HHS 207	Case Management and Educational Outreach	3
HHS 208	Professional and Ethical Responsibilities	3
<b>Hours</b>		<b>6</b>
<b>Total Hours</b>		<b>24</b>

## Animal Welfare, Minor

The Animal Welfare Minor is designed for the non-Veterinary Technology student interested in learning about the relationships between humans and animals and exploring the responsibilities of humans to ensure animal welfare.

**Total number of credits:** 19-22

Code	Title	Hours
<b>Required</b>		
VET 100	Introduction to Veterinary Technology	3
Select one course of the following:		3-4

BIO 101 & 101L	Introductory Biology and Introductory Biology Lab	
BIO 160	Human Anatomy and Physiology I	
BIO 170	Comparative Anatomy and Physiology I	
VET 240	Foundations of Animal Management and Welfare	3
PHI 300	Ethics	3
<b>Other Courses</b>		
Select two courses of the following:		6
BIO 340	Animal Behavior	
PSY 305	Psychosocial Aspects of Human-Animal Relationships	
VET 130	Basic Introduction to Horses	
VET 232	Horse and Stable Management	
VET 245	Companion Animal First Aid and Disaster Preparedness	
VET 235	Animal Learning	
VET 305	Advanced Animal Management Welfare	
<b>Total Hours</b>		<b>18-19</b>

## Applied Mathematics, B.S.

### Program Description

Students will complete a program that is anchored by fundamentals of computing, programing, 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.

### Program Goals

- Students shall develop an understanding of the central components of Applied Mathematics, and their interaction in special areas.
  - They shall integrate course content to demonstrate the interrelations between different areas of Applied Mathematics.
  - They shall develop a fluency in comprehending applied mathematical concepts and the components that support it.
  - They shall develop reflective abstraction.
- Students shall develop primary tools relevant to performing Applied Mathematics.
  - They shall develop strong computational skills and experience in a wide range of software environments, including Python and R.
  - They shall develop the notions of rigorous proof and be able to manage a big volume of data.
  - They shall set up opportunities in which they will engage in critical thinking and problem exploration about big volume of data.

- They shall learn how to analyze risk using mathematics and statistics.
  - They shall apply their knowledge to solve management problems in insurance and various social and business.
  - They shall encourage the communication about the attractiveness of Applied Mathematics in Actuary and Data science.
- Students shall develop ancillary tools relevant to research level Applied Mathematics.
    - They shall develop literature search skills.
    - They shall become proficient in reading and translating applied mathematical literature.
    - They shall learn how to collect, sort, and analyze data.
    - They shall acquire Technology skills: LaTeX 2e, Mathematica, MATLAB, and supporting tools.

**Degree earned:** B.S.

**Delivery formats:** On-campus, online

**Total number of credits:** 120 (Data Science Concentration), 122 (Actuary Concentration)

### Credit Distribution

#### B.S. Applied Mathematics – Data Science

Code	Title	Hours
<b>General Education Core</b>		
<i>Writing Courses</i>		
ENG 110	College Writing	3
or ENG 112	College Writing for Multilingual Students	
ENG/HON 200	Advanced College Writing	3
or ENG 202	Advanced College Writing for Multilingual Students	
<i>Critical Dialogues Course</i>		
INT 110	Introduction to Dialogues in Critical Thinking <sup>1</sup>	3
<i>American Dialogues Course</i>		
Select one course of the following:		3
ART 201	Photographers, Writers, and the American Scene	
CRJ 355	Social Issues in Policing a Multicultural Community	
GEN/HON 220	Justice and Democracy in America	
HIS 200	African-American History	
HIS 220	Cultural Interaction in Colonial North America	
INT 220	Enduring American Dialogues	
<i>Creative and Reflective Dialogues Course</i>		
Select one course of the following:		3
ART 205	Contemporary Photography as Cultural Landscape	
ART 240	Beginning Drawing	
ART 260	Basic Photography: Criticizing Photography	
ENG 210	Introduction to Creative Writing	
ENG 350	Creative Nonfiction Writing	
GEN 230	Creative Expression	
THE 100	Introduction to Theatre and Performance	
<i>Sustainability Dialogues Course</i>		
Select one course of the following:		3-4
BIO 101	Introductory Biology	
BIO 110	Human Nutrition	

BIO 120	Botany
BIO 150	Environmental Studies
CHE 100	Introductory Chemistry
GEN 240	Scientific Discovery
PHY 104	Physical Science
PHY 200	Principles of Physics I

**Global Dialogues Course**

Select one course of the following: 3

ENG 305	British Literature I: Middle Ages to the 18th Century
ENG 315	British Literature II: Late 18th Century to The Present
ENG 425	Themes and Topics in World Literature & Culture
ENG 435	Major Global Literary Figures
GEN 410	Baccalaureate Capstone I
HIS 321	Medieval World
HIS 325	The History of Ireland
HIS 330	History of the Israeli-Palestinian Conflict
HUM 300	The Arts in Society
INT 310	Psychoanalysis & Politics
INT 350	Seminar in Religion and Belief
MUS 305	Classical Music Studies
PHI 358	Truth & Justice

**Citizenship Dialogues Course**

Select one course of the following: 3

GEN 411	Baccalaureate Capstone II
INT 450	Capstone in Citizenship
PSY 411	Psychology Capstone
MAT 251	Calculus I
MAT 281	Statistics and Probability I
SPE 130	Fundamentals of Public Speaking

**Major Requirements**

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 and Probability II	3
MAT 445	Introduction to Probability	3
MAT 455	Regression Analysis	3

**Electives**

Select two courses of the following: 6

CIS 245	Intermediate Microcomputer Applications
MAT 151	College Geometry and Trigonometry
MAT 250	Operations Analysis & Modeling
MAT 298	Special Topic in Mathematics
MAT 398	Special Topic in Mathematics
MAT 498	Independent Study/Mathematics
PHI 201	Formal Logic

**Free Elective Component**

 Select 45 credits of Free Electives<sup>2</sup> 45

**Data Science Component**

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

**Total Hours** 120-121

1

Required of first-year students; all other students may substitute a 300/400 level Liberal Arts and Sciences elective

2

May include any College course.

**B.S. Applied Mathematics – Actuary**

Code	Title	Hours
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**General Education Core**
**Writing Courses**

ENG 110	College Writing	3
or ENG 112	College Writing for Multilingual Students	
ENG 200	Advanced College Writing	3
or ENG 202	Advanced College Writing for Multilingual Students	

**Critical Dialogues Course**

INT 110	Introduction to Dialogues in Critical Thinking <sup>1</sup>	3
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**American Dialogues Course**

Select one course of the following: 3

CRJ 355	Social Issues in Policing a Multicultural Community
GEN/HON 220	Justice and Democracy in America
HIS 200	African-American History
HIS 220	Cultural Interaction in Colonial North America
INT 220	Enduring American Dialogues

**Creative and Reflective Dialogues Course**

Select one course of the following: 3

ART 205	Contemporary Photography as Cultural Landscape
ART 240	Beginning Drawing
ART 260	Basic Photography: Criticizing Photography
ENG 210	Introduction to Creative Writing
ENG 350	Creative Nonfiction Writing
GEN 230	Creative Expression
THE 100	Introduction to Theatre and Performance

**Sustainability Dialogues Course**

Select one course of the following: 3-4

BIO 110	Human Nutrition
BIO 120	Botany
BIO 150	Environmental Studies
CHE 100	Introductory Chemistry
GEN 240	Scientific Discovery
PHY 104	Physical Science
PHY 200	Principles of Physics I

**Global Dialogues Course**

Select one course of the following: 3

ENG 305	British Literature I: Middle Ages to the 18th Century
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ENG 315	British Literature II: Late 18th Century to The Present
ENG 425	Themes and Topics in World Literature & Culture
ENG 435	Major Global Literary Figures
GEN 410	Baccalaureate Capstone I
HIS 321	Medieval World
HIS 325	The History of Ireland
HIS 330	History of the Israeli-Palestinian Conflict
INT 310	Psychoanalysis & Politics
INT 350	Seminar in Religion and Belief
MUS 305	Classical Music Studies
PHI 358	Truth & Justice

*Citizenship Dialogues Course*

Select one course of the following: 3

GEN 411	Baccalaureate Capstone II
INT 450	Capstone in Citizenship
PSY 411	Psychology Capstone
MAT 251	Calculus I
MAT 281	Statistics and Probability I
SPE 130	Fundamentals of Public Speaking

**Major Requirements**

MAT 252	Calculus II	3
MAT 255	Theory of Numbers	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 and Probability II	3
MAT 385	Probability for Actuarial Science	3
MAT 421	Real Variables	3

**Electives**

Select two courses of the following: 6

DAT 100	Fundamentals of Computing
DAT 200	Introduction to Programming
MAT 151	College Geometry and Trigonometry
MAT 182	Discrete Mathematics
MAT 250	Operations Analysis & Modeling
MAT 298	Special Topic in Mathematics
MAT 398	Special Topic in Mathematics
MAT 498	Independent Study/Mathematics
MAT 445	Introduction to Probability
MAT 455	Regression Analysis
PHI 201	Formal Logic

**Free Elective Component**

Select 45 credits of Free Electives<sup>2</sup> 45

**Sciences Component**

Select one sequence of the following: 2-8

PHY 200 & PHY 201	Principles of Physics I and Principles of Physics II
CHE 200 & CHE 201	General Chemistry I and General Chemistry II

CHE 200L & CHE 201L	General Chemistry I Laboratory and General Chemistry II Laboratory
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**Total Hours** 116-123

1

Required of first-year students; all other students may substitute a 300/400 level Liberal Arts and Sciences elective

2

May include any College course.

## Suggested Sequences B.S. - Applied Mathematics - Actuary

Course	Title	Hours
<b>First Year</b>		
<b>First Semester</b>		
ENG 110	College Writing	3
INT 110	Introduction to Dialogues in Critical Thinking	3
MAT 251	Calculus I	3
HUM Elective		3
Free Elective		3
<b>Hours</b>		<b>15</b>
<b>Second Semester</b>		
American Dialogues		3
SPE 130	Fundamentals of Public Speaking	3
MAT 252	Calculus II	3
Free Elective		3
Free Elective		3
<b>Hours</b>		<b>15</b>
<b>Second Year</b>		
<b>First Semester</b>		
ENG 200	Advanced College Writing	3
MAT 260	Linear Algebra	3
MAT 261	Calculus III	3
SS Elective		3
SCI Elective I		4
<b>Hours</b>		<b>16</b>
<b>Second Semester</b>		
Creative Dialogues		3
MAT 255	Theory of Numbers	3
MAT 361	Differential Equations	3
SCI Elective II		4
Free Elective		3
<b>Hours</b>		<b>16</b>
<b>Third Year</b>		
<b>First Semester</b>		
Sustainability Dialogues		3
MAT 281	Statistics and Probability I	3
MAT 342	Abstract Algebra	3
HUM Elective		3
Free Elective		3
<b>Hours</b>		<b>15</b>
<b>Second Semester</b>		
Global Dialogues		3
MAT 382	Statistics and Probability II	3
MAT Elective		3
SS Elective		3
Free Elective		3
<b>Hours</b>		<b>15</b>

Fourth Year		
First Semester		
Citizenship Dialogues		3
MAT 265	Financial Mathematics	3
MAT 421	Real Variables	3
Free Elective		3
Free Elective		3
<b>Hours</b>		<b>15</b>
Second Semester		
MAT 385	Probability for Actuarial Science	3
MAT Elective		3
Free Elective		3
Free Elective		3
Free Elective		3
<b>Hours</b>		<b>15</b>
<b>Total Hours</b>		<b>122</b>

**Please Note:** The above shows the ideal suggested sequencing and scheduling of courses and credits by semester. It is based on eight semesters for a traditionally-structured baccalaureate degree. Degree program requirements and the scheduling of courses are subject to change, based on writing/math placements and course availability. This chart should be utilized a guide and is not a written contract. Students will be notified of changes that may affect their academic progress.

## B.S. - Applied Mathematics - Data Science

Course	Title	Hours
First Year		
First Semester		
ENG 110	College Writing	3
INT 110	Introduction to Dialogues in Critical Thinking	3
MAT 182	Discrete Mathematics	3
HUM Elective		3
Free Elective		3
<b>Hours</b>		<b>15</b>
Second Semester		
American Dialogues		3
SPE 130	Fundamentals of Public Speaking	3
MAT 251	Calculus I	3
Free Elective		3
Free Elective		3
<b>Hours</b>		<b>15</b>
Second Year		
First Semester		
ENG 200	Advanced College Writing	3
MAT 252	Calculus II	3
MAT 281	Statistics and Probability I	3
DAT 100	Fundamentals of Computing	3
SS Elective		3
<b>Hours</b>		<b>15</b>
Second Semester		
CreativeDialogues		3
MAT 260	Linear Algebra	3
MAT 261	Calculus III	3
MAT 382	Statistics and Probability II	3
DAT 200	Introduction to Programming	3
<b>Hours</b>		<b>15</b>
Third Year		
First Semester		
Sustainability Dialogues		3
MAT 361	Differential Equations	3

DAT 300	Introduction To Databases	3
HUM Elective		3
Free Elective		3
<b>Hours</b>		<b>15</b>
Second Semester		
Global Dialogues		3
DAT 400	Introduction To Data Mining	3
SS Elective		3
Free Elective		3
Free Elective		3
<b>Hours</b>		<b>15</b>
Fourth Year		
First Semester		
Citizenship Dialogues		3
MAT 445	Introduction to Probability	3
MAT Elective		3
Free Elective		3
Free Elective		3
<b>Hours</b>		<b>15</b>
Second Semester		
MAT 455	Regression Analysis	3
MAT Elective		3
Free Elective		3
Free Elective		3
Free Elective		3
<b>Hours</b>		<b>15</b>
<b>Total Hours</b>		<b>120</b>

**Please Note:** The above shows the ideal suggested sequencing and scheduling of courses and credits by semester. It is based on eight semesters for a traditionally-structured baccalaureate degree. Degree program requirements and the scheduling of courses are subject to change, based on writing/math placements and course availability. This chart should be utilized a guide and is not a written contract. Students will be notified of changes that may affect their academic progress.

## Biology, B.S.

### 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

1. eight required courses in botany, cell biology, ecology, genetics, microbiology, epidemiology and biostatistics, and comparative anatomy and physiology; and
2. 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.

## 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.

**Degree earned:** B.S.

**Total number of credits:** 128

## Credit Distribution

Code	Title	Hours
<b>General Education Core</b>		
<i>Writing Courses</i>		
ENG 110	College Writing	3
or ENG 112	College Writing for Multilingual Students	
ENG/HON 200	Advanced College Writing	3
or ENG 202	Advanced College Writing for Multilingual Students	
<i>Critical Dialogues Course</i>		
INT 110	Introduction to Dialogues in Critical Thinking <sup>1</sup>	3
<i>American Dialogues Course</i>		
Select one course of the following: 3		
ART 201	Photographers, Writers, and the American Scene	
CRJ 355	Social Issues in Policing a Multicultural Community	
GEN/HON 220	Justice and Democracy in America	
HIS 200	African-American History	
HIS 220	Cultural Interaction in Colonial North America	
INT 220	Enduring American Dialogues	
<i>Creative and Reflective Dialogues Course</i>		
Select one course of the following: 3		
ART 205	Contemporary Photography as Cultural Landscape	
ART 240	Beginning Drawing	
ART 260	Basic Photography: Criticizing Photography	

ENG 210	Introduction to Creative Writing	
ENG 350	Creative Nonfiction Writing	
GEN 230	Creative Expression	
THE 100	Introduction to Theatre and Performance	
<i>Global Dialogues Course</i>		
Select one course of the following: 3		
ENG 305	British Literature I: Middle Ages to the 18th Century	
ENG 315	British Literature II: Late 18th Century to The Present	
ENG 425	Themes and Topics in World Literature & Culture	
ENG 435	Major Global Literary Figures	
GEN 410	Baccalaureate Capstone I	
HIS 321	Medieval World	
HIS 325	The History of Ireland	
HIS 330	History of the Israeli-Palestinian Conflict	
HUM 300	The Arts in Society	
INT 310	Psychoanalysis & Politics	
INT 350	Seminar in Religion and Belief	
MUS 305	Classical Music Studies	
PHI 358	Truth & Justice	
<i>Citizenship Dialogues Course</i>		
Select one course of the following: 3		
GEN 411	Baccalaureate Capstone II	
INT 450	Capstone in Citizenship	
PSY 411	Psychology Capstone	
MAT 115	Pre-Calculus <sup>2</sup>	3
SPE 130	Fundamentals of Public Speaking	3
<b>Major Requirements</b>		
BIO 120	Botany	4
BIO 170	Comparative Anatomy and Physiology I	4
or BIO 160	Human Anatomy and Physiology I	
BIO 170L	Comparative Anatomy and Physiology I Lab	1
or BIO 160L	Human Anatomy and Physiology L	
BIO 171	Comparative Anatomy and Physiology II	4
or BIO 161	Human Anatomy & Physiology II	
BIO 171L	Comparative Anatomy and Physiology II Laboratory	1
or BIO 161L	Human Anatomy & Phys. II Lab	
BIO 200	Microbiology	3
BIO 200L	Microbiology Lab	1
BIO 220	Cell Biology	3
BIO 301	Epidemiology and Biostatistics	3
BIO 320	Ecology	4
BIO 330	Genetics	3
<b>Major Electives</b>		
Select three courses of the following: 9		
BIO 303	Toxicology	
BIO 310	Immunology	
BIO 340	Animal Behavior	
BIO 370	Advanced Vertebrate Physiology I	
BIO 371	Advanced Vertebrate Physiology II	

BIO 377	Biology Internship
BIO 421	Ichthyology
BIO 422	Herpetology
BIO 423	Ornithology
BIO 424	Mammalogy
BIO 430	Organic Evolution
BIO 470	Developmental Biology
BIO 498	Independent Study in Biology
CHE 400	General Biochemistry
CHE 400L	General Biochemistry Laboratory

**Liberal Arts and Sciences Courses**

CHE 200	General Chemistry I	3
CHE 200L	General Chemistry I Laboratory	1
CHE 201	General Chemistry II	3
CHE 201L	General Chemistry II Laboratory	1
CHE 300	Organic Chemistry I	3
CHE 300L	Organic Chemistry I Laboratory	1
CHE 301	Organic Chemistry II	3
CHE 301L	Organic Chemistry II Laboratory	1
PHI 300	Ethics	3

**Computer Information Systems**

CIS 115	Computer Applications	3
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**Free Electives**

Select 39 credits of Free Electives <sup>3</sup>	39
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**Total Hours** **128**

1

Required of first-year students; all other students may substitute a 300/400 level Liberal Arts and Sciences elective

2

Students who meet the math requirement by placement may substitute a Free elective

3

May include any College course

**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.

## Suggested Sequence

Course	Title	Hours
<b>First Year</b>		
<b>First Semester</b>		
INT 110	Introduction to Dialogues in Critical Thinking	3
ENG 110	College Writing	3
BIO 170	Comparative Anatomy and Physiology I	4
BIO 170L	Comparative Anatomy and Physiology I Lab	1
CHE 200	General Chemistry I	3
CHE 200L	General Chemistry I Laboratory	1
<b>Hours</b>		<b>15</b>

**Second Semester**

American Dialogues		3
ENG 200	Advanced College Writing	3
BIO 171	Comparative Anatomy and Physiology II	4
BIO 171L	Comparative Anatomy and Physiology II Laboratory	1
CHE 201	General Chemistry II	3
CHE 201L	General Chemistry II Laboratory	1
SPE 130	Fundamentals of Public Speaking	3
<b>Hours</b>		<b>18</b>

**Second Year**
**First Semester**

BIO 200	Microbiology	3
CHE 300	Organic Chemistry I	3
CHE 300L	Organic Chemistry I Laboratory	1
CIS 115	Computer Applications	3
Free Elective		3
Free Elective		3
<b>Hours</b>		<b>16</b>

**Second Semester**

Creative Dialogues		3
BIO 220	Cell Biology	3
CHE 301	Organic Chemistry II	3
CHE 301L	Organic Chemistry II Laboratory	1
MAT 115	Pre-Calculus	3
Free Elective		3
<b>Hours</b>		<b>16</b>

**Third Year**
**First Semester**

BIO 330	Genetics	3
BIO 320	Ecology	4
PHI 300	Ethics	3
Free Elective		3
Free Elective		3
<b>Hours</b>		<b>16</b>

**Second Semester**

Global Dialogues		3
BIO 301	Epidemiology and Biostatistics	3
BIO 120	Botany	4
BIO Elective		3-4
Free Elective		3
<b>Hours</b>		<b>16-17</b>

**Fourth Year**
**First Semester**

INT 450	Capstone in Citizenship	3
BIO Elective		3-4
Free Elective		3
Free Elective		3
Free Elective		3
<b>Hours</b>		<b>15-16</b>

**Second Semester**

BIO Elective		3-4
Free Elective		3
Free Elective		3
Free Elective		3
Free Elective		3
<b>Hours</b>		<b>15-16</b>
<b>Total Hours</b>		<b>127-130</b>

**Note 1:** The above shows the ideal suggested sequencing and scheduling of courses and credits by semester. It is based on eight semesters for a traditionally-structured baccalaureate degree. Degree program

requirements and the scheduling of courses are subject to change, based on writing/math placements and course availability. This chart should be utilized as a guide and is not a written contract. Students will be notified of changes that may affect their academic progress.

**Note 2:** 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, PHY 201 Principles of Physics II, and MAT 216 Survey Of Introductory Calculus And Its Applications or MAT 251 Calculus I and MAT 252 Calculus II. Students interested in professional careers in medicine are advised to develop a foundation in the Humanities and the Social Sciences.

## Business Administration, B.S.

### 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 College Writing/ENG 112 College Writing for Multilingual Students, ENG 200 Advanced College Writing/ENG 202 Advanced College Writing for Multilingual Students, SPE 130 Fundamentals of Public Speaking, ECO 200 Macroeconomics, and ECO 201 Microeconomics 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.

**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:

- **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.

**Degree earned:** B.S.

**Total number of credits:** 120-121

## Credit Distribution

Code	Title	Hours
<b>General Education Core</b>		
<i>Writing Courses</i>		
ENG 110	College Writing	3
or ENG 112	College Writing for Multilingual Students	
ENG/HON 200	Advanced College Writing	3
or ENG 202	Advanced College Writing for Multilingual Students	
<i>Critical Dialogues Course</i>		
INT 110	Introduction to Dialogues in Critical Thinking <sup>1</sup>	3
<i>American Dialogues Course</i>		
Select one course of the following:		3
ART 201	Photographers, Writers, and the American Scene	
CRJ 355	Social Issues in Policing a Multicultural Community	
GEN/HON 220	Justice and Democracy in America	
HIS 200	African-American History	
HIS 220	Cultural Interaction in Colonial North America	
INT 220	Enduring American Dialogues	
<i>Creative and Reflective Dialogues Course</i>		
Select one course of the following:		3
ART 205	Contemporary Photography as Cultural Landscape	
ART 240	Beginning Drawing	
ART 260	Basic Photography: Criticizing Photography	
ENG 210	Introduction to Creative Writing	
ENG 350	Creative Nonfiction Writing	
GEN 230	Creative Expression	
THE 100	Introduction to Theatre and Performance	
<i>Sustainability Dialogues Course</i>		
Select one course of the following:		3-4
BIO 101	Introductory Biology	
BIO 110	Human Nutrition	
BIO 120	Botany	
BIO 150	Environmental Studies	
CHE 100	Introductory Chemistry	
GEN 240	Scientific Discovery	
PHY 104	Physical Science	

PHY 200	Principles of Physics I	
<i>Global Dialogues Course</i>		
Select one course of the following:		3
ENG 305	British Literature I: Middle Ages to the 18th Century	
ENG 315	British Literature II: Late 18th Century to The Present	
ENG 425	Themes and Topics in World Literature & Culture	
ENG 435	Major Global Literary Figures	
GEN 410	Baccalaureate Capstone I	
HIS 321	Medieval World	
HIS 325	The History of Ireland	
HIS 330	History of the Israeli-Palestinian Conflict	
HUM 300	The Arts in Society	
INT 310	Psychoanalysis & Politics	
INT 350	Seminar in Religion and Belief	
MUS 305	Classical Music Studies	
PHI 358	Truth & Justice	
<i>Citizenship Dialogues Course</i>		
Select one course of the following:		3
GEN 411	Baccalaureate Capstone II	
INT 450	Capstone in Citizenship	
PSY 411	Psychology Capstone	
MAT 115	Pre-Calculus	3
or MAT 216	Survey Of Introductory Calculus And Its Applications	
SPE 130	Fundamentals of Public Speaking	3
<b>Major Requirements</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 Resources 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
<b>Experiential Learning <sup>2</sup></b>		
MGT 377	Field Experience I	3
MGT 477	Field Experience II	3
<b>Liberal Arts and Sciences Courses</b>		
ENG 205	Introduction to Literature	3
or ENG 215	Survey of World Literature	
ENG 260	Business and Professional Writing	3
INT 411	Global Leadership	3

MAT 114	Intermediate Algebra <sup>3</sup>	3
PHI 300	Ethics	3
PSY 100	Introduction to Psychology	3
<b>Breadth Electives</b>		
Select 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).		6
<b>Free Electives</b>		
Select 9 credits of Free Electives <sup>4</sup>		9
<b>Total Hours</b>		<b>120-121</b>

1  
Required of first-year students; all other students may substitute a 300/400 level Liberal Arts and Sciences elective

2  
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.

3  
Students who meet the math competency may substitute a 300/400 level Liberal Arts and Sciences elective.

4  
May include any College course.

## Suggested Sequence

Course	Title	Hours
<b>First Year</b>		
<b>First Semester</b>		
INT 110	Introduction to Dialogues in Critical Thinking	3
ENG 110	College Writing	3
MAT 114/115	Intermediate Algebra	3
MGT 175	Management Concepts and Communication	3
SPE 130	Fundamentals of Public Speaking	3
<b>Hours</b>		<b>15</b>
<b>Second Semester</b>		
American Dialogues		3
ENG 200	Advanced College Writing	3
MAT 115/216	Pre-Calculus	3
MKT 220	Principles of Marketing	3
MIS 240	Management Information Systems	3
<b>Hours</b>		<b>15</b>
<b>Second Year</b>		
<b>First Semester</b>		
Creative Dialogues		3
ECO 200	Macroeconomics	3
ECO 260	Econometrics I	3
MGT 230	Human Resources Management	3
ACC 101	Financial Accounting	3
<b>Hours</b>		<b>15</b>
<b>Second Semester</b>		
Sustainability Dialogues		3
ECO 201	Microeconomics	3
ECO 261	Econometrics II	3
ACC 102	Managerial Accounting	3

MGT 240	Financial Management	3
<b>Hours</b>		<b>15</b>
<b>Third Year</b>		
<b>First Semester</b>		
Global Dialogues		3
ENG 260	Business and Professional Writing	3
MGT 335	Organizational Behavior	3
MGT 299	Business Law I	3
Breadth Elective		3
<b>Hours</b>		<b>15</b>
<b>Second Semester</b>		
INT 450	Capstone in Citizenship	3
MGT 302	Operations Management	3
PSY 100	Introduction to Psychology	3
MKT 315	Marketing Management and Strategy	3
ENG 205/215	Introduction to Literature	3
<b>Hours</b>		<b>15</b>
<b>Fourth Year</b>		
<b>First Semester</b>		
MGT 377	Field Experience I	3
MGT 420	Strategic Management I	3
PHI 300	Ethics	3
Free Elective		3
Breadth Elective		3
<b>Hours</b>		<b>15</b>
<b>Second Semester</b>		
MGT 477	Field Experience II	3
INT 411	Global Leadership	3
MGT 421	Strategic Management II	3
Free Elective		3
Free Elective		3
<b>Hours</b>		<b>15</b>
<b>Total Hours</b>		<b>120</b>

**Please Note:** The above shows the ideal suggested sequencing and scheduling of courses and credits by semester. It is based on eight semesters for a traditionally-structured baccalaureate degree. Degree program requirements and the scheduling of courses are subject to change, based on writing/math placements and course availability. This chart should be utilized a guide and is not a written contract. Students will be notified of changes that may affect their academic progress.

## Business Administration- Management Information Systems, B.S.

### 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 College Writing or equivalent, ENG 200 Advanced College Writing or equivalent, SPE 130 Fundamentals of Public Speaking, ECO 200 Macroeconomics, and ECO 201 Microeconomics 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.

**Degree earned:** B.S.

**Total number of credits:** 120-121

## Credit Distribution

Code	Title	Hours
<b>General Education Core</b>		
<i>Writing Courses</i>		
ENG 110	College Writing	3
or ENG 112	College Writing for Multilingual Students	
ENG/HON 200	Advanced College Writing	3
or ENG 202	Advanced College Writing for Multilingual Students	
<i>Critical Dialogues Course</i>		
INT 110	Introduction to Dialogues in Critical Thinking <sup>1</sup>	3
<i>American Dialogues Course</i>		
Select one course of the following:		3
ART 201	Photographers, Writers, and the American Scene	
CRJ 355	Social Issues in Policing a Multicultural Community	
GEN/HON 220	Justice and Democracy in America	
HIS 200	African-American History	
HIS 220	Cultural Interaction in Colonial North America	
INT 220	Enduring American Dialogues	
<i>Creative and Reflective Dialogues Course</i>		
Select one course of the following:		3
ART 205	Contemporary Photography as Cultural Landscape	
ART 240	Beginning Drawing	
ART 260	Basic Photography: Criticizing Photography	
ENG 210	Introduction to Creative Writing	
ENG 350	Creative Nonfiction Writing	
GEN 230	Creative Expression	
THE 100	Introduction to Theatre and Performance	
<i>Sustainability Dialogues Course</i>		
Select one course of the following:		3-4
BIO 101	Introductory Biology	
BIO 110	Human Nutrition	
BIO 120	Botany	
BIO 150	Environmental Studies	
CHE 100	Introductory Chemistry	
GEN 240	Scientific Discovery	
PHY 104	Physical Science	
PHY 200	Principles of Physics I	
<i>Global Dialogues Course</i>		
Select one course of the following:		3
ENG 305	British Literature I: Middle Ages to the 18th Century	
ENG 315	British Literature II: Late 18th Century to The Present	
ENG 425	Themes and Topics in World Literature & Culture	
ENG 435	Major Global Literary Figures	
GEN 410	Baccalaureate Capstone I	



HIS 321	Medieval World	
HIS 325	The History of Ireland	
HIS 330	History of the Israeli-Palestinian Conflict	
HUM 300	The Arts in Society	
INT 310	Psychoanalysis & Politics	
INT 350	Seminar in Religion and Belief	
MUS 305	Classical Music Studies	
PHI 358	Truth & Justice	
<i>Citizenship Dialogues Course</i>		
Select one course of the following:		3
GEN 411	Baccalaureate Capstone II	
INT 450	Capstone in Citizenship	
PSY 411	Psychology Capstone	
MAT 115	Pre-Calculus	3
or MAT 216	Survey Of Introductory Calculus And Its Applications	
SPE 130	Fundamentals of Public Speaking	3
<b>Major Requirements</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 Communications & Networks	3
MIS 335	Decision Support Systems	3
MIS 400	Systems Analysis and Design	3
MKT 220	Principles of Marketing	3
<b>Experiential Learning</b> <sup>2</sup>		
MIS 377	Field Experience I	3
MGT 477	Field Experience II	3
<b>Liberal Arts and Sciences Courses</b>		
ENG 205	Introduction to Literature	3
or ENG 215	Survey of World Literature	
ENG 260	Business and Professional Writing	3
INT 411	Global Leadership	3
MAT 114	Intermediate Algebra <sup>3</sup>	3
PHI 300	Ethics	3
PSY 100	Introduction to Psychology	3
<b>Free Electives</b>		
May include any College course.		12
<b>Total Hours</b>		<b>120-121</b>

1

Required of first-year students; all other students may substitute a 300/400 level Liberal Arts and Sciences elective

2

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.

3

Students who meet the math competency may substitute a 300/400 level Liberal Arts and Sciences elective

## Business, A.S./Business Administration, B.B.A.

### 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 two formats: an on-campus evening hybrid program, and an online program. Students without sufficient credits to enter the BBA may start in the ASB program and transfer immediately into the BBA program when the necessary credits are obtained.

### 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.

**Total number of credits:** 120 (B.B.A., on-campus hybrid and evening), 120 (B.B.A., online) or 60 (A.S., online and on-campus)

**Delivery formats:** On-campus, online

## 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.
- **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.

## Credit Distribution and Course Sequence

### Business, A.S. (Online & On-Campus)

Code	Title	Hours
ACC 110		4
CIS 118		4
ENG 111		4
ENG 201		4
GEN 111		4
GEN 221		4
GEN 231		4
GEN 241		4
HIS 251		4
MAT 121		4
MGT 112		4
MGT 231		4
MGT 265		4
PHI 190		4
PSY 101		4
<b>Total Hours</b>		<b>60</b>

### Business Administration Core, B.B.A. (On-Campus Hybrid & Evening)

Code	Title	Hours
GEN 300		4
MGT 310		4
ACC 304		4
ENG 361		4
MAT 203		4
MKT 346		4
ECO 301		4
BUS 301		4

FNS 203	4
MGT 366	4
ACC 315	4
BUS 445	4
BUS 476	4
Elective	4
Elective	4
<b>Free/Transfer Credits</b>	<b>60</b>
<b>Total Hours</b>	<b>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.

### Business Administration Core, B.B.A. (Online)

Code	Title	Hours
GEN 310		4
MGT 310		4
ACC 304		4
ENG 361		4
MAT 203		4
MKT 346		4
ECO 301		4
BUS 301		4
FNS 203		4
MGT 366		4
ACC 315		4
BUS 445		4
BUS 476		4
Elective		4
Elective		4
<b>Free/Transfer Credits</b>	<b>60</b>	
<b>Total Hours</b>	<b>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.

## Communication Minor

**Total Credits: 21 credits**

Code	Title	Hours
<b>Required</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
Select one COM elective		3
Select two 300/400 level COM electives		6
<b>Total Hours</b>		<b>21</b>

# Communication, B.S.

## 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 student's role in that process.

In addition, the Communication student is given the opportunity to acquire a comprehensive liberal arts background. While enriching the specialized program, this may provide the student with a humanistic perspective for the evaluation of the student's 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 College Writing/ENG 112 College Writing for Multilingual Students and ENG 200 Advanced College Writing/ENG 202 Advanced College Writing for Multilingual Students) and SPE 130 Fundamentals of Public Speaking 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 Field Experience I, COM 377 Field Experience II, COM 388 Field Experience, COM 477 Field Experience III) 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 (<https://www.medaille.edu/my-medaille/lp/wmcb-medaille-radio/>).

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.

**Degree earned:** B.S.

**Total number of credits:** 120-121

## Credit Distribution

Code	Title	Hours
<b>General Education Core</b>		
<i>Writing Courses</i>		
ENG 110 or ENG 112	College Writing College Writing for Multilingual Students	3
ENG/HON 200 or ENG 202	Advanced College Writing Advanced College Writing for Multilingual Students	3
<i>Critical Dialogues Course</i>		
INT 110	Introduction to Dialogues in Critical Thinking <sup>1</sup>	3
<i>American Dialogues Course</i>		
Select one course of the following:		3
ART 201	Photographers, Writers, and the American Scene	
CRJ 355	Social Issues in Policing a Multicultural Community	
GEN/HON 220	Justice and Democracy in America	
HIS 200	African-American History	
HIS 220	Cultural Interaction in Colonial North America	
INT 220	Enduring American Dialogues	
<i>Creative and Reflective Dialogues Course</i>		
Select one course of the following:		3
ART 205	Contemporary Photography as Cultural Landscape	
ART 240	Beginning Drawing	
ART 260	Basic Photography: Criticizing Photography	

ENG 210	Introduction to Creative Writing
ENG 350	Creative Nonfiction Writing
GEN 230	Creative Expression
THE 100	Introduction to Theatre and Performance

*Sustainability Dialogues Course*

Select one course of the following: 3-4

BIO 101	Introductory Biology
BIO 110	Human Nutrition
BIO 120	Botany
BIO 150	Environmental Studies
CHE 100	Introductory Chemistry
GEN 240	Scientific Discovery
PHY 104	Physical Science
PHY 200	Principles of Physics I

*Global Dialogues Course*

Select one course of the following: 3

ENG 305	British Literature I: Middle Ages to the 18th Century
ENG 315	British Literature II: Late 18th Century to The Present
ENG 425	Themes and Topics in World Literature & Culture
ENG 435	Major Global Literary Figures
GEN 410	Baccalaureate Capstone I
HIS 321	Medieval World
HIS 325	The History of Ireland
HIS 330	History of the Israeli-Palestinian Conflict
HUM 300	The Arts in Society
INT 310	Psychoanalysis & Politics
INT 350	Seminar in Religion and Belief
MUS 305	Classical Music Studies
PHI 358	Truth & Justice

*Citizenship Dialogues Course*

Select one course of the following: 3

GEN 411	Baccalaureate Capstone II
INT 450	Capstone in Citizenship
PSY 411	Psychology Capstone
MAT 114	Intermediate Algebra <sup>2</sup>
MAT 201	Statistics and Society
SPE 130	Fundamentals of Public Speaking

**Major Requirements**

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	The Theory of Media Criticism	3
COM 400	Media Communication Law and Ethics	3
COM 475	Media and Society Seminar	3

Select one COM (Any) Communication elective	3
Select one COM (300/400 level) Communication elective	3

**Experiential Learning**

COM 277	Field Experience I	3
COM 377	Field Experience II	3
COM 477	Field Experience III	6

**Liberal Arts and Sciences Courses**

Liberal Arts and Science electives	Select any three LAS courses	9
300/400 level Liberal Arts and Science electives	Select two LAS courses	6
PHI 200 or PHI 300	Logic Ethics	3
SPE 315	Advanced Public Speaking	3
Select one HIS (Any) History elective		3

**Free Electives**

Select 12 credits of Free Electives <sup>3</sup>	12
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**Total Hours 120-121**

1  
Required of first-year students; all other students may substitute a 300/400 level Liberal Arts and Sciences elective

2  
Students who meet the math competency may substitute a Liberal Arts and Sciences elective

3  
May include any College course.

**Suggested Sequence**

Course	Title	Hours
<b>First Year</b>		
<b>First Semester</b>		
INT 110	Introduction to Dialogues in Critical Thinking	3
ENG 110	College Writing	3
COM 101	Introduction to Mass Communication	3
COM 130	Survey of Broadcasting: History, Programming and Operations	3
MAT 114	Intermediate Algebra	3
<b>Hours</b>		<b>15</b>
<b>Second Semester</b>		
ENG 200	Advanced College Writing	3
COM 110	Journalism in the Digital Era	3
COM 150	Media Promotions and Marketing	3
SPE 130	Fundamentals of Public Speaking	3
MAT 201	Statistics and Society	3
<b>Hours</b>		<b>15</b>
<b>Second Year</b>		
<b>First Semester</b>		
American Dialogues		3
COM 211	Mass Media Writing	3
COM (Any)		3
COM 200	Digital Media Production	3
LAS Elective		3
<b>Hours</b>		<b>15</b>
<b>Second Semester</b>		
Creative Dialogues		3

COM 311	Social Media Strategies	3
COM 277	Field Experience I	3
PHI 200 or PHI 300	Logic or Ethics	3
LAS Elective		3
<b>Hours</b>		<b>15</b>
<b>Third Year</b>		
<b>First Semester</b>		
Sustainability Dialogues		3
COM 355	The Theory of Media Criticism	3
COM 377	Field Experience II	3
LAS Elective		3
LAS Elective (300/400)		3
<b>Hours</b>		<b>15</b>
<b>Second Semester</b>		
COM 300	Introduction to Communication Theory	3
COM (Any 300/400 level)		3
SPE 315	Advanced Public Speaking	3
HIS (Any)		3
Free Elective		3
<b>Hours</b>		<b>15</b>
<b>Fourth Year</b>		
<b>First Semester</b>		
Global Dialogues		3
COM 475	Media and Society Seminar	3
LAS Elective (300/400)		3
Free Elective		3
Free Elective		3
<b>Hours</b>		<b>15</b>
<b>Second Semester</b>		
INT 450	Capstone in Citizenship	3
COM 400	Media Communication Law and Ethics	3
COM 477	Field Experience III	6
Free Elective		3
<b>Hours</b>		<b>15</b>
<b>Total Hours</b>		<b>120</b>

**Please Note:** The above shows the ideal suggested sequencing and scheduling of courses and credits by semester. It is based on eight semesters for a traditionally-structured baccalaureate degree. Degree program requirements and the scheduling of courses are subject to change, based on writing/math placements and course availability. This chart should be utilized a guide and is not a written contract. Students will be notified of changes that may affect their academic progress.

## Creative Writing Minor

**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 Fundamentals of English, ENG 110 College Writing and ENG 200 Advanced College Writing.

Code	Title	Hours
<b>Required</b>		
ENG 210	Introduction to Creative Writing	3
ENG 330	Prelude Practicum	3
ENG 205 or ENG 215	Introduction to Literature Survey of World Literature	3

### 300-Level Creative Writing Courses

Select two courses of the following:		6
ENG 300	Fiction Workshop	
ENG 310	Poetry Workshop	
ENG 320	Drama Workshop	
ENG 350	Creative Nonfiction Writing	

### Other Courses

Select one option of the following:		3
Option 1		
Additional 300 level creative writing course from list above		
Option 2		
Select one course of the following:		
COM 110	Journalism in the Digital Era	
COM 211	Mass Media Writing	
COM 260	Photojournalism	
ENG 260	Business and Professional Writing	
ENG 270	Argumentation & Persuasion	
ENG 360	Advanced Report and Proposal Writing	

**Total Hours** **18**

## Criminal Justice, B.S. 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.

## Program Goals

- To provide students with an in-depth understanding of crime and the processes of the criminal justice system.
- To provide a rigorous course of study that includes critical thinking, oral and written communication skills to students in preparation for future graduate studies, including law, for career success.
- To provide students with a higher degree of understanding of the social impact of interpersonal human relations skills in the area of race, ethnicity and cross-cultural perspectives.
- To provide students with various social science research methods applied in the criminal justice discipline.
- To provide students with a sound ethical foundation in all aspects of the criminal justice system.

## Concentrations

**Note:** 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

**Degree earned:** B.S.

**Total number of credits:** 116-123

**Delivery formats:** On-campus, online

**Concentrations:** Juvenile & Family Justice Concentration, Law Enforcement Administration & Criminal Investigation Concentration, Law & Society Concentration, Homeland Security & Emergency Management Concentration (Online)

Code	Title	Hours
<b>General Education Core</b>		
<i>Writing Courses</i>		
ENG 110	College Writing	3
or ENG 112	College Writing for Multilingual Students	
ENG/HON 200	Advanced College Writing	3
or ENG 202	Advanced College Writing for Multilingual Students	
<i>Critical Dialogues Course</i>		
INT 110	Introduction to Dialogues in Critical Thinking <sup>1</sup>	3
<i>American Dialogues Course</i>		
Select one course of the following:		3
ART 201	Photographers, Writers, and the American Scene	
CRJ 355	Social Issues in Policing a Multicultural Community	
GEN/HON 220	Justice and Democracy in America	
HIS 200	African-American History	
HIS 220	Cultural Interaction in Colonial North America	
INT 220	Enduring American Dialogues	
<i>Creative and Reflective Dialogues Course</i>		
Select one course of the following:		3

ART 205	Contemporary Photography as Cultural Landscape
ART 240	Beginning Drawing
ART 260	Basic Photography: Criticizing Photography
ENG 210	Introduction to Creative Writing
ENG 350	Creative Nonfiction Writing
GEN 230	Creative Expression
THE 100	Introduction to Theatre and Performance

*Sustainability Dialogues Course*

Select one course of the following:	3-4
BIO 101	Introductory Biology
BIO 110	Human Nutrition
BIO 120	Botany
BIO 150	Environmental Studies
CHE 100	Introductory Chemistry
GEN 240	Scientific Discovery
PHY 104	Physical Science
PHY 200	Principles of Physics I

*Global Dialogues Course*

Select one course of the following:	3
ENG 305	British Literature I: Middle Ages to the 18th Century
ENG 315	British Literature II: Late 18th Century to The Present
ENG 425	Themes and Topics in World Literature & Culture
ENG 435	Major Global Literary Figures
GEN 410	Baccalaureate Capstone I
HIS 321	Medieval World
HIS 325	The History of Ireland
HIS 330	History of the Israeli-Palestinian Conflict
HUM 300	The Arts in Society
INT 310	Psychoanalysis & Politics
INT 350	Seminar in Religion and Belief
MUS 305	Classical Music Studies
PHI 358	Truth & Justice

*Citizenship Dialogues Course*

Select one course of the following:	3	
GEN 411	Baccalaureate Capstone II	
INT 450	Capstone in Citizenship	
PSY 411	Psychology Capstone	
MAT 114	Intermediate Algebra <sup>2</sup>	3
MAT 201	Statistics and Society	3
SPE 130	Fundamentals of Public Speaking	3

**Major Requirements**

CRJ 101	Intro 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 Capstone	3

**Concentration Areas**

Select one concentration of the following: **63**

Juvenile & Family Justice Concentration (p. 38)
Law Enforcement Administration & Criminal Investigation Concentration (p. 38)
Law & Society Concentration (p. 39)
Homeland Security & Emergency Management Concentration (p. 39)
Individualized Concentration (p. 39)

**Total Hours 120-121**

1  
Required of first-year students; all other students may substitute a 300/400 level Liberal Arts and Sciences elective

2  
Students who meet the math competency may substitute a Free elective

**Concentration Areas**

**Juvenile & Family Justice Concentration**

Code	Title	Hours
<b>Concentration Requirements</b>		
PSY 210	Child 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**

Foreign Language (any) or LAS			3
PHI 300	Ethics	3	
SOC 281	Multicultural & Diverse Popula	3	

Select one course of the following: **3**

HIS 200	African-American History
POL 100	Introduction To Political Science
PSY 100	Introduction to Psychology
SOC 100	Introduction to Sociology (Select 33 credits of Free Electives)

**Free Electives**

Select 33 credits of Free Electives <sup>1</sup> **33**

**Total Hours 63**

1  
May include any College course.

**Law Enforcement Administration & Criminal Investigation Concentration**

Code	Title	Hours
<b>Concentration Requirements</b>		
CRJ 301	Criminal Investigation I	3
CRJ 303	Criminal Investigation I Lab	1
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
<b>Liberal Arts and Sciences Courses</b>		
Foreign Language (any) or LAS		3
PHI 300	Ethics	3
SOC 281	Multicultural & Diverse Popula	3
Select one course of the following:		3
HIS 200	African-American History	
POL 100	Introduction To Political Science	
PSY 100	Introduction to Psychology	
SOC 100	Introduction to Sociology	
<b>Free Electives</b>		
Select 32 credits of Free Electives <sup>1</sup>		32
<b>Total Hours</b>		<b>63</b>

<sup>1</sup>  
May include any College course.

**Law & Society Concentration**

Code	Title	Hours
<b>Concentration Requirements</b>		
APY 100	Introduction to Anthropology	3
SOC 100	Introduction to Sociology	3
POL 100	Introduction To Political Science	3
CRJ 365	Law and Society	3
CRJ 377	Field Experience I	3
CRJ 477	Field Experience II	3
<b>Liberal Arts and Sciences Courses</b>		
Foreign Language (any) or LAS		3
PHI 300	Ethics	3
SOC 281	Multicultural & Diverse Popula	3
Select one course of the following:		3
HIS 200	African-American History	
POL 100	Introduction To Political Science	
PSY 100	Introduction to Psychology	
SOC 100	Introduction to Sociology	
<b>Free Electives</b>		
Select 33 credits of Free Electives <sup>1</sup>		33
<b>Total Hours</b>		<b>63</b>

<sup>1</sup>  
May include any College course.

**Homeland Security & Emergency Management Concentration [Online]**

Code	Title	Hours
<b>Concentration Requirements</b>		
CRJ 305E	Securing the Homeland	4
HIS 320E	History of Terrorism	4
POL 321E	The Constitution & Patriot Act	4
HLS 375E	Princ of Emergency Mgmt	4
CRJ 377	Field Experience I	3
CRJ 477	Field Experience II	3
<b>Liberal Arts and Sciences Courses</b>		
Foreign Language (any)		3

PHI 300	Ethics	3
SOC 281	Multicultural & Diverse Popula	3
Select one course of the following:		3
HIS 200	African-American History	
POL 100	Introduction To Political Science	
PSY 100	Introduction to Psychology	
SOC 100	Introduction to Sociology	
<b>Free Electives</b>		
Select 29 credits of Free Electives <sup>1</sup>		29
<b>Total Hours</b>		<b>63</b>

<sup>1</sup>  
May include any College course.

**Individualized Concentration**

Code	Title	Hours
<b>Concentration Requirements</b>		
Select four courses of the following:		12-15
APY 100	Introduction to Anthropology	
CRJ 170	Law Enforcement Ethics	
CRJ 225	Juvenile Delinquency	
CRJ 301 & CRJ 303	Criminal Investigation I and Criminal Investigation I Lab	
CRJ 305E	Securing the Homeland	
CRJ 355	Social Issues in Policing a Multicultural Community	
CRJ 365	Law and Society	
CRJ 410	Police Administration	
HIS 320E	History of Terrorism	
HLS 375E	Princ of Emergency Mgmt	
POL 100	Introduction To Political Science	
POL 321E	The Constitution & Patriot Act	
PSY 210	Child Development	
PSY 240	Adolescence	
SOC 100	Introduction to Sociology	
SOC 311	A Lifespan View Of Family Violence	

**Required Courses**

CRJ 377	Field Experience I	3
CRJ 477	Field Experience II	3

**Liberal Arts and Science Courses**

Foreign Language (any) or LAS elective		3
PHI 300	Ethics	3
SOC 281	Multicultural & Diverse Popula	3
Select one course of the following:		3
HIS 200	African-American History	
POL 100	Introduction To Political Science	
PSY 100	Introduction to Psychology	
SOC 100	Introduction to Sociology	

**Free Electives**

Select 29-33 credits of Free Electives <sup>1</sup>		29-33
<b>Total Hours</b>		<b>59-66</b>



1

May include any College course.

## Suggested Sequences Criminal Justice, B.S.

Course	Title	Hours
<b>First Year</b>		
<b>First Semester</b>		
GEN 110	Introduction to Critical Thinking	3
ENG 110	College Writing	3
CRJ 101	Intro to Criminal Justice	3
MAT 114	Intermediate Algebra	3
PSY 100	Introduction to Psychology	3
<b>Hours</b>		<b>15</b>
<b>Second Semester</b>		
GEN 220	Justice and Democracy in America	3
ENG 200	Advanced College Writing	3
CRJ 160	Crime and Society	3
MAT 201	Statistics and Society	3
SOC 100	Introduction to Sociology	3
<b>Hours</b>		<b>15</b>
<b>Second Year</b>		
<b>First Semester</b>		
GEN 230	Creative Expression	3
CRJ 170	Law Enforcement Ethics	3
CRJ 201	Introduction to Criminal Law	3
SPE 130	Fundamentals of Public Speaking	3
U.S. HIS/POL		3
<b>Hours</b>		<b>15</b>
<b>Second Semester</b>		
GEN 240	Scientific Discovery	3
CRJ 240	Criminal Courts and Procedures	3
CRJ 250	Policing a Multicultural Community	3
Major Elective		3
Social Science Elective		3
<b>Hours</b>		<b>15</b>
<b>Third Year</b>		
<b>First Semester</b>		
CRJ 301	Criminal Investigation I	3
CRJ 303	Criminal Investigation I Lab	1
CRJ 340	Corrections	3
PHI 300	Ethics	3
Major Elective		3
Social Science Elective		3
<b>Hours</b>		<b>16</b>
<b>Second Semester</b>		
CRJ 350	Community Policing	3
CRJ 377	Field Experience I	3
Major Elective		3
PED (Any)		2
LAS Elective		3
<b>Hours</b>		<b>14</b>
<b>Fourth Year</b>		
<b>First Semester</b>		
GEN 410	Baccalaureate Capstone I	3
CRJ 420	Senior Seminar/Topics	3
CRJ 477	Field Experience II	3
Major Elective		3

LAS Elective		3
<b>Hours</b>		<b>15</b>
<b>Second Semester</b>		
GEN 411	Baccalaureate Capstone II	3
Free Elective		3
Free Elective		3
Free Elective		3
Free Elective		3
<b>Hours</b>		<b>15</b>
<b>Total Hours</b>		<b>120</b>

**Please Note:** The above shows the ideal suggested sequencing and scheduling of courses and credits by semester. It is based on eight semesters for a traditionally-structured baccalaureate degree. Degree program requirements and the scheduling of courses are subject to change, based on writing/math placements and course availability. This chart should be utilized a guide and is not a written contract. Students will be notified of changes that may affect their academic progress.

## Criminal Justice, B.S., Juvenile and Family Justice Concentration

Course	Title	Hours
<b>First Year</b>		
<b>First Semester</b>		
INT 110	Introduction to Dialogues in Critical Thinking	3
ENG 110	College Writing	3
CRJ 101	Intro to Criminal Justice	3
MAT 114	Intermediate Algebra	3
SPE 130	Fundamentals of Public Speaking	3
<b>Hours</b>		<b>15</b>
<b>Second Semester</b>		
American Dialogues		3
ENG 200	Advanced College Writing	3
CRJ 160	Crime and Society	3
MAT 201	Statistics and Society	3
SOC 100	Introduction to Sociology (FE)	3
<b>Hours</b>		<b>15</b>
<b>Second Year</b>		
<b>First Semester</b>		
Creative Dialogues		3
CRJ 211	Law Enforcement	3
CRJ 201	Introduction to Criminal Law	3
PHI 300/310	Ethics	3
For. Lang. or LAS		3
<b>Hours</b>		<b>15</b>
<b>Second Semester</b>		
Sustainability Dialogues		3
CRJ 240	Criminal Courts and Procedures	3
SOC 281	Multicultural & Diverse Popula	3
PSY 100	Introduction to Psychology (LAS Choice)	3
Free Elective		3
<b>Hours</b>		<b>15</b>
<b>Third Year</b>		
<b>First Semester</b>		
PSY 210	Child Development	3
Free Elective		3
CRJ 340	Corrections	3
CRJ 415	Research Methods in Criminal Justice	3
Free Elective		3
<b>Hours</b>		<b>15</b>

Second Semester		
PSY 240	Adolescence	3
Free Elective		3
CRJ 225	Juvenile Delinquency	3
SOC 311	A Lifespan View Of Family Violence	3
Free Elective		3
<b>Hours</b>		<b>15</b>
Fourth Year		
First Semester		
Global Dialogues		3
CRJ 421	Senior Capstone	3
CRJ 377	Field Experience I	3
Free Elective		3
Free Elective		3
<b>Hours</b>		<b>15</b>
Second Semester		
INT 450	Capstone in Citizenship	3
CRJ 477	Field Experience II	3
Free Elective		3
Free Elective		3
Free Elective		3
<b>Hours</b>		<b>15</b>
<b>Total Hours</b>		<b>120</b>

**Please Note:** The above shows the ideal suggested sequencing and scheduling of courses and credits by semester. It is based on eight semesters for a traditionally-structured baccalaureate degree. Degree program requirements and the scheduling of courses are subject to change, based on writing/math placements and course availability. This chart should be utilized a guide and is not a written contract. Students will be notified of changes that may affect their academic progress.

## Criminal Justice, B.S., Homeland Security Concentration

Course	Title	Hours
First Year		
First Semester		
INT 110	Introduction to Dialogues in Critical Thinking	3
ENG 110	College Writing	3
CRJ 101	Intro to Criminal Justice	3
MAT 114	Intermediate Algebra	3
SPE 130	Fundamentals of Public Speaking	3
<b>Hours</b>		<b>15</b>
Second Semester		
American Dialogues		3
ENG 200	Advanced College Writing	3
CRJ 160	Crime and Society	3
MAT 201	Statistics and Society	3
POL/PSY/SOC 100/ HIS 200	Introduction To Political Science	3
<b>Hours</b>		<b>15</b>
Second Year		
First Semester		
Creative Dialogues		3
For. Lang. or LAS		3
CRJ 201	Introduction to Criminal Law	3
CRJ 211	Law Enforcement	3
PHI 300/310	Ethics	3
<b>Hours</b>		<b>15</b>
Second Semester		
Sustainability Dialogues		3
CRJ 240	Criminal Courts and Procedures	3

SOC 281	Multicultural & Diverse Popula	3
Free Elective		3
Free Elective		3
<b>Hours</b>		<b>15</b>
Third Year		
First Semester		
CRJ 305	online	4
Free Elective		3
CRJ 340	Corrections	3
CRJ 415	Research Methods in Criminal Justice	3
<b>Hours</b>		<b>13</b>
Second Semester		
HIS 320	online	4
Free Elective		3
Free Elective		3
Free Elective		3
Free Elective		2
<b>Hours</b>		<b>15</b>
Fourth Year		
First Semester		
Global Dialogues		3
CRJ 421	Senior Capstone	3
CRJ 377	Field Experience I	3
HLS 375E	Princ of Emergency Mgmt	4
Free Elective		3
<b>Hours</b>		<b>16</b>
Second Semester		
INT 450	Capstone in Citizenship	3
CRJ 477	Field Experience II	3
POL 321E	The Constitution & Patriot Act (online)	4
Free Elective		3
Free Elective		3
<b>Hours</b>		<b>16</b>
<b>Total Hours</b>		<b>120</b>

**Please Note:** The above shows the ideal suggested sequencing and scheduling of courses and credits by semester. It is based on eight semesters for a traditionally-structured baccalaureate degree. Degree program requirements and the scheduling of courses are subject to change, based on writing/math placements and course availability. This chart should be utilized a guide and is not a written contract. Students will be notified of changes that may affect their academic progress.

## Criminal Justice, B.S., Individualized Concentration

Course	Title	Hours
First Year		
First Semester		
INT 110	Introduction to Dialogues in Critical Thinking	3
ENG 110	College Writing	3
CRJ 101	Intro to Criminal Justice	3
MAT 114	Intermediate Algebra	3
SPE 130	Fundamentals of Public Speaking	3
<b>Hours</b>		<b>15</b>
Second Semester		
American Dialogues		3
ENG 200	Advanced College Writing	3
CRJ 160	Crime and Society	3
MAT 201	Statistics and Society	3
Free Elective		3
<b>Hours</b>		<b>15</b>

<b>Second Year</b>		
<b>First Semester</b>		
Creative Dialogues		3
Conc. Course		3
CRJ 201	Introduction to Criminal Law	3
CRJ 211	Law Enforcement	3
PHI 300/310	Ethics	3
<b>Hours</b>		<b>15</b>
<b>Second Semester</b>		
Sustainability Dialogues		3
CRJ 240	Criminal Courts and Procedures	3
SOC 281	Multicultural & Diverse Popula	3
Free Elective		3
Free Elective		3
<b>Hours</b>		<b>15</b>
<b>Third Year</b>		
<b>First Semester</b>		
Conc. Course		3
Free Elective		3
CRJ 340	Corrections	3
CRJ 415	Research Methods in Criminal Justice	3
For. Lang. or LAS		3
<b>Hours</b>		<b>15</b>
<b>Second Semester</b>		
PSY 100	Introduction to Psychology	3
Conc. Course		3
Conc. Course		3
Free Elective		3
Free Elective		3
<b>Hours</b>		<b>15</b>
<b>Fourth Year</b>		
<b>First Semester</b>		
Global Dialogues		3
CRJ 421	Senior Capstone	3
CRJ 377	Field Experience I	3
Free Elective		3
Free Elective		3
<b>Hours</b>		<b>15</b>
<b>Second Semester</b>		
INT 450	Capstone in Citizenship	3
CRJ 477	Field Experience II	3
Free Elective		3
Free Elective		3
Free Elective		3
<b>Hours</b>		<b>15</b>
<b>Total Hours</b>		<b>120</b>

**Please Note:** The above shows the ideal suggested sequencing and scheduling of courses and credits by semester. It is based on eight semesters for a traditionally-structured baccalaureate degree. Degree program requirements and the scheduling of courses are subject to change, based on writing/math placements and course availability. This chart should be utilized a guide and is not a written contract. Students will be notified of changes that may affect their academic progress.

## Criminal Justice, B.S., Law Enforcement Administration Concentration

Course	Title	Hours
<b>First Year</b>		
<b>First Semester</b>		
INT 110	Introduction to Dialogues in Critical Thinking	3
ENG 110	College Writing	3
CRJ 101	Intro to Criminal Justice	3
MAT 114	Intermediate Algebra	3
SPE 130	Fundamentals of Public Speaking	3
<b>Hours</b>		<b>15</b>
<b>Second Semester</b>		
American Dialogues		3
ENG 200	Advanced College Writing	3
CRJ 160	Crime and Society	3
MAT 201	Statistics and Society	3
Free Elective		3
<b>Hours</b>		<b>15</b>
<b>Second Year</b>		
<b>First Semester</b>		
Creative Dialogues		3
PHI 300/310	Ethics	3
CRJ 201	Introduction to Criminal Law	3
CRJ 211	Law Enforcement	3
For. Lang. or LAS		3
<b>Hours</b>		<b>15</b>
<b>Second Semester</b>		
Sustainability Dialogues		3
CRJ 240	Criminal Courts and Procedures	3
CRJ 250	Policing a Multicultural Community	3
PSY/POL/SOC 100/ HIS 200	Introduction to Psychology	3
Free Elective		3
<b>Hours</b>		<b>15</b>
<b>Third Year</b>		
<b>First Semester</b>		
CRJ 301	Criminal Investigation I	3
CRJ 303	Criminal Investigation I Lab	1
CRJ 340	Corrections	3
CRJ 415	Research Methods in Criminal Justice	3
CRJ 170	Law Enforcement Ethics	3
Free Elective		3
<b>Hours</b>		<b>16</b>
<b>Second Semester</b>		
CRJ 410	Police Administration	3
SOC 281	Multicultural & Diverse Popula	3
Free Elective		3
Free Elective		2
Free Elective		3
<b>Hours</b>		<b>14</b>
<b>Fourth Year</b>		
<b>First Semester</b>		
Global Dialogues		3
CRJ 421	Senior Capstone	3
CRJ 377	Field Experience I	3
Free Elective		3
Free Elective		3
<b>Hours</b>		<b>15</b>
<b>Second Semester</b>		
INT 450	Capstone in Citizenship	3

CRJ 477	Field Experience II	3
Free Elective		3
Free Elective		3
Free Elective		3
<b>Hours</b>		<b>15</b>
<b>Total Hours</b>		<b>120</b>

**Please Note:** The above shows the ideal suggested sequencing and scheduling of courses and credits by semester. It is based on eight semesters for a traditionally-structured baccalaureate degree. Degree program requirements and the scheduling of courses are subject to change, based on writing/math placements and course availability. This chart should be utilized a guide and is not a written contract. Students will be notified of changes that may affect their academic progress.

### Criminal Justice, B.S., Law and Society Concentration

Course	Title	Hours
<b>First Year</b>		
<b>First Semester</b>		
INT 110	Introduction to Dialogues in Critical Thinking	3
ENG 110	College Writing	3
CRJ 101	Intro to Criminal Justice	3
MAT 114	Intermediate Algebra	3
SPE 130	Fundamentals of Public Speaking	3
<b>Hours</b>		<b>15</b>
<b>Second Semester</b>		
American Dialogues		3
ENG 200	Advanced College Writing	3
CRJ 160	Crime and Society	3
MAT 201	Statistics and Society	3
Free Elective		3
<b>Hours</b>		<b>15</b>
<b>Second Year</b>		
<b>First Semester</b>		
Creative Dialogues		3
SOC 100	Introduction to Sociology	3
CRJ 201	Introduction to Criminal Law	3
CRJ 211	Law Enforcement	3
PHI 300/310	Ethics	3
<b>Hours</b>		<b>15</b>
<b>Second Semester</b>		
Sustainability Dialogues		3
CRJ 240	Criminal Courts and Procedures	3
SOC 281	Multicultural & Diverse Popula	3
Free Elective		3
Free Elective		3
<b>Hours</b>		<b>15</b>
<b>Third Year</b>		
<b>First Semester</b>		
APY 100	Introduction to Anthropology	3
Free Elective		3
CRJ 340	Corrections	3
CRJ 415	Research Methods in Criminal Justice	3
For. Lang. or LAS		3
<b>Hours</b>		<b>15</b>
<b>Second Semester</b>		
PSY 100	Introduction to Psychology	3
CRJ 365	Law and Society	3
POL 100	Introduction To Political Science	3
Free Elective		3

Free Elective		3
<b>Hours</b>		<b>15</b>
<b>Fourth Year</b>		
<b>First Semester</b>		
Global Dialogues		3
CRJ 421	Senior Capstone	3
CRJ 377	Field Experience I	3
Free Elective		3
Free Elective		3
<b>Hours</b>		<b>15</b>
<b>Second Semester</b>		
INT 450	Capstone in Citizenship	3
CRJ 477	Field Experience II	3
Free Elective		3
Free Elective		3
Free Elective		3
<b>Hours</b>		<b>15</b>
<b>Total Hours</b>		<b>120</b>

**Please Note:** The above shows the ideal suggested sequencing and scheduling of courses and credits by semester. It is based on eight semesters for a traditionally-structured baccalaureate degree. Degree program requirements and the scheduling of courses are subject to change, based on writing/math placements and course availability. This chart should be utilized a guide and is not a written contract. Students will be notified of changes that may affect their academic progress.

## Cyber Crimes Investigation, Certificate 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.

## Delivery Format

- On-campus (Evening)

## Credit Distribution and Course Sequence

Course length (in weeks): 7

Code	Title	Hours
CIS 121	Computer Applications	4
CRJ 181	Introduction To Personal Computers And Their Operating Systems For Computer Crime Investigations	4
CRJ 281	Computer Forensics: Electronic Media As Evidence	4
CRJ 381	Computer Crime Investigation: Evidence, Law, and Investigative Techniques	4
CRJ 481	Topics In Computer Crime Investigation: Computer Networks & The Internet	4
<b>Total Hours</b>		<b>20</b>

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 181 Introduction to Personal Computers and Their Operating Systems for Computer Crime Investigations, CRJ 280 Computer Forensics: Electronic Media as Evidence, and CRJ 380 Computer Crime Investigation: Evidence, Law, and Investigative Techniques, CIS 120 and CRJ 480 Topics in Computer Crime Investigation: Computer Networks & The Internet.

## Developmental Psychology, Minor

Total Credits: 18 credits

Code	Title	Hours
<b>Required</b>		
PSY 100	Introduction to Psychology	3
PSY 210	Child Development	3
PSY 240	Adolescence	3
PSY 349	Psychology of Adulthood	3
PSY	Psychology elective	3
PSY (300/400 level)	Psychology elective	3
<b>Total Hours</b>		<b>18</b>

## Early Childhood & Childhood Education (B-6), B.S.Ed.

### 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.

### Program Goals

- To provide students with individual supervision and assessment during their course work and field experience to assure that each teacher candidate has the opportunity to develop appropriate professional skills.
- To offer a contemporary curriculum that provides majors with the knowledge of subject matter, teaching techniques and principles of classroom management.
- To prepare specialized content matter experts who are also strongly grounded in the liberal arts and professional studies.
- To provide majors with an understanding of the foundations or educational practice and the philosophical, historical, social, psychological and pedagogical principles that guide instructional decisions.
- To prepare teachers who are skilled in collaboration and team work both with professional colleagues and families.
- To foster graduates who participate in professional growth opportunities as life-long learners and who are potential leaders in community and educational settings.
- To develop positive and supportive classroom environments in which all students will be valued and successful.
- To produce graduates able to effectively teach in inclusive and culturally diverse classrooms and to promote learning and healthy development for all children.
- To prepare graduates who can effectively integrate theory and practice, engage in critical reading and questioning or current theory and research, and be problem solvers.

- To prepare teachers who understand, practice and model the highest standards of professional behavior and responsibility in their interactions with students, parents and other caregivers, school colleagues and the community.
- To produce teachers who will provide informed and thoughtful advocacy for adolescents.

## 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 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> (<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."

**Degree earned:** B.S.Ed.

**Total number of credits:** Generalist Concentration: 132-133

**Certificate/licenses titles and types:** Childhood 1-6/Early Childhood Birth-2

## Credit Distribution

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.

Code	Title	Hours
<b>General Education Core</b>		
<i>Writing Courses</i>		
ENG 110	College Writing	3
or ENG 112	College Writing for Multilingual Students	
ENG/HON 200	Advanced College Writing	3
or ENG 202	Advanced College Writing for Multilingual Students	
<i>Critical Dialogues Course</i>		
INT 110	Introduction to Dialogues in Critical Thinking <sup>1</sup>	3
<i>American Dialogues Course</i>		
Select one course of the following:		3
ART 201	Photographers, Writers, and the American Scene	

CRJ 355	Social Issues in Policing a Multicultural Community	
GEN/HON 220	Justice and Democracy in America	
HIS 200	African-American History	
HIS 220	Cultural Interaction in Colonial North America	
INT 220	Enduring American Dialogues	
<i>Creative and Reflective Dialogues Course</i>		
Select one course of the following:		3
ART 205	Contemporary Photography as Cultural Landscape	
ART 240	Beginning Drawing	
ART 260	Basic Photography: Criticizing Photography	
ENG 210	Introduction to Creative Writing	
ENG 350	Creative Nonfiction Writing	
GEN 230	Creative Expression	
THE 100	Introduction to Theatre and Performance	
<i>Sustainability Dialogues Course</i>		
Select one course of the following:		3-4
BIO 101	Introductory Biology	
BIO 110	Human Nutrition	
BIO 120	Botany	
BIO 150	Environmental Studies	
CHE 100	Introductory Chemistry	
GEN 240	Scientific Discovery	
PHY 104	Physical Science	
PHY 200	Principles of Physics I	
<i>Global Dialogues Course</i>		
Select one course of the following:		3
ENG 305	British Literature I: Middle Ages to the 18th Century	
ENG 315	British Literature II: Late 18th Century to The Present	
ENG 425	Themes and Topics in World Literature & Culture	
ENG 435	Major Global Literary Figures	
GEN 410	Baccalaureate Capstone I	
HIS 321	Medieval World	
HIS 325	The History of Ireland	
HIS 330	History of the Israeli-Palestinian Conflict	
HUM 300	The Arts in Society	
INT 310	Psychoanalysis & Politics	
INT 350	Seminar in Religion and Belief	
MUS 305	Classical Music Studies	
PHI 358	Truth & Justice	
<i>Citizenship Dialogues Course</i>		
Select one course of the following:		3
GEN 411	Baccalaureate Capstone II	
INT 450	Capstone in Citizenship	
PSY 411	Psychology Capstone	
MAT 114	Intermediate Algebra (or higher)	3
MAT 125	Concepts in Mathematics I	3
SPE 130	Fundamentals of Public Speaking	3
<b>Major Requirements</b>		
EDU 207	Dignity for All Students Act Seminar <sup>2</sup>	0

EDU 210	Educational Foundations <sup>3</sup>	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, School Violence and Other Current Issues in Education <sup>4</sup>	0
EDU 370	Methods of Language Arts with Children's Literature: Birth to 6th Grade	3
EDU 371	Methods of Mathematics: Birth to 6th Grade	3
EDU 372	Methods of Science and Technology: Birth to 6th Grade	3
EDU 373	Methods of Social Studies and Creative Arts: Birth to 6th Grade	3
EDU 375	Strategic Literacy Instruction for Diverse Learners: Early Childhood/Childhood	3
ESP 230	Introduction to Special Education	3
<b>Student Teaching</b>		
EDU 378	Field Experiences and Seminars	3
EDU 478		12
<b>Liberal Arts and Sciences Courses</b>		
	Foreign Language I	3
MAT 201	Statistics and 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</b>		
CIS 175	Technology Applications in Education	3
<b>Generalist Concentration</b>		
ENG 205	Introduction to Literature	3
or ENG 215	Survey of World Literature	
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 Mathematics II	3
MAT 152	College Geometry	3
BIO 101	Introductory Biology	3
HIS 315	History of Ethnic America	3
HIS 402	The History of New York State	3
Select one course of the following:		3
ENG 305	British Literature I: Middle Ages to the 18th Century	
ENG 315	British Literature II: Late 18th Century to The Present	
ENG 325	Literature of the United States: Colonial to the Civil War	
ENG 335	Literature of the United States: Civil War through the 21st Century	

ENG 365	Multicultural Literature of the United States
<b>Total Hours</b>	<b>132-133</b>

1

Required of first-year students; all other students may substitute a 300/400 level Liberal Arts and Sciences elective

2

Requires co-registration with EDU 210 Educational Foundations

3

Requires co-registration with EDU 207 Dignity for All Students Act Seminar

4

Requires co-registration with ESP 230 Introduction to Special Education

### 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.

## Suggested Sequence

Course	Title	Hours
<b>First Year</b>		
<b>First Semester</b>		
INT 110	Introduction to Dialogues in Critical Thinking	3
ENG 110	College Writing	3
EDU 210/207	Educational Foundations	3
PSY 100	Introduction to Psychology	3
MAT 114	Intermediate Algebra	3
<b>Hours</b>		<b>15</b>
<b>Second Semester</b>		
American Dialogues		3
ENG 200	Advanced College Writing	3
ESP 230/EDU 340	Introduction to Special Education	3
SPE 130	Fundamentals of Public Speaking	3
HIS 140	Early United States History	3
MAT 201	Statistics and Society	3
<b>Hours</b>		<b>18</b>
<b>Second Year</b>		
<b>First Semester</b>		
Creative Dialogues		3
PSY 210	Child Development	3
BIO 101	Introductory Biology	3
ENG 205	Introduction to Literature	3
EDU 223	Educational Psychology	3
MAT 125	Concepts in Mathematics I	3
<b>Hours</b>		<b>18</b>
<b>Second Semester</b>		
Sustainability Dialogues		3
EDU 240	Literacy I: Language Development and Pre-Emergent Literacy	3
ENG 210	Introduction to Creative Writing	3
MAT 126	Concepts in Mathematics II	3
HIS 315	History of Ethnic America	3
CIS 175	Technology Applications in Education	3
<b>Hours</b>		<b>18</b>
<b>Third Year</b>		
<b>First Semester</b>		
PHY 104	Physical Science	3
EDU 241	Literacy II: Emergent to Early Readers and Writers	3

ENG 375	Children's Literature: From Ancient Myth to the Digital Age	3
MAT 152	College Geometry	3
Foreign Language		3
ENG 305/315/325/335/365	British Literature I: Middle Ages to the 18th Century	3
<b>Hours</b>		<b>18</b>
<b>Second Semester</b>		
EDU 378	Field Experiences and Seminars	3
Global Dialogues		3
EDU 242	Literacy III: Transitional to Fluent Readers and Writers	3
ENG 485	The English Language: Past, Present & Future	3
HIS 402	The History of New York State	3
EDU 375	Strategic Literacy Instruction for Diverse Learners: Early Childhood/Childhood	3
<b>Hours</b>		<b>18</b>
<b>Fourth Year</b>		
<b>First Semester</b>		
INT 450	Capstone in Citizenship	3
EDU 370	Methods of Language Arts with Children's Literature: Birth to 6th Grade	3
EDU 371	Methods of Mathematics: Birth to 6th Grade	3
EDU 373	Methods of Social Studies and Creative Arts: Birth to 6th Grade	3
EDU 372	Methods of Science and Technology: Birth to 6th Grade	3
<b>Hours</b>		<b>15</b>
<b>Second Semester</b>		
EDU 478-E	Student Teaching (B-6) and Seminar	6
EDU 478-C	Student Teaching (B-6) and Seminar	6
<b>Hours</b>		<b>12</b>
<b>Total Hours</b>		<b>132</b>

**Please Note:** The above shows the ideal suggested sequencing and scheduling of courses and credits by semester. It is based on eight semesters for a traditionally-structured baccalaureate degree. Degree program requirements and the scheduling of courses are subject to change, based on writing/math placements and course availability. This chart should be utilized as a guide and is not a written contract. Students will be notified of changes that may affect their academic progress.

## English, B.A.

### 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

**Degree earned:** B.A.

**Total number of credits:** 120-121

## Credit Distribution

Code	Title	Hours
<b>General Education Core</b>		
<i>Writing Courses</i>		
ENG 110	College Writing	3
or ENG 112	College Writing for Multilingual Students	
ENG/HON 200	Advanced College Writing	3
or ENG 202	Advanced College Writing for Multilingual Students	
<i>Critical Dialogues Course</i>		
INT 110	Introduction to Dialogues in Critical Thinking <sup>1</sup>	3
<i>American Dialogues Course</i>		
Select one course of the following:		3
ART 201	Photographers, Writers, and the American Scene	
CRJ 355	Social Issues in Policing a Multicultural Community	
GEN/HON 220	Justice and Democracy in America	
HIS 200	African-American History	
HIS 220	Cultural Interaction in Colonial North America	
INT 220	Enduring American Dialogues	
<i>Creative and Reflective Dialogues Course</i>		
Select one course of the following:		3
ART 205	Contemporary Photography as Cultural Landscape	
ART 240	Beginning Drawing	
ART 260	Basic Photography: Criticizing Photography	
ENG 210	Introduction to Creative Writing	
ENG 350	Creative Nonfiction Writing	
GEN 230	Creative Expression	
THE 100	Introduction to Theatre and Performance	
<i>Sustainability Dialogues Course</i>		
Select one course of the following:		3-4
BIO 101	Introductory Biology	
BIO 110	Human Nutrition	
BIO 120	Botany	
BIO 150	Environmental Studies	
CHE 100	Introductory Chemistry	
GEN 240	Scientific Discovery	
PHY 104	Physical Science	
PHY 200	Principles of Physics I	
<i>Global Dialogues Course</i>		
Select one course of the following:		3
ENG 305	British Literature I: Middle Ages to the 18th Century	
ENG 315	British Literature II: Late 18th Century to The Present	

ENG 425	Themes and Topics in World Literature & Culture	
ENG 435	Major Global Literary Figures	
GEN 410	Baccalaureate Capstone I	
HIS 321	Medieval World	
HIS 325	The History of Ireland	
HIS 330	History of the Israeli-Palestinian Conflict	
HUM 300	The Arts in Society	
INT 310	Psychoanalysis & Politics	
INT 350	Seminar in Religion and Belief	
MUS 305	Classical Music Studies	
PHI 358	Truth & Justice	

*Citizenship Dialogues Course*

Select one course of the following:		3
GEN 411	Baccalaureate Capstone II	
INT 450	Capstone in Citizenship	
PSY 411	Psychology Capstone	
MAT 114	Intermediate Algebra <sup>2</sup>	3
MAT 201	Statistics and Society	3
SPE 130	Fundamentals of Public Speaking	3

**Major Requirements**

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 18th Century	3
ENG 315	British Literature II: Late 18th 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 Literary Figures	3
ENG 460	Literary Theory and Cultural Studies: English Seminar	3
ENG 477	English Field Experience	3

**Major Electives**

Select one course of the following:		3
ENG 300	Fiction Workshop	
ENG 310	Poetry Workshop	
ENG 320	Drama Workshop	
ENG 350	Creative Nonfiction Writing	
Select two courses of the following:		6
ENG 345	Film Art and Appreciation	
ENG 355	Major Literary Forms	
ENG 405	Themes and Topics in American Literature	
ENG 415	Themes and Topics in British Literature	
ENG 425	Themes and Topics in World Literature & Culture	

**Liberal Arts and Sciences Courses**

FRE 101	Elementary French I	3
or SPA 101	Elementary Spanish I	
FRE 102	Elementary French II	3

or SPA 102	Elementary Spanish II	
HUM 300	The Arts in Society	3
PHI 170	Issues in Philosophy	3
or PHI 300	Ethics	
PHI 200	Logic	3

**Liberal Arts and Sciences Electives**

Select two 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 6

Select two 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 6

**Free Electives**

Select 18 credits; or, 9 credits with optional concentration:	18
Free Electives <sup>3</sup>	
Creative Writing Concentration (p. 49) <sup>4</sup>	
Professional Writing Concentration (p. 49) <sup>4</sup>	

**Total Hours** **120-121**

<sup>1</sup> Required of first-year students; all other students may substitute a 300/400 level Liberal Arts and Sciences elective

<sup>2</sup> Or above, as determined by placement test. Students who meet the math competency may substitute a Liberal Arts & Sciences elective

<sup>3</sup> As with all elective credits, majors should consult with the Department Chair and/or appropriate Program Director before scheduling any electives.

<sup>4</sup> 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.

**Optional Concentrations**

**Creative Writing**

Code	Title	Hours
ENG 400	Senior Portfolio	3
Select two courses of the following:		6
ENG 300	Fiction Workshop	
ENG 310	Poetry Workshop	
ENG 320	Drama Workshop	
ENG 350	Creative Nonfiction Writing	
ENG 498	Independent Study in English	

**Total Hours** **9**

**Professional Writing**

Code	Title	Hours
ENG 260	Business and Professional Writing	3
ENG 360	Advanced Report and Proposal Writing	3
COM 200	Digital Media Production	3

**Total Hours** **9**

## Suggested Sequence

Course	Title	Hours
<b>First Year</b>		
<b>First Semester</b>		
INT 110	Introduction to Dialogues in Critical Thinking	3
ENG 110	College Writing	3
ENG 205	Introduction to Literature	3
MAT 114	Intermediate Algebra	3
SPE 130	Fundamentals of Public Speaking	3
<b>Hours</b>		<b>15</b>
<b>Second Semester</b>		
American Dialogues		3
ENG 200	Advanced College Writing	3
ENG 210	Introduction to Creative Writing	3
ENG 215	Survey of World Literature	3
MAT 201	Statistics and Society	3
<b>Hours</b>		<b>15</b>
<b>Second Year</b>		
<b>First Semester</b>		
Sustainability Dialogues		3
ENG 305	British Literature I: Middle Ages to the 18th Century	3
PHI 170	Issues in Philosophy	3
LAS Elective (any)		3
Foreign Language I		3
<b>Hours</b>		<b>15</b>
<b>Second Semester</b>		
ENG 335	Literature of the United States: Civil War through the 21st Century	3
ENG 365	Multicultural Literature of the United States	3
PHI 200	Logic	3
Foreign Language II		3
Creative Dialogues		3
<b>Hours</b>		<b>15</b>
<b>Third Year</b>		
<b>First Semester</b>		
ENG 300/310/320	Fiction Workshop	3
ENG 325	Literature of the United States: Colonial to the Civil War	3
ENG 435	Major Global Literary Figures	3
HUM 300	The Arts in Society	3
Free Elective (or) Concentration Elective		3
<b>Hours</b>		<b>15</b>
<b>Second Semester</b>		
ENG 315	British Literature II: Late 18th Century to The Present	3
English Elective <sup>1</sup>		3
LAS Elective (300/400)		3
LAS Elective		3
Free Elective (or) Concentration Elective		3
<b>Hours</b>		<b>15</b>
<b>Fourth Year</b>		
<b>First Semester</b>		
Global Dialogues		3
English Elective <sup>2</sup>		3
ENG 477	English Field Experience	3
LAS Elective (300/400)		3
Free Elective (or) Concentration Elective		3
<b>Hours</b>		<b>15</b>
<b>Second Semester</b>		
INT 450	Capstone in Citizenship	3
ENG 460	Literary Theory and Cultural Studies: English Seminar	3
Free Elective		3

Free Elective	3
Free Elective (or) Concentration Elective	3
<b>Hours</b>	<b>15</b>
<b>Total Hours</b>	<b>120</b>

1

ENG 345 Film Art and Appreciation/ENG 405 Themes and Topics in American Literature/ENG 415 Themes and Topics in British Literature/ENG 425 Themes and Topics in World Literature & Culture

2

ENG 355 Major Literary Forms

**Please Note:** The above shows the ideal suggested sequencing and scheduling of courses and credits by semester. It is based on eight semesters for a traditionally-structured baccalaureate degree. Degree program requirements and the scheduling of courses are subject to change, based on writing/math placements and course availability. This chart should be utilized as a guide and is not a written contract. Students will be notified of changes that may affect their academic progress.

## eSports Management, B.S. 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.

**Degree earned:** B.S.

**Total number of credits:** 120-121

## Credit Distribution

Code	Title	Hours
<b>General Education Core</b>		
<i>Writing Courses</i>		
ENG 110	College Writing	3
or ENG 112	College Writing for Multilingual Students	
ENG/HON 200	Advanced College Writing	3
or ENG 202	Advanced College Writing for Multilingual Students	
<i>Critical Dialogues Course</i>		
INT 110	Introduction to Dialogues in Critical Thinking <sup>1</sup>	3
<i>American Dialogues Course</i>		
Select one course of the following:		3
ART 201	Photographers, Writers, and the American Scene	
CRJ 355	Social Issues in Policing a Multicultural Community	
GEN/HON 220	Justice and Democracy in America	
HIS 200	African-American History	
HIS 220	Cultural Interaction in Colonial North America	
INT 220	Enduring American Dialogues	
<i>Creative and Reflective Dialogues Course</i>		
Select one course of the following:		3
ART 205	Contemporary Photography as Cultural Landscape	
ART 240	Beginning Drawing	
ART 260	Basic Photography: Criticizing Photography	
ENG 210	Introduction to Creative Writing	
ENG 350	Creative Nonfiction Writing	
GEN 230	Creative Expression	
THE 100	Introduction to Theatre and Performance	
<i>Sustainability Dialogues Course</i>		
Select one course of the following:		3-4
BIO 101	Introductory Biology	
BIO 110	Human Nutrition	
BIO 120	Botany	
BIO 150	Environmental Studies	
CHE 100	Introductory Chemistry	
GEN 240	Scientific Discovery	
PHY 104	Physical Science	
PHY 200	Principles of Physics I	
<i>Global Dialogues Course</i>		
Select one course of the following:		3
ENG 305	British Literature I: Middle Ages to the 18th Century	
ENG 315	British Literature II: Late 18th Century to The Present	
ENG 425	Themes and Topics in World Literature & Culture	
ENG 435	Major Global Literary Figures	
GEN 410	Baccalaureate Capstone I	

HIS 321	Medieval World	
HIS 325	The History of Ireland	
HIS 330	History of the Israeli-Palestinian Conflict	
HUM 300	The Arts in Society	
INT 310	Psychoanalysis & Politics	
INT 350	Seminar in Religion and Belief	
MUS 305	Classical Music Studies	
PHI 358	Truth & Justice	
<i>Citizenship Dialogues Course</i>		
Select one course of the following:		3
GEN 411	Baccalaureate Capstone II	
INT 450	Capstone in Citizenship	
PSY 411	Psychology Capstone	
SPE 130	Fundamentals of Public Speaking	3
<b>Major Requirements</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
MIS 240	Management Information Systems	3
PSY 385	Sports Psychology	3
SOC 301	Sports in Society	3
SPM 220	Sport Leadership and Management	3
DAT 100	Fundamentals of Computing	3
SPM 325	Legal and Ethical Issues in Sports and Recreation Management	3
SPM 335	Sport Event Management	3
SPM 340	History & Philosophy of Sport	3
SPM 400	Sport Facility Planning and Management	3
<b>Experiential Learning</b>		
ESM 377	Field Experience I	3
ESM 477	Field Experience II	3
<b>Liberal Arts and Sciences Courses</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	3
<b>Liberal Arts and Sciences Electives</b>		
Select three (3) 100-200 level courses from the following: APY, ART, BIO, CHE, CHI, ECO, ENG, GEO, HIS, HUM, LNG, MAT, MUS, PHI, PHY, POL, PSY, SSC, SOC, or THE course		9
<b>Free Electives</b>		
Select 9 credits of Free Electives <sup>2</sup>		9
<b>Total Hours</b>		<b>111-112</b>

<sup>1</sup>

Required of first-year students; all other students may substitute a 300/400 level Liberal Arts and Sciences elective

2

May include any College course.

## Suggested Sequence

Course	Title	Hours
<b>First Year</b>		
<b>First Semester</b>		
INT 110	Introduction to Dialogues in Critical Thinking	3
ENG 110	College Writing	3
MGT 175	Management Concepts and Communication	3
SPM 220	Sport Leadership and Management	3
MAT 114	Intermediate Algebra	3
<b>Hours</b>		<b>15</b>
<b>Second Semester</b>		
American Dialogues		3
ENG 200	Advanced College Writing	3
LAS Elective		3
DAT 100	Fundamentals of Computing	3
PSY 100	Introduction to Psychology	3
<b>Hours</b>		<b>15</b>
<b>Second Year</b>		
<b>First Semester</b>		
Creative Dialogues		3
ESM 100	eSports Management and Industry Trends	3
ACC 101	Financial Accounting	3
SPM 335	Sport Event Management	3
SPE 130	Fundamentals of Public Speaking	3
<b>Hours</b>		<b>15</b>
<b>Second Semester</b>		
Sustainability Dialogues		3
MGT 330	Entrepreneurship	3
ECO 380	Economics of Sports	3
SPM 340	History & Philosophy of Sport	3
MIS 240	Management Information Systems	3
<b>Hours</b>		<b>15</b>
<b>Third Year</b>		
<b>First Semester</b>		
ESM 200	Competitive Gaming: Culture, Performance and Team Development	3
SPM 325	Legal and Ethical Issues in Sports and Recreation Management	3
SOC 301	Sports in Society	3
ENG 260	Business and Professional Writing	3
SPM 201	Dynamics of Youth Sport	3
<b>Hours</b>		<b>15</b>
<b>Second Semester</b>		
LAS Elective		3
LAS Elective		3
ESM 377	Field Experience I	3
SPM 400	Sport Facility Planning and Management	3
PSY 385	Sports Psychology	3
<b>Hours</b>		<b>15</b>
<b>Fourth Year</b>		
<b>First Semester</b>		
Global Dialogues		3
ESM 300	Introduction to Game Design	3
ESM 477	Field Experience II	3
PHI 300	Ethics	3
LAS Elective		3
<b>Hours</b>		<b>15</b>

### Second Semester

INT 450	Capstone in Citizenship	3
INT 411	Global Leadership	3
Free Elective		3
Free Elective		3
Free Elective		3
<b>Hours</b>		<b>15</b>
<b>Total Hours</b>		<b>120</b>

**Please Note:** The above shows the ideal suggested sequencing and scheduling of courses and credits by semester. It is based on eight semesters for a traditionally-structured baccalaureate degree. Degree program requirements and the scheduling of courses are subject to change, based on writing/math placements and course availability. This chart should be utilized as a guide and is not a written contract. Students will be notified of changes that may affect their academic progress.

## Ethics Minor

**Total Credits: 18 credits**

Code	Title	Hours
<b>Required</b>		
PHI 300	Ethics	3
INT 350	Seminar in Religion and Belief	3
PHI 368	The American City	3
<b>Logic Component</b>		
PHI 200	Logic	3
<b>Applied Ethics Component</b>		
Select one course of the following:		3
PHI 298	Special Topic In Philosophy	
COM 400	Media Communication Law and Ethics	
CRJ 170	Law Enforcement Ethics	
MGT 460	Business Ethics and Social Responsibility	
SPM 325	Legal and Ethical Issues in Sports and Recreation Management	
<b>Advanced Study Component</b>		
PHI 398	Special Topic in Philosophy	3
or PHI 498	Independent Study In Philosophy	
<b>Total Hours</b>		<b>18</b>

## Experimental Psychology, Minor

**Total Credits: 18 credits**

Code	Title	Hours
<b>Required</b>		
PSY 100	Introduction to Psychology	3
PSY 230	Biopsychology	3
PSY 321	Behavioral Neuroscience	3
PSY 351	Drugs and Behavior	3
Psychology elective		3
Psychology elective (300/400 level)		3
<b>Total Hours</b>		<b>18</b>

## General Psychology, Minor

**Total Credits: 18 credits**

Code	Title	Hours
<b>Required</b>		
PSY 100	Introduction to Psychology	3
PSY 247	Cognitive Psychology	3
PSY 310	Social Psychology	3
PSY 370	Abnormal Human Behavior	3
PSY	Psychology elective	3
PSY (300/400 level)	Psychology elective	3
<b>Total Hours</b>		<b>18</b>

## General Studies, A.S. / B.S.

### 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 the student's 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 the student's 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.

**Delivery Formats:** On-campus (Day or Evening), online

## General Studies, A.S.

**Note:** Online students are required to successfully complete an online prep course by the end of their first online course.

Code	Title	Hours
<b>Humanities</b>		
Select a 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.		6
ENG 111	(or equivalent)	
ENG 201	(or equivalent)	
<b>Natural Sciences</b>		
Select a minimum of 3 credits if utilizing transfer credits and/or a combination of transfer and Medaille credits; 4 credits per recommended sequence below:		3
GEN 241		
<b>Ethics</b>		
Select a minimum of 3 credits if utilizing transfer credits and/or a combination of transfer and Medaille credits; 4 credits per recommended sequence below:		3
PHI 190 (or equivalent)		
<b>Mathematics</b>		
Select a minimum of 3 credits if utilizing transfer credits and/or a combination of transfer and Medaille credits; 4 credits per recommended sequence below:		3
MAT 121 (or equivalent)		
<b>Social Sciences</b>		
Select a minimum of 6 credits if utilizing transfer credits and/or a combination of transfer and Medaille credits; 8 credits per recommended sequence below:		6
GEN 221		
HIS 251		
<b>Liberal Arts and Science Electives</b>		
Select 9 credits of Liberal Arts and Science Electives		9
Electives include, but are not limited to:		
GEN 111		
GEN 231		
PSY 101		
<b>Free Electives</b>		
Select 30 credits of Free Electives <sup>1</sup>		30
<b>Total Hours</b>		<b>60</b>

<sup>1</sup> Students may take any College course.

## General Studies, B.S.

Code	Title	Hours
<b>Humanities</b>		
Select a 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.		8
ENG 111 (or equivalent)		

ENG 201 (or equivalent)	
<b>Natural Sciences</b>	
Select a minimum of 3 credits if utilizing transfer credits and/or a combination of transfer and Medaille credits; 4 credits per recommended sequence below:	4
GEN 241	
<b>Ethics</b>	
Select a minimum of 3 credits if utilizing transfer credits and/or a combination of transfer and Medaille credits; 4 credits per recommended sequence below:	3
PHI 190 (or equivalent)	
<b>Mathematics</b>	
Select a minimum of 3 credits if utilizing transfer credits and/or a combination of transfer and Medaille credits; 4 credits per recommended sequence below:	4
MAT 121 (or equivalent)	
<b>Social Sciences</b>	
Select a minimum of 6 credits if utilizing transfer credits and/or a combination of transfer and Medaille credits; 8 credits per recommended sequence below:	8
GEN 221	
HIS 251	
<b>Liberal Arts and Science Electives</b>	
Select 16 credits of Liberal Arts and Science Electives	16
Electives include, but are not limited to:	
GEN 111	
GEN 231	
PSY 101	
ENG 260 Business and Professional Writing	
<b>Computer</b>	
CIS 118 or CIS 160	4
<b>Upper Level Liberal Arts and Science Electives</b>	
Select 21 credits of Upper Level Liberal Arts and Science Electives	21
GEN 310	
ENG 361	
MAT 203	
ECO 301	
<b>Free Electives</b>	
Select 52 credits of Free Electives <sup>1</sup>	52
<b>Total Hours</b>	<b>120</b>

<sup>1</sup> Students may take any College course.

# Health Information Management, B.P.S.

## 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.

To graduate with a Bachelor of Professional Studies degree, students must complete all required courses in Health Information Management (HIM), natural science and mathematics with a minimum grade of C. Students in this HIM program may not take any of these required courses as a Pass/Fail grade.

Students should note that scheduled times for the Health Information Management capstone and/or practicum experience courses are subject to the availability and approval of the practicum site(s).

\*\*Please note that Medaille College is no longer enrolling new students in the BPS Health Information Management program.

## 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.

**Delivery Format:** Online

## Course Sequence

**Note:** Online students are required to successfully complete an online prep course by the end of their first online course.

Code	Title	Hours
GEN 310		4
HIA 321		4
HIA 322		4
HIA 330		4
HIA 334		4
BIO 312		4
BIO 313		4
HIA 333		4
HIA 405		4
HIA 406		4
HIA 407		4
HIA 408		4
HIA 440		4

HIA 460	4
HIA 470	4
<b>Free/Transfer Credits</b>	<b>60</b>
<b>Total Hours</b>	<b>120</b>

## Bridge Sequence

Code	Title	Hours
HIA 123		4
HIA 197		4
HIA 198		4
MAT 203		4
BIO 140		4
BIO 141		4
<b>Total Hours</b>		<b>24</b>

**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.

## Homeland Security, B.S.

### 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.

\*\*Please note that Medaille College is no longer enrolling new students in the BS Homeland Security program.

### 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.

**Delivery Format:** Online, on-campus (Buffalo Campus only)

## Course Sequence

**Note:** Online students are required to successfully complete an online prep course by the end of their first online course.

Code	Title	Hours
GEN 310	<sup>1</sup>	4
	or GEN 300	
CRJ 470		4
CRJ 305		4
HLS 300		4
HLS 301		4
CRJ 430		4
HIS 320		4
POL 340		4
POL 341		4
POL 320		4
POL 321		4
POL 422		4
HLS 375		4
HLS 402		4
HLS 403		4
<b>Free/Transfer Credits</b>		<b>60</b>
<b>Total Hours</b>		<b>120</b>

<sup>1</sup>

GEN 310 (online students)/ GEN 300 (on-ground students)

**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.

## Information Systems, B.B.A.

### 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.

**Delivery Format:** Online

## Course Sequence

Code	Title	Hours
GEN 310		4
BIS 290		4
BIS 300		4
ENG 361		4
BIS 350		4
BIS 355		4
MAT 205		4
ACC 304		4
MGT 362		4
MGT 366		4
BUS 420		4
BIS 400		4
BUS 430		4
BIS 410		4
BIS 480		4
<b>Free/Transfer Credits</b>		<b>60</b>
<b>Total Hours</b>		<b>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.

## International Studies, B.A.

### 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 Department of Interdisciplinary Studies – 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

**Degree earned:** B.A.

**Total number of credits:** 120-125

## Credit Distribution

Code	Title	Hours
<b>General Education Core</b>		
<i>Writing Courses</i>		
ENG 110	College Writing	3
or ENG 112	College Writing for Multilingual Students	
ENG/HON 200	Advanced College Writing	3
or ENG 202	Advanced College Writing for Multilingual Students	
<i>Critical Dialogues Course</i>		
INT 110	Introduction to Dialogues in Critical Thinking <sup>1</sup>	3
<i>American Dialogues Course</i>		
Select one course of the following:		3
ART 201	Photographers, Writers, and the American Scene	
CRJ 355	Social Issues in Policing a Multicultural Community	
GEN/HON 220	Justice and Democracy in America	
HIS 200	African-American History	
HIS 220	Cultural Interaction in Colonial North America	
INT 220	Enduring American Dialogues	
<i>Creative and Reflective Dialogues Course</i>		
Select one course of the following:		3
ART 205	Contemporary Photography as Cultural Landscape	
ART 240	Beginning Drawing	

ART 260	Basic Photography: Criticizing Photography
ENG 210	Introduction to Creative Writing
ENG 350	Creative Nonfiction Writing
GEN 230	Creative Expression
THE 100	Introduction to Theatre and Performance

*Sustainability Dialogues Course*

Select one course of the following: 3-4

BIO 101	Introductory Biology
BIO 110	Human Nutrition
BIO 120	Botany
BIO 150	Environmental Studies
CHE 100	Introductory Chemistry
GEN 240	Scientific Discovery
PHY 104	Physical Science
PHY 200	Principles of Physics I

*Global Dialogues Course*

Select one course of the following: 3

ENG 305	British Literature I: Middle Ages to the 18th Century
ENG 315	British Literature II: Late 18th Century to The Present
ENG 425	Themes and Topics in World Literature & Culture
ENG 435	Major Global Literary Figures
GEN 410	Baccalaureate Capstone I
HIS 321	Medieval World
HIS 325	The History of Ireland
HIS 330	History of the Israeli-Palestinian Conflict
HUM 300	The Arts in Society
INT 310	Psychoanalysis & Politics
INT 350	Seminar in Religion and Belief
MUS 305	Classical Music Studies
PHI 358	Truth & Justice

*Citizenship Dialogues Course*

Select one course of the following: 3

GEN 411	Baccalaureate Capstone II
INT 450	Capstone in Citizenship
PSY 411	Psychology Capstone
MAT 114	Intermediate Algebra <sup>2</sup>
MAT 201	Statistics and Society
SPE 130	Fundamentals of Public Speaking

**Major Requirements**

Major Core credits includes six credits of a Foreign Language.

HIS 101	World Cultures	3
INT 150	Introduction to International Studies	3
INT 325	Intercultural Communication	3
ENG 215	Survey of World Literature	3
Foreign Language I		3
Foreign Language II		3

**Liberal Arts and Sciences Courses**

APY 100	Introduction to Anthropology	3
PHI 300	Ethics	3
SOC 100	Introduction to Sociology	3

POL 100	Introduction To Political Science	3
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**Experiential Learning**

INT 377	International Studies Field Experience I	3
INT 477	International Studies Field Experience II	3

**Concentrations**

Select two of the following Concentrations: 30-34

Intercultural Studies Concentration (Concentration I) (p. 57)
International Business Concentration (Concentration II) (p. 57)
International Law Concentration (Concentration III) (p. 58)
Urban Studies Concentration (Concentration IV) (p. 58)

**Free Electives**

Select 21 credits of Free Electives <sup>3</sup> 21

**Total Hours 120-125**

1

Required of first-year students; all other students may substitute a 300/400 level Liberal Arts and Sciences elective

2

Or above, as determined by placement test. Students who meet the math competency may substitute a Liberal Arts & Sciences elective

3

May include any college course. Students are highly encouraged to use some of their free elective credits for study abroad.

**Concentrations**

**Intercultural Studies Concentration (Concentration I)**

Code	Title	Hours
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Select one courses of the following: 3

ART 314	Art History I: Ancient Through Medieval
ART 315	Art History II: Renaissance Through Modern
ART 333	The History of Photography

Select four courses of the following: 12

ENG 305	British Literature I: Middle Ages to the 18th Century
ENG 365	Multicultural Literature of the United States
ENG 425	Themes and Topics in World Literature & Culture
ENG 435	Major Global Literary Figures
GEO 310	Cultural Geography
HIS 315	History of Ethnic America
HIS 320	
HIS 325	The History of Ireland
HUM 300	The Arts in Society
INT 350	Seminar in Religion and Belief
MUS 305	Classical Music Studies

**Total Hours 15**

**International Business Concentration (Concentration II)**

Code	Title	Hours
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Select five courses of the following: 15

ENG 260	Business and Professional Writing
MGT 299	Business Law I
MGT 325	International Business Strategy
MGT 415	Diversity in Organizations

ECO 200	Macroeconomics	
INT 411	Global Leadership	
<b>Total Hours</b>		<b>15</b>

**International Law Concentration (Concentration III)**

Code	Title	Hours
Select five courses of the following: 17		
Select one course of the following:		
CRJ 201	Introduction to Criminal Law	
CRJ 401	Constitutional Issues in Criminal Justice	
INT 320	American Popular Culture	
PHI 200	Logic	
PHI 358	Truth & Justice	
Select one course of the following:		
ENG 270	Argumentation & Persuasion	
ENG 360	Advanced Report and Proposal Writing	
ENG 362	Legal Writing	
Select one course of the following:		
HIS 140	Early United States History	
HIS 150	Contemporary United States History	
HIS 330	History of the Israeli-Palestinian Conflict	
<b>Required</b>		
HLS 300		
HLS 301		
<b>Total Hours</b>		<b>17</b>

**Urban Studies Concentration (Concentration IV)**

Code	Title	Hours
Select five courses of the following: 15		
ART 360	Photography And Perception: A Way Of Seeing	
APY 300	Urban Anthropology	
CRJ 355	Social Issues in Policing a Multicultural Community	
GEO 310	Cultural Geography	
HIS 310	Urban History	
HIS 401	The History of Buffalo	
PHI 368	The American City	
<b>Total Hours</b>		<b>15</b>

**Suggested Sequence**

Course	Title	Hours
<b>First Year</b>		
<b>First Semester</b>		
INT 110	Introduction to Dialogues in Critical Thinking	3
ENG 110	College Writing	3
MAT 114	Intermediate Algebra	3
SPE 130	Fundamentals of Public Speaking	3
SOC 100	Introduction to Sociology	3
		<b>Hours</b>
		<b>15</b>
<b>Second Semester</b>		
American Dialogues 3		
ENG 200	Advanced College Writing	3
MAT 201	Statistics and Society	3
INT 150	Introduction to International Studies	3

POL 100	Introduction To Political Science	3
		<b>Hours</b>
		<b>15</b>
<b>Second Year</b>		
<b>First Semester</b>		
Creative Dialogues 3		
APY 100	Introduction to Anthropology	3
For. Lang.		3
Concentration 1		3
Concentration 2		3
		<b>Hours</b>
		<b>15</b>
<b>Second Semester</b>		
Sustainability Dialogues 3		
For. Lang.		3
ENG 215	Survey of World Literature	3
Concentration 1		3
Concentration 2		3
		<b>Hours</b>
		<b>15</b>
<b>Third Year</b>		
<b>First Semester</b>		
PHI 300	Ethics	3
INT 325	Intercultural Communication	3
Concentration 1		3
Concentration 2		3
Free Elective		3
		<b>Hours</b>
		<b>15</b>
<b>Second Semester</b>		
Global Dialogues 3		
HIS 101	World Cultures	3
INT 377	International Studies Field Experience I	3
Free Elective		3
Free Elective		3
		<b>Hours</b>
		<b>15</b>
<b>Fourth Year</b>		
<b>First Semester</b>		
INT 450	Capstone in Citizenship	3
Free Elective		3
INT 477	International Studies Field Experience II	3
Concentration 1		3
Concentration 2		3
		<b>Hours</b>
		<b>15</b>
<b>Second Semester</b>		
Free Elective		3
Free Elective		3
Free Elective		3
Concentration 1		3
Concentration 2		3
		<b>Hours</b>
		<b>15</b>
		<b>Total Hours</b>
		<b>120</b>

**Please Note:** The above shows the ideal suggested sequencing and scheduling of courses and credits by semester. It is based on eight semesters for a traditionally-structured baccalaureate degree. Degree program requirements and the scheduling of courses are subject to change, based on writing/math placements and course availability. This chart should be utilized a guide and is not a written contract. Students will be notified of changes that may affect their academic progress.

# Liberal Studies, A.S./B.S.

## 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 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 the student's educational background and to plan an educational goal. Students must work closely with their Academic Advisor throughout their studies to discuss course selections. It is also strongly recommended that early in the program students visit the Career Planning and Placement Office to help them identify their own personal and career goals. This goal identification is of great importance to students when selecting electives, which will help them, meet their needs.

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

to prepare them for success in this field. Many other theme areas are possible.

**Degree earned:** A.S., B.S.

**Total number of credits:** 60 (A.S.); 120-121 (B.S.)

## Credit Distribution (A.S.)

Code	Title	Hours
<b>General Education Core</b>		
<i>Writing Courses</i>		
ENG 105 & ENG 110 or ENG 110 & ENG 200	Fundamentals of College Reading and Writing and College Writing College Writing and Advanced College Writing	6
Students may take ENG 102 for ENG 105, ENG 112 for ENG 110 and ENG 202/HON 200 for ENG 200		
<i>Critical Dialogues Course</i>		
INT 110	Introduction to Dialogues in Critical Thinking <sup>1</sup>	3
<i>Math Courses</i>		
MAT 114	Intermediate Algebra <sup>2</sup>	3
MAT 201	Statistics and Society	3
<b>Liberal Arts and Sciences Courses</b>		
<i>Humanities Electives</i>		
Select six credits of Humanities Electives		6
May include any ART, DAN, ENG, FRE, HUM, MUS, PHI, SPA, SPE, or THE course		
<i>Social Sciences Electives</i>		
Select six credits of Social Sciences Electives		6
May include any APY, CRJ, ECO, GEO, HIS, POL, PSY, SSC, SOC course		
<i>Liberal Arts and Sciences Electives</i>		
Select six credits of 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		
<b>Free Elective Component</b>		
Select 27 credits of Free Electives <sup>3</sup>		27
<b>Total Hours</b>		<b>60</b>

<sup>1</sup>

Required of first-year students; all other students may substitute a 300/400 level Liberal Arts and Sciences elective

<sup>2</sup>

Students who meet the math competency may substitute a Free elective

<sup>3</sup>

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.

## Credit Distribution (B.S.)

Code	Title	Hours
<b>General Education Core</b>		
<i>Writing Courses</i>		
ENG 110	College Writing	3
or ENG 112	College Writing for Multilingual Students	
ENG/HON 200	Advanced College Writing	3
or ENG 202	Advanced College Writing for Multilingual Students	
<i>Critical Dialogues Course</i>		
INT 110	Introduction to Dialogues in Critical Thinking <sup>1</sup>	3
<i>American Dialogues Course</i>		
Select one course of the following:		3
ART 201	Photographers, Writers, and the American Scene	
CRJ 355	Social Issues in Policing a Multicultural Community	
GEN/HON 220	Justice and Democracy in America	
HIS 200	African-American History	
HIS 220	Cultural Interaction in Colonial North America	
INT 220	Enduring American Dialogues	
<i>Creative and Reflective Dialogues Course</i>		
Select one course of the following:		3
ART 205	Contemporary Photography as Cultural Landscape	
ART 240	Beginning Drawing	
ART 260	Basic Photography: Criticizing Photography	
ENG 210	Introduction to Creative Writing	
ENG 350	Creative Nonfiction Writing	
GEN 230	Creative Expression	
THE 100	Introduction to Theatre and Performance	
<i>Sustainability Dialogues Course</i>		
Select one course of the following:		3-4
BIO 101	Introductory Biology	
BIO 110	Human Nutrition	
BIO 120	Botany	
BIO 150	Environmental Studies	
CHE 100	Introductory Chemistry	
GEN 240	Scientific Discovery	
PHY 104	Physical Science	
PHY 200	Principles of Physics I	
<i>Global Dialogues Course</i>		
Select one course of the following:		3
ENG 305	British Literature I: Middle Ages to the 18th Century	
ENG 315	British Literature II: Late 18th Century to The Present	
ENG 425	Themes and Topics in World Literature & Culture	
ENG 435	Major Global Literary Figures	
GEN 410	Baccalaureate Capstone I	
HIS 321	Medieval World	
HIS 325	The History of Ireland	
HIS 330	History of the Israeli-Palestinian Conflict	
HUM 300	The Arts in Society	

INT 310	Psychoanalysis & Politics	
INT 350	Seminar in Religion and Belief	
MUS 305	Classical Music Studies	
PHI 358	Truth & Justice	
<i>Citizenship Dialogues Course</i>		
Select one course of the following:		3
GEN 411	Baccalaureate Capstone II	
INT 450	Capstone in Citizenship	
PSY 411	Psychology Capstone	
MAT 114	Intermediate Algebra <sup>2</sup>	3
MAT 201	Statistics and Society	3
SPE 130	Fundamentals of Public Speaking	3
<b>Experiential Learning</b>		
Select any 377/477 level course		3
<b>Liberal Arts and Sciences Courses</b>		
ENG 205	Introduction to Literature	3
or ENG 215	Survey of World Literature	
Select five courses of the following:		15
APY 100	Introduction to Anthropology	
ECO 200	Macroeconomics	
or ECO 201	Microeconomics	
GEO 110	Physical Geography	
HIS 100	Western Civilization	
or HIS 101	World Cultures	
or HIS 140	Early United States History	
or HIS 150	Contemporary United States History	
POL 100	Introduction To Political Science	
or POL 101	United States Government	
PSY 100	Introduction to Psychology	
SOC 100	Introduction to Sociology	
<b>Liberal Arts and Sciences Electives</b>		
Select six 300/400 level liberal arts and sciences electives, including:		18
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		
<b>Free Elective Component</b>		
Select 48 credits of Free Electives <sup>3</sup>		48
<b>Total Hours</b>		<b>120-121</b>

- 1 Required of first-year students; all other students must substitute a 300/400 level Liberal Arts and Sciences elective
- 2 Students who meet the math competency must substitute a Free elective
- 3 May include any College course.

## Suggested Sequence Liberal Studies, B.S.

Course	Title	Hours
<b>First Year</b>		
<b>First Semester</b>		
INT 110	Introduction to Dialogues in Critical Thinking	3

ENG 110	College Writing	3
MAT 114	Intermediate Algebra	3
SPE 130	Fundamentals of Public Speaking	3
LAS Elective		3
<b>Hours</b>		<b>15</b>
<b>Second Semester</b>		
American Dialogues		3
ENG 200	Advanced College Writing	3
MAT 201	Statistics and Society	3
LAS Elective		3
LAS Elective		3
<b>Hours</b>		<b>15</b>
<b>Second Year</b>		
<b>First Semester</b>		
Creative Dialogues		3
ENG 205/215	Introduction to Literature	3
LAS Elective		3
Free Elective		3
Free Elective		3
<b>Hours</b>		<b>15</b>
<b>Second Semester</b>		
Sustainability Dialogues		3
LAS Elective (300/400)		3
LAS Elective (300/400)		3
LAS Elective		3
Free Elective		3
<b>Hours</b>		<b>15</b>
<b>Third Year</b>		
<b>First Semester</b>		
Free Elective		3
LAS Elective (300/400)		3
LAS Elective (300/400)		3
Free Elective		3
Free Elective		3
<b>Hours</b>		<b>15</b>
<b>Second Semester</b>		
Any 377/477		3
LAS Elective (300/400)		3
LAS Elective (300/400)		3
Free Elective		3
Free Elective		3
<b>Hours</b>		<b>15</b>
<b>Fourth Year</b>		
<b>First Semester</b>		
Global Dialogues		3
Free Elective		3
Free Elective		3
Free Elective		3
Free Elective		3
<b>Hours</b>		<b>15</b>
<b>Second Semester</b>		
INT 450	Capstone in Citizenship	3
Free Elective		3
Free Elective		3
Free Elective		3
Free Elective		3
<b>Hours</b>		<b>15</b>
<b>Total Hours</b>		<b>120</b>

**Please Note:** The above shows the ideal suggested sequencing and scheduling of courses and credits by semester. It is based on eight

semesters for a traditionally-structured baccalaureate degree. Degree program requirements and the scheduling of courses are subject to change, based on writing/math placements and course availability. This chart should be utilized as a guide and is not a written contract. Students will be notified of changes that may affect their academic progress.

## Literature, Minor

**Total Credits: 18 credits**

Code	Title	Hours
<b>Required</b>		
ENG 205	Introduction to Literature	3
ENG 215	Survey of World Literature	3
<b>Other Courses</b>		
Select two courses of the following:		6
ENG 305	British Literature I: Middle Ages to the 18th Century	
ENG 315	British Literature II: Late 18th Century to The Present	
ENG 325	Literature of the United States: Colonial to the Civil War	
ENG 335	Literature of the United States: Civil War through the 21st Century	
Select two courses of the following: <sup>1</sup>		6
ENG 210	Introduction to Creative Writing	
ENG 345	Film Art and Appreciation	
ENG 355	Major Literary Forms	
ENG 365	Multicultural Literature of the United States	
ENG 375	Children's Literature: From Ancient Myth to the Digital Age	
ENG 405	Themes and Topics in American Literature	
ENG 415	Themes and Topics in British Literature	
ENG 425	Themes and Topics in World Literature & Culture	
ENG 435	Major Global Literary Figures	
ENG 460	Literary Theory and Cultural Studies: English Seminar	
ENG 485	The English Language: Past, Present & Future	

**Total Hours** **18**

<sup>1</sup>

At least one course must be a 400-level course.

## Management, Minor

**Total Credits: 18 credits**

Code	Title	Hours
<b>Required</b>		
ACC 101	Financial Accounting	3
ECO 200	Macroeconomics	3
MGT 175	Management Concepts and Communication	3
MKT 220	Principles of Marketing	3
<b>Other Courses</b>		

Select two courses of the following:	6
MGT 299 Business Law I	
MGT 240 Financial Management	
MGT 335 Organizational Behavior	
MIS 240 Management Information Systems	
MGT 230 Human Resources Management	
<b>Total Hours</b>	<b>18</b>

## Mathematics, B.S.

### 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.

**Degree earned:** B.S.  
**Total number of credits:** 122

## Credit Distribution

Code	Title	Hours
<b>General Education Core</b>		
<i>Writing Courses</i>		
ENG 110	College Writing	3
or ENG 112	College Writing for Multilingual Students	
ENG/HON 200	Advanced College Writing	3
or ENG 202	Advanced College Writing for Multilingual Students	
<i>Critical Dialogues Course</i>		
INT 110	Introduction to Dialogues in Critical Thinking <sup>1</sup>	3
<i>American Dialogues Course</i>		
Select one course of the following:		3
ART 201	Photographers, Writers, and the American Scene	
CRJ 355	Social Issues in Policing a Multicultural Community	
GEN/HON 220	Justice and Democracy in America	
HIS 200	African-American History	
HIS 220	Cultural Interaction in Colonial North America	
INT 220	Enduring American Dialogues	
<i>Creative and Reflective Dialogues Course</i>		
Select one course of the following:		3
ART 205	Contemporary Photography as Cultural Landscape	
ART 240	Beginning Drawing	
ART 260	Basic Photography: Criticizing Photography	
ENG 210	Introduction to Creative Writing	
ENG 350	Creative Nonfiction Writing	
GEN 230	Creative Expression	
THE 100	Introduction to Theatre and Performance	
<i>Sustainability Dialogues Course</i>		
Select one course of the following:		3
BIO 101	Introductory Biology	
BIO 110	Human Nutrition	
BIO 120	Botany	
BIO 150	Environmental Studies	
CHE 100	Introductory Chemistry	
GEN 240	Scientific Discovery	
PHY 104	Physical Science	

PHY 200	Principles of Physics I	
<i>Global Dialogues Course</i>		
Select one course of the following:		3
ENG 305	British Literature I: Middle Ages to the 18th Century	
ENG 315	British Literature II: Late 18th Century to The Present	
ENG 425	Themes and Topics in World Literature & Culture	
ENG 435	Major Global Literary Figures	
GEN 410	Baccalaureate Capstone I	
HIS 321	Medieval World	
HIS 325	The History of Ireland	
HIS 330	History of the Israeli-Palestinian Conflict	
HUM 300	The Arts in Society	
INT 310	Psychoanalysis & Politics	
INT 350	Seminar in Religion and Belief	
MUS 305	Classical Music Studies	
PHI 358	Truth & Justice	
<i>Citizenship Dialogues Course</i>		
Select one course of the following:		3
GEN 411	Baccalaureate Capstone II	
INT 450	Capstone in Citizenship	
PSY 411	Psychology Capstone	
MAT 251	Calculus I	3
MAT 261	Calculus III	3
SPE 130	Fundamentals of Public Speaking	3
<b>Major Requirements</b>		
MAT 151	College Geometry and Trigonometry	3
MAT 182	Discrete Mathematics	3
MAT 252	Calculus II	3
MAT 255	Theory of Numbers	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</b>		
Select two humanities electives		6
Select two social sciences electives		6
Select one of the following two-course science sequences:		8
Sequence 1		
PHY 200	Principles of Physics I	
& PHY 201	and Principles of Physics II	
Sequence 2		
CHE 200	General Chemistry I	
& 200L	and General Chemistry I Laboratory	
CHE 201	General Chemistry II	
& 201L	and General Chemistry II Laboratory	

**Free Electives**

 Select 33 credits of Free Electives <sup>2</sup> 33

**Total Hours** 122

1

Required of first-year students; all other students may substitute a 300/400 level Liberal Arts and Sciences elective

2

May include any College course.

## Medical School, Pre-Professional

**Total Credits: 18 credits**

Code	Title	Hours
PHY 200	Principles of Physics I	4
PHY 201	Principles of Physics II	4
CHE 400	General Biochemistry & 400L and General Biochemistry Laboratory	4
MAT 251	Calculus I	3
BIO 498	Independent Study in Biology	3

**Total Hours** 18

## Philosophy, Minor

**Total Credits: 18 credits**

Code	Title	Hours
<b>Introductory Component</b>		
Select one course of the following:		3
PHI 100	Nature of Man	
PHI 170	Issues in Philosophy	
PHI 298	Special Topic In Philosophy	
<b>Logic Component</b>		
PHI 200	Logic	3
<b>Ethics Component</b>		
PHI 300	Ethics	3
<b>Upper-Level Elective Component</b>		
Select two courses of the following:		6
PHI 368	The American City	
PHI 398	Special Topic in Philosophy	
PHI 498	Independent Study In Philosophy	

**Applied Theory Elective Component**

Select one course of the following: 3

ART 360	Photography And Perception: A Way Of Seeing
COM 300	Introduction to Communication Theory
COM 355	The Theory of Media Criticism
ENG 345	Film Art and Appreciation
ENG 460	Literary Theory and Cultural Studies: English Seminar
HUM 400	Philosophy in Literature
INT 350	Seminar in Religion and Belief
PSY 368	History and Systems of Psychology
PSY 379	Parapsychology & Pseudoscience



SPM 340	History & Philosophy of Sport	
<b>Total Hours</b>		<b>18</b>

**Note:** Students cannot take both the Philosophy minor and the Ethics minor

## Pre-Law, Minor

**Total Credits: 21 credits**

Code	Title	Hours
CRJ 101	Intro to Criminal Justice	3
or POL 101	United States Government	
Select one course of the following:		3
HIS 140	Early United States History	
HIS 150	Contemporary United States History	
HIS 450	Early Constitutional Conflict	
HIS 451	Contemporary Constitutional Conflict	
ENG 205	Introduction to Literature	3
or ENG 215	Survey of World Literature	
Select one course of the following:		3
PSY (300/400 level) Psychology elective		
SOC (300/400 level) Sociology elective		
Select one course of the following:		3
ENG 270	Argumentation & Persuasion	
ENG 360	Advanced Report and Proposal Writing	
PHI 200	Logic	
PHI 300	Ethics	
<b>Required</b>		
PHI 200	Logic	3
PHI 300	Ethics	3
<b>Total Hours</b>		<b>21</b>

## Pre-Professional Veterinary School, Minor

**Total Credits: 18 credits**

Code	Title	Hours
<b>Required</b>		
PHY 200	Principles of Physics I	4
PHY 201	Principles of Physics II	4
CHE 400 & 400L	General Biochemistry and General Biochemistry Laboratory	4
300/400 VET or BIO elective		3
300/400 VET or BIO elective		3
<b>Total Hours</b>		<b>18</b>

## Professional Writing, Minor

**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 Fundamentals of English, ENG 110 College Writing and ENG 200 Advanced College Writing.

Code	Title	Hours
<b>Required</b>		
ENG 210	Introduction to Creative Writing	3
ENG 330	Prelude Practicum	3
ENG 205	Introduction to Literature	3
or ENG 215	Survey of World Literature	
ENG 260	Business and Professional Writing	3
Select two courses of the following:		6
COM 110	Journalism in the Digital Era	
COM 200	Digital Media Production	
COM 211	Mass Media Writing	
COM 260	Photojournalism	
ENG 270	Argumentation & Persuasion	
ENG 360	Advanced Report and Proposal Writing	
<b>Total Hours</b>		<b>18</b>

## Psychology, B.A.

### 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

**Degree earned:** B.A.

**Delivery formats:** On-campus, online

**Total number of credits:** 120-121

**Credit Distribution**

Code	Title	Hours
<b>General Education Core</b>		
<i>Writing Courses</i>		

ENG 110	College Writing	3
or ENG 112	College Writing for Multilingual Students	
ENG/HON 200	Advanced College Writing	3
or ENG 202	Advanced College Writing for Multilingual Students	

*Critical Dialogues Course*

INT 110	Introduction to Dialogues in Critical Thinking <sup>1</sup>	3
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*American Dialogues Course*

Select one course of the following:		3
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ART 201	Photographers, Writers, and the American Scene	
CRJ 355	Social Issues in Policing a Multicultural Community	
GEN/HON 220	Justice and Democracy in America	
HIS 200	African-American History	
HIS 220	Cultural Interaction in Colonial North America	
INT 220	Enduring American Dialogues	

*Creative and Reflective Dialogues Course*

Select one course of the following:		3
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ART 205	Contemporary Photography as Cultural Landscape	
ART 240	Beginning Drawing	
ART 260	Basic Photography: Criticizing Photography	
ENG 210	Introduction to Creative Writing	
ENG 350	Creative Nonfiction Writing	
GEN 230	Creative Expression	
THE 100	Introduction to Theatre and Performance	

*Sustainability Dialogues Course*

Select one course of the following:		3-4
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BIO 101	Introductory Biology	
BIO 110	Human Nutrition	
BIO 120	Botany	
BIO 150	Environmental Studies	
CHE 100	Introductory Chemistry	
GEN 240	Scientific Discovery	
PHY 104	Physical Science	
PHY 200	Principles of Physics I	

*Global Dialogues Course*

Select one course of the following:		3
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ENG 305	British Literature I: Middle Ages to the 18th Century	
ENG 315	British Literature II: Late 18th Century to The Present	
ENG 425	Themes and Topics in World Literature & Culture	
ENG 435	Major Global Literary Figures	
GEN 410	Baccalaureate Capstone I	
HIS 321	Medieval World	
HIS 325	The History of Ireland	
HIS 330	History of the Israeli-Palestinian Conflict	
HUM 300	The Arts in Society	
INT 310	Psychoanalysis & Politics	
INT 350	Seminar in Religion and Belief	
MUS 305	Classical Music Studies	
PHI 358	Truth & Justice	

*Citizenship Dialogues Course*

Select one course of the following:	3
GEN 411	Baccalaureate Capstone II
INT 450	Capstone in Citizenship
PSY 411	Psychology Capstone
MAT 114	Intermediate Algebra <sup>2</sup>
MAT 201	Statistics and Society
SPE 130	Fundamentals of Public Speaking

**Major Requirements**

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	Psychology Undergraduate Internship	3

**Psychology Electives**

Select 9 courses of the following of which at least 8 courses or 24 credit hours must be PSY courses: <sup>3</sup> 27

PSY 210	Child Development
PSY 230	Biopsychology
PSY 240	Adolescence
PSY 247	Cognitive Psychology
PSY 298	Special Topic in Psychology
PSY 300	Organizational Psychology
PSY 310	Social Psychology
PSY 320	Health Psychology
PSY 321	Behavioral Neuroscience
PSY 349	Psychology of Adulthood
PSY 351	Drugs and Behavior
PSY 368	History and Systems of Psychology
PSY 379	Parapsychology & Pseudoscience
PSY 385	Sports Psychology
PSY 398	Special Topic in Psychology
PSY 420	Personality
PSY 421	Psychological Assessment
PSY 477	Undergraduate Internship In Psychology II
PSY 498	Independent Study In Psychology
EDU 223	Educational Psychology
SSC 200	Human Relations
SOC 401	Social Problems

**Liberal Arts and Sciences Courses**

Select 21 credits of Liberal Arts and Sciences Electives, 9 credits of which must be 300/400-level courses. 21

Liberal Arts and Science course include: APY, ART, BIO, CHE, CRJ, ECO, ENG, FRE, GEN, GEO, HIS, HUM, LNG, MAT, PHI, PHY, POL, PSY, RDG, SSC, SOC, SPA, SPE, and THE courses.

**Free Elective Component**

Select 21 credits of Free Electives <sup>4</sup> 21

**Total Hours 120-121**

1

Required of first-year students; all other students may substitute a 300/400 level Liberal Arts and Sciences elective

2

Students who meet the math competency may substitute a Liberal Arts and Science elective

3

Additionally, 5 courses (15 credits) must be a 300/400-level course.

4

May include any College course.

## Suggested Sequence

Course	Title	Hours
<b>First Year</b>		
<b>First Semester</b>		
INT 110	Introduction to Dialogues in Critical Thinking	3
ENG 110	College Writing	3
PSY 100	Introduction to Psychology	3
MAT 114	Intermediate Algebra	3
SPE 130	Fundamentals of Public Speaking	3
<b>Hours</b>		<b>15</b>
<b>Second Semester</b>		
American Dialogues		3
ENG 200	Advanced College Writing	3
PSY Elective		3
MAT 201	Statistics and Society	3
LAS Elective		3
<b>Hours</b>		<b>15</b>
<b>Second Year</b>		
<b>First Semester</b>		
Creative Dialogues		3
PSY 207	Psychological Statistics	3
PSY Elective		3
PSY Elective		3
PSY Elective		3
<b>Hours</b>		<b>15</b>
<b>Second Semester</b>		
Sustainability Dialogues		3
PSY 250	Research Methods in Psychology	3
PSY Elective		3
PSY Elective (300/400)		3
LAS Elective		3
<b>Hours</b>		<b>15</b>
<b>Third Year</b>		
<b>First Semester</b>		
PSY 350	Psychology Research and Writing	3
PSY 370	Abnormal Human Behavior	3
PSY Elective (300/400)		3
LAS Elective (300/400)		3
Free Elective		3
<b>Hours</b>		<b>15</b>
<b>Second Semester</b>		
PSY 377	Psychology Undergraduate Internship	3
PSY Elective (300/400)		3
PSY Elective (300/400)		3
LAS Elective		3
Free Elective		3
<b>Hours</b>		<b>15</b>
<b>Fourth Year</b>		
<b>First Semester</b>		
Global Dialogues		3

PSY Elective (300/400)		3
LAS Elective (300/400)		3
Free Elective		3
Free Elective		3
<b>Hours</b>		<b>15</b>
<b>Second Semester</b>		
INT 450/PSY 411	Capstone in Citizenship	3
LAS Elective (300/400)		3
Free Elective		3
Free Elective		3
Free Elective		3
<b>Hours</b>		<b>15</b>
<b>Total Hours</b>		<b>120</b>

**Please Note:** The above shows the ideal suggested sequencing and scheduling of courses and credits by semester. It is based on eight semesters for a traditionally-structured baccalaureate degree. Degree program requirements and the scheduling of courses are subject to change, based on writing/math placements and course availability. This chart should be utilized as a guide and is not a written contract. Students will be notified of changes that may affect their academic progress.

## Public Relations, Minor

**Total Credits: 21 credits**

Code	Title	Hours
<b>Required</b>		
COM 110	Journalism in the Digital Era	3
COM 150	Media Promotions and Marketing	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
<b>Total Hours</b>		<b>21</b>

## Social Justice and Public Administration, Minor

**Total Credits: 18 credits**

Code	Title	Hours
<b>Required</b>		
SOC 210	Perspectives in Social Justice	3
PHI 300	Ethics	3
PHI 358	Truth & Justice	3
SOC 100	Introduction to Sociology	3
POL 100	Introduction To Political Science	3
POL 217	Public Administration	3
<b>Total Hours</b>		<b>18</b>

## Sport and Recreation Leadership, Minor

**Total Credits: 18 credits**

Code	Title	Hours
<b>Required</b>		
PSY 385	Sports Psychology	3
ECO 380	Economics of Sports	3
SPM 220	Sport Leadership and Management	3
SPM 340	History & Philosophy of Sport	3
<b>Other Courses</b>		
Select two courses of the following:		6
SPM 325	Legal and Ethical Issues in Sports and Recreation Management	
SPM 320	Sports Marketing And Promotion	
SPM 335	Sport Event Management	
SOC 301	Sports in Society	
SPM 377	Field Experience I	
<b>Total Hours</b>		<b>18</b>

## Sport Communications, B.S.

### 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 Goals

- 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.

**Degree earned:** B.S.

**Total number of credits:** 120-121

## Credit Distribution

Code	Title	Hours
<b>General Education Core</b>		
<i>Writing Courses</i>		
ENG 110	College Writing	3
or ENG 112	College Writing for Multilingual Students	
ENG/HON 200	Advanced College Writing	3
or ENG 202	Advanced College Writing for Multilingual Students	
<i>Critical Dialogues Course</i>		
INT 110	Introduction to Dialogues in Critical Thinking <sup>1</sup>	3
<i>American Dialogues Course</i>		
Select one course of the following:		3
ART 201	Photographers, Writers, and the American Scene	
CRJ 355	Social Issues in Policing a Multicultural Community	
GEN/HON 220	Justice and Democracy in America	
HIS 200	African-American History	
HIS 220	Cultural Interaction in Colonial North America	
INT 220	Enduring American Dialogues	
<i>Creative and Reflective Dialogues Course</i>		
Select one course of the following:		3
ART 205	Contemporary Photography as Cultural Landscape	
ART 240	Beginning Drawing	
ART 260	Basic Photography: Criticizing Photography	
ENG 210	Introduction to Creative Writing	
ENG 350	Creative Nonfiction Writing	
GEN 230	Creative Expression	
THE 100	Introduction to Theatre and Performance	
<i>Sustainability Dialogues Course</i>		
Select one course of the following:		3-4
BIO 101	Introductory Biology	
BIO 110	Human Nutrition	
BIO 120	Botany	
BIO 150	Environmental Studies	
CHE 100	Introductory Chemistry	
GEN 240	Scientific Discovery	
PHY 104	Physical Science	
PHY 200	Principles of Physics I	
<i>Global Dialogues Course</i>		
Select one course of the following:		3
ENG 305	British Literature I: Middle Ages to the 18th Century	
ENG 315	British Literature II: Late 18th Century to The Present	
ENG 425	Themes and Topics in World Literature & Culture	
ENG 435	Major Global Literary Figures	
GEN 410	Baccalaureate Capstone I	
HIS 321	Medieval World	
HIS 325	The History of Ireland	
HIS 330	History of the Israeli-Palestinian Conflict	
HUM 300	The Arts in Society	

INT 310	Psychoanalysis & Politics	
INT 350	Seminar in Religion and Belief	
MUS 305	Classical Music Studies	
PHI 358	Truth & Justice	
<i>Citizenship Dialogues Course</i>		
Select one course of the following:		3
GEN 411	Baccalaureate Capstone II	
INT 450	Capstone in Citizenship	
PSY 411	Psychology Capstone	
MAT 114	Intermediate Algebra	3
MAT 201	Statistics and Society	3
SPE 130	Fundamentals of Public Speaking	3
<b>Major Requirements</b>		
COM 110	Journalism in the Digital Era	3
COM 200	Digital Media Production	3
COM 211	Mass Media Writing	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	Sport Leadership and Management	3
SPM 320	Sports Marketing And Promotion	3
SPM Any		3
SPM Any		3
SPM Any		3
<b>Experiential Learning</b>		
COM 277	Field Experience I	3
COM 377	Field Experience II	3
COM 477	Field Experience III	6
<b>Liberal Arts and Sciences</b>		
PHI 200	Logic	3
or PHI 300	Ethics	
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
<b>Free Electives</b>		
Select 9 credits of Free Electives <sup>2</sup>		9
<b>Total Hours</b>		<b>120-121</b>

1

Required of first-year students; all other students may substitute a 300/400 level Liberal Arts and Sciences elective

2

May include any College course.

## Suggested Sequence

Course	Title	Hours
<b>First Year</b>		
<b>First Semester</b>		
INT 110	Introduction to Dialogues in Critical Thinking	3
ENG 110	College Writing	3
SPM 220	Sport Leadership and Management	3
SPE 130	Fundamentals of Public Speaking	3
MAT 114	Intermediate Algebra	3
<b>Hours</b>		<b>15</b>
<b>Second Semester</b>		
ENG 200	Advanced College Writing	3
COM 110	Journalism in the Digital Era	3
SOC 100	Introduction to Sociology	3
PSY 100	Introduction to Psychology	3
MAT 201	Statistics and Society	3
<b>Hours</b>		<b>15</b>
<b>Second Year</b>		
<b>First Semester</b>		
American Dialogues		3
COM 211	Mass Media Writing	3
SPM (Any)		3
COM 200	Digital Media Production	3
LAS Elective		3
<b>Hours</b>		<b>15</b>
<b>Second Semester</b>		
Creative Dialogues		3
COM (any)		3
COM 277	Field Experience I	3
PHI 200 or PHI 300	Logic or Ethics	3
LAS Elective		3
<b>Hours</b>		<b>15</b>
<b>Third Year</b>		
<b>First Semester</b>		
Sustainability Dialogues		3
COM 380	Sports and Media Coverage	3
COM 377	Field Experience II	3
SPM (any)		3
COM (any)		3
<b>Hours</b>		<b>15</b>
<b>Second Semester</b>		
SPM 320	Sports Marketing And Promotion	3
SOC 301	Sports in Society	3
SPE 315	Advanced Public Speaking	3
300/400 LAS Elective		3
Free Elective		3
<b>Hours</b>		<b>15</b>
<b>Fourth Year</b>		
<b>First Semester</b>		
Global Dialogues		3
COM 475	Media and Society Seminar	3
PSY 385	Sports Psychology	3
Free Elective		3
300/400 LAS Elective		3
<b>Hours</b>		<b>15</b>
<b>Second Semester</b>		
INT 450	Capstone in Citizenship	3
SPM (Any)		3
COM 477	Field Experience III	6

Free Elective	3
<b>Hours</b>	<b>15</b>
<b>Total Hours</b>	<b>120</b>

**Please Note:** The above shows the ideal suggested sequencing and scheduling of courses and credits by semester. It is based on eight semesters for a traditionally-structured baccalaureate degree. Degree program requirements and the scheduling of courses are subject to change, based on writing/math placements and course availability. This chart should be utilized as a guide and is not a written contract. Students will be notified of changes that may affect their academic progress.

## Sport Management, B.S. 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.

## Program Goals

- To equip the student with the technical knowledge appropriate to the successful management and functioning of all areas of sports and recreation.
- To specifically develop the skills necessary to interact effectively with people in order to ensure that fundamental business principles

are successfully adapted to the specialized setting of a sports or recreation enterprise.

- To develop an understanding of the role of sports and leisure in our society as well as an understanding of the management principles behind the delivery of sports and leisure activity.
- To enable the aspiring manager to grow in position and personality.
- To stimulate enthusiasm, innovation, and study of effective sports and leisure management systems.

## Areas of Focus

- Recreation/Community Agency leadership
- High School Sports
- Sports Psychology/Behavioral Services
- Athletic Coaching and Leadership
- 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:

- Apply legal and ethical principles to sports marketing, sponsorship and naming rights
- Identify the relevant principles associated with the development of a high performing team and a collaborative environment
- Evaluate the social and natural environments of business and apply them to managing venues and events, operations, risk and security management
- Integrate the core values of sport management to inform decision-making
- Apply economic standards to global dimensions of business
- Apply business-related quantitative methods and information technology in support of management decision-making in finance and accounting
- Construct coherent written forms of communication in broadcasting, media and technology
- Compose and present oral forms of communication
- Demonstrate analytical and critical thinking skills in athletic coaching and leadership
- Integrate theory and practice across the business functional areas in the analysis of challenges in the ever-changing parameters of the sport business industry

**Degree earned:** B.S.

**Total number of credits:** 120-121

## Credit Distribution

Code	Title	Hours
<b>General Education Core</b>		
<i>Writing Courses</i>		
ENG 110	College Writing	3
or ENG 112	College Writing for Multilingual Students	
ENG/HON 200	Advanced College Writing	3
or ENG 202	Advanced College Writing for Multilingual Students	
<i>Critical Dialogues Course</i>		

INT 110	Introduction to Dialogues in Critical Thinking <sup>1</sup>	3
<i>American Dialogues Course</i>		
Select one course of the following: 3		
ART 201	Photographers, Writers, and the American Scene	
CRJ 355	Social Issues in Policing a Multicultural Community	
GEN/HON 220	Justice and Democracy in America	
HIS 200	African-American History	
HIS 220	Cultural Interaction in Colonial North America	
INT 220	Enduring American Dialogues	
<i>Creative and Reflective Dialogues Course</i>		
Select one course of the following: 3		
ART 205	Contemporary Photography as Cultural Landscape	
ART 240	Beginning Drawing	
ART 260	Basic Photography: Criticizing Photography	
ENG 210	Introduction to Creative Writing	
ENG 350	Creative Nonfiction Writing	
GEN 230	Creative Expression	
THE 100	Introduction to Theatre and Performance	
<i>Sustainability Dialogues Course</i>		
Select one course of the following: 3-4		
BIO 101	Introductory Biology	
BIO 110	Human Nutrition	
BIO 120	Botany	
BIO 150	Environmental Studies	
CHE 100	Introductory Chemistry	
GEN 240	Scientific Discovery	
PHY 104	Physical Science	
PHY 200	Principles of Physics I	
<i>Global Dialogues Course</i>		
Select one course of the following: 3		
ENG 305	British Literature I: Middle Ages to the 18th Century	
ENG 315	British Literature II: Late 18th Century to The Present	
ENG 425	Themes and Topics in World Literature & Culture	
ENG 435	Major Global Literary Figures	
GEN 410	Baccalaureate Capstone I	
HIS 321	Medieval World	
HIS 325	The History of Ireland	
HIS 330	History of the Israeli-Palestinian Conflict	
HUM 300	The Arts in Society	
INT 310	Psychoanalysis & Politics	
INT 350	Seminar in Religion and Belief	
MUS 305	Classical Music Studies	
PHI 358	Truth & Justice	
<i>Citizenship Dialogues Course</i>		
Select one course of the following: 3		
GEN 411	Baccalaureate Capstone II	
INT 450	Capstone in Citizenship	
PSY 411	Psychology Capstone	
MAT 115	Pre-Calculus	3

or MAT 216	Survey Of Introductory Calculus And Its Applications	
SPE 130	Fundamentals of Public Speaking	3
<b>Major Requirements</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	Sports Psychology	3
SOC 301	Sports in Society	3
SPM 220	Sport Leadership and Management	3
SPM 320	Sports Marketing And Promotion	3
SPM 325	Legal and Ethical Issues in Sports and Recreation Management	3
SPM 335	Sport Event Management	3
SPM 340	History & Philosophy of Sport	3
SPM 400	Sport Facility Planning and Management	3
<b>Experiential Learning</b>		
SPM 377	Field Experience I	3
SPM 477	Field Experience II	3
<b>Liberal Arts and Sciences</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 <sup>2</sup>	3
PHI 300	Ethics	3
PSY 100	Introduction to Psychology	3
Liberal Arts elective		3
<b>Free Electives</b>		
Select 12 credits of Free Electives <sup>3</sup>		12
<b>Total Hours</b>		<b>120-121</b>

1

Required of first-year students; all other students may substitute a 300/400 level Liberal Arts and Sciences elective

2

Students who meet the math competency must substitute a Liberal Arts and Sciences elective

3

May include any College course.

## Suggested Sequence

Course	Title	Hours
<b>First Year</b>		
<b>First Semester</b>		
INT 110	Introduction to Dialogues in Critical Thinking	3
ENG 110	College Writing	3
MGT 175	Management Concepts and Communication	3
SPM 220	Sport Leadership and Management	3



MAT 114/115	Intermediate Algebra	3
<b>Hours</b>		<b>15</b>
<b>Second Semester</b>		
American Dialogues		3
ENG 200	Advanced College Writing	3
ECO 201	Microeconomics	3
MAT 115/216	Pre-Calculus	3
PSY 100	Introduction to Psychology	3
<b>Hours</b>		<b>15</b>
<b>Second Year</b>		
<b>First Semester</b>		
Creative Dialogues		3
ECO 260	Econometrics I	3
ACC 101	Financial Accounting	3
SPM 335	Sport Event Management	3
SPE 130	Fundamentals of Public Speaking	3
<b>Hours</b>		<b>15</b>
<b>Second Semester</b>		
Sustainability Dialogues		3
ECO 261	Econometrics II	3
ECO 380	Economics of Sports	3
SPM 340	History & Philosophy of Sport	3
MIS 240	Management Information Systems	3
<b>Hours</b>		<b>15</b>
<b>Third Year</b>		
<b>First Semester</b>		
MGT 335	Organizational Behavior	3
SPM 325	Legal and Ethical Issues in Sports and Recreation Management	3
SOC 301	Sports in Society	3
ENG 260	Business and Professional Writing	3
LAS Elective		3
<b>Hours</b>		<b>15</b>
<b>Second Semester</b>		
SPM 320	Sports Marketing And Promotion	3
MGT 240	Financial Management	3
SPM 377	Field Experience I	3
SPM 400	Sport Facility Planning and Management	3
PSY 385	Sports Psychology	3
<b>Hours</b>		<b>15</b>
<b>Fourth Year</b>		
<b>First Semester</b>		
Global Dialogues		3
MGT 420	Strategic Management I	3
SPM 477	Field Experience II	3
PHI 300	Ethics	3
Free Elective		3
<b>Hours</b>		<b>15</b>
<b>Second Semester</b>		
INT 450	Capstone in Citizenship	3
INT 411	Global Leadership	3
Free Elective		3
Free Elective		3
Free Elective		3
<b>Hours</b>		<b>15</b>
<b>Total Hours</b>		<b>120</b>

change, based on writing/math placements and course availability. This chart should be utilized a guide and is not a written contract. Students will be notified of changes that may affect their academic progress.

## U.S. History, Minor

**Total Credits:** 18 credits

Code	Title	Hours
<b>U.S. History – Introductory Component</b>		
HIS 140	Early United States History	3
or HIS 150	Contemporary United States History	
<b>U.S. History – American Dialogues Component</b>		
Select one course of the following:		3
HIS 200	African-American History	
HIS 220	Cultural Interaction in Colonial North America	
INT 220	Enduring American Dialogues	
<b>U.S. History – Upper Division Elective Component</b>		
Select four courses of the following:		12
HIS 315	History of Ethnic America	
HIS 326	The Civil War	
HIS 400	American Historiography	
HIS 401	The History of Buffalo	
HIS 402	The History of New York State	
<b>Total Hours</b>		<b>18</b>

## Veterinary Practice Management, Minor

**Total Credits:** 17-21 credits

Code	Title	Hours
<b>Required</b>		
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	Special Topic in Veterinary Technology	3
VET 177	Preceptorship I	1-3
or MGT 377	Field Experience I	
Select one course of the following:		3-5
BIO 101 & 101L	Introductory Biology and Introductory Biology Lab	
BIO 160 & 160L	Human Anatomy and Physiology I and Human Anatomy and Physiology L	
BIO 171 & 171L	Comparative Anatomy and Physiology II and Comparative Anatomy and Physiology II Laboratory	
<b>Total Hours</b>		<b>16-20</b>

**Please Note:** The above shows the ideal suggested sequencing and scheduling of courses and credits by semester. It is based on eight semesters for a traditionally-structured baccalaureate degree. Degree program requirements and the scheduling of courses are subject to

# Veterinary Technology (On-Ground), A.A.S.

## 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.

## Delivery Format

- On-campus (Evening) Rochester Campus only

## Course Sequence (On-Ground)

Code	Title	Hours
BIO 173		4
BIO 174		4
ENG 111		4
SCI 131		4
MAT 116		4
SPE 242		4
VET 095	Prophylactic Rabies Vaccine	0
VET 102		4
VET 182		4
VET 205		4
VET 248		2
VET 249		2
VET 250		2
VET 251		4
VET 252		4
VET 253		4
VET 254		4
VET 255		4
VET 256		4
VET 271		4
<b>Total Hours</b>		<b>70</b>

## Suggested Sequence

Course	Title	Hours
<b>First Semester</b>		
ENG 111	session 1	4
VET 102	session 2	4
MAT 116	session 3	4
		<b>Hours</b>
		<b>12</b>
<b>Second Semester</b>		
SPE 242	session 1	4
SCI 131 or VET 095	session 2 or Prophylactic Rabies Vaccine	4
BIO 173	session 3	4
		<b>Hours</b>
		<b>12</b>
<b>Third Semester</b>		
BIO 174	session 1	4
VET 182	session 2	4
VET 205	session 3	4
VET 248	session 2	2
		<b>Hours</b>
		<b>14</b>
<b>Fourth Semester</b>		
VET 251	session 1	4
VET 252	session 2	4
VET 253	session 3	4
VET 249	session 1	2
		<b>Hours</b>
		<b>14</b>
<b>Fifth Semester</b>		
VET 254	session 1	4
VET 255	session 2	4

VET 256	session 3	4
VET 271	session 2	4
VET 250	session 1	2
<b>Hours</b>		<b>18</b>
<b>Total Hours</b>		<b>70</b>

## Veterinary Technology (Online), A.A.S.

### 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)

Code	Title	Hours
BIO 172		4
CIS 118		4
or CIS 160		
ENG 111		4
GEN 131		4
MAT 117		4
SPE 242		4
VET 101		3
VET 180		4
VET 203		4
VET 207		4
VET 209		3
VET 221		3
VET 223		4
VET 225		3
VET 227		4
VET 239		3
VET 243		3
VET 260		1
VET 261		2
VET 262		1
VET 263		2
VET 270		4
<b>Total Hours</b>		<b>72</b>

### Suggested Sequence

Course	Title	Hours
<b>First Semester</b>		
BIO 172	full session	4
CIS 160	session 1	4
GEN 131	session 2	4
<b>Hours</b>		<b>12</b>
<b>Second Semester</b>		
MAT 117	full session	4
VET 260	full session	1
VET 101	session 1	3
SPE 242	session 2	4
<b>Hours</b>		<b>12</b>
<b>Third Semester</b>		
VET 207	full session	4
ENG 111	session 1	4
VET 180	session 2	4
<b>Hours</b>		<b>12</b>
<b>Fourth Semester</b>		
VET 261	full session	2
VET 221	full session	4
VET 203	session 1	3
VET 209	session 2	3
<b>Hours</b>		<b>12</b>
<b>Fifth Semester</b>		
VET 262	full session	1

VET 227	full session	4
VET 223	session 1	3
VET 225	session 2	4
<b>Hours</b>		<b>12</b>
<b>Sixth Semester</b>		
VET 263	full session	2
VET 270	full session	3
VET 239	session 1	3
VET 243	session 2	4
<b>Hours</b>		<b>12</b>
<b>Total Hours</b>		<b>72</b>

## Veterinary Technology, A.S./B.S. 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 of Science degree (A.S.) and also have the opportunity to apply all credits towards a Bachelor of Science degree (B.S.). The Associate of Science degree entails seventy-two credits over two academic years but may be adjusted to accommodate a student's special needs. The Bachelor of Science 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, biomedical research 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. The Veterinary Technology program requires student time beyond scheduled class and laboratory hours. Animal Care and Vivarium responsibilities (in new and spacious animal housing facilities), clinical laboratory testing and animal supervision are some of the assigned duties, which require substantial time outside the classroom. Travel to

and from instructional programs held off the Buffalo Campus, such as farm animal labs necessitates additional student time.

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 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 in the Veterinary Technology program with a minimum grade of C-. Students in this A.S. in Veterinary Technology program may not take any of these required courses as a Pass/Fail grade. In addition, each student must accomplish 100% of the Essential Tasks established by the American Veterinary Medical Association.

To graduate with a Bachelor of Science degree, students must complete all required courses in the Veterinary Technology program with a minimum grade of C-. Student in this B.S. in Veterinary Technology program may not take any of these required courses as a Pass/Fail grade.

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 after passage of the VTNE, Medaille College students can be licensed in New York State and become eligible for reciprocal licensing in most other states.

**Degree earned:** A.S. or B.S.

**Total number of credits:** 72 (A.S.) or 120 (B.S.)

## Credit Distribution (A.S.)

Code	Title	Hours
<b>General Education Core</b>		
<i>Writing Courses</i>		
ENG 110	College Writing	3
or ENG 112	College Writing for Multilingual Students	
<i>Critical Dialogues Course</i>		
INT 110	Introduction to Dialogues in Critical Thinking <sup>1</sup>	3
SPE 130	Fundamentals of Public Speaking	3
<b>Major Requirements</b>		
VET 099	Prophylactic Rabies Vaccine	0
VET 100	Introduction to Veterinary Technology	3
VET 120	Introduction to Laboratory Animal Science	3
VET 120L	Introduction to Laboratory Animal Science Lab	0
VET 126	Animal Parasitology	2
VET 126L	Animal Parasitology Laboratory	0
VET 202	Small Animal Diseases and Nutrition	3
VET 202A	Small Animal Diseases and Nutrition - Animal Care	0
VET 202L	Small Animal Diseases and Nutrition - Lab	0
VET 204	Veterinary Clinical Lab Techniques	3

VET 204L	Veterinary Clinical Lab Techniques Lab	0
VET 206	Handling and Care of Exotics	2
VET 206L	Handling and Care Exotics Lab	0
VET 208	Veterinary Diagnostic Imaging	2
VET 208L	Diagnostic Imaging Lab	0
VET 222	Farm Animal Restraint, Diseases, and Nutrition	3
VET 222L	Farm Animal Restraint, Diseases, and Nutrition Lab	0
VET 224	Surgical Nursing and Anesthesiology	3
VET 224A	Surgical Nursing and Anesthesiology - Animal Care	0
VET 224L	Surgical Nursing and Anesthesiology Lab	0
VET 226	Veterinary Practice Management	1
VET 228	Gross and Clinical Pathology	1
VET 228L	Gross and Clinical Pathology Lab	0
VET 230	Pharmacy and Pharmacology	3
VET 230L	Pharmacy and Pharmacology Lab	0
VET 230R	Pharmacy & Pharmacology(Recit)	0
VET 237	Dentistry for Veterinary Technicians	2
<b>Experiential Learning</b>		
VET 177	Preceptorship I	1
VET 276	Small Animal Nursing Skills Preceptorship	1
VET 277	Preceptorship II	3
<b>Liberal Arts and Sciences Required Courses</b>		
BIO 170	Comparative Anatomy and Physiology I	4
BIO 170L	Comparative Anatomy and Physiology I Lab	1
BIO 171	Comparative Anatomy and Physiology II	4
BIO 171L	Comparative Anatomy and Physiology II Laboratory	1
BIO 200	Microbiology	3
BIO 200L	Microbiology Lab	1
CHE 145	Chemistry for the Health and Sciences	3
CHE 145L	Chemistry for the Health Sciences Laboratory	1
MAT 112	Mathematics for the Sciences	3
<b>Liberal Arts and Sciences Elective Component</b>		
Select 6 credits from 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. <sup>3</sup>		6

**Total Hours** **72**

**1**  
Required of first-year students; all other students may substitute a 300/400 level Liberal Arts and Sciences elective

**2**  
Requires co-registration with VET 120 Introduction to Laboratory Animal Science

**3**  
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.

## Credit Distribution (B.S.)

Code	Title	Hours
<b>General Education Core</b>		
<i>Writing Courses</i>		
ENG 110	College Writing	3
or ENG 112	College Writing for Multilingual Students	
ENG/HON 200	Advanced College Writing	3
or ENG 202	Advanced College Writing for Multilingual Students	
<i>Critical Dialogues Course</i>		
INT 110	Introduction to Dialogues in Critical Thinking <sup>1</sup>	3
<i>American Dialogues Course</i>		
Select one course of the following:		3
ART 201	Photographers, Writers, and the American Scene	
CRJ 355	Social Issues in Policing a Multicultural Community	
GEN/HON 220	Justice and Democracy in America	
HIS 200	African-American History	
HIS 220	Cultural Interaction in Colonial North America	
INT 220	Enduring American Dialogues	
<i>Creative and Reflective Dialogues Course</i>		
Select one course of the following:		3
ART 205	Contemporary Photography as Cultural Landscape	
ART 240	Beginning Drawing	
ART 260	Basic Photography: Criticizing Photography	
ENG 210	Introduction to Creative Writing	
ENG 350	Creative Nonfiction Writing	
GEN 230	Creative Expression	
THE 100	Introduction to Theatre and Performance	
<i>Global Dialogues Course</i>		
Select one course of the following:		3
ENG 305	British Literature I: Middle Ages to the 18th Century	
ENG 315	British Literature II: Late 18th Century to The Present	
ENG 425	Themes and Topics in World Literature & Culture	
ENG 435	Major Global Literary Figures	
GEN 410	Baccalaureate Capstone I	
HIS 321	Medieval World	
HIS 325	The History of Ireland	
HIS 330	History of the Israeli-Palestinian Conflict	
HUM 300	The Arts in Society	3
INT 310	Psychoanalysis & Politics	
INT 350	Seminar in Religion and Belief	
MUS 305	Classical Music Studies	
PHI 358	Truth & Justice	
<i>Citizenship Dialogues Course</i>		
Select one course of the following:		3
GEN 411	Baccalaureate Capstone II	
INT 450	Capstone in Citizenship	
PSY 411	Psychology Capstone	
MAT 201	Statistics and Society	3

or BIO 301	Epidemiology and Biostatistics	
SPE 130	Fundamentals of Public Speaking	3
<b>Major Requirements</b>		
VET 099	Prophylactic Rabies Vaccine	0
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 Lab 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	1
VET 228	Gross and Clinical Pathology	1
VET 230	Pharmacy and Pharmacology	3
VET 237	Dentistry for Veterinary Technicians	2
<b>Experiential Learning</b>		
VET 177	Preceptorship I	1
VET 276	Small Animal Nursing Skills Preceptorship	1
VET 277	Preceptorship II	3
<b>Veterinary Technology Electives</b>		
Select two courses of the following:		6
VET 130	Basic Introduction to Horses	
VET 298	Special Topic in Veterinary Technology	
VET 299	Independent Study in Veterinary Technology	
VET 232	Horse and Stable Management	
VET 235	Animal Learning	
VET 240	Foundations of Animal Management and Welfare	
VET 245	Companion Animal First Aid and Disaster Preparedness	
Select three courses of the following:		9
VET 300	Veterinary Dentistry: Principles and Practices	
VET 301	Dental Radiography	
VET 305	Advanced Animal Management Welfare	
VET 310	Case Studies in SA Vet Med	
VET 315	Applied Human - Animal Bond	
VET 232	Horse and Stable Management	
VET 320	Advanced Laboratory Animal Science	
VET 326	Equine Nutrition & Physiology	
VET 340	Applied Animal Behavior for Veterinary Practice: Part I	
VET 345	Introduction to Animal Rehabilitation	
VET 355	Pain Management in Animals	
VET 360	Patient Management and Therapeutics in Emergency Medicine and Critical Care	
VET 380	Zoonotic Diseases	
VET 398	Special Topic in Veterinary Technology	
VET 400	Advanced Dental Techniques	
VET 401	Specialization in Veterinary Dentistry	
VET 440	Applied Animal Behavior for Veterinary Practice: Part II	

VET 450	Anesthesia for Canine and Feline High-Risk Patients	
VET 460	Small Animal Emergency and Critical Care I	
VET 461	Small Animal Emergency and Critical Care II	
VET 498	Independent Study in Veterinary Technology	
<b>Liberal Arts and Sciences Courses</b>		
BIO 170	Comparative Anatomy and Physiology I	4
BIO 170L	Comparative Anatomy and Physiology I Lab	1
BIO 171	Comparative Anatomy and Physiology II	4
BIO 171L	Comparative Anatomy and Physiology II Laboratory	1
BIO 200	Microbiology	3
BIO 200L	Microbiology Lab	1
CHE 145	Chemistry for the Health and Sciences	3
CHE 145L	Chemistry for the Health Sciences Laboratory	1
MAT 112	Mathematics for the Sciences	3
<b>Liberal Arts and Sciences Electives<sup>3</sup></b>		
Select three Liberal Arts and Sciences courses of any level		6
Select two 300/400 level Liberal Arts and Sciences courses		6
<b>Free Electives</b>		
Select 6 credits of Free Electives <sup>4</sup>		6
<b>Total Hours</b>		<b>120</b>

- 1  
Required of first-year students; all other students must substitute a Liberal Arts and Sciences elective
- 2  
Requires co-registration with VET 120 Introduction to Laboratory Animal Science
- 3  
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
- 4  
May include any College course.

**Note:** Students can matriculate from an Associate degree in Veterinary Technology to a Bachelor of Science degree in Liberal Studies, Bachelor of Science degree in Biology or Bachelor of Science in 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.

## Suggested Sequences

### Veterinary Technology (A.S.)

Course	Title	Hours
<b>First Year</b>		
<b>First Semester</b>		
VET 100	Introduction to Veterinary Technology	3

VET 177	Preceptorship I	1
BIO 170	Comparative Anatomy and Physiology I	4
BIO 170L	Comparative Anatomy and Physiology I Lab	1
ENG 110	College Writing	3
INT 110	Introduction to Dialogues in Critical Thinking	3
MAT 112	Mathematics for the Sciences	3
<b>Hours</b>		<b>18</b>
<b>Second Semester</b>		
VET 099/120A	Prophylactic Rabies Vaccine	0
VET 120/099/120A	Introduction to Laboratory Animal Science	3
VET 126	Animal Parasitology	2
BIO 171	Comparative Anatomy and Physiology II	4
BIO 171L	Comparative Anatomy and Physiology II Laboratory	1
BIO 200	Microbiology	3
BIO 200L	Microbiology Lab	1
CHE 145	Chemistry for the Health and Sciences	3
CHE 145L	Chemistry for the Health Sciences Laboratory	1
<b>Hours</b>		<b>18</b>
<b>Second Year</b>		
<b>First Semester</b>		
VET 202/202A	Small Animal Diseases and Nutrition	3
VET 204	Veterinary Clinical Lab Techniques	3
VET 208	Veterinary Diagnostic Imaging	2
VET 230/230R	Pharmacy and Pharmacology	3
VET 276	Small Animal Nursing Skills Preceptorship	1
SPE 130	Fundamentals of Public Speaking	3
LAS Elective		3
<b>Hours</b>		<b>18</b>
<b>Second Semester</b>		
VET 206	Handling and Care of Exotics	2
VET 222	Farm Animal Restraint, Diseases, and Nutrition	3
VET 224/224A	Surgical Nursing and Anesthesiology	3
VET 226	Veterinary Practice Management	1
VET 237	Dentistry for Veterinary Technicians	2
VET 228	Gross and Clinical Pathology	1
VET 277	Preceptorship II	3
LAS Elective		3
<b>Hours</b>		<b>18</b>
<b>Total Hours</b>		<b>72</b>

**Note 1:** The above shows the ideal suggested sequencing and scheduling of courses and credits by semester. It is based on eight semesters for a traditionally-structured baccalaureate degree. Degree program requirements and the scheduling of courses are subject to change, based on writing/math placements and course availability. This chart should be utilized as a guide and is not a written contract. Students will be notified of changes that may affect their academic progress.

**Note 2:** 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, PHY 201 Principles of Physics II, and MAT 216 Survey Of Introductory Calculus And Its Applications or MAT 251 Calculus I and MAT 252 Calculus II. Students interested in professional careers in medicine are advised to develop a foundation in the Humanities and Social Sciences.

## Veterinary Technology (B.S.)

Course	Title	Hours
<b>First Year</b>		
<b>First Semester</b>		
VET 177	Preceptorship I	1

BIO 170	Comparative Anatomy and Physiology I	4
BIO 170L	Comparative Anatomy and Physiology I Lab	1
VET 100	Introduction to Veterinary Technology	3
ENG 110	College Writing	3
MAT 112/VET 120	Mathematics for the Sciences	3
INT 110	Introduction to Dialogues in Critical Thinking	3
<b>Hours</b>		<b>18</b>
<b>Second Semester</b>		
SPE 130	Fundamentals of Public Speaking	3
BIO 171	Comparative Anatomy and Physiology II	4
BIO 171L	Comparative Anatomy and Physiology II Laboratory	1
VET 126	Animal Parasitology	2
VET 120/MAT 112	Introduction to Laboratory Animal Science	3
VET 099/120A	Prophylactic Rabies Vaccine	0
<b>Hours</b>		<b>13</b>

<b>Second Year</b>		
<b>First Semester</b>		
VET 202/202A	Small Animal Diseases and Nutrition	3
VET 204	Veterinary Clinical Lab Techniques	3
VET 276	Small Animal Nursing Skills Preceptorship	1
American Dialogues		3
ENG 200	Advanced College Writing	3
Free elective		3
<b>Hours</b>		<b>16</b>

<b>Second Semester</b>		
LAS elective		3
BIO 200	Microbiology	3
BIO 200L	Microbiology Lab	1
VET 208	Veterinary Diagnostic Imaging	2
CHE 145	Chemistry for the Health and Sciences	3
CHE 145L	Chemistry for the Health Sciences Laboratory	1
<b>Hours</b>		<b>13</b>

<b>Third Year</b>		
<b>First Semester</b>		
Creative Dialogues		3
MAT 201/BIO 301	Statistics and Society	3
VET 230/230R	Pharmacy and Pharmacology	3
VET Elective		3
LAS Elective		3
<b>Hours</b>		<b>15</b>

<b>Second Semester</b>		
VET 206	Handling and Care of Exotics	2
VET 222	Farm Animal Restraint, Diseases, and Nutrition	3
VET 224/224A	Surgical Nursing and Anesthesiology	3
VET 226	Veterinary Practice Management	1
VET 228	Gross and Clinical Pathology	1
VET 237	Dentistry for Veterinary Technicians	2
VET 277	Preceptorship II	3
<b>Hours</b>		<b>15</b>

<b>Fourth Year</b>		
<b>First Semester</b>		
Global Dialogues		3
VET 300/400		3
VET 300/400		3
LAS Elective		3
Free Elective		3
<b>Hours</b>		<b>15</b>

<b>Second Semester</b>		
Citizenship Dialogues		3
VET Elective		3
VET 300/400		3

LAS 300/400	3
LAS 300/400	3
<b>Hours</b>	<b>15</b>
<b>Total Hours</b>	<b>120</b>

**Note 1:** The above shows the ideal suggested sequencing and scheduling of courses and credits by semester. It is based on eight semesters for a traditionally-structured baccalaureate degree. Degree program requirements and the scheduling of courses are subject to change, based on writing/math placements and course availability. This chart should be utilized as a guide and is not a written contract. Students will be notified of changes that may affect their academic progress.

**Note 2:** 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, PHY 201 Principles of Physics II, and MAT 216 Survey Of Introductory Calculus And Its Applications or MAT 251 Calculus I and MAT 252 Calculus II. Students interested in professional careers in medicine are advised to develop a foundation in the Humanities and Social Sciences.

## General Information

### Academic Calendar

Medaille College's 2021-2022 Academic Calendars can be found by following the link below: <https://www.medaille.edu/academics/course-catalogs> (<https://www.medaille.edu/academics/course-catalogs/>).

### 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 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 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.

### 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> (<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, administrative offices, residence halls, Academic Success Center, 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 operations.

## 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> (<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 TRiO Upward Bound Classic Program and the Upward Bound Math and Science Program teams are 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 Chief Information Officer, Sr. Network Engineer and Classroom Technology Specialist/Blackboard Administrator.

## 117 Humboldt

117 Humboldt houses the Wellness Center (<https://www.medaille.edu/student-services/wellness-center-health-services/>). This building is home to the Health Services and Counseling Center.

## 121 Humboldt

121 Humboldt Parkway houses the Senior Programmer/Developer, the Director of Web and Creative and the Web Designer/Programmer.

## 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

The building is named in honor of Dr. Alice Huber, S.S.J., President of the College, 1968-1974. Huber Hall contains the following offices:

- Advisement Center
- Academic Success Center
- Accessibility Services
- HEOP (Higher Education Opportunity Program)
- IT Helpdesk - The User Support Management and the Computer Support Specialists
  - 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>.
- Medaille College Library (<http://eres.medaille.edu/library/>)
- Office of Online Learning (<https://www.medaille.edu/about-medaille/offices/office-online-learning/>)
- TRiO Student Success Services Program
- Say Yes to Education Program

Huber Hall also contains classrooms, faculty offices and the Academic Computing Center

## 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, Career Planning, 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.

## Main Building

Centrally located on campus, the Main Building houses offices for Academic Affairs, Student Accounts (<https://www.medaille.edu/student-services/tuition-student-accounts/>), Financial Aid (<https://www.medaille.edu/admissions/financial-aid/>), Registrar (<https://www.medaille.edu/student-services/registrar/>), and the President (<https://www.medaille.edu/about-medaille/leadership/>). The Information Office, the College radio lab, TV studio, photography laboratory, classrooms, department and faculty offices are also located in the Main Building. The fourth floor is a dedicated Academic Commons space for students, faculty, staff, and visitors. The Academic Commons features seating for studying and relaxing, a flat-screen high definition television, computer stations, and a student-run café. Elevator service for the handicapped is available in this building. A lift provides accessibility from the exterior and skywalks allow access to Huber Hall and the Kevin I. Sullivan Campus Center. An auditorium/lecture hall and a

Veterinary Technology animal housing facility, containing a modern clinical laboratory, computer instructional lab and offices, are connected to the Main Building.

### North Residence Hall

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.

### Medaille Sports Complex at Buffalo Color Park

The sports complex on Elk Street has a multi-purpose turf lined for soccer, lacrosse and field hockey with bleachers to accommodate 500 people and a press box. The field house at the complex is 20,000 square feet and includes 6 locker rooms, 2 classrooms, a state of the art strength and conditioning center, an athletic training room and concession stand. The sports complex currently hosts home events for men’s and women’s soccer, men’s and women’s lacrosse and field hockey.

### 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> (<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> (<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 (<https://www.medaille.edu/student-services/public-safety/>) 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.
- 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> (<http://www.medaille.edu/current-students/public-safety/emergency-information/>).

### General Academic Information

#### 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.)

Program	code
Accounting	0502.00

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

Program	code
Business Administration	0506.00
Information Systems	0506.00

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

Program	code
Health Information Management	1215.00

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

Program	code
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
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.)

Program	code
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 Ext & Generalist 7-12	0808.00
Education: Early Childhood (Birth-2)/Childhood (1-6)	0802.00

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

Program	code
English	1501.00
English: Overseas International Student Transfer Program	1501.00
International Studies	2210.00
Psychology	2001.00

### Associate in Science Degrees (A.S.)

Program	code
Business	5001.00
General Studies	5649.00
Liberal Studies	5649.00
Veterinary Technology	5402.00

### Associate in Applied Science (A.A.S)

Program	code
Veterinary Technology	5402.00

### Certificates

Program	code
Alcohol and Substance Abuse Counseling [Postsecondary certificate (> = 1 year, < 2 years)]	5506.00
Cyber Crime Investigation	2105.00

## 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 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. Some programs may require a concentration selection at the time of major declaration. Please inquire with Admissions or Academic Advisor to discuss these programs.

## Undeclared Program

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

## Matriculation Toward the Associate Degree and the Baccalaureate Degree

Students may matriculate for either an associate or baccalaureate degree. Those who initially matriculate for an associate degree and successfully complete the requirements are entitled to apply for matriculation to a baccalaureate program. Those who initially matriculate for a baccalaureate degree may apply for an associate degree by completing a Change of Status ([https://www.medaille.edu/sites/default/files/2020-08/change-of-status-form\\_updated-081417.pdf](https://www.medaille.edu/sites/default/files/2020-08/change-of-status-form_updated-081417.pdf)) 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.

## 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)
1	750
2	1,500
3	2,250
4	3,000

## 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	180 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 Vice President for Academic Affairs or designee that the student 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 the 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

## Graduation Placement

Higher Education Opportunity Act: Federal Disclosure and Reporting information and representative institutional data is available to the public on the Medaille College HEOA Student Right to Know (<https://www.medaille.edu/about-medaille/heoa-students-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 2.5 cumulative grade point average for graduation.
- The student must earn the final 30 credits at Medaille College if enrolled in a bachelor’s degree program and the 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.
- To be reviewed for degree conferral, 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:

- 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 ([https://www.medaille.edu/sites/default/files/Registrar/course-substitution\\_policy-waiver-request-form\\_updated-11317.pdf](https://www.medaille.edu/sites/default/files/Registrar/course-substitution_policy-waiver-request-form_updated-11317.pdf)) must be approved by the student's Academic Advisor (where appropriate), Department Chair, the Registrar, and the Vice President for Academic Affairs or designee. 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 the 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://getcollegecredit.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> (<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) (<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) (<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> (<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 that have attended Medaille for at least one full semester 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) Program.

## **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> (<https://www.medaille.edu/internships/>). This site provides extensive resources for students completing their internship experiences.

## Grading System

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
	C-	1.7
<b>Below Average (passing)</b>	D+	1.3
	D	1
	D-	0.7
	<b>Failure</b>	F
<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 the student's 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 (<https://www.medaille.edu/sites/default/files/2020-07/Pass%20Fail%20Form%2004022020.pdf>) 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 (<https://www.medaille.edu/sites/default/files/2020-07/Pass%20Fail%20Form%2004022020.pdf>) 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 (<https://www.medaille.edu/sites/default/files/2020-07/Record%20of%20Incomplete%20Form%20SU20%20ONLY.pdf>) 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 Vice President for Academic Affairs or designee. 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 (<https://www.medaille.edu/student-services/registrar/>) form is initiated with the Advisement office. If a student withdraws from a course prior to the withdrawal deadline (see the current Academic Calendar (<https://www.medaille.edu/academics/course-catalogs/>)), 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 12 credit hours may affect financial aid. In addition, lack of academic progress may also affect future aid. Always consult with the

Financial Aid Office (<https://www.medaille.edu/admissions/financial-aid/>) when considering a course withdrawal.

Students are liable for all tuition and fees attached to each course, depending upon Last Date of Attendance/Academic Activity (LDA), in accordance with the Liability Schedule (p. 105).

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 (<https://www.medaille.edu/admissions/undergraduate/>).

**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 College 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.

### **(AU) Audit**

A student desiring to audit a course must receive the approval of the appropriate instructor and complete the normal registration process. Students taking a course on an Audit basis are registered after all students requiring the course for their program have been registered. 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.

## **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.

## 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.

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.

## 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> (<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.

## 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.

Acadeum'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 Acadeum'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 Acadeum'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> (<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 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.

### 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. 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 Vice President for Academic Affairs or designee's decision regarding reinstatement is final.

### Immediate Reinstatement

Students seeking reinstatement must submit an appeal letter to the Vice President for Academic Affairs or designee. The letter should

1. explain mitigating circumstances that may have affected one's academic performance
2. make a compelling case for reinstatement and
3. outline a plan for improving one's academic performance.

Students suspended at the conclusion of a semester who seek immediate reinstatement for the upcoming semester must submit their appeal letter to the Vice President for Academic Affairs or designee by the deadline date indicated on the suspension letter. Students seeking reinstatement after a period of more than one semester on suspension should contact the Vice President for Academic Affairs or designee at least two weeks before the start of the semester in which they wish to return.

### Delayed Reinstatement

Students seeking reinstatement must submit an appeal letter to the Vice President for Academic Affairs or designee. The letter should

1. explain mitigating circumstances that may have affected one's academic performance
2. make a compelling case for reinstatement and
3. outline a plan for improving one's academic performance.

Students seeking reinstatement after a period of more than one semester on suspension should contact the Vice President for Academic Affairs or designee at least two weeks before the start of the semester in which they wish to return. 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.

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 seeking reinstatement after dismissal must submit an appeal letter to the Vice President for Academic Affairs or designee. The letter should

1. explain mitigating circumstances that may have affected one's academic performance
2. make a compelling case for reinstatement and
3. outline a plan for improving one's academic performance.

Students seeking reinstatement after dismissal should contact the Vice President for Academic Affairs or designee at least two weeks before the start of the semester in which they wish to return. 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 2.5 cumulative GPA at the conclusion of their sophomore year (completion of 60 credit hours). Students who do not meet this requirement will be dismissed from their Education program. Students will also be dismissed from their Education program when referred to the 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 (<https://www.medaille.edu/student-services/registrar/>) 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 (<https://cicu.org/>). 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 attending/participating in as of the roster reconciliation date will determine the amount of Title IV monies a student will receive.

### Official Online 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 (p. 120).
- 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 weeklong 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 (<https://www.medaille.edu/about-medaille/policy-handbooks/?keyphrase=faculty%20handbook>)/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. A variety of means may be employed to check against plagiarism, including the use of proprietary databases such as Turnitin.

**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 Vice President for Academic Affairs or designee. 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 Vice President for Academic Affairs or designee (as described below). At any stage of the appeal, the Department Chair, the Academic Standards Committee, the Vice President for Academic Affairs or designee 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 Vice President for Academic Affairs or designee, 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 Vice President for Academic Affairs or designee of the student's intent to appeal in writing within five working days of receiving the Department Chair's written decision. The Vice President for Academic Affairs or designee will review the case evidence, meet with the student and decide whether or not to convene the Academic Standards Committee.

If the Vice President for Academic Affairs or designee determines the student has presented an insufficient basis for further appeal, the Vice

President for Academic Affairs or designee will notify the student in writing of the Vice President for Academic Affairs designee'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 Vice President for Academic Affairs or designee'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 Vice President for Academic Affairs or designee 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 Vice President for Academic Affairs or designee 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 Vice President for Academic Affairs or designee, 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 Vice President for Academic Affairs or designee 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 Vice President for Academic Affairs or designee will convene the

Academic Standards Committee within ten working days after receipt of the most recent charge.

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

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

The Academic Standards Committee will render its recommendation in writing to the Vice President for Academic Affairs or designee within five working days after completing its hearing. The Vice President for Academic Affairs or designee will communicate the Vice President for Academic Affairs or designee'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 Vice President for Academic Affairs or designee after a period no less than one full academic year after the time of dismissal. The Vice President for Academic Affairs or designee 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> (<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 Vice President for Academic Affairs or designee may immediately remove the student from the class. The Vice President for Academic Affairs 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 achieving these intended outcomes of higher education. Medaille College expects all students and faculty to contribute to the creation of classroom environments where learning can flourish, and to conduct themselves in a mature, responsible, and civil manner.

Students who engage in disruptive or threatening classroom behaviors interfere with the rights of fellow students who wish to learn and impede their faculty's ability to provide instruction. Medaille College will not tolerate rude, disruptive, or threatening conduct and will deal with infractions appropriately, from an initial verbal warning to temporary removal of the offending student(s) from class to formal disciplinary action and possible expulsion. Any student removed from class will be required to meet with the appropriate College officials at which time they will

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

See the Medaille College Academic Classroom Conduct- Policy and Procedures below for details.

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

1

The term "student" includes all persons taking courses at Medaille, full - either time or part-time, pursuing undergraduate or professional studies.

2

The term "faculty" means any person hired by the college to conduct classroom or teaching activities or who is otherwise considered by the college to be a member of its faculty.

3

The term "campus educators" includes faculty as well as individuals who may conduct classroom or teaching activities at the request of the college.

4

The term "college officials" includes any person employed by the college performing assigned administrative or professional responsibilities

### Academic Classroom Conduct-Policy and Procedures

The Medaille College Academic Classroom Conduct-Policy and Procedures identifies two levels of inappropriate student conduct, both

of which interfere significantly with creating and sustaining the kind of learning environment described above. The Policy and Procedures Statement also outlines the institutional processes for educating students about community standards for classroom behavior and for sanctioning any individuals who fail to conduct themselves in accordance with them.

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

**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.

### **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 Vice President for Academic Affairs or designee within three working days of receiving the written request. The decision of the Vice President for Academic Affairs or designee 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>1</sup>. Examples may include but are not limited to:

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

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

<sup>1</sup>

The term "staff" includes any person who is employed by the college

### **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 Vice President for Academic Affairs or designee, 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 Vice President for Academic Affairs or designee, 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.
- 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 the suspicion of academic dishonesty. If for some reason the student cannot be reached, or fails to respond within two weeks, an instructor may proceed to levy formal charges and impose course-related sanctions without having met with the student. If still convinced that a violation of academic honesty has occurred, the faculty member will charge the student with academic dishonesty in a written statement that 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 and Vice President of Academic Affairs.
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 appropriate Program Director, Department Chair and, finally the Vice President for Academic Affairs or designee. In cases where a Program Director or Department Chairperson is the faculty member levying the charge of academic dishonesty, a student should appeal directly to the Vice President for Academic Affairs or designee. At any stage of the appeal, the Program Director, the Department Chair and Vice President for Academic Affairs or designee 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 Vice President for Academic Affairs or designee, which is final.

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

### The Student's Letter of Appeal Should Contain

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

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

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

If the Vice President for Academic Affairs or designee determines the student has presented an insufficient basis for further appeal, the Vice President for Academic Affairs or designee will notify the student in writing of the 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 Vice President for Academic Affairs or designee'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 the student's 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 Vice President for Academic Affairs 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 Vice President for Academic Affairs or designee 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 Vice President for Academic Affairs or designee reviewing the case has the option of dismissing the student from Medaille College.

A student dismissed for academic dishonesty may appeal for reinstatement to Medaille College through the Vice President for Academic Affairs or designee 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.

### Student Identity Verification in Distance Education (<http://it.medaille.edu/siv/>)

#### How do faculty teaching online courses verify that students are doing their own work?

All Medaille College distance education courses and the Blackboard Learning Management System employs a secure portal login process that requires a student to use his or her unique Medaille email address as his or her identification and a personal secure password selected by and

known only to that student for entry into a course through Blackboard and for access to the college portal. This ensures verification of student identity. The secure log-in and password verification process ensures the protection of the student's privacy under the Family Educational Rights and Privacy Act (FERPA). The process for resetting student passwords is established by the portal vendor through an electronic system of student-selected security questions. The Office of Information Technology is responsible for the application of the student identity verification procedures and monitoring of the university portal security.

### Respondus Monitor

Respondus Monitor is a companion application for LockDown Browser® that uses a webcam and video technology to prevent cheating during online exams. Respondus Monitor integrates seamlessly with learning management systems, and is ideal for non-proctored testing environments. This will provide an integrated Blackboard tool to verify a student's identity as they proceed through the program. Respondus is a tool that instructors may use in order to ensure academic integrity.

### Turnitin Software

Turnitin plagiarism software has the capacity to compare student's work with a database of materials, including published articles and other student's work. Turnitin is fully integrated into Medaille College's Blackboard learning management system. This is a tool that instructors may use in order to ensure academic integrity.

**\*\*Note:** Students sign that they acknowledge the policy to not share their password information.

## 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 Vice President for Academic Affairs or designee. The decision of the Vice President for Academic Affairs or designee 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:

- 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 30 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 Program Director, and/or Department Chair and, thereafter, the Vice President for Academic Affairs or designee. The decision of the Vice President for Academic Affairs or designee is final.

## Course Prerequisites

Course prerequisites are reviewed 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 (<https://www.medaille.edu/student-services/registrar/#ferpa>) of 1974 (FERPA). 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.

## Grade Reports

Grades are available at the end of each semester to Medaille360 (<https://connect.medaille.edu/cas/login/?service=https://360.medaille.edu/Default.asp>). Grade reports are not released over the telephone or in person at the Registrar's Office.

## Transcript of Record

Students may request official transcripts through National Student Clearinghouse (<https://tsorder.studentclearinghouse.org/school/select/>) 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 2-day processing time. Current students may access unofficial transcripts through Medaille360 (<https://connect.medaille.edu/cas/login/?service=https://360.medaille.edu/Default.asp>). Unofficial transcripts are no longer available to anyone who does not have access to Medaille360 (<https://connect.medaille.edu/cas/login/?service=https://360.medaille.edu/Default.asp>). This includes anyone who has not attended Medaille College within one year.

More information is available through the Registrar's Office (<https://www.medaille.edu/student-services/registrar/>).

## 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 (<https://www.medaille.edu/student-services/registrar/>). Federal policy (FERPA) states that a student has the right to view documents in their 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/add courses within any particular semester after the deadlines indicated on the Academic Calendar (<https://www.medaille.edu/academics/course-catalogs/>). 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 the individual Academic Advisor and fill out the Drop/Add Worksheet ([https://www.medaille.edu/sites/default/files/2020-08/Drop-add-form-updated-08\\_05\\_15.pdf](https://www.medaille.edu/sites/default/files/2020-08/Drop-add-form-updated-08_05_15.pdf)) 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 ([https://www.medaille.edu/sites/default/files/Registrar/change\\_Name\\_Address\\_update-020518.pdf](https://www.medaille.edu/sites/default/files/Registrar/change_Name_Address_update-020518.pdf)) form or by emailing the information to registrar@medaille.edu. Name changes must be accompanied by official documentation (i.e. birth certificate, government-issued ID, divorce decree, marriage certificate, etc.).

### 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, the student must apply for admission to the College. Students should follow the Admissions (p. 102) 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 ([https://www.medaille.edu/sites/default/files/2020-08/change-of-status-form\\_updated-081417.pdf](https://www.medaille.edu/sites/default/files/2020-08/change-of-status-form_updated-081417.pdf)) 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 (<https://www.medaille.edu/student-services/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 (<https://www.medaille.edu/student-services/registrar/>) form is available on the Registrar's webpage, under the "Forms" tab. Failure to provide notice of an official Withdrawal form means the student will be liable for tuition and fees originally incurred (see "Liability Policy (p. 105)").

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 (<https://www.medaille.edu/academics/course-catalogs/>). 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.

Returning Service Members may return into the same program, at the same credit hours, with the same academic standing. Service Members returning to Medaille can contact the office of Admissions or Financial Aid.

## 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 ([https://www.medaille.edu/sites/default/files/Registrar/course-substitution\\_policy-waiver-request-form\\_updated-11317.pdf](https://www.medaille.edu/sites/default/files/Registrar/course-substitution_policy-waiver-request-form_updated-11317.pdf)) with accompanying documentation to the Advisor.

## Registration Procedures

New students are registered through the Academic Advisement Center (<https://www.medaille.edu/student-services/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 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/student-services/academic-advisement-center> (<http://www.medaille.edu/student-services/academic-advisement-center/>).

## 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.

Each student is required to meet with their 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 success 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 Academic 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 Success 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.

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.

## Applying for Admission

Students are encouraged to visit the Admissions (<https://www.medaille.edu/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 (<https://www.medaille.edu/admissions/undergraduate/>) for more information on application procedures and deadlines.

Below are the Early Action policy and procedures:

#### Early Action Application

- Early Action applications need to be submitted prior to November 1<sup>st</sup>.
- Students must complete a full application with High School transcripts and test scores; placements need to be completed if the SAT/ACT has not been taken.
- Students must complete and add the Medaille College school code to their FAFSA.

Acceptance and Award letters will be provided to the Early Action applications prior to December 1<sup>st</sup>.

If the student accepts the Early Action offer, the student will have until December 18<sup>th</sup> to place their tuition deposit to commit to Medaille College.

#### Benefits of Early Action

- Early Action is an application process that allows students to apply early, receive an admissions decision by December 1<sup>st</sup>, and make their college decision by December 18<sup>th</sup>.
- Early Action guarantees that the student's tuition rate will not increase during their degree program.

- Early Action and Regular Decision applicants are treated the same in the awarding of scholarships and financial aid.
- A student who applies through Early Action can request to be moved to the Regular Decision plan. If a student makes this change during the application process, they will be reconsidered for admission with Regular Decision applicants.

#### Early Action Policy

- At Medaille, students who submit a complete Early Action application by November 1<sup>st</sup> will receive their admissions decision and financial aid package by December 1<sup>st</sup>.
- If a student is not accepted through Early Action, the student will be moved to the Regular Decision pool.
- If a student is offered an Early Action acceptance, the deadline to deposit is December 18<sup>th</sup>.
- Prior to depositing, it is encouraged that the student talk with a financial aid officer about their financial aid package.
- If a student accepts the Early Action offer then they will submit a \$100 non-refundable tuition deposit.

**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> (<http://www.medaille.edu/admissions/how-apply/online-admissions/>).

## How to Apply

### 1. Apply to Medaille

Free, online applications are available here: <https://apply.medaille.edu/apply/>

### 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 (<https://www.medaille.edu/admissions/transfer-students/>) must submit official transcript(s) from all colleges previously attended as well as official high school transcript(s).

### 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 (<https://www.medaille.edu/admissions/lp/enrollment-confirmation-form/>) 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 Undergraduate Admissions Office at (716) 880-2200 for the link to pay the Tuition Deposit online.

## 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> (<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 their 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: Post-Traditional Student Only

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 complete.
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> (<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.

### Brazil

Amazonas State University (UEA)  
 Universidad Federal de Mato Grosso (UFMT)  
 IESB Centro Universitario (IESB)  
 Universidade de Caxias do Sul (UCS)  
 UniEvangélica Centro Universitario  
 Centro Universitario do Sul de Minas (UNIS)  
 Universidad de Passo Fundo (UPF)  
 Universidad de Ribeirao Preto (UNAERP)  
 Grupo Tiradentes (UT)

### China

Dalian Maritime University  
 Dalian Neusoft University of Information  
 Shenyang University

### Hungary

Calasanz Training Program of Budapest, Hungary

### Ireland

University College Cork – National University of Ireland, Cork

### Japan

Chukyo University  
 Hosei University

### Korea

Catholic University of Daegu  
 Dankook University  
 Duksung Women's University  
 Gachon University  
 Kyungpook National University  
 Seoul National University of Science & Technology (SeoulTech)  
 Sookmyung Women's University

### Mexico

Universidad del Mayab

### Taiwan

Fortune Institute of Technology – Taiwan  
 National Kaohsiung Normal University  
 Takming University of Science and Technology  
 Yu Da University

### Thailand

Naresuan University

## Vietnam

Duy Tan University

## 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) (<http://www.wes.org>) (World Education Services) or [www.ece.org](http://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 institutions of higher learning. Students who wish to have credits earned at other accredited institutions applied toward fulfillment of their course of study at Medaille should start with the Admissions Office to obtain an evaluation of these credentials from the Registrar's Office. 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, approved by the Registrar, 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, when possible, 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, where applicable, apply transfer credit from the first baccalaureate degree to fulfill 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.

## 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
- 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> (<http://www.medaille.edu/admissions/financial-aid/scholarships-and-grants/>).

To calculate financial need, a student must first determine their 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> (<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 (<https://studentaid.gov/h/apply-for-aid/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 (<https://studentaid.gov/h/apply-for-aid/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 (<https://studentaid.gov/h/apply-for-aid/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 (<https://studentaid.gov/h/apply-for-aid/fafsa/>) and TAP (<https://www.hesc.ny.gov/pay-for-college/apply-for-financial-aid/nys-tap.html>) 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 (<https://studentaid.gov/h/apply-for-aid/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 (<https://studentaid.gov/h/apply-for-aid/fafsa/>) and TAP (<https://www.hesc.ny.gov/pay-for-college/apply-for-financial-aid/nys-tap.html>) 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> (<http://www.acces.nysed.gov/vr/>).

### Federal Work-Study (FWS) Program

The Federal Work-Study (FWS) Program (<https://www.medaille.edu/my-medaille/lp/federal-work-study-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 done on the web site: <https://studentaid.gov/> 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 (\$)
<b>Dependent Undergraduate Annual loan limits</b>		
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>
<b>Independent Undergraduate Annual loan limits</b>		
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://studentaid.gov> to apply. Students must maintain SAP for the parent to receive a PLUS Loan.

### Alternative Loans

Alternative Loans (<https://www.elmselect.com/v4/school/172/program-select/>) 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.

#### Program: Baccalaureate Program

Calendar: Semester 2010-11 and thereafter (non-remedial students)

Before Being Certified for This Payment	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th
A Student Must Have Accrued at Least This Many Credits	0	6	15	27	39	51	66	81	96	111
With at Least This Grade Point Average	0	1.5	1.8	1.8	2.0	2.0	2.0	2.0	2.0	2.0

#### Programs: Associate Program

Calendar: Semester 2010-11 and thereafter (non-remedial students)

Before Being Certified for This Payment	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th
A Student Must Have Accrued at Least This Many Credits	0	6	15	27	39	51				
With at Least This Grade Point Average	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 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, the student 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.

In order to receive aid for Semester	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
Cumulative GPA	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.

## 2021-2022 Tuition Rates

### Traditional Undergraduate Programs - Buffalo campus

Part-time Tuition = \$971 per credit hour

Full-time Tuition (12-18 credit hours) = \$16,250 per semester, \$32,500 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.

## 2021-2022 Tuition

**Note:** Prices effective starting with the summer 2021 semester.

Medaille College	Domestic U.S. Canada	Active Military Duty	One-Time Student Fee	One-Time Graduation Fee	Campus Tuition Per Credit Hour
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### Associate's Programs

Associate in Science in Business	\$475.00	\$250.00	\$100.00	\$50.00	B/R/O
Associate in Science in General Studies	\$475.00	\$250.00	\$100.00	\$50.00	B/O
Associate in Applied Science in Veterinary Technology	\$475.00	\$250.00	\$100.00	\$50.00	R/O

### Bachelor's Programs

Bachelor of Business Administration	\$750.00	\$250.00	\$100.00	\$50.00	B/R/O
Bachelor of Business Administration in Information Systems	\$750.00	\$250.00	\$100.00	\$50.00	B/O
Bachelor of Professional Studies in Health Information Management	\$750.00	\$250.00	\$100.00	\$50.00	O

Bachelor of Science in Homeland Security	\$750.00	\$250.00	\$100.00	\$50.00	O
Bachelor of Science in General Studies	\$750.00	\$250.00	\$100.00	\$50.00	B/O

### Master's Programs

Master of Business Administration	\$945.00	5% discount per cr hr	\$100.00	\$50.00	B/R/O
Master of Arts in Organizational Leadership	\$945.00	5% discount per cr hr	\$100.00	\$50.00	B/R/O
Master of Science in Accounting	\$945.00	5% discount per cr hr	\$100.00	\$50.00	B
Master of Science in Homeland Security	\$800.00	5% discount per cr hr	\$100.00	\$50.00	O
Master of Arts in Clinical Mental Health Counseling	\$900.00	5% discount per cr hr	\$100.00	\$50.00	B/R/O
Master of Arts in Psychology	\$900.00	5% discount per cr hr	\$100.00	\$50.00	B/O
Master of Arts in Marriage and Family Therapy	\$900.00	5% discount per cr hr	\$100.00	\$50.00	B
Master of Science in Education, Elementary Education	\$800.00	5% discount per cr hr	\$100.00	\$50.00	B
Master of Science in Education, Adolescent/Secondary Education	\$800.00	5% discount per cr hr	\$100.00	\$50.00	B
Master of Science in Education, Literacy	\$800.00	5% discount per cr hr	\$100.00	\$50.00	B

Master of Science in Education, Students with Disabilities	\$800.00	5% discount per cr hr	\$100.00	\$50.00	B
Canadian Students - Master of Science in Elementary Education: Childhood	\$600.00	n/a	n/a	\$50.00	B
Canadian Students - Master of Science in Adolescent Education	\$600.00	n/a	n/a	\$50.00	B
Doctoral Program in Clinical Psychology (PsyD)	\$1,220.00	5% discount per cr hr	\$100.00	\$50.00	B
Advanced Certificate in Clinical Mental Health Counseling (for students starting prior to summer 2021)	\$500.00	\$500.00	\$100.00	\$10.00	O
Advanced Certificate in Clinical Mental Health Counseling (for students starting summer 2021 and after)	\$330.00	\$330.00	\$100.00	\$10.00	O
Advanced Certificate in Marriage and Family Therapy	\$330.00	\$330.00	\$100.00	\$10.00	B
Post-Master's Advanced Certificate in Literacy	\$500.00	\$500.00	\$100.00	\$10.00	B

Post-Master's Advanced Certificate in Students with Disabilities	\$500.00	\$500.00	\$100.00	\$10.00	B
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**Note:** Campus B - Buffalo, Campus R - Rochester, O - Online.

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

*\*\*One time student fee is charged to the student record.*

*\*\*\*Education students please see the Undergraduate and Graduate Catalog for additional fees.*

**Rates subject to change.**

## 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.

### 2021-2022 Academic Year Census Dates

Semester	Date
Fall 2021	October 1, 2021
Spring 2022	February 1, 2022

### 2021-2022 Standard Allowance

Medaille College estimates the 2021-2022 standard allowance as follows. The standard allowance changes annually. Please contact Admissions or Financial Aid for updated figures.

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

### Explanation of Education Expenses

**Acceptance Deposit:** confirms the student's enrollment and reserves the student's 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 August 1<sup>st</sup> for the fall semester, January 10<sup>th</sup> for the spring semester and the first scheduled day of classes for the summer semester. Satisfactory payment arrangements must be established with the Student Accounts Office by the dates above 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 due dates.
- 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 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 (<https://www.medaille.edu/student-services/tuition-student-accounts/>) office.
- There are 5 payments due.
- Fall semester due dates are the 1<sup>st</sup> of each month August through December.
- 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 (<https://www.medaille.edu/student-services/tuition-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 (<https://www.medaille.edu/student-services/tuition-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 (<https://www.medaille.edu/student-services/tuition-student-accounts/>) 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 due date to avoid a \$150 late fee. Please do not hesitate to contact the Medaille College Student Accounts (<https://www.medaille.edu/student-services/tuition-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.

### 2021-2022 Tuition Liability Schedule

Tuition liability adjustment will be made only in the case of a withdrawal from the College. A Withdrawal Form (<https://www.medaille.edu/student-services/registrar/>) 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.

### 2021-2022 Liability Schedules

#### Fall 2021 Liability Schedule

Date	Liability
<b>Full Semester – Day Classes:</b>	
August 30, 2021 – December 9, 2021	40% liability begins 8 a.m. September 8, 2021
	60% liability begins 8 a.m. September 15, 2021
	80% liability begins 8 a.m. September 22, 2021
	100% liability begins 8 a.m. September 28, 2021
<b>Full Semester – Evening Classes:</b>	
August 30, 2021 – December 9, 2021	40% liability begins 8 a.m. September 8, 2021
	60% liability begins 8 a.m. September 15, 2021
	80% liability begins 8 a.m. September 22, 2021
	100% liability begins 8 a.m. September 28, 2021
<b>Full Semester – Online Classes:</b>	
August 30, 2021 – December 9, 2021	40% liability begins 8 a.m. September 8, 2021
	60% liability begins 8 a.m. September 15, 2021
	80% liability begins 8 a.m. September 22, 2021
	100% liability begins 8 a.m. September 28, 2021
<b>US &amp; Canadian Education Program – Monday/Tuesday Session:</b>	
August 30, 2021 – December 9, 2021	40% liability begins 8 a.m. September 8, 2021
	60% liability begins 8 a.m. September 15, 2021

80% liability begins 8 a.m.

September 22, 2021

100% liability begins 8 a.m.

September 28, 2021

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

August 30, 2021 – December 9, 2021	40% liability begins 8 a.m. September 8, 2021
	60% liability begins 8 a.m. September 15, 2021
	80% liability begins 8 a.m. September 22, 2021
	100% liability begins 8 a.m. September 28, 2021
<b>Session I – Evening Classes:</b>	
August 30, 2021 – October 17, 2021	100% liability begins 8 a.m. September 8, 2021
<b>Session I – Online Classes:</b>	
August 30, 2021 – October 17, 2021	100% liability begins 8 a.m. September 8, 2021
<b>Session II – Evening Classes:</b>	
October 18, 2021 – December 9, 2021	100% liability begins 8 a.m. October 23, 2021
<b>Session II – Online Classes:</b>	
October 18, 2021 – December 9, 2021	100% liability begins 8 a.m. October 23, 2021
<b>Rochester Vet Clinical:</b>	
July 6, 2021 - October 17, 2021	40% liability begins 8 a.m. July 13, 2021
	60% liability begins 8 a.m. July 20, 2021
	80% liability begins 8 a.m. July 27, 2021
	100% liability begins 8 a.m. August 3, 2021
<b>Rochester Vet:</b>	
July 6, 2021 - August 23, 2021	100% liability begins 8 a.m. July 13, 2021

#### Spring 2022 Liability Schedule

Date	Liability
<b>Full Semester – Day Classes:</b>	
January 18, 2022 – May 8, 2022	40% liability begins 8 a.m. January 25, 2022
	60% liability begins 8 a.m. February 1, 2022
	80% liability begins 8 a.m. February 8, 2022
	100% liability begins 8 a.m. February 15, 2022
<b>Full Semester – Evening Classes:</b>	
January 18, 2022 – May 8, 2022	40% liability begins 8 a.m. January 25, 2022
	60% liability begins 8 a.m. February 1, 2022

	80% liability begins 8 a.m. February 8, 2022
	100% liability begins 8 a.m. February 15, 2022
<b>Full Semester – Online Classes:</b>	
January 18, 2022 – May 8, 2022	40% liability begins 8 a.m. January 25, 2022
	60% liability begins 8 a.m. February 1, 2022
	80% liability begins 8 a.m. February 8, 2022
	100% liability begins 8 a.m. February 15, 2022
<b>US &amp; Canadian Education Program – Monday/Tuesday Session:</b>	
January 18, 2022 – May 8, 2022	40% liability begins 8 a.m. January 25, 2022
	60% liability begins 8 a.m. February 1, 2022
	80% liability begins 8 a.m. February 8, 2022
	100% liability begins 8 a.m. February 15, 2022
<b>US &amp; Canadian Education Program – Saturday/Sunday Session:</b>	
January 18, 2022 – May 8, 2022	40% liability begins 8 a.m. January 25, 2022
	60% liability begins 8 a.m. February 1, 2022
	80% liability begins 8 a.m. February 8, 2022
	100% liability begins 8 a.m. February 15, 2022
<b>Session III – Evening Classes:</b>	
January 18, 2022 – March 6, 2022	100% liability begins 8 a.m. January 25, 2022
<b>Session III – Online Classes:</b>	
January 18, 2022 – March 6, 2022	100% liability begins 8 a.m. January 25, 2022
<b>Session IV – Evening Classes:</b>	
March 14, 2022 – May 8, 2022	100% liability begins 8 a.m. March 20, 2022
<b>Session IV – Online Classes:</b>	
March 14, 2022 – May 8, 2022	100% liability begins 8 a.m. March 20, 2022
<b>Summer 2022 Liability Schedule</b>	
<b>Date</b>	<b>Liability</b>
<b>Full Semester – Day Classes:</b>	
May 16, 2022 – August 22, 2022	40% liability begins 8 a.m. May 24, 2022
	60% liability begins 8 a.m. May 31, 2022
	80% liability begins 8 a.m. June 7, 2022

	100% liability begins 8 a.m. June 14, 2022
<b>Full Semester – Evening Classes:</b>	
May 16, 2022 – August 22, 2022	40% liability begins 8 a.m. May 24, 2022
	60% liability begins 8 a.m. May 31, 2022
	80% liability begins 8 a.m. June 7, 2022
	100% liability begins 8 a.m. June 14, 2022
<b>Full Semester – Online Classes:</b>	
May 16, 2022 – August 22, 2022	40% liability begins 8 a.m. May 24, 2022
	60% liability begins 8 a.m. May 31, 2022
	80% liability begins 8 a.m. June 7, 2022
	100% liability begins 8 a.m. June 14, 2022
<b>U.S. &amp; Canadian Education Program – Monday/Tuesday Session:</b>	
May 16, 2022 – August 22, 2022	40% liability begins 8 a.m. May 24, 2022
	60% liability begins 8 a.m. May 31, 2022
	80% liability begins 8 a.m. June 7, 2022
	100% liability begins 8 a.m. June 14, 2022
<b>U.S. &amp; Canadian Education Program – Saturday/Sunday Session:</b>	
May 16, 2022 – August 22, 2022	40% liability begins 8 a.m. May 24, 2022
	60% liability begins 8 a.m. May 31, 2022
	80% liability begins 8 a.m. June 7, 2022
	100% liability begins 8 a.m. June 14, 2022
<b>Session I – Day Classes:</b>	
May 16, 2022 – July 3, 2022	100% liability begins 8 a.m. May 24, 2022
<b>Session I – Evening Classes:</b>	
May 16, 2022 – July 3, 2022	100% liability begins 8 a.m. May 24, 2022
<b>Session I – Online Classes:</b>	
May 16, 2022 – July 3, 2022	100% liability begins 8 a.m. May 24, 2022
<b>Session II – Day Classes:</b>	
July 5, 2022 – August 22, 2022	100% liability begins 8 a.m. July 12, 2022
<b>Session II – Evening Classes:</b>	
July 5, 2022 – August 22, 2022	100% liability begins 8 a.m. July 12, 2022

**Session II – Online Classes:**

July 5, 2022 – August 22, 2022      100% liability begins 8 a.m. July 12, 2022

**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.

**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 request for a Medical Waiver with no tuition liability, for the current semester, 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 send an email or letter to the Bursar indicating the courses affected for the current semester and explain the medical condition affecting further participation in the courses, as well as providing a doctor's note to the Bursar, explaining the illness and dates of the illness, stating student is unable to participate in classes.

If the Medical Waiver is approved by the committee, the tuition balance, if any, will be forgiven. The student will receive W grades for those courses affected. The student will be notified this is done on a one-time basis.

Questions can be directed to the Student Accounts Office 716-880-2235 or 716-880-2271.

**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 (<https://www.medaille.edu/student-services/registrar/>) form is available on the Registrar's webpage. Failure to provide notice of an official Withdrawal form means the student will be liable for tuition and fees originally incurred (see "Liability Policy (p. 105)").

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 (<https://www.medaille.edu/academics/course-catalogs/>). 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.

Returning Service Members may return into the same program, at the same credit hours, with the same academic standing. Service Members returning to Medaille can contact the office of Admissions or Financial Aid.

**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

## **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 success 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. ID cards should be carried by students on campus at all times.

### **Academic and Student Success Services**

#### **Academic Advisement Center**

The Academic Advisement Center is located in Huber Hall. 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> (<http://www.medaille.edu/academics/academic-services/student-success-center/academic-advisement-center-aac/>).

#### **Student Success Center**

The Student Success Center is located in Huber Hall and 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 through the Center's web site: <https://www.medaille.edu/student-services/academic-success-center> (<https://www.medaille.edu/student-services/academic-success-center/>).

#### **Accessibility Services**

The Office of Accessibility Services, located 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. More information is available through the Office's web site: <https://www.medaille.edu/student-services/accessibility-services> (<https://www.medaille.edu/student-services/accessibility-services/>).

#### **HEOP—New York Students Outside the Buffalo Region**

The Arthur O. Eve Higher Education Opportunity Program is a state-funded program to support students who demonstrate academic potential, but have experienced academic barriers. The goal of the program is to admit 20 students a year. The program provides a broad range of services to the students who, because of academic and economic circumstances, may otherwise be unable to attend college, yet have the potential and desire to obtain a college degree. HEOP eligible students must be New York State residents, and are drawn primarily from Buffalo and surrounding areas. More information is available through the Program's web site: [www.medaille.edu/heop/](http://www.medaille.edu/heop/) (<http://www.medaille.edu/heop/>)

#### **Say Yes to Education**

Say Yes is an access scholarship for students living in the city of Buffalo who have graduated from a Buffalo Public or partnering charter school. Through one-on-one personalized support, the Say Yes Department assists in guiding students through a holistic college experience. The department provides co-curricular support with a purpose of empowering students to be academically successful, as well as engaged in their campus community. The department serves as a safe space to discuss challenges and barriers to students' academic success. With the dedicated support of the staff, the goal is to support students in identifying solutions and developing self-advocacy skills. Serving as a student centered resource, the Say Yes department is committed to supporting persistence, retention and improving the graduation rate for Say Yes scholars. More information is available through the Program's web site: <https://www.medaille.edu/student-services/say-yes-education> (<https://www.medaille.edu/student-services/say-yes-education/>).

#### **TRiO Student Support Services Program**

TRiO Student Support Services (SSS) is a program funded by the U.S Department of Education to increase the college enrollment, academic achievement, and graduation rates of our students who meet income requirements, have a disability, and/or will be the first in their families to earn a Bachelor's degree persist each academic year to graduation.

Since 1980, Student Support Services at Medaille works to equip and empower student participants with holistic advisement, academic skills-building opportunities, graduate school and career preparation, and cultural enrichment experiences to increase the academic, personal, and

post-graduate success of our students. Student Success Advisors meet regularly and consistently with participants to provide the support and resources students need to excel at Medaille and earn their Bachelor's degree. Find out if you are eligible for this program by visiting the TriO Student Support Services Office in Huber Hall, Room H114, or the website: <http://www.medaille.edu/academics/student-success/trio-student-support-services-program> (<http://www.medaille.edu/academics/student-success/trio-student-support-services-program/>).

## Admissions Office

The Admissions Offices (<https://www.medaille.edu/admissions/undergraduate/>) 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> (<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 (<https://www.collegecentral.com/>).
- **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 (<http://www.bkstr.com/medaillestore/home/en/>) ([www.bkstr.com/medaillestore](http://www.bkstr.com/medaillestore/) (<http://www.bkstr.com/medaillestore/>)) 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 Student Technology Lounge 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 and the Sullivan Center's student activity rooms and kiosk zones.

A minimum of one PC Classroom is upgraded annually with new technology and PCs. There are over 300 PCs available to students on the Buffalo campus.

All ACC computers run Microsoft Windows 10 Pro. 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 (<http://it.medaille.edu/>) 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 for virtual or in person sessions, 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. More information is available through the Center's web site: <http://www.medaille.edu/student-faq/wellness-center/counseling-services> (<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.

### 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 is available through the Center's web site: <http://www.medaille.edu/current-students/wellness-center> (<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 board certified Nurse Practitioner, Monday through Friday from 8:00 am until 4:00 pm, by appointment. The office coordinates health records, immunization compliance, provides for health and wellness needs, first aid, health insurance assistance, and educational programming. More information is available through the Center's web site: <http://www.medaille.edu/current-students/wellness-center> (<http://www.medaille.edu/current-students/wellness-center/>).

<http://www.medaille.edu/current-students/wellness-center/>).

### Financial Aid Office

All students are urged to visit the Financial Aid Office (<https://www.medaille.edu/admissions/financial-aid/>) 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> (<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> (<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. More information is available through the Library's web site: <http://library.medaille.edu/>.

### Office of Online Learning

The Office of Online Learning (OOL) provides a friendly environment focused on excellence in online learning, course development and online training initiatives for students, faculty and staff. We help to provide an enriching online course experience for the Medaille community and are available to assist you with online skill development, both on campus and online.

Additional information can be found on the Office of Online Learning (<https://www.medaille.edu/about-medaille/offices/office-online-learning/>) college website page.

Students should familiarize themselves with IT policies (<http://it.medaille.edu/policies/>), and never share online login credentials, passwords or other private information.

## Public Safety Office

Medaille College's Public Safety Office (<https://www.medaille.edu/student-services/public-safety/>) 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 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 (<https://www.medaille.edu/student-services/public-safety/>), 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> (<http://www.medaille.edu/public-safety/>) or the web site of the U.S. Department of Education (<https://www.ed.gov/>). 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 (<https://www.medaille.edu/student-services/registrar/>) 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 2020, the following residency policy is in effect: All freshmen and sophomore whose permanent residency is beyond a 35 mile radius of Medaille are required to reside on campus until the student earns 60 credits at Medaille or transfers in 60 credits towards their degree completion. Those exempt from this requirement include

- married students
- single parents
- veterans
- students over the age of 21, and
- students commuting from their legal parent(s) or court appointed guardian(s) if within 35-mile radius of the Medaille campus.

Status is determined prior to the start of the fall semester as all students are required to sign a housing contract license for the entire academic year (fall and spring). More information is available through the Office's web site: <http://www.medaille.edu/current-students/living-medaille> (<http://www.medaille.edu/current-students/living-medaille/>).

## Student Accounts Office

Student Accounts (<https://www.medaille.edu/student-services/tuition-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 success services, including the Academic Advisement Center, the Student Success Center, and Accessibility Services. The Center is also home to the TRiO Student Support Services Program, HEOP (Higher Education Opportunity Program) and the Say Yes to Education Program.

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 through the Center's web site: <https://www.medaille.edu/student-services/academic-success-center> (<https://www.medaille.edu/student-services/academic-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. More information about the programs, services, and activities offered through Student Involvement may be found here: <http://www.medaille.edu/student-life> (<http://www.medaille.edu/student-life/>).

### Clubs and Organizations

Student Involvement oversees approximately 20 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> (<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. Any student wishing to expand upon the Medaille College intramural offerings should contact the Student Involvement Center at 716-880-2218 or visit the Student Life page at: <http://www.medaille.edu/student-life> (<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 (<https://medaillesports.com/>) 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. More information is available through the Alumni Association's web site: <http://www.medaille.edu/alumni> (<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 at: <http://www.medaille.edu/current-students/public-safety/annual-security-and-fire-> (<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: <http://www.medaille.edu/about-medaille/policy-handbooks> (<http://www.medaille.edu/about-medaille/policy-handbooks/>).

## Traditional Programs of Study

### Dialogues: 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.

**Note:** 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) ([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/))



**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 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 learn to apply ethical reasoning to 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 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:

Code	Title	Hours
ENG 110 or ENG 112	College Writing College Writing for Multilingual Students	3
ENG 200 or ENG 202 or HON 200	Advanced College Writing Advanced College Writing for Multilingual Students Honors Advanced College Writing	3

MAT 114 or MAT 115	Intermediate Algebra Pre-Calculus	3
Select one course of the following:		3
MAT 201	Statistics and Society	
BIO 301	Epidemiology and Biostatistics	
MAT 216	Survey Of Introductory Calculus And Its Applications	
SPE 130	Fundamentals of Public Speaking	3
<b>Total Hours</b>		<b>15</b>

## Post-Traditional Programs of Study General Education Requirements

General Education requirements are detailed on each undergraduate student degree completion plan and should be reviewed with the student’s 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, the student 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 all posts; avoid rambling, repetition, or

opinionated arguments that are not supported by research. Respect other people's time.

- Treat others 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.
- It is recommended that email between the student and instructor take place within the course in Blackboard (Bb). Note that after the course closes, students will not have access to the emails in Bb. The only other email system that should be used for any college related correspondence is the Medaille email system. Note that email sent in the Medaille system may be deleted by the student or instructor.
- 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 (if assigned), 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.
- Students are responsible for acquiring and maintaining an adequate laptop computer. Medaille will provide wireless Internet access on campus, and appropriate IT and E-Learning course support.
- Students are expected to comply with the policies and procedures outlined in this section of the catalog.
- Under no circumstances should a student share login credentials, passwords or other personal information. This is a serious risk and is a violation of IT policies (<http://it.medaille.edu/policies/>).

## 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.nysed.gov/college-university-evaluation/distance-education-program-policies> (<http://www.nysed.gov/college-university-evaluation/distance-education-program-policies/>)).

### Determining Time on Task

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.)

"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 material
- participation in online discussion
- doing research
- writing papers or other assignments
- completing all other assignments (e.g. projects)

The total time spent on these tasks should be roughly equal to that spent on comparable tasks in a classroom-based course. Time spent downloading or uploading documents, troubleshooting technical problems, or in chat rooms (unless on course assignments such as group projects) should not be counted.

In determining the time on task for an online course, useful information include:

- the course objectives and expected learning outcomes
- the list of topics in the course outline or syllabus; the textbooks, additional readings, and related education materials (such as software) require

- statements in course materials informing students of the time and/or effort they are expected to devote to the course or individual parts of it
- a listing of the pedagogical tools to be used in the online course, how each will be used, and the expectations for participation (e.g., in an online discussion, how many substantive postings will be required of a student for each week or unit?)

Theoretically, one should be able to measure any course, regardless of delivery method, by the description of the content covered. However, this is difficult for anyone other than the course developer or instructor to determine accurately, since the same statement of content (in a course outline or syllabus) can represent many different levels of breadth and depth in the treatment of that content, and require widely varying amounts of time

### Time-On-Task for Online Courses

Course credit	Total time-on task for online course	Minimum time-on-task per week (7 weeks)	Minimum time-on-task per week (15 weeks)
1	45 hours	6.4 hours	3 hours
2	90 hours	12.9 hours	6 hours
3	135 hours	19.3 hours	9 hours
4	180 hours	25.7 hours	12 hours

### Time-On-Task for On-Ground Courses

Course credit (7 weeks)	Total time-on task for course	Minimum time-on-task per week (7 weeks)	Minimum time-on-task per week (15 weeks)
1	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
2	30 hours 60 outside of class hours	4.3 in class hours 8.6 outside of class hours	6 in class hour 4 outside of class hours
3	45 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 of hours
4	60 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

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 Victoria Murty, Information Specialist  
 TBD, Information Specialist

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## 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)
- Project Management (PMP and CAPM)

### Chair

Deborah Shelvay, M.S., R.H.I.A., Associate Professor of the Practice in Health Information Management, Program Director (HIM)

### Full-Time Faculty

#### Program Director (ASB/BBA) and GEICO Relationship Manager

John Girard, M.B.A., Assistant Professor of the Practice in Marketing

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#### Program Director (MAOL)

Kristy Tyson, M.B.A., Assistant Professor of the Practice

## Department of Counseling & Clinical Psychology (UG)

### Programs/Areas

- Clinical Mental Health Counseling (MA)
- Clinical Psychology (PsyD)
- Marriage & Family Therapy (MA)
- Psychology (MA)

### Chair and Program Director (PSYD)

Lynn Horne-Moyer, Ph.D., Associate Professor, Counseling & Clinical Psychology

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 Najla Hrustanovic, Ph.D., Clinical Assistant Professor of Mental Health Counseling  
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**Program Director (CMHC)**

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**Clinical Training Director (CMHC-Online/Rochester)**

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**Clinical Training Director (CMHC-Buffalo)**

Joellen Stender, Ph.D., Clinical Assistant Professor of Mental Health Counseling

**Half-Time Faculty**

TBD, Clinical Assistant Professor

## 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)

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 Casey Jakubowski, Ph.D., Assistant Professor  
 Leslie Wells Kovich, M.S.Ed., Assistant Professor, edTPA Coordinator  
 Denise Stappenbeck, Ed.D. Assistant Professor, AAQEP Coordinator  
 Harleen Signh, M.Tech., Assistant Professor  
 Christine Woodcock, Ph.D., Assistant Professor

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**Program Director (MSED EI Edu/Adol)**

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**Program Director (MSED-SWD/CAS-SWD)**

TBD

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Sarah Everett, Part-Time Outstanding Requirements Coordinator

## Department Interdisciplinary Studies (UG)

### Programs/Areas

- English (BA)
- General Studies (AS/BS)
- Liberal Studies (AS/BS)
- International Studies (BA)

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**Honors Program Director**

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**Program Director (English)**

TBD

## Department of Science, Mathematics & Technology (UG)

### Programs/Areas

- Applied Mathematics (BS)
- Biology (BS)
- Mathematics (BS)

**Chair**

Vochita Mihai, Ph.D., Professor of Mathematics

**Full-Time Faculty**

Bernadette Clabeaux, Ph.D., Assistant Professor of Biology  
 Jianzhen (Jason) Liu, Ph.D., Assistant Professor of Mathematics  
 Csaba Marosan, Ph.D., Visiting Assistant Professor of the Practice in Biology  
 Gautam Sarkar, Ph.D., Assistant Professor of Chemistry  
 Blake Winter, Ph.D., Assistant Professor of Mathematics

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Lab Manager: Lynn Kozinski, M.S., M.B.A.  
 Asst. Lab Manager: Trish Triplet, B.S., M.B.A.

## Department of Social Sciences, Communication & Sport Studies (UG/GR)

### Programs/Areas

- Communication (BS)
- Criminal Justice (BS)
- eSports Management (BS)

- Homeland Security (BS/MS)
- Psychology (BA)
- Sport Management (BS)
- Sport Communications (BS)

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 Kevin Clarke, M.A., Assistant Professor of the Practice in Social Science  
 Timothy McCorry, Ph.D., Associate Professor of Criminal Justice  
 Louis Pozantides, M.S.Ed., Professor of the Practice in Communication

### Program Co-Director (PSY-BA)

Lesley Capuana, Ph.D., Assistant Professor of Psychology

### Program Director (COM/Sport COM)

Juli Hinds, Ph.D., Assistant Professor of Communication

### Program Director (CRJ)

Brian Patterson, MBA, Assistant Professor of the Practice in Criminal Justice

### Program Co-Director (PSY-BA)

Todd Riniolo, Ph.D., Professor of Psychology

### Half-Time Faculty

Valerie Bello, M.A., Visiting Professor - Communication/Journalism  
 Steven MacMartin, D.B.A., Associate Professor of the Practice in Homeland Security

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### Programs/Areas

- Veterinary Technology (AAS, AS, BS)

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Katherine Fitzgerald, D.V.M., Assistant Professor of Veterinary Technology

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Maryanne Misso, L.V.T, B.A., Clinical Instructor of Veterinary Technology  
 Robin Lovelock, D.V.M., Clinical Assistant Professor of Veterinary Technology (Rochester)  
 Allison O'Toole, D.V.M., Assistant Professor of Veterinary Technology  
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 Joseph Savarese, D.V.M., Professor of Veterinary Technology

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### Program Director (Rochester AAS)

Lola Kirk, D.V.M., Clinical Assistant Professor of Veterinary Technology

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 Dayna Murphy, LVT

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### Animal Care Supervisor

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 Jodi Winchell, LVT, Clinical Coordinator (Online)

## Faculty

### Douglas Anderson

Professor; Interdisciplinary Studies  
 B.A., University of Texas  
 M.F.A., University of Massachusetts

### Valerie Bello

Visiting Assistant Professor in Communication/Journalism  
 B.S., Medaille College  
 M.S., University at Buffalo, State University of New York

### Barbara Biljan

Assistant Professor of the Practice, Librarian  
 B.A. College of St. Benedict  
 M.A. University of Wisconsin-Madison

### Helena Boersma

Assistant Professor of Mental Health Counseling; Counseling & Clinical Psychology  
 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

### Marla Britton

Clinical Assistant Professor of Mental Health Counseling; Counseling & Clinical Psychology  
 B.S. State University of New York College at Buffalo  
 M.S., Ed.D. University of Rochester

### Hugh Burnam

Assistant Professor of the Practice in Humanities; Interdisciplinary Studies  
 B.S., M.S. State University of New York College at Buffalo

### Lesley J. Capuana

Assistant Professor of Psychology; Social Sciences, Communication & Sport Studies  
 B.A., University at Buffalo, State University of New York  
 M.A., Ph.D., Brock University

### David R. Castro-Blanco

Clinical Associate Professor of Psychology; Counseling and Clinical Psychology  
 B.A., Ph.D., St. John's University

### Michelle A. Cefaratti

Assistant Professor of the Practice; Education  
 B.F.A., Syracuse University  
 Ed.M., University at Buffalo, State University of New York

### Bernadette Clabeaux

Assistant Professor of Biology; Science, Mathematics & Technology

A.S., Erie Community College  
B.S., Medaille College  
M.S., Ph.D., University at Buffalo, State University of New York

**Kevin Clarke**

Assistant Professor of the Practice in Social Science; Social Sciences,  
Communication & Sport Studies  
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; Veterinary  
Technology  
A.S., B.S., Medaille College  
D.V.M., Virginia Tech

**Orlando Dickson**

Assistant Professor of Criminal Justice; Social Sciences, Communication  
& Sport Studies  
J.D., University at Buffalo School of Law, State University of New York  
B.A., Brandman University, Chapman University System

**Gerald J. Erion**

Professor of Philosophy; Interdisciplinary Studies  
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; Education  
B.A., Albright College  
M.A., Canisius College  
M.A., Ph.D., University at Buffalo, State University of New York

**Katherine Fitzgerald**

Assistant Professor of Veterinary Technology; Veterinary Technology  
B.S. State University of New York College at Geneseo  
D.V.M. Ross University

**John Girard**

Assistant Professor of the Practice in Marketing; Business, Management  
& Leadership  
B.S., University at Buffalo, State University of New York  
M.B.A., Canisius College

**Courtney Grim**

Associate Professor of Arts and Digital Literature; Interdisciplinary  
Studies  
A.A., Columbus State Community College  
B.F.A., Ohio University  
M.F.A., Rochester Institute of Technology

**Juli Hinds**

Assistant Professor of Communication; Social Sciences, Communication  
& Sport Studies  
B.A., M.A., Ph.D., University of Wisconsin-Madison

**Najla Hrustanovic**

Clinical Assistant Professor of Mental Health Counseling; Counseling &  
Clinical Psychology  
B.A., State University of New York Polytechnic Institute  
M.S., State University of New York College at Oswego  
Ph.D., University at Buffalo

**Helen L. Horne-Moyer**

Associate Professor of Clinical Psychology; Counseling & Clinical  
Psychology  
B.A., Converse College  
M.A., Ph.D., University of Southern Mississippi

**Richard L. Jacob**

Professor of Sport Psychology; Social Sciences, Communication & Sport  
Studies  
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

**Casey Jakubowski**

Assistant Professor of Education; Education  
B.A., State University of New York at Fredonia  
M.A., University at Binghamton, State University of New York  
Ph.D., University of Albany, State University of New York

**Corinne Jones**

Assistant Professor of the Practice in Accounting; Business,  
Management & Leadership  
B.S., The George Washington University  
M.S., University of Notre Dame

**René A. Jones**

Clinical Assistant Professor of Marriage and Family Therapy; Counseling  
& Clinical Psychology  
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; Counseling & Clinical  
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; Interdisciplinary  
Studies  
M.A., Ph.D. University at Buffalo

**Elizabeth L. Kinan**

Clinical Assistant Professor of Mental Health Counseling; Counseling &  
Clinical Psychology  
B.A., Ed.M., Ph.D., University at Buffalo, State University of New York

**Lola Kirk**

Clinical Assistant Professor of Veterinary Technology; Veterinary  
Technology  
A.S., State University of New York College of Technology at Delhi  
B.S., Syracuse University  
D.V.M., Ross University

**Daniel P. Kotzin**

Professor of History; Interdisciplinary Studies  
B.A., University of California-Irvine  
M.A., Ph.D., New York University

**Leslie Wells Kovich**

Assistant Professor; Education



B.A., Westminster College  
M.S.Ed., Northern Illinois University

**Michael P. Lillis**

Professor of Business Administration; Business, Management & Leadership

B.A., M.B.A., Canisius College  
Ph.D., University at Buffalo, State University of New York

**Jianzhen (Jason) Liu**

Assistant Professor of Mathematics; Science, Mathematics & Technology  
B.S., Anyang Normal University  
M.S., Beijing University of Technology  
Ph.D., Auburn University

**Robin L. Lovelock**

Clinical Assistant Professor of Veterinary Technology; Veterinary Technology  
B.S., University of Rochester  
D.V.M., Cornell University

**Hennessey Lustica**

Clinical Assistant Professor of Mental Health Counseling; Counseling & Clinical Psychology  
B.A., State University of New York at Albany  
M.S., Long Island University, Westchester Campus  
Ph.D., University of Rochester

**Valerie J. Macer**

Associate Professor of Veterinary Technology; 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; Social Sciences, Communication & Sport Studies  
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; Science, Mathematics & Technology  
B.S. University at Buffalo, State University of New York  
M.D., Semmelweis University

**Marguerite M. McCarty**

Clinical Associate Professor of Mental Health Counseling; Counseling & Clinical Psychology  
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; Social Sciences, Communication & Sport Studies  
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; Counseling & Clinical Psychology  
B.S., Rochester Institute of Technology

M.S., Ed.D., University of Rochester

**Vochita Mihai**

Professor of Mathematics; Science, Mathematics & Technology  
B.S., M.S., University of Bucharest  
M.S., Ph.D., Louisiana State University

**Maryanne Misso**

Clinical Instructor of Veterinary Technology; Veterinary Technology  
A.S., Medaille College  
B.A., State University of New York College at Buffalo

**Donald E. Nowak**

Clinical Associate Professor of Mental Health Counseling; Counseling & Clinical Psychology  
B.A., B.A., Canisius College  
M.S., Ph.D., University at Buffalo, State University of New York

**Tara Oneachtain**

Assistant Professor of Veterinary Technology; Veterinary Technology  
B.A.S., St. Petersburg College  
M.Ed., University of South Florida, Instructional Technology

**Thomas M. Orrange**

Associate Professor, Librarian  
B.A., D'Youville College  
M.L.S., University at Buffalo, State University of New York

**Allison O'Toole**

Assistant Professor of Veterinary Technology; Veterinary Technology  
B.S., Medaille College  
D.V.M., St. George's University School of Veterinary Medicine

**Jonas J. Patricko**

Associate Professor of the Practice in Management Information Systems; Business, Management & Leadership  
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; Social Sciences, Communication & Sport Studies  
B.S., State University of New York College at Buffalo  
M.B.A., University at Buffalo, State University of New York

**Louis J. Pozantides**

Professor of the Practice in Communication; Social Sciences, Communication & Sport Studies  
B.S., Medaille College  
M.S.Ed., Canisius College

**Michelle Poynton**

Visiting Lecturer (English Program)  
B.F.A., Boston University School of Theatre  
M.F.A., The University of Iowa  
M.A., University of Buffalo

**Caitlin Riegel**

Assistant Professor of Education; Education  
B.A., Niagara University  
Ph.D., Niagara University

**Todd C. Riniolo**

Professor of Psychology; Social Sciences, Communication & Sport Studies

B.S., State University of New York College at Buffalo

Ph.D., University of Maryland College Park

**Gautam Sarkar**

Assistant Professor of Chemistry; Science, Mathematics & Technology

D.O., Edward Via College of Osteopathic Medicine

Ph.D., South Dakota State University

**Joseph Savarese**

Professor of Veterinary Technology; 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

**Deborah Shelvay**

Assistant Professor of the Practice in Health Information Management; Business, Management & Leadership

A.A.S., Alfred State College

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

M.S., D'Youville College

**Harleen Singh**

Assistant Professor; Education

M.Tech., NIIT University

B.S.Ed., Indira Gandhi National Open University

B.A., Panjab University

**Bridgette K. Slavin**

Assistant Professor of the Practice in History; Interdisciplinary Studies

B.A., State University of New York at Oswego

M.A., Western Michigan University

Ph.D., University of Sydney

**Denise Stappenbeck**

Assistant Professor, Education

B.A., University of Rochester

M.A., University of Arizona

C.A.S., SUNY Brockport

Ed.D., University of Rochester, Margaret Warner Graduate School of Education and Human Development

**Susan C. Steffan**

Associate Professor of the Practice in Finance and Management; Business, Management & Leadership

B.S., M.B.A., University of Buffalo, State University of New York

**Joellen Stender**

Clinical Assistant Professor of Mental Health Counseling; Counseling & Clinical Psychology

M.S., Ph.D., University at Buffalo, State University of New York

B.A., Medaille College

**Jenna Symons**

Clinical Assistant Professor of Veterinary Technology; Veterinary Technology

B.A., University of California-Riverside

M.A., Ph.D., University of Southern California

**Kristy Tyson**

Assistant Professor of the Practice; Business, Management & Leadership

A.A.S., B.B.A., SUNY Canton

M.B.A., D'Youville College

**Alice M. Villaseñor**

Associate Professor of English; Interdisciplinary Studies

B.A., University of California-Riverside

M.A., Ph.D., University of Southern California

**Jenifer Willson**

Clinical Assistant Professor of Mental Health Counseling; Counseling & Clinical Psychology

B.S., M.S., Ph.D., University at Buffalo, State University of New York

**Blake Winter**

Assistant Professor of Mathematics; Science, Mathematics & Technology

B.S., Houghton College

M.A., Ph.D., University at Buffalo, State University of New York

**Christine Woodcock**

Assistant Professor; Education

B.A., Binghamton University

M.S.Ed., Binghamton University

Ph.D., Reading University at Albany State University of New York

**Ryan Woodcock**

Assistant Professor of Biology; Science, Mathematics & Technology

B.S., Randolph-Macon College

Ph.D., Virginia Commonwealth University

## Administrative and Professional Staff Academic Affairs

Name	Title	Room	Extension
Wilson, Dr. Carmen	Vice President for Academic Affairs	M201	2242
Bogdan, Michelle	Assistant Vice President for Academic Affairs	M203	2135
Wach, Linda	Executive Assistant to the Vice President for Academic Affairs	M201	2240
Temple, Cindy	Academic Projects and Accreditation Specialist	M201	2161
Horn-Jeddy, Ann	Assistant Director and Academic Services Coordinator	Rochester	9375
Lukow, David	Adjunct Support Coordinator	M220	2284

## Academic Affairs Ancillary Areas

### Academic Success Center

Name	Title	Room	Extension
Jabbaar-Gyambrah, Dr. Tara	Director of Academic Success & Persistence	H107D	2338
TBD	Assistant Director	H107F	3092
Johnson, Shannon	Administrative Assistant	H107	2215
Anderson, Dr. Doug	Online Writing Specialist	Online	
Cottman, Spencer	Coordinator of Accessibility Services	H107C	3088
Filipski, Michael	Curricular Mathematics Specialist	H107G	2595
Pierce, Brooke	Literacy Coordinator	H107G	2115
Russell, Kellie	Coordinator of Academic Learning	H107H	2116
Twardowski-Potter, Cheryl	Coordinator of Tutoring Services	H106A	3085

### Academic Advisement

Name	Title	Room	Extension
Cathy Oddo	Interim Director of Academic Advisement	H117D	2163
Deacon, George	Academic Advisor	H117	2502
Goodman, Kayla	Academic Advisor	H117A	2229
Kottke, Susan	Sr. Academic Advisor	M319	2581
Pasierb, Michael	Academic Advisor	H117E	2290
Shaffner, Samantha	Academic Advisor	M023	2289
Tavano, Halin	Sr. Academic Advisor	M319	2601
TBD	Academic Advisor	H117	2323

### Admissions Undergraduate

Name	Title	Room	Extension
Admissions		ADM	2200/2371
Urban, Brooke	Director	ADM	2378
Scibilia, Kate	Senior Admissions Coordinator	ADM	2376

Boyce, Jessica	Admissions Coordinator	ADM	TBD
Martin, Lindsay	Associate Director of Undergraduate Admissions	ADM	2541
Buck, Kristen	Assistant Director of Undergraduate Admissions	ADM	2374
Murphy, Kate	Assistant Director of Undergraduate Admissions	ADM	TBD
Splawski, Phil	Assistant Director of Undergraduate Admissions	ADM	2044
Williams, Shijuan	Assistant Director of Undergraduate Admissions	ADM	TBD
Happ, Kristy	Assistant Director of Transfer Admissions	ADM	2107
Undergraduate Admissions Fax			880-2007

### Post-Traditional, Graduate & Online

Name	Title	Room	Extension
Admissions		ADM	2200/2371
Lando, Donald	Assistant Vice President for Enrollment Management	85H	2542
Saladino, Nina	Operations Manager	85H	2638
Froebel, Leah	Assistant Director of Post-Traditional, Graduate & Online Admissions	85H	2564
Hendrix, Gretchen	Assistant Director of Post-Traditional, Graduate & Online Admissions	TBD	TBD
Longo, Natalie	Assistant Director of Post-Traditional, Graduate & Online Admissions	85H	2566

Vizzini, Suzanne	Assistant Director of Post-Traditional, Graduate & Online Admissions	85H	2563
Bradley, Philip	Assistant Director of Online Enrollment	85H	2616
Fitch, Molly	Assistant Director of Online Enrollment	TBD	TBD
Jaquays, Gabrielle	Assistant Director of Online Enrollment	TBD	TBD
Kottke, Sarah	Admissions Coordinator	85H	TBD
Post-traditional, Online & Graduate Admissions Fax			880-2961

## Grant-Funded Programs

### CCAMPIS

Name	Title	Room	Extension
Sawyers, Michelle	Supervisor	H109	3080
Davis, Tamika	Project Director	M027	TBD

### HEOP (ARTHUR O. EVE HIGHER EDUCATION OPPORTUNITY PROGRAM)

Name	Title	Room	Extension
Richardson, Shana	Director	H119	2181
Laster, Alexis	Assistant Director, HEOP	H105	2392
Cinotti, Shannon	Program Support Specialist	H109	3079

### SAY YES TO EDUCATION

Name	Title	Room	Extension
Sawyers, Michelle	Director	H109	3080
Cinotti, Shannon	Program Support Specialist	H109	3079
Santana, Brianna	Student Advocate	H109	2170
Spink, Rachel	Student Advocate	H119	2169
Hussien, Amgad	Student Advocate	H109	2169

### TRIO STUDENT SUPPORT SERVICES PROGRAM

Name	Title	Room	Extension
Ash, Dr. Johnda	Director	H113	2393
Kragbe, Lisa	Assistant Director	H114A	2212

TBD	Program Support Assistant	H114	3078
Kerrigan, Kim	Student Success Advisor	H114C	2391
Sexstone, Kristin	Student Success Advisor	H114B	2394

### UPWARD BOUND PROGRAM

Name	Title	Room	Extension
Alom, Shahreen	Director	91H	2637
Capers, Kendell	Assistant Director	91H	2635
Tschari, Rachael	Administrative Assistant	91H	TBD
Aristega, Lizbeth	Academic Advisor Math/ for Science	91H	TBD
Lauer, Colleen	Academic Advisor/ for Classic	91H	2144
Milks, Beth	College Access/ Admissions Advisor for Classic/Math & Science	91H	2620
Zak, Samantha	Part-Time Program Coordinator	91H	2144

### CJII ALBION GRANT AND SUNSHINE LADIES

Name	Title	Room	Extension
Watkins, Deborah	Director	M230	2247

### Honors Program

Name	Title	Room	Extension
Slavin, Dr. Bridgette	Honors Co-Program Director	M231	2156
Hobbs, Kenya	Honors Co-Program Director	M222	2203

### Library Services

Name	Title	Room	Extension
Library Front Desk			2283
Orrange, Thomas	Associate Professor/Interim Librarian Director (Buffalo)	M207	2577
Biljan, Barbara	Assistant Professor of the Practice/ Librarian (Buffalo & Rochester)	Rochester	9379
Brace, Jesse	Evening Circulation Supervisor	H118	2283

Kreib, Matthew	Weekend Circulation Coordinator	Front Desk	2283
Odum, David	PT Reference Librarian	Front Desk	2278
Then, Raya	PT Reference Librarian	Front Desk	2283
Taylor, Chad	Support Services Coordinator	H114B	3091
Fax			884-9638

### Registrar

Name	Title	Room	Extension
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
TBD	Information Specialist	M133	2260
Fax			880-2535

### Research, Grants and Assessment

Name	Title	Room	Extension
Todd, Dr. Mary	Associate Vice President for Research, Grants and Assessment	2A	2345
Lane, Dr. Illana	Chief Assessment and Learning Officer	2A	2553
TBD	Grants Manager	2A	2346
Ferland, David	Data Analyst	2A	2319

### Online Learning

Name	Title	Room	Extension
Scumaci, Mary Beth	Director	H124	2550
Woite, Julianna	Online Course Designer and Trainer	H121	2551
Bohn, Marcia	Digital Learning Technologist	TBD	TBD

## Academic Affairs Programs

### Business, Management & Leadership (UG/GR)

Name	Title	Room	Extension
Shelvey, Deborah	Assistant Professor of the Practice in Health Information Management, Department Chair, Program Director HIM	M317	2153
Girard, John	Assistant Professor of the Practice in Marketing, Program Director ASB/BBA, GEICO Relationship	M300B	2238
Jones, Corinne	Assistant Professor of the Practice in Accounting, Program Director BS-ACCT/MSA	M317	2117
Lillis, Dr. Michael	Professor of Business Administration, Program Director BS-BA, IACBE Accreditation Coordinator	M210	2320
Patricko, Dr. Jonas	Associate Professor of the Practice in MIS, Program Director BS-MIS/BBA-IS, Internship Coordinator	M300A	2572
Steffan, Susan	Associate Professor of the Practice in Finance and Management, Program Director M.B.A.	M317	2604
Tyson, Kristy	Assistant Professor of the Practice, Program Director MAOL	M212	TBD

## Counseling & Clinical Psychology (GR)

Name	Title	Room	Extension
Horne-Moyer, Dr. Lynn	Associate Professor of Clinical Psychology, Department Chair, Program Director Psy.D.	103H	2555
Baker, Dr. Julie	Clinical Assistant Professor of Psychology	103H	TBD
Boersma, Dr. Helena	Assistant Professor of Mental Health Counseling, Program Director CMHC	Rochester	9370
Britton, Marla	Clinical Assistant Professor of Mental Health Counseling, Clinical Training Director CMHC-Online/Rochester	Rochester	2574
Castro-Blanco, Dr. David	Clinical Associate Professor of Psychology, Clinical Training Director Psy.D.	103H	2621
Hrustanovic, Najla	Clinical Assistant Professor of Mental Health Counseling	103H	2161
Jones, Rene	Clinical Assistant Professor of Marriage and Family Therapy, Program Director MFT	103H	2560
Joshi, Dr. Tanisha	Clinical Assistant Professor of Psychology	103H	2629
Kinan, Dr. Elizabeth	Clinical Assistant Professor of Mental Health Counseling	103H	2626
Lustica, Hennessey	Clinical Assistant Professor of Mental Health Counseling	Rochester	2639
McCarty, Dr. Marguerite	Clinical Associate Professor of Mental Health Counseling	Rochester	9376

McQuoid, Dr. Courtney	Clinical Assistant Professor of Mental Health Counseling	Rochester	9380
Nowak, Dr. Donald	Clinical Associate Professor of Mental Health Counseling	103H	2448
Stender, Dr. Joellen	Clinical Assistant Professor of Mental Health Counseling, Clinical Training Director CMHC-Buffalo	103H	2565
Wilson, Dr. Jennifer	Clinical Assistant Professor of Mental Health Counseling	103H	2627

## Education (UG/GR)

Name	Title	Room	Extension
Faunce, Dr. Jeffrey	Associate Professor of Teacher Education, Department Chair, Program Director BSED Early Childhood/ Childhood Education & BSED Adolescent/SWD	77H	2813
Beier, Susan	Administrative Assistant/ Office of Student Teaching	81H	2623
Cefaratti, Michelle	Assistant Professor of the Practice, Program Director MSED-Literacy, Reading Center Coordinator	77H	2815
Everett, Sarah	Part-Time Outstanding Requirement Coordinator	81H	2622
Hartman, Jennifer	Assistant Professor	81H	TBD
Jakubowski, Dr. Casey	Assistant Professor	77H	TBD
Kovich, Leslie	Assistant Professor, edTPZ Coordinator	81H	2293

Riegel, Dr. Caitlin	Assistant Professor of Education, Program Director MSED El. Ed./ Adol. Ed.	81H	2625
Sedota, Catherine	Director of Student Teaching Certification	81H	2814
Singh, Harleen	Assistant Professor	85H	TBD
Stappenbeck, Dr. Denise	Assistant Professor, AAQEP Coordinator	81H	2548
Woodcock, Dr. Christine	Assistant Professor	77H	2576
Fax			880-2959

### Interdisciplinary Studies (UG)

Name	Title	Room	Extension
Jowsey, Dr. Nicole	Assistant Professor of the Practice in Philosophy, Department Chair	M224	2125
Burnam, Hugh	Assistant Professor of the Practice in Humanities	M228	2570
Erion, Dr. Jerry	Professor of Philosophy	M221	2174
Grim, Courtney	Associate Professor of Arts and Digital Literacy	M211	2279
Kotzin, Dr. Daniel	Professor of History, Program Director for International Studies	M229	2318
Poynton, Michelle	Visiting Lecturer	M205	TBD
Slavin, Dr. Bridgette	Assistant Professor of the Practice in History, Honors Program Director	M231	2156
Villaseñor, Dr. Alice	Associate Professor of English	M209	2217
Fax			880-2535

### Science, Mathematics & Technology (UG)

Name	Title	Room	Extension
Mihai, Dr. Vochita	Professor of Mathematics, Department Chair	H222	2291

Clabeaux, Dr. Bernadette	Assistant Professor of Biology	H219	2123
Kozinski, Lynn	Lab Manager	SC201	2305
Liu, Dr. Jianzhen	Assistant Professor of Mathematics	H223	2124
Marosan, Dr. Csaba	Visiting Assistant Professor of the Practice in Biology	H221	2329
Sarkar, Dr. Gautam	Assistant Professor of the Practice in Chemistry	SC207	TBD
Triplet, Trisha	Assistant Lab Manager	SC205	2140
Winter, Dr. Blake	Assistant Professor of Mathematics	H122	2171
Woodcock, Dr. Ryan	Assistant Professor of Biology	H218	2469

### Social Sciences, Communication & Sport Studies (UG/GR)

Name	Title	Room	Extension
Jacob, Dr. Richard	Professor of Sport Psychology, Department Chair, Program Director SPM & ESM	M207	2131
Bello, Valerie	Visiting Assistant Professor of Communication/Journalism	TBD	TBD
Capuana, Dr. Lesley	Assistant Professor of Psychology, Program Co-Director PSY-BA	M223	2451
Clarke, Kevin	Assistant Professor of the Practice in Social Science	M204	2175
Dickson, Dr. Orlando	Assistant Professor for the Social Sciences, Communication & Sport Studies Department	M227	TBD
Hinds, Dr. Juli	Assistant Professor of Communication, Program Director COM & Sport COM	M029	2819

MacMartin, Steven	Associate Professor of the Practice in Homeland Security	M206	2575
McCorry, Dr. Timothy	Associate Professor of Criminal Justice	M208	2166
Patterson, Brian	Assistant Professor of the Practice in Criminal Justice, Program Director CRJ	M206	2243
Pozantides, Louis	Associate Professor of the Practice in Communication	M025	2164
Riniolo, Dr. Todd	Professor of Psychology	M230	2138

### Veterinary Technology (UG)

Name	Title	Room	Extension
Fitzgerald, Dr. Katherine	Assistant Professor of Veterinary Technology, Department Chair	H127	2223
Aromando, Daneen	Clinical Coordinator (Rochester)	Rochester	9385
Carr, Patricia	Veterinary Technician	SC209	2248
Coleman, Dr. Matthew	Clinical Assistant Professor of Veterinary Technology, Veterinarian in Charge	SC101	2505
Gennaro, Cynthia	Veterinary Technician	SC211	TBD
Kirk, Dr. Lola	Clinical Assistant Professor of Veterinary Technology, Program Director Rochester AAS	Rochester	9369
Lovelock, Dr. Robin	Clinical Assistant Professor of Veterinary Technology (Rochester)	Rochester	9386
Macer, Valerie	Associate Professor of Veterinary Technology, Program Director Buffalo AS/BS	SC107	2231

Misso, Maryanne	Clinical Instructor of Veterinary Technology	SC216	2281
Murphy, Dayna	Veterinary Technician	SC109	2154
Oneachtain, Tara	Assistant Professor of Veterinary Technology	SC214	2308
O'Toole, Dr. Allison	Assistant Professor of Veterinary Technology	SC111	TBD
Savarese, Dr. Joseph	Professor of Veterinary Technology	M213	2306
Schroer, Kelly	Animal Care Supervisor	SC103	2122
Symons, Dr. Jenna	Associate Professor of Veterinary Technology	H126	2273
Winchell, Jodi	Clinical Coordinator (Online Program)	SC214	2308

### Business and Finance

Name	Title	Room	Extension
Miterko, Lori	Vice President for Business and Finance	M122	2288
Adams, Stefanie	Human Resources Assistant/Administrative Assistant to Vice President for Business & Finance	M129	2269
Barnas, Nicole	Director of Process Improvement/Business Operations	M226	2554
Kozak, Stephen	Accountant	M122	2172
Page, Susan	Accounts Payable Specialist	M122	2609
Schiavone, Diane	Bookkeeper	M130	2304
Strychalski, Debbie	Controller	M122	2272

### Computer Lab

Name	Title	Room	Extension
Computer Lab		H205	2173



## College Relations

Name	Title	Room	Extension
Eagan-Stoddard, Leah	Manager of Annual Fund and Events	73H	2315
Jetty, Patricia	Communications Coordinator	73H	2526
Simons, Elizabeth	Senior Director of Development	73H	2259
Webster, Elizabeth	Director of Advancement Services	73H	2209

## Financial Aid

Name	Title	Room	Extension
Main Office		M134	2256
Ayers, James	Director of Financial Aid	M134	2179
Godwin, Krisha	Financial Aid Technician	M134	2466
Gullo, Monica	Assistant Director of Financial Aid	M122	2598
Hazen, Kate	Associate Director of Financial Aid	M134	2180
Ptak, Laura	Financial Aid Counselor	M134	2258
Reed, Phyllis	Assistant Director of Financial Aid	M122	2363
Fax			880-2510

## IT Help Desk

Name	Title	Room	Extension
Main Office		H213	2282

## Information Office

Name	Title	Room	Extension
Main Office		MAIN	2001
DiCarlo, Dawn	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

## Information Services and Technology

Name	Title	Room	Extension
Chyka, Bob	Chief Information Officer	107H	2343
Ansell, Steven	Web Developer/Drupal Trainer	121H	3082
Brown, Mark	Computer Support Specialist	H213	3094
Denis, Evan	Computer Support Specialist	107H	3096
Dier III Arnie	User Support Manager	H213	2134
Drecshel, Ray	Instructional Technology Specialist	121H	2159
Fay, Peter	Network Engineer	107H	2380
Kopra, Anita	Part-Time Computer Support Specialist	H213	2254
McDermott, Chris	Senior Programmer/Analyst	121H	2399
Taylor, Hannah	Director of Web and Creative	73H	2884
Fax			880-2962

## Payroll

Name	Title	Room	Extension
Whalen, Dawn	Payroll Manager	M125	TBD
Persutti, Debra	Payroll Assistant	M122	2270

## Public Safety

Name	Title	Room	Extension
Main Office		2A	2911
Kelly, Debra	Director of Campus Public Safety	2A	2524
Hill, Jimmy	Assistant Director of Campus Public Safety	2A	2911
Rice, David	Supervisor of Campus Public Safety	2A	2911
Scaffiddi, Joseph	Supervisor of Campus Public Safety	2A	2911

Allerton, Samantha	OSHA Compliance, Campus Public Safety Officer	2A	2525
Fax			880-2597

## Student Accounts

Name	Title	Room	Extension
Kosowski, Karen	Bursar	M130	2235
Merz, Marlee	Associate Bursar	M130	2309
Walters, Elizabeth	Assistant Bursar	M130	2271

## Office of the President

Name	Title	Room	Extension
Macur, Dr. Kenneth	President	M115	2201
Kreib, Michelle	Executive Assistant to the President	M115	2202
Hobbs, Kenya	Vice President for Diversity, Equity and Inclusion, Title IX Coordinator	M222	2203
Bilotta, Bobbie	Director of Human Resources	M129	2265
Adams, Stefanie	Human Resources Assistant/ Administrative Assistant to Vice President for Business & Finance	M129	2269
Fax			880-2536

## Student Development

Name	Title	Room	Extension
DeKay, Amy	Vice President for Student Development	C201A	2224
Kosowski, Katie	Assistant to the Vice President for Student Development	C201	2218
Cadena, Candice	Director of Residence Life and Student Conduct	C201C	2449
Kij, Nicole	Project Coordinator- Department of Justice Grant	C201	2127
Fax			884-1887

## Athletics

Name	Title	Room	Extension
Roarke, Susan	Director of Athletics	C201D	2168
Behan, Sean	Head Coach for Men's Lacrosse	C	2141
Broderick, Kelly	Head Coach for Women's Basketball/Travel and Contest Coordinator	C109	2357
Dean, Brenda	Athletic Trainer	C111	2148
Edholm, Laura	Senior Associate Athletic Director, Senior Woman Administrator, Head Coach for Golf	C211C	2130
Emery, Paul	Campus Minister	C211	2216
Hack, Keith	Head Coach for Men's Basketball, Equipment Manager	GYM	2347
Hallas, Sean	Head Coach for Men's Soccer, Elk Street Facilities Assistant	C	TBD
Heckman, Chris	Head Coach for Swimming & Diving, Strength & Conditioning Coach	CC209	2137
Hill, Andie	Assistant Athletic Trainer	C111	TBD
Kehew, Brian	Head Coach for Baseball	C	TBD
Nicholas-Tolsma, Angela	Head Coach for Women's Soccer, Student Services Coordinator	CC289	2147
Nolette, Evyn	Assistant Athletic Trainer	C111	TBD
Presutti, Alyssa	Sports Information Director	C201C	TBD
Schwab, Korey	Assistant Sports Information Director	C201C	TBD
Schurr, Erin	Head Coach for Women's Lacrosse, Compliance Coordinator	C109	2149
Forman, John	Head Coach for Men's and Women's Volleyball	C	2219

Franklin, Jessica	Head Coach for Women's Field Hockey	C	2186
Zirol, Steve	Assistant Athletic Director, Recruiting Coordinator	C211B	2142
Fax			880-2136

### Career Planning

Name	Title	Room	Extension
Cullinan, Carol	Director of Career Planning	C203B	2211

### Counseling

Name	Title	Room	Extension
Rizzo, Rosalina	Director of Counseling Services	117H	2339
Reding, Deniese	Senior Counselor/ Student Advocate	117H	2246

### Student Involvement

Name	Title	Room	Extension
Main Office		C201	2127
Trudell, Kevin	Director of Student Involvement	C201	2351

### Wellness Center

Name	Title	Room	Extension
Glover, Amy	Director of Student Health Services	117H	2112 & 2155
Zeigler, Kristene	Administrative Assistant	117H	2341
Fax			880-3399

### Additional Offices

Name	Title	Room	Extension
Bookstore		C	2324
Carroll, Jonathan	Book Store Manager	C	2252
Fax			880-2132

### Facilities

Name	Title	Room	Extension
Main Office		77H	2527
TBD	Facilities Administrative Assistant	77H	TBD
Fax			880-2960

### Food Service

Name	Title	Room	Extension
Café 4 <sup>th</sup> Floor		MAIN	2511
Elis, Janet	Chartwells, Director of Dining	CAFE	2106/2468
Metz, Mark	Chartwells, Executive Chef	C102B	2106/2468
LoDestro, Danielle	Chartwells, Food Service Manager	CAFE	2106/2468
Fax			880-2006

### Misc.

Name	Title	Room	Extension
BestSelf Behavioral Health Clinic		95H	(716) 710-5151
Radio Station		MAIN LL	2213
SGA		C201	2220
TV Studio		MAIN LL	2331
Adjunct Office		M220/M033	2438/2353

### Building Abbreviations

SC: Downey Science Center  
 C: Sullivan Center  
 H: Before number, Huber  
 H: After number, Humboldt

## Academic Advisory Boards

### Business, Management & Leadership

Ms. Renita DiStefano  
 V.P. Information Technology & CIO  
 Seneca Gaming Corporation  
 Niagara Falls, New York

Ms. Maria Gullo, CPA  
 Supervisor  
 Fredd Maxick CPAs, P.C.  
 Buffalo, New York

Mr. Michael P. Hughes  
 Senior V.P. & Chief of Staff  
 Kaleida Health  
 Buffalo, New York

Mr. Larry Mietus  
 Consultant & Founder  
 Speaking of Strategy  
 Depew, New York

Mr. Donald Needham  
 Human Resources Manager  
 (Retired)

Mr. Steven J. Woodard  
 President & CEO  
 Alden State Bank

Alden, New York

Ms. Christina Wrobel  
Forensic Accountant  
(Retired)

## Clinical Psychology

John Baker, Ph.D., ABPP  
Licensed Psychologist  
University at Buffalo, Concussion Clinic  
Buffalo, NY

James P. Butters, Psy.D.  
Licensed Psychologist, East Amherst Psychology GroupLLP  
Amherst, NY

Elizabeth Botzer, Ph.D.  
Psychologist, Newfane Central Schools/East Amherst Psychology Group  
Wilson, NY

Jodi Saltzberg Deeb, Ph.D.  
Licensed Psychologist  
East Amherst, NY

Esterphine A. Greene, LCSW  
Formerly of Buffalo Psych Center/BFNC  
Buffalo, NY

Marvin L. Henchbarger, MA  
Executive Director, Gay and Lesbian Youth Services of Western NY  
Niagara Falls, NY

Howard K. Hitzel, PsyD, MPA  
President, Lakeshore Behavioral Health  
Buffalo, NY

Amy Jablonski, PsyD  
Licensed Psychologist  
Chief Operating Officer, Summit Educational Resources  
Getzville, NY

Karen Klementowski, PsyD  
Licensed Psychologist, Private practice  
Snyder, NY

Peter P. Kost, Ph.D.  
Licensed Psychologist  
Chief Psychologist, Buffalo Psychiatric Center  
Buffalo, NY

Drew C. Messer JD PhD  
Licensed Psychologist, Private Practice  
Williamsville, NY

Tom Mazur, PsyD  
Licensed Psychologist  
Pediatric Endocrinology, Woman and Children's Hospital of Buffalo  
Buffalo, NY

Sally Norman, Ph.D.  
Licensed Psychologist, Private Practice  
Amherst, NY

William A. Reynolds, PsyD, MBA

Licensed Psychologist, Buffalo Psychiatric Center  
Amherst, NY

David Teplin, PsyD  
Adult Clinical Psychologist  
Richmond Hill, ON

JoAnn West  
Registered Psychologist, Early Career  
Toronto, ON

## Communication

Andy Brocato  
Director of Community Relations & Special Events  
Tops Friendly Markets

Eileen Buckley  
Senior Reporter  
WKBW-TV

Dawn Cwierley  
Public Relations Manager  
Kenmore Mercy Hospital

Al Davis  
Program Director, WGR Radio

John DiScullo  
Promotion and Production Director  
WBBZ-TV

Craig Kanalley  
Social Media Manager  
Buffalo Sabres  
Key Bank Center

Brian Meyer  
Multimedia Journalist/InstructorWBFO

Chris Musial  
VP and General Manager  
WBBZ-TV

Anne Schlifke  
VP Customer Experience Manager/Mortgage and Consumer Lending  
M&T

Don Tomasulo  
Director of Results  
Entercom Radio

Timothy Walsh  
VP of College Relations

## English

Elizabeth Licata  
Editor  
Buffalo Spree magazine

Sarah Kinne, Medaille English Alumni  
MA Rhetoric & Composition, University of Massachusetts, Boston  
Harvard University Library

Amber Small

Executive Director  
Parkside Community Center

Ted Pelton  
Professor & Chair  
English Department  
Tennessee Technical University

Bridget Brace-McDonald  
Director of Outreach Activities  
Genome, Environment, and Microbiome  
Community of Excellence  
University of Buffalo

## Health Information Management (HIM)

Leah Mateczun, RHIA  
Manager, Coding Integrity  
Independent Health  
Buffalo, New York

Denise Sprague, RHIA  
Surgical Coder  
UBMD Physicians' Group  
Buffalo, New York

Nadine Mund, RHIA  
Director, Corporate Compliance  
Erie County Medical Center  
Buffalo, New York

Kris Spada, RHIA  
Health Information Manager  
Evergreen Health  
Buffalo, New York

Nicolette Wilson, MBA  
VP of Revenue Cycle  
Erie County Medical Center  
Buffalo, New York

## Sports Management

Bob Bateson  
Owner/CEO  
Body Blocks Fitness

Ron Bertovich  
Sport Executive

Michael J. Billoni

Michael Buczkowski  
General Manager  
Buffalo Bisons

Stephen Butler  
Medaille Sport Management Alumni  
Niagara University  
Deputy Director of Athletics

Seymour Knox IV

Pat LaDuca

Health and Fitness Executive

F. Scott Layden  
General Manager  
Minnesota Timberwolves of the NBA

Stan Makowski, Jr.  
Vice President of Arena Operations  
Pegula Sports and Entertainment (PSE)

Deborah M. Martinez, J.D.  
Sport Agent

Carlos Obiano  
Professional Soccer Argentina

Ron Raccuia  
Owner, ADPRO Sports

Joseph Shaw  
Shaw and Shaw  
Attorneys at Law

Jerry Sullivan  
Sports Writer

Bruce Wawrzyniak  
Medaille Sport Management Alumni

Kevin Wiles  
Medaille Sport Management Alumni  
NY State Police

David S. Zygai  
VP of Legal Affairs  
Buffalo Sabres NHL

## Veterinary Technology

Matthew Carver  
Vice President of Finance  
Canisius High School  
Buffalo, New York

David Hansen, D.V.M., F.A.V.D., D.A.V.D.C.  
(Representing Veterinary Technology Clinical Specialities)  
Diplomate America Veterinary Dentistry College  
Town & Country Animal Clinic

Jon Mott, LATG, BS  
(Representing Laboratory Animal Science)  
Retired

Joseph Savarese, DVM  
Medaille College

Carol Spierito, L.V.T., SMAR RLatg, MBA  
(Representing Laboratory Medicine & Research)  
Roswell Park Cancer Institute

Ryan Stedman  
(Representing Veterinary Technology Students)

Joseph Tashjian, DVM  
(Representing Large Animal)

Springville Veterinary Associates

Rene vanEe, D.V.M., D.A.C.V.S.  
(Representing Veterinary Practitioners)  
Diplomate Amer. College of Veterinary Surgeons  
Sheridan Animal Hospital, PC

Gary Willoughby II  
(Representing the Public)  
President and CEO  
Erie County SPCA

Tara Woyton, L.V.T.

## **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

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