Medaille Online Experience

2012-2013
Student Handbook and Catalog

Medaille College
School of Adult and Graduate Education
# Medaille College

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

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## Buffalo Campus

18 Agassiz Circle  
Buffalo, New York 14214

(716) 880-2000  
1-800-292-1582

## Amherst Campus

30 Wilson Road  
Williamsville, New York 14221

(716) 631-1061  
1-888-252-2235

## Rochester Campus

1880 South Winton Road, Suite 1  
Rochester, New York 14618

(585) 272-0030  
1-866-212-2235

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This handbook has been prepared as part of and in conjunction with the Medaille College Policy Manuals, Volumes 1 through IX; detailed or background information on some of the policies and procedures covered in this manual may be found by referencing other volumes. Medaille College has made every effort to provide in this publication accurate, up-to-date information regarding the programs, policies, personnel, and activities of the College. However, changes are likely to take place during the life of this Handbook which cannot be foreseen, and errors may occur. The College cannot be held responsible for information which becomes outdated or is printed in error.

September, 2012
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Medaille College is committed to developing well-prepared, capable, forward-looking, and liberally educated women and men who go on to contribute productively in their careers and to live enriched lives. At Medaille, the learning experience includes a close, positive interaction between faculty and students which develops and promotes an atmosphere of dialogue and intimacy. Within Medaille’s rigorous academic framework, the students will find broad opportunities for challenge and growth. Thus, the College seeks to stretch the minds of its students, stimulate their inquisitiveness, and encourage the realization of their full potential, both as scholars and as human beings.

In addition to the solid academic grounding the College offers, it seeks to bring together a richly diverse student body, composed of individuals of all races, creeds, ages and nationalities. Medaille fosters an atmosphere of mutual respect, in which members of the College community enrich each other through the sharing of a wide spectrum of backgrounds and develop a sense of responsibility to the community as a whole.

The registration of a student in this program signifies the assumption of obligations between the student and the College. It is an agreement on the student's part to fulfill the terms of the contract for the program and indicates acceptance of financial and general regulations of the College. This Student Handbook provides you with information related to the College's Medaille Online Experience offerings and corresponding policies and procedures. While every effort is made to provide accurate and current information, Medaille College reserves the right to change, without notice, statements in the Handbook concerning rules, policies, fees, curriculum, courses, calendar or other matters. Students enrolled at the College agree to comply with the College's rules and regulations and to accommodate any changes necessary.
A Message from the President of Medaille College...

I am very pleased to welcome you to the Accelerated Learning Program of Medaille College. I congratulate you on your decision to continue your education in one of our programs.

I know that you will find that the accelerated curriculum, small classes, and excellent instruction create a learning environment that will stimulate you and support your learning objectives. Our faculty and staff are committed to helping you succeed.

We at Medaille are proud of our long tradition of serving the adult learner. The Accelerated Learning Program continues this tradition by providing an innovative, high quality learning experience specifically designed for the adult student.

I wish you great success in this program. Your experience will challenge you, enhance your skills, and advance your career opportunities. We are pleased that you have joined the Medaille Community.

Sincerely,

Richard T. Jurasek, Ph.D.
President
Greetings from the Academic Dean...

Welcome to the School of Adult and Graduate Education at Medaille College. Congratulations on making the choice to continue your education in our Accelerated Learning Program!

The Accelerated Learning Program was created especially to meet the needs of working adults. Medaille combines the convenience of small class sizes and personal attention with a high-quality educational experience that will prepare you to move up in your career.

Our programs focus on building strengths in five key areas: communication, ethics, technology, problem solving, and team skills. Using these five key themes as a foundation, the lessons you'll learn in the classroom are designed to help you meet the challenges you'll face in the real world.

Drawing upon the knowledge and experience of our faculty and the expertise of practitioners in the business world, Medaille is dedicated to providing you with the education that you need to succeed.

Best,

Judith M. Horowitz, Ph.D.
Dean, School of Adult and Graduate Education (SAGE)
Medaille College History

Medaille College is a dynamic private, four-year college committed to serving the higher education needs of Western and Central New York and Southern Ontario. The College is located within the historic Olmsted Crescent in the heart of Buffalo, New York, with branch campuses in Amherst and Rochester. Known for its flexible delivery systems and its commitment to meeting individual student needs, Medaille offers graduate and undergraduate degrees through both day and evening programs.

Medaille College traces its roots to 1875, when it was founded by the Sisters of St. Joseph as an Institute to prepare teachers. In 1937, the Institute received an absolute charter from New York State, was named Mount St. Joseph Teachers College, and was chartered to grant baccalaureate degrees in Education. In 1968, the Sisters of St. Joseph, led by Alice Huber, SSJ, Ph.D., initiated a change in the charter which would create a new college, accessible to all men and women. The State granted this charter and Medaille College was born.

Over the decades, Medaille evolved into a diverse and vibrant institution. Enrollment grew steadily as programs expanded to include veterinary technology, business, criminal justice, and media/communications, as well as education and liberal studies. With the emergence of a significant adult student population, the advent of two branch campuses, the implementation of graduate programs, and the maintenance of a robust traditional undergraduate program, the College is positioned to meet the educational needs of Western New York.

The Accelerated Learning Program (ALP) began offering classes in 1997, establishing Medaille’s first branch campus in Amherst, New York. Initially a business degree completion program for working adult students, the Program soon grew to incorporate associate and graduate degrees as well. In January 2002, the first Rochester ALP students attended classes at the Rochester Campus in Corporate Woods. Enrollment and programs continued to grow. In 2007, the Amherst Campus expanded to a new location on Wilson Road which housed the newly-formed School of Adult and Graduate Education (SAGE); in 2009, the Rochester Campus opened enhanced facilities on South Winton Road. As programs and enrollments continued to diversify, ALP expanded into the online classroom; in September 2010, the first students were enrolled in the Medaille Online Experience (MOE).

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

Mission

Medaille College concentrates on excellence in teaching, with an emphasis on personal attention to its diverse student body. Its curriculum provides a solid liberal arts and sciences foundation with early access to career-oriented education. The faculty and all of those involved in the mission of education challenge students and themselves to the highest possible standards of achievement, but that challenge is balanced by support for every individual student and a concern that each one succeeds.

Vision

Medaille College will be known as the leader in preparing learners for career success and a lifelong commitment to a civic and sustainable future in Buffalo, the region, and the world.
Accreditation

Medaille College is chartered by the Board of Regents of The University of the State of New York. It is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104, (215) 662-5606. The Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and The Council for Higher Education Accreditation. The College’s degree programs are registered by the New York State Education Department, Office of Higher Education, Cultural Education Center, Room 5B28, Albany, NY 12230, (518) 474-5851. Medaille College, through its Business Department, has the following degree programs accredited by the International Assembly for Collegiate Business Education (IACBE): the Master of Business Administration Degree; the Bachelor of Business Administration Degree; the Bachelor of Science Degree in Business Administration, in Financial Services, and in Sports Management; and the Associate in Science Degree in Business. Medaille College’s Associate in Science Degree in Veterinary Technology is accredited by the American Veterinary Medical Association (AVMA). The College’s memberships include the Commission on Independent Colleges and Universities, the Association of Governing Boards of Universities and Colleges, and The Council of Independent Colleges.

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.

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

Mission

Sharing in the mission of Medaille College, the Accelerated Learning Program provides high quality, non-traditional adult degree or certification programs. Based on Medaille’s liberal arts and career-oriented programs, an Accelerated Learning Program education is structured around self-directed and collaborative learning situations, the meaningful integration of theory and practice, an emphasis on meeting individual student needs, and a commitment to innovative instructional methods and technology.

Furthermore, we are dedicated to excellence in teaching and professional and student development, as well as to serving both the College and the community. The program is committed to the maximum development of its human resources - students and faculty - and strives to create an atmosphere characterized by inquiry, openness, and professionalism. We are actively engaged in providing high quality degrees that develop lifelong, pro-active, adult learning skills through applied instruction and in cultivating and sustaining partnerships with the academic, business, and public communities.

Accelerated Learning Program Goals

- To provide a relevant and innovative education which prepares individuals for professional careers 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 and spoken communication skills.

- To develop proficiency in the application of computer technologies.
Online Education  
in the Accelerated Learning Program

Five characteristics distinguish the Accelerated Learning Program’s online education:

A. *Acceleration*: The accelerated pace of the program meets the needs of today’s online student. Successful online learners tend to be motivated and organized, thus much of the responsibility for learning has been placed with the student. Students are expected to spend considerable time each week preparing for class. Because courses run for only seven weeks, learning activities are clearly spelled out as the course begins and it is imperative that students make every effort not to fall behind.

B. *Virtual Classroom Interaction*: Communication among online students has been shown to be key in student success and persistence. For that reason, MOE classes have been designed with the virtual discussion board in a central position. Each week, students share their research, articulate their ideas, explain their conclusions, and comment on one another’s progress. Students should envisage the class discussion board as the heart of their online classroom.

C. *Collaborative Learning*: Online collaborative learning activities play an important role in all MOE courses. Students become part of online learning teams to investigate challenging problems, share experiences, and provide support and encouragement. Collaboration facilitates efficient learning, high student motivation, effective teamwork, and increased self-confidence. Students learn from classmates and help them to learn.

D. *Comprehensive Resources and Support*: MOE has assembled a collection of support services and online resources that meet the needs of online students and the virtual classroom. Student services, technical support, library resources, registration, academic tutoring, and advisement have been developed to meet the needs of all MOE students.

E. *Variety of Online Instructional Experiences*: Based on a clear understanding of self-directed learning, the MOE curriculum uses an online course blueprint to translate familiar educational activities into interesting and appropriate virtual learning experiences. Discussion boards and collaborative learning provide core instruction and are complemented by online seminars, simulations, presentations, case studies and research projects.
Fundamentals of Medaille Online Experience (MOE)

Medaille College has designed the online experience to capitalize on our non-traditional learning model, adapting it to function within the virtual walls of the online classroom. MOE education is based on these fundamental concepts:

- the use of academically qualified professionals to teach courses which integrate theory and practice in a meaningful way;
- emphasis on an instructional model that uses small groups of experienced adults in collaborative learning situations to solve experiential problems;
- reliance on self-directed learning and highly motivated adult learners;
- a standardized sequence of courses and established curriculum that is regularly reviewed and updated by Medaille faculty and other business professionals;
- special emphasis on meeting individual student needs; and
- a commitment to innovation and non-traditional instructional methods and technology.
A. Program Summary

The Medaille Online Experience (MOE) is part of Medaille’s Accelerated Learning Program (ALP) which offers a variety of on-ground degrees and certificates; both MOE and ALP are designed for highly motivated, non-traditional students. Our 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 an accelerated manner.

Medaille’s Accelerated Learning Program specializes in programs that relate theory to practice. 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 and should be taken in sequence.

MOE students are enrolled in one of the following asynchronous, fully-online degree programs:

- Associate in Science in General Studies (ASGS)
- Bachelor of Business Administration (BBA)
- Bachelor of Business Administration in Information Systems (BBA IS)
- Bachelor of Science in General Studies (BSGS)
- Bachelor of Science in Homeland Security (HLS)
- Bachelor of Professional Studies in Health Information Administration (BPS HIA)
- Master of Business Administration (MBA)
- Master of Arts in Organizational Leadership (MAOL)

In addition, a range of multi-purpose online electives are offered which may be used to meet specific general education requirements or to fulfill required credits in general electives.

B. Admission Requirements

**Admission into Associate to Bachelor Program Sequences**

Students with less than 60 transfer credits will be admitted to either the ASGS, BSGS, BBA, BBA IS, BS HLS, or BPS HIA degree programs, depending on their educational goal. Students who enter with few credits will be enrolled in a Track sequence of courses, which include required General Education courses and many liberal arts and sciences options. Students may accumulate the credits required to enter the Core Course Sequences. Track sequence courses may include students from various degree programs.

Medaille College retains all documents that have been submitted for admission purposes. They become the property of the College and are not released under any circumstances.
Admission requirements for the ASG, BSG, BBA, BBA IS, BPS HIA program are as follows:

a. A completed application for admission with a non-refundable application fee.

b. Proof of high school graduation (e.g. diploma or transcript) or GED certificate.

c. An overall grade-point average (GPA) of 2.0 on a 4.0 scale in previous college work for admission.

   Grades of "D" will be accepted only as general or liberal arts and sciences electives (12 credit hour maximum) as long as a 2.0 GPA is maintained and each "D" grade can be balanced with an "A" or "B" from the same transcript.

   In exceptional circumstances, a student with a GPA below 2.0 may be reviewed for admission. Before a transfer evaluation can be completed, a letter must be submitted to explain the reason for a grade-point average below 2.0. Grades of “D” will not be accepted for those students whose GPA falls below a 2.0 (refer to Section 5M for additional information on admission status).

d. Submission of all official transcripts (if applicable).

e. Applicants whose native language is not English must demonstrate the ability to read, write and understand English and submit evidence of proficiency in English by scoring at least 550 (paper), 80 (Internet-based), or 213 (computer) on the Test of English as a Foreign Language (TOEFL).

f. Basic computer skills, as well as convenient and regular access to a computer and online connection, are a requirement for enrollment.

**Health Information Administration Bridge Sequence**

Students without an associate degree in Health Information Technology may be admitted to the HIA Bridge program and enrolled in the Bridge sequence of courses. In this sequence, students may accumulate up to 24 credits to satisfy the requirements for entering the BPS HIA program. Students must meet the admission requirements listed above for Associate to Bachelor Degree Sequences.

An applicant with deficiencies in some of these areas may be offered admission with appropriate evidence supporting the student’s ability to succeed.

Admissions reserves the right to interview candidates for ALP to gain additional information about their appropriateness for the program.

Information about a student’s past experience and performance in Medaille programs may be used in the Admissions evaluation.
Admission into Bachelor Degree Sequences

Students with an associate degree or a significant number of transfer credits may be able to enter directly into the BBA, BBA IS, BS Homeland Security, or BPS Health Information Administration degree completion Core Sequences.

Medaille College retains all documents that have been submitted for admission purposes. They become the property of the College and are not released under any circumstances.

Admission requirements for the MOE bachelor degree programs are as follows:

a. A completed application for admission with a non-refundable application fee.

b. Proof of high school graduation (e.g. diploma or transcript) or GED certificate.

c. A minimum of 51 credits in transfer from an accredited institution of higher learning and/or credit earned through national testing programs, ACE military training evaluations, ACE-CCRS (American Council on Education College Credit Recommendation Services), or transcripted institutional assessment of documented learning.

Students wishing to enter the BPS HIA Core degree sequence must have previously earned an associate degree in Health Information Technology. Students without this degree may be admitted into the HIA Bridge sequence described below.

In some circumstances, acceptance may be offered to a student with 48-50 transfer credits.

Medaille will accept up to 72 relevant credits from a two-year institution and 76 relevant credits from a four-year institution. Students enrolled in one of Medaille ALP’s dual enrollment programs with Erie Community College or Monroe Community College may be eligible to transfer more than 72 credits. No more than 76 credits will be accepted as transfer credit.

d. An overall grade-point average (GPA) of 2.0 on a 4.0 scale from previous college work for admission.

Grades of "D" will be accepted only as general or liberal arts and science electives (12-credit maximum) as long as a GPA of 2.0 is maintained and each "D" grade can be balanced with an "A" or "B" from the same transcript.

In exceptional circumstances, a student with a GPA below 2.0 may be reviewed for admission. Before a transfer evaluation can be completed, a letter must be submitted to explain the reason for a grade-point average below 2.0. Grades of "D" will not be accepted for those students whose GPA falls below a 2.0 (refer to Section 5M for additional information regarding admission status).
e. Submission of all **official** transcripts.

f. Applicants whose native language is not English must demonstrate the ability to read, write and understand English and submit evidence of proficiency in English by scoring at least 550 (paper), 80 (Internet-based), or 213 (computer) on the Test of English as a Foreign Language (TOEFL).

g. Basic computer skills, as well as convenient and regular access to a computer and online connection, are a requirement for enrollment.

> An applicant with deficiencies in some of these areas may be offered admission with appropriate evidence supporting the student’s ability to succeed.

> Admissions reserves the right to interview candidates for ALP to gain additional information about their appropriateness for the program.

> Information about a student’s past experience and performance in Medaille programs may be used in the Admissions evaluation.

**SAGE Take Five Electives**
The SAGE *Take Five* elective courses are open to all students who are enrolled in a SAGE program. Students should contact Student Services for information on *Take Five* schedules, availability, and enrollment.

**Admission into Master Degree Sequences**
Medaille College retains all documents that have been submitted for admission purposes. They become the property of the College and are not released under any circumstances.

Admission requirements for Accelerated Learning Program graduate studies are as follows:

a. A completed application for admission with a non-refundable application fee.

b. A typewritten personal statement that explains, in 500 words or less, the student’s decision to attend Medaille’s accelerated learning graduate program.

c. A current resume.

d. Submission of **official** transcripts from all colleges attended.

e. An overall undergraduate grade-point average (GPA) of 2.7 on a 4.0 scale. In exceptional circumstances, a student with a GPA below 2.7 may be reviewed for admission. Before an evaluation can be completed, a letter must be submitted explaining the reason for a grade-point average below 2.7.

f. Demonstrable computer skills.
g. Proof of immunization.

h. Submission of two professional letters of recommendation from persons qualified to judge the applicant's professional expertise, character, and capacity for college-level study. (At least one recommendation from a work colleague is advised; character references are not accepted.)

i. Three years of full-time, post-secondary school work experience.

j. Applicants whose native language is not English must demonstrate the ability to read, write and understand English and submit evidence of proficiency in English by scoring at least 550 (paper), 80 (Internet-based), or 213 (computer) on the Test of English as a Foreign Language (TOEFL).

k. Basic computer skills, as well as convenient and regular access to a computer and online connection, are a requirement for enrollment.

An applicant with deficiencies in some of these areas may be offered admission with appropriate evidence supporting the student’s ability to succeed.

Admissions reserves the right to interview candidates for ALP to gain additional information about their appropriateness for the program.

Information about a student’s past experience and performance in Medaille programs may be used in the Admissions evaluation.

C. Undergraduate Transfer Policy

Medaille College will accept up to 72 relevant credits in transfer from a two-year institution and up to 76 relevant credits from a four-year institution. Certain exceptions have been established as part of articulation agreements with specific schools. Students enrolled in one of Medaille ALP’s dual enrollment programs with Erie Community College or Monroe Community College may be eligible to transfer more than 72 credits.

Up to 76 credits will be accepted in transfer credit toward any Accelerated Learning Program bachelor degree. This allows for credits in general education, liberal arts and sciences, and general electives that are applied toward the student’s degree completion plan, as well as potential course waivers within the course sequence.

A course-by-course evaluation is performed by SAGE Registrar/Student Services. Each student will then meet with Student Services to discuss how transfer courses may be applied to the Degree Completion Plan (DCP). All students must participate in this mandatory advisement session to insure that specific graduation requirements are met.
D. Graduation Requirements

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

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

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

c. All College property on loan to the student must be returned in satisfactory condition to the College and all financial obligations to the College must be met prior to degree conferral and transcript release.

To earn the Associate in Science in General Studies degree, students must complete the following:

- At least 60 semester credits (which include at least 30 liberal arts and sciences credits) with a minimum cumulative GPA of 2.0.

- A final 15 credits earned at Medaille. Students wishing to take non-Medaille credits must have prior approval from Registrar/Student Services.

To earn the Bachelor of Science in General Studies degree, students must complete the following:

- A total of 120 semester credits (which include at least 60 liberal arts and sciences credits) with a minimum cumulative GPA of 2.0.

- A final 30 credits earned at Medaille. Students wishing to take non-Medaille credits must have prior approval from Registrar/Student Services.

To earn the Bachelor of Business Administration degree, students must complete the following:

- A total of 120 semester credits (which include at least 42 liberal arts and sciences credits) with a minimum cumulative GPA of 2.0.

- A designated sequence of required courses that make up the BBA program; at least 44 credits must be earned at Medaille.
• A final 30 credits earned at Medaille. Students wishing to take non-Medaille credits must have prior approval from Registrar/Student Services.

To earn the **Bachelor of Business Administration in Information Systems** degree, students must complete the following:

• A total of 120 semester credits (which include at least 42 liberal arts and sciences credits) with a minimum cumulative GPA of 2.0.

• A designated sequence of required courses that make up the BBA IS program; at least 44 credits must be earned at Medaille.

• A final 30 credits earned at Medaille. Students wishing to take non-Medaille credits must have prior approval from Registrar/Student Services.

To earn the **Bachelor of Science in Homeland Security** degree, students must complete the following:

• A total of 120 semester credits (which include at least 60 liberal arts and sciences credits) with a minimum cumulative GPA of 2.0.

• A designated sequence of required courses that make up the BS Homeland Security program; at least 52 credits must be earned at Medaille.

• A final 30 credits earned at Medaille. Students wishing to take non-Medaille credits must have prior approval from Registrar/Student Services.

To earn the **Bachelor of Professional Studies in Health Information Administration** degree, students must complete the following:

• A total of 120 semester credits (which include at least 30 liberal arts and sciences credits) with a minimum cumulative GPA of 2.0.

• A designated sequence of required courses that make up the BPS HIA program; at least 52 credits must be earned at Medaille.

• A final 30 credits earned at Medaille. Students wishing to take non-Medaille credits must have prior approval from Registrar/Student Services.

To earn the **Master of Business Administration degree**, students must complete the following:

• A total of 48 semester credits with a minimum cumulative GPA of 3.0.

• A minimum 42 of the 48 semester credits must be earned at Medaille.
To earn the **Master of Arts in Organizational Leadership** degree, student must complete the following:

- A total of 40 semester credits with a minimum cumulative GPA of 3.0.
- A minimum 32 of the 40 semester credits must be earned at Medaille.

Before degrees are awarded, students must apply for graduation, complete payment of all tuition and fees, and return in satisfactory condition to the College all College property on loan to the student. To determine the fees associated with your diploma or certificate, please contact Student Accounts; information on degree and certificate application can be found in Section 5X.

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

**E. General Education Requirements**

General Education requirements are detailed on each undergraduate student degree completion plan and should be reviewed with his/her advisor prior to starting the program.

If additional credit hours are required to reach 120 credit hours, including the fulfillment of general education requirements, they may be obtained in the following ways:

- **Take Five** online electives
- Additional Medaille College courses
- Traditional college courses from regionally accredited institutions
- Online college courses from OCICU or other regionally accredited institutions
- Credit for Prior Learning
- Challenge Exams
- Credit by Examination - RCE, CLEP, DSST
- Independent Study

It is strongly recommended that degree requirements be completed within a year of finishing a program sequence. If a student has outstanding credits to complete following the completion of a program sequence, **he/she must complete at least one 3-credit hour course per year to maintain an active enrollment status with Medaille.** If one year lapses in which the student does not complete a 3-credit hour 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.**
F. SAGE TAKE FIVE Online Electives

The SAGE Take Five elective courses are open to all students who are enrolled in a SAGE program. Students should contact Student Services for information on Take Five schedules, availability, and enrollment.

**ART 115  Art and the World  4 credits, 7 weeks**
This course presents a global view of the major epochs of human experience and major events of historical and cultural significance from the European Renaissance to the present. Works of art examined in context offer insight into the ways that people in different times and places have explored their relationship with other human beings, nature, and specific social development, and have defined meaning and value in existence.

**BIO 150  Environmental Studies  4 credits, 7 weeks**
This course provides an introduction to ecological theory, natural and man-made environmental problems and human population dynamics. The interaction of science and society in creating and solving natural and manmade environmental problems is emphasized. Students are challenged to question their own attitudes concerning man, nature, and the future course of global environment direction.

**ENG 260  Persuasive Writing Today’s World  4 credits, 7 weeks**
This course is a study of persuasive and ethical written communication - in the workplace, in the marketplace, and in interpersonal communication. Students will use proven techniques of effective writing such as purpose, scope, audience, thesis development, and structure to explore argument and opinion. Course topics include evaluating persuasive strategies and attitudes as well as the approaches and techniques of argument; students will apply their learning to a variety of business communication tools including essays, web-based messages, speeches, advertisements, and proposals.

**HIS 152E  Twentieth Century United States History  4 credits/ Online**
This survey course is an exploration of United States history throughout the twentieth century, including both national politics and foreign affairs. Students will trace the emergence of modern America, focusing on the issues, institutions, and players that shaped the century. The course looks for what is unique in the American historical experience, placing historical events in a global context. Students will research in depth one event or issue from twentieth century America.

**HIS 250  World Systems  4 credits, 7 weeks**
This course provides a global perspective on the forces uniting to shape the post-modern world. In particular, the impact of Western and non-Western societies upon each other is illuminated through an historical, cultural, and social examination of Chinese, Indian, and African states. This course highlights the reemergence of traditional societies in an age of fluid communications.
G. General Studies: Associate and Bachelor Degrees

Program Goals
The Associate in Science in General Studies (ASGS) and the Bachelor of Science in General Studies (BSGS) programs are designed to produce a well-rounded critical thinker with the ability to analyze and synthesize disparate topics, function effectively in workplace teams, and direct his/her actions based on an understanding of ethical behavior and personal responsibility. Built around a core of general education goals, the General Studies degrees provide a flexible scaffold upon which students may assemble a unique program of study designed to accommodate individual needs, interests, and experiences. The goals of the program include:

1. To develop in all students the interpersonal skills necessary for effective participation in teams and groups.
2. To enhance the analytical, critical thinking, and decision-making skills of each individual student.
3. To develop and cultivate a sense of purpose, responsibility, and ethical behavior among individuals.
4. To enhance the student’s written and spoken communication skills.
5. To develop proficiency in the application of computer technologies.

Associate in Science: General Studies Course Sequence 60 Credits

Students may fulfill the required core through the suggested courses, transfer credits, or other approved courses.

Required Core 30 Credits

- Humanities (6 credits)
  - ENG 111 Writing Effective Essays
  - ENG 201 Writing the Research Paper
- Natural Science (3 credits)
  - GEN 241 Scientific Methods and Discovery
- Ethics (3 credits)
  - PHI 190 Ethical Issues for Today
- Math (3 credits)
  - MAT 121 Mathematical Applications
- Social Science (6 credits)
  - GEN 221 Cultural Interactions: Early American Experiences
  - HIS 251 Perspectives: The World Today
- Liberal Arts and Science Elective (9 credits)
  - GEN 111 Critical and Academic Thought
  - GEN 231 Creative Expression
  - PSY 101 General Psychology

Free Electives 30 Credits
Bachelor of Science: General Studies Course Sequence

Students must complete the ALP/MOE general education core; students may fulfill the required core through the suggested courses, transfer credits, or other approved courses.

Required Core 60 Credits

Humanities (6 credits)
- ENG 111 Writing Effective Essays
- ENG 201 Writing the Research Paper

Natural Science (3 credits)
- GEN 241 Scientific Methods and Discovery

Ethics (3 credits)
- PHI 190 Ethical Issues for Today

Math (3 credits)
- MAT 121 Mathematical Applications

Social Science (6 credits)
- GEN 221 Cultural Interactions: Early American Experiences
- HIS 251 Perspectives: The World Today

Liberal Arts and Science Elective (21 credits)
- GEN 111 Critical and Academic Thought
- GEN 231 Creative Expression
- PSY 101 General Psychology
- ENG 260 Persuasive Writing in Today’s World

Computer (3 credits)
- CIS 118 Computer Skills and Applications

Upper Level Liberal Arts and Science Electives (15 credits)
- GEN 310 Critical Thinking and Online Studies
- ENG 361 Advanced Business Report Writing
- MAT 202 Statistics for Today’s Business
- ECO 301 Concepts in Economics

Free Electives 60 Credits

Course Descriptions: ASGS and BSGS 60 Credits

Students may fulfill the required core through the suggested courses, Take Five Electives, transfer credits, or other approved courses.

CIS 118 Computer Skills and Applications 4 credits, 7 weeks
This skill-based introduction to the personal computer develops specific skills in the types of standard application software used in most organizations. Instruction includes the introduction of a graphical user interface (GUI), computer word processing, spreadsheets, and database management along with graphics, telecommunications and other pertinent topics such as computer ethics.

ECO 301 Concepts in Economics 4 credits, 7 weeks
This course presents basic micro- and macro-economic concepts and methods used to formulate and solve problems. Topics include demand and supply theories, production, profit maximization, pricing in different market structures, income determination, labor markets,
international trade, aggregate demand and supply, and fiscal and monetary policy with an
emphasis on how policy influences decisions made by management.

**ENG 111 Writing Effective Essays**  
4 credits, 7 weeks  
Developed for the returning adult student, this course enables students to assess, critique, and
hone their college-level composition skills, developing the ability to write effectively. It assists
students to make judgments regarding content, organization, structure, and mechanics, focusing
on the production of relevant, clear, and concise student essays. Research and revision are
emphasized. Students will compile and evaluate a portfolio of their writings, including a self-
assessment.

**ENG 201 Writing the Research Paper**  
4 credits, 7 weeks  
This second course in the ALP writing sequence develops students' skills in thinking and in
writing analyses, using subject matter from across the curriculum. Each writing assignment
requires research and writing from sources. Students will produce a formal research paper and a
portfolio of their writings, including a self-assessment. Several writing diagnostics will be
administered to help students identify and correct individual writing weaknesses.

**ENG 206 Literature and Society**  
4 credits, 7 weeks  
This course introduces students to the basic literary forms, techniques, and processes used in
poetry, drama, and the short story while examining the relationship between literature and
society. Students will read and discuss selections from European and American literature, as
well as selected classical and religious texts that have contributed to the development of Western
Literature.

**ENG 361 Advanced Business Report Writing**  
4 credits, 7 weeks  
This course teaches advanced critical thinking and writing skills for application in academic,
business, and professional contexts. Students will produce professional and academic reports
that are print-ready, coherent, and cohesive. Emphasis is placed on honing the students’ skills in
written, verbal, and electronic communication, producing an accomplished writer who is
practiced in the conventions of written English and professional communication. Students
produce a portfolio in both print and web-based media that will include an advanced research
report and a proposal.

**GEN 111 Critical and Academic Thought**  
4 credits, 7 weeks  
This course is designed to provide adult students with an introduction to the expectations and
opportunities of college-level study. Throughout the course, critical thinking, problem solving,
and communication skills are emphasized in the exploration and evaluation of significant ideas.
In addition, the course specifically addresses the academic, study, personal, and interpersonal
skills required for success in accelerated learning situations. Students will also participate in and
evaluate group learning interactions.

**GEN 221 Cultural Interaction: Early American Experiences**  
4 credits, 7 weeks  
This course examines the ways in which the widely divergent cultures of seventeenth and
eighteenth century North America interacted with each other and with their specific
environments. The course uses historical, anthropological, social, economic, and political
perspectives to develop a more sophisticated understanding of the American past, and the complex nature of global cultural interactions of which the colonial American experience is an example.

GEN 231  Creativity and Expression  4 credits, 7 weeks
This course explores forms of creative expression in visual, performing, and literary arts. Students will critically examine a variety of works of art, using accepted terminology to describe them, while acquiring perspective about these works and the interrelationships among them. In addition, through exploring, developing, and demonstrating their creativity in one art form, students will enhance their understanding of artistic expression.

GEN 241  Scientific Methods and Discovery  4 credits, 7 weeks
This course is an inquiry into the process of scientific discovery, its methodology, development, relationship with technology, and role in modern society. By exploring aspects of scientific inquiry, students will develop a critical awareness of scientific and technological issues, methods, and critical processes.

GEN 310  Critical Thinking and Online Studies  4 credits, 7 weeks
This course provides an introduction to the expectations and methodology of college-level online learning and critical thinking. Through readings, discussion, and writing assignments, the course examines critical thinking and communication skills as they are used in the analysis of significant ideas. The course specifically addresses the challenges of online self-directed learning, the demands of online communication, the conventions of academic research, and the study and personal skills required for success as an adult student. Study team dynamics, library orientation, and learning style assessment are also included.

HIS 251  Perspective: The World Today  4 credits, 7 weeks
This course provides a global perspective on the forces uniting to shape the post-modern world. In particular, the impact of Western and non-Western societies upon each other is illuminated through an historical, cultural, and social examination of Chinese, Indian, and African states. This course highlights the re-emergence of traditional societies in an age of fluid communications.

HIS 281  History of American Business  4 credits, 7 weeks
This course traces the development of American business from colonial times to the present, analyzing the emergence of American economic and management theories in conjunction with historical events and developments. Students will examine contemporary managerial thought as a result of a long development which was influenced by major events in the history of the United States.

MAT 113  Introductory Algebra  4 credits, 7 weeks
This course review the structure of algebra, including numbers and their properties, exponents, equations and inequalities, polynomials, functions and graphs.
MAT 121  Mathematical Applications  
This course provides an introduction to the basic mathematical concepts, techniques, and applications associated with the fields of business and management. Topics include the algebra of linear equations, graphing, compound interest, set theory, and mathematical reasoning.

MAT 203  Statistics for Today’s Businesses  
This course presents an introduction to data collection and interpretation, descriptive and inferential statistics, sampling, hypothesis testing, and probability distribution as they apply to business planning and decision making. Emphasis is placed on the use of statistical software for data analyses and the ethical uses of statistics.

MGT 265  Negotiation and Consensus  
This course examines two common methods used to resolve conflicting interests: negotiation and consensus building. Students are introduced to a range of effective organizational communication tools, including negotiation, consensus facilitation, and dispute resolution practices. Students will become aware of their own and other’s behavior in conflict situations and the effect or response that their communication has on others. Students will participate in a variety of negotiation cases, role plays, and communication exercises that illustrate different conflict resolution styles and strategies.

PHI 190  Ethical Issues for Today  
This course examines the ways in which ethical philosophies affect our day-to-day choices and decisions. Various theories of ethics and morality are analyzed; students apply concepts to case studies, simulations, and real world situations. Students analyze their personal values, articulate a personal moral code, examine the role of ethics in today’s professions, and define and defend right and wrong behavior. Course concepts include normative and applied ethics, the history of moral philosophy, and major figures and theories.

PSY 101  General Psychology  
This course provides an introduction to the science of psychology, including how psychological data are gathered and applied to everyday life. Topics covered include the amazing brain, intelligence and thinking, learning and memory, social psychology, motivation, emotions and stress, personality and psychopathology, the senses and perception.
H. Bachelor of Business Administration

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. The goals of the program include:

1. To provide a relevant and innovative business education which 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 computer technologies.

Bachelor of Business Administration Course Sequence

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
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<td>GEN 310X</td>
<td>Critical Thinking and Online Studies</td>
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<tr>
<td>MGT 310X</td>
<td>Contemporary Management and Leadership</td>
</tr>
<tr>
<td>ACC 304X</td>
<td>Current Issues in Financial Accounting</td>
</tr>
<tr>
<td>ENG 361X</td>
<td>Advanced Business Report Writing</td>
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<tr>
<td>MAT 203X</td>
<td>Statistics for Today’s Businesses</td>
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<tr>
<td>MKT 346X</td>
<td>Managing the Marketing Function</td>
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<tr>
<td>ECO 301X</td>
<td>Concepts in Economics</td>
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<tr>
<td>BUS 301X</td>
<td>Legal and Ethical Issues in Business</td>
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<tr>
<td>FNS 203X</td>
<td>Principles of Finance</td>
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<tr>
<td>MGT 366X</td>
<td>Organizational Development and Behavior</td>
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<tr>
<td>ACC 315X</td>
<td>Accounting Analysis and Decision Making</td>
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<tr>
<td>BUS 445X</td>
<td>Case Studies in Global Strategy</td>
</tr>
<tr>
<td>BUS 476X</td>
<td>Business Strategy Capstone</td>
</tr>
</tbody>
</table>

Bachelor of Business Administration Course Descriptions

ACC 304 Current Issues in Financial Accounting 4 credits, 7 weeks
Financial accounting focuses on the creation and use of financial information for external reporting requirements. Emphasis is placed on using corporate financial statements to evaluate organizations and understand the impact of managerial decisions. Accounting transactions and financial statements will be prepared using Generally Accepted Accounting Principles (GAAP).

ACC 315 Accounting Analysis and Decision Making 4 credits, 7 weeks
This course provides students with an understanding of how to use accounting information in the decision making process as well as the kinds of information found outside of traditional accounting systems that can be drawn upon to improve the quality of financial analysis and decision making. Topics include cost systems, budgeting, evaluation and control, performance...
measurement, human resource management, strategic planning (including game theory), forecasting, managing intellectual property, and costing and pricing challenges in an information-based economy. Throughout the course there is an emphasis on the role of ethics in decision making, internal control, and global interactions.

**BUS 301  Legal and Ethical Issues in Business  4 credits, 7 weeks**
This course provides a comprehensive look at the legal and ethical issues which shape modern business, integrating concepts from law, ethics and current management practice. Students will review government regulation, business structures, legal concepts, professional codes of conduct, individual personal value conflicts, and corporate values, morals, and ethical codes. Although the course focuses on the American corporation, international law and business transactions are covered as well. Extensive use of case studies will help students to integrate legal and ethical concepts with practical business applications.

**BUS 445  Case Studies in Global Strategy  4 credits, 7 weeks**
This course examines the strategies, competencies, policies, and procedures used to compete in a global business environment. Through in-depth study of the macro and micro-environments and the internal core competencies of an approved company, students will examine how a strategy can be crafted to build and maintain a competitive advantage. The forces which drive and control international business will be identified and their impact on conducting business in foreign countries analyzed. Through case study analysis, students will apply the material; in a final international business case, students will assess the overall success of a business venture and offer recommendations for long-term viability.

**BUS 476  Business Strategy Capstone  4 credits, 7 weeks**
This Capstone course integrates the knowledge and skills learned in the previous BBA courses, asking students to demonstrate integrative thinking and the ability to transfer theoretical knowledge from one setting to another. Using a business simulation, each group will apply theory to real situations, analyze data statistically, employ appropriate problem-solving methodologies, and function effectively as a team. Each group will analyze its progress in a series of written and oral reports. Each student will evaluate his/her own growth and development through the BBA program in a series of reflective written and oral essays.

**ECO 301  Concepts in Economics  4 credits, 7 weeks**
This course presents basic micro- and macro-economic concepts and methods used to formulate and solve problems. Topics include demand and supply theories, production, profit maximization, pricing in different market structures, income determination, labor markets, international trade, aggregate demand and supply, and fiscal and monetary policy with an emphasis on how policy influences decisions made by management.

**ENG 361  Advanced Business Report Writing  4 credits, 7 weeks**
This course teaches advanced critical thinking and writing skills for application in academic, business, and professional contexts. Students will produce professional and academic reports that are print-ready, coherent, and cohesive. Emphasis is placed on honing the students’ skills in written, verbal, and electronic communication, producing an accomplished writer who is practiced in the conventions of written English and professional communication. Students
produce a portfolio in both print and web-based media that will include an advanced research report and a proposal.

**FNS 203  Principles of Finance**  
4 credits, 7 weeks  
This course is an introduction to the theoretical and practical uses of financial management principles with emphasis on financial analysis, decision making, and communication. Topics covered include financial ratios, along with concepts of risk, return and value. Emphasis is also placed on working capital management, cost of capital, capital structure, and long-term financing strategies.

**GEN310  Critical Thinking and Online Studies**  
4 credits, 7 weeks  
This course provides an introduction to the expectations and methodology of college-level online learning and critical thinking. Through readings, discussion, and writing assignments, the course examines critical thinking and communication skills as they are used in the analysis of significant ideas. The course specifically addresses the challenges of online self-directed learning, the demands of online communication, the conventions of academic research, and the study and personal skills required for success as an adult student. Study team dynamics, library orientation, and learning style assessment are also included.

**MAT 203  Statistics for Today’s Businesses**  
4 credits, 7 weeks  
This course presents an introduction to data collection and interpretation, descriptive and inferential statistics, sampling, hypothesis testing, and probability distribution as they apply to business planning and decision making. Emphasis is placed on the use of statistical software for data analyses and the ethical uses of statistics.

**MGT 301  Contemporary Management and Leadership**  
4 credits, 7 weeks  
This course examines the distinct traits and roles of leaders and managers, as well as the impact of each on successfully organizing and directing a business. The role of vision, commitment, empowerment, and emotional intelligence in leadership will be analyzed and applied to various corporate situations. Traditional and contemporary management theories, a systems approach to problem solving, and the four major roles of managers will be studied and applied. A review of current management practices, including Total Quality Management and Six Sigma, will afford insights into improving overall productivity and enhancing strategic advantage. Working individually and as groups, students will apply course content to both their current business roles and to pertinent case studies.

**MGT 366  Organizational Development and Behavior**  
4 credits, 7 weeks  
This case-study based course uses systems thinking to apply advanced organizational behavior concepts to real world problems and situations. Students will be asked to analyze the global implications of organizations, to distinguish between a business and the organization that conducts that business, and to develop proficiency in motivation and the creation of win-win environments. Students will use “framing” in decision-making models, analyze the traits of a learning organization perspective, and review the historical foundations of organizations. Ongoing individual assignments require synthesis of course concepts, as students act as an internal consultant to the CEO, recommending and evaluating various actions and their consequences.
MKT 346 Managing the Marketing Function 4 credits, 7 weeks

This course examines the strategic role of marketing and the decision making role of marketing managers. Emphasis is placed on how the organization seeks to understand its customers while serving increasingly diverse markets. The course is designed to enhance the student's ability to make ethical, comprehensive decisions about product distribution, product promotion, and pricing issues. The use of modern technology is explored through e-business, the Internet, globalization, and evolving and new media sources.
I. Bachelor of Business Administration: Information Systems

Program Goals:
The Bachelor of Science in Information Systems (BBA IS) 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.

BBA Information Systems Course Sequence

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<th>Course Code</th>
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<td>GEN310</td>
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<tr>
<td>BIS290</td>
<td>Fundamentals of Information Systems</td>
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<td>BIS300</td>
<td>Database Design and Development</td>
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<td>ENG361</td>
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<td>BIS350</td>
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<td>MAT205</td>
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<td>ACC304</td>
<td>Current Issues in Financial Accounting</td>
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<td>MGT362</td>
<td>Information Systems Management Theory</td>
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<td>MGT366</td>
<td>Organizational Development &amp; Behavior</td>
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<td>BIS390</td>
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<td>BUS420</td>
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<td>BIS400</td>
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<td>BUS430</td>
<td>Business Data Communications</td>
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<td>BIS410</td>
<td>Distributed Systems Development</td>
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<td>BIS480</td>
<td>Project Management Capstone</td>
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Course Descriptions: BBA Information Systems

ACC 304 Current Issues in Financial Accounting

This course provides an in-depth examination of financial accounting theory and practices as they relate to the preparation, content, and analysis of financial statements. Additional current and advanced topics focus on the relevant issues that users of accounting information need to understand. These include, but are not limited to, accounting information technology, ethics, forensic accounting, international accounting standards, the costs and benefits of accounting regulation, and accounting for intangible assets.
BIS290  Fundamentals of Information Systems  4 credits, 7 weeks
This online course provides an introduction to systems and development concepts, information technology, and application software. It explains how information is used in organizations and how IT enables improvement in quality, timeliness, and competitive advantage. Systems theory, quality, decision-making, and the organizational role of information systems are introduced. Information technology including computing and telecommunications systems are stressed. Concepts of organizations, information systems growth, and process improvement are introduced.  Prerequisites: None

BIS300  Database Design and Development  4 credits, 7 weeks
This online course covers information systems design and implementation within a database management system environment. Students will demonstrate their mastery of the design process acquired in earlier courses by designing and constructing a physical system using database software to implement the logical design.

BIS350  Computer Architecture  4 credits, 7 weeks
In this course, students will review the theoretical underpinnings, installation, and configuration of computer hardware and software through operational laboratory experiences. This course provides systems development personnel with hardware and software technology background, enabling them to evaluate computer architecture options and alternatives for effective use in a business environment. System architecture for networked computing systems and operating systems will also be covered.

BIS390  Comparative Programming Languages  4 credits, 7 weeks
This course provides a study of several modern programming languages and the programming paradigm that each language strives to accommodate. Procedural, functional, logical, compiled, and interpretative programming languages are studied. For each language students will examine data types, control structures, syntax and semantics, idiomatic constructs, translation into executable units, and the run-time environment, delving behind the scenes in some cases to examine implementation of language elements. Students will develop a small program in each language examined. The design philosophy of each language will be analyzed to discover how that philosophy is exhibited in the elements of the language.

BIS400  Systems Analysis  4 credits, 7 weeks
This course examines the system development and modification process. It emphasizes the factors required for effective communication and integration with users and user systems while it promotes development of interpersonal skills between clients, users, team members, and others associated with development, operation, and maintenance of the system. Structured and object-oriented analysis and design, use of modeling tools, adherence to methodological life cycles, and project management standards are used to analyze and design information systems. Students will apply course content through group analysis and design of a departmental level system.

BIS410  Distributed Systems Development  4 credits, 7 weeks
This course presents the physical design and implementation of information systems applications in emerging distributed computing environments using traditional and contemporary development methodologies. Students will use systems analysis concepts to analyze an
information system in an emerging systems environment. Learning teams will use project management principles to analyze and recommend an information system.

**BIS480  Project Management Capstone**  
*4 credits, 7 weeks*

This course covers the factors necessary for successful management of information systems development or enhancement projects. Both technical and behavioral aspects of project management are applied within the context of an information systems development project. In this culminating course, high-performance teams will engage in and complete the design and implementation of a significant information system. Project management, management of the IS function, and systems integration will be demonstrated and assessed in this project experience.

**BUS 420  E-Business Strategy and Design**  
*4 credits, 7 weeks*

This course establishes the link between organizational strategy and current electronic methods of delivering products, services and exchanges in inter-organizational, national, and global environments. Information technology strategy and technological solutions for enabling effective business processes within and between organizations in a global environment are examined and appraised. Students analyze the ways in which networked information technology can implement and enhance organizational strategy, connecting individuals, businesses, governments, and other organizations to each other. The course provides an introduction to e-business strategy and the development and architecture of e-business solutions and their components.

**BUS430  Business Data Communications**  
*4 credits, 7 weeks*

This course provides an overview of the telecommunications industry today – including voice, data, and video transmissions. Students are introduced to the major components of local area networks (LANs) and wide area networks (WANs), exploring issues related to the design and administration of computer networks. The Internet and its underlying technologies (TCP/IP, domain management, etc.) are reviewed. Varying transmission media are compared, and students will gain a fundamental understanding of the operation of wired and wireless data communications. Data communications fundamentals, encoding methods, and network security are also discussed.

**ENG361  Advanced Bus Report Writing**  
*4 credits, 7 weeks*

This course teaches advanced critical thinking and writing skills for application in academic, business, and professional contexts. Students will produce professional and academic reports that are print-ready, coherent, and cohesive. Emphasis is placed on honing the students’ skills in written, verbal, and electronic communication, producing an accomplished writer who is practiced in the conventions of written English and professional communication. Students produce a portfolio in both print and web-based media that will include an advanced research report and a proposal.

**GEN310  Critical Thinking and Online Studies**  
*4 credits, 7 weeks*

This course provides an introduction to the expectations and methodology of college-level online learning and critical thinking. Through readings, discussion, and writing assignments, the course examines critical thinking and communication skills as they are used in the analysis of significant ideas. The course specifically addresses the challenges of online self-directed learning, the demands of online communication, the conventions of academic research, and the
study and personal skills required for success as an adult student. Study team dynamics, library orientation, and learning style assessment are also included.

**MAT205  Math for IS  4 credits, 7 weeks**
This course provides a survey of college mathematics with emphasis placed on the nature of mathematics, problem solving, and thinking patterns. Topics covered will be selected from the areas of algebra, geometry, systems of numeration and unit analysis. Mathematical topics integral to computing are also covered, including Boolean logic and algorithmic analysis. Students will apply concepts to individual and group problem solving.

**MGT362  Information Systems Management Theory  4 credits, 7 weeks**
This course provides an in-depth examination of IS organizational systems, the planning and decision processes, and how information is used for decision support in organizations. It covers quality and decision theory, information theory, and those practices essential for providing viable information to the organization. It outlines the concepts of IS for competitive advantage, data as a resource, IS and IT planning and implementation, change, and project management.

**MGT366  Organizational Development & Behavior  4 credits, 7 weeks**
This case-study based course uses systems thinking to apply advanced organizational behavior concepts to real world problems and situations. Students will be asked to analyze the global implications of organizations, to distinguish between a business and the organization that conducts that business, and to develop proficiency in motivation and the creation of win-win environments. Students will use “framing” in decision-making models, analyze the traits of a learning organization perspective, and review the historical foundations of organizations. Ongoing individual assignments require synthesis of course concepts, as students act as an internal consultant to the CEO, recommending and evaluating various actions and their consequences.
J. **Bachelor of Science: Homeland Security**

**Program Goals:**
The *Bachelor of Science in Homeland Security (BSHS)* program teaches the theories, models, tools, and techniques needed to effectively prepare for and mitigate the effects of natural, manmade, or terrorist disasters. The BSHS program is designed to give students both theoretical and practical knowledge in homeland security, terrorism, domestic and international law, and emergency management. To provide a relevant and innovative education that prepares individuals for professional careers and lifelong learning.

1. To develop proficiency in the application of theoretical and practical knowledge of homeland security, terrorism, international and domestic law, and emergency management.
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.

**Bachelor of Science: Homeland Security Course Sequence**

*All courses are 4 credits, 7 weeks.*

<table>
<thead>
<tr>
<th>Course</th>
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<tr>
<td>CRJ 470</td>
<td>Government Leadership Challenges in Homeland Security</td>
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<tr>
<td>CRJ 305</td>
<td>Securing the Homeland</td>
</tr>
<tr>
<td>HLS 300</td>
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<tr>
<td>CRJ 301</td>
<td>Homeland Security: Issues and Impact</td>
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<tr>
<td>HIS 320</td>
<td>History of Terrorism</td>
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<td>POL 340</td>
<td>Systems of International Terrorism</td>
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<td>POL 341</td>
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<td>POL 320</td>
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<td>POL 321</td>
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<td>POL 422</td>
<td>International Political Systems and Homeland Security</td>
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<tr>
<td>MGT 375</td>
<td>Principles of Emergency Management</td>
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<tr>
<td>HLS 402</td>
<td>Managing Natural Disasters</td>
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<tr>
<td>HLS 403</td>
<td>Managing Manmade Disasters</td>
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<tr>
<td>HLS 475</td>
<td>Capstone in Homeland Security</td>
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</table>

**Course Descriptions: BSHS**

**CRJ 301 Homeland Security: Issues and Impact**
*4 credits, 7 weeks*

The course presents, examines, and discusses practical issues related to Homeland Security including domestic and international travel, immigration and civil rights, international relations, and consequences of the recent war on terror, especially the resultant political extremism. Students will examine Homeland Security failures and successes by both domestic and foreign governments, evaluate means to correct the failures, and propose methods to capitalize on the
successes. In addition, students will explore the impact of Homeland Security on the average citizen and the impact of Homeland Security on commerce.

CRJ 305   **Securing the Homeland**  
4 credits, 7 weeks  
This course provides the students with an introduction to the role of Homeland Security and discusses the concept of the rule of law in defending the homeland. Students investigate problems and solutions relating to the tactics for defending borders, tactics for defending coasts, tactics for defending critical infrastructures, tactics for defending aviation security, tactics for defending information technology, and tactics for defending our communities. The course will discuss the role of intelligence in Homeland Security.

CRJ 470E   **Government Leadership Challenges in Homeland Security**  
4 credits, 7 weeks  
This course will provide an introduction to the theories, roles, and practices of leadership, focusing on the issues facing government officials in Homeland Security. The concept of principle-centered leadership, as well as the difference between management and leadership, will be introduced and examined. Discussion topics include issues associated with National Security, transportation, key events occurring after 9/11, budgets, and legislation. Students will examine the impact government officials leadership styles have on the resolution and management of significant issues. Also, students will examine how ethics and values influence the decision making process. Students will analyze case studies and discuss how leadership styles improved or prolonged the negative aspects of a situation.

GEN310   **Critical Thinking and Online Studies**  
4 credits, 7 weeks  
This course provides an introduction to the expectations and methodology of college-level online learning and critical thinking. Through readings, discussion, and writing assignments, the course examines critical thinking and communication skills as they are used in the analysis of significant ideas. The course specifically addresses the challenges of online self-directed learning, the demands of online communication, the conventions of academic research, and the study and personal skills required for success as an adult student. Study team dynamics, library orientation, and learning style assessment are also included.

HIS 320   **History of Terrorism**  
4 credits, 7 weeks  
This course is an in-depth, historical examination of terrorism, providing the student with a working definition of terrorism and exploring the development of terrorism and terrorist tactics. The course will discuss the difference between terrorist acts and ordinary criminal activity and focus on providing the background necessary to understand the evolution, proliferation, and mutation of terrorism. Students will evaluate the varying efforts of nations around the world in deterring, detecting and combating terrorism.

HLS 300   **Administering Homeland Security**  
4 credits, 7 weeks  
This course examines the administration of homeland security. Students will review the formation of the Department of Homeland Security (DHS) from pre-existing agencies and evaluate how this impacts both the functions and the functioning of DHS. Students will investigate the responsibilities of various federal, state and local political entities and compare the role of domestic law enforcement vs. the role of the military. The course will also introduce the determination of potential terrorist targets, examine the differences between actual and
symbolic targets of terrorism, discuss financing the war on terror, and explore the administration and cost of the response to natural disasters.

**HLS 402   Managing Natural Disasters**  
4 credits, 7 weeks  
This course examines the management of non-manmade disasters such as intense storms, hurricanes, tornados, floods, earthquakes, fires, drought, diseases, or epidemics. The course will discuss principles of prior strategic planning for a large incident, including preparation of emergency operation plans, the role of incident command, the role of planning during an incident, resource management, reentry, and cleanup. The specific emergency management demands and challenges of each disaster will be reviewed through the use of case studies.

**HLS 403   Managing Manmade Disasters**  
4 credits, 7 weeks  
This course examines the management of manmade disasters such as chemical, biological or radiological spills; the deployment of weapons of mass destruction; a nuclear radiation release; or transportation catastrophe. Building upon the last course, students will apply the principles of prior strategic planning for a large incident, emergency operation plans, incident command, disaster response planning, and resource management. Specific emergency management demands and challenges will be reviewed through the use of case studies.

**HLS 475   Capstone in Homeland Security**  
4 credits, 7 weeks  
This capstone course integrates the knowledge and skills learned in the previous courses, asking students to demonstrate integrative thinking and the ability to transfer theoretical knowledge from one setting to another. Using simulations and case studies, individuals and groups will apply theory to real situations, analyze situations, employ appropriate problem solving, demonstrate effective planning, and function effectively as a team. Each group will develop an emergency disaster plan for a specific community and event, as well as analyze its effectiveness as a team. Each student will evaluate his/her own growth and development in a series of reflective essays and problem solving responses.

**MGT 375   Principles of Emergency Management**  
4 credits, 7 weeks  
This course introduces the principles of emergency management, including an understanding of how to perform a local hazard assessment for an organization or community, the development of a response plan, and an introduction to the management of large scale incidents. Students will examine the concept of disaster recovery for organizations and communities and the parallel concept of disaster recovery as it concerns information technology. Instruction will address the role of first responders to an incident, financing issues for emergency management and the process of securing grants from the Department of Homeland Security.

**POL 320   International Legal Systems**  
4 credits, 7 weeks  
This course provides an introduction to international legal systems and investigates how those systems affect the administration of Homeland Security in the United States. The course will examine how the United States interacts with the world community in a legal sense. Students will explore the multiple forums that apply to international legal issues and the ways in which these forums complicate the imposition of Homeland Security processes by the United States.
**POL 321  The Constitution and the Patriot Act**  
4 credits, 7 weeks  
This course provides the student with a solid introduction to and understanding of the Constitution of the United States and its relationship to Homeland Security. Students will examine the Patriot Act and discuss related issues involving civil liberties and civil rights. Course topics include the roles of federal, state and local law enforcement authorities, as well as the effect of the Patriot Act on the investigation and dismantling of terrorist organizations.

**POL 340  Systems of International Terrorism**  
4 credits, 7 weeks  
The course will examine international terrorism in detail, including the definition, origins, history, tactics and behavior of international terrorists. Students will compare and contrast motivation, specifically the differences between politically motivated terrorists, nationally or ethnically motivated terrorists, and religiously motivated terrorists. The course will also examine terrorist networks and the financing of international terrorism.

**POL 341  Systems of Domestic Terrorism**  
4 credits, 7 weeks  
The course will examine domestic terrorism in detail, including the origins of terrorism within the United States as well as a definition and explanation of the tactics and behaviors of domestic terrorists. The course will attempt to classify terrorism within the area of criminal justice by exploring the definition and differences between terrorist acts and non-terrorist related criminal acts. The course will provide an introduction to related concepts such as eco-terrorism, militias, conspiracies and anti-abortion violence.

**POL 422  International Political Systems and Homeland Security**  
4 credits, 7 weeks  
This course provides an introduction to and overview of international political systems and focuses on the manner in which those political systems affect the Homeland Security of the United States. Course activities will examine the ways in which the United States interacts with the world community economically, politically, and socially. Students will evaluate the ways in which national interests, diplomacy, and economic power complicate the imposition of Homeland Security processes by the United States.
K. Bachelor of Professional Studies: Health Information Administration

Program Goals:
The Bachelor of Professional Studies in Health Information Administration (BPS HIA) prepares students to collect, maintain, interpret, analyze and protect medical data that is essential for providing effective and efficient health care. The program includes courses in coding and classification systems, management of patient health information, and administration of computer information systems.

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.

**BPS HIA Core Sequence**

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<tr>
<th>Course Code</th>
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<th>Credits</th>
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<td>GEN 310</td>
<td>Critical Thinking and Online Studies</td>
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<tr>
<td>HIA 321</td>
<td>Health Information Theory and Practice</td>
<td>4</td>
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<td>HIA 322</td>
<td>The Legal Health Record</td>
<td>4</td>
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<tr>
<td>BIO 312</td>
<td>Pathophysiology and Pharmacology I</td>
<td>4</td>
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<tr>
<td>BIO 313</td>
<td>Pathophysiology and Pharmacology II</td>
<td>4</td>
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<tr>
<td>HIA 330</td>
<td>Information Systems &amp; Technology</td>
<td>4</td>
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<tr>
<td>HIA 333</td>
<td>Healthcare Statistics, Research, and Quality Improvement</td>
<td>4</td>
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<tr>
<td>HIA 406</td>
<td>Inpatient and Outpatient Coding and Classification</td>
<td>4</td>
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<tr>
<td>HIA 407</td>
<td>Reimbursement Methodologies</td>
<td>4</td>
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<tr>
<td>HIA 334</td>
<td>The Electronic Health Record</td>
<td>4</td>
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<tr>
<td>HIA 466</td>
<td>Health Data Management, Storage, and Retrieval</td>
<td>4</td>
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<tr>
<td>HIA 408</td>
<td>Financial and Revenue Cycle Management</td>
<td>4</td>
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<tr>
<td>HIA 340</td>
<td>Management and Organization for Health Professions</td>
<td>4</td>
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<tr>
<td>HIA 460</td>
<td>HIA Internship Capstone</td>
<td>4</td>
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<tr>
<td>HIA 470</td>
<td>Professional Review and Certification</td>
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**BPS HIA Bridge Sequence**

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<tr>
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<tbody>
<tr>
<td>HIA 198</td>
<td>Health Information Technology I</td>
<td>4</td>
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<tr>
<td>HIA 287</td>
<td>Health Information Technology II</td>
<td>4</td>
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</tbody>
</table>
MAT 203  Statistics for Today’s Business
HIA 123  Medical Terminology
BIO 160  Human Anatomy and Physiology I
BIO 161  Human Anatomy and Physiology II

**Course Descriptions: BPS HIA Core and Bridge 60 Credits**

**BIO 140  Introductory Human Anatomy and Physiology I 4 credits, 7 weeks**
This course provides an introduction to the cell and tissue levels of organization of the skeletal, muscular and nervous systems of the human body including the physiology of those systems and their interrelationships. Students will engage in a series of online laboratory activities in order to clarify, apply, and enhance course concepts.

**BIO 141  Introductory Human Anatomy and Physiology II 4 credits, 7 weeks**
This course is a continuation of BIO 140. Topics include the endocrine, circulatory, digestive, lymphatic, respiratory, excretory, and reproductive systems. Students will engage in a series of online laboratory activities in order to clarify, apply, and enhance course concepts.

**BIO 312  Pathophysiology and Pharmacology I 4 credits, 7 weeks**
This course is the first half of a detailed investigation into pathophysiology and pharmacology. Students examine the biological and physical manifestations of a wide variety of diseases and conditions, the appropriate medical procedures, and the related pharmacology, as well as the ways in which this information is used in coding, medical transcription, and data analysis. Pathophysiology and Pharmacology II examines basic pharmacology and pathophysiology concepts; infectious diseases; endocrine, deficiency, and immunity disorders; mental disorders; the nervous system; sense organs; and the cardiovascular system.

**BIO 313  Pathophysiology and Pharmacology II 4 credits, 7 weeks**
This course is the second half of a detailed investigation into pathophysiology and pharmacology. Students examine the biological and physical manifestations of a wide variety of diseases and conditions, the appropriate medical procedures, and the related pharmacology, as well as the ways in which this information is used in coding, medical transcription, and data analysis. Pathophysiology and Pharmacology II examines the respiratory system, the digestive system, the integumentary system, the musculoskeletal system, the genitourinary system, obstetrics and newborns, as well as injury and trauma.

**GEN 310  Critical Thinking and Online Study 4 credits, 7 weeks**
This course provides an introduction to the expectations and methodology of college-level online learning and critical thinking. Through readings, discussion, and writing assignments, the course examines critical thinking and communication skills as they are used in the analysis of significant ideas. The course specifically addresses the challenges of online self-directed learning, the demands of online communication, the conventions of academic research, and the study and personal skills required for success as an adult student. Study team dynamics, library orientation, and learning style assessment are also included.
HIA 123  Medical Terminology  
This course introduces students to the language of medicine utilized by health care professionals within various healthcare settings, when diagnosing and treating various diseases and conditions. Students will identify the various components of medical terms (i.e. roots, suffixes, and prefixes) when building and dissecting these terms.

HIA 198  Health Information Technology I  
This course investigates the functional operations and management of the Health Information Management (HIM) Department. Topics include policies and procedures, appropriate documentation, accuracy of health data, timeliness, completeness, and appropriateness of data and data sources. Students will use a virtual lab to conduct record review, track proper documentation in the health record, support the diagnosis, and chronicle the patient’s progress, clinical findings, and discharge status.

HIA 287  Health Information Technology II  
In this course, students will continue to investigate the Health Information Department (HIM), focusing on the Electronic Health Record (EHR). Topics include the content of the EHR, as well as policies and procedures to ensure accuracy, completeness, security, user access, auditing, and tracking. Students will use a virtual lab to conduct record review and develop proficiency in navigating through the EHR.

HIA 321  Health Information Theory and Practice  
This course provides the student with advanced knowledge of the concepts, principles, rules and regulations that govern Health Information Management (HIM) operations and Electronic Health Records (EHR). Students will apply current legal, accreditation, licensure and certification standards related to health information initiatives from the national, state, local and facility levels; apply policies and procedures to comply with the changing regulations among various payment systems for healthcare services such as Medicare and managed care; and differentiate the roles of various providers and disciplines throughout the continuum of healthcare. Additionally, students will simulate the Release of Health Information (ROI) via the Virtual Lab.

HIA 322  The Legal Health Record  
This course provides information on the regulations and standards for healthcare data generation, timeliness, quality, and other management functions as dictated by federal law, state or local laws, hospital bylaws, and regulatory or quality organizations. An overview of emerging electronic and legal health record stipulations is also provided.

HIA 330  Information Systems & Technology  
This course provides the student with in-depth knowledge regarding the implementation and management of various technology systems utilized in the healthcare industry. Students will be introduced to the hardware and software available to ensure data integrity and security. Additionally, the principles and concepts learned will assist with the development of various networks, intranet, internet, electronic health record (EHR), personal health record (PHR), public health and other administrative systems.

HIA 333  Healthcare Statistics, Research, & Quality Improvement  
This course applies high-level statistical management skills to health research, quality
management and performance improvement. Students will analyze data to identify trends, manage risk, optimize utilization, and facilitate decision making. A focus is provided on research designs and methodologies as well as epidemiology and public health.

**HIA 406  Inpatient and Outpatient Coding and Classification  
4 credits, 7 weeks**
This course will provide advanced knowledge of inpatient prospective payment systems, including Medicare and Non-Medicare diagnosis related groups (DRGs), and advanced inpatient coding. Students will code an inpatient records, as well as how and when to initiate the query process. This course will also provide advanced knowledge of Medicare’s outpatient prospective payment system and ambulatory payment classifications and advanced outpatient coding. The student will have a fundamental knowledge of how to navigate and interpret codes from all types of outpatient records. The student will also be given a background in chargemaster management and handling of insurance issues that come up in the patient accounts departments of hospitals.

**HIA 334  The Electronic Health Record  
4 credits, 7 weeks**
This course presents a detailed overview of the various technologies and systems used to handle and store medical records data, provide and enforce security, and maintain accurate and reliable systems. Course topics cover the hardware and software needed to ensure data collection, storage, analysis, and reporting. Networks, including intranet and internet applications, are examined as they contribute to the administration of electronic medical records. Special attention is given to the issues of privacy and security (HIPAA), which include data security concepts, contingency planning, audit trails, and the use of technology to secure data integrity and validity. Processes and procedures regarding the proper use and disclosure of healthcare data as well as the concept of interoperability will be investigated.

**HIA 466  Health Data Management, Storage, and Retrieval  
4 credits, 7 weeks**
This course explains the fundamentals of general database management and common database management software such as MS Access. Students will develop the skills required to use and design databases for use in a healthcare organization, including registries, research, quality management, utilization management, risk management, and all other internal and external customer data needs. A detailed analysis of the current data standards, as well as the impact of data standards on database management and information exchange, is included. Students will examine how specific databases meet various healthcare data storage retrieval requirements, especially monitoring and research needs.

**HIA 407  Reimbursement Methodologies  
4 credits, 7 weeks**
This course will provide the student with a background and understanding of the nuances of coding for alternative facility settings other than acute care hospitals (such as rehab, psychiatric, rural/critical access, home health, skilled nursing facility, and long-term care). This course will also build on what the student learned in HIA380E regarding physician queries and outpatient coding. The student will learn about the fundamental of developing a clinical documentation improvement (CDI) program. The fundamentals of transitioning to ICD-10-CM and ICD-10-PCS will also be provided.

**HIA 408  Financial and Revenue Cycle Management  
4 credits, 7 weeks**
This course provides an overview of the financial concepts required by the health information
professional: basic accounting reports, budgeting, contracts, and specific healthcare data management that is directly related to the revenue cycle, including coding, and reimbursement. Students will also review basic accounting and financial management principles, the history of reimbursement methodologies, and how healthcare data plays an increasingly important role in the revenue cycle. The course will focus on the impact of documentation improvement as it relates to ICD-10.

**HIA 340  Management and Organization for Health Professions**  
4 credits, 7 weeks  
This course will investigate best practices in human resources, project, and operations management (including process improvement and quality assurance in healthcare), and managing workplace teams. Special emphasis is placed on recruiting, training, and motivating employees. Basic strategic planning and management concepts will be applied to projects specific to the HIM department. Concepts of change management and emotional intelligence are applied to the management of the HIM department. This course is a pre-requisite to HIA 460.

**HIA 460  HIA Professional Practice Capstone**  
4 credits, 7 weeks  
Students will engage in an on-ground management internship which focuses on a specific project. Developed in cooperation with the student’s supervisor, the internship project will require demonstration of management capabilities, problem solving, and a firm understanding of HIA concepts and practices. At the same time, the student will consolidate and review the technical internship skills which were developed through the virtual lab exercises in earlier courses. Students will present their professional practice project and portfolio for peer review.

**HIA 470  Professional Review and Certification**  
4 credits, 7 weeks  
Within this course, student will review, synthesize, and evaluate skills and content from previous BPS HIA courses. Students will investigate areas of individual interest and proficiency, as well as professional opportunities within the current HIA market. The course will include partial and complete mock competency exams.

**MAT 203X  Statistics for Today’s Businesses**  
4 credits, 7 weeks  
This course presents an introduction to data collection and interpretation, descriptive and inferential statistics, sampling, hypothesis testing, and probability distribution as they apply to business planning and decision making. Emphasis is placed on the use of statistical software for data analyses and the ethical uses of statistics.
L. Master of Business Administration

Program Goals:
The Master of Business Administration (MBA) is designed for working adults with management and business experience; its purpose is to provide graduate training in strategic decision making and leadership to adult business professionals. MBA program goals include:
1. To develop competence in strategic analysis and decision making.
2. To develop a broad range of leadership skills.
3. To enhance the quantitative and qualitative skills needed to compete in a global economy.
4. To deepen the students’ understanding of the functional areas of business.
5. To cultivate in each student a sense of purpose and ethical responsibility.
6. To develop the communication and interpersonal skills necessary for effective participation in the workplace.

Master of Business Administration Course Sequence 48 Credits

All courses are 4 credits, 7 weeks.

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<td>MBA 635</td>
<td>Organizational Development and Transformation</td>
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<td>MBA 533</td>
<td>Financial Accounting</td>
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<tr>
<td>MBA 664</td>
<td>Economics for Global Business</td>
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<tr>
<td>MBA 636</td>
<td>Strategic Human Resource Management</td>
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<td>MBA 534</td>
<td>Business Statistics for Decision Making</td>
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<td>MBA 662</td>
<td>Finance for Managers</td>
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<td>MBA 663</td>
<td>Marketing in an E-World</td>
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<td>MBA 665</td>
<td>Accounting for Planning and Control</td>
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<tr>
<td>MBA 667</td>
<td>Global Business</td>
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<tr>
<td>MBA 668</td>
<td>Strategic Planning and Leadership</td>
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<tr>
<td>MBA 675</td>
<td>Integrative Project: Analysis and Synthesis</td>
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Course Descriptions: Master of Business Administration 48 Credits

MBA 510 Management and Leadership 4 credits, 7 weeks
This course focuses on the study of leadership in today’s organizations. Students will analyze the difference between management and leadership, assessing the necessary integration of these two responsibilities for the success of any organization. The course includes a 360-degree inventory of leadership behaviors and relationships, a personal assessment of emotional intelligence, and the examination of various leadership theories, traits, competencies, and relationships. Students will also evaluate personal readiness for both online and graduate study.

MBA 533 Financial Accounting 4 credits, 7 weeks
This course surveys the principles of accounting with emphasis on accounting vocabulary and preparation and analysis of the four primary financial statements. Topics covered include the use of accounting as a communication tool, the accounting cycle, current assets, long-term assets, current liabilities, long-term liabilities, and stockholders’ equity. The impact of FASB and SEC
rulings will be examined for their impact on corporate issues of ethics and accounting change.

**MBA 534  Business Statistics for Decision Making  4 credits, 7 weeks**
This course provides the basis for building decision models reflecting strategic business decision making. Various statistical methods will be analyzed that are crucial to various areas of business behavior. These include: data summarization, probability theory, statistical decision analysis, sampling and hypothesis testing, and simple linear regression.

**MBA 635  Organizational Development and Transformation  4 credits, 7 weeks**
This course investigates organizational behavior and transformation in today’s businesses, examining individual, team, and organizational behaviors and processes. Specifically, this course focuses on, but is not limited to, an examination of behavior and values, motivation, learning, decision making and creativity, conflict resolution, high performance teams, organizational design, organizational culture, and organizational change. This course will develop a people-intensive theme and emphasize this approach as a primary source of competitive advantage in business today.

**MBA 636  Strategic Human Resource Management  4 credits, 7 weeks**
This course examines how managers may effectively implement the people-intensive strategies that are rapidly becoming a primary source of competitive advantage. Students will examine the ways in which successful organizations align human resource strategy within business strategy. Topics include a review of the legal environment of human resources, personnel planning, staffing and development, reward systems, and industrial relations. All topics will be examined in the context of developing and implementing the overall strategic management of the organization.

**MBA 662  Finance for Managers  4 credits, 7 weeks**
This course develops the theoretical and practical application of financial management principles with emphasis on financial analysis, communication, and decision making. Students will investigate the use of financial analysis as a problem solving tool through risk, return, and valuation applications. Additional topics include working capital management, capital budgeting, cost of capital, capital structure, and long-term financing strategies.

**MBA 663  Marketing in an E-World  4 credits, 7 weeks**
This course describes the ways in which the marketing function is integrated into the strategic goals and objectives of the organization. Students will focus on identifying customer needs and wants in an ever-changing, diverse, and global consumer population, creating value for the customer, and developing customer satisfaction and loyalty to sustain brand equity. Central concepts include consumer behavior, target markets and segmentation, customization and customerization, pricing, product/service promotion, digital technologies, marketing in an e-world, using the Internet, e-mail, and Customer Relationship Management programs. Students will apply course content by formulating a comprehensive strategic marketing plan.

**MBA 664  Economics for Global Business  4 credit, 7 weeks**
This course surveys micro- and macroeconomic principles with an emphasis on strategic applications. Microeconomic topics include scarcity, economic systems, supply and demand,
production and cost structure, profit maximization, labor markets, and income inequality. Macroeconomic topics include national income accounting, production, the monetary system, aggregate demand and supply, inflation, fiscal policy, monetary policy, and international trade.

**MBA 665  Accounting for Planning and Control**  
4 credits, 7 weeks  
This course is a study of accounting concepts used by managers for planning and control. Cost concepts include terminology, classification, behavior and cost allocation. Additional topics include cost-volume-profit analysis, process costing, job costing, activity based management, budgeting and variance analysis, relevant information, pricing decisions, inventory management and capital budgeting.

**MBA 667  Global Business**  
4 credits, 7 weeks  
This course examines the diverse methods an organization uses to establish and maintain a profitable international enterprise. Students will analyze international government and legal issues, the impact of various cultures and belief systems, international economic issues, international trade theories, diplomacy, and negotiation, as well as the operational activities of the foreign exchange and capital markets. Through carefully selected comprehensive case studies and integrated text material, this course bridges both the internationalization process necessary to achieve a global market base, and multi-national management strategies employed to successfully retain a competitive advantage.

**MBA 668  Strategic Planning and Leadership**  
4 credits, 7 weeks  
This course is the first in a two-course integrative capstone experience that will develop strategic leadership skills. Emphasis is placed on creating and sustaining competitive advantage within a dynamic environment. Topics include the integral role an organization’s competencies and value chain play in developing and executing strategic plans. The macro-environment will be analyzed to determine its impact on creating a sustainable competitive advantage in a global environment. The major methods of developing leadership skills in strategic management will be analyzed through case studies involving research, in-depth analysis, and discussion of both successful and less successful companies. The final case prepares each group for their Capstone experience, applying course material to the various strategic planning stages.

**MBA 675  Integrative Project: Analysis and Synthesis**  
4 credits, 7 weeks  
This course is a final capstone experience and is intended to provide a complete integration and application of previous course work in the MBA course sequence. Students will first create, evaluate, and present a business concept and a feasibility plan. The final comprehensive project includes an extensive analysis of a new business concept and its synthesis into a formal written business plan. This final project will be presented and defended during the last class sessions.
M. Master of Arts in Organizational Leadership

Program Goals:
The Master of Arts in Organizational Leadership (MAOL) program is designed to teach the theories, models, tools, and techniques that foster effective leadership, applying course concepts to real world situations and developing comprehension of human and organizational behavior. MAOL program goals include:

1. To identify and apply the major theories, concepts, and models which make up the field of organizational leadership.
2. To cultivate an in-depth understanding of human behavior.
3. To develop conceptual, analytical, and critical thinking skills.
4. To develop leadership skills and models for multiple applications and diverse settings.
5. To cultivate in each student a sense of purpose and ethical responsibility.
6. To develop proficiency in written, oral, and interpersonal communications.

Master of Arts in Organizational Leadership Course Sequence

All courses are 4 credits, 7 weeks.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MOL 510</td>
<td>Organizational Leadership: Theory and Practice</td>
<td>4</td>
</tr>
<tr>
<td>MOL 525</td>
<td>Finance for Leaders</td>
<td>4</td>
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<tr>
<td>MOL 522</td>
<td>Organizational Development and Behavior</td>
<td>4</td>
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<tr>
<td>MOL 623</td>
<td>Systems Thinking and the Learning Organization</td>
<td>4</td>
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<tr>
<td>MOL 624</td>
<td>Leadership Interactions: Teams, Coaches, &amp; Mentors</td>
<td>4</td>
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<tr>
<td>MOL 626</td>
<td>Problem Solving and Decision Making</td>
<td>4</td>
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<tr>
<td>MOL 627</td>
<td>Diversity and Multi-Culturalism</td>
<td>4</td>
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<tr>
<td>MOL 628</td>
<td>Leading Change and Transformation</td>
<td>4</td>
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<tr>
<td>MOL 629</td>
<td>Leadership in an E-World</td>
<td>4</td>
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<tr>
<td>MOL 630</td>
<td>Organizational Leadership Capstone</td>
<td>4</td>
</tr>
</tbody>
</table>

Course Descriptions: Master of Arts in Organizational Leadership

MOL 521 Organizational Leadership: Theory and Practice
Drawn from behavioral and social sciences, this course examines leadership theories, research, and models. It includes a 360-degree inventory of leadership behaviors and relationships, a personal assessment of emotional intelligence, and the creation of an individual development plan. Students will also form study teams, assess their personal readiness for graduate study, and review the MAOL Program themes. The Leadership Portfolio is begun in this class; the final version is presented during MOL 630, Organizational Leadership Capstone.

MOL 522 Organizational Development and Behavior
This course examines the broad range of behavioral science theory that describes organizational culture in today’s organizations. Focusing on the role that organizational culture plays in building successful organizations, it examines various structures, designs, and models, as well as the role of ethical and values-based leadership. The importance of social skill, managerial intelligence, conflict resolution, and negotiation is discussed and students will analyze organizations relative to internal political systems.
MOL 623  Systems Thinking and the Learning Organization  4 credits, 7 weeks
This course examines systems thinking and complexity theory as they relate to the concept of a learning organization. Through the lens of systems thinking, students will examine organizational complexity, problems, and conflicts. The course will articulate the principles, applications, and practices of a learning organization and its competitive advantage in a dynamic, changing, global context. It will also discuss the role leadership plays in an organization understanding itself and interacting in a certain environment.

MOL 624  Leadership Interactions: Teams, Coaches, & Mentors  4 credits, 7 weeks
This course examines the ways in which a leader influences the behavior of groups and individuals. Concentrating on the traits and behaviors of high performance teams, the course first focuses on team dynamics, exploring the reasons why teams execute better, learn faster, implement change more readily, and deliver quality products faster. Students will evaluate team leadership strategies for empowering and involving others, as well as models for transforming an organization into a team-based culture. Next, the course examines a leader’s coaching and mentoring roles, including training and performance enhancement strategies. Students will develop strategies for improving individual and group performance.

MOL 525  Finance for Leaders  4 credits, 7 weeks
This course provides the leader with the critical financial interpretation skills needed to understand the impact of financial performance within their organization, as well as the impact of their decisions. Topics covered include: an overview of financial statements, financial vocabulary and concepts, budgetary concepts, project analysis, and the financial assessment of the organization. This course will also apply technology tools in financial analysis, examine the effect of technology and ethics on the financial functions within an organization, and enable students to communicate more effectively with their financial counterparts.

MOL 626  Problem Solving and Decision Making  4 credits, 7 weeks
This course explores various contemporary theories and practices for effective decision making in organizations, relying heavily on the use of case study methodology. Various models and frameworks for analyzing problems are examined in depth; significant focus is placed on the functions of the decision-making model, the role of values in decision making, and the techniques of creative and innovative problem solving. Course work will include individual and group case studies, research of historical and current theories, and application of course concepts to workplace situations.

MOL 627  Diversity and Multi-Culturalism  4 credits, 7 weeks
This course is designed to help students relate leadership concepts and skills to domestic issues of diversity and international cultural issues. The course will examine how organizations function with a diverse workforce and in a variety of international cultures. Course readings and activities explore the role of culture, values, ethics, and diverse legal/regulatory systems in shaping domestic and international management practices. The role of ethics, technology, and communication in cross-cultural interactions is examined in depth.
MOL 628  Leading Change and Transformation  4 credit, 7 weeks
This course presents the major theories, models, and best practices related to leading change and transformation, including the purpose and focus of change. Topics include the contexts of change and transformation, organizational design and change, planning for change, and the impact of change on the formal structures, systems, and culture of organizations. The leader as change agent is emphasized, as well as strategies and techniques for leading effective change. Management and leadership best practices are reviewed, as well as the technology of change.

MOL 629  Leadership in an E-World  4 credits, 7 weeks
This course provides an in-depth look at how technology tools and the Internet are impacting the way organizations and individuals lead, communicate, collaborate, share knowledge, and build ever-expanding communities of learning. Course activities focus on the global and ethical questions posed by today’s e-world, as well as management best practices that foster effective use of technology. The course also addresses the issues of leading organizations through the process of change as new technologies are implemented and people strive to adapt.

MOL 630  Organizational Leadership Capstone  4 credits, 7 weeks
This course concludes an extensive, long-term inquiry and formal study that integrates key learning components into an Individual Leadership Portfolio, a comprehensive case study, a final paper, and a group oral presentation. Introduced in MOL 521, the group project is conducted under the guidance of ALP faculty, is formally reviewed half way through the program, and is presented to the cohort as part of this course. Groups choose a specific leadership issue, research its development nationally and locally, and present a formal symposium to the class. Individuals assess their personal development as leaders, select areas for supplemental research, and develop a continuous learning plan.
A. Overview

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

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

For enrolled Medaille students, the primary avenues for Academic Alternatives are Prior Learning Assessment and Challenge Exams. MOE students should communicate directly with their advisor in Student Services to explore appropriate academic alternatives. A student’s location and ability to visit one of the Medaille campuses may affect the accessibility of academic alternatives.

The total number of credits earned through any of the following academic alternatives or combination thereof cannot exceed 60 for the baccalaureate degree. MOE students should contact their Academic Advisor for their specific degree requirements. All students working toward the bachelor's degree must earn the last 30 credits in course work at Medaille. Please note that no more than two courses in any program sequence may be deferred or waived based on prior learning assessment or any other academic alternative.

B. Options

1. Prior Learning Assessment (PLA)

The College recognizes the educational value of and awards credit for many types of life experience related to its degree programs. Each program may decide which of its requirements may be fulfilled by PLA. No student will be allowed to receive
credit for Prior Learning Assessment to replace a course in which a failing grade was earned. Students applying for such credit must be matriculated at Medaille either part-time or full-time before application. Credits for Prior Learning Assessment are considered transfer credits. Each student applying for PLA prepares, in consultation with the Portfolio Advisor, a portfolio showing evidence in support of the application. A Faculty Evaluator reviews the portfolio submitted and makes a recommendation to the Vice President for Academic Affairs regarding credit. The schedule of fees is listed in the PLA Application Packet. More information and application packets can be obtained from Student Services or the PLA Portfolio Advisor.

**Deadlines for Prior Learning Assessment:**

Application for PLA: Must be submitted *at least two months before completion of course sequence.*

Submission of Portfolio: *At least one month before conferral date* (May 31, June 30, August 31, or December 31.)

Prior Learning Assessment portfolios are accepted at any time during the year. However, *PORTFOLIOS MUST BE COMPLETED WITHIN ONE YEAR OF THE DATE ON THE OFFICIAL LETTER FROM THE VICE PRESIDENT FOR ACADEMIC AFFAIRS ASSIGNING THE FACULTY EVALUATOR.*

2. Challenge Exams

Any student enrolled at Medaille College may apply for Challenge Exams. Student Services will have a list of available exams from department chairpersons. No student will be allowed to take a Challenge Exam to replace a course in which a failing grade was earned. The College does not guarantee that a Challenge Exam will be available for a particular course in any given semester. In general, the College will not offer tests already offered through the College Level Examination Program. A student successfully completing a Challenge Exam receives credit; no grade is issued. Challenge exam credit is considered residential credit.

Application packets are available from Student Services. A non-refundable and non-transferrable fee of $100 for each Challenge Exam should be submitted with the completed application. The student will receive notification from ALP administration that his application and payment have been processed; exams may not be scheduled until that time. Students must complete the challenge exam within one year of the date on his/her approval letter. A test for any particular course will be given only once to an individual student.

Challenge exams will not be administered online; students who wish challenge a course must do so in the presence of the appropriate faculty member.
Deadlines for Challenge Exams:

Prior consultation with Student Services is required before any application for challenge exams will be accepted.

A. For a course within a student’s program:

The exam for the course being challenged must be filed for at least two weeks prior to and taken by the conclusion of the scheduled course in the student’s respective cohort. Most Accelerated Learning Program courses may not be challenged. Students may challenge CIS 116 to meet their entry-level computer requirement.

B. For a course not in the student’s program (or for Buffalo Campus courses):

The exam must be filed for and taken one month prior to respective degree conferral deadlines (May 31, June 30, August 31, or December 31).

3. Independent Study

An independent study is a student’s self-directed pursuit of academic expertise in collaboration with a faculty mentor. Independent studies require 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 instructor. Students with a GPA above 2.70 who have demonstrated the ability to pursue a topic in an academically rigorous manner are eligible to enroll in an independent study; interested students should apply through Student Services.

4. Other Academic Alternatives

Medaille offers on-site paper-and-pencil, as well as online, DSST exams; students pay a fee of $140 for each examination. All other academic alternatives are options taken at other institutions and are eligible for possible transfer credit at Medaille. They are as follows: Excelsior College Examinations, CLEP (College Level Examination Program), AP (Advanced Placement), ACE CCRS (American Council on Education College Credit Recommendation Services), and ACE/Military.

The College records will indicate that transfer credit has been earned and from which source. The number of credits to be accepted will be determined on an individual basis. Credit by examination granted through other colleges will be subject to review by the Vice President for Academic Affairs. Additional information can be obtained from Student Services.

Medaille Online Experience students may contact Student Services for assistance.
in locating DSST, CLEP, AP, ACE CCRS, and ACE/Military exam centers in their geographic area.

5. Cross-Registration

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

6. Registration at Alternate College

A Medaille student who has been accepted as a matriculated student may take course work from another college if he/she has prior written approval from his/her advisor and department chairperson. The form to request this permission is available from Student Services. The student must receive a grade of “C” or better to transfer. The permission is granted on a course by course basis for each course taken at an alternate college. Upon completion, the student must request an official transcript be sent to Medaille College.

7. Work-based training programs

Students can receive credit for work-based training programs that have been reviewed by ACE or PONSI. Dale Carnegie courses and some professional certifications are also accepted. See Student Services for more information.

Continuing Education Units (CEUs) are not accepted for credit; however, learning and documentation may be applicable for Prior Learning Assessment.

8. Online Elective Courses

Through Medaille’s membership in OCICU, Online Consortium of Independent Colleges and Universities, online elective courses are available for MOE students. Courses run in eight-week sessions and are three credit hours each. Students should meet with their advisor to determine which course will meet their graduation requirements. Courses are offered at the student’s current tuition rate. Students with a GPA of 2.7 or above can register by contacting Student Services.

Students may also enroll in any of the Take Five online electives offered through Medaille Online Experience (MOE). These include liberal arts and sciences electives in writing, literature, art, history, and science.
A. Academic Advisement

Some undergraduate students may need additional or specific credits beyond their course sequence in order to meet graduation requirements. All students must participate in an academic advising session prior to or during the first course to complete their Educational Goal Plan and review their degree completion requirements. Academic advising occurs only after transcripts from all previous colleges have been evaluated and the student is officially admitted to the program. The student is notified in the advisement letter to set up an appointment with an Academic Advisor; advisement sessions may be conducted face-to-face, online, or by phone.

B. Degree Completion Planning

Degree completion planning allows the ALP/MOE student to create a plan that enables him/her to complete all degree requirements in a timely manner. All undergraduate students are required to ascertain what general education requirements, liberal arts and sciences electives, and general elective requirements have been met. It is the responsibility of the student to make appointments with his/her advisor to assess status toward graduation. Students schedule their mandatory advisement session as part of their first course in order to complete the Educational Goal Plan. MOE students are advised to also schedule a mandatory advisement review session midway through their program. Failure to do so may result in a delayed graduation date.

Student Services will assist the student in the development of an Educational Goal Plan and explain all available options for earning credits toward the degree requirements. Options include supplemental courses and programs offered at Medaille College, national testing programs, unique offerings at other colleges, and assessment of prior documented and experiential learning. The purpose of educational goal planning is to assist students in selecting those options which are most appropriate for attaining a degree through the Accelerated Learning Program at Medaille.

C. Library Services

Online students may access Medaille library online resources from any computer with an Internet connection. To log in, students should use their MedailleOne username and password.

The Medaille College Libraries are headquartered at the Buffalo Campus and maintain a qualified library staff to help with research needs, reserve information, or materials. A valid college ID card is necessary to take books out of the library. Hours may vary.
seasonally; additional information on library hours is available in the Appendix. Please call the Buffalo Campus library at (716) 880-2283 with your questions.

Amherst Campus Library provides regularly scheduled hours when librarians are available at the Wilson Road facility to assist groups and individuals. Hours are posted on the door of the Library Resource Room, Room 131.

Rochester Campus Library is located in the South Winton Road facility. Staffed by Medaille librarians, the library is open from 5:00pm until 9:00pm, Monday through Thursday, and 8:30am until 12:30pm on Saturdays. Research assistance is available for individuals and groups. For more information, please contact one of the Rochester librarians at (585) 272-0030, extension 9370 or 9379.

Hours for all three libraries are available at http://libraries.medaille.edu. Students at both branch campuses may access Medaille library online resources from any computer with an Internet connection. To log in, students should use their MedailleOne username and password.

D. Online Student Support

Technology and Information Systems: The Medaille Online Support Center provides technical support at any time of the day or night. Available at 1-877-382-2005 or onlinesupport@medaille.edu, students may submit a trouble ticket or engage in live online chat with a service representative. The site also provides access to FAQs as well as recently discussed topics.

Online Tutoring: All MOE students have access to SMARTTHINKING, an on-demand, online tutoring service. SMARTTHINKING provides people, technology, and training to help higher education institutions provide online academic support and tutoring to students. Students may connect live with an e-structor, set up tutoring sessions, submit writing assignments to the Online Writing Lab for feedback, or ask questions for the tutoring staff. The link to SMARTTHINKING is located on each student’s MedailleOne page.

E. On-ground Student Services Centers

All of the support services descriptions below refer to on-ground service centers. Online support is available in most cases. Contact the center or MOE administration to ascertain what services are available online.

1. Academic Support Center

The Buffalo Campus Academic Support Center offers a full range of learning services. Both peer and professional tutoring in a variety of disciplines are available at scheduled times and upon request. Computers with Internet access, study skills workshops, instructional software, learning strategy guides, and reference materials are all provided in the Buffalo Campus Center. All Medaille
ALP students may use the Academic Support Center.

Regular on-site tutorial services are available at both the Amherst and Rochester campuses. Contact Academic Services in Amherst; requests made directly to tutors will not be honored. The class representative may call Academic Services to arrange tutoring for the whole cohort when appropriate.

The Rochester Academic Support Center offers tutoring in a variety of subjects, as well as boot camps and workshops for specific courses. The Writing Lab is available to students seeking assistance on class assignments, APA citation and format, or writing techniques. For more information or to schedule an appointment, contact one of the Rochester librarians or visit the website at: http://libraryguides.medaille.edu/ascr.

2. Career Planning

Students are encouraged to take advantage of career planning and personal counseling provided on the Buffalo Campus at Medaille College, which includes a career library, full-time and part-time job listings, and group workshops. Please call for an appointment at (716) 880-2210.

Services Available:

- **Career Issues**: Students who have concerns regarding their career path are encouraged to meet with a Career planning staff member. The Career staff will meet with the student to discuss their interest, goals and job market issues. Instruments may be used to help the process such as Strong Interest and/or Myers Briggs Personality Type Indicator.

- **Web page**: www.medaille.edu/careerplanning Career planning’s web site contains information on programs and activities planned for the semester, including recruitment events and workshop schedules. It also includes a vast amount of self-help information.

- **On-line job system**: Our online job system (College Central) allows students and alumni to search for job postings submitted by employers. Once registered students may post their resume for employers to view and receive weekly listings of all new posted jobs.

- **Recruitment Activities**: Each year we host a variety of networking events for our students. These events are typically held during the lunch hour or early evening to accommodate our large working student population. Visit our web site for semester events.

- **Contact Information and Office Hours**: For your convenience, a Career Planning staff member will be on the Amherst and Rochester campuses one day each week. Look for the schedule on the Career Planning bulletin board. In addition, the Buffalo Campus office is open from 8:00 A.M. to 6:00 P.M. Monday through Thursday, and 8:00 A.M. to 4:00 P.M. on Fridays. If you wish to meet with a staff member it is best to call for an appointment; later hours are available.
  
  Call (716) 880-2210.
  
  email: ecullinan@medaille.edu.
3. **Counseling Office**

The Counseling Office is staffed by licensed and nationally certified mental health counselors and provides free and confidential services to all enrolled Medaille students. Counseling services are designed to help students understand themselves better, resolve problems, and come to terms with difficult issues. Specific services include individual counseling, group counseling, and self-improvement workshops. Referrals to outside professionals can also be provided. Self-help materials on a wide variety of topics are disseminated by the Counseling Center. Students may also visit the counseling website for mental health and wellness materials.

Contact Information: The Counseling Office is located in the Wellness Center on 117 Humboldt Parkway. Day and evening appointments are available. Telephone: (716) 880-2339.

4. **Campus Public Safety Office**

The College’s Campus Public Safety Office is headquartered at 2 Agassiz Circle. Its primary responsibility is to work proactively with students, faculty, and College departments to identify, reduce, and remove the opportunity for crime and criminal activity before it occurs.

Public Safety Officers patrol campus buildings, grounds, parking lots, and facilities, control traffic and parking as necessary, provide escorts when requested, and are responsible for the safety and security of the College community.

The Public Safety office on the Buffalo Campus is open 24 hours a day, 7 days a week. Additionally, a Public Safety Officer is on duty at the Amherst Campus on Wilson Road from 7:00am until 11:00pm, Monday through Thursday, and on Fridays and weekends when classes are in session. An officer is available at the Rochester Campus during evening class sessions from 6:30pm until 10:30pm Monday through Thursdays and Saturdays from 8:30am until 12:30pm.

Student identification cards and parking permits are available through Public Safety as well as information and literature to assist in preventing crime and victimization. Anyone encountering safety or security issues or observing criminal activity on any campus should report it immediately to the nearest Public Safety Office.

<table>
<thead>
<tr>
<th>Campus</th>
<th>Telephone Number</th>
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<tbody>
<tr>
<td>Buffalo Public Safety</td>
<td>(716) 880-2911</td>
</tr>
<tr>
<td>Amherst Public Safety</td>
<td>(716) 984-1350</td>
</tr>
<tr>
<td>Rochester Public Safety</td>
<td>(585) 272-0030</td>
</tr>
</tbody>
</table>

Medaille College annually supplies a security report containing statistics, policies, and a description of programs that promote campus safety. A copy of this report can be found online at [www.medaille.edu/careerplanning](http://www.medaille.edu/careerplanning).
is available to all prospective students and employees and may be requested by contacting the Admissions Office, the Student Affairs Office, or the Public Safety Office. Crimes statistics are also included in the appendix of the Accelerated Learning Program Student Handbook.

5. Disabilities Services

Any student with a disability who believes he/she needs accommodation(s) in order to complete his/her course of study should contact the Coordinator of Disability Services in the Buffalo Campus Academic Support Center as soon as possible. The staff will determine what accommodations are appropriate and reasonable under the Americans with Disabilities Act. Disability Services is located on Medaille’s Buffalo Campus in Huber Hall, room 107, and can be reached by phone at (716) 566-3088.
SECTION 5
ACADEMIC POLICIES AND PROCEDURES

A. Program/Course Registration

Medaille Online Experience (MOE) students are registered for all courses within a specific program. No auditing of courses is allowed. A student who fails to participate in or complete any course for which he or she registered will receive an "F" and be billed for the course. In order to prevent such action, the student must be placed on an official leave of absence or officially withdraw from the program. Student forms are available online at www.medaille.edu/registrar. To prevent being billed for a class the student must request an official leave of absence before the first class meeting. Waivers must be requested at least four weeks prior to the start of the waived course.

B. Class Attendance

MOE classes run from Wednesday to Tuesday; each week opens at 12:01am Wednesday morning and closes at 11:59 Tuesday night. Online students are expected to be present electronically within the Blackboard course site regularly.

Class participation for accountability is calculated based on the hours spent in each of the various Blackboard activities. Students are also expected to spend adequate time working offline on course activities and research.

To maintain active enrollment in online courses, each student is expected to appear regularly in the course electronic site. **If you do not log into the course site and participate during the first week of class, you will be dropped from the course.** Because of the unique characteristics of online learning, you should review the following attendance guidelines.

- Students must be electronically present for some time during every week of class.
- 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. You are expected to adhere to standard netiquette rules for course communications. Please review section 5I below for a detailed explanation of MOE netiquette expectations.
- Attendance records are maintained through Blackboard and summarized at the end of each online course.
- It is the student’s responsibility to complete all work that is due within a week. Computers and the Internet are easily accessed and highly portable; MOE courses
do not require any synchronous meeting times. Therefore, students may plan to complete course work at remote locations, during travel, or when confined to the home. Only extreme hardship, military deployment, serious illness, or other documented extraordinary circumstances will be considered as a valid excuse for week-long absences from the virtual classroom.

- A grade of Incomplete (I) is given only in very special circumstances. The student must furnish documentation to the instructor that coursework cannot be completed due to illness or other circumstance beyond the student's control. The student must have been in attendance 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.

**Official Class Attendance/Absences Policy**

Student "attendance" in online courses will be defined as active participation in the course as described in the individual course syllabus. The instructor may require you to log on as much as five times a week.

- Your course activity is tracked by the Blackboard course management system; these records are used to track your attendance in the course.
- Students are required to log into the course site and participate for some period of time each week. Students who fail to log in during any course week will be considered absent.
- 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.
- Online attendance within the Blackboard course site will be tracked for all students. Any student who does not log in to the course site and participate within the first week of the semester will be administratively dropped from the class for non-attendance. Enrollment status (full-time/part-time, etc.) may be affected by this withdrawal which may impact billing and financial aid eligibility.
- If a student fails to participate for three (3) consecutive weeks, the student will be administratively withdrawn from the course. A recalculation of earned financial aid will be processed for students who are administratively withdrawn from all courses before the end of the term due to lack of class attendance; these students may render themselves ineligible to receive financial assistance.

For all ALP students

Medaille College subscribes to "Guidelines on Students and Religious Observance" adopted by the Commission on Independent Colleges and Universities. Absence does not excuse a student from course work and responsibility. When a student misses a class or
team meeting because of an excused absence, e.g., death of a family member, the student will not be academically penalized provided all course assignments are completed. Students who must miss an entire course due to unavoidable circumstances must arrange with Student Services for a temporary leave of absence prior to the beginning of the class. For financial aid purposes, there are specific guidelines regarding satisfactory progress and attendance requirements. (See Section 7E for more information.)

C. Communication and Participation in MOE courses

Regular, professional, and concise communication is paramount in online communication. MOE students and instructors are expected to adhere to standard netiquette rules for course communications. For a detailed explanation of netiquette expectations, see Section 5I below. In addition, please note the following additional considerations for online courses:

- For all e-mail communication MOE student and instructors have been directed to use the Medaille e-mail system. There is additional e-mail capability within each Blackboard course, but mail sent within Blackboard will not be available after the course has closed.
- Instructors will publish their times of availability, including periods of time during the week when the instructor is not available. MOE 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 your instructor shares the same work and family responsibilities as you. Every effort will be made to address student concerns promptly, and your consideration will be appreciated. You should expect an instructor to return your phone or e-mail message within a day or two.
- Keep in mind that others in your course cannot see your facial expression or body language. This makes joking or sarcasm tricky to pull off successfully online. Your only interaction with your classmates will be the typed letters on a computer screen. For that reason, reread your work carefully before you click send or submit; make sure it says exactly what you would like it to say. Once it has been sent, you cannot retrieve it.
- Be polite and reflective; think about what you are writing so that you do not offend others. Your work should be thoughtful and supportive, not opinionated.
- Treat team members with the same respect you reserve for your instructor and other classmates. MOE teams are not expected to carry or cover for non-performing team members.
- Address teammates and classmates by name. Sign your own name to your work on discussion boards and in e-mail. Standard typing, grammar, spelling, punctuation and APA rules apply. For example do not type your entire message in all capital letters; most people find this ANNOYING. It is like yelling at someone on the computer.
- You are expected to participate in individual and learning team discussion boards each week, in addition to weekly and team assignments. Standard netiquette rules
are especially important on individual and team discussion boards. Students may also communicate with each other outside of the course management system. Medaille cannot monitor these communications; however students are expected to adhere to the same standards that apply in the course management system.

D. Responsibilities of MOE Students

The non-traditional learning environment found in the online classroom makes some additional demands on its students. These include:

- Students must participate in all activities and contribute to all discussions.
- 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 and Internet access. Medaille will provide software and appropriate IT support.
- Students are expected to comply with the policies and procedures outlined in this handbook.

E. Course Waivers

Up to two courses in any MOE degree program sequence may be waived on the basis of course work which was taken at an accredited college, completed no more than ten years prior to matriculation in the MOE program, and for which a grade of C or better was earned for undergraduate courses; graduate courses require a B or better. **No waiver will be granted retroactively.** Students will not be permitted to waive GEN 310E, ENG 111E, GEN 111E, or MGT 510E.

Waiver request forms are available from Student Services and must be submitted to the student's advisor with back-up documentation at least four weeks prior to the course start date. The student must provide a photocopy of the course description from the catalog for the year in which he or she enrolled in the course and a photocopy of that catalog cover.

**Students should contact Student Services to discuss the impact of a waiver on their requirements for graduation. Students are cautioned that credits are not awarded for a waived course. If waiver reduces the student's anticipated accumulation of credit to a level below the amount needed to graduate, the student will have to earn credits in some other way to meet the credit requirement for graduation.**

Students using any form of federal financial aid need to be very careful about how a waiver may affect that aid. Such students may not have more than one waiver (or any leave of absence) in a 12-month period. Lending institutions must be notified of the waiver (leave of absence) and each institution has its own policies governing such situations; deferments may be canceled. **Students are advised to consult with Financial Aid on these matters.** A similar situation exists regarding veteran's benefits. The
Department of Veterans' Affairs must be notified whenever a student is not in attendance and thus the situation may affect benefits.

Students are responsible for the content of waived courses; the material covered in one course may be referenced in subsequent classes.

F. Grade Reports and Transcripts

At the end of each course, the instructor submits grades for each student. Grades are available online through MedailleOne. Payments must be up-to-date in order for grades to be viewed. Grades cannot be released over the phone or faxed.

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

Requests for transcripts of course work must conform to the Privacy Act of 1974, which requires that all transcript requests be submitted in writing and be signed by the student. Students may request a transcript from the Registrar’s office on the Buffalo Campus; include in the request the branch campus attended. Students may also submit a request through MedailleOne. There is no charge for the first transcript request. There is a $5.00 fee for each additional transcript. The fee must accompany the request.

Medaille College retains official transcripts from other institutions that have been submitted for admissions and transfer credit purposes. They become the property of Medaille College and are not released under any circumstances.

G. Grades

Online transcripts indicate courses taken, credits received and grades assigned. Final grades are available online approximately one week after the completion of a course. Grades will not be available for online viewing for any student who has failed to pay the course tuition.

**Academic Honors**

At the end of each semester, the college announces the names of the **full-time undergraduate students** who are recorded on the Dean’s List. Students are placed on the Dean’s List if they:

- take a minimum of 12 credit hours
• 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 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.

Undergraduate Grade Equivalents and Letter Grade Descriptions
The College uses the following grade point system to evaluate student performance at the undergraduate level:

<table>
<thead>
<tr>
<th>Quality Point Equivalents</th>
<th>Performance-based Letter Grade Descriptions: Undergraduate Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong> 4.0</td>
<td><strong>A</strong> = 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.</td>
</tr>
<tr>
<td><strong>A-</strong> 3.7</td>
<td><strong>B</strong> = 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.</td>
</tr>
<tr>
<td><strong>B+</strong> 3.3</td>
<td><strong>B</strong> = 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.</td>
</tr>
<tr>
<td><strong>B</strong> 3.0</td>
<td><strong>C</strong> = The quality and quantity of the student’s work in and out of class is below average and barely acceptable.</td>
</tr>
<tr>
<td><strong>B-</strong> 2.7</td>
<td><strong>D</strong> = The quality and quantity of the student’s work in and out of class is unacceptable.</td>
</tr>
<tr>
<td><strong>C+</strong> 2.3</td>
<td><strong>F</strong> = The quality and quantity of the student’s work in and out of class is unacceptable.</td>
</tr>
<tr>
<td><strong>C</strong> 2.0</td>
<td>Official Withdrawal</td>
</tr>
<tr>
<td><strong>C-</strong> 1.7</td>
<td>Incomplete</td>
</tr>
<tr>
<td><strong>D+</strong> 1.3</td>
<td></td>
</tr>
<tr>
<td><strong>D</strong> 1.0</td>
<td></td>
</tr>
<tr>
<td><strong>D-</strong> 0.7</td>
<td></td>
</tr>
<tr>
<td><strong>F</strong> 0.0</td>
<td></td>
</tr>
</tbody>
</table>

Performance-based Letter Grade Descriptions: Undergraduate Level

Graduate Grade Equivalents and Letter Grade Descriptions
The College uses the following grade point system to evaluate student performance at the graduate level:
Quality Point Equivalents

<table>
<thead>
<tr>
<th>Grade</th>
<th>Value</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>High distinction, exceptionally high achievement</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>High achievement</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>High achievement</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>Average, average achievement</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>Pass, below average achievement</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>Failure, unsatisfactory grade</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>Official Withdrawal</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>Failure, unsatisfactory grade</td>
</tr>
<tr>
<td>I</td>
<td></td>
<td>Incomplete</td>
</tr>
</tbody>
</table>

Performance-based Letter Grade Descriptions: Graduate Level

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. Example: "A" work is of such a nature that it could be put on reserve for all students to review and emulate. The "A" student is an example for others to follow.

B = Student grasps subject matter at a level considered to be good to very good. Is an active listener and participant in class discussion. Speaks and writes well. Accomplishes more than the minimum requirements. Work in and out of class is of high quality. Example: "B" work indicates a high quality of performance and is given in recognition for solid work. A "B" should be considered an average grade for graduate work.

C = The quality and quantity of the student's work in and out of class is below average. Accomplishes only the minimum requirements, and displays little or no initiative. Communicates orally and in writing at less than acceptable levels for a graduate student. Has a weak understanding of basic concepts. Example: "C" work represents below average work for graduate studies.

F = The quality and quantity of the student's work in and out of class is unacceptable. Example: "F" work does not qualify the student to progress to a more advanced level of work.

H. Incompletes

Students who fail to complete all course requirements due to exceptional circumstances or events may petition their instructor for the grade of "I." Incompletes are rarely issued in MOE courses; any request for an Incomplete must be accompanied by documentation that supports the extraordinary circumstances which justify it. Requests for an Incomplete are student-initiated and must be submitted before the last week of class. Faculty are not obligated to issue an Incomplete; students must demonstrate or document need. All work must be completed within seven weeks from the final meeting date of the course.

Any student who fails to complete all course requirements within the deadline will have his or her grade of "I" changed to an "F" and will be required to repeat the course at his or her own expense. In cases of extreme hardship, the student may petition Academic Services for an additional extension; such a request must be received prior to the expiration date of the incomplete. Students should be aware that taking an Incomplete may affect their financial aid.
A grade of Incomplete cannot be issued for the first course in any program sequence. In all programs, the introductory course must be successfully completed before a student may advance deeper into the sequence of program courses.

I. Netiquette and Online Behavior

MOE Netiquette Standards
What is netiquette? 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.

- Be polite and reflective; think about what you are writing so that you do not offend others. Your work should be thoughtful and supportive, not opinionated.
- Keep in mind that others in your course cannot see your facial expression or body language. This makes joking and sarcasm tricky to pull off successfully online. Your only interaction with your classmates will be the typed letters on a computer screen.
- Reread your work carefully before you click send or submit; make sure it says exactly what you would like it to say. Once it has been sent, you cannot retrieve it.
- Address teammates and classmates by name. Sign your own name to your work on discussion boards and in e-mail.
- Do not type your entire message in all capital letters; most people find this ANNOYING. It is like yelling at someone on the computer.
- Keep your discussion board posts relevant and concise. Since all class members must read through all posts, avoid rambling, repetition, or opinionated arguments that are not supported by research. Respect other people’s time.
- Treat others as you would like to be treated. 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 you will need to access the work, words, and ideas of others. 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 your skills in professional communication. Use spell check if needed and remember that you are establishing web habits to carry you successfully through a professional career. Standard typing, grammar, spelling, punctuation and APA rules apply.
- Never put anything in writing that you would be embarrassed for your mother to see. Keep even private discussions appropriate and avoid profanity. Nothing is ever truly gone on the web and you never know when something will come back to haunt you.
J. Academic Grievance/Grade Appeal

Academically related conflicts between a student and an instructor should be addressed promptly. Students should understand that grading is viewed as a contractual relationship between the faculty member and the student. Although students have the right to protest, actual changes in grades are both rare and at the discretion of the faculty member. Academic Services will intervene only in extreme circumstances and, even then, only as an intermediary.

Should a student believe there is concrete reason to protest a grade for a course, the procedures are as follows (within one week of the grades becoming available on MedailleOne):

1. The student should discuss his or her course work with the instructor and review the grading policies for the course.

2. If the student is still dissatisfied following the discussion with the instructor, a written appeal should be submitted to Academic Services.

A grade may be changed only if there is unequivocal evidence that the grade was the direct result of arbitrary and capricious conduct on the part of the instructor or of mathematical or mechanical errors in scoring course work. Grade changes must be requested within one month from the awarding of the original final course grade. All grade changes are approved by the Office of Academic Affairs.

K. Academic Integrity and Misconduct

Medaille College and the Accelerated Learning Program uphold the highest standards of academic work; these standards rest upon the academic integrity with which the student performs his or her work. The student’s academic integrity is manifested in the uniqueness of his or her academic work, in his or her conduct during examinations, and by the proper attribution of his or her sources in preparation of written work. Submission of false data, falsification of transcripts or grades, misconduct during examinations, turning in group work as individual effort, and plagiarism are among the violations of academic integrity. Cell phones, texting, and instant messaging are prohibited during the administration of any examination in the Accelerated Learning Program.

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.

Actions and Appeals
When an instructor discovers a violation of academic integrity, the student will be notified as soon as possible. The instructor and the student will then meet to discuss the violation and to consider possible actions, such as the resubmission of an equivalent, but not identical assignment.

For all serious and substantiated violations of academic integrity which are judged by the instructor to be intentional, the institutional process described below will be followed:

• The instructor will present evidence to the Director of Academic Services, who will decide within one week if the charge is warranted. If a charge is deemed unwarranted, the accusation will be rejected and no action will be taken. If the charge is warranted, the case will be presented to both the Accelerated Learning Program Executive Director and the Office of Academic Affairs.

• The Office of Academic Affairs and the Executive Director will inform the student in writing that a charge has been filed.

• The Office of Academic Affairs, the Executive Director and the Director of Academic Services will review the evidence, interview the student, and meet with the instructor. Within one week, they will render a decision to dismiss the charges, give a failing grade to the assignment, award a grade of F for the course, or suspend the student from the College. Suspension will be reserved for serious instances in which either premeditation or recidivism is present.

L. Online Student Identity Verification

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. See Section 6D, Intellectual Honesty, for further information.

M. Admission Status

An undergraduate student admitted with a low transfer GPA must maintain a GPA of 2.5 in the first two four-credit hour courses. Status will be reviewed at that time. If the student has less than a 2.5 GPA, he/she may be administratively dismissed.

Undergraduate students with low GPAs from previously earned Medaille credits may be eligible for the Fresh Start Policy.

- The Policy applies only to former Medaille students and their Medaille transcript.
- Students must have been out of school for three years.
- Old course grades will not be averaged into the student’s current GPA.
- Students who choose to avail themselves of the Fresh Start Policy eliminate their entire previous Medaille transcript from GPA calculations.
- Interested students must apply through Student Services.
- Students must document a plan to demonstrate how they will avoid future academic pitfalls.
- Application for the Fresh Start Policy can only be made when the student reapplies to the College during the admissions process. Interested students should talk to their Admissions representative or Student Services advisor.

N. Probation and Dismissal

An undergraduate student will be placed on academic probation if his or her cumulative GPA falls below 2.00 at any time during the program; a graduate student must maintain a 3.0 GPA. Academic probation will be removed when the student achieves a satisfactory cumulative GPA of 2.00 (undergraduate) or 3.0 (graduate) within a probationary period of two consecutive courses. Students placed on academic probation are contacted in writing by their advisor. Please note that financial aid may be affected by poor grades. Check with the Office of Financial Aid on the Amherst Campus for more information (716) 631-1061 or 1-800-252-2235.

If a student on academic probation fails to raise his/her GPA within two consecutive courses, he/she will be academically dismissed. Dismissed students are not eligible for re-admission until six months have passed. In such cases, a formal re-admit application must be submitted in accordance with admissions procedures; students must once again meet admissions standards. In addition, the applicant should explain the reason for his/her academic deficiencies and why he/she should be given favorable consideration for re-admission.

A student who has received the grade of failure ("F") will need to contact MOE administration for academic counseling before continuing, regardless of GPA. A student who earns a grade of "F" in any Core sequence course must repeat the course.
Students who do not pass their program’s introductory course (ENG 111E, GEN 111E, GEN 310E, or MGT 510E) may not progress further into the program sequence before retaking the failed course.

A student may be placed on behavioral probation if he/she violates the Student Code of Conduct (Medaille Student Handbook, Section 7.6) or violates the Misconduct policy (SAGE/ALP Student Handbook, General College Policies). Depending upon the severity of the offense or the number of offenses, a student may be dismissed from his/her program.

O. **Student Leave of Absence (LOA)**

A student may take a leave of absence by filling out a leave of absence form and returning it to Student Services. Students receiving financial aid **MUST** notify the Office of Financial Aid if they intend to take a leave. Please refer to Section 7C, for more information regarding how a leave of absence will affect your financial aid. Please note: Students must meet with Student Services to reschedule any courses missed due to a leave of absence. Failure to attend three consecutive class sessions will result in an administrative withdrawal, unless the student has been approved for a leave of absence.

P. **Student Withdrawal**

Medaille Online Experience students may drop a course prior to the first night of class by contacting Student Services and a full refund of tuition will be issued. (Administrative forms are available online at [http://www.medaille.edu/college/registrar/forms.aspx](http://www.medaille.edu/college/registrar/forms.aspx).) A student withdrawing from the program is required to fill out a withdrawal form and return it to Student Services. Withdrawals must be done **before** the third class session to avoid a failing grade; however, financial liability still exists. **Students who withdraw on or after the third class session will receive a grade.** Work submitted before the withdrawal will be applied toward the total course requirements and an overall course grade will be calculated.

Failure to log in and participate for three (3) consecutive weeks will result in an administrative withdrawal, unless the student has received prior approval for a leave of absence.

Tuition refund calculations are based on the date that a properly completed withdrawal form is submitted to Student Services (for more information regarding refunds, refer to Section 7F). The last date of attendance is the last date on which a student posted his/her last substantive participation as an individual student; simply logging into a course or group site does not constitute participation. Substantive individual participation is most commonly defined as a discussion question response or an assignment submission. Failure to complete the proper paperwork may result in a failing grade for the courses in which the student is enrolled. **Students who have been out of attendance for a year or**
more must be readmitted to the program through Admissions.

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 Coordinator of Veteran Student Recruitment and Services or SAGE Admissions.

Q. Re-Entry Policy/Procedures

To return from a withdrawal, a student who has been away from the program for under a year must meet with both Student Services and Financial Aid.

Students who were academically dismissed will be reviewed with regard to admission standards (refer to Section 5N for more information regarding academic dismissal). Students who have been academically dismissed twice may not reapply for admission.

A student who has been away from the program for a year or more must submit both an admissions application and official transcripts for all colleges attended during the absence. All students must meet admission standards. In most cases, a student may not be re-admitted to the program more than once. Please refer to Section 7A for information regarding financial obligations for re-entry.

R. Student Changes of Status

A student who changes name, address, place of employment or telephone number must fill out a change of status form and return it to Student Services. (All administrative forms are available online at http://www.medaille.edu/college/registrar/forms.aspx.) Change of status forms are available from the administrative office and may be returned to the receptionist or to Student Services. A student must provide an officially recognized identification card for proof of name change. Updates to address, place of employment, or telephone number may be made by students on their MedailleOne account.

S. Course Prerequisites

ALP students are expected to take courses in the order established by their cohort calendar. MOE calendars have been established with multiple entry points to promote student success. Because the material covered in one course may be referenced in subsequent classes, online program courses have been grouped to accommodate course prerequisites.
Students who for extraordinary circumstances wish to register for a course without the required prerequisite(s) should first consult with their advisor regarding the viability of this action; any application to do so must be approved by the Department Chairperson. Students pursuing such action do so at their own risk and upon registration must complete the Course Prerequisite Disclaimer Form available from Student Services.

T. Concurrent Enrollment

Due to the accelerated nature of the MOE programs, as well as the significant amount of individual instruction time required, students should exercise discretion when considering concurrent enrollment.

U. Registration for Additional Courses

If a student needs additional credits in order to fulfill his/her degree completion requirements, he/she may register for ALP elective courses. Registration must be completed at least three weeks prior to the first night of class. Registration forms are available from Student Services. Students must schedule an advisement session with Student Services before registering for additional courses.

V. Undergraduate Graduation with Honors

Outstanding academic performance by an undergraduate student who meets the general College requirements and the requirements for a particular degree is recognized through graduation with Honors. To be eligible for honors at graduation, a student must have completed his/her bachelor degree program and have a minimum of 44 Medaille College credits or have completed his/her associate degree program and have a minimum of 24 Medaille College credits*. There are three levels of Honors: to graduate Cum Laude, a student shall have maintained an average in all Medaille College work of at least 3.5; for Magna Cum Laude, an average of at least 3.7; for Summa Cum Laude, an average of at least 3.9.

* Please note that only Medaille College courses fulfill the residential credit requirement. DSST exams, courses at other colleges, etc. are considered transfer credit and do not meet residential credit hour minimums for graduation honors.

Because graduate standards are more demanding and rigorous, graduate degrees are not awarded with honors. The graduate degree itself considered sufficient academic distinction.

W. Student Opinion Survey

At the end of each course students will have the opportunity to complete an evaluation
regarding the teaching, instructional materials, and services they have received. Course surveys will be completed confidentially online and reviewed by appropriate Medaille administration; copies will be mailed to the instructor after grades have gone out. Medaille College welcomes comments and concerns on these forms, as it continually works to improve every aspect of student learning.

X. Degree Application

There is one commencement ceremony in May in which all students who have completed degree requirements during the year may participate. Students who are within two courses of completing their course sequence and who have registered to complete their degree before August 31 of that same year may also participate in this ceremony.

Graduating students will order their diplomas online. Full instructions are available through Student Services. All degree applicants must submit a signed pre-graduation review form to Student Services. Degrees are conferred in May, June, August, and December. Please note that there is a $50.00 graduation fee.

Students who receive degrees in May, June, August, or December are welcome to participate in the annual May commencement ceremony.

Application Due Dates:

<table>
<thead>
<tr>
<th>For conferral on</th>
<th>Must apply by</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 31, 2013</td>
<td>March 1, 2013</td>
</tr>
<tr>
<td>June 30, 2013</td>
<td>March 1, 2013</td>
</tr>
<tr>
<td>August 31, 2013</td>
<td>August 1, 2013</td>
</tr>
<tr>
<td>December 31, 2013</td>
<td>November 1, 2013</td>
</tr>
</tbody>
</table>

Degrees will not be conferred until all coursework is completed. Conferral dates are: May 31, 2013; June 30, 2013; August 31, 2013; December 31, 2013. Students will receive their diplomas in the mail six to eight weeks after their conferral date.

A student who completes all the requirements for a degree before formal graduation may request a degree completion letter from Student Services. This letter will serve in the place of a diploma until the degree has been formally conferred.

Certificate Conferral

A student who completes all the requirements for a certificate must submit a completion notification as well as a $10.00 processing fee. An official certificate will be mailed to the student’s home; official completion of certificate requirements will be noted on the student’s transcript as well.

Y. Course Repeat 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 must complete and submit the appropriate form at the time of repeat. Forms can be obtained from Student Services. Financial Aid does not cover repeat courses.

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.

Z. Pass/Fail

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. 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.

Pass/fail option is not available for graduate courses.
SECTION 6
GENERAL COLLEGE POLICIES

A.  I.D. Cards

An official identification card is issued to each Accelerated Learning Program student prior to the end of the first course; it is valid until the student graduates or withdraws from the program and allows students access to certain areas on the Medaille Buffalo Campus.  A valid ID card also allows students to borrow materials at either of the libraries, use the Computer Complex, gain entrance to most social events, and use the Campus Center during open hours.  There is a $30.00 replacement fee.  Students who withdraw from the program should submit their ID cards to Student Services.  Lost or stolen ID cards should be reported to Public Safety.

Medaille Online Experience students may obtain an official identification card by visiting any one of the three campuses.  For additional information, contact your Student Services advisor.

B.  On-ground Campuses

Medaille Online Experience students are welcome to visit any of the three Medaille campuses.  All campus visits are subject to the policies and restrictions developed for on-ground students.  Please review the General College Policies for Accelerated Learning Program on-ground programs at http://www.medaille.edu/academics/catalogs/.

C.  Students with Disabilities

In compliance with Section 504 of the Federal Rehabilitation Act and the Americans with Disabilities Act of 1990, Medaille College does not discriminate on the basis of a disability.

Medaille College endeavors to assist students on an individual basis with concerns they may have as they learn at the branch campus sites in Amherst or Rochester.  Services are available to assist students with disabilities in all aspects of college life.  Disability Services is committed to providing the support and encouragement necessary to promote self-advocacy and personal responsibility for students with disabilities.

Students requesting services and/or accommodations must contact the Coordinator of Disability Services directly at (716) 566-3088.
D. Intellectual Honesty

Because honesty in academic work is the bedrock of education, students in the Accelerated Learning Program of Medaille College are expected to be honorable in all academic endeavors. The principal rule of academic integrity is that each member of the College community will submit only his or her own work, executed to the best of his or her own ability.

Applying the standards of ethical behavior is an important part of a student’s education at Medaille. Integrity begins as a personal virtue; as experience and education grow it provides the foundation of a principled and trustworthy citizen. Academic dishonesty violates that integrity. Cheating, plagiarism, or intentionally misleading an instructor constitute unethical behavior and will not be tolerated.

The practice of personal integrity:

- Encourages a strong sense of mutual responsibility, respect, trust, and fairness among all members of the college community: students, faculty, and administration.

- Strengthens student leadership

- Promotes better scholarship

- Forms the basis for good living not only in the College community, but also in one's personal life.

A more detailed discussion and definition of academic integrity may be found in Section 5K.

E. Misconduct

Misconduct is subject to disciplinary action including behavioral probation or suspension from the College. Misconduct includes but is not limited to:

- Forgery, alteration, or misuse of college documents, records or identification.

- Knowingly furnishing false information to the College.

- Misrepresentation of one's self or of an organization as an agent of the College.

- Obstruction or disruption (while on or away from campus property) of the academic process, administration process, or other College function. Students may not participate in their online class or team meetings under the influence of illegal drugs or alcohol.
• Threatening to inflict or inflicting psychological or physical violence on the person or property of any member of the College community or to family members of that community.

• Theft, intentional destruction, damage, or unauthorized possession or use of College property or the property of any members of the College community.

• Unauthorized entry into or unauthorized use of any College building, structure, or facility or information system.

• Failure of the student identity verification process

Incidents of misconduct should be reported immediately in writing to the Executive Director. Each incident will be reviewed and referred as appropriate. Students may be placed on behavioral probation; immediate removal (or suspension) from the class, campus, or program may result.

F. Bias-related Discrimination

In conformance with Title IX, 1972 Education Amendments, Medaille College does not discriminate on the basis of sex, race, color, handicap, national and ethnic origin, sexual orientation, or age in the administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other institutionally administered programs. Anyone encountering or suspecting discrimination should report it in writing to the Executive Director in Amherst or the Assistant Director in Rochester.

G. Sexual Harassment

Sexual harassment is a continued pattern of unwelcome sexual advances, requests for sexual favors, or other physical and expressive behavior of a sexual nature where:

• Submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment or education; or

• Submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions affecting the individual; or

• Such conduct has the purpose or effect of substantially interfering with an individual’s academic or professional performance or creating an intimidating, hostile, or demeaning environment for employment or education.

Medaille College will not tolerate sexual harassment of students by College faculty or staff. Students are legally protected from such activity by both state and federal legislation and are asked to report any occurrence without fear of recrimination.

Peer sexual harassment is a form of prohibited sex discrimination where the harassing conduct creates a hostile environment. Thus, unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when the conduct is sufficiently severe, persistent, or pervasive to limit a student’s ability to participate in or benefit from the education program or to create a
hostile or abusive educational environment. Schools are required by the Title IX regulations to have grievance procedures through which students can complain of alleged sex discrimination by other students, including sexual harassment. Students are asked to report any occurrence to the Executive Director.

H. Sexual Harassment Student Complaint Procedure

A student encountering sexual harassment should report the situation to the Executive Director, who will consult with the Dean of Students for investigation. If the evidence indicates a pattern of harassment as described above, the Dean of Students will report to the College President and the Office of Academic Affairs, who together will determine an appropriate resolution to the situation.

I. Academic Decorum

Medaille College does not tolerate sexual or racial harassment of students or employees by the 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 Accelerated Learning Program Executive Director or Rochester Campus Assistant Director without fear of recrimination.

Students are expected to conduct themselves in a respectful manner. The College does not tolerate immature or abusive behavior in the classroom or learning team setting. Upon receipt of a written complaint of such behavior, the Office of Academic Affairs may immediately remove the student from class and/or group. The Executive Director, Campus Director, the Office of Academic Affairs, and the Dean of Student Affairs will review the evidence and determine the appropriate course of action with regard to the future of the student in the Accelerated Learning Program.

J. Student Code of Conduct and Judicial Procedures

The Medaille College Office of Student Affairs publishes a Student Code of Conduct and Judicial Procedures document that describes the regulations and standards in the area of student life and conduct. The Accelerated Learning Program subscribes in full to guidelines therein; a copy can be found in the appendix to this handbook.

K. Student’s Right to Privacy

All student records are maintained and made available in accordance with the Federal Family Educational Rights and Privacy Act (FERPA) of 1974. In accordance with FERPA, Medaille College will normally release directory information to third parties unless the student has requested that such information be withheld. Directory information is defined as the following: student name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees
and awards received, and the most recent previous educational agency or institution attended.

If non-disclosure is desired, the student should complete a non-disclosure form on MedailleOne or contact Student Services. A student who wishes to review his/her records must contact Student Services.

FERPA affords students certain rights with respect to their educational records. They are:

1. **The right to inspect and review the student’s education records within forty-five days from the day the College receives a request for access.**
   As a student of Medaille or as the parent of a dependent student you have the right to inspect and review your education records within forty-five (45) days from the day the College receives your written request for access. You should submit your request to Student Services for academic records, to Financial Aid for financial aid records, and to Student Accounts for records concerning your account. A request for any other education records should be directed to Student Services. The written request must identify the record(s) that you wish to inspect. The College official will make arrangements for access and notify you of the time and place where the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, that official shall advise you of the correct official to whom a request should be addressed.

2. **The right to request the amendment of the student’s education records if the student believes them to be inaccurate or misleading.**
   You may ask the College to amend an education record that you believe is inaccurate or misleading. You should write the College official responsible for the record, clearly identifying the part of the record you want to change, and specify why it is inaccurate or misleading. If the College decides not to amend the record as you requested, the College will notify you of the decision. You have the right to request a hearing regarding the denial of your request for amendment to the education records.

3. **The right to consent to disclosure of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.**
   One exception which permits disclosure of personally identifiable information contained in your education records without your consent is disclosure to College officials with legitimate educational interests. A school official is:
   - a person employed by the College in an administrative, supervisory, academic, research, or support staff position (including campus police, security personal, and health staff);
   - a person or company with whom the College has contracted (such as an attorney, auditor, or collection agent, temporary staffing agencies, and outsourced vendors). Outsourced vendors are those parties helping the college provide students access to services relating to their education. For
example, the bookstore will be provided with course schedules to assist student with procuring textbooks and other course materials;

- a person serving on the Board of Trustees; or
- a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another college official in performing his or her tasks.

A College official has a legitimate educational interest if the official needs to review your education record in order to fulfill his or her professional responsibilities.

The College may disclose your education records without your consent to officials of another school to which you have applied or in which you seek to enroll, upon their request.

4. The right to refuse to permit the college to designate disclosure of personally identifiable information about the student as “Directory Information,” which is not subject to the above restrictions on disclosure.

Another exception which permits disclose without your consent is disclosure of personally identifiable information which the College has designated “directory Information.” The College may within its discretion release some or all categories of Directory Information, as it determines is appropriate. Directory Information includes the student’s name; local address and telephone number; permanent address and telephone number; College e-mail address; date of birth; major and minor field(s) of study, including the department or program in which you are enrolled; classification as a freshman, sophomore, junior, senior, or graduate; course load (e.g. full-time or part-time); participation in officially recognized activities and sports; weight and height information of members of athletic teams; dates of attendance and graduation and degrees received; most recent previous educational institution attended; and honors and awards received, including selection to an Honors list or honorary organization and the grade point average of student selected for such honors and awards.

If you do not wish to have your information designated as Directory Information and disclosed to members of the College community and to requests from outside of the college, you must complete the Non-disclosure Form and return it to Student Services within two weeks of your start date.

Please note that your request to block the designation of your information as Directory Information will apply to all requests for Directory Information from within and outside the College community, including prospective employers. This notification will remain in effect until you inform Student Services in writing to remove the block to designation and disclosure.

5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA

The name and address of the office the administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, Washington, DC 20202-4605. Inquiries about the use of Directory Information or other FERPA issues can be
directed to Student Services.

6. The College has adopted a Policy on the Privacy of Student Records which was developed to comply with FERPA. A copy of the policy may be obtained from Student Services.

L. Medaille e-mail

Electronic mail is a primary means of communication on campus. Many official college communications are transmitted to students, faculty, and staff via e-mail. It is an important vehicle for communications between students and their instructors, a convenient organizational tool for groups and departments, and a quick method for sharing ideas and information among friends and colleagues.

To ensure that all important correspondence is reliably delivered to each individual, all account holders will be assigned an official e-mail address. The most common form is: all.your.names@medaille.edu. This address will be used for all College e-mail correspondence lists, for populating lists for classes, and for the official online directory.

Your e-mail account is a valuable asset. It is used to authenticate your identity in many university online services. In addition, you are totally responsible for all activity that takes place from your account. To safeguard your identity and your privacy, do not share your account or give your password to anyone.

M. Acceptable Use Policy

Medaille College’s Acceptable Use Policy (AUP) sets forth the standards by which all students, faculty, staff and authorized guests (hereafter referred to collectively as “User(s)”) may use their assigned computer accounts, email services and the shared Medaille College network. The use of Medaille’s computer and network resources including all electronic communication systems and equipment (hereafter referred to collectively as the “Medaille Network”) is a revocable privilege.

The Medaille network is provided to support Medaille College business and its mission of education, service and research. Any other uses, including uses that jeopardize the integrity of the Medaille Network, the privacy or safety of other Users, or that are otherwise illegal are prohibited.

By using or accessing the Medaille Network, users agree to comply with the Acceptable Use Policies and other applicable Medaille policies, all of which may found at http://it.medaille.edu/.
A. Fee Structure

Payment of tuition, educational resource fees, and all other fees are due prior to each course start date. It is understood that regardless of the financial source, the student is responsible for all costs involved with enrollment in the Accelerated Learning Program, including a $50 graduation fee which is due prior to graduation.

Students receive a projection of tuition and fees prior to registration and are expected to meet their financial obligations according to the published schedule. Any questions regarding payments or problems associated with making those payments should be directed to the Amherst branch campus Student Accounts office.

Medaille College reserves the right to change the tuition and fee schedule at any time. Tuition charges in graduate and undergraduate programs vary. Students who complete the one program and transfer into another will be assessed tuition according to the tuition charges in effect at that time. A late fee, as indicated below, is charged each time a payment is received after the due date. There will be a $35.00 charge for each check returned for insufficient funds.

1. General Procedures for Cash Pay Students

   a. The student must submit payment to Student Accounts prior to the start of a course; payment is considered late if not received by the first day of class.

   b. A late fee of $150 per block registration (semester) will be charged if payment is not received by the specified time.

   c. If payment is not received, a hold will be placed on the account by the Student Accounts office, preventing the student from receiving grades/transcripts, from being registered for/attending additional courses, and from receiving textbooks in the ALP Evening Program.

   d. No transcripts will be issued for students having any outstanding balance. Books for subsequent courses may be held for students with an outstanding balance.

   e. There will be a $35.00 charge for returned checks due to non-sufficient funds.

Payments can be made via check, MasterCard, Visa, Discover, American Express or money order and can be dropped off at either branch campus office or mailed. Payment by credit card may be made using the student’s MedailleOne account.
2. General Procedures for Students Receiving Employer Tuition Reimbursement.

Students who receive tuition reimbursement from their employers must still follow the Cash Pay procedures outlined above unless other arrangements are made. Upon payment in full, students will receive a paid receipt which may be submitted to satisfy an employer’s tuition reimbursement policy. Employee reimbursement is an arrangement between the student and his/her employer; the Accelerated Learning Program cannot defer course charges based on this arrangement.

3. General Procedures for Students Receiving Financial Aid

Tuition is deferred based on the dollar amount to be received from the Financial Aid Office. The student is responsible for any balance not covered by Financial Aid (including loans, Pell and TAP). The student is also responsible for submitting the appropriate financial aid forms on time as required by the Office of Financial Aid. Please contact the Office of Financial Aid for forms and due dates. Students must fulfill their responsibilities regarding such forms and meet deadlines in order to maintain their deferred payment status.

Students who have an outstanding balance not covered by financial aid will need to contact Student Accounts to establish satisfactory payment arrangements for the remaining balance.

a. General Procedure for Partial Financial Aid Students

- Payment is considered late if not received by the first night of class.

- A one-time fee of $150 per block registration (semester) will be charged if payment is not received by the due date.

- If payment is not received in full by the next scheduled payment, a hold will be placed on the account preventing the student from receiving grades and transcripts, from being registered for or attending additional courses, and from receiving textbooks in the ALP evening program.

- No transcripts will be issued to a student having any outstanding balance.

- There will be a $35.00 charge for returned checks due to non-sufficient funds.

NOTE: Any deviation from this procedure will eliminate a student’s deferred payment status.

b. Refunds

Refunds are handled in the Student Accounts office. Accounts with a credit balance
are automatically reviewed for refunding on a weekly basis.

NOTE: The Authorization to Apply Federal Student Aid form is valid for the entire period of enrollment at Medaille. However, excess funds will be distributed at the end of each award year, as required under Title IV regulations. In addition, funds will be refunded upon rescission, in writing, of this authorization. If no Authorization to Apply Federal Funds is on file, the student will be considered a Cash Pay student.

4. 1098-T

A 1098-T will be available at the end of January for charges posted to the account for the prior calendar year.

5. Portfolio/Challenge Exam Fees

Portfolio fees are not reflected in the regular payment schedule. Students petitioning for prior learning credit through portfolio are required to remit with their application a non-refundable processing fee ($100.00) for each course for which PLA credit is sought.

Additional assessment fees are based on the credit hours awarded. Students are notified of the amount due when the evaluation is completed. For each credit earned, the cost is $75.00 per credit.

Challenge exam and DSST exam fees are not reflected in the regular payment schedule. A non-refundable application fee of $100 for challenge exams and $140 for DSST exams must be submitted with each application to Student Services.

6. Refund Policy

Application fees and registration fees are not refundable.

A percentage of the educational resource fee may be refundable for materials not yet received or not yet used. Refunds will not be made for books that have been marred in any way, nor will refunds be made for books required in any class that the student has attended. All unused books and course materials issued must be returned to the appropriate branch campus administrative office within one week of the first session of that course to obtain a refund. In the event of a course withdrawal, the student should not presume that the same materials will be used when he or she enrolls in that course at a later time.

Students must officially withdraw from a course by following the withdrawal policy (Section 5P). Students may be eligible for a refund according to the following schedule:
<table>
<thead>
<tr>
<th>Withdrawal date</th>
<th>% of Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to 1\textsuperscript{st} class</td>
<td>100%</td>
</tr>
<tr>
<td>Prior to 2\textsuperscript{nd} class</td>
<td>75%</td>
</tr>
<tr>
<td>2\textsuperscript{nd} class and after</td>
<td>None</td>
</tr>
</tbody>
</table>

7. Re-admitted Students and Special Enrollment

Students are subject to tuition and fees levels applicable at the time they re-enter the program. This policy means that students who withdraw from the program and then rejoin at a later date will be subject to current tuition and fee levels. Also, students who withdraw from or retake a course are subject to current tuition and fee levels. There is no financial aid available for courses that must be retaken.

B. Financial Aid

Financial Aid is available to admitted and accepted Medaille students through a variety of sources. The Office of Financial Aid can provide information about the following topics: financial aid programs (including eligibility requirements, selection procedures, and disbursement schedules), satisfactory progress, rights and responsibilities of students receiving financial aid, loan repayment, costs of attending Medaille, and the liability policy at Medaille. When planning for college finances, the student should investigate the following sources:

1. Financial Aid

To calculate financial need, a student must first determine his/her Family Contribution by completing the Free Application for Federal Student Aid (FAFSA) online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). The Family Contribution is then subtracted from the cost of attendance to determine financial need.

\[
\text{Cost of Attendance - Family Contribution} = \text{Financial Need}
\]

To calculate your Cost of Attendance, use the chart found in the Appendix.

2. Grants

The Federal Pell Grant is a need-based federal grant program designed to provide funds to students who are enrolled full-time. These grants range up to $5,550 per year based on family income, assets, the number of family members in the household, the number in college, and the number of credits for which the student is enrolled. Apply by
submitting the Free Application for Federal Student Aid (FAFSA) online at www.fafsa.ed.gov. Students must maintain satisfactory academic progress to receive this award.

**New York State Tuition Assistance Program (TAP)** awards are based on New York State net taxable income. Students must maintain full-time status and be a New York State resident. Apply at www.HESC.com. Students must maintain satisfactory academic progress to receive this award.

### 3. Other Financial Assistance

**Veterans Benefits** are available for students who qualify. In order to determine eligibility, contact Sergio Rodriguez, Coordinator of Veterans Affairs, and the Department of Veterans Affairs at www.GIBill.va.gov.

**Vietnam Veterans Tuition Assistance Program** may provide financial assistance to some veterans enrolled in undergraduate degree programs. For an application contact New York State Higher Education Services Corporation, 99 Washington Avenue, Albany, New York 12255.

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

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

An application is necessary for each year of study and must be accompanied by an official needs analysis from the Financial Aid Office. Each first-time applicant is required to submit tribal enrollment certification from the bureau, agency, or tribe which records enrollment for the tribe. The student must make satisfactory progress towards a degree and show financial need for grants to be awarded in successive years. Applications are available from the Bureau of Indian Affairs, 3701 North Fairfax Drive, Suite 260, Arlington, Virginia 22203.

**New York State Aid to Native Americans** is an entitlement program, with neither a qualifying examination nor a limit on the number of awards. Applicants must be (1) a resident of New York State; (2) on an official tribal roll of a New York State tribe or the child of an enrolled member of a New York State tribe; and (3) enrolled in an approved New York State post-secondary program. Applications are available from the Native American Education Unit, New York State Education Department, Albany, New York 12234.
4. Scholarships

Students who are interested in investigating scholarship opportunities may do so at the SAGE Financial Aid website. [http://www.medaille.edu/scholarships/institutional](http://www.medaille.edu/scholarships/institutional)

5. Loans

**Undergraduate**

The direct Federal Subsidized Loan Program is a need-based program. The maximum loan eligibility per academic year is $3,500 for freshmen, $4,500 for sophomores, and $5,500 for juniors and seniors. The maximum that may be borrowed as an undergraduate student is $23,000. Repayment begins six months after the student either leaves school or drops below half-time enrollment. There is no interest paid or accrued while the student is enrolled at least half-time; the Federal government pays the interest for you while you are in school. The loan must be repaid within 10 years, exclusive of deferment periods. Apply by submitting the FAFSA online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov) and an E-MPN (Electronic Master Promissory Note) online at [https://studentloans.gov](https://studentloans.gov). **Students must maintain satisfactory academic progress to receive this loan.** (See Section 7E, Satisfactory Progress.)

The direct Unsubsidized Federal Loan Program is available, regardless of family income, to students who do not qualify for the regular Subsidized Direct Loan or who are not eligible for the maximum subsidized Direct Loan and/or who are independent. **The maximum loan eligibility per academic year is $6,000 for independent freshmen and sophomores, $7,000 for independent juniors and seniors.** The terms and conditions of the Subsidized and Unsubsidized loans are generally the same, except that borrowers are responsible for the payment of interest that accrues on unsubsidized loans while they are attending school. The term unsubsidized means that interest is not paid for you by the Federal government while you are in school. Apply by submitting the FAFSA online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov) and an E-MPN (Electronic Master Promissory Note) online at [https://studentloans.gov](https://studentloans.gov). **Students must maintain satisfactory academic progress to receive this loan.** (See Section 7E, Satisfactory Progress.)

The direct Federal Parent Loan for Undergraduate Students (PLUS) is available to help dependent students by allowing their parents to borrow for their educational expenses. Parents may borrow up to the difference between the cost of education and all other financial aid received. Repayment begins immediately. The loan must be repaid within 10 years, exclusive of deferment periods. Apply by submitting a PLUS E-MPN (Electronic Master Promissory Note) online at [https://studentloans.gov](https://studentloans.gov). **Students must maintain satisfactory academic progress to receive this loan.** (See Section 7E, Satisfactory Progress.)

**Graduate**

The direct Unsubsidized Federal Loan Program is available, regardless of family income, to all graduate students. **The maximum loan eligibility per academic year is $20,500.** Aggregate loan limits are $138,500. The term unsubsidized means that interest
is not paid for you by the Federal government while you are in school. Apply by submitting the FAFSA online at www.fafsa.ed.gov and an E-MPN (Electronic Master Promissory Note) online at https://studentloans.gov. Students must maintain satisfactory academic progress to receive this loan.

C. Leave of Absence (LOA)

**Any leave will affect your financial aid.** Grant and loan money may be returned unless the student completes twelve (12) credits within each payment period. For this reason, SAGE recommends that students take no more than one leave of absence per academic year or 24-credit sequence. If a student is eligible for a course waiver, he/she may wish to enroll in an elective course to avoid the need for a leave of absence and the subsequent effect on financial aid disbursement.

**Please note: to be granted a leave of absence, the student must demonstrate a reasonable expectation of his/her return to the program.** To request a leave of absence, students should:
1. Contact Student Services to determine if a leave is possible.
2. Contact Financial Aid to assess the effect of a leave on his/her aid.
3. Sign and submit all required paperwork.
4. Contact members of the learning team, if enrolled in the ALP Evening Program.

Students must have all approvals before the leave of absence is official. Students must return from LOA on the date specified or they must be withdrawn from the program.

**Required Documentation**
A leave of absence will be considered an approved leave of absence if the College determines that there is a reasonable expectation that the student will return. In addition, the student must follow the college’s policy in requesting the leave of absence from Student Services, who will provide the Financial Aid office a written, signed, and dated request prior to the leave of absence. However, if unforeseen circumstances prevent a student from providing a prior written request, the College will grant the leave of absence and ask for the written documentation at a later date. For example, if a student was injured in a car accident and needed a few weeks to recover before returning to school, the student would not have been able to request the leave of absence in advance.

**Length and Number of Approved Leaves**
Students may request a leave of absence; to minimize the effect of the leave on loans and grants, the student should contact Financial Aid when considering any leave. Any leave over 180 days in a twelve-month period will be considered a withdrawal. The length of each leave may be determined by each individual student. Students must indicate the reason for the leave.

**Reasons for a Leave of Absence**
A leave of absence will only be granted when there is a reasonable expectation that the student will return. Common causes for a leave of absence request include illness, business travel, and family emergencies. The reason for a leave should be indicated on the application.
Completion of Coursework Upon Return
Title IV regulations indicate that upon the student’s return from a leave of absence, the student should be permitted to complete the coursework begun prior to the leave of absence. The student will incur no charges while on a leave of absence.

Failure to Return
The College will explain to the student, prior to granting the leave of absence, the effect that the failure to return from the leave may have on student loan repayment terms, including the exhaustion of some or all of the student’s grace period. A student on an approved leave of absence will be considered enrolled at the College and would be eligible for an in-school deferment for his or her SFA loans. If a student does not return from an approved leave of absence, his/her withdrawal date and the beginning of his/her grace period will be the date the student began the leave of absence.

Rationale
The College must have a “formal” leave of absence policy in writing and publicized to students indicating the information provided above.

Citations
HEA 484B(a)(2), 484(b)(e), Dear Colleague Letter GEN-98-28 RE: 1998 HEA, CFR 668.22(c) and (d), 1999-00 Federal Student financial Aid Handbook, Institutional Eligibility and Participation.

D. Student Acknowledgment

In applying for financial aid while attending Medaille College, the student acknowledges the following:

1. Medaille College will apply all financial aid funds necessary to cover the tuition costs for the entire payment period. Financial Aid and other payments collected in excess of tuition, books, and fees charges will be refunded within 14 days of the credit balance if the student has not signed an Authorization to Retain Funds form. If the student has signed the authorization form, refunds will be issued on request. Applying for financial aid does not remove the responsibility for payment. If the funding is not received, the student must make payment arrangements with the Student Accounts office in Amherst.

2. Loan funds are disbursed in two disbursements.

3. Changes in the student’s class schedule (e.g. non-attendance for more than 29 days) may result in cancellation of the loan application or a delay in disbursement. A student must be withdrawn from and re-entered into the program if he/she will be out of attendance for more than 29 days. Prior to any change in schedule, the student must contact the Office of Financial Aid in Amherst to verify the impact of the change.

4. Loan periods are measured in credit hours. The first payment period is defined as half the award year. **Credits for the first payment period must be completed before the**
funds for the second disbursement can be released.

E. **Satisfactory Academic Progress Policy**

The receipt of financial aid is a privilege that creates both rights and obligations. The United States Department of Education requires every postsecondary institution receiving Federal funds (Title IV) to have satisfactory academic progress (SAP) policy that is used to determine eligibility for and continued receipt of Federal funds. Title IV federal funds affected by this policy include the Federal College Work-Study program, Federal PLUS Loans, and Federal Direct Loans.

Undergraduate students must maintain a GPA of at least 2.00 and graduate students must maintain a minimum GPA of 3.00. In addition, all students must complete at least 66.7 percent of all courses registered for during the previous academic semester. The completion ratio is measured by dividing total hours earned by total hours attempted.

Students failing SAP requirements will be granted one semester of financial aid probation. Students must make the required improvements after one semester or further aid will be denied. No student may be considered for aid for more than 150 percent of his/her published program length.

Academic progress is evaluated at the end of each semester. Failure to complete the minimum number of credit hours per academic semester and maintain the minimum GPA will result in the cancellation of all Title IV and Institutional funds. Students whose aid is cancelled are not eligible for additional financial aid until the necessary coursework is completed and the GPA is improved.

**Appeal Procedures**

Students identified as not making progress toward their degree will receive correspondence at their campus e-mail address. Students have the right to appeal the decision by submitting an online appeal to the Financial Aid office. Generally, the Satisfactory Academic Appeals Committee will consider appeals that involve circumstances beyond the student’s control that have had an impact upon the student’s academic performance. The appeal must include a narrative of the extenuating circumstances (e.g., the student or an immediate family member suffered a serious illness or injury, death of a close relative, separation or divorce) that prevented the student from meeting the minimum requirements, and reasonable explanation of the expectation that the event/circumstance will not re-occur. Furthermore, students are expected to describe their academic plan to succeed in their program of study as well as carefully review their academic history before submitting the appeal. The appeal will be reviewed by a committee and a response will be provided within fourteen (14) business days. **All committee decisions are final.** It is, therefore, imperative that students monitor, read, and respond appropriately to College communications.

Any student with an approved appeal will have their aid reinstated within ten business days of approval. Future aid eligibility will be based on completing and meeting the stated conditions of this policy. **Students who do not wish to appeal or whose appeal is denied may receive alternative/private loans.**
F. Refund Policy

There is an unpredictable lapse of time between the issuance of the notice of financial award, which is sent to the student and College, and the actual receipt of funds from the federal/state programs. As funds are received in Student Accounts, they are promptly credited to the appropriate individual student’s account. When such posting to a student account results in a credit balance, the overage will be refunded by the Student Accounts office to the student within 14 days from the posting date unless an Authorization to Apply Federal Student Aid form has been signed. School application fees, assessment fees, and a book/resource material fee are non-refundable.

Policy

When a recipient of Title IV funds withdraws from the College during a payment period, the College will determine the amount of Title IV funds the student earned as of their withdrawal date. If the total amount of funds earned as calculated is less than the amount disbursed to the student (or on behalf of the student in the case of a PLUS loan), as of the date that the student withdrew, the difference between these amounts will be returned to the Title IV programs. If the total amount of Title IV funds earned as calculated is greater than the total amount of funds disbursed to the student as of the date the student withdrew, the difference between these amounts will be treated as a post-withdrawal disbursement.

Return Calculation

The amount of Title IV funds earned by the student will be calculated by determining the percentage of Title IV assistance that has been earned and applying this percentage to the total amount of Title IV assistance that was disbursed and/or could have been disbursed for the payment period.

- **Percentage Earned** - The percentage of Title IV assistance that has been earned by the student is equal to the percentage of the payment period that the student completed as of the student’s withdrawal date (the last date attended), if this date occurs on or before completion of 60 percent of the payment period.

\[
\text{Total number of calendar days completed} \\
\text{Total number of calendar days in the payment period}
\]

The total number of calendar days in a payment period will include all days within the period (as originally scheduled at the time of certification) except that scheduled breaks of at least five consecutive days are excluded from both numbers in the above equation. In addition, the total number of calendar days in a period will not include days during which the student was on an approved leave of absence.

- **Percentage Unearned** - The total Title IV funds disbursed to the student, or that could have been disbursed to the student or on the student’s behalf, minus the amount of Title IV funds earned by the student determines the amount of Title IV loan and grant aid that is unearned and must be returned.
Return of Unearned Aid
The College will return the lesser of the following amount to the appropriate Title IV Programs:

- The total amount of unearned aid.
- The amount that is equal to the total College charges incurred by the student for the payment period multiplied by the percent of unearned aid.

The College charges incurred by the student will include tuition, fees, and other educationally related charges assessed prior to withdrawal.

The College will return funds to the Title IV Programs in the following order: Unsubsidized Federal Stafford Loans, Subsidized Federal Stafford Loans, and Federal PLUS Loans. If unearned funds remain to be returned after repayment of all outstanding loan amounts, the remaining excess will be credited to any amount awarded for the payment period for which a return of funds is required in the following order: Federal Pell Grants, other grant or loan assistance authorized by Title IV regulations.

After the College has allocated the unearned funds for which it is responsible, the student must return assistance for which he/she is responsible in the order specified below. The amount of assistance that the student is responsible for returning is calculated by subtracting the amount of unearned aid that the College is required to return from the total amount of unearned Title IV assistance to be returned. The student (or parent in the case of funds due to a PLUS Loan) must return or repay, as appropriate, the amount determined to any Title IV loan program in accordance with the terms of the loan; and any Title IV grant program as an overpayment of the grant. The student is obligated to return only one-half of the unearned grant amount.

Timelines for Return of Funds
The College will return the amount of Title IV funds for which it is responsible as soon as possible but no later than 30 days after the date the College determine that the student withdrew.

The College will provide students with written information in reference to the Return of Title IV Funds policy requirements.

Rationale
If a student withdraws before completing more than 60 percent of the payment period, the amount of any Title IV loan and grant aid the student received for the payment period must be recalculated to reflect the portion of the payment period that they completed prior to withdrawal. The unearned Title IV loan and grant aid for the percentage of the payment period not completed must be returned to the appropriate Title IV aid programs.
**Citations**

HEA 484B; Dear Colleague Letter GEN098028 RE: 1998 HEA; CFR 668.22(a),(e), (f), (g), (h), (i); and the 1999-00 Federal Student Financial Aid Handbook, Institutional Eligibility and Participation Section.