



Graduate Handbook

2012-2013 Accelerated Learning Program

Medaille College
School of Adult and
Graduate Education



Medaille College

www.medaille.edu

Buffalo Campus

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Buffalo, New York 14214

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

(585) 272-0030
1-866-252-2235

Program Name

Hegis Code

Master of Business Administration

Business Administration

0506

Master of Arts

Organizational Leadership

0506

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 The College cannot be held responsible for information which becomes outdated or is printed in error.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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SECTION 1

INTRODUCTION

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 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 as both scholars and 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 Accelerated Learning Program 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,

A handwritten signature in cursive script that reads "Richard T. Jurasek".

Richard T. Jurasek, Ph.D.
President

Greetings from the Academic Dean...

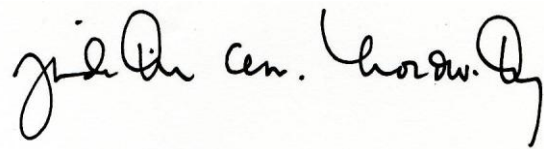
Welcome to the School of Adult and Graduate Education at Medaille College. Congratulations on making the choice to continue your education in our Accelerated Learning Program!

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,

A handwritten signature in black ink that reads "Judith M. Horowitz". The signature is written in a cursive style with a large initial "J" and "H".

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 into 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 Graduate 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.

Non-Traditional Education in the Accelerated Learning Program

Five characteristics distinguish the Accelerated Learning Program's non-traditional education:

- a. *Acceleration*: The accelerated pace of the program places much of the learning responsibility with the student. Students are expected to spend considerable time each week preparing for class. Because courses run for only seven weeks, every meeting is important.
- b. *Collaborative Cohort Learning*: Most ALP students are members of two learning communities: their cohort and their learning team. Even students enrolled in programs that do not use formal learning teams will find that collaboration is a significant part of their learning experience. We believe that adult students bring with them meaningful life experiences and that collaboration facilitates efficient learning, high student motivation, effective teamwork, and increased self-confidence. Students learn from classmates and help them to learn.
- c. *Facilitation*: The role of the instructor is to guide and stimulate the class; some courses will have little formal lecturing. Students are expected to be actively involved in the classroom learning environment.
- d. *Variety of Instructional Formats*: Teaching strategies include: seminars, small groups, experiential learning, simulations, presentations, and brainstorming. Case studies and research projects are used extensively. Up-to-date course management software and wireless connectivity on both campuses allows instructors to incorporate online research and sources, virtual experiences, and video conferencing.
- e. *Adult Learning*: In the Accelerated Learning Program, adult students are responsible for their own education. The role of staff and instructors is to facilitate students' exposure to learning experiences; students are responsible for assimilating the information. The program provides appropriate learning opportunities; students must decide how these opportunities will be used.

Fundamentals of Accelerated Learning

Medaille College's Accelerated Learning Program designed our non-traditional education on these fundamental concepts:

- the use of academically qualified business 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 management 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.

Collaborative Learning Teams

Learning teams are such an integral part of the Accelerated Learning Program's nontraditional learning environment that they warrant their own Handbook. The *ALP Guide to Collaborative Learning Teams* provides techniques and guidance for making the most of collaborative learning. Students in ALP's evening programs meet half of their seat time requirement through learning team meetings, which involve significant and interactive tasks and outcomes. Group activities account for a significant portion of student grades in all programs, yet each student must also demonstrate individual competence. Collaborative learning teams provide a wealth of benefits for students, including increased proficiency at teamwork, problem solving, interpersonal skills, listening, creative thinking, and leadership.

SECTION 2

PROGRAM DESCRIPTION

A. Program Summary

Medaille College offers two graduate degrees through its Accelerated Learning Program: a Master of Business Administration (MBA) and a Master of Arts in Organizational Leadership (MA). (Note: Throughout this handbook, the organizational leadership program is referred to as MAOL; the degree awarded at its conclusion is a Master of Arts.) The 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. The MAOL program is designed to teach the theories, models, tools, and techniques that foster effective leadership.

The courses in the Accelerated Learning Program relate theory to practice. Instructional methods include mini-lectures, seminars, case studies, role-playing, and simulations. Each four-credit course is a required component of the program and must be taken in sequence.

B. Program Goals

MBA program goals include:

- To develop competence in strategic analysis and decision making.
- To develop a broad range of leadership skills.
- To enhance the quantitative and qualitative skills needed to compete in a global economy.
- To deepen the students' understanding of the functional areas of business.
- To cultivate in each student a sense of purpose and ethical responsibility.
- To develop the communication and interpersonal skills necessary for effective participation in the workplace.

MAOL program goals include:

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

B. Admission Requirements

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 bachelor's degree from a regionally accredited educational institute, an appropriately certified international educational institution, or select institutions accredited by recognized independent national or professional bodies.
- c. A typewritten personal statement that explains, in 500 words or less, the student's decision to attend Medaille's accelerated learning graduate program.
- d. A current resume.
- e. Submission of *official* transcripts from all colleges attended.
- f. 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.
- g. Demonstrable computer skills.
- h. Proof of immunization.
- i. 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.)
- j. Three years of full-time, post-secondary school work experience.
- k. 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).
- l. Use of a laptop computer is a requirement for enrollment in the graduate course 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.

D. Graduation Requirements

Graduation from the College with the award of the appropriate degree 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 with a cumulative grade point average of at least 3.0.
- b. 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 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 complete payment of all tuition and fees and return in satisfactory condition to the College all College property on loan to the student.

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 the last one or two courses in their sequence who, prior to the ceremony, register to take those outstanding credits during the Summer Session of their graduation year.

E. The Curriculum: Course Descriptions

THE MBA COURSES

MBA 532X

Management and Leadership

4 credits, 7 weeks

This course focuses on the study of leadership: comparing managers and leaders, reviewing how science and philosophy influenced early twentieth century perceptions of the management of organizations, and examining historical theories of management up to the present day. Students will analyze the difference between management and leadership and the necessary integration of these two activities for the success of any organization. The course will also identify and examine various leadership theories, traits, competencies, and relationships, and compare and contrast the various external environments in which they are aligned.

MBA 533X

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 534X

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 635X

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 636X

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 662X

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 663X

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 664X

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 665X

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 667X

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 668X

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 675X

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.

THE MAOL COURSES

MOL 521X

Organizational Leadership: Theory and Practice

4 credit, 7 weeks

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 522X

Organizational Development and Behavior

4 credits, 7 weeks

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 623X

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 624X

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 525X

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 626X

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 627X

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 628X**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 629X**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 630X**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.

INDEPENDENT STUDY AND FIELD EXPERIENCE

Graduate students may enhance their degrees with an Independent Study or Field Experience. An Independent Study is the student's self-directed pursuit of academic expertise in collaboration with a faculty mentor and requires a rigorous search into a specified body of knowledge. Field Experience is defined as work experience that is related to a student's major program of study and provides not only academic credit, but also practical skills and preparedness for future employment. Graduate students must maintain a 3.0 cumulative grade point average to engage in either the Independent Study or Field Experience opportunity.

SECTION 3 STUDENT SERVICES

A. Academic Advisement

Due to the nature of the Accelerated Learning Program's graduate study, students are expected to complete all courses within their degree sequence with at least a 3.0 GPA. Students with individual questions or problems may contact their Academic Advisor. Academic advising occurs only after transcripts from all previous colleges have been received and the student is officially admitted to the program. Students are required to meet with their advisor prior to beginning the program.

B. Textbooks and Course Materials

Textbooks and materials are delivered to the student if fee payments have been completed in accordance with the payment policies of Medaille College and if immunization requirements have been met. If a student is absent from any session during which materials are delivered, it is the student's responsibility to contact the branch campus administrative office to obtain his/her course materials.

C. Library Services

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

D. Student Services Centers

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/tutoring>.

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 on-line 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 ne 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: ccullinan@medaille.edu,
visit: www.medaille.edu/careerplanning

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 on the Buffalo Campus. 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.

Buffalo Public Safety	(716) 880-2911
Amherst Public Safety	(716) 984-1350
Rochester Public Safety	(585) 272-0030

Medaille College annually supplies a security report containing statistics, policies, and a description of programs that promote campus safety. A copy of this report is available to all prospective students and employees and may be requested by contacting the Admissions Office, the Student Affairs Office, 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.

F. Student Activities

A Student Activity Fee is charged to undergraduate students on the Buffalo Campus. This fee is used to support Student Government, the Yearbook and Newspaper, fifteen clubs and organizations and is also used to underwrite various trips and activities. Graduate and branch campus students are not assessed this fee. As a result, different prices for trips or activities are assessed for different student populations.

Amherst and Rochester Campus students can participate in approved activities by paying the Medaille College community price per event.

SECTION 4

ACADEMIC POLICIES AND PROCEDURES

A. Program/Course Registration

Graduate students are registered for all courses within a specific program. No auditing of courses is allowed. A student who fails to attend 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. All forms are available from Student Services. 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 first class of the waived course.

B. Class Attendance

Classes are held once per week for four hours. At this session, the entire class meets with the instructor. Additionally, students are expected to meet a second time during the week in small learning teams without the instructor's presence. Class and learning team attendance is **mandatory** and records are maintained in Academic Services.

Because of the nature of the Accelerated Learning Program, attendance to all class meetings and team sessions is **mandatory**. A student who misses one class meeting, for any reason whatsoever, must understand that his or her academic progress is in jeopardy. A student who has missed one class meeting, or who knows that such an absence will occur, must schedule a conference with the course instructor to detail what steps are to be taken to ensure that readings, assignments, and activities will be completed in a timely fashion. This includes any supplementary assignments which may be assigned, evaluated, and factored into the final course grade at the discretion of the instructor. The responsibility for completing all assignments rests with the student. *Failure to comply with these regulations will negatively impact the final course grade.*

Missing more than one class meeting may be grounds for a student being dropped from the course in question. A student who misses more than one class meeting, or who knows that such absences will occur, must contact his/her instructor to explain the absences and provide an academic rationale for approving this exception to academic policy. The Completion of Course Requirements form, which verifies the required make-up work, must be completed and signed by both the student and the instructor, then filed with Academic Services.

Any student who misses more than two of the scheduled class sessions cannot pass the

course. Students with extraordinary circumstances should contact Student Services to discuss their options. Failure to attend three consecutive class sessions will result in an administrative withdrawal, unless the student has been approved for a leave of absence.

For financial aid purposes it is important to designate an absence as excused. A student may do so by providing a short written explanation to Academic Services.

Medaille College subscribes to "Guidelines on Student 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 6E for more information.)

Emergency Class Cancellations

In the case of inclement weather, unsafe conditions, absence of an instructor, or other unforeseen situations, classes are postponed rather than canceled. Make-up classes will be scheduled for one of the breaks included in the cohort calendar.

Notification channels:

- When possible the Class Representative will be notified of emergency class cancellations and he/she will activate a telephone chain. In cases such as illness of a professor, this is the only means of notification.
- All campus-wide closings will be announced using Medaille Alert, the institution's emergency communication system. Students may choose to be notified via phone, e-mail, and/or text messaging and should verify the accuracy of information at www.medaille.edu/alert/.
- In cases of inclement weather, the College will also notify local media stations. Area television and radio stations are listed in the Appendix.
- If classes are canceled at Medaille Buffalo Campus or one of the branch campuses, students should not assume evening classes at other branch campuses are also canceled. Separate announcements will be made after 3:00pm for each branch campus. Students may also telephone the branch campus offices after 3:30pm for closing information: Amherst at (716) 631-1061 and Rochester at (585) 272-0030.

C. ALP Evening Program Learning Teams

Learning teams are a mandatory and valuable part of the Accelerated Learning Program. The initial team is assembled during the first course in the program and is comprised of three to five students who meet weekly outside of class for an average of four hours or longer, if needed.

All students are required to meet in a learning team for a minimum of four hours per week. For their weekly meetings, the group selects a time and meeting modality which is mutually convenient to its members. Meeting modalities include face to face, by phone, or online using written or visual electronic communication technology. Learning teams are encouraged to adapt meeting modalities to reflect the type and extent of interaction required for weekly assignments. For instance, rehearsing a presentation would probably be done most easily in a face to face meeting; writing a group project may be accomplished most expeditiously by meeting online in Blackboard.

Learning team size: Teams are required to have no fewer than three and no more than five members. If through attrition or combination a group's size becomes larger or smaller than that stipulated by program policy, the group is required to re-form. Within the next two courses, the learning team must come into compliance with the ALP learning team size policy, inviting additional members to join, splitting into smaller teams, or combining with another group. Because a cohort's size may fluctuate due to student leaves of absence, waivers, or short term add-in registration, team membership may be impacted and the size regulations may be waived temporarily. Such temporary arrangements must have a projected end date and should last no longer than two courses.

The learning team functions as a mutual support mechanism for the adult students, enhances the learning process, and simulates the use of teams in the business world. This team concept allows shared participant responsibility for self-directed learning and assists in the development of interpersonal skills. Student evaluation is partially based on group assignments. Learning teams are expected to shift and re-form as the program progresses. New members will be added to the cohort periodically and teams should reassemble to accommodate new students, as well as to expand and sharpen their skills in interpersonal relationships and group dynamics.

Student difficulties related to learning teams should first be addressed within the group. Teams are referred to the *ALP Guide to Collaborative Learning Teams*, found in the ALP Student Resource Manual, for guidance in addressing inter-team conflict. If problems persist, the class representative and Student Services should be contacted.

The responsibility for effective collaborative learning teams remains the obligation of each cohort. However, Medaille College reserves the right to alter the composition of learning teams if circumstances require.

D. Responsibilities of ALP Students

The non-traditional learning environments found in the Accelerated Learning Program makes some additional demands on its students. These include:

- Students should arrive at class (and at group meetings) fully prepared to participate and contribute to activities.
- ALP Evening Program learning teams are expected to meet every week for four hours.

- Students are responsible for initiating contact with the instructor if they have missed a class, a test, or an assignment.
- Students are responsible for acquiring and maintaining an adequate laptop computer. Medaille will provide software, wireless Internet access, and appropriate IT support.
- Students are expected to comply with the policies and procedures outlined in this handbook.
- Cohorts are encouraged to discuss and establish guidelines or operating principles that govern group-specific issues such as cell phone use and food in the classroom. On the first session of each course, the cohort should review this discussion with the new instructor.

E. Responsibilities of Class Representatives

Each cohort selects a class representative early in its program. The representative's duties and responsibilities include but are not limited to:

1. Serving as spokesperson for the cohort in order to maintain a constructive dialogue with the Medaille College Accelerated Learning Program.
2. Welcoming new students to the group.
3. Facilitating the student's entry into an available learning team, if appropriate.
4. Developing and coordinating the use of the telephone calling chain for informing students of important information.
5. Assisting the class in organizing social events, as appropriate.
6. Attending periodic meetings as scheduled.
7. Assisting in the distribution of program-related materials and correspondence. (Class reps should check the cohort mailbox each week prior to class and distribute mail to class members.)
8. Contacting and assisting faculty members as needed.
9. Notifying Academic Services if the class does not convene as scheduled for any reason, or if the meeting location changes.
10. Providing contact information to expedite communication with the cohort.

Newly elected class representatives should contact Student Services for a brief training session.

F. Course Waivers

Up to two courses in the Accelerated Learning Program graduate course of study may be waived on the basis of graduate course work at an accredited college taken no more than ten years prior to matriculation in the MBA or MAOL program and for which a grade of B or better was earned. **No waiver will be granted retroactively.** No waivers are allowed for the introductory courses (MBA 532 or MOL 521).

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. 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 on any form of federal financial aid, including loans, need to be aware that 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 the Financial Aid Office 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; since Accelerated Learning Program graduate courses are sequential, the material covered in one course will be referenced in subsequent classes.

Students who waive courses in the MAOL curriculum will need to supply individual work from their previous class to be included in the Individual Leadership Portfolio.

G. 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. 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 official 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. The request form is available online at www.medaille.edu/transcript; 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.

H. Grades

Online transcripts indicate courses taken, credits received and grades assigned. Final grades are available online approximately one week after the completion of a graduate course unless the course has a take-home final exam or there are extenuating circumstances. Grades will not be available for online viewing for any student who has failed to pay the course tuition.

Graduate programs require that students maintain at least a B (3.0) average for all courses taken in fulfillment of degree requirements at Medaille. The College uses the following grade point system to evaluate graduate student performance:

Quality Point Equivalents		
A	4.0	High distinction, exceptionally high achievement
A-	3.7	
B+	3.3	High achievement
B	3.0	Average, average achievement
B-	2.7	Pass, below average achievement
C+	2.3	
C	2.0	
F	0.0	Failure, unsatisfactory grade
W		Official Withdrawal
I		Incomplete

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.

I. Incompletes

Students who fail to complete all course requirements due to exceptional circumstances or events may petition their instructor for the grade of "I." Requests for an Incomplete must be submitted before the last class meeting. 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.

J. Classroom and Learning Team Behavior

Because the Accelerated Learning graduate programs are designed for working adult students, the standards of classroom and group behavior are especially high. To support efficient use of time in all learning environments, students are expected to:

- arrive on time and be prepared to participate in scheduled activities.
- conduct themselves in a polite, mature, and professional manner during all interactions with fellow students or instructors.
- use consideration in situations that may be disruptive to the class or learning team, such as cell phone calls or late arrivals.
- maintain a respectful silence when the instructor or fellow students are presenting material and remain in class for the duration of all presentations.
- attend all classes and groups meetings free from the influence of illegal drugs or alcohol.

The entire "Student Code of Conduct and Judicial Procedures" is found in the Appendix section of your Student Resource Manual. Students found in violation of expected codes of behavior will be referred to the administration.

K. 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 option 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 receipt of grade report):

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 must be approved by the Office of Academic Affairs.

L. 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 within one week 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.

M. Admission Status

All students in graduate programs must maintain a GPA of 3.00. A student admitted with a low undergraduate GPA must maintain a GPA of 3.00 in the first two four-credit courses. Status will be reviewed at that time. If the student has less than a 3.00 GPA, he/she may be dismissed.

N. Probation and Dismissal

A student will be placed on academic probation if his or her cumulative GPA falls below 3.00 at any time during the program. Academic probation will be removed when the student achieves a satisfactory cumulative GPA of 3.00 within a probationary period of two consecutive courses. Students placed on academic probation are contacted in writing by Student Services and may be advised to make arrangements for tutorial services. Please note that financial aid may be affected by poor grades. Check with the Amherst Office of Financial Aid for more information, (716) 631-1061 or 1-800-252-2235.

If a student on academic probation fails to raise his/her GPA to 3.0 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 the admissions procedures of the Accelerated Learning Program of Medaille College. All 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 Student Services before continuing in the Accelerated Learning Program, regardless of GPA. A student who earns a grade of "F" in a course **must** repeat the course.

Students who do not pass their program's introductory course (MBA 532X or MOL 521X) 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 6C, 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 classes 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

A student may drop a course prior to the first night of class by contacting Student Services and a full refund of tuition will be issued. 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 attend three consecutive sessions 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 6F). Failure to complete the proper paperwork may result in a failing grade for the courses in which the student is enrolled. Students seeking re-admission to the program must be re-admitted through Admissions.

Students who fail to 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. A student may not be re-admitted to the program more than once.

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. 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. 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

Students are expected to take courses in the lock-step order established on their cohort calendar. Since all Accelerated Learning Program courses of study are sequential, the material covered in one course will be referenced in subsequent classes. Course prerequisites are the previous courses in the program sequence.

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. 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

Because of the intense nature of the ALP Evening Program, concurrent enrollment for students of this program is considered inadvisable and is rarely approved. Concurrent enrollment is defined as simultaneous enrollment in two major courses, two elective courses, one major and one elective course, or an adult program course and a course attended outside the institution, such as the community college. Courses are considered concurrent when the start and/or end dates overlap. Students who feel that concurrent enrollment is necessary or advisable for their situation **must** contact Student Services. Students must be prepared both to document the need for concurrent enrollment and to provide evidence that will support the expectation of student success in both courses. **Financial Aid will not cover concurrent enrollment.**

U. 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.

V. Degree Application

There is one graduation 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 must apply for graduation online. Full instructions will be provided by Student Services, who will visit each appropriate cohort four to six weeks prior to completion of the course sequence. All degree applicants must submit a signed pre-graduation review form to Student Services. Degrees are issued 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:

For conferral on:

May 31, 2013

June 30, 2013

August 31, 2013

December 31, 2013

Must apply by:

March 1, 2013

March 1, 2013

March 1, 2013

November 1, 2013

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.

W. 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.

SECTION 5

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.

B. Immunizations

In compliance with the New York Department of Public Health, Law # 2165, all college students born on or after January 1, 1957 must show proof of immunization against measles, mumps, and rubella to register. The proof of immunity consists of a certificate of immunization signed by a physician or health care provider which documents measles, rubella and mumps immunization. Additionally, effective August 15, 2003, New York State Public Health Law # 2167 requires a response to receipt of meningococcal disease and vaccine information signed by the student. Forms will be given to each student, or are available at Student Services. Questions regarding your status should be directed to Student Health Center (Buffalo Campus/ Medaille College) at (716) 880-2112 or 1-800-292-1582, ext 2112 or 2155. **Failure to submit immunization records will result in removal from class in accordance with New York State law; student access to online grades and services may be restricted until proof of immunizations has been submitted.**

C. Smoking Policy

All buildings at Medaille College are smoke-free. Any students finding it necessary to smoke must do so in an area designated for smoking (for example, an approved lounge or designated area outside the buildings).

D. Children on Campus

Please note that College policy prohibits the unauthorized presence of children on any campus. This includes leaving children unsupervised in lounges, libraries, computer labs,

or empty classrooms. Children are not to be placed in classroom settings since their presence is not conducive to an optimal learning environment. Violations should be handled by the individual instructor and/or reported to Public Safety or the administrative office.

E. Pets on Campus

Due to considerations of health, safety, cleanliness, and professionalism, faculty, administration, staff, students, and guests are not to bring pets onto any campus of Medaille College.

F. Contagious/Communicable Diseases

Any student or employee who is diagnosed as having a contagious/communicable condition is prohibited from entering the classroom or administrative offices. He/she may return to the college upon submission of written evidence from a doctor that the condition no longer exists. This should be presented to the Executive Director or the Branch Campus Point Person.

G. Alcohol, Controlled Substances, Firearms, and Crime Prevention

Alcohol, controlled substances, and firearms are not permitted at either branch campus location in Amherst or Rochester, the Medaille College Buffalo Campus, or at any group meeting. Medaille College provides educational programming related to substance abuse. Personal counseling for individual members of the College community is available through the Counseling Office (Buffalo Campus) as well as referral to community agencies in the Buffalo area.

Any student or faculty member whose profession requires him/her to carry a firearm during class time must first notify Student Services. Refusal to comply may result in dismissal from the College.

Medaille College's Security staff, Office of Student Affairs, and Campus Crime and Sexual Assault Committee work together to facilitate a pro-active approach to crime prevention on the Buffalo Campus and at both branch campuses. Students are informed about security issues during the Orientation sessions, and a variety of educational programs are offered at the Buffalo Campus to heighten awareness of public safety.

H. 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.

I. 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.
- 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 4L.

J. Misconduct

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

1. Forgery, alteration, or misuse of college documents, records or identification.
2. Knowingly furnishing false information to the College.

3. Misrepresentation of one's self or of an organization as an agent of the College.
4. Obstruction or disruption (while on or away from campus property) of the academic process, administration process, or other College function. Students may not attend class or team meetings under the influence of illegal drugs or alcohol.
5. 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.
6. Theft, intentional destruction, damage, or unauthorized possession or use of College property or the property of any members of the College community.
7. Unauthorized entry into, or unauthorized use of any College building, structure, or facility.

Incidents of misconduct should be reported immediately in writing to the Executive Director (in Amherst) or the Assistant Director (in Rochester). 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.

K. 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.

L. 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.

M. 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.

N. 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 the Rochester Campus Assistant Director without fear of reprimand.

Students are expected to conduct themselves in a respectful manner. The College does not tolerate immature or abusive behavior in the classroom or group setting. Upon receipt of a written complaint from the instructor, the Office of Academic Affairs may immediately remove the student from class or team. The Executive Director and/or Campus Assistant 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.

O. 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.

P. 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:

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.

1. **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.

2. **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 (included in the Appendix) 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 any 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.

Q. Emergency Calls

Both branch campuses have established measures that will allow students and instructors to place or receive emergency phone calls during the hours when classes are running. On the Amherst campus, emergency calls should be directed to the Public Safety Officer on duty.

On the Rochester campus, students and instructors may place emergency calls using the telephone located in each classroom. The phone is not to be used for purposes other than emergencies. Classroom phones are to local calls only

<p>Amherst Public Safety (716) 984-1350 Buffalo Public Safety (716) 880-2911 Rochester Public Safety (585) 272-0030</p>
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In case of an emergency that occurs during class time, please call 911 (if appropriate) and/or the Medaille Buffalo Campus at (716) 880-2000 or 1-800-292-1582. State your name, the nature of the emergency and the branch campus location from which you are calling.

*Please note that in case of fire, do not waste time calling the Buffalo Campus.
Pull the fire alarm and exit the building immediately.*

R. 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, and should remain, private to you alone. 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.

S. 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/>.

SECTION 6

FINANCIAL OBLIGATIONS

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 administrative office 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 start date of the course.
- a. 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.
- c. No transcripts will be issued for students having any outstanding balance. Books for subsequent courses may be held for students with an outstanding balance.
- d. 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; payment for each course is expected when books are received for the course. 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.** 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 prior to the first day 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. 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 4P). Students may be eligible for a refund according to the following schedule:

Withdrawal date	% of Refund
Prior to 1 st class	100%
Prior to 2 nd class	75%
2 nd class and after	None

6. 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

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. The Family Contribution is then subtracted from the cost of attendance to determine financial need.

$\text{Cost of Attendance} - \text{Family Contribution} = \text{Financial Need}$
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2. 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.

3. Loans

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 www.studentloans.gov. Students must maintain satisfactory academic progress to receive this loan.

C. Leave of Absence (LOA)

Any leave will affect your financial aid. For this reason, we recommend that students take no more than one leave of absence per academic year. 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. Medaille College will permit leaves of absence during which the student is not considered withdrawn. The leave of absence will not involve additional charges by the College. All accounts are on hold for the leave; no refunds may be given while the student is on a leave.

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:

- Contact program advisor to determine if a leave is possible.
- Contact Financial Aid to assess the effect of a leave on his/her aid.
- Sign and submit all required paperwork.

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 policy in requesting the leave of absence from the Registrar, 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

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.

Effect of Leave of Absence on Financial Aid

A leave of absence will change the cost of attendance and the amount of aid eligibility. A calculation is completed to make sure aid is earned. Any unearned aid is returned.

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 written leave of absence policy 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 Acknowledgement

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 Department in Amherst.
2. Loan funds are disbursed in accordance with the term students are enrolled in. (i.e., if a student was enrolled for a fall and spring term, there would be a fall disbursement and a spring disbursement)
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. For students enrolled at least half-time for two semesters in an academic year, the first payment period is defined as half the award year. For students enrolled at least half-time in three semesters in an academic year, the first payment period is defined as one-third of the award year.

E. Satisfactory Academic Progress (SAP) 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 a 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 minimum GPA of 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.

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.

Students failing SAP requirements will be granted one semester of financial aid probation. Students must make the required improvements after this one semester of probation or further financial aid will be denied.

No student may be considered for aid for more than 150 percent of her or her published program length.

Appeal Procedures

Students identified as not making progress toward the 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/ circumstances 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.**

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.

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 the Student Accounts Office, they are promptly credited to the appropriate individual student's account. When such posting to a student account results in a credit balance, the overage will be refunded by the Student Accounts Office to the student within 14 days from the posting date unless an

Authorization to Retain Funds form has been signed. School application fees, assessment fees, and a book/resource material fee are non-refundable.

Effective October 7, 2000, 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. Attendance must be "academic attendance" or "attendance at an academically-related activity." For students enrolled in an on-ground course, the last day of attendance shall be defined as the last day the student physically attends class where there is direct interaction between student and instructor. For students enrolled in an on-line course, the last day of attendance shall be defined as the last day the student logs into the online classroom system and engages in an academically related activity (e.g., submits an academic assignment, participates in an on-line discussion about academic matters, completes an interactive tutorial, etc.). Simply logging into the system does *not* constitute engaging in an academically-related activity.

$$\frac{\text{Total number of calendar days completed}}{\text{Total number of calendar days in the payment period}}$$

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.**

$$\begin{array}{r} \text{Total Title IV disburseable aid} \\ - \text{Title IV aid earned} \\ \hline = \text{Title IV loan and grant aid to be returned} \end{array}$$

Return of Unearned Aid

The College will return the lesser of the following amounts 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 determines 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.