

BOOK FOUR. Curricular, Academic, and Instructional Policies & Procedures

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BOOK FOUR. Curricular, Academic, and Instructional Policies & Procedures

Article A. Curricular Philosophy, Policies, and Procedures

1. College Mission Statement

The mission of Cedar Crest, an independent women's college, is to provide students with an excellent education that is grounded in the liberal arts and informed by humanistic values. The curriculum is designed to enhance the development of critical thinking and leadership skills, creative abilities, social awareness and technological literacy. Committed to experiential and lifelong learning, the College's curricular and co-curricular programs empower students to be ethical, engaged, and responsible members of their communities, to appreciate global diversity and to provide stewardship for the environment. A Cedar Crest education prepares students for careers as well as professional and graduate studies.

2. Philosophy of the Liberal Arts Curriculum

The Liberal Arts Curriculum serves as the intellectual foundation for the completion of academic majors and the pursuit of lifelong learning by ensuring that students receive a comprehensive liberal arts education rooted in the Arts, Humanities, and Sciences. A fundamental purpose of the curriculum is to hone the critical thinking skills of students as reflected in their ability to reason—scientifically, qualitatively, quantitatively, and morally. Another goal of the curriculum is to develop the communication skills of students as reflected in their ability to express ideas via the written and spoken word and through the use of technology. Ultimately, the Liberal Arts Curriculum intends to help students acquire knowledge and skills that will foster their thoughtful participation in the various communities to which they belong, personal and professional, local and global.

The Liberal Arts Curriculum requires students to complete a minimum of 40 general education credits distributed across eight areas of knowledge and application. These requirements apply to all students, regardless of academic major or transfer status. To complete the program, a student must earn a grade of "C" or better in all required coursework.

3. LAC Outcomes

In meeting the requirements of the Liberal Arts Curriculum, students will have demonstrated an acceptable level of academic performance (i.e. proficiency or better) relative to the following general educational outcomes:

- An understanding of the Arts, Humanities, and Social and Natural Sciences as distinctive areas of scholarly inquiry and human achievement.
- An understanding of how scientific reasoning can be utilized to investigate the natural and physical world.

- An understanding of how qualitative and quantitative approaches can be utilized to understand social systems, human culture, and human behavior.
- An understanding of how qualitative reasoning can be utilized to interpret the aesthetic qualities and social significance of historical and cultural artifacts, including works of art, literature, and film.
- An understanding of how quantitative and logical reasoning skills can be utilized to formulate, interpret, and solve problems.
- An understanding of how the Western tradition of ethics can serve as a guide to personal conduct, engaged citizenship, and community service.
- An understanding of the complexities and challenges of cross-cultural perspectives within a global context that is shaped by technological interconnectivity and the rapid movement of people, goods, and ideas across national borders.
- An understanding of how writing techniques can be utilized to develop and communicate ideas and information to an audience.
- An understanding of how public speaking techniques can be utilized to develop and communicate ideas and information to an audience.
- An understanding of how technology can be utilized for purposes of data acquisition, analysis, evaluation and presentation.
- An understanding of how information can be acquired, analyzed, evaluated and effectively used.

4. LAC Requirements

A Cedar Crest College student must complete the following course work to earn a degree.

Arts	2 courses, one of which must be a 3-credit course	6 credits
Humanities	2 courses	6 credits
Mathematics & Logic	2 courses, one of which must be a mathematics course	6 credits
Natural Sciences	2 courses, one of which must be a lab-based course	7 credits
Social Sciences	2 courses	6 credits
Ethics	1 course	3 credits
Global Studies	1 course	3 credits
Writing	2 courses: WRI 100 or HON 122 AND one WRI-2 course, which may be qualified in ART, HUM, ML, SCI, or SS	3 -6 credits
		<hr/> 40-43 credits

Students are required to abide by the following rules to ensure that they receive a comprehensive liberal arts education.

- A student must choose courses from two different disciplines to satisfy credit requirements within the categories of Humanities and Social Sciences (e.g. two PSC courses cannot be used to fulfill the Social Sciences requirement).
- A student may not use courses from the same discipline to satisfy credit requirements across the categories of the Arts, Humanities, or Social Sciences (e.g. a student who takes a History course to satisfy a Humanities requirement may not take another History course to satisfy a Social Sciences requirement).
- A student may take a course from the same discipline to satisfy credit requirements across the Global Studies category and other categories.

Transferred courses may be used to satisfy Liberal Arts Curriculum requirements, consistent with the College's transfer policy. Refer to Book IV, Section C.9 for further guidance.

5. Descriptions of Requirements

a. Courses that address areas of scholarly inquiry and human achievement:

Arts: The courses that comprise this category are designed to help students develop an understanding and appreciation for the fine arts, including the visual and performing arts and creative writing. Creating, performing and appreciating works of art define the basis for an aesthetic education. Studio and/or performance experiences help students develop creative and critical thinking skills whereas appreciation experiences help students understand the value systems that have developed over the centuries, underpinning the rationale for determining the great works and their creators. While tools and process may differ, the concepts that define the arts are common to all disciplines in this category. The key disciplines in this category are the Fine Arts: Dance, Theater, Music, Creative Writing, and the Visual Arts.

Humanities: The courses that comprise this category examine the texts produced by human culture in order to understand how these texts have, in the past, reflected and shaped – and continue to reflect and shape – human thought, including human aspirations and fears. The texts studied by humanistic disciplines include literature and film, philosophical and religious treatises, and historical documents. The method of inquiry employed by humanities disciplines requires a textual analysis that arrives at its understanding by considering the text from multiple perspectives, ranging from the study of the text's language and its implications, to a consideration of historical and cultural contexts, to the situation of a text within a tradition of thought. The key disciplines in this category are Communication, English, History, International Languages, and Philosophy.

Mathematics and Logic: The courses that comprise this category are designed to engage students in activities that develop analytical skills relating to the formulation, interpretation and solution of quantitatively-based problems or activities which develop logical reasoning skills, including the ability to analyze and critically evaluate arguments from a logical point of view. The key discipline in this category is Mathematics.

Natural Sciences: The courses that comprise this category share a common methodology, in that they explore and study the natural world through the application of the scientific method. This method of inquiry involves critical and objective observation, the formulation and testing of hypotheses, and the critical analysis and interpretation of empirical data. The key disciplines in this category are Biology, Chemistry, Physics, and General Science.

Social Sciences: The courses that comprise this category study human culture and behavior and the institutions within which individuals and groups live, work, learn and act. The mode of inquiry associated with the investigation of the cognitive, political, religious, social, expressive, and economic dimensions of human life is informed by the scientific method, signifying an appreciation of the value and significance of using empirical evidence, hypothesis testing, quantitative analysis and qualitative studies to think critically about the nature of human behavior, institutions and individual development. The key disciplines in this category are Anthropology, Economics, Political Science, Psychology, Religion, and Sociology.

b. Courses that promote reflection on and engagement with the demands of citizenship within a complex and changing society:

Ethics: The courses that comprise this category are designed to help students develop a working knowledge of the theories and principles underlying the Western tradition of ethics while also engaging students in activities that encourage individuals to reflect systematically on their personal moral beliefs and values. Courses should be interdisciplinary in nature and should focus upon the application of ethical theory to practice, both in the classroom and in experiences beyond the classroom.

Rubric: To qualify for the Ethics (ETH) designation, a course must meet the following criteria:

- The course must study traditional Western theories of ethics; it may apply these theories within a particular disciplinary context (e.g., Business, Performing Arts)
- The course must include a hands-on, experiential component (time spent outside the classroom engaged in activities that invite students to apply theory to practice)
- The course must include an academic opportunity for students to reflect on the experiential component
- For administrative purposes, if the experiential component consists of community service, this activity must be coordinated with the Community Service Office, rather than through a department, in order to maintain a structure by which agencies have a relationship with Cedar Crest as an institution, rather than with individual departments

Global Studies: The courses that comprise this category introduce students to art, literature, religion, or historical perspectives beyond the American mainstream; diverse cultural practices and beliefs, including health practices and new cultures arising from new technologies and the development of a quasi-borderless world; or the study of economic, political, legal and/or scientific systems or interactions within the context of varied social backgrounds or cultural frameworks.

Rubric: To qualify for the Global Studies (GS) designation, a course's content must focus on at least one of the following subjects:

- Global politics and international relations, both formal and informal, including the work of international organizations such as the UN and the World Health Organization and international nonprofit organizations such as Doctors Without Borders and Amnesty International
- International political economy: study of theories of macro-economics, multinational corporations, international financial institutions such as the World Bank and IMF, and transnational trade alliances
- Global environmental forces, from the perspective of science (e.g., the effect of global warming upon ecosystems) and/or from the perspective of politics (e.g., international climate agreements)
- Health issues critically understood within a global context that address the political, physical, and psychosocial dimensions of health care, including transcultural awareness and models of cultural competence
- Legal affairs within a global context
- Women's issues considered from a cross-cultural vantage point
- Flows of people through immigration, political flight, or tourism and the subsequent interactions with a host population
- Transnational flows of cultural images, ideologies, and ideas through various media
- Non-Western cultures and literatures, including world philosophies and religions
- Culture area courses (e.g., Asia, Africa, Caribbean, European Union) that study local culture within a global context
- Historical study of a region outside the U.S. in the context of establishing an understanding of the connections between past and present
- International language study at an advanced level as a method to understand diverse cultural and social contexts

c. Courses that promote the ability to use writing as a tool for expression and understanding:

Writing: The courses that comprise this category are designed to help students develop the ability to approach a topic for writing in light of the demands of purpose, audience, and the specific requirements of an assignment. Such requirements include skills in these categories: insightful and developed ideas, a supported thesis, awareness of audience and discourse conventions, coherence and logical organization, a sophisticated and professional style, and an attention to the revision process and manuscript preparation.

Rubric: Cedar Crest College recognizes the deep connections between understanding and language, the ways in which our strategies for reading, writing, and speaking inform how we make sense of a topic. Through its liberal-arts writing curriculum, then, the college aims to improve the following six qualities of student writing:

- **Insightful and Developed Ideas:** Students should be able to express insightful ideas through writing, to develop the complexity of those ideas rather than merely assert unreflective opinion, and to address alternative points of view on the writing subject.

- A Supported Thesis: Students should be able to articulate ideas in a precise thesis (a declared claim, or series of claims); to identify reasoning, evidence, and examples that establish those ideas; to understand the difference between supportable and unsupported opinion; and to make and defend inferences about information.
- Audience and Discourse Conventions: Students should be able to understand the demands of purpose, audience, and the specific requirements of a writing task; to employ appropriate rhetorical strategies pertinent to those demands; and to conduct research and use citation procedures appropriate to a discipline when incorporating that research through quotation, paraphrase, or summary.
- Coherence and Logical Organization: Students should be able to organize ideas and evidence logically, to make and clarify sophisticated relationships among ideas, and to express those relationships through appropriate transitions.
- A Sophisticated and Professional Style: Students should be able to choose clear, precise words, to fashion mature and varied sentence and paragraph structures, and to use an appropriate tone and style.
- Revision Process and Manuscript Preparation: Students should understand the writing process as a way of revising and building upon earlier drafts, both to refine their understanding of a topic and also to make sound editing decisions. They should also be able to proofread for errors in grammar, mechanics, and readability and to prepare a final manuscript of professional quality.

As Cedar Crest's first-year composition class, WRI-1 courses introduce students to the ways in which writing is used by the college community, along with the expectations and standards under which their writing is read. As such, WRI-1 courses have the following outcomes relative to the six qualities of effective college writing.

Upon completion of their WRI-1 class, students should be able to:

- Use critical reading and writing strategies as a way of inquiring, understanding, and thinking about a subject.
- Use writing to communicate their own understanding of a subject while integrating and distinguishing their ideas from those of others.
- Analyze other writers' arguments by locating and evaluating their claims, the ways in which they support those claims, and how they address counterarguments and alternative points of view.
- Focus on a writing task's purpose by clearly articulating an insightful claim (or series of claims) and drawing upon sound reasoning, specific and pertinent evidence, illustrative examples, and relevant authorities to express and develop those ideas.
- Draw upon and use a variety of rhetorical forms, genres, and structures as appropriate to the expectations of audience and the demands of a writing task.
- Understand that there are differences between academic writing styles in the humanities, natural sciences, and social sciences (the MLA, CSE, and APA, for instance). These differences include citation methods and procedures for incorporating quotation, paraphrase, and summary of source material, but also matters such as organization, style, tone, vocabulary, and format.

- Utilize research skills and appropriate technologies in effectively addressing a writing assignment to locate, evaluate, analyze, and synthesize both primary and secondary sources.
- See that successful writing often takes several drafts, and develop strategies for generating and revising ideas and the language to express them, along with editing and proofreading practices to ensure readability.
- Critique their own and others' writing and ideas, as well as understand the collaborative and social contexts in which writing takes place.
- Prepare a manuscript of professional quality and format, while controlling readability conventions in spelling, grammar, mechanics, and syntax.

Cedar Crest's WRI-2 courses are writing-intensive classes from across the curriculum that provide instruction in how a particular academic discipline uses writing and in the processes by which students can become proficient in that writing style. As students move beyond WRI-1, their writing abilities should refine and mature into disciplinary and professional fields.

While the writing outcomes of a particular WRI-2 course depend upon its academic discipline, all WRI-2 classes should address how the six qualities of college writing appear in its field. Furthermore, the method of writing instruction for WRI-2 courses should draw upon the experiences and outcomes of the first-year writing class.

As such, upon completing their WRI-2 class, students should be able to:

- Use the writing strategies of a particular discipline as a method for developing their own critical thinking, reading, and writing skills.
- Analyze the claims and types of support found in models of scholarly or professional writing within a discipline.
- Understand the uses, reader expectations, and conventions for writing within a discipline, including being able to proficiently use an appropriate academic writing style (MLA, CSE, APA, or Chicago, for instance).
- Develop an academic voice familiar with the conventions in usage, specialized vocabulary, and manuscript format of a discipline.
- Utilize appropriate technologies for research and written communication within a discipline.
- Produce a final text through a series of developmental stages connected with the discipline's writing processes.

WRI-1 and WRI-2 courses have the following additional requirements:

- The writing process must be taught as part of the course content and embedded in its assignments. This includes a writing-assignment sequence of increasing complexity, prewriting or drafting exercises that enable students to reflect upon and improve their writing in developmental stages, peer or instructor review of drafts via workshops or conferences, and the ability to revise drafts based upon that feedback. Writing is meant to be a learning strategy for course material, not an add-on component to the course.

- A minimum of 25 pages (approximately 6,250 words) of written material must be submitted by students, of which at least 15 pages represent final text submitted for an instructor's evaluation and assessment. (The remaining number may include formal and informal writing; developmental essays, drafts, and other prewriting assignments; rewrites of papers and journals; newsgroups and online discussions; or essay exams.)
- The major portion of the evaluation for a student's final grade must be of written products. Assessment should take into account the six qualities of effective college writing, although individual grade judgments will necessarily take into consideration an assignment's difficulty and place in the semester.
- Course enrollment must be capped at 18 students per section.
- WRI-1 and WRI-2 courses cannot be offered in an accelerated two-weekend format and must be scheduled for a minimum of seven weeks during the regular semester or six weeks during a summer term.
- Students must satisfy the WRI-1 and WRI-2 requirements with a final grade of "C" or higher. A final grade of "C" should indicate that a student has met the minimum level of competency with regard to the class's writing outcomes.

6. College-wide Requirements Satisfied Within the Departmental Major

The following requirements will be satisfied by students within the context of individual academic majors. For the Technology and Oral Presentation requirements, the necessary coursework may be offered directly within the academic major or, alternatively, the academic major may require that students complete an appropriate course or courses offered in a different department. The Information Literacy requirement must be satisfied through coursework in the departmental major

Technology Requirement: The technology requirement is satisfied through the completion of coursework required within the context of individual academic major or through the completion of a course designated by the department as satisfying this requirement. This approach recognizes that the definition of "technological competence" differs across academic disciplines and fields of specialization; thus each department is responsible for documenting that students enrolled in their programs as majors have demonstrated an acceptable level of academic performance in regard to their ability to: (1) engage in data searches and data organization, (2) engage in data analysis, and (3) engage in data presentation and communication.

Oral Presentation: The oral presentation requirement is satisfied through coursework required within the context of individual academic majors or through the completion of a course designated by the department as satisfying this requirement. Each department is responsible for documenting that students enrolled in their programs as majors have demonstrated an acceptable level of academic performance in regard to their ability to: (1) employ basic skills of good public speaking, (2) conduct an audience analysis, (3) use logic, and (4) demonstrate credibility through the presentation of evidence and the use of proper delivery techniques, including the use of audio-visual materials and appropriate technologies.

Information Literacy Requirement: The information literacy requirement is satisfied through the completion of coursework required within the context of individual academic majors. Each department is responsible for documenting that students enrolled in their programs as majors have demonstrated an acceptable level of academic performance in regard to their ability to: (1) frame a research question, (2) access and evaluate sources, (3) evaluate content, (4) use information effectively to accomplish a specific purpose, and (5) understand the economic, legal and social issues of information use.

7. Assessment of LAC Student Learning Outcomes and College-wide Requirements

Student achievement within the context of the Liberal Arts Curriculum will be evaluated primarily on the basis of a course-embedded strategy of summative assessment and other assessment determined by the Assessment Advisory Board.

The course-embedded component of the assessment process focuses upon final grades as an indicator of student achievement. In essence, a grade of “C” or better in all required coursework in a content area is taken as evidence that a student has demonstrated an acceptable level of academic achievement (i.e. proficiency or better) in regard to a particular educational objective. This approach is predicated upon the following relationships between the curricular requirements and specific learning outcomes.

- Successful completion of the Arts, Humanities, Natural Sciences, and Social Sciences requirements leads to student acquisition of the ability to distinguish among the Arts, Humanities and Sciences as distinctive areas of scholarly inquiry and intellectual achievement.
- Successful completion of the Natural Sciences requirement leads to student acquisition of the ability to utilize scientific reasoning and quantitative approaches to investigate the natural and physical world.
- Successful completion of the Social Sciences requirement leads to student acquisition of the ability to utilize qualitative and/or quantitative approaches to understand social systems and human behavior.
- Successful completion of the Arts and Humanities requirements leads to student acquisition of the ability to utilize qualitative reasoning to interpret the aesthetic qualities and social significance of historical and cultural artifacts, including works of art, literature and film.
- Successful completion of the Mathematics and Logic requirement leads to student acquisition of the ability to formulate, interpret and solve problems through the use of quantitative and logical reasoning skills.
- Successful completion of the Ethics requirement leads to student acquisition of the ability to apply the theories and principles of the Western tradition of ethics as a guide to personal conduct and engaged citizenship.
- Successful completion of the Global Studies requirement leads to student acquisition of the ability to utilize methodological skills appropriate for the purpose of engaging in cross-cultural analysis and/or identifying strategies for participation within a global environment.

- Successful completion of the Writing requirement leads to student acquisition of the ability to use writing techniques to communicate ideas and information to an audience.
- Successful completion of the Technology and Information Literacy requirements leads to student acquisition of the ability to use technology and appropriate information gathering strategies for purposes of data acquisition, analysis and presentation.
- Successful completion of the Oral Presentation requirement leads to student acquisition of the ability to use public speaking techniques to communicate ideas and information to an audience.

The assessment process will be administered by the Associate Provost in consultation with an Assessment Advisory Board. The purpose of the board will be to assist the Associate Provost in regard to the annual evaluation of assessment results and continuing oversight of the assessment process itself. The board should consist of a representative from each content area and the Writing Director.

8. The Honors Program

Students who meet the qualifications are invited to become part of the Honors Program at Cedar Crest College. The mission of the Honors Program is to provide a significantly enriched learning experience for students, one which goes beyond the requirements of a specific major or the College's Liberal Arts Curriculum requirements. The Honors Program consists of Honors courses, Honors research experiences or creative projects, Honors activities and experiences, and mentoring relationships between Honors faculty and students in the program. Honors courses introduce students to a wide variety of subjects, as well as critical commentary and opinion across a range of academic disciplines. Both in course content and in pedagogy, Honors courses provide students with models for structuring their own intellectual lives and the formation of strategies for lifelong learning.

9. Academic programs of study

In conjunction with the Liberal Arts Curriculum, the academic majors, co-majors, minors, and certificates offered by the College provide students with opportunities to pursue disciplines and fields of study that will complete their liberal education and equip them to be successful and contributing members of society.

a. Planning

Departments are responsible for formulating and planning curriculum at the level of individual programs (Book Three of the Faculty Handbook, Article C.)

b. Responsibility and Assessment

Each academic department evaluates its academic programs in an annual assessment cycle that ends with a report submitted to the Provost's Office in March. The process is designed to ensure the highest quality education in the academic program by an ongoing critical examination of student learning outcomes and the systematic evaluation of the department's success in achieving those outcomes. Assessment plans for each major are reviewed and revised by the academic departments as part of this process.

c. Evolution

In addition, as the Faculty Bylaws outline, the Chairs Group, the Faculty Executive Committee, the Curriculum and Academic Policy Committee, the Admissions, Enrollment, and Retention Committee, and Faculty Meetings are venues in which discussions about the College's evolving educational mission, its larger curricular concerns, its financial position, and its goals for enrollment will take place. (See Book Two, Articles E.-H. of the Faculty Handbook for descriptions of these groups and their responsibilities.) Departments should initiate changes to their academic offerings in the context of these college-wide conversations in order to strengthen their programs and the College's achievement of its mission.

d. Undergraduate majors, minors, programs and certificates

Accounting	Pre-Veterinary
Anthropology	Healthcare Management
Applied Sociology	Hispanic and Latino Studies
Art	History
Biochemistry	Honors Programs
Biodiversity and Conservation Biology	Human Resources Management
Bioinformatics	Marketing
Biology	Mathematics
Business Administration	Music
Chemistry	Neuroscience
Communication	Nuclear Medicine
Computer Information Systems	Nursing
Criminal Justice	Nutrition
Dance	Performing Arts
Economics	Philosophy
Education	Political Science
Elementary Education	Pre-Law
Secondary Education	Psychology
English	Biopsychology
Film Studies	Forensic Psychology
Fine Arts	Health Psychology
Forensic Science	Industrial/Organizational Psychology
Gender Studies	Religious Studies
General Science	School Nurse
Genetic Engineering	Social Work
Gerontology	Speech
Health Professions Program	Theatre
Pre-Dentistry	Writing
Pre-Medicine	

10. Revisions to the Liberal Arts Curriculum

Article A.7 of this Book provides for the assessment of the College's Liberal Arts Curriculum to ensure that the LAC requirements lead to the outcomes listed in Article A.3. If assessment results indicate that these requirements need to be modified in order to further the College's achievement of its curricular outcomes, or if the Curriculum and Academic Policy Committee's regular monitoring of the requirements and their implementation indicate that the philosophical and pedagogical goals of the Liberal Arts Curriculum requirements are not being met, CAPC will conduct a review of the requirements. As a result of that review, CAPC may recommend amendments to the Liberal Arts Curriculum requirements to the Faculty for their discussion and a vote. Any vote of the Faculty concerning the Liberal Arts Curriculum requirements will be conveyed by the President along with a recommendation, to the Board of Trustees for final approval.

11. Procedures for proposing programs and courses

a. New program proposals

A new program is one whose requirements lead to a new major, minor, certificate, concentration, track, or special affiliation. A proposed new program must:

- advance the mission and goals of the College
- respond to current or potential student or societal needs
- provide students with a distinctive education
- identify who is responsible for creation, implementation, and delivery
- identify resources needed and documentation of how this program meets needs not currently being served by existing programs
- identify the time frame for implementation and program building
- develop a plan to measure programmatic outcomes and assess the program

Procedure:

A new program must be developed and proposed by a faculty member, academic department, or several departments in the case of an interdisciplinary collaboration. A written proposal that addresses all aspects of the program in the Guidelines for Developing New Program Proposals (available in the Provost's Office) must be submitted simultaneously to the Provost, Faculty Executive Committee, Curriculum and Academic Policy Committee, and Graduate Programs Committee (if applicable). Prior to implementation, the new program must be reviewed by the following groups/individuals and approved by the Full Faculty and Board of Trustees:

1. Department Chair(s) of primary and supporting departments
2. Provost
3. Faculty Executive Committee
4. Curriculum and Academic Policy Committee
5. Graduate Programs Committee (if applicable)

6. Full faculty at a regularly scheduled faculty meeting (action on a proposed new program requires a 30-day layover)
7. President and the Board of Trustees

b. New course proposals

Procedure:

Any newly developed course may be offered as a Special Topics course, with the approval of the Department Chair, up to two times before it must be formally approved by the faculty.

A proposed new course not designated as a Special Topics course must be approved by:

- the Department Chair
- the Curriculum and Academic Policy Committee
- the full faculty at the next regularly scheduled faculty meeting
- the Provost

All newly proposed courses must be submitted to the Curriculum and Academic Policy Committee using the New Course Proposal Form available on the Faculty web page; proposals are forwarded to the Provost.

c. Courses proposed for Liberal Arts Curriculum designation

Currently rostered and approved courses seeking new liberal arts designations must be approved by CAPC and the full faculty. Faculty wishing to qualify a course in a particular category must complete the appropriate template for submission of LAC courses, available on the Faculty web page under Faculty Information as “LAC Content Area Form” or “LAC GS-ETH-WRI Form” and submit to the Curriculum and Academic Policy Committee. This should specify how the learning objectives of the course meet the academic characteristics/criteria associated with that category and how student performance will be assessed in regard to those objectives. With the exception of WRI-2, no course may be qualified in more than one category. A proposal for the Ethics, Global Studies, and Writing course categories should address the specific rubrics developed for these categories. If the course is a new offering, a New Course Proposal Form, also available on the Faculty page, should be submitted as well.

d. Special Topics courses

A special topics course may be rostered for two semesters as an elective choice without faculty approval if the course will not be taken for Liberal Arts Curriculum credit. If the course is to meet a liberal arts requirement, it must be submitted as in Section A.11.c.

e. Course numbering

Course numbers generally indicate the following levels:

<i>Number</i>	<i>Level</i>
050 to 099	Fundamental Courses
100 to 199	Introductory Courses
200 to 299	Intermediate Courses
300 to 399	Advanced Courses
400 to 499	Senior and post-baccalaureate
	Graduate certification only
500 to 599	Graduate Courses

Course numbers in the 160s, 260s, 360s, 460s, and 560s are reserved for special topic courses.

Course numbers from 370 to 374 are reserved for departmental internship programs.

Course numbers from 390 to 394 are reserved for independent study. The notation (IS) following a course title on a permanent record indicates that the course was taken as an independent study.

Course numbers joined by a hyphen (e.g., 101-102) designate a yearlong course, neither term of which may be taken for separate credit.

f. Special Studies courses

This designation is given to a course offered for academic credit under the authority of the Provost, but not housed in a specific department. Special Studies courses must be approved by the Faculty, following the procedure for proposing new courses outlined in Article A.11.b.

12. Revisions to programs and courses

Departments are responsible for initiating changes in program offerings. The faculty member(s), in consultation with the Chair(s) determine program content, prerequisites, and policies. Based on the results of assessment data, departments provide programmatic changes to CAPC and the Provost simultaneously. The Curriculum and Academic Policy Committee may determine that significant changes to an existing program require approval of the full faculty, if the program appears to change the nature of the program previously approved by the faculty.

Departments are also responsible for initiating changes in course offerings and course content. The faculty member, in consultation with the Chair, determines course content, prerequisites, outcomes and policies regarding courses. Any changes in a course's catalogue description and/or changes that affect a course's Liberal Arts Foundation designation must be submitted to the Curriculum and Academic Policy Committee for review and re-approval, if necessary.

Department Chairs are responsible for considering the implication of program changes on other disciplines prior to making changes and for consulting with the relevant chair of the programs affected before submitting changes to CAPC.

13. Elimination of majors and minors

a. By a department

A department that proposes to eliminate an academic program should send a proposal and a rationale to the Faculty Executive Committee and the Provost for review and to the Curriculum and Academic Policy Committee for that committee's information.

The Faculty Executive Committee will review the proposal, using the 1998 "Analysis of Majors" document. FEC may request further information from the department or members of the administration as necessary or helpful to inform its deliberations. The FEC will then make a recommendation to the faculty at a regular Faculty meeting indicating its support or lack of support for the department's proposal to eliminate the academic program and providing a rationale for its recommendation. After a thirty-day layover, a quorum of Faculty will vote on the proposal to eliminate the academic program. The vote of the Faculty will be submitted to the President to convey it and make a recommendation to the Board of Trustees. The academic major, minor or program is eliminated upon approval of the Board of Trustees.

b. By the College

The College may recommend the elimination of a major or program due to financial exigency or program change, as described in Book Three, Article K.4 of the Faculty Handbook. If the elimination of the academic program is proposed by the College rather than by an academic department, the President and the Provost, after consulting with the Department Chair, will provide the Faculty Executive Committee with the information regarding the circumstances surrounding the financial exigency or change in the program proposed for elimination. The involved Department will also provide the Faculty Executive Committee with its position on the proposed program elimination and its rationale for this position. The Faculty Executive Committee will have the opportunity to gather additional information on the reason for and impact of the proposed program elimination and may request information from other departments as to the impact of the proposed program elimination.

The Faculty Executive Committee may consider and propose alternative actions to resolve the financial exigency or need to discontinue a program. The Faculty Executive Committee and the Senior Officers of the College may discuss the issues and identify potential resolutions. Following the discussion, the Provost, and the Faculty Executive Committee will submit written reports and recommendations to the President.

The Faculty Executive Committee will also share its report and recommendation with the Faculty at a regularly scheduled Faculty meeting after a thirty-day layover. By means of discussion and a vote, the Faculty will have the opportunity to indicate its support or lack of support for the Faculty Executive Committee's recommendation. The President may be requested to convey the Faculty's response along with her recommendation to the Board of Trustees.

14. Planning, Course Enrollment and Cancellation policy

Cedar Crest College publishes a course schedule for each academic session. The schedule of course offerings for each semester is based on the two-year course rotations created by departments for the academic programs offered by the College. These two-year rotations are designed with the academic integrity of programs, the scheduling needs of students, and the fiscal responsibility of the College in mind. Two-year rotations will be reviewed on a regular basis by departments, in consultation with the Provost, to confirm that they continue to meet the needs of the program, students, and the College. As part of their review, departments will review the pattern of enrollment in courses to note trends and will adjust the two-year course rotations as necessary.

The two-year course rotations established by departments reflect long-range planning for the College's academic programs. Course enrollments will be reviewed by the Registrar at an appropriate time before the start of each session. After reviewing the course in consultation with the Chair of the appropriate department, the Registrar may recommend canceling the course. Students who need the course to complete their academic program will be advised and their needs appropriately supported.

Enrollments will be monitored in the weeks after the start of registration for appropriate adjustments to time, sections, locations, caps and wait lists. The Registrar will discuss with the department chair and course instructor any adjustments necessary.

15. Online and Hybrid-Online Course Policy

Online courses are those in which a majority of instruction is conducted through computer software in a virtual learning environment. Hybrid-online courses are those that combine classroom-based face-to-face instruction with computer-based instruction in a virtual learning environment. For an online course to be considered hybrid, no more than 49% of the course experience may be online and at least 6 ½ hours of classroom time must be scheduled per course credit hour.

Although online and hybrid-online courses by their nature have assignments and practices that differ from classroom-based courses, they maintain the same standards of academic rigor as classroom-based courses. Their syllabi must conform to the College's syllabus policy as stated in Book IV Article E.3 of the Faculty Handbook.

If personally identifiable student information is posted or communicated, online courses, hybrid-online courses, and other courses with any online component must utilize college-approved software applications.

Cedar Crest College is committed to ensuring equal opportunity for qualified individuals with disabilities. In addition, the Americans With Disabilities Act ("ADA") and Section 504 of the Rehabilitation Act ("Section 504") ensure that no otherwise qualified individual shall solely by reason of such disability be denied access to or participation in services, programs, and activities here on campus. A disability is a physical or mental impairment that substantially limits a major

life activity of an individual. In accordance with our commitment to equal opportunity and with these statutes, Cedar Crest College provides reasonable accommodations and confidentiality for students with disabilities. Reasonable accommodation does not include academic adjustments that would fundamentally alter the nature, essential requirements, or academic standards of the program.

For online courses, faculty members are expected to ensure that materials are accessible to individuals with disabilities via college-supported assistive technology (Dragon Dictate, Kurzweil Screen Reader, etc.). Faculty members should consult with Academic Services regarding accessibility of online course information. (06.2010)

Article B. Academic Philosophies

1. Honor Code

Cedar Crest College students should uphold community standards for academic and social behavior in order to preserve a learning environment dedicated to personal and academic excellence. Upholding community standards is a matter of personal integrity and honor. Individuals who accept the honor of membership in the Cedar Crest College community pledge to accept responsibility for their actions in all academic and social situations and the effect their actions may have on other members of the College community.

2. Academic Standards of Integrity

Incumbent from the Honor Code, academic integrity and ethical behavior provide the foundations of the Cedar Crest scholarly community and the basis for our learning environment. Cedar Crest College expects students to set a high standard for themselves to be personally and intellectually honest and to ensure that other students do the same. This standard applies to all academic work (oral, written, or visual) completed as part of a Cedar Crest education.

a. Academic Misconduct

Cedar Crest College considers the following acts, but not only the following acts, to be breaches of its Academic Standard of Integrity. Cedar Crest College reserves the right to alter the definitions of academic misconduct herein.

- i. **Cheating.** During the completion of an academic assignment (e.g. quizzes, tests, examinations, artistic works, presentations, or papers), it is dishonest to use, have access to, or attempt to gain access to any and all sources or assistance not authorized by the instructor.
- ii. **Plagiarism.** Plagiarism is the act, intentional or not, of misrepresenting the work, research, language, or ideas of another person (published or unpublished) as one's own. An assignment or part of an assignment that fails to acknowledge source material through an appropriate academic discipline's citation conventions for quotation, paraphrase, and summary also constitutes plagiarism.

- iii. Collusion. Collusion is the collaboration of two or more individuals in either giving or receiving assistance not authorized by the instructor for the completion of an academic assignment.
- iv. Falsification. Falsification is the misrepresentation of academic work or records. Falsification includes, but is not limited to: the fabrication of research, scientific data, or an experiment's results; providing false information regarding an academic assignment, including reasons for absence, deadline extension, or tardiness; the tampering with grade or attendance records; the forging or misuse of college documents or records; or the forging of faculty or administrator signatures. An assignment, or part of an assignment, submitted for academic credit in one course and resubmitted by the student for academic credit in another course without both instructors' permission also constitutes falsification.
- v. Sabotage. Sabotage is the act of hindering another student's (or students') ability to complete an academic assignment. Destruction of college property (e.g. library holdings, laboratory materials, or computer hardware or software) may constitute sabotage.
- vi. Other Forms of Academic Misconduct. The forms of academic misconduct defined above are not exhaustive, and other acts in violation of the Cedar Crest Honor Code or Academic Standard of Integrity may be deemed academic misconduct by an instructor or by the college.

b. Response to Academic Misconduct

Students who breach the Academic Standard of Integrity – as set forth in the types of academic misconduct specified under the Faculty Handbook, Book 4.B.2.a – are subject to sanctions imposed by an instructor, a department chair, the provost, or the Board of Trustees. Such sanctions can range from, but are not limited to, the expectation to redo an assignment, the reduction in grade for an assignment or course, or the failure of an assignment or course. Extreme cases of academic misconduct, as determined by the provost or the Board of Trustees, may result in suspension or expulsion from the college, or the withholding, denial, or rescinding of academic degrees.

The initial response to academic misconduct rests with the individual instructor, who is entitled to take into account the student's degree of academic experience and any prior instances of academic misconduct in the student's time at the College, when determining the penalty for the offense.

If a student withdraws from a course and the instructor discovers academic misconduct either before or after the withdrawal, an instructor's grade of "F" for the course supersedes the "W."

All instructors who determine that a student has breached the Academic Standard of Integrity must report the incident to the Provost's Office using the "Report of Academic Misconduct" and attach relevant evidentiary documentation as appropriate. Instructors encountering a case of academic misconduct may consult with the Provost's Office to determine if the student has committed acts of academic misconduct on other occasions.

All instructors are required to include the College's Academic Standard of Integrity on their course syllabi, as well as information about the response to evidence of academic misconduct and potential sanctions incurred.

Upon receiving a "Report of Academic Misconduct," the Provost's Office will notify the student of the misconduct charge and of her rights and the procedure to appeal the charge and its sanctions. Appeals to charges of academic misconduct or their sanctions follow the process for appealing academic decisions outlined in the Faculty Handbook, Book 4.C.16.

All reported incidents or academic misconduct will be held on record by the Provost's Office. The Provost's Office is to make an annual report to the faculty and to the Honor and Judicial Board, on the number and nature of academic misconduct cases that occurred during the year.

3. Classroom Protocol

a. Learning Environment and Appropriate Classroom Behavior

Cedar Crest College maintains a classroom and learning environment dedicated to scholarly, artistic, and professional inquiry. The college's community of learning is founded upon the intellectual freedom of students and faculty in pursuit of knowledge and understanding. Such an environment depends upon the insights of the liberal-arts disciplines, as well as a respect for the global diversity of viewpoints and cultural backgrounds.

The college expects students to conduct themselves in a manner that best realizes their own and other students' education. Appropriate classroom behavior includes, but is not limited to, the expectations for students: to attend and be prepared for all classes, to arrive and leave on time, to treat the faculty members and other students with respect, to refrain from any activities within the classroom that do not directly pertain to the business of the class, to use language that is respectful and non-abusive, and to otherwise refrain from any behavior that disrupts or jeopardizes the learning environment as determined by a reasonable faculty member. Academic programs or individual faculty members may establish additional behavioral policies for their courses, including those which take classroom behavior into account for a student's academic evaluation.

If a student would like to bring a guest to class, permission must be secured from the instructor prior, to that class time.

b. Response to Disruptive Classroom Behavior

Faculty members are entitled to respond to disruptive student behavior. Responses can range from a verbal warning to requiring the student to leave class. Faculty may further choose to treat dismissal from class as an absence, for the purposes of attendance policies. If a student refuses to leave when requested, the faculty member is to call Campus Security and have the student removed. Unless it should be necessary to protect oneself, the faculty member should not make any effort or threat to remove the student physically.

If the faculty member desires that the expulsion extend beyond the class period or that it be permanent, the faculty member must first notify the chair of his or her department, and then make such a request to the Provost prior to the beginning of the next meeting of that class. If the Provost concurs, the student is to be notified of procedures by which she may appeal. Under some circumstances, some disruptive classroom behavior may warrant dismissal from the College.

c. Notification of Classroom Protocol

Faculty members are expected to make clear expectations for specific classroom decorum and repercussions for non-compliance, including the impact disruptive behavior may have on students' academic evaluation. Faculty members should be aware of setting boundaries and procedures for exceptions to policies stated in the syllabus.

The following statement (or similar language) should be conveyed to students at the start of each term: "Appropriate classroom behavior is implicit in the Cedar Crest College Honor Code. Such behavior is defined and guided by complete protection for the rights of all students and faculty to a respectful classroom environment. That environment is free from distractions such as late arrivals, early departures, inappropriate conversations and any other behaviors that might disrupt instruction and/or compromise students' access to their Cedar Crest College education."

4. Class Attendance

Regular attendance at classes is expected of all students, regardless of whether attendance is a factor in a student's grade for a course. Students are required to attend the final exam, for courses requiring one, on the day and time scheduled by the Registrar's Office.

If attendance is used to compute the final grades for the course, that fact must be reflected in the course syllabus. When an academic or extracurricular activity is scheduled in conflict with a preexisting class time, the class takes precedence; arrangements with the instructor must be made in advance to enable students to attend the conflicting activity.

Students who are aware of potential conflicts due to College sanctioned activities should report and discuss these conflicts as soon as they are known. The College encourages students to participate in sanctioned activities and encourages faculty to make arrangements to facilitate these experiences where possible.

When there is a conflict between two scheduled events and the professors in charge cannot come to an agreement, the student shall be protected by the Provost, who shall require the two professors to resolve the matter at a joint meeting with the Provost.

A student who is absent from classes for reasons such as illness or a family emergency must contact the Dean of Student Affairs, who will then verify the reason for the absence and notify the student's instructors. Faculty members who receive such notification should understand that the notification signifies that the information given by the student is creditable; the notification does not, however, serve to exempt students from any of their course requirements. Faculty

members should develop policies for excusing students who miss classes or coursework for reasons beyond their control and should inform students about these policies. (06.2010)

Article C. College Academic Policies

1. Procedure for Application and Matriculation

a. Definition of matriculation

Matriculation is a student's formal acceptance as a degree candidate at Cedar Crest. Matriculation is required for any student who plans to receive financial aid and/or declare an academic major.

Students intending to complete a degree are encouraged to matriculate upon entry. The date of matriculation determines the liberal education requirements under which the student will graduate, unless they choose to graduate according to provisions enacted by the faculty and stipulated in subsequent catalogs. A student who does not matriculate upon entry is required to do so before the student completes the final 30 credits. In the event that a course section reaches its enrollment maximum, matriculated students are given preference over non-matriculated students.

b. Procedure for Application for matriculation

A student applies for matriculation by submitting a completed application for admission available from the Office of Admissions, the Center for Lifelong Learning, or the Cedar Crest College website. Complete applications generally include official transcripts from high school and all post-secondary schools. An essay, recommendations, and a personal interview may also be required.

In the case of traditional students, after submitting a complete application, students receive a letter from the College informing them of the decision concerning their acceptance as a degree candidate. The date of matriculation for traditional students is their first date they attend classes.

In the case of Lifelong Learning students, after submitting a complete application and registering for classes, students receive a letter from the College informing them of the decision concerning their acceptance as a degree candidate. The date of this letter is the date of matriculation.

2. Leave of absence

Degree-seeking (matriculated) students who find it necessary to interrupt their college studies for a term or more must apply for an official leave of absence if they wish to return under the same liberal-arts education requirements. Within three years of her official date of separation, the student must accomplish one of the following steps: attend a class for which she is enrolled, submit a letter of intent to register for an upcoming term, register for an upcoming term, or request an extension of the leave of absence. Leave of Absence Requests are processed on

MyCedarCrest via the Withdrawal Application; the Registrar approves requests for leaves of absence. Withdrawals from individual courses are not considered official leaves of absence.

The first day of class attendance, in the case of traditional students, or the date of the acceptance letter as a degree candidate, in the case of Lifelong Learning students, is the date of matriculation. This date is important if a student finds it necessary to interrupt her studies at Cedar Crest.

If a student takes an official leave of absence of less than three years she will be permitted to graduate according to the liberal-arts education requirements in effect at the time of matriculation. With approval from her major department, a student may be permitted to graduate according to major requirements listed in the College Catalog on the date of her matriculation. Alternatively, a student may choose to graduate according to policies and curricular changes enacted by the faculty and found in the most current catalog.

If a matriculated student requests and is granted an official leave of absence of up to three calendar years, she is not required to reapply for matriculation when she re-enrolls. A student who re-enters the College after an unofficial withdrawal, a leave of absence greater than three years, or any absence not formally approved must meet the liberal-arts education requirements and major requirements in effect at the time of her re-enrollment.

3. Degree requirements

Bachelor's Degree Requirements

To earn a Bachelor's Degree from Cedar Crest College, each student must:

- Successfully complete the Liberal Arts Curriculum requirements.
- Satisfy the requirements of a major course of study.
- Successfully complete a minimum of 120 credits.
- Maintain a 2.000 cumulative grade point average or higher in the major, as well as overall. Some majors require a cumulative grade point average higher than 2.000.

4. Credit for prior learning

Cedar Crest College offers matriculated students several avenues through which to identify and evaluate learning that has taken place in private study and other out-of-classroom experiences, with the possibility of receiving academic credit for it. These avenues include College Entrance Examination Board Advanced Placement Tests, proficiency examinations, College Level Examination Program (CLEP) testing, PONSI (National Program on Non-Collegiate Sponsored Instruction), DANTES (Defense Activity for Non-Traditional Education Support), and credit for experiential learning. All credits awarded through these avenues are regarded as transfer credits. Students awarded such credit are subject to the rule that they must take their final 30 credits at Cedar Crest.

See Article D.2, D.3, D.4 and D.5 of this Book for details about how individual departments award credit for these programs.

5. Academic majors, minors, concentrations and certifications

a. Declaration of major

A student should declare a major after the completion of the first semester of study or 12–15 earned credits. A student is required to declare a major once completing 45 credits.

Education majors may declare as Intended majors. Transfer students are encouraged to declare their majors after the completion of 24 credits at Cedar Crest.

An education major or co-major may only be declared after three semesters of full-time study (or 45 credits) and successful completion of the Praxis I.

The official declaration of a major is initiated with the Declaration form available from the Registrar's Office. A student declaring a major that may lead to either the B.S. or B.A. degree shall specify at the time of declaration which program the student is entering and which degree is being sought. A student must satisfy a minimum of 18 credits of major requirements through Cedar Crest College coursework. Individual departments may specify higher residency requirements for major coursework or establish further restrictions on the types of transfer credits accepted toward major requirements (as detailed in Article C.9.c.). A student will graduate according to the major requirements listed in the College Catalog and in effect at the time of matriculation at the College, provided the student has declared a major within four years of matriculation. Departments reserve the right to add or delete courses from their major requirements. The department will work with the affected students to make appropriate substitutions for courses no longer available. A student will not be expected to complete a major requiring more credits if major requirements change after the student's declaration of a major. Changes in the major dictated by an outside accrediting agency will override this policy. If the requirements for the major change, a student may choose to graduate according to curricular changes enacted by the faculty and stipulated in subsequent catalogs.

Co-majors must be completed in conjunction with a regular academic major. Details of such programs may be found in departmental descriptions found in the College Catalog or may be discussed with appropriate departments.

Any student wishing to change a major, including change of B.S. or B.A. program within the same department, shall be processed through the Registrar's Office and have appropriate departmental approval.

b. Petition for a self-designed major

A matriculated student may design her own major and seek approval from the Curriculum and Academic Policy Committee. She must do so before completing 90 credits. Her program of study for the self-designed major must be developed in consultation with a least two Cedar Crest

faculty advisors, who will sign the petition before its submission. The petition will be considered only if the courses required are available at Cedar Crest or within the Lehigh Valley Association of Independent Colleges and meet the standards for an academic major at Cedar Crest.

The student should explain why a conventional major does not meet her needs and her rationale for designing a major. She should research the major at other colleges and universities offering the program, specify the goals and objectives of the major, and investigate career and/or graduate school opportunities in the field. The student should consult the Registrar for further information before preparing the petition.

When the formal proposal has been written and signed by the appropriate faculty, the student should submit 14 copies to the Office of the Registrar.

c. Declaration of more than one major

Students may complete requirements for more than one major. Students declaring additional majors shall indicate one as their primary major. The primary major shall determine the degree to be awarded, i.e., B.S. or B.A.

d. Declaration of minor

Some departments offer minors. Completion of a minor is optional if it is not required for graduation. A student initiates a declaration of a minor with the completion of the Declaration form available from the Registrar's Office. A minor must include a minimum of 18 credits with half the credits taken at Cedar Crest College. No course with a grade of less than C- may be counted to satisfy a minor requirement. Some departments require that a grade higher than a C- be achieved per course for the minor. A course taken Pass/Fail will not satisfy a minor requirement unless it is a course offered on a Pass/Fail basis only. The minimum cumulative grade-point average for a minor is 2.000.

A matriculated student may self-design a minor and seek its approval from the Curriculum and Academic Policy Committee. A formal petition shall be made, including required documentation as set forth by the Registrar, and be approved by the relevant Department Chairperson before submission to CAPC. A student is required to declare a self-designed minor before completing 90 credits. A minor must include a minimum of 18 credits with half the credits taken at Cedar Crest College. No more than 3 credits may be completed in independent study. All policies pertaining to a minor apply to the self-designed minor.

e. Declaration of concentration/certification

Some departments offer concentrations or certifications. A student declares a concentration/certification by completing the appropriate form available from the Registrar's Office.

f. Academic major course requirements

All Cedar Crest students are required to achieve a minimum 2.000 GPA in their majors, co-majors, minors, concentrations, and certificates. Some programs require higher minimums. Some departments require a higher cumulative GPA in the major.

No course with a grade of less than “C-” may be counted to satisfy a major requirement. Some departments require that a grade higher than a “C-” be achieved per course for the major. A course taken Pass/Fail will not satisfy a major requirement unless it is a course offered only on a Pass/Fail basis.

6. Declaration of Dual Degrees

A Cedar Crest graduate may be awarded a second bachelor’s degree, either B.A. or B.S., if a student completes a minimum of 30 additional approved credits at Cedar Crest with a cumulative grade-point average of at least 2.000 and satisfies the requirements for an additional major. A student may pursue a second bachelor’s degree to be awarded either at the same time as the first degree or at a time subsequent to the awarding of the first degree, provided that the pursuit of the second degree reflects a second distinct and comprehensive program of study. The option for the second bachelor’s degree is limited to the departmental majors and programs listed in the catalog.

Combinations of majors that are too similar in content to merit the awarding of dual degrees include the following: Biology and Genetic Engineering; Biology and Biodiversity and Conservation Biology; Neuroscience and Biology; Chemistry and Biochemistry; Management and Accounting. No major in Biological Sciences can minor in Biology.

A student who has earned a baccalaureate or associate’s degree at an accredited institution may pursue a program of study leading to a second degree at Cedar Crest College. Credits earned as part of the first degree will be evaluated for applicability toward major requirements and liberal arts curriculum requirements. The student must satisfy all graduation requirements and adhere to all other academic policies.

7. Registration

a. Course load

For determining full-time or part-time status and assessing fees 12 credit hours constitute a full-time load.

Overload

No student will be permitted to schedule an academic credit overload (over 18 credits) without permission of the Director of Academic Services or the Registrar. Students registering for over 21 credit hours will be assessed fee per credit overload.

Class standing

Classification is determined by the student's number of earned credits as certified in the Registrar's Office at the beginning of each term as follows:

Freshman: 0-23.9 earned credits

Junior: 55-85.9 earned credits

Sophomore: 24-54.9 earned credits

Senior: 86 or more earned credits

b. Drop/add period

A student may add a course only during the first week of the course, space permitting. A student may drop a class during the drop/add period, or prior to the start of the class without the drop appearing on the student's transcript. Dropping one or more classes may affect a student's satisfactory academic progress requirement for receipt of financial aid; the student should visit the Financial Aid Office for information.

c. Course withdrawal

The deadline for course withdrawal occurs in the twelfth (12th) week of classes. Deadlines for accelerated, winter term, May, and summer sessions differ. In courses with significant group participation and when success is dependent on the participation of each student, instructors may set withdrawal deadlines earlier than the twelfth week of the semester. When a student withdraws from a course after the drop/add period, but before the official withdrawal deadline, a grade of "W" will be recorded on the student's permanent record and a processing fee will be assessed for each course. The grade will not be computed into the cumulative average. Withdrawing from one or more classes may affect a student's satisfactory academic progress requirement for receipt of financial aid; the student should visit the Financial Aid Office for information.

d. Cross-registration within LVAIC

Full-time traditional students, other than first-year students, who are in good academic standing may register for courses at other institutions of the Lehigh Valley Association of Independent Colleges (LVAIC), provided those courses are not available to them at Cedar Crest. (Other LVAIC participating institutions are DeSales University, Lafayette College, Lehigh University, Moravian College and Muhlenberg College.) Traditional students will pay the comprehensive tuition to their home institution, but may be required to pay applicable fees to the host institution. Transportation is the student's responsibility. Details and forms for cross-registration are available in the Registrar's Office.

Matriculated degree-seeking Lifelong Learning students also are eligible for LVAIC cross-registration privileges. Lifelong Learning students will be billed by the host institution at their per credit rate, plus applicable fees.

For summer sessions, all students must pay the host institution's tuition and fees.

All credits and grades earned at an LVAIC institution will be computed into the student's cumulative average.

If students want to use an LVAIC course to satisfy either a major or a Liberal Arts Curriculum requirement, they must receive approval in advance from the appropriate Department Chair at Cedar Crest.

Student teaching is not available through the LVAIC cross-registration policy. For more information regarding the LVAIC policy, contact the Registrar.

8. Grading policies

a. Midsemester grades

Midsemester grades are to be issued in the fall and spring semesters for first year students and for athletes.

b. Final examinations

In courses for which final exams are appropriate, the final exam will be held after the end of classes, during the final exam period. (Please see the Faculty Handbook Book IV.B.4 for final exam attendance policy.) Instructors may wish to include the following statement in their syllabi:

Your obligations for this course include attendance at the final exam, on the day and time schedule by the Registrar's Office. You should not make travel arrangements that will interfere with the final exam schedule; if you must make plans early, you should schedule your travel after the last final exam day.

Take-home final exams may be assigned by instructors in lieu of a scheduled final exam; such final exams must, however, be collected during the final exam period, not during the last week of classes. If a test other than a final exam is given during the last week of classes, it must not overrun the time scheduled for the class. (06.2010)

c. Submission of grades

Generally, final grades are due for each class within 48 hours after the final projects, papers, and work have been submitted. All grades are due within 48 hours after the end of the final exam period.

A final grade of "A+" or "D-" may not be given. No grade is to be given to any student not listed on a faculty member's final roster.

d. Grades and quality points

Letter grades are used to designate academic achievement, with accompanying quality points:

A = 4.0 quality points	C = 2.0 quality points
A- = 3.7 quality points	C- = 1.7 quality points
B+ = 3.3 quality points	D+ = 1.3 quality points
B = 3.0 quality points	D = 1.0 quality points
B- = 2.7 quality points	F = 0 quality points
C+ = 2.3 quality points	

The following grades have no accompanying quality points and are not computed in the grade-point average (GPA):

P = Pass, a course taken Pass/Fail	S = Satisfactory (Audit)
PN = Pass, no grade	U = Unsatisfactory (Audit)
W = Withdrew before official deadline	CR/NC = Credit/ No Credit

The GPA is computed at the completion of each academic semester and summer session for those courses taken at Cedar Crest College. Total quality points for each course are calculated by multiplying the number of course credits by the quality points for the grade earned. The average is calculated by dividing the total credits attempted into the total quality points earned. Credits earned by examination or by transfer from another institution are not computed into the Cedar Crest GPA (except for courses taken by cross-registration through LVAIC, or Cedar Crest dual degree programs).

e. Repeating a course

A student may repeat a course. Third-time repeats require Registrar's approval. Some departments have their own policies regarding course repeats.

Once the course is repeated, the higher grade earned is computed into the student's grade point average. Both grades appear on the permanent record.

Repeating one or more classes may affect a student's satisfactory academic progress requirement for receipt of financial aid; the student should consult the Financial Aid Office for information.

f. Grade of Incomplete

A temporary grade of Incomplete (I) is only given to a student who is doing passing work in a course but who, for reasons beyond the student's control, is not able to complete the course requirements by the deadline for submitting grades. At least 75% of the assigned work for the class must have been completed before a grade of "I" can be requested.

An Incomplete must be requested by the student, who will provide proper documentation of the reason for the request. The Incomplete must be approved both by the instructor, and by the student's advisor, and by the Department Chair. The "Request for Incomplete" form is available

in the Registrar's office. The deadline for requesting an Incomplete grade is ordinarily the last day of classes for the semester in which the course is taken. In cases involving unusual circumstances, such as sickness or injury, a member of Academic Services Staff or the instructor may request an Incomplete on the student's behalf.

A grade of "I" is not entered on the permanent record. Ordinarily, work must be completed within the first six weeks after the last day of final examinations. The instructor may choose to indicate on the "Request for Incomplete" form the grade the student should receive if no additional work is completed by the deadline specified. If the instructor does not turn in a grade within the six week period and has not indicated a grade on the incomplete form, a grade of "F" will be recorded for the course. If the instructor subsequently wishes to change the grade, s/he should follow the procedure for change of grade indicated below. Section C.8.g details the change of grade procedure.

g. Change of Grade

If a faculty member finds it necessary to change a student's grade, the faculty member must submit a change of grade form, accompanied with supporting documentation, to the Department Chair, who will give final approval for the change of grade.

h. Administrative withdrawal (after the 12th week)

Students who experience extenuating non-academic circumstances beyond their control may petition the Provost for an Administrative Withdrawal. Students may be able to withdraw from one or more courses with a grade of "W." A "W" will appear on the student's transcript and will not affect the student's cumulative average. Students are expected to initiate an academic withdrawal before the last day of classes. A decision must be rendered by the date grades are due for the problematic term. Administrative withdrawal from one or more classes may affect a student's satisfactory academic progress requirement for receipt of financial aid; the student should visit the Financial Aid Office for information.

See also Article C.12 for information on Official Withdrawal from Cedar Crest.

i. Administrative withdrawal after failing grade

In cases where administrative withdrawal documentation has been submitted and the faculty member is in support, a student grade may be changed from "F" to "W."

j. Administrative withdrawal after incomplete grade

In cases where administrative withdrawal documentation has been submitted and the faculty member is in support, a student grade may be changed from an "I" to a "W."

k. Pass/fail option

Students may enroll for courses on a Pass/Fail basis up to 25% of the total of their Cedar Crest work applicable for graduation, in addition to courses offered only as Pass/Fail. A student may not use a course taken on a Pass/Fail basis to satisfy major, minor, or liberal education requirements unless the course is offered only on a Pass/Fail basis. A first-year student may enroll in no more than two Pass/Fail courses per term.

A student who wishes to change her registration from graded credit to pass/fail or from pass/fail to graded credit must complete this change in registration by the end of the twelfth (12th) week of the fall or spring semester. Deadlines for accelerated, winter term, May and summer sessions differ.

Instructors are not informed that a student is enrolled as Pass/Fail. Letter grades are submitted and are recorded as Pass/Fail in the Registrar's Office. In order to receive a "Pass," the student must receive a grade of "D" or higher. Pass (P) is not computed in the grade-point average; the student receives credit only. Fail (F) is computed as an "F" in the grade-point average; the student receives no credit.

A student may request that the Registrar attach evidence of the actual letter grade to a graduate school transcript; however the transcript will not be changed.

l. Audit option

A full-time traditional Cedar Crest student may, with the permission of the instructor, audit a course without added tuition charge on a space-available basis. All others, with the permission of the instructor, may enroll as auditors for a tuition charge as noted in the Academic Fee Assessments section of the College Catalog. In such courses as studio arts, laboratory sciences, computer sciences, and applied music, appropriate fees may be charged to all students as applicable. An auditor is not required to take examinations and is accorded only such class participation as the instructor may offer. A grade of "S" (Satisfactory) or "U" (Unsatisfactory) is recorded for auditing.

Registration for audits is done through the Registrar's Office. Students may, with the permission of the instructor, change their course registration from Audit to Credit until the end of the second (2nd) week of classes (deadlines for accelerated, winter terms, and summer sessions differ). It is the student's responsibility to make up any assignments the student may have been exempt from as an auditor. Adjustment of fees to the level of full course cost will be made where applicable.

Students may, with the permission of the instructor, change their course registration from Credit to Audit up until the deadline for withdrawing from courses. No refund will be given in the case of a registration change from Credit to Audit.

m. Independent study

An independent study experience offers a student a unique opportunity to pursue academic interests that go beyond the Cedar Crest College curricular offerings. The purpose of an independent study is to enable a student to investigate a topic not covered in depth in regularly scheduled classes. It is generally assumed that the student has the necessary academic background and skills to pursue intensive scholarly work on the topic independently. Such work requires initiative, commitment to scholarship, excellent academic and study skills, and familiarity with the subject under study. The role of the instructor in such a course is primarily for consultation, advisement, and possible collaboration. Students proposing an independent study must have achieved junior standing and have declared a major. Before proposing an independent study, the student should have explored other avenues for receiving instruction or course credit, including course offerings at other LVAIC institutions, a course substitution chosen in consultation with the student's advisor and/or the involved Department Chair.

The student should discuss the following aspects of the course organization with the faculty member:

- Course objectives
- Reasons for pursuing the independent study
- Relevance to the student's academic program
- Schedule of meetings with the instructor
- Assignments and other work to be submitted
- Assessment and grading procedures

The student must prepare a proposal explaining these aspects of the course and any other relevant information. She should then submit the proposal and independent study form to the sponsoring department and seek approval from the faculty member, Department Chair, and Provost. The form and the proposal should be submitted to the Registrar's Office.

Independent studies are charged at the current day per-credit rate.

No more than 9 credits taken through independent study may be counted towards a student's total graduation credits. A student may petition the Curriculum and Academic Policy Committee for exceptions to this policy.

A faculty member who agrees to supervise an independent study receives compensation at the per-credit rate established for independent studies.

n. Internships

Internships are a practical supplement to classroom education and are under the supervision of a faculty member and on-site supervisor. Students may receive 3-6 credits for each internship and can accumulate up to 12 internship credits while at Cedar Crest. Internships for credit must be approved by the Department Chair and the Provost. Many departments take an active role in creating internship opportunities for students. Further information on internship opportunities and procedures are available in the Career Planning Office.

A grade of pass/fail will be given by the faculty supervisor based on the criteria specified on the Internship Contract, site supervisor evaluations, and collaboration between the faculty supervisor and site supervisor.

9. Transferring Credits to CCC

a. Transfer credit procedure for new students

New students submit official transcripts to the Admissions Office or LLL as appropriate. Copies of the transcripts are sent to the Registrar's Office with a cover sheet attached. A cover sheet indicates the student's area of interest or major and the college(s) the student attended. The Registrar evaluates the courses and, if the Registrar has a question about a course, the Department Chair is asked to provide the equivalent Cedar Crest course. Accepted courses are entered into the Registrar's Office database with "PN" (Pass/No grade) notation. The student and the advisor receive a copy of the transfer credits and a checklist indicating which areas of the Liberal Arts Curriculum have been satisfied.

Students transferring from two-year institutions may transfer up to 60 credits. Students with an A.S. or an A.A. degree from a regionally accredited institution may transfer up to 68 credits. Once credit has been awarded, it may not be removed from the transcript. Students transferring from four-year institutions may transfer up to 90 credits. They may not transfer any additional credits, once they have begun their final 30 credits at Cedar Crest.

CLEP credits are considered transfer credits

b. Recognition of transfer credits

When a student transfers to Cedar Crest College, her transcripts from previous institutions are evaluated by the Registrar's Office and appropriate credit awarded. Individual departments determine how to acknowledge past academic work as contributing to a student's satisfaction of individual program requirements.

The Registrar is responsible for reviewing transfer courses to satisfy Liberal Arts Curriculum requirements.

c. Maximum Credit Transfer to the College and Final 30-Credit Residency Requirement

After matriculation, a student may transfer a maximum of 18 credits to Cedar Crest, provided the student has not transferred the maximum number of credits allowed (see Article C.9.a). Courses completed at LVAIC institutions (DeSales University, Lafayette College, Lehigh University, Moravian College, or Muhlenberg College) do not count as transfer credits. A student may not transfer any credit to Cedar Crest if within 30 credits of completing the required credit total for graduation. The Registrar can review transfer petitions from students who matriculated at Cedar Crest as freshmen, have completed more than the required credit total for graduation, and have transferred in fewer than 18 credits.

d. Application for transfer of academic credit after matriculation

i. Study at non-LVAIC institutions

Matriculated students interested in studying at another institution shall consult first with their faculty advisor and/or major Department Chair. See Article C.9.a and c for maximum credit transfer policy and Final 30 credit requirement. The student shall complete the Permission for Transfer of Credit form that is available in the Registrar's Office.

A faculty advisor, Department Chair, Registrar and the Provost must sign the Permission for Transfer of Credit form prior to the student taking the course.

Credit is transferable if the grade is "C" or better. Quality points are not transferred, and the grade is not computed into the cumulative average. The student is responsible to request an official transcript be sent to Cedar Crest Registrar's Office upon completion of the course.

ii. Study abroad at approved institutions

Matriculated students interested in study abroad at approved institutions shall consult first with their faculty advisor and/or major Department Chair. The student shall complete the International Programs Approval form with all appropriate signatures prior to attending the semester abroad. Forms are available in the Office of International Programs, located in Allen House, or the Registrar's Office.

Credit is transferable if the grade is "C" or better. Quality points are not transferred, and the grade is not computed into the cumulative average. The student is responsible to request an official transcript be sent to Cedar Crest Registrar's Office upon completion of the program.

e. Maximum number of transfer credits accepted for Cedar Crest majors

Individual departments set the maximum number of transfer credits that will be accepted towards the satisfaction of program requirements. The following transfer credit limits have been set by individual programs:

Art: No more than 18 credits may be transferred.

Education: Transfer students must take a minimum of 12 credits in the Education Department at Cedar Crest to be eligible for student teaching.

English: Transfer students who wish to major or minor in English should assume a minimum of 12 credits at the 300 level taken in residence. However, the department reserves the right to negotiate a lower number in special cases.

Performing Arts: Fifteen credits of course work in the major must be taken at Cedar Crest College.

Psychology: Eighteen credits of Psychology courses in the major and nine credits of Psychology courses in the minor must be taken at Cedar Crest College.

Social Work: Only SWK 201 and SWK 202 are considered transferable professional courses.

f. Transfer guides

The Center for Lifelong Learning maintains transfer guides for the following approved institutions:

Bucks County Community College
Lehigh Carbon Community College
Montgomery County Community College
Northampton Community College
Raritan Valley Community College
Reading Area Community College
Warren County Community College

Each year, upon receipt of catalogs from the institutions listed above, new course listings or changes in courses (course name, content, etc.) already listed in the transfer guide are sent to the appropriate academic Department Chair for review.

The Chair evaluates each course for level of transferability, i.e., course equivalency, fulfillment of a Liberal Arts Curriculum requirement, or elective credit. The Chair forwards the evaluation results to The Center for Lifelong Learning. The Center for Lifelong Learning makes the necessary changes to the transfer guide.

g. Program-to-program agreements (2+2)

i) Definition

A program-to-program (2+2) articulation agreement is a partnership between Cedar Crest College and a two-year institution that formalizes the transferring of credits for a specific academic program. Ideally, if a student completes the curriculum as prescribed by the agreement, sixty credits transfer from the two-year institution and sixty credits are completed by the student at Cedar Crest College. Students with an A.S. or an A.A. degree from a regionally accredited institution may transfer up to 68 credits.

ii) Procedure for establishing 2+2 programs

The Center for Lifelong Learning may approach the Department Chair in reference to interest in formulating a program-to-program agreement or a Department Chair notifies The Center for Lifelong Learning that there is interest expressed by other institutions in forming a 2+2 agreement. Lifelong Learning then forms a connection with the intended two year "partner," creates a document describing the program agreement and forwards the document to the Department Chair for review. If no revisions are necessary, the Chair signs the agreement and returns it to The Center for Lifelong Learning, which then forwards the document to the Provost for review.

After receiving the approval and signature of the Provost, the document is sent to the contact person at the two-year institution for review. If the two-year institution amends the document, the amended document is resent to the Department Chair and Provost for re-review and signatures. If the two-year institution accepts the agreement, appropriate signatures are obtained at the two-year institution and a copy of the agreement is returned to The Center for Lifelong Learning. Lifelong Learning forwards copies of the approved document to the Provost, the Department Chair, and the Registrar and announces the new partnership to College Relations and to all faculty and staff.

Agreements are updated as needed. Each year, The Center for Lifelong Learning forwards copies of current agreement(s) to the appropriate Department Chairs for their review. Generally, the Director for Lifelong Learning initiates changes in the 2+2 agreements; however, Chairs may also request changes based upon this annual review. Changes are usually made in agreements due to curriculum changes or course name/number changes at the two-year institution or at Cedar Crest. A revised document is prepared by the Center for Lifelong Learning and sent to the Department Chair and Provost for review. Upon review and approval of the Department Chair and Provost, a revised copy is sent to the two-year institution and to the Registrar at Cedar Crest.

10. Financial Aid Policy for Satisfactory Academic Progress and Good Standing

To remain eligible for financial aid, a student must maintain satisfactory academic progress and be in good academic standing. Federal and state regulations, as well as institutional policy, require that a student maintain satisfactory academic progress in order to receive financial aid. In order to comply with these regulations, Cedar Crest College has established the following Academic Progress Policy:

a. Academic Progress - Quantitative Standards

At the end of each academic year full time students, those attempting at least 12 credits per semester, must have successfully completed a minimum of 24 credits. At the end of each academic year part time students aided as three quarter time (those attempting 9 to 11 credits per semester) must complete a minimum of 18 credits; half time students (those attempting 6 to 8 credits per semester) must complete a minimum of 12 credits; and less than half time students (those attempting 3 to 5 credits) must complete a minimum of 6 credits.

- Grades of a “D” or higher are counted towards successfully completed credits.
- Repeat courses are not eligible to be counted as credits earned toward academic progress. Repeat courses are defined as courses for which a student has already received academic credit.

b. Good Standing – Qualitative Standards

To remain eligible to continue receiving federal and institutional financial aid, student must have a cumulative GPA of 2.00 at the end of the first academic year and maintain a cumulative GPA minimum of 2.00 thereafter. Academic scholarships require a cumulative GPA of 3.00.

c. Evaluation Procedure:

A student's eligibility for financial aid will be reviewed after the end of each academic year. The Financial Aid Office will notify the student in writing of the decision to deny eligibility for aid as soon as the information needed to measure academic progress is available. Full or part-time students are not required to maintain continuous enrollment to remain eligible for financial aid; however, students returning after a period of time will be reviewed for eligibility before financial aid is granted.

d. Options:

A student who does not complete the required number of credits within the academic year, or does not attain the required cumulative GPA, has the following options:

- Complete the required number of credits and/or achieve the minimum GPA during a regular semester without receiving additional financial aid;
- Submit in writing an appeal to the academic progress and good standing requirement. Appeals must be submitted in writing to the Director of Financial Aid and will be reviewed on a case-by-case basis. Appeal forms will be provided by the Financial Aid Office. Students are required to meet with a Financial Aid Counselor as part of the appeal process. The Director of Financial Aid may require a signed academic plan developed by the student in conjunction with the Center for Academic Advising. The Director of Financial Aid may require supporting documentation of a student's circumstances, as appropriate.

Please note that any appeal granted by Cedar Crest College to its Academic Progress and Good Standing Policy is not applicable to the Pennsylvania State Grant program. A separate appeal process must be completed directly with the Pennsylvania Higher Education Assistance Agency State Grant Division.

e. Maximum Time Frame:

A student may receive aid for the equivalent of a maximum of eight full-time semesters while attending Cedar Crest College. Special circumstances may be reviewed on a case-by-case basis in the event of extended study beyond the eighth semester. The maximum time frame for receipt of federal Title IV funds is the equivalent of twelve semesters. The Pennsylvania State Grant program has a maximum time frame of the equivalent of eight full-time semesters.

f. Effect of Withdrawal on Financial Aid

Students who withdraw and are subject to a Title IV aid refund calculation and received overpayment are subject to the aforementioned progress requirements.

11. Conditional standing and separation from the College

Matriculated students who fail to achieve a cumulative grade point average of 1.800 as first-semester first-year students will be placed on conditional standing for the subsequent term. Students who fail to achieve a cumulative grade-point average of 2.000 for any term after their first-semester term will be placed on conditional standing. Part-time matriculated students will be reviewed for possible conditional standing for every accumulation of 15 credits they complete. Part-time students who fail to achieve a cumulative grade-point average of 2.000 for every 15 credits will be placed on conditional standing for their subsequent 15 credits.

Matriculated students who fail to achieve a cumulative grade point average of 2.000 after three terms on conditional standing will be subject to dismissal procedures.

Matriculated students who fail to achieve a cumulative grade-point average of 1.000 in any semester except the first semester for a first-year student may be subject to dismissal procedures. The dismissal procedure includes the opportunity to petition the Admissions, Enrollment, and Retention Committee for continuation and requires the student to prepare a personal plan for academic progress. A student dismissed for unsatisfactory academic achievement may petition the Admissions, Enrollment, and Retention Committee for re-admission; this petition must include official documentation of specific academic work or equivalent experience during the interval between dismissal and re-admission. Once re-admitted to the College, the student must achieve a semester grade-point average of 2.000 or better every semester after readmission to remain. If a student is dismissed a second time, there is no appeal.

12. Academic distinction

a. Graduation with Honors

A student is eligible for graduation with honors if the student's cumulative average at Cedar Crest is 3.550 or better and includes at least 60 Cedar Crest credits. The awarding of honors will be based on all graded work done at Cedar Crest (including dual degree programs) and graded work completed at other LVAIC institutions as a matriculated Cedar Crest student.

Students with a cumulative average of 3.550 or above at the end of four years graduate *cum laude*; those with an average of 3.650 or above graduate *magna cum laude*; those with an average of 3.800 or above graduate *summa cum laude*.

b. Dean's List

Dean's List is awarded each fall and spring to any full-time matriculated student who receives a semester average of at least 3.650 on the basis of at least 12 credits for which the student receives letter grades and quality points. A student who has an incomplete grade during a semester will not be eligible for the inclusion on the Dean's List.

Students enrolled for fewer than 12 credits each semester are considered part-time students for the purposes of Dean's List recognition. Appointment to the Dean's List is made when

- A minimum total of 12 credits are completed within one academic year (Fall, Winter, Spring)
- Grades in the courses across these combined semesters result in a grade point average of 3.650 or higher

Dean's List status for part-time students is recorded on the most recently completed semester during which all cumulative criteria were met. Once awarded, the calculation for additional recognition begins anew.

c. Class Rank

Students who complete all coursework at Cedar Crest College or have 12 or fewer transfer credits (other than AP credit) upon matriculation will be ranked with the appropriate cohort of students based on the established number of credits for class standing. These students will have a class rank at the end of each semester and a rank in their graduating class.

Students with more than 12 transfer credits will not be ranked. At the end of each academic year, the Registrar will publish a short table for each class, indicating percentiles associated with GPA (GPA calculated on Cedar Crest and LVAIC credits). This information can be used by any entity that requires specific information regarding the student's ranking in her class (for example, honor societies and graduate schools).

d. Delphi, the Cedar Crest College Honor Society

Delphi is the College honor society. Students who, at the end of their junior year or at the end of either term of their senior year, have a cumulative grade-point average of 3.800 will be recognized as members of Delphi. To be eligible, a transfer student must have earned at least 60 graded credits of academic work at Cedar Crest.

13. Graduation policies

a. Conferring of Degrees

Cedar Crest confers degrees on graduates at the following ceremonies: Opening Convocation in August, Winter Graduation in January, and Commencement in May.

b. Requirement for participation in graduation ceremony

To participate in Cedar Crest College graduation exercises, a student must have completed all degree requirements.

c. Cedar Crest College Academic Regalia: Honor Cords

Commencement is an academic ceremony. The wearing of honor cords as part of academic regalia at Commencement exercises shall be indicative of academic achievement. Students whose academic performance has merited one or more of the accomplishments listed below shall

be awarded the associated honor cord(s) and shall be entitled to wear the cord(s) as part of their regalia at graduation. No other students are eligible to wear cords at Commencement.

- Departmentally awarded academic distinction
- Induction into the Cedar Crest College chapter of a national or international honor society
- Induction into the Cedar Crest College Delphi Honor Society
- Graduation from the Cedar Crest College Honors Program
- Graduation with an honors designation as follows: cum laude, magna cum laude, summa cum laude at Cedar Crest College

14. Official withdrawal from Cedar Crest

In order to withdraw officially from Cedar Crest College, a student must complete a process that starts in the Registrar's Office. Official withdrawal prior to the official deadline for course withdrawal will result in all course work in progress being graded "W" (not computed into average). Withdrawal after the official deadline for course withdrawal will result in a grade of "F" for all courses. If the student re-enters the College to continue the major after a withdrawal, the student will graduate according to liberal education requirements and major requirements in effect at the time of re-enrollment.

15. Re-admission policy and academic renewal

Students who apply for readmission to Cedar Crest College after a separation of at least five years may elect, upon readmission, to retain all of their prior grades or to begin their academic career anew, retaining none of their prior grades.

Students who have been dismissed previously, must petition for readmission. Students who have been dismissed for poor academic performance must complete 12 graded Cedar Crest credits with a "C" or better to be eligible for readmission.

16. Student appeals of academic decisions

A student who has a disagreement with a faculty member about an academic matter should first attempt to resolve the matter through discussion with the instructor. If the issue is not resolved satisfactorily between the student and the instructor, and the student wishes to appeal further, the student must specify in writing the basis for the disagreement and request a review by the Department Chair. If the issue is an appeal of the final grade received in a course, this request must be submitted within three months of the date that term grades are issued by the Registrar.

A student who wishes to appeal the decision of the Department Chair must write to the Provost within a month of the date of the Chair's decision, enclosing copies of the written documents and requesting a review. The Provost, in consultation with the Chair and the faculty member, will arrive at a final decision in the matter.

The Chair and the Provost will each act within one month during the academic year of receiving the matter. If the instructor is no longer employed by the College, the Chair is empowered to act in his or her stead.

Article D. Departmental Academic Policies

Each program and major will adhere to the minimum requirements or standards as set forth in the College Catalog. Individual departments may have other policies and/or more stringent requirements as outlined in Departmental Handbooks.

1. Departmental Review for Field Placement

Students majoring in Education, Nuclear Medicine, Nursing, Nutrition or Social Work are required to complete a field practicum or clinical experience. Because this requirement necessitates working with the public in a professional setting, it is important that the student has advanced interpersonal skills, mature judgment, and appropriate professional demeanor. Thus faculty in these programs will review students prior to the practicum and make appropriate recommendations up to and including removal from placement.

2. Proficiency Exams

The following proficiency exams are scheduled by the department indicated. Exams are scheduled at the discretion of the Department Chair.

Biological Sciences: The department offers proficiency examinations for the following courses: BIO 111, 112, 117, 118, 121, 122.

Humanities: The department offers proficiency examinations for the following courses: ENG 200, ENG 301, ENG 302, ENG 306, ENG 311, ENG 316, ENG 321, ENG 322, ENG 323, PHI 131, PHI 201, PHI 202, PHI 314, SPA 301, and SPA 302.

Management and Business: The department administers proficiency examinations in most courses the department offers.

Mathematics and Information Sciences: The department administers proficiency examinations in most courses the department offers.

Performing Arts: The department offers proficiency examinations for the following courses: MUS 101, MUS 210, THS 100, THS 231, THS 232.

Psychology: The department offers proficiency examinations for the following courses: PSY 100, PSY 250.

3. College Level Examination Program testing

For each of the five general examinations in which a student receives a score of 50 or higher, Cedar Crest will award three credits. General Examinations credits are not applicable either to Liberal Arts Curriculum requirements or major requirements. CLEP information booklets are available in Academic Services. The following general examination subjects have been approved by departments for transfer credit: English composition, humanities, natural sciences, social sciences and history.

The following subject examinations have been approved by departments for transfer credit:

American History I	Principles of Macroeconomics
Introduction to Business Law	Freshman College Composition (essay required)
American History II	Principles of Microeconomics
American Literature	Spanish (Level 1)*
Introduction to Sociology	French (Level 1)
Analysis and Interpretation of Literature	German (Level 1)
Introduction to Psychology	General Biology
Calculus and Elementary Functions	Western Civilization I and II
Principles of Accounting	General Chemistry
English Literature	

*Students can petition the Director of International Languages for credit for SPA 202/202 in place of 101/102.

4. Advanced placement testing

The following table lists all AP courses accepted for credit:

Advanced Placement Exam	Score Acceptable	# of Cr.	CCC Course Equivalencies	
Art History	5	3	ART 105	
Biology	4,5	8	BIO 121 BIO 122	Student must still take CCC labs (1 cr. each)
Calculus AB	4,5	6	MAT 141-142	
Calculus BC	4,5	7.5	MAT 141-142 1.5 cr. MAT 211	
Chemistry	3,4,5	4	CHE 111	
Chinese Language and Culture	4,5	3		
Computer Science A	4,5	3	CIS 135	
Computer Science AB	3,4,5	3	CIS 135	
Economics, Macro	4,5	3	ECO 101	
Economics, Micro	4,5	3	ECO 102	
English, Language and Composition	5 (4: see note)	3	WRI 100	4 =3 cr. of WRI 999 but not exempt from WRI 100
English, Literature and Composition	5 (4: see note)	3	None	4 =3 cr. of WRI 999 but not exempt from WRI 100
European History	4,5	6	HIS 107-108	

French Language	4,5	3		
French Literature	4, 5	3		
German Language	4, 5	3		
Government & Politics (U.S.)	4,5	3	PSC 200	
Italian Language	4,5	3		
Japanese Language and Culture	4,5	3		
Latin Literature	4,5	3		
Latin: Vergil	4,5	3		
Music Theory	4,5	3	MUS 100	
Physics B	3,4,5	8	PHY 101-102	
Psychology	4,5	3	PSY 100	
Spanish Language	4,5	3		
Spanish Literature	4,5	3		
United States History	4,5	6	HIS 121-122	

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5. Credit for experiential learning

Up to 12 credits may be awarded for experiential learning. Experiential learning is knowledge acquired outside of the formal classroom. To apply, the student must be matriculated and have at least nine earned Cedar Crest credits. The Department Chair must approve the award of experiential learning credits. Credit for experiential learning is awarded only when all other methods of awarding credit are not applicable. There is an application fee and students awarded credit will be charged *half* the per credit evening rate. Interested students should contact the Center for Lifelong Learning for further information on credit for experiential learning.

6. Academic Honor Societies

Alpha Psi Omega (theatre - national)

Membership: A student must submit a letter of intent to pledge; submit a resume of theatre production work done at Cedar Crest. Points earned per production are used to determine eligibility. Normally work is expected on at least three productions before pledging.

Alpha Sigma Lambda (lifelong learning students - national)

Membership: The top 10% of LLL students who are matriculated, have completed at least 24 graded credits taken at Cedar Crest College with at least 12 credits taken in the liberal arts and sciences, and have a GPA of 3.2;

Beta Beta Beta (biology - national)

Membership: A student must have a major in the Biological Sciences; have completed three semesters of study; have taken three semesters of biology courses, including one above the introductory level; have earned a "B" in biological sciences courses; and be in good academic standing at the College.

Kappa Delta Pi (education - international)

Membership: A student must maintain a minimum GPA of 3.500; traditional students must be in at least the second semester of the sophomore year and have no fewer than 50 credits completed; LLL students must have completed at least 12 education credits; must be declared as an Education major or co-major; write a letter identifying potential contributions to the Omega Chi Chapter of KDP consistent with the goals of the Omega Chi Chapter; and must submit evidence of documented leadership in S-PSEA.

Kappa Mu Epsilon (mathematics - national)

Membership: A student must be a mathematics major with Junior status or mathematics minor with Senior status; be in the upper 35% of her class; have completed 3 courses above MAT 142 at Cedar Crest College; have a B average across all mathematics courses and a minimum C grade in every mathematics course.

Lambda Pi Eta (communications – national)

Nu Delta Alpha (dance – national)

Phi Alpha (social work - national)

Membership: A student must declare social work as her major; achieve sophomore status; complete eight semester hours or twelve quarter hours of required social work courses; achieve an overall GPA of 3.0 and a GPA of 3.250 or above in required social work courses.

Phi Alpha Theta (history - international)

Membership: A student must complete at least 12 semester hours in History with a GPA of at least 3.1 in History, an overall GPA of 3.0, and be in the top 35% of the class.

Pi Kappa Delta (forensic speech – national)

Psi Chi (psychology - national)

Membership: A student must declare Psychology as her major or minor; have completed at least three semesters of college coursework; have completed nine semester hours of psychology coursework; rank in the upper 35% of her class; achieve a minimum cumulative GPA of 3.000 and a minimum GPA of 3.0 in the major; and maintain high standards of personal behavior.

Sigma Beta Delta (international – business, management and administration - international)

Membership: A student must be in the top 20% of junior and senior management and accounting majors who have taken at least 12 credits at Cedar Crest.

Sigma Tau Delta (English - national)

Membership: A student must declare English as her major or minor; be at least second-semester sophomores; have taken a minimum of 12 credits in English and achieved a minimum cumulative GPA of 3.000 in the major; and be in the top 35% of her class.

Sigma Theta Tau (nursing - international)

Membership: A student must have completed 50% of the nursing curriculum; have a GPA of 3.0 or better; rank in the upper 35% of her nursing class; and have demonstrated academic integrity and professional leadership potential.

Theta Alpha Kappa (religious studies and theology - national)

Membership: A student must have completed at least three semesters with an overall GPA of 3.0; have taken a minimum of twelve credits in Religious Studies courses with a GPA of 3.3; and rank in the upper 35% of their class.

Article E. Instructional Procedures

1. Academic Advising

Students meet with their faculty advisors to discuss academic goals and interests as well as to make course selections each semester.

a. Assignment to advisor

New traditional students

Incoming freshmen are assigned a faculty advisor. When possible the assigned advisor is from the area of interest expressed by the student at the time of application.

Transfer students

A faculty advisor is matched with a transferring student prior to her first semester of study.

A student's faculty advisor may change when the student officially declares a major.

New Lifelong Learning students

Non-traditional students are advised by an admissions representative in the Center for Lifelong Learning until they formally declare an academic major. At the time a student declares an academic major, a faculty advisor is assigned by the Chair of the department in which the student plans to major.

Double Majors and Co-Majors

Students with dual majors will have an advisor in both academic department housing her majors.

b. Registration

Online registration is available to all financially eligible Sophomore, Junior and Senior students. All students will register in order by year, Seniors registering during the first two days; Juniors, the next two days; Sophomores the following two days; and Freshman registrations will be entered by the Registrar's Office during the final two days. Freshman students must consult with their academic advisor to obtain a signature prior to registering through the Registrar's Office. Freshman students do not register online. Preferential registration will be given to students currently enrolled in the Honors Program. Honors students will be able to register by class level prior to registration opening for the general population.

Before registration begins each semester, all students should consult with their advisor to discuss an academic plan. Students with undeclared majors are advised in the Center for Lifelong Learning or an advisor assigned by the Director of Academic Services when appropriate. All students are strongly encouraged to register at the earliest possible time to ensure availability of desired classes.

All students need to be financially eligible in order to register. If a student is not financially clear, the student may not register online or with a completed registration form in the Registrar's Office until that hold is removed. A copy of the registration will be kept in the Registrar's Office until notification of a change in the student's status is received from Student Accounts.

c. Graduation degree audit

Before registering for the senior year, a degree audit will be generated by the Registrar's Office for each student with a copy sent to the student and the faculty advisor listing total academic credit requirements for graduation which have been fulfilled. However, graduation audits may be requested at any time throughout a student's career. All students, once they have declared a major, should consult with their faculty advisor to monitor progress toward fulfillment of all academic major requirements. All students are responsible for knowing the requirements for the degree they propose to earn and for arranging their program of study accordingly.

d. Declaration of intention to graduate

One year before a student's intended date of graduation, the student must complete an Application to Graduate, which is available in the Registrar's Office and return it to the Registrar's Office.

e. Certification to graduate

The Chairperson of each department is responsible to certify for graduation all majors in their department who have made application.

2. Textbook orders

The College Bookstore distributes textbook order forms to faculty each semester along with a deadline for submitting them, in order to ensure that books arrive in time for the start of the next session's classes. Faculty should complete and submit their book orders in a timely way. With the rise in availability of alternate sources of textbooks, including customized texts, faculty members may order textbooks from other publishing venues; however, they should be aware of the requirements of copyright law if they create a customized text. Information on these requirements may be obtained from the College Bookstore.

Faculty members are responsible for obtaining their own desk copies of required texts.

The College Bookstore checks course enrollments prior to ordering books from publishers. In order to avoid a shortage of books due to unexpected student enrollments, the faculty member should monitor enrollment in his or her classes and notify the Bookstore if enrollment increases in the two-week period preceding the start of classes.

3. Syllabus policy

The Provost will make the faculty aware of the College Policy on Syllabi prior to the start of each term.

The College Policy on Syllabi consists of the following:

- the Syllabus Guidelines as adopted by the Curriculum and Academic Policy Committee
- the requirement that syllabi must be provided to students during the first class meeting (or equivalent for Independent Study, online courses, etc.); and
- the requirement that syllabi must be submitted electronically to the Department Chair and to the Provost's Office no later than the first day of classes.

4. Class cancellation policy

In every situation, both individual and institutional, the decision to cancel classes should be taken very seriously. The reputation of the institution and the integrity of the academic program rely on every class being conducted according to the schedule; as well, there are financial ramifications for students and their employers whenever a class is not held.

a. Inclement Weather Cancellations

i. Cancellation of Classes by the College

When predictions of severe weather warrant closing the College or delaying the opening of the College, every attempt will be made to announce this decision at least two hours in advance, to accommodate those faculty and students who come to campus from a distance. Faculty members may obtain this information from any of the following sources:

- Inclement Weather Hotline (610-606-4629)
- Television stations: WFMZ TV 69, WNEP TV 16
- Radio stations: WODE FM 99.9, WCTO FM 96.1, WLEV FM 100.7, WAEB FM 104.1, WAEB AM 790, WEST AM 1400
- Website: WFMZ.com

ii. Faculty Member Decision to Cancel a Class

Occasionally, weather-related conditions at a faculty member's home make it difficult or impossible to travel to Cedar Crest even if the College is open. In this situation, *the faculty member is responsible* for notifying students directly of the decision to cancel a class. Academic administrative assistants or other support staff should not be expected to assume this responsibility for any faculty member. Nor should a faculty member leave a message with the switchboard or ask someone to post a sign on a classroom door. When the weather is inclement, everyone is facing problems, including staff and other faculty, so individual faculty members must assume the responsibility of notifying their students. Faculty members should keep in mind that some of their students may live an hour or more from campus and thus deserve to have cancellation information in advance.

Each faculty member should determine the optimal way to contact students and should discuss the approach to class cancellation with students well in advance, ideally at the beginning of the semester. Cancellation information may be disseminated by email or phone; if one of these methods is chosen, faculty members should solicit an email address and/or phone number from each student, asking for the best way to contact them just previous to the class meeting time. Students should be informed that the information on the list is expressly for cancellation purposes and will not be shared with anyone.

Perhaps the *easiest and most convenient way* to implement an individual contact system is to use the faculty member's voice mailbox to relay the information, thereby enabling an individual "weather hotline". The voice mail "greeting" can be changed from off campus as instructed below. Faculty members should discuss this method of contact with their students well in advance, informing them that class could be cancelled due to weather even if the college is open. If there is a potential weather problem, they will then know to call the faculty members' campus voice mail before coming to class.

Procedure for Changing Voicemail Greeting from off campus:

1. Dial 610-606-4666
2. Following the recorded directions, press #
3. Following the recorded directions, enter 4-digit campus extension and your security code
4. Press#, then press 3
5. When the recording says “For personal options, press 1”, press 1
6. When the recording says “To record a personal greeting, press 3”, press 3
7. When the recording says “To record your normal greeting, press 2”, press 2
8. Press 2 again to bypass listening to the current greeting. The recording will state, “To start recording, press 2; to stop recording, press 2”
9. Press 2; at the beep, record the information about the cancellation, including any assignment for students, then press 2 again to close the recording session
10. The recording will say “To save this message, press 5; to review this message press 6; to delete this message and record a new greeting, press 4”. (To listen to the new greeting, press 6.)
11. If satisfied with the message, press 5 to save, then press * to exit the mailbox.
12. Remember to change this greeting later as necessary.

Faculty members without a telephone extension on campus should discuss a notification procedure with the Department Chair.

Finally, faculty members should leave a message for their department administrative assistant so that the department has the information about the cancellation, but faculty should not assume that student notification will result from this call.

If an institutional decision is made to close the College for inclement weather conditions, faculty do not need to contact students.

b. Cancellation of Classes for Reasons Other than Inclement Weather

i. Anticipated absence

If faculty members know that they will not be present for a class because they will be attending a conference or engaged in another professional activity, faculty members should announce this information to students well in advance, on the syllabus if possible. Discuss alternative activities or assignments with the students and make it clear how the time will be made up. Although faculty members may try to reschedule the class, they should assume that the complex schedules students have may make it difficult or impossible to do this.

ii. Emergency absence

Occasionally a medical or personal emergency arises which necessitates faculty members canceling a class at the last minute. There are many variables involved in this kind of situation: meeting time of the class (day/evening), time remaining before the class meets, residential/nonresidential status of students, class size. It is the faculty member's responsibility to use good judgment to make the best of this unfortunate situation. If faculty members can notify students individually by phone or email, this is the best alternative (obviously, the "hotline" system will not work for emergency absences). If the situation prevents the faculty member from doing this and the emergency occurs at a time when the academic administrative assistant is at the College, faculty members should call the assistant and ask that person to notify the students in the class. Many departments maintain "last minute" email/phone lists (similar to the one discussed in A2 above) for just this purpose. At the very least, Security (extension 3522) should be notified so that a cancellation notice can be placed on the classroom door and a message should be left with the Provost's office (extension 3397). *Faculty members should not call the College Center or make that the sole point of notification, as most students do not pass through this area regularly.*

Any emergency absence should be reported to the Department Chair and to the Provost as soon as possible, either by the faculty member or the administrative assistant.

5. Rosters

Only students who are registered for classes may attend courses. The College is required to verify that students who are registered for a class are actually enrolled and attending courses. It is the responsibility of faculty members to verify attendance at two times during a semester—at the close of the drop add periods and again at the end of week nine.

Faculty members may access their class roster on the Campus web, which includes a roster of students registered for each class. The Registrar's Office will also send each faculty member a roster of registered students. Student attendance or non-attendance must be indicated on the form, along with any students who are attending, but not reflected on the roster. Rosters must be returned to the Registrar's Office by the end of the second week of classes. This process must be done again at the end of week nine. For non-attending students, a date should be noted reflecting the last date of attendance.

6. Faculty Reports of Concern

Faculty Reports of Concern may be issued at any point during the semester for students who are in danger of earning less than a "C" for a course. Faculty are strongly encouraged to make use of these reports, as they are a means of getting students needed academic assistance, such as tutoring.

7. Reasonable accommodation

It is the policy and practice of Cedar Crest College to comply with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and state and local requirements regarding individuals with disabilities. No otherwise qualified individual with a disability shall be denied access to or participation in services, programs, or activities at Cedar Crest College. Cedar Crest College provides reasonable accommodations for students with disabilities.

Academic Services is the office with responsibility for making the determination of whether a student possesses a disability that may require reasonable academic accommodations. Students who believe they have a disability should contact Academic Services to discuss the disability privately and to provide appropriate disability documentation. Medical or other information provided as evidence of a disability is confidential. Students do not have an obligation to discuss the nature of their disabilities with faculty members, though they may choose to do so. If a student discusses a disability with a faculty member, the faculty member should direct the student to Academic Services and notify Academic Services that the student is requesting an accommodation or a change to the typical course requirements because of an asserted disability.

The Advisory Accommodations Committee reviews documentation, maintaining confidentiality, to determine whether the student possesses a disability as defined by law. If a student has such a disability, the Committee makes recommendations regarding reasonable accommodations. Faculty members may be consulted regarding the impact of potential accommodations on the essential requirements of a course. The Office of the Executive Vice President of Finance and Administration may be consulted about whether a proposed accommodation is reasonable in light of the financial implications of a proposed accommodation.

Academic Services notifies students and relevant faculty members in writing of the specific accommodations that the College believes are reasonable for the student's particular disabilities. These letters are sent prior to the beginning of a semester, unless the issue has not been raised or resolved before the beginning of the semester.

The accommodation letter that the faculty member receives identifies the student with a documented disability, how the disability may affect academic functioning and lists the specific accommodations that the College has determined are reasonable for the particular student's disability.

If a student has a disability within the meaning of the law, the College will make reasonable accommodations. An accommodation is not considered to be reasonable if it would alter an essential or fundamental aspect of the course or program. If a faculty member believes that an accommodation will require an alteration of an essential or fundamental aspect of the course, the faculty member should contact Academic Services immediately. Unless Academic Services hears from the faculty member, students can expect that the listed accommodations will be made. Students are provided with copies of their disability accommodation letters and instructed to identify themselves promptly to the faculty member. Once students have identified themselves, the faculty member and the student should have a private discussion about how accommodations will apply to a specific course. Students may choose to implement their accommodations at their discretion. If a student does not approach a faculty member and the faculty member has received an accommodation letter about this student, the faculty member should notify Academic

Services. Faculty members are encouraged to request assistance from Academic Services should there be any difficulties in implementing accommodations.

Faculty should provide disability accommodations only to students for whom they have received an accommodation letter from Academic Services. Should a student request disability accommodations without proper authorization, the student should be referred to Academic Services.

8. Release of student information

Cedar Crest College does not release a student's educational records to any individual, agency or organization without the written permission of the student, with exceptions permitted by law:

- a. Records may be released to Cedar Crest faculty members, administrators, and staff who have a legitimate educational interest in the records.
- b. Records may be released to authorized representatives of the federal or state agencies with the legal authority to obtain such information.
- c. Records may be released to persons who require access in consideration of a student's application for, or receipt of, financial aid.
- d. Records may be released to the parent(s) of the dependent students as defined by the Internal Revenue Service. Information released to a parent will generally be given with the knowledge of the student.
- e. Records may be released to persons authorized to receive such data through judicial order or pursuant to a subpoena. All such inquiries must be referred to the Office of the Provost. Except in instances where such information is sought under the USA Patriot Act or the Foreign Intelligence Surveillance Act, the College will attempt to notify the student in advance of its compliance with such orders.
- f. Records may be released to appropriate persons in connection with an emergency if knowledge of such information is necessary to protect the health or safety of the student or other persons.

Article F. Procedure to Amend

The Faculty Handbook, Book Four, may be amended provided that the following procedures are followed:

- A motion to amend may be submitted in writing to the Curriculum and Academic Policy Committee by members of the Faculty or by members of the administration, or it may be developed by the committee itself. CAPC will decide whether the motion requires faculty action or whether it involves a departmental or administrative procedural change. In the latter case, the language of Book Four may be updated without faculty action, and the Faculty will be informed of the change via a memo distributed by the committee.

- If the motion to amend requires faculty action and has not been specifically proposed by the Curriculum and Academic Policy Committee, the proposed amendment will be considered by the Committee. CAPC will consider the amendment and issue a written report in which it takes one of the following actions:
 - recommends the Faculty's approval of the amendment as originally proposed
 - proposes a substitute amendment whose approval it recommends, or
 - recommends that the amendment not be approved.
- The Curriculum and Academic Policy Committee's report will include reasons for the recommendation. If the motion to amend is developed by CAPC itself, the Committee will issue a written report to the Faculty in which the Committee recommends the Faculty's approval of the amendment and includes reasons for the recommendation.
- The Committee's report will be distributed for faculty consideration following the procedure detailed in the Faculty Bylaws for committee reports.
- A motion to amend may be voted at any regular or special Faculty meeting called for that purpose, provided at least four calendar weeks have elapsed since it was formally proposed to the Faculty. The provision to delay the vote may be waived by a vote of 2/3 of the members present and voting.
- An amendment must pass by a 2/3-majority vote of those faculty present and voting.
- An amendment proposed to any Article of Book Four that requires faculty action and its adopted by the Faculty will be submitted to the President to convey it and make recommendation to the Board of Trustees. The amendment is effective only upon adoption by the Board.
- An amendment proposed to Article D may be made by an academic department and is approved at the departmental level without further action by the Faculty.
- An amendment proposed to Article E that requires faculty action is effective upon approval by the Faculty.