



Pan-European MFA in Creative Writing
A Low-Residency Program

Graduate Program Handbook
2016-2017

From the Director

Welcome to the Pan-European MFA in Creative Writing,
a Low-Residency Program

Dear Writer,

Welcome! I'm glad that you've joined our program. Your presence here tells me two things: You're a serious writer in search of a community to help further your creative and scholarly growth, and you suffer from that lovely affliction, wanderlust.

I know the type because I *am* the type. Literary fellowship and travel to far-flung places both serve to ignite my imagination and expand my understanding of the world around me. The Cedar Crest Pan-European MFA program is designed exactly for people like us.

Often, writing can feel like a solitary, even insular, pursuit. We retreat to our desks and close the door for hours, days, weeks. It is not a choice; we must seek those quiet hours in order to realize whatever creative vision is driving us. Producing pages take work, and work requires time.

Yet the writer must also energetically engage with the world, for that is where stories live. We must open the door, walk outside, and explore. And so the Cedar Crest Pan-European has established a marvelous balance by giving the writer time for quiet contemplation and providing her with opportunities for community, learning and adventure.

Each European residency is carefully crafted to maximize student time with peers and faculty. Seminars, lectures, and readings challenge and enrich our writing practice; tours and social gatherings deepen our appreciation of the host country's traditions, as well as the imaginative electricity we experience in the company of other writers.

I hope that the Cedar Crest Pan-European MFA program becomes a productive and enjoyable creative home for you!

All the best,

Keija Parssinen
MFA Program Director





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Program Contact Information

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library@cedarcrest.edu

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Program Overview

The Pan-European Master of Fine Arts in Creative Writing, a low-residency program offered by Cedar Crest College, is designed to be completed over the course of three summer residencies, with distance writing mentorships conducted during fall and spring semesters.

To satisfy the degree requirements, students must attend the three summer residencies, each to be held in a European city. (No residency is required within the United States.) In the fall and spring semesters, students complete individual distance-learning mentorships with distinguished faculty writers. The degree culminates in a creative thesis and a critical essay that are presented at the third, graduating summer residency.

Residencies

Scheduled for 15 days over the first two weeks of July, each residency will take place in European cities such as:

- Dublin, Ireland
- Barcelona, Spain
- Vienna, Austria

Cedar Crest College retains the complete discretion to determine the geographical location of the residencies.

Curriculum

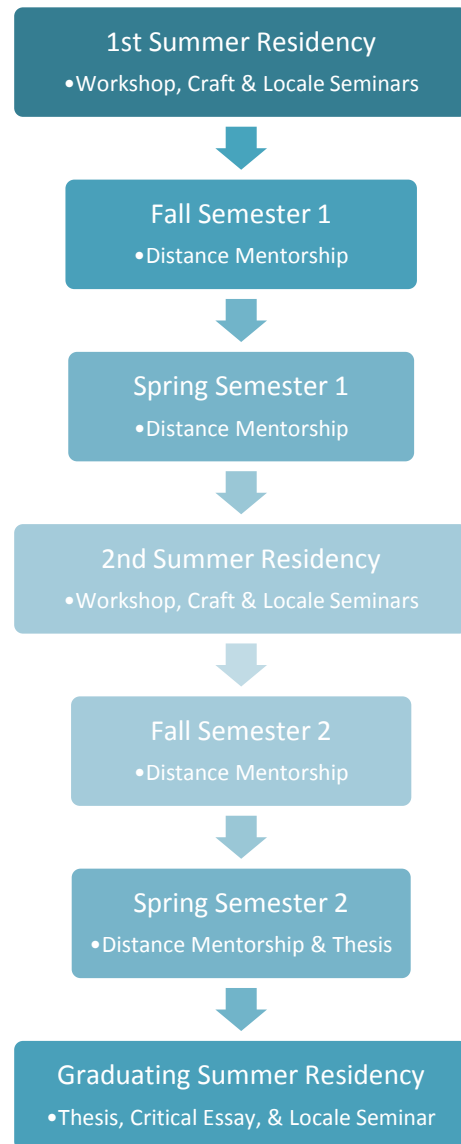
Pan-European MFA in Creative Writing students are admitted to the genre workshops they wish to specialize in—fiction, poetry, or non-fiction. They may begin work toward the degree during summer residency coursework or either a fall or spring distance mentorship. (See program-of-study checklists for how degree progress varies by start date.)

The Pan-European MFA curriculum (requiring 48 total credits) includes a series of writing workshops and seminars held during the summer residency. Students also complete a series of cross-genre and locale seminars inspired by the artistic history of the residency city.

In fall and spring semesters, students keep up an intense tutorial with a faculty mentor, with monthly exchanges of drafting, critiquing, and reading analysis handled online.

The coursework finishes in the third residency when students successfully present their capstone essays on literary criticism and creative theses for graduation.

Degree Progress: Summer Start



Mission Statement

Cedar Crest College's Pan-European Master of Fine Arts in Creative Writing, a low-residency program, prepares students to produce publishable-quality work in one or more genres of writing. In doing so, the MFA program prepares students to become artists adept at the written craft, to pursue careers in writing-related fields, and to fashion themselves as leaders in the literary world.

By providing craft-based writing instruction in the context of locale-inspired literature and cultural studies, the creative writing MFA program empowers students to develop and transcend their unique writing voices while experimenting within and across genre conventions. Grounded in an interdisciplinary liberal-arts learning experience, the MFA program broadens the global awareness of students by combining instruction in writing, history, literature, and other arts from a variety of European regions and cultures.

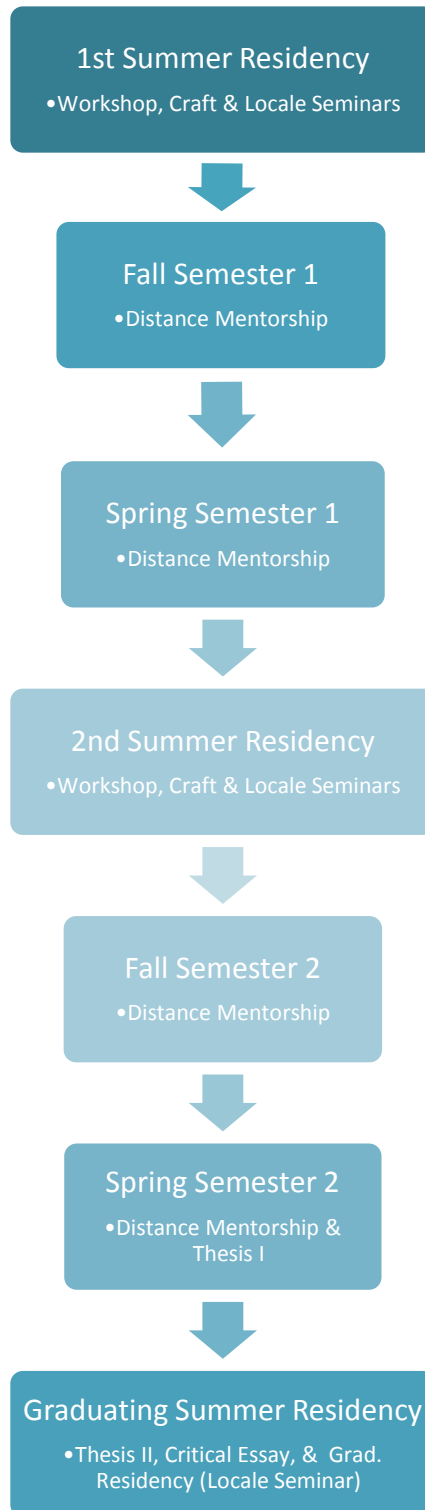
Program Learning Outcomes

The goals of the MFA in Creative Writing are to enable students to:

1. Develop and refine their ability to craft works of creative literature.
2. Demonstrate an understanding of the breadth of voice and aesthetic in their chosen literary genres and in other genres.
3. Recognize the value of locale in inspiring the creative craft and in shaping works of literature.
4. Critique works of creative writing, including their own and of others, for artistically effective techniques.
5. Generate a sense of career goals in creative writing that is aware of ongoing and new professional opportunities in writing, publishing, and teaching and the strategies needed to obtain them.
6. Produce a publishable-quality manuscript in one or more genres of creative writing.



Program Overview: Summer Residency Start



Program of Study Checklist

Pan-European Master of Fine Arts in Creative Writing A Low-Residency Program (48 Credits) Summer Residency Start

Summer Residency 1: _____

Complete One Genre Workshop:

- ___ CWR 501 Residency Workshop I: Fiction (2 credits)
- ___ CWR 502 Residency Workshop I: Poetry (2 credits)
- ___ CWR 503 Residency Workshop I: Non-Fiction (2 credits)

Workshops include both group meetings and one-on-one tutorials during the 15-day residency, during which you present a total of four creative works (each consisting of 8-25 double-spaced pages of prose or 5-10 single-spaced pages of poetry).

Complete Both the Locale and Cross-Genre Seminars:

- ___ CWR 507 Craft Seminar I: Cross-Genre (3 credits)
- ___ CWR 508 Locale Seminar I (1 credit)

The Cross-Genre Craft Seminar requires reading prior to the summer residency. The Locale Seminar will require reading prior to the summer residency, with online coursework beginning in early June. A reflective essay (5-10 double-spaced pages) that responds to your residency experience is due to your faculty mentor and the program director by September 1st.

Fall Semester (First Year)

Complete One Genre Mentorship:

- ___ CWR 511 Writing Mentorship I: Fiction (6 credits)
- ___ CWR 512 Writing Mentorship I: Poetry (6 credits)
- ___ CWR 513 Writing Mentorship I: Non-Fiction (6 credits)

On the first of each month (Sept.-Dec.), you submit one creative work (8-25 double-spaced pages of prose or 5-10 single-spaced pages of poetry) and a reading journal entry to your faculty mentor.

Spring Semester (First Year)

Complete One Genre Mentorship:

- ___ CWR 521 Writing Mentorship II: Fiction (6 credits)
- ___ CWR 522 Writing Mentorship II: Poetry (6 credits)
- ___ CWR 523 Writing Mentorship II: Non-Fiction (6 credits)

On the first of each month (Feb.-May), you submit one creative work (8-25 double-spaced pages of prose or 5-10 single-spaced pages of poetry) and a reading journal entry to your faculty mentor.

Summer Residency 2: _____

Complete One Genre Workshop:

___ CWR 531 Residency Workshop II: Fiction (2 credits)

___ CWR 532 Residency Workshop II: Poetry (2 credits)

___ CWR 533 Residency Workshop II: Non-Fiction (2 credits)

Students who are admitted to multiple genres may choose a different Workshop II genre than that selected for Workshop I. Workshops include both group meetings and one-on-one tutorials during the 15-day residency, during which you present a total of four creative works (each consisting of 8-25 double-spaced pages of prose or 5-10 single-spaced pages of poetry).

Complete Both the Locale and Cross-Genre Seminars:

___ CWR 537 Craft Seminar II: Cross-Genre (3 credits)

The Cross-Genre Craft Seminar requires reading prior to the summer residency.

___ CWR 538 Locale Seminar II (1 credit)

The Locale Seminar will require reading prior to the summer residency, with online coursework beginning in early June. A reflective essay (5-10 double-spaced pages) that responds to your residency experience is due to your faculty mentor and the program director by September 1st.

Fall Semester (Second Year)

Complete One Genre Mentorship:

___ CWR 541 Writing Mentorship III: Fiction (6 credits)

___ CWR 542 Writing Mentorship III: Poetry (6 credits)

___ CWR 543 Writing Mentorship III: Non-Fiction (6 credits)

On the first of each month (Sept.-Dec.), you submit one creative work (8-25 double-spaced pages of prose or 5-10 single-spaced pages of poetry) and a reading journal entry to your faculty mentor.

Spring Semester (Second Year)

Complete One Genre Mentorship:

___ CWR 551 Writing Mentorship IV: Fiction (6 credits)

___ CWR 552 Writing Mentorship IV: Poetry (6 credits)

___ CWR 553 Writing Mentorship IV: Non-Fiction (6 credits)

On the first of each month (Feb.-May), you submit one creative work (8-25 double-spaced pages of prose or 5-10 single-spaced pages of poetry) and a reading journal entry to your faculty mentor.

Complete the Course Listed Below:

___ CWR 590 Creative Thesis I (3 credits)

Students will begin work on the critical essay and creative thesis during the spring semester prior to the third summer residency.

Summer Residency 3: _____

Complete Three Courses Listed Below:

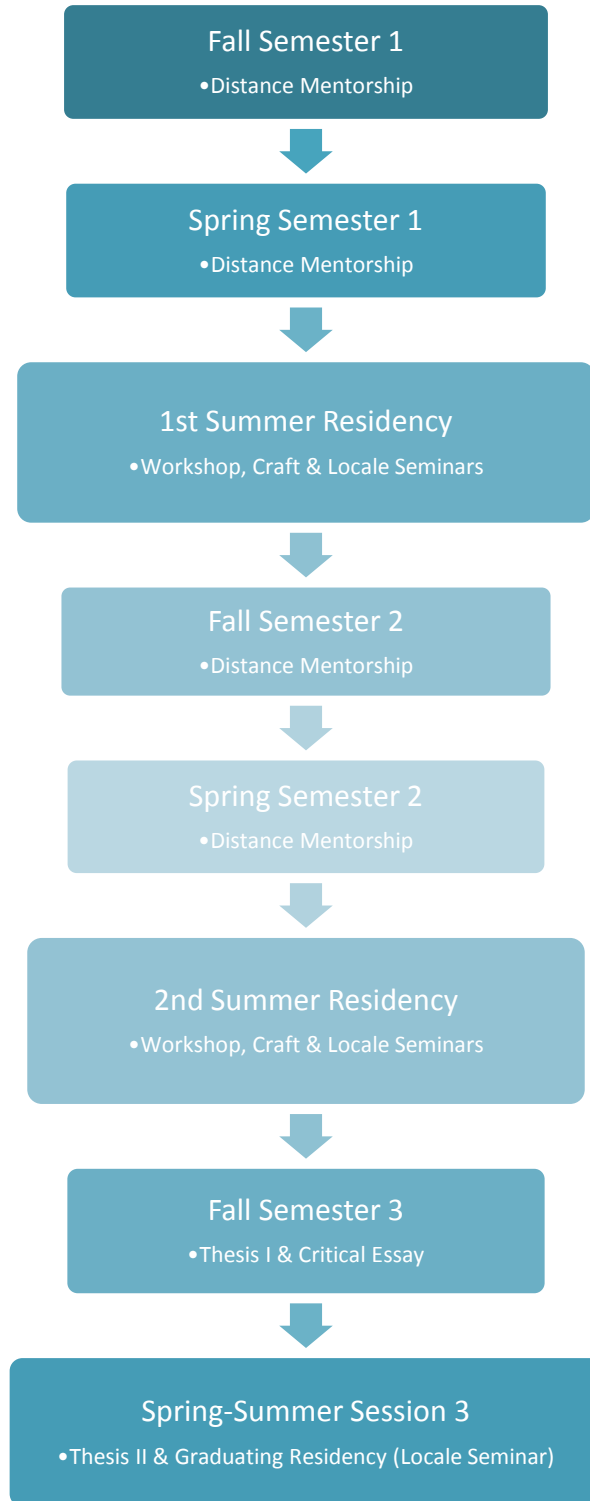
___ CWR 591 Creative Thesis II (3 credits)

___ CWR 592 Critical Essay (3 credits)

___ CWR 598 Graduating Residency (3 credits)

The Graduating Residency Locale Seminar will require reading prior to the summer residency, with online coursework beginning in early June.

Program Overview: Fall Semester Start



Program of Study Checklist

Pan-European Master of Fine Arts in Creative Writing A Low-Residency Program (48 Credits) Fall Semester Start

Fall Semester (First Year)

Complete One Genre Mentorship:

___ CWR 511 Writing Mentorship I: Fiction (6 credits)

___ CWR 512 Writing Mentorship I: Poetry (6 credits)

___ CWR 513 Writing Mentorship I: Non-Fiction (6 credits)

On the first of each month (Sept.-Dec.), you submit one creative work (8-25 double-spaced pages of prose or 5-10 single-spaced pages of poetry) and a reading journal entry to your faculty mentor.

Spring Semester (First Year)

Complete One Genre Mentorship:

___ CWR 521 Writing Mentorship II: Fiction (6 credits)

___ CWR 522 Writing Mentorship II: Poetry (6 credits)

___ CWR 523 Writing Mentorship II: Non-Fiction (6 credits)

On the first of each month (Feb.-May), you submit one creative work (8-25 double-spaced pages of prose or 5-10 single-spaced pages of poetry) and a reading journal entry to your faculty mentor.

Summer Residency 1: _____

Complete One Genre Workshop:

___ CWR 501 Residency Workshop I: Fiction (2 credits)

___ CWR 502 Residency Workshop I: Poetry (2 credits)

___ CWR 503 Residency Workshop I: Non-Fiction (2 credits)

Workshops include both group meetings and one-on-one tutorials during the 15-day residency, during which you present a total of four creative works (each consisting of 8-25 double-spaced pages of prose or 5-10 single-spaced pages of poetry).

Complete Both the Locale and Cross-Genre Seminars:

___ CWR 507 Craft Seminar I: Cross-Genre (3 credits)

The Cross-Genre Craft Seminar requires reading prior to the summer residency.

___ CWR 508 Locale Seminar I (1 credit)

The Locale Seminar will require reading prior to the summer residency, with online coursework beginning in early June. A reflective essay (5-10 double-spaced pages) that responds to your residency experience is due to your faculty mentor and the program director by September 1st.

Fall Semester (Second Year)

Complete One Genre Mentorship:

- ___ CWR 541 Writing Mentorship III: Fiction (6 credits)
- ___ CWR 542 Writing Mentorship III: Poetry (6 credits)
- ___ CWR 543 Writing Mentorship III: Non-Fiction (6 credits)

On the first of each month (Sept.-Dec.), you submit one creative work (8-25 double-spaced pages of prose or 5-10 single-spaced pages of poetry) and a reading journal entry to your faculty mentor.

Spring Semester (Second Year)

Complete One Genre Mentorship:

- ___ CWR 551 Writing Mentorship IV: Fiction (6 credits)
- ___ CWR 552 Writing Mentorship IV: Poetry (6 credits)
- ___ CWR 553 Writing Mentorship IV: Non-Fiction (6 credits)

On the first of each month (Feb.-May), you submit one creative work (8-25 double-spaced pages of prose or 5-10 single-spaced pages of poetry) and a reading journal entry to your faculty mentor.

Summer Residency 2: _____

Complete One Genre Workshop:

- ___ CWR 531 Residency Workshop II: Fiction (2 credits)
- ___ CWR 532 Residency Workshop II: Poetry (2 credits)
- ___ CWR 533 Residency Workshop II: Non-Fiction (2 credits)

Students who are admitted to multiple genres may choose a different Workshop II genre than that selected for Workshop I. Workshops include both group meetings and one-on-one tutorials during the 15-day residency, during which you present a total of four creative works (each consisting of 8-25 double-spaced pages of prose or 5-10 single-spaced pages of poetry).

Complete Both the Locale and Cross-Genre Seminars:

- ___ CWR 537 Craft Seminar II: Cross-Genre (3 credits)
- ___ CWR 538 Locale Seminar II (1 credit)

The Cross-Genre Craft Seminar requires reading prior to the summer residency.

The Locale Seminar will require reading prior to the summer residency, with online coursework beginning in early June. A reflective essay (5-10 double-spaced pages) that responds to your residency experience is due to your faculty mentor and the program director by September 1st.

Fall Semester (Third Year)

Complete the Two Courses Listed Below:

- ___ CWR 590 Creative Thesis I (3 credits)
- ___ CWR 592 Critical Essay (3 credits)

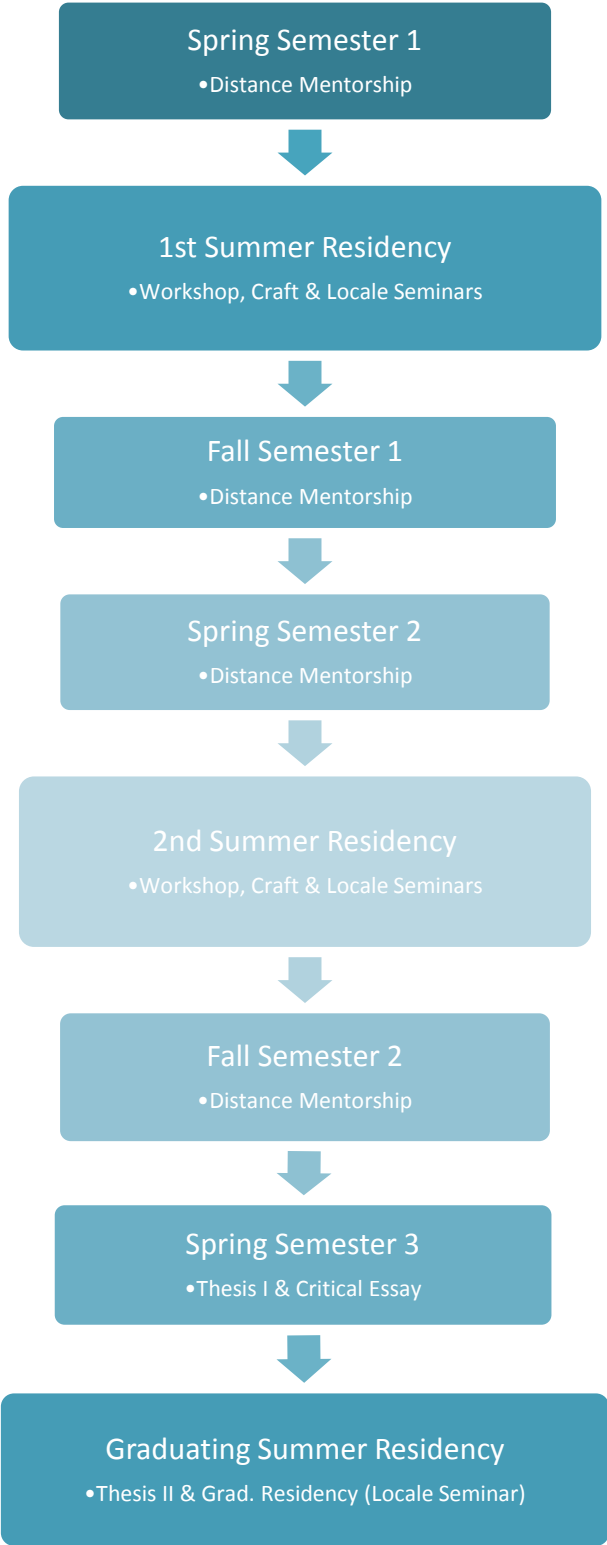
Spring-Summer Session (Third Year), Summer Residency 3: _____

Complete the Two Courses Listed Below:

- ___ CWR 591 Creative Thesis II (3 credits)
- ___ CWR 598 Graduating Residency (3 credits)

The Graduating Residency Locale Seminar will require reading prior to the summer residency, with online coursework beginning in early June.

Program Overview: Spring Semester Start





Program of Study Checklist

Pan-European Master of Fine Arts in Creative Writing A Low-Residency Program (48 Credits) Spring Semester Start

Spring Semester (First Year)

Complete One Genre Mentorship:

___CWR 511 Writing Mentorship I: Fiction (6 credits)

___CWR 512 Writing Mentorship I: Poetry (6 credits)

___CWR 513 Writing Mentorship I: Non-Fiction (6 credits)

On the first of each month (Feb.-May), you submit one creative work (8-25 double-spaced pages of prose or 5-10 single-spaced pages of poetry) and a reading journal entry to your faculty mentor.

Summer Residency 1: _____

Complete One Genre Workshop:

___CWR 501 Residency Workshop I: Fiction (2 credits)

___CWR 502 Residency Workshop I: Poetry (2 credits)

___CWR 503 Residency Workshop I: Non-Fiction (2 credits)

Workshops include both group meetings and one-on-one tutorials during the 15-day residency, during which you present a total of four creative works (each consisting of 8-25 double-spaced pages of prose or 5-10 single-spaced pages of poetry).

Complete Both the Locale and Cross-Genre Seminars:

___CWR 507 Craft Seminar I: Cross-Genre (3 credits)

The Cross-Genre Craft Seminar will require reading prior to the summer residency and have written work due by September 1st.

___CWR 508 Locale Seminar I (1 credit)

The Locale Seminar will require reading prior to the summer residency, with online coursework beginning in early June. A reflective essay (5-10 double-spaced pages) that responds to your residency experience is due to your faculty mentor and the program director by September 1st.

Fall Semester (Second Year)

Complete One Genre Mentorship:

___CWR 521 Writing Mentorship II: Fiction (6 credits)

___CWR 522 Writing Mentorship II: Poetry (6 credits)

___CWR 523 Writing Mentorship II: Non-Fiction (6 credits)

On the first of each month (Sept.-Dec.), you submit one creative work (8-25 double-spaced pages of prose or 5-10 single-spaced pages of poetry) and a reading journal entry to your faculty mentor.

Spring Semester (Second Year)

Complete One Genre Mentorship:

___CWR 541 Writing Mentorship III: Fiction (6 credits)

___CWR 542 Writing Mentorship III: Poetry (6 credits)

___CWR 543 Writing Mentorship III: Non-Fiction (6 credits)

On the first of each month (Feb.-May), you submit one creative work (8-25 double-spaced pages of prose or 5-10 single-spaced pages of poetry) and a reading journal entry to your faculty mentor.

Summer Residency 2: _____

Complete One Genre Workshop:

___ CWR 531 Residency Workshop II: Fiction (2 credits)

___ CWR 532 Residency Workshop II: Poetry (2 credits)

___ CWR 533 Residency Workshop II: Non-Fiction (2 credits)

Students who are admitted to multiple genres may choose a different Workshop II genre than that selected for Workshop I. Workshops include both group meetings and one-on-one tutorials during the 15-day residency, during which you present a total of four creative works (each consisting of 8-25 double-spaced pages of prose or 5-10 single-spaced pages of poetry).

Complete Both the Locale and Cross-Genre Seminars:

___ CWR 537 Craft Seminar II: Cross-Genre (3 credits)

The Cross-Genre Craft Seminar requires reading prior to the summer residency.

___ CWR 538 Locale Seminar II (1 credit)

The Locale Seminar will require reading prior to the summer residency, with online coursework beginning in early June. A reflective essay (5-10 double-spaced pages) that responds to your residency experience is due to your faculty mentor and the program director by September 1st.

Fall Semester (Third Year)

Complete One Genre Mentorship:

___ CWR 551 Writing Mentorship IV: Fiction (6 credits)

___ CWR 552 Writing Mentorship IV: Poetry (6 credits)

___ CWR 553 Writing Mentorship IV: Non-Fiction (6 credits)

On the first of each month (Sept.-Dec.), you submit one creative work (8-25 double-spaced pages of prose or 5-10 single-spaced pages of poetry) and a reading journal entry to your faculty mentor.

Spring Semester (Third Year)

Complete the Two Courses Listed Below:

___ CWR 590 Creative Thesis I (3 credits)

___ CWR 592 Critical Essay (3 credits)

Summer Residency 3: _____

Complete the Two Courses Listed Below:

___ CWR 591 Creative Thesis II (3 credits)

___ CWR 598 Graduating Residency (3 credits)

The Graduating Residency Locale Seminar will require reading prior to the summer residency, with online coursework beginning in early June.

Program of Study for the MFA in Creative Writing

The Pan-European Master of Fine Arts in Creative Writing, a low-residency program (48 credits), enables students to develop and refine their ability to produce publishable-quality works of creative literature. The program requires three residencies (15 days each) and four distance-learning mentorships. Students must also produce a book-length creative thesis and an accompanying critical essay.

With a focus on the power of locale to inspire literature and other arts, the MFA in Creative Writing curriculum emphasizes craft-based learning through residency workshops and seminars, followed by one-on-one distance-learning mentorships. The program offers study in three genres—fiction, poetry, or non-fiction—as well as dual genre study in any two. Students must apply and be admitted to a specific genre, or to two genres in the case of a dual-focus degree.

MFA in Creative Writing: Fiction (48 credits)

- CWR 501 Residency Workshop I: Fiction (2 credits)
- CWR 507 Craft Seminar I: Cross-Genre (3 credits)
- CWR 508 Locale Seminar I (1 credit)
- CWR 511 Writing Mentorship I: Fiction (6 credits)
- CWR 521 Writing Mentorship II: Fiction (6 credits)
- CWR 531 Residency Workshop II: Fiction (2 credits)
- CWR 537 Craft Seminar II: Cross-Genre (3 credits)
- CWR 538 Locale Seminar II (1 credit)
- CWR 541 Writing Mentorship III: Fiction (6 credits)
- CWR 551 Writing Mentorship IV: Fiction (6 credits)
- CWR 590 Creative Thesis I (3 credits)
- CWR 591 Creative Thesis II (3 credits)
- CWR 592 Critical Essay (3 credits)
- CWR 598 Graduating Residency (3 credits)

MFA in Creative Writing: Poetry (48 credits)

- CWR 502 Residency Workshop I: Poetry (2 credits)
- CWR 507 Craft Seminar I: Cross-Genre (3 credits)
- CWR 508 Locale Seminar I (1 credit)
- CWR 512 Writing Mentorship I: Poetry (6 credits)
- CWR 522 Writing Mentorship II: Poetry (6 credits)
- CWR 532 Residency Workshop II: Poetry (2 credits)
- CWR 537 Craft Seminar II: Cross-Genre (3 credits)
- CWR 538 Locale Seminar II (1 credit)

CWR 542 Writing Mentorship III: Poetry (6 credits)
CWR 552 Writing Mentorship IV: Poetry (6 credits)
CWR 590 Creative Thesis I (3 credits)
CWR 591 Creative Thesis II (3 credits)
CWR 592 Critical Essay (3 credits)
CWR 598 Graduating Residency (3 credits)

MFA in Creative Writing: Non-Fiction (48 credits)

CWR 503 Residency Workshop I: Non-Fiction (2 credits)
CWR 507 Craft Seminar I: Cross-Genre (3 credits)
CWR 508 Locale Seminar I (1 credit)
CWR 513 Writing Mentorship I: Non-Fiction (6 credits)
CWR 523 Writing Mentorship II: Non-Fiction (6 credits)
CWR 533 Residency Workshop II: Non-Fiction (2 credits)
CWR 537 Craft Seminar II: Cross-Genre (3 credits)
CWR 538 Locale Seminar II (1 credit)
CWR 543 Writing Mentorship III: Non-Fiction (6 credits)
CWR 553 Writing Mentorship IV: Non-Fiction (6 credits)
CWR 590 Creative Thesis I (3 credits)
CWR 591 Creative Thesis II (3 credits)
CWR 592 Critical Essay (3 credits)
CWR 598 Graduating Residency (3 credits)

MFA in Creative Writing: Dual Genre (48 credits)

CWR 501, CWR 502, or CWR 503 Residency Workshop I: Fiction, Poetry, or Non-Fiction (2 credits)
CWR 507 Craft Seminar I: Cross-Genre (3 credits)
CWR 508 Locale Seminar I (1 credit)
CWR 511, CWR 512, or CWR 513 Writing Mentorship I: Fiction, Poetry, or Non-Fiction (6 credits)
CWR 521, CWR 522, or CWR 523 Writing Mentorship II: Fiction, Poetry, or Non-Fiction (6 credits)
CWR 531, CWR 532, or CWR 533 Residency Workshop II: Fiction, Poetry, or Non-Fiction (2 credits)
CWR 537 Craft Seminar II: Cross-Genre (3 credits)
CWR 538 Locale Seminar II (1 credit)
CWR 541, CWR 542, or CWR 543 Writing Mentorship III: Fiction, Poetry, or Non-Fiction (6 credits)
CWR 551, CWR 552, or CWR 553 Writing Mentorship IV: Fiction, Poetry, or Non-Fiction (6 credits)
CWR 590 Creative Thesis I (3 credits)
CWR 591 Creative Thesis II (3 credits)
CWR 592 Critical Essay (3 credits)
CWR 598 Graduating Residency (3 credits)

Craft Seminar Substitution: Genre-Specific to Cross-Genre

Students who matriculated into the MFA program prior to 1 August 2016 will satisfy genre-specific residency craft seminars with the corresponding 3-credit sections of cross-genre residency craft seminars below.		
CWR 504 Craft Seminar I: Fiction (1.5 credits)	▶	CWR 507 Craft Seminar I: Cross-Genre (3 credits)
CWR 505 Craft Seminar I: Poetry (1.5 credits)	▶	CWR 507 Craft Seminar I: Cross-Genre (3 credits)
CWR 506 Craft Seminar I: Non-Fiction (1.5 credits)	▶	CWR 507 Craft Seminar I: Cross-Genre (3 credits)
CWR 534 Craft Seminar II: Fiction (1.5 credits)	▶	CWR 537 Craft Seminar II: Cross-Genre (3 credits)
CWR 535 Craft Seminar II: Poetry (1.5 credits)	▶	CWR 537 Craft Seminar II: Cross-Genre (3 credits)
CWR 536 Craft Seminar II: Non-Fiction (1.5 credits)	▶	CWR 537 Craft Seminar II: Cross-Genre (3 credits)

Types of Instruction: Summer Residencies

Residency Workshops

During the annual summer residencies, students will gather with a shared professor to workshop their original works of creative writing. Each workshop is genre-specific, and within each workshop students will be required to share work four times over the course of the residency (twice during each of the two weeks of the residency). They will also critique their peer students' work. Individual conferences between professor and students will happen twice during the residency, once in the first week and once in the second week, which will build the foundation for the mentorship that will occur during distance learning.

The workshop model has long proven successful at honing creative writing. It stems from Ernest Hemingway's collaborations with Gertrude Stein in her Parisian atelier in the 1920s and originated academically in graduate studies at the University of Iowa seventy-five years ago. A workshop improves writing because it allows students to hear whether their intent equals the effect on the readers. It allows them to hear what revision ideas, strategies, and opportunities readers might have. And it improves the editing of their own work by requiring them to respond as editors to the work of others. Workshops also provide writers with a sense of real community—of colleagues they can turn to during their graduate student years, and beyond, for help with revising their work.

While professors will have their own ways of facilitating a workshop, a typical process requires that:

1. all work be distributed in advance of when it is to be discussed;
2. critiques of work include a substantial end comment, margin comments, and suggested line-edits;
3. the author not speak during the discussion of the work;

4. all participants respond to the work not only in writing but also with contributions during the workshop discussion; and
5. the instructor respond in workshop not only to the work but also to the other students' responses to it.

Through this method, students become better critics. By becoming better critics, students become better writers. They also become better teachers of creative writing.

Assignment requirements for the workshop will include: the submission of four pieces of creative work, each either 8-25 double-spaced pages (for prose writers) or 5-10 single-spaced pages (for poets); the submission of critiques and edited and annotated manuscripts of all other work discussed in workshop; attendance and participation at all workshop discussions; and attendance at two individual conferences with the instructor.

Residency Craft Seminars

Craft seminars, which occur during the annual residencies, stem from the premise that students become better writers by becoming better and more well-versed, widely-read readers. These seminars introduce (and in some cases re-introduce) graduate students to both canonical and more contemporary work, and will use the assigned works as the foundation for discussing certain elements of the writing craft.

Since reading beyond one's genre informs the practice of one's own craft, craft seminars often cross genre lines and thus provide students inspiration to attempt other genres or to include aspects of other genres in their own writing. They also allow for further development of advanced teaching skills, specifically relevant given that most introductory creative writing courses at the post-secondary level are indeed multi-genre.

Distinct craft seminars will be offered to the student body at each annual residency. These craft seminars provide the opportunity to unite the program around a common curriculum and enable students to learn from discussions that focus on other genres as well as their own.

Assignment requirements for the cross-genre craft seminars include: advance reading of all assigned works; attendance and participation in each seminar; and submission of an integrative reflective essay by September 1st that incorporates elements from each seminar.

Locale Seminars

Locale seminars include two modes of instruction: the seminars themselves and their connected field experiences.

Locale Seminars

At each annual residency, locale seminars will be offered that ground the program in its host setting, explore the artistic history of a particular locale, and inspire students to define and inhabit the connections between the locale and their own development as writers.

To prepare for the residency locale, students will begin online coursework in early June by reading or watching a series of assigned books or films. Coursework will consist of a weekly journal entry that responds to a selection of literary, historical, or artistic works about the locale, as well as any additional assignments required by the seminar instructor. Online coursework will be completed through Cedar Crest's learning management system website: www.cedarcrestonline.net.

Assignment requirements for the locale seminars include: advance reading of all assigned works; submission of one weekly journal entry for each assigned work (four entries total) through the online locale course website; attendance and participation in each residency seminar meeting; and submission of an integrative reflective essay by September 1st that incorporates elements from each seminar.

Field Experience

Field experiences supplement the curriculum of the locale seminars by leading students on excursions to artistically and culturally important locations near the host residency.

Requirements for the field experience include: attendance at each field experience and submission of an integrative reflective essay by September 1st that incorporates elements from each field experience.

Post-Residency Reflection Essay

Following a residency, students write an integrative reflective essay (5-10 double-spaced pages) that address how the residency experience affected them as writers.

Students should consider the following questions to prompt their writing, although not every question need be addressed.

- How has your writing most changed as a result of the two-week residency?
- How did the peer workshops affect your understanding of writing creatively?
- What did you most learn from the tutorial advice of your mentor?
- Which of the craft seminars influence how you see creative writing? Why?
- How did the locale seminars shape your understanding of the host city as a place of artistic inspiration?
- What sites around the city and country most affected your sense of artistic imagination?
- What role did the community of writers play in how you think about your creative craft?

Essays are due by the September 1st immediately after a residency and should be submitted to the MFA program office and, if the student is completing distance mentorship in the fall semester, the fall faculty mentor.

Types of Instruction: Distance Learning Mentorships

Distance-learning mentorships extend each student's literary development in a highly personalized manner. Professors in distance learning work one-on-one with their students, and each monthly exchange is a conference and an exchange of ideas geared to the students' individual literary development.

Mentorships take place during fall and spring semesters, commencing September 1st and concluding in May. Each month, students submit to their instructor 8-25 double-spaced pages of prose or 5-10 single-spaced pages of poetry, depending on their genre. These are due on the 1st of each month, September through December for the fall semester and February through May for the spring semester. In each monthly exchange, students will also submit a two-page (double-spaced) response essay with regard to the individual reading lists they have each developed with their instructors. In September, along with this submission, the students submit a 5-10 page (double-spaced) reflective essay, about their residency experience, and integrating the curriculum of both craft and locale seminars. On about the 15th of each month, students can expect professors to respond to their submissions, including both the creative work and the reading responses.

Distance learning mentorship exchanges will typically occur through email with attached MSWord files that represent a packet of creative work, response essays, reflective essay (in September), and any other revisions required by the faculty. Individual faculty mentors will establish procedures for how they wish to manage monthly packet exchanges. Some faculty members may facilitate packet exchanges through Cedar Crest College's online course system: <https://www.cedarcrestonline.net>.

In order to comply with US FERPA regulations, all course communication for the MFA program must take place through Cedar Crest College email accounts issued to faculty, students, and administrators, or through the College's online course system. Copies of any and all student work completed as part of the MFA program may be kept on record with the College to be used for program evaluation and assessment.

MFA Capstone: Creative Thesis and Critical Essay

The Pan-European Master of Fine Arts in Creative Writing culminates in two capstone projects: a book-length creative thesis and an accompanying critical essay on the degree candidate's literary genre.

Work for these capstone projects typically begins after the second residency and concludes with a student's presentation of the thesis and essay at the graduating residency, while also completing the locale seminar associated with the host city. The creative thesis consists of 6-credits worth of writing and thesis advising that culminates in the completion of a creative thesis of no less than 48 pages (single-spaced) of poetry or 150-200 pages (double-spaced) of prose, depending upon the form. The critical essay consists of 3-credits worth of research, writing, and critical-essay advising

that culminates in the presentation of a 25-page essay of literary criticism in the candidate's genre or genres. As part of the graduating residency, students present their critical essay and read a selection from their creative thesis that includes a discussion of craft.

In order to satisfy graduation requirements, a student's creative thesis and critical essay must conform to format, specifications, advising process, filing procedures, and other requirements found in the "Pan-European MFA Creative Thesis and Capstone Essay Guidelines." Thesis guidelines are typically distributed to students during their second summer residency.

Admissions Policies

General Admissions Requirements

Students are admitted to graduate programs at Cedar Crest College on the basis of individual qualifications. Requests for application materials and all correspondence relating to admission should be addressed to:

Cedar Crest College
School for Adult and Graduate Education
100 College Drive
Allentown, PA 18104-6196
USA

Phone: 1-610-740-3770
Email: sage@cedarcrest.edu
Fax: 1-610-740-3786
Online Application Materials:
mfa.cedarcrest.edu/apply

On the Allentown, Pennsylvania campus, the main office for the School for Adult and Graduate Education is located in Blaney Hall, Room 105. The office is open Monday, Tuesday and Friday, 8:30 a.m. -4:30 p.m. Eastern Time; Tuesday and Wednesday, 8:30 a.m.- 6:30 p.m. Eastern Time.

Students are encouraged to contact the College to discuss their educational plans. Upon request, arrangements can be made to discuss curriculum requirements, residency locales, and distance learning methods with the Program Director of the Pan-European MFA in Creative Writing. For more information, please contact the program's Internal Director: Alison Wellford at 1-610-606-4666, x3394 or acwellfo@cedarcrest.edu.

Applications for the Pan-European MFA in Creative Writing are accepted and reviewed on a rolling basis throughout the year; however, students must apply before published dates to be admitted for a given year's residency or distance-learning mentorship semester.

Month of Deadline	Starting Period
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March	Summer Residency (Online coursework begins June 1 st ; residency during first two weeks of July)
July	Fall Semester Distance Learning Mentorship (Coursework begins September 1 st)
November	Spring Semester Distance Learning Mentorship (Coursework begins February 1 st)

Accepted students are admitted to the MFA in Creative Writing program in a specified genre or genres and begin their course of study either at a summer residency or during the fall or spring distance mentorships.

MFA Application Requirements

In order to be considered for admission to the program, applicants must submit the following items:

1. A completed [graduate application form](#).
2. A portfolio of creative writing that consists of approximately 10 pages for poetry or 25 pages for either fiction or creative nonfiction. (If applying to multiple genres, applicants must submit a separate portfolio for each.) Send portfolio to sage@cedarcrest.edu.
3. An essay on the applicant's reasons for seeking admission to the MFA program, expectations for the program, and the applicant's goals as a writer. (The essay should be one page, typewritten, and single spaced.) Send essay to sage@cedarcrest.edu.
4. One letter of recommendation, either academic or professional, that addresses the applicant's ability to succeed in graduate writing study. See the MFA program website for the [Recommendation Form](#).
5. A \$50 application fee. (If applying to multiple genres, a separate \$50 fee must be submitted for each genre to which the applicant is seeking admission.)
6. Current resume that includes creative writing awards, as well as all publications, prizes, honors and grants related to the applicant's writing. The resume should also include any writing workshops, conferences, and other non-credit courses attended. Send resume to sage@cedarcrest.edu.
7. Official academic transcripts from institutions where the applicant has completed coursework. (A bachelor's degree or equivalent experience in creative writing is required.)

If previous coursework was completed outside of the United States, applicants must have their academic degree validated as equivalent to a degree in the United States through a non-profit credential-evaluation agency, such as:

World Education Services

PO Box #745
Old Chelsea Station
New York, NY 10011
USA
1 -212-966-6311
www.wes.org

A \$250 non-refundable deposit will be required for all admitted students to save one's place in the program.

Admissions Decisions

The MFA Program Director and Internal Director will make final admission decisions based upon a review of each applicant's submitted materials, which may be evaluated in consultation with faculty members working within the applicant's creative genre. Admissions decisions are based upon criteria that include a review of the application portfolio, application essay, letter of recommendation, and writing experience indicated in transcripts and resume. Each applicant will be considered from a holistic perspective.

Matriculation

Matriculation is required for any student who plans to receive financial aid or a graduate degree. A student applies for matriculation by submitting a completed application for admission to the School for Adult and Graduate Education. After submitting a complete application, students receive a letter from the College informing them of the decision concerning their acceptance as a degree candidate. Students are matriculated into the program once they are registered for classes during their first semester of academic study.

Graduate programs may permit non-matriculated and visiting students to enroll in graduate courses on a case-by-case basis. In the event that a graduate course reaches its enrollment maximum, matriculated students are given preference over non-matriculated students.

Transfer Credit

Students who have completed graduate-level creative writing courses in other accredited MFA or PhD programs may submit their official transcripts for possible transfer credit toward the Pan-European MFA in Creative Writing. Transfer credits are evaluated at the discretion of the MFA Program Director and MFA Internal Director. A maximum of 18 transfer credits may be awarded (the first year's worth of coursework), including any credit toward residency workshops; craft, cross-genre, and locale seminars; or distance mentorships.

For transfer courses to be considered toward the MFA in Creative Writing, they must have earned an equivalent grade of B- or higher, or Pass if graded Pass/Fail. The transferred coursework must have been completed within ten years of the date of enrollment in the program (the first day of classes during a student's first residency or distance mentorship). Once matriculated into the program, students will not receive any credit for coursework taken at another institution.

Creative writing courses completed at institutions outside the United States must be equivalent to graduate level as verified through a non-profit credential-evaluation agency such as World Education Services (www.wes.org).

Visiting Students

Prospective students may apply for up to a year of study with visiting status in the Pan-European MFA program, indicating such in their application essay along with all other application requirements. Visiting students may complete the residency requirements (up to 6 credits) and two semesters of mentorship study (up to 12 credits) for a maximum of 18 credits in the program. Upon completion of those credits, visiting students must apply for matriculation as degree-seeking candidates to continue study in the program.

Auditing Courses

Students may apply to audit courses in the Pan-European MFA program, indicating such in their applications or through notice to the Program and Internal Directors. Permission to audit a course is granted by decision of the MFA Program and Internal Directors, according to program admissions standards that may include consultation with a faculty member working in the student's creative genre. Auditors will complete all mentorship exchanges, workshop critiques, tutorial sessions, or other assignments that are part of the audited course. An audited Pan-European MFA course does not count toward the completion of degree requirements. Audited courses are graded S (Satisfactory) or U (Unsatisfactory). The per-credit tuition rate for audited Pan-European MFA courses shall be set each semester by the College. Students may, with permission of the faculty mentor and the MFA Program and Internal Directors, convert an audited course to for-credit at any time prior the end of a program term. Adjustment of tuition and fees to the level of the for-credit rate will be made where applicable. After the start of a program term, students enrolled in a for-credit Pan-European MFA course may not convert the course to audit status.

Post-Graduate Study

Students who have earned an MFA or PhD in creative writing, or another terminal degree in English, from an accredited institution may apply for a year of post-graduate study in Pan-European MFA coursework. Cedar Crest College MFA graduates who wish to continue their study in an additional genre or locale may apply for such post-graduate coursework. Post-graduate students apply through the program's normal process and upon admission will complete 6 credits of residency requirements (workshop, craft seminar, cross-genre seminar, and locale seminar) and 12 credits of distance mentorship.

Academic Policies

Degree Program Retention Policy

Students must receive a grade of “P” (or “Pass”) in all MFA coursework to maintain normal progress through the program. Students who receive a grade of “F” (or “Fail”) in any three courses or who receive a grade of “F” (or “Fail”) in the same course twice will be dismissed from the program. Students may appeal program dismissals in accordance with the Student Due Process and Appeals Policy in the Pan-European MFA in Creative Writing Graduate Program Handbook.

Repeating a Course

Students who withdraw from or receive a grade of “F” (or “Fail”) in a required MFA course may petition, in writing, the MFA Program and Internal Directors to retake the course so as to maintain annual progress toward the degree. Such petitions must be submitted within 15 days after the end of the withdrawn or failed course, and they must specify a proposed alternative schedule for degree progress. Mentorship courses that must be retaken may use the summer for their monthly exchanges (June, July, August, and September), although this may be in addition to summer residency coursework. Approval of repeat courses depends upon a number of factors, including faculty availability.

Students who withdraw from or fail a course may be required to complete an additional residency or extend their schedule of mentorship exchanges or both in order to satisfy MFA degree requirements.

If a course is repeated, the higher grade earned is computed into the student’s grade point average. However, both grades appear on the permanent record. Repeating courses may affect a student’s satisfactory academic progress requirement for receipt of financial aid; the student should consult the Student Financial Services Office for information.

Leaves of Absence

Students wishing to take a leave of absence from the program must request to do so, in writing, from the MFA Program and Internal Directors. A granted leave of absence has no bearing on the maximum period of candidacy.

Maximum Period of Candidacy

The Pan-European MFA in Creative Writing is a low-residency program designed to be completed by full-time students in as few as two years and 30 days or as many as three years, depending upon the semester in which a student begins study. The course of study consists of three summer residencies (each 15 days long), with distance-learning mentorships taking place during fall and spring semester and a required capstone creative thesis and critical essay. When compelling and exigent reasons require an extension on this typical period of degree progress, students may request, in writing, an extension from the MFA Program and Internal Directors.

Students who have completed all required distance-mentorship coursework for the MFA except for the creative thesis or capstone critical essay or both projects must register for CWR 599 Thesis: Maintenance of Candidacy (1 credit) during each fall and spring semester until they complete the program. In all instances, the MFA program must be completed within seven years and 30 days after a student's matriculation date.

Completion of the Graduate Program and Graduation

To successfully complete the Pan-European Master of Arts in Creative Writing, a Low-Residency program, a student must adhere to the following:

- Successfully complete all the requirements for the program.
- Complete all required coursework for the program, as outlined in the MFA "Program of Study," with a grade of "P" (or "Pass").
- Apply to the Registrar for graduation at least three months prior to the graduating residency; or, in the case of students with candidacy extensions, apply prior to the date established by the Registrar for one of the College's scheduled graduation dates (fall, spring, or summer).
- Fulfill all financial responsibilities to the College.

Students who have successfully completed all degree requirements specified above may participate in the MFA's informal graduation ceremony held as part of the graduating residency. The College officially confers degrees on graduates in August, January, and May. Pan-European MFA graduates are welcome to participate in the annual May commencement ceremony, held on the Allentown, PA, USA campus. Students are financially responsible for all expenses associated with attending a commencement ceremony, including travel and insurance. Students are also responsible for obtaining any and all travel documents, including, but not limited to, passports and visas, required to travel to/from the United States of America.

Student Financial Services Policy

Accounts must be paid in full or a payment plan arrangement must be in place by the due date stated on the invoice prior to the start of each semester. No student may graduate, obtain transcripts, or register for future semesters until all charges have been paid to the College.

Graduate Program Handbook

Each student will be given a copy of the Graduate Program Handbook prepared specifically for the Pan-European Master of Fine Arts in Creative Writing. The purpose of the handbook is to provide students with information pertaining to the curricular requirements, policies, and procedures associated with the program. Students are responsible for familiarizing themselves and understanding the information presented in the Graduate Program Handbook. MFA students are also bound by policies established by Cedar Crest College for graduate students, as indicated in the Graduate Catalog, Faculty Handbook, or other official college publications. Questions regarding the content of the handbook or other graduate student policies should be directed to either the MFA Program Director or MFA Internal Director.

MFA Program Course Registration

Course registration is available to graduate students in good financial standing with the College. If a student is not financially eligible to register, 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 Financial Services. Policies pertaining to online course registration vary across programs.

The MFA program may enroll its students, at the direction of either the MFA Program Director or MFA Internal Director, in the appropriate courses per genre needed to maintain the degree progress specified in the "Program of Study Checklist" that pertains to their matriculation dates. Upon course enrollment, students will be notified via email of the courses for which they are registered at least 14 days prior to the first day of class. Students who do not wish to enroll in summer, fall, or spring MFA courses must notify the MFA Internal Director prior to the first day of class, or they may drop courses themselves using either the Registrar Office's online or print procedures prior to the end of the Add/Drop period established by the College. Students so enrolled are academically responsible for any coursework and financially responsible for any tuition or fees associated with a course.

Pass/Fail Course Grades

All courses in the MFA in Creative Writing program are graded P (Pass) or F (Fail). Since these grades do not carry quality points associated with them, a Grade Point Average is not calculated for students. Neither are credits earned by transfer from another institution, or through experiential learning or examination, computed into the Cedar Crest GPA. At the graduate level, student performance is evaluated holistically based upon the quality of the writing itself, not translated into hierarchical grade representations.

Student Records Policy (FERPA Regulations and Procedures)

The Family Educational Rights and Privacy Act of 1974 (FERPA, also known as The Buckley Amendment), states that students' educational records are considered confidential. Academic advisors/faculty members are required by FERPA not to disclose any information about a student to the parents (or anyone else) unless the student provides written permission to release the information, or the written request is from a law enforcement agency.

In order to comply with FERPA regulations, all communication concerning educational records among faculty, students, and administrators pertaining to the Pan-European MFA program must be conducted solely through Cedar Crest College email accounts and computer networks. Other email accounts or computer networks (private accounts, SMTP servers, etc.) may not be used for such communication. This may include the monthly packet exchange of student creative work, reading journals, and instructor feedback during distance learning, as well as all other program communication, whether related residency coursework or distance learning.

I. Access to Records

College officials will review with an enrolled Cedar Crest student, or an alumna or alumnus, on her or his written request, official records, except those specifically denied by the law. A request to review records described below will be granted within a reasonable time and no later than 45 days after the request has been made. This legislation does not open records to people who are applying to the College, who applied but were denied admission, or who were admitted to the College but did not enroll. Students will not be provided with copies of their records, other than transcripts.

1. These records are available to the student for inspection and review with the office responsible for maintaining the record:
 - a. Registrar - admissions applications and supporting materials (not confidential counselor or admissions office notes) written on or after January 1, 1975; the Cedar Crest record; transcripts from other colleges and universities; and official College correspondence.
 - b. Career planning director - letters of recommendation written on or after January 1, 1975.
 - c. Health and counseling services director - the student's records in the Cedar Crest health services.
2. The law denies the student access to these records:
 - a. Parental financial records (without prior written approval of the parents).

- b. Confidential letters and statements of recommendation placed in records prior to January 1, 1975.
- c. Personal notes of teachers, advisors and administrators, the College chaplain, medical personnel, psychologists and psychiatrists, providing they are not available to a third party.

II. Right of Privacy

The College will not release a student's records to any individual, agency or organization without the written permission of the student with these exceptions, which are stated in the law:

1. To Cedar Crest faculty members, administrators and staff who have legitimate educational interests in the records.
2. To authorized representatives of the comptroller general of the United States; the secretary of the United States Department of Education; the United States commissioner of education; director of national institute of education; assistant secretary of education; or state educational authorities.
3. To persons who require access in consideration of a student's application for, or receipt of, financial aid.
4. To the parent(s) of the student(s) dependent upon them. (At Cedar Crest College this information will generally be given with the knowledge of the student whose parent had inquired.)
5. To persons authorized to receive such data through judicial order or pursuant to a subpoena. (The law requires the College to attempt to notify the student in advance of its compliance with such orders).
6. 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.
7. To parents or legal guardians, the disclosure of findings and sanctions due to Code of Conduct violations for alcohol and drug-related offenses for students under the age of 21.

III. Additional Rights

The College will release information from educational records to third parties with the written consent of the student. If such a transfer of information is made, it shall be a condition of release by the College that those to whom the information is released will not permit additional access to the records without written student consent. A student is permitted to waive the right to inspect letters of recommendation in order to enable her or him to obtain more effective letters of recommendation. A student who wishes to use this privilege must submit a written request to the career planning director to waive this right. A student has the right to inspect the log of non-Cedar Crest persons who have requested or obtained access to the student's records. A student has the right to challenge the factual basis of her or his records.

1. In such instances this procedure will be followed:
 - a. If the student and a college official agree on the error, the change will be noted and signed by the student and the official.
 - b. If the student and the college official do not agree on the error, the student may appeal to the dean of student affairs or designee for resolution. If the dean of student affairs is involved in the disagreement concerning factual information, the

president of the College or her designee shall resolve the dispute. The student's appeal must be supported by a written statement of fact. A student has the right to withhold information from a published directory prepared by the College for use by non-Cedar Crest College persons, provided she requests deletion of the information in writing to the registrar's office prior to the last date of official registration for fall or spring semester. Cedar Crest College assumes that a student who does not specifically request that directory information be withheld thereby indicates (individual) approval of disclosure.

Directory information consists of such data as the student's name, telephone number, address, major field of study, participation in activities, dates of attendance, and degrees and awards received. Though this information is public in nature, students may request that it be withheld and released only upon written authorization. Such requests should be made to the registrar. The student directory will be accessible on the internal computer network.

2. In regards to judicial matters and Code of Conduct violations, the College will, upon written request, disclose to the alleged victim of any crime of violence, or a non-forcible sex offense, the report on the results of any judicial proceeding conducted by Cedar Crest College against a student who is the alleged perpetrator of such crime or offense with respect to the results of the judicial proceeding.

The term "crime of violence" shall be defined as (1) an offense that has as an element the use, attempted use, or threatened use of physical force against the person or property of another or (2) any other offense that is a felony and that, by its nature, involves a substantial risk that physical force against the person or property of another may be used in the course of committing the offense.

The final results of the judicial proceedings shall only include:

- (1) the name of the student
- (2) the violation committed
- (3) any sanction imposed by the College on the student
- (4) the name of any other student, such as a victim or witness, only with the written consent of that other student.

Professional Organizations for Students

Cedar Crest College's Pan-European MFA in Creative Writing is a member program of the Association of Writers and Writing Programs (www.awpwriter.org). With over 500 member institutions, AWP is the national professional organization for academic programs in creative writing throughout North America. The mission of AWP is "to foster literary achievement, to advance the art of writing as essential to a good education, and to serve the makers, teachers, students, and readers of contemporary writing."

Matriculated students in the MFA program are entitled to the benefits specified by AWP, including access to the [AWP Job List](#); the [AWP eLink](#) (a Web publication including career advice, a calendar of grants and awards, and an archive of past editions of the *Writer's Chronicle*); and membership discounts for entries in the [AWP Award Series](#) and registration at the [AWP Annual Conference](#).

Through the Cedar Crest College English program, the MFA program is also a member of the Association of Departments of English (www.ade.org), an affiliated organization of the Modern Language Association (www.mla.org) with its [Job Information List](#).

Sigma Tau Delta, International English Honor Society, Xi Kappa Chapter

Founded in 1924, Sigma Tau Delta (www.english.org) recognizes distinction for high achievement in English language and literature in undergraduate, graduate, and professional studies. Among other benefits, members are eligible for internships, scholarships, awards, and grants, some of which are offered only to graduate students. Upon the recommendation of a faculty mentor, MFA students may apply for membership in Xi Kappa, the Cedar Crest College chapter of Sigma Tau Delta, after having completed at least 6 credits in the program. Contact the MFA Internal Director for further information.

Credit Hour Equivalency for Distance and Hybrid MFA Courses

The Pan-European MFA in Creative Writing curriculum is designed to adhere to the Association of Writers and Writing Programs' Hallmarks of an Effective Low-Residency MFA Program in Creative, based on the 48-credit mentorship degree model. See: https://www.awpwriter.org/guide/hallmarks_quality.

- 1) Writing Mentorships: Fiction I-IV (CWR 511, 521, 541, and 551), Poetry I-IV (CWR 512, 522, 542, and 552), or Non-Fiction I-IV (CWR 513, 523, 543, and 553)**

Credit Hour Equivalency: As 6-credit distance education classes, the CWR distance mentorship courses satisfy the required contact hours of course instruction through the below assessed course assignments. Preparatory assignments—such as completing selected readings, responding to mentor critiques, or participating in monthly program-director webinars—are not included in these instructional hours. These course activities are designed in keeping with the Association of Writers and Writing Programs' hallmarks for an extensive and rigorous curriculum in a 48-credit mentorship model MFA program.

Course Activities or Assignments	Equivalent Classroom Instructional Hours
4 Creative Writing Submissions in Monthly Mentorship Exchanges	70
4 Journal Critiques of Selected Readings in Monthly Mentorship Exchanges	20
Total:	90

2) Locale Seminars (CWR 508 and CWR 538)

Credit Hour Equivalency: As a 1-credit hybrid class blending online learning and residency seminars, CWR 508 and 538 satisfy the required contact hours of course instruction through the below assessed course assignments or supervised contact hours. Preparatory assignments—such as completing selected readings—are not included in these instructional hours. These course activities are designed in keeping with the Association of Writers and Writing Programs’ hallmarks for an extensive and rigorous curriculum in a 48-credit mentorship model MFA program.

Course Activities or Assignments	Equivalent Classroom Instructional Hours
4 Online Journal Critiques of Assigned Readings Submitted in Month Prior to Summer Residency	7
4 Locale Seminars During Residency (2 hours each)	8
Total:	15

3) Craft Seminars: Cross-Genre (CWR 507 and 537)

Credit Hour Equivalency: As a 3-credit hybrid class blending distance learning and residency seminars, the CWR craft seminars satisfy the required contact hours of course instruction through the below assessed course assignments or supervised contact hours. Preparatory assignments—such as completing selected readings—are not included in these instructional hours. These course activities are designed in keeping with the Association of Writers and Writing Programs’ hallmarks for an extensive and rigorous curriculum in a 48-credit mentorship model MFA program.

Course Activities or Assignments	Equivalent Classroom Instructional Hours
6 Craft Seminars During Residency (2 hours each)	12
Field Trips During Residency (approx. 4 ½ day x 3 hours each, plus 1 full-day x 8 hours)	20

Integrative Reflective Essay on Residency	13
Total:	45

4) Residency Workshops: Fiction (CWR 501 and CWR 531), Poetry (CWR 502 and CWR 532), or Non-Fiction (CWR 503 and CWR 533)

Credit Hour Equivalency: As a 2-credit hybrid class blending distance learning and residency workshops, the CWR residency workshops satisfy the required contact hours of course instruction through the below assessed course assignments or supervised contact hours. Preparatory assignments—such as completing selected readings—are not included in these instructional hours. These course activities are designed in keeping with the Association of Writers and Writing Programs’ hallmarks for an extensive and rigorous curriculum in a 48-credit mentorship model MFA program.

Course Activities or Assignments	Equivalent Classroom Instructional Hours
2 Creative Submissions Presented in Workshop	10
2 Group Workshops (approx. 3 hours each)	6
Critiques of Peer Creative Submissions (2-3)	2
2 Creative Submissions Presented in Conference	10
2 Mentor Conferences (approx. 1 hour each)	2
Total:	30

5) CWR 590 Creative Thesis I

Credit Hour Equivalency: As a 3-credit distance education class, CWR 590 satisfies the required contact hours of course instruction through the below assessed course assignments. Preparatory assignments—such as completing selected readings, responding to thesis committee critiques, or participating in monthly program-director webinars—are not included in these instructional hours. These course activities are designed in keeping with the Association of Writers and Writing Programs’ hallmarks for an extensive and rigorous curriculum in a 48-credit mentorship model MFA program.

Course Activities or Assignments	Equivalent Classroom Instructional Hours
Thesis Proposal	10
Thesis Manuscript Crafting & Revision	35
Total:	45

6) CWR 591 Creative Thesis II

Credit Hour Equivalency: As a 3-credit distance education class, CWR 591 satisfies the required contact hours of course instruction through the below assessed course assignments. Preparatory assignments—such as completing selected readings, responding to thesis committee critiques, or participating in monthly program-director webinars—are not included in these instructional hours. These course activities are designed in keeping with the Association of Writers and Writing Programs’ hallmarks for an extensive and rigorous curriculum in a 48-credit mentorship model MFA program.

Course Activities or Assignments	Equivalent Classroom Instructional Hours
Thesis Manuscript Crafting & Revision	45
Total:	45

7) CWR 592 Critical Essay

Credit Hour Equivalency: As a 3-credit distance education class, CWR 592 satisfies the required contact hours of course instruction through the below assessed course assignments. Preparatory assignments—such as completing selected readings, responding to mentor critiques, or participating in monthly program-director webinars—are not included in these instructional hours. These course activities are designed in keeping with the Association of Writers and Writing Programs’ hallmarks for an extensive and rigorous curriculum in a 48-credit mentorship model MFA program.

Course Activities or Assignments	Equivalent Classroom Instructional Hours
Critical Essay Manuscript Crafting & Revision	40
Statement of Artistic and Professional Purpose	5
Total:	45

8) CWR 598 Graduating Residency

Credit Hour Equivalency: As a 3-credit hybrid class blending online learning, residency seminars, and capstone presentations, CWR 598 satisfies the required contact hours of course instruction through the below assessed course assignments or supervised contact hours.

Preparatory assignments—such as completing selected readings—are not included in these instructional hours. These course activities are designed in keeping with the Association of Writers and Writing Programs’ hallmarks for an extensive and rigorous curriculum in a 48-credit mentorship model MFA program.

Course Activities or Assignments	Equivalent Classroom Instructional Hours
4 Online Journal Critiques of Assigned Readings Submitted in Month Prior to Summer Residency	7
4 Locale Seminars During Residency (2 hours each)	8
Field Trips During Residency (approx. 4 ½ day x 3 hours each, plus 1 full-day x 8 hours)	20
Public Presentations of Creative Theses	5
Public Presentations of Critical Essay	5
Total:	45

9) CWR 599 Thesis: Maintenance of Candidacy

Credit Hour Equivalency: As a variable-credit distance education class, CWR 599 satisfies the required contact hours of course instruction through the below assessed course assignments per 1 credit hour. Preparatory assignments—such as completing selected readings, responding to thesis committee critiques, or participating in monthly program-director webinars—are not included in these instructional hours. These course activities are designed in keeping with the Association of Writers and Writing Programs’ hallmarks for an extensive and rigorous curriculum in a 48-credit mentorship model MFA program.

Course Activities or Assignments	Equivalent Classroom Instructional Hours
Thesis Manuscript Crafting & Revision, Continued	15
Total:	15

MFA Program Tuition & Fees (2016-2017 Academic Year)

Tuition or Fee	Amount
Application fee (non-refundable, per genre)	\$50
Tuition, per credit	\$700
Deposit (non-refundable), due 15 days after acceptance to the program & credited to tuition due	\$250
Residency Fee, per each 15-day summer residency	\$2,750
Masters Thesis Binding Fee (non-refundable)	\$300
Technology Fee, per each fall and spring semester	\$50

Note: The College reserves the right to change tuition, fees, and charges as necessary.

The Deposit is credited toward the tuition cost for the first semester.

The Residency Fee includes accommodations at the summer residency locale.

Students are responsible for all travel arrangements and costs to and from the residencies, including, but not limited to, airfare, trip interruption expenses, ground transportation costs, and costs related to obtaining necessary travel documents such as passports, visas, and medical clearances. Books, supplies, meals not explicitly included as part of a residency, and other program costs are not included in the program tuition or fees.

Program Cost & Degree Progression

In calculating program cost, please note that typical progress through the 48-credit program follows the below number of credits per summer, fall, and spring terms that depend upon when a student matriculates into the MFA program. Tuition is charged at the applicable rate per academic year.

Summer Residency Program Start

1 st Year	2 nd Year	Graduating Residency
Summer Residency: 6 credits	Summer Residency: 6 credits	Summer Residency: 9 credits
Fall Semester: 6 credits	Fall Semester: 6 credits	
Spring Semester: 6 credits	Spring Semester: 9 credits	

Fall Semester Program Start

1 st Year	2 nd Year	3 rd Year
Fall Semester: 6 credits	Fall Semester: 6 credits	Fall Semester: 6 credits
Spring Semester: 6 credits	Spring Semester: 6 credits	Spring-Summer Session: 6 credits
Summer Residency: 6 credits	Summer Residency: 6 credits	

Spring Semester Program Start

1 st Year	2 nd Year	3 rd Year
Spring Semester: 6 credits	Fall Semester: 6 credits	Fall Semester: 6 credits
Summer Residency: 6 credits	Spring Semester: 6 credits	Spring Semester: 6 credits
	Summer Residency: 6 credits	Summer Residency: 6 credits

Financial Refund Policies

Withdrawal from Courses

It is a student's responsibility to notify the College when it is necessary to withdraw from course enrollment (from individual courses or from all courses) for any reason. Withdrawal or Leave of Absence Notification can be made through the Registrar's link at my.cedarcrest.edu on the College's student web information system. Students must have a valid User ID and password to access this function. For additional information regarding Withdrawal or Leave of Absence procedures, please refer to the Academic Policies and Services section of the Catalog.

All students who withdraw from all courses during a semester or session, either by official notification to the College, or by failing to remain enrolled in courses as expected without any notification to the College are considered to have Withdrawn/Separated from the College and are subject to the Financial Refund Policy for Students Withdrawing/Separating from the College.

If a student is withdrawing from individual courses during a semester, but will continue to be enrolled in remaining courses, or receives a letter grade for any course that session, they are not considered to have withdrawn or separated from the College and may be subject to a refund of individual course charges under the Financial Refund Policy for Students Withdrawing from Course(s).

Assistance with the withdrawal process can be obtained through the MFA Internal Director, Academic Advising, the Registrar's Office, or Student Financial Services.

Refund Policy for Separation from College

Students withdrawing from the College (or from all classes) after the first day of the semester, but prior to the 60% point of the semester, will have all tuition, fees designated as refundable, and financial aid (federal Title IV funds, state funds and institutional aid) pro-rated based on the number of calendar days remaining in the semester. Calendar days are calculated as the number of calendar days completed out of the total number of calendar days in a semester, excluding scheduled semester breaks of five days or more. After the 60% point of the semester, no adjustment to tuition, fees or financial aid will be made.

Pan-European MFA in Creative Writing residency fees are non-refundable in the event of a student's separation from the College.

Title IV financial aid recipients will have the unearned portion of financial aid (grants and/or loans) returned to the Title IV funding source, in accordance with the federal Return of Funds policy governing Title IV assistance.

Recipients of Title IV financial aid who are subject to a calculation of eligibility after withdrawal will have funds returned to Title IV programs in the following order, as applicable: Unsubsidized Direct Stafford Loan, Subsidized Direct Stafford Loan, Perkins Loan, Direct PLUS (Graduate Student), Direct PLUS (Parent), Pell Grant, FSEOG, TEACH Grant, other Title IV assistance. Detailed Title IV policy regarding the adjustment of federal financial aid funds is available by request through Student Financial Services.

Refund Policy for Withdrawal from Course(s)

Pan-European MFA students who drop during the drop/add period without replacing an equal number of credits in the same period, or who withdraw from courses after the end of the drop/add period, will receive an adjustment of tuition, fees (if applicable), and financial aid as required, based on the date of withdrawal, according to the Course Withdrawal Refund Schedule.

Pan-European MFA in Creative Writing residency fees are non-refundable in the event of a student's withdrawal from a course or courses.

Course Withdrawal Financial Refund Schedule

Students must use the College's published requirement for notification of withdrawal in order to be subject to the College's refund policy regarding tuition/fees/other charges. Information about withdrawal procedures can be found in the Academic Policies and Services section of the Catalog or by contacting the Registrar's office or Student Financial Services.

Prior to first class meeting - 100% Tuition Refund

Prior to End of Drop/Add 1st Week of Semester - 90% Tuition Refund (if not replacing credits)

Prior to the End of the 2nd Week of Semester - 75% Tuition Refund

Prior to the End of the 3rd Week of Semester - 50% Tuition Refund

During and After the 4th Week of Semester - No Refund

Information Technology and Library Services

Pan-European MFA in Creative Writing students have full access to all library and information technology services offered by Cedar Crest College.

Information Technology

User IDs and passwords for Cedar Crest College email and MyCedarCrest online network services are issued to Pan-European MFA in Creative Writing students upon their admittance to the program.

Information about how to access College email and the MyCedarCrest online network, as well as other technology services available to students, can be found at the Office of Information Technology:
<http://www.cedarcrest.edu/ca/infotech/index.shtm>.

The guidebook “An Introduction to Campus Technology Resources” provides an overview of various services available to students. Likewise, “Checking Your Email from Home” covers the Cedar Crest College webmail interface. Both documents can be found on the Information Technology resource page:
<http://www.cedarcrest.edu/ca/infotech/resources.shtm>.

The college provides technological support for faculty and students through its [Information Technology Helpdesk](#), accessible through email (helpdesk@cedarcrest.edu) and phone (1-610-606-4635). The Helpdesk’s call-center hours are 8:30 AM – 8:00 PM EST Monday through Friday and 9:00 AM – 1:00 PM EST Saturday and Sunday. These hours provide a range of Helpdesk daytime availability in both Europe (beginning at 2:30 PM CET on weekdays) and North America (ending at 5:00 PM PST on weekdays).

In addition, the College’s online course system offers technical support 24 hours a day, 7 days a week. See the Information Technology Helpdesk [website](#) for details.

Library Services

Cedar Crest College’s Cressman Library offers a full-range of services to Pan-European MFA students through its online databases and indexes: <http://library.cedarcrest.edu/index.shtm>.

Remote access for students and faculty to library resources is available through an ez-proxy login ID and password that enables worldwide access to all of the college’s secure databases. See: <http://library.cedarcrest.edu/ezproxy.shtm>. The library’s Information Services desk (1-610-606-4666, x 3536) and the Electronic Resources, Information, and Instructional Services Librarian are available to assist faculty and students with research needs.

Code of Conduct

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.

The standards for academic and social behavior outlined in this Code of Conduct apply to all situations in which students, faculty, staff, and administrators interact, including on the Allentown, PA campus, at off-campus locations, and through distance communication such as email or through online learning environments.

Academic Standard 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.

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.

Response to Academic Misconduct

Students in the Pan-European MFA in Creative Writing program who breach the Academic Standard of Integrity are subject to sanctions imposed by an instructor, the MFA Program Director, the MFA Internal Director, the Humanities 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 MFA Program Director, MFA Internal Director, the Provost, or the Board of Trustees) may result in dismissal from the Pan-European MFA in Creative Writing program (including suspension or expulsion from the College) and the withholding, denial, or rescinding of academic degrees.

Allegations of Student Academic Misconduct

Faculty who suspect academic misconduct on the part of a student should first discuss the issue with the student. If, after discussion with the student, the faculty member believes that academic misconduct occurred, the faculty member must report the incident to the Provost's Office in a timely manner using the "Report of Academic Misconduct" and attach relevant evidentiary documentation as appropriate. Contemporaneous with the submission of the report to the Provost's Office, the faculty member must report the incident in writing to the MFA Program Director, who will forward the report to the MFA Internal Director. This report will be kept with the MFA Internal Director. Within fourteen days of receiving the report, the MFA Program Director, in consultation with the faculty member issuing the report, the MFA Internal Director, and the Humanities Department Chair, will make a written notification to the Provost regarding the extent (if any) of the disciplinary action toward the student. The student will also receive written notification from the MFA Program Director regarding this decision. Both the written notification to the Provost and to the student will be kept with the MFA Internal Director. Students disagreeing

with the decision of the MFA Program Director should follow the Student Complaint – Appeals Process.

Classroom Protocol

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. The protocols for academic behavior outlined in the Code of Conduct apply to all environments of a Cedar Crest education, whether on campus, at residencies, through email, or via online course systems. 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.

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 or local police 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 MFA Program Director, and then make such a request to the MFA Internal Director prior to the beginning of the next meeting of that class. If the MFA Internal Director concurs, the student is to be notified of procedures by which she may appeal.

Under some circumstances, egregious disruptive classroom behavior, as determined by either the MFA Program Director or MFA Internal Director, may warrant dismissal from the MFA Program and immediate expulsion from the residency.

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 applies to all courses in the MFA in Creative Writing Program:

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.

Community Standards for Social Conduct

Responsible citizenship in the Cedar Crest College community requires respect for the dignity and rights of each individual, respect for public and personal property, personal honesty, compliance with all college policies, codes and standards, and compliance with applicable state laws, the laws of the United States of America, the laws of a student's home country, and the laws of host jurisdictions of MFA residencies. The protocols for social behavior outlined in the Code of Conduct apply to all environments of a Cedar Crest education, whether on campus, at residencies, through email, or via online course systems. All students are responsible for being familiar with this information and adhering to all college policies and procedures.

As a member of the Cedar Crest College community, students will:

- Respect the personal property of other students wherever it is found, including residence hall rooms, and all public areas both within and outside the residence halls;
- Never intentionally damage Cedar Crest College's, a host institution's or other facility's property including art work and posters or interfere with the use of shared resources, such as computer terminals, fitness center equipment or library materials;
- Not harass or intimidate other persons. Behavior likely to constitute harassment and/or intimidation includes, but is not limited to: exhibiting behavior, distributing, posting, or advertising anything considered abusive, indecent, profane, threatening, or offensive to the average person;
- Be responsible for the behavior of their guests. Having guests on campus and at program residencies is a privilege and responsibility.
- By having a guest, students are responsible for the safety and welfare of campus resources and community members; and
- Comply with all Cedar Crest College policies, codes and standards, including all residency housing policies.

MFA students must abide by the rules and regulations for academic and social behavior with regard to the cultural mores, national traditions, and local customs of the residency locales. The MFA

program will provide an orientation session, when necessary, to acquaint students to the cultural mores of a residency locale.

The College expects that students will behave honorably and assume responsibility for their actions in all academic and social situations. Individuals who accept the honor of membership in the college community are obliged to act in an ethical, just, and caring manner toward fellow members of the college community.

Cedar Crest College expects its students to behave with maturity and integrity at all times, to comply with applicable state laws, the laws of the United States of America, the laws of the student's home country, and the laws of host jurisdictions of MFA residencies. Students must adhere to college policies published in the MFA Program Handbook, the college's student handbook, the college catalog, and other college documents, and to respect the rights and property of others.

All members of the Cedar Crest College community are expected to comply with and uphold, as well as to encourage others to comply with these codes, policies and standards. Failure to do so may result in sanctions and discipline, to the extent of dismissal from the MFA program and separation from the College.

The MFA Internal Director has responsibility for the enforcement of college policies as they pertain to students in the Pan-European MFA in Creative Writing program during its residencies. The MFA Internal Director is also responsible for deciding on and imposing sanctions for violations of college policy during program residencies. Should the MFA Internal Director not be accessible within 24 hours of an incident of misconduct, or should exigent circumstances necessitate immediate action, the MFA Program Director in consultation with the College's Chief Financial Officer is empowered to act in the MFA Internal Director's stead relative to the program's Code of Conduct.

The MFA Internal Director may also consult with the Student Affairs Office, with Cedar Crest College police, and with local law enforcement officials during the residencies.

The final determination, however, rests with the College in any case of a violation. Members of the MFA Internal staff communicate and enforce the codes, policies and standards. Such policies include, but are not limited to the illicit drug policy, residential requirements, and behavior disruptive to the community of learning and/or not respectful of the college philosophy.

Violations will be reported to the MFA Internal Director for review and action.

However, law and/or immigration enforcement officials holding jurisdiction over program residencies, or entities contracted by the College to provide safety and security services during program events, may find it in the best interest of the college community all those concerned to make immediate decisions, including but not limited to fines, detainment, arrest, expulsion from a residency, and deportation.

Crimes committed during residencies may be reported to local or municipal authorities, including notification of the national embassy for a student's country of citizenship. In addition, regardless of the location of the incident, if a Cedar Crest College student is charged with a crime, the College, if it is appropriate to do so to protect the health, safety and welfare of the accused student and/or the Cedar Crest community, reserves the right to summarily suspend the student.

The College reserves the right to take action under the Code of Conduct, prior to the disposition of the case through criminal proceedings. Disciplinary proceedings at the College may normally proceed during the pendency of criminal proceedings, and will not be subject to challenge on the grounds that criminal charges regarding the same incident have been dismissed or reduced or that no criminal charges have been brought.

Alleged social violations of the Code of Conduct should be brought to the attention of the MFA Internal Director. The College will investigate the alleged violations and take appropriate action as guided by the Code of Conduct.

Social Misconduct

Cedar Crest College reserves the right to dismiss any student who is incapable of meeting acceptable behavioral standards of the college community, including immediate expulsion from a residency at the student's own expense and without refund of tuition and fees.

The following are examples of some of the students to whom this policy applies:

1. Students who are deemed to be a danger to themselves or others. Danger to self or others includes any danger of suicide, homicide, self-mutilation, accident, or assault substantially outside of behavioral parameters and necessitating unusual measures to monitor, supervise, treat, protect, or restrain the student to ensure her safety or safety of other members of the college community.
2. Students whose behavior is disruptive to others. Disruptive behavior includes that which causes emotional, psychological or physical distress or injury to other students or staff substantially beyond that normally experienced in daily life. Such disruption may be in the form of severe distress associated with one or more behavioral incidents, or somewhat less severe but persistent distress over an extended period.
3. Students who refuse to cooperate with recommended assessment or treatment and whose physical or psychological disorder is likely to deteriorate to the point of permanent disability, disfigurement, impairment or dysfunction without such assessment or treatment. Where standard assessment is impossible because of the student's resistance, indirect behavioral observations will constitute the basis for such judgment.
4. Students whose physical or psychological condition is of sufficient severity to substantially exceed the reasonable limits of the College's or locally available treatment resources and for whom no reasonable accommodation is possible or students whose condition renders them incapable of participating successfully in the educational program of the College.

Disruptive Conduct

Acting in a way that would reasonably be defined as an obstruction, impairment, or interference with the functions of a department of the college, a college representative, or the actions of another individual or group is defined as disruptive conduct.

Guidelines for Separation

The MFA Internal Director should be notified whenever an MFA student appears to have a serious physical, psychological or emotional disorder that offers reasonable cause to believe the student may be a danger to self or others, may disrupt proper activities of the college community and its members, or may be unable to look after her or his affairs adequately.

The MFA Internal Director will contact the student and seek voluntary resolution of the situation through a comprehensive review and consultation process.

When conditions allow for the full review and appraisal of the student's health status, resolution of the situation will be sought with the student's cooperation if at all possible. Voluntary withdrawals are encouraged to maximize the participation of the student and the student's family. If a student declines voluntary withdrawal, that student may be separated without consent (which action will be recorded for course credit purposes as a withdrawal) by action of the MFA Internal Director.

Students who are separated from the College for reasons of health as elaborated above will be on leave of absence until such time as the student becomes able to resume activities as a student. Students who withdraw or are separated for reasons of health are eligible for tuition, residence hall and dining service refund of charges in accordance with existing college policy. For students receiving financial aid, consultation with the office of student financial services will occur.

Guidelines for Readmission

Authorization to resume active student status may be granted by the MFA Internal Director after consideration of the individual's progress and current condition. Ordinarily, when a student wishes to resume her or his studies, the MFA Internal Director should be notified at least two months in advance of the desired period of readmission.

Eligibility for readmission will be contingent on a letter or letters from a treatment source, assessment and recommendation by appropriate medical and mental health professionals, and other information as needed for final determination by the MFA Internal Director.

Depending upon circumstances, the MFA Internal Director may require an immediate professional assessment of the student's condition by the appropriate medical and/or mental health specialists from the College or from another appropriate resource.

Readmission may include stipulations concerning limits on credit hours rostered, extra-curricular activities, place of residence, or other conditions as may be judged to be in the best interest of the student and the institution. Failure of the student to cooperate in these procedures governing withdrawal and reinstatement is grounds for continued or renewed suspension of student status. If an MFA student disagrees with a decision regarding mandatory leave or readmission or feels her situation does not fall within this policy, the student may appeal decisions of the MFA Internal Director following the process outlined in this Handbook.

Illegal Drug and Alcohol Use

Students must comply with all applicable drug and alcohol laws, including applicable state laws, the laws of the United States of America, the laws of students' home countries, and the laws of the host jurisdictions of MFA residencies depending on their geographic location at any given time. All students are required to abide by and know the illicit drug laws that may apply to them. Students who violate applicable drug and alcohol laws are subject to the sanctions provided below.

Sanctions for Violations of the Drug and Alcohol Policy

The MFA Internal Director may initiate any or all of the following sanctions in response to violations of the drug and alcohol policy, which include but are not limited to:

- Immediate expulsion from a residency, including housing and board, with loss of residency fees and tuition
- Dismissal from the Pan-European MFA in Creative Writing Program
- Suspension/expulsion from the College
- Notification of parent(s) or legal guardian(s) as permitted under the law
- Substance abuse evaluation
- Disciplinary probation for two semesters
- Discretionary prosecutorial referral to local authorities
- Possible other sanctions depending on the nature of the offense

Sexual Assault/Harassment Policy and Procedures

I. OVERVIEW

Cedar Crest College is committed to ensuring that all members of the College Community have a learning and working environment that is free from sexual assault and sexual harassment. Sexual assault and sexual harassment are unlawful and are considered sexual discrimination under the United States Equal Opportunity in Education Act, commonly referred to as Title IX. Sexual assault and sexual harassment will not be tolerated. Cedar Crest College expects all members of the College Community to share in the responsibility for ensuring that the Cedar Crest College environment is free from any form of abuse, violence or verbal or physical intimidation.

Cedar Crest College promotes and encourages prompt reporting and timely adjudication of all sexual assaults and sexual harassment. Retaliation in any form (e.g., intimidation, threats or harassment) against anyone who exercises his or her rights to make a complaint of a sexual assault or sexual harassment, or any third party cooperating with the investigation of such an act is strictly prohibited by law and Cedar Crest College policy and may result in disciplinary action.

Cedar Crest College is committed to the health, safety, and well-being of all members of the College Community. Assistance is available twenty-four hours a day, 365 days of the year. Cedar Crest College does not discriminate on the basis of race, color, religion, gender or sex, national origin, age, disability, sexual orientation, family status or any other characteristics protected from discrimination under law or Cedar Crest College policy.

If you have any questions regarding this Policy or Title IX generally, you may contact Cedar Crest

College's Title IX Coordinator, Lisa Garbacik, by phone at 1-610-4666 ext. 3584; in person at the College's Office of Human Resources located in 104 Blaney Hall, 100 College Dr., Allentown, PA, USA; or by e-mail at lbgarbac@cedarcrest.edu.

II. POLICY

It is the policy of Cedar Crest College that any act(s) of sexual assault, sexual harassment or sexual misconduct violate(s) the standards of conduct required of members of the College Community. As such, sexual assault, sexual harassment and sexual misconduct are prohibited without exception.

III. DEFINITIONS

1. SEXUAL ASSAULT

Sexual assault, as defined by Cedar Crest College, includes, but is not limited to, the following: sexual intercourse or deviate sexual intercourse with a complainant without the complainant's consent, relationship violence, rape and other forms of physical assault perpetrated against any member of the College Community, including all forms of sexual assault as set forth in the Pennsylvania Crimes Code and other applicable state laws, the laws of the United States of America, the laws of a student's home country, and the laws of host jurisdictions of MFA residencies.

- **Consent:** Words or actions that show an active, knowing and voluntary agreement to engage in mutually agreed upon sexual activity. Consent cannot be gained by force, by ignoring or acting in spite of the objections of another or by taking advantage of the incapacitation of another, where the actor knows or reasonably should have known of such incapacitation. Consent is also lacking when the activity in question exceeds the scope of consent previously given. In addition, Pennsylvania has designated a minimum age of 13 years where consent cannot be given under any circumstances. Consent is also lacking when a person engages in sexual intercourse with a complainant under the age of 16 years and that person is four or more years older than the complainant and the complainant and the person are not married to each other. The definition as to what age or other conditions do or do not constitute consent may differ as set forth in applicable state laws, the laws of the United States of America, the laws of a student's home country, and the laws of host jurisdictions of MFA residencies.
- **Consensual Relationships:** Students, faculty and staff members should understand that consensual sexual relationships, particularly those among persons of unequal status (i.e. a member of the faculty and a student or an administrator and a student), may be or may become a violation of Cedar Crest College's sexual misconduct policy. Anyone who engages in a sexual relationship with a person over whom he or she has any degree of power or authority must understand that the validity of consent involved can and may be questioned.
- **College Community:** Students, faculty, staff, administration and all employees of Cedar Crest College from the College Community whether (or not) they are on the physical campus of Cedar Crest College or attending a residency of the Pan-European MFA program.
- **Sexual Misconduct:** This term includes all forms of Sexual Assault and Sexual Harassment, which negatively affect one's school experience or the overall College Community

environment. This term includes conduct that occurs outside of a school program or school sponsored program.

Cedar Crest College abides by the definitions of sexual assault as set forth in applicable state laws, the laws of the United States of America, the laws of a student's home country, and the laws of host jurisdictions of MFA residencies; however, Cedar Crest College defines sexual assault within the College Community as follows:

- **Forcible Compulsion:** Compulsion by use of physical, intellectual, moral, emotional or psychological force, either express or implied.
- **Indecent Contact:** Any touching of the sexual or other intimate parts of the person for the purpose of arousing or gratifying sexual desire, in either person.
- **Rape:** Intercourse with a complainant 1) by forcible compulsion; 2) by threat of forcible compulsion that would present resistance by a person of reasonable resolution; 3) who is unconscious or where the person knows that the complainant is unaware that sexual intercourse is occurring; 4) where the person has substantially impaired the complainant's power to appraise or control his or her conduct by administering or employing, without the knowledge of the complainant, drugs, intoxicants or other means for the purpose of preventing resistance; 5) who suffers from a mental disability which renders the complainant incapable of consent; 6) who is less than 13 years of age.
- **Statutory Sexual Assault:** When a person engages in sexual intercourse with a complainant under the age of 16 years and that person is four or more years older than the complainant and the complainant and the person are not married to each other.
- **Involuntary Deviate Sexual Intercourse:** Deviate sexual intercourse with a complainant 1) by forcible compulsion; 2) by threat of forcible compulsion that would prevent resistance by a person of reasonable resolution; 3) who is unconscious or where the person knows that the complainant is unaware that sexual intercourse is occurring; 4) where the person has substantially impaired the complainant's power to appraise or control his or her conduct by administering or employing, without the knowledge of the complainant, drugs, intoxicants or other means for the purpose of preventing resistance; 5) who suffers from a mental disability which renders the complainant incapable of consent; 6) who is less than 13 years of age.
- **Sexual Assault:** When that person engages in sexual intercourse or deviate sexual intercourse with a complainant without the complainant's consent.
- **Aggravated Indecent Assault:** A person who engages in penetration, however slight, of the genitals or anus of a complainant with a part of the person's body for any purpose other than good faith medical, hygienic or law enforcement procedures if 1) the person does so without the complainant's consent; 2) the person does so by forcible compulsion; 3) the person does so by threat of forcible compulsion that would prevent resistance by a person of reasonable resolution; 4) the complainant is unconscious or the person knows that the complainant is unaware that the penetration is occurring; 5) the person has substantially

impaired the complainant's power to appraise or control his or her conduct by administering or employing, without the knowledge of the complainant, drugs, intoxication or other means for the purpose of preventing resistance; 6) the complainant suffers from a mental disability which renders him or her incapable of consent; 7) the complainant is less than 13 years of age; or 8) the complainant is less than 16 years of age and the person is four or more years older than the complainant and the complainant and the person are not married to each other.

- **Indecent Assault:** A person who has indecent contact with the complainant or causes the complainant to have indecent contact with the person if 1) the person does so without the complainant's consent; 2) the person does so by forcible compulsion; 3) the person does so by threat of forcible compulsion that would prevent resistance by a person of reasonable resolution; 4) the complainant is unconscious or the person knows that the complainant is unaware that the penetration is occurring; 5) the person has substantially impaired the complainant's power to appraise or control his or her conduct by administering or employing, without the knowledge of the complainant, drugs, intoxication or other means for the purpose of preventing resistance; 6) the complainant suffers from a mental disability which renders him or her incapable of consent; 7) the complainant is less than 13 years of age; or 8) the complainant is less than 16 years of age and the person is four or more years older than the complainant and the complainant and the person are not married to each other.

2. SEXUAL HARASSMENT

Sexual harassment includes discriminatory intimidation, ridicule, or insult that has the purpose or effect of unreasonably interfering with an individual's work or educational performance, or has the effect of creating an intimidating, hostile or offensive work or learning environment, as viewed from the perspective of a reasonable person.

Sexual harassment, like any form of harassment, will not be tolerated. Sexual harassment may consist of unwelcome advances, requests for sexual favors, and/or other spoken, visual or physical conduct of the sexual nature, where: 1) submission to such conduct is made, explicitly or implicitly a term or condition of an individual's status in a course, program, employment or college activity; and 2) such conduct has the purpose or effect of unreasonably interfering with an individual's education, work experience or performance, or creating an intimidating, hostile or offensive academic, campus, or work environment. If this conduct takes place in the classroom, it must also be persistent, pervasive and not germane to the subject matter. Sexual harassment may include a range of subtle or not so subtle behaviors and may involve individuals of the same or different gender.

IV. IF YOU ARE A VICTIM OF A SEXUAL MISCONDUCT

1. Get to a safe place

Get to a safe place as fast as you can. If you feel you are in imminent danger, call the Police by dialing 911 in the United States, 999 in Ireland and the United Kingdom, or 122 in most European Union countries. If you are on the Cedar Crest College Campus and you are outside, you may also use one of the emergency call boxes, which have blue lights on top. These boxes connect directly with the Campus Police Office.

2. Contact someone for help and support

Cedar Crest College offers support services and resources to victims of sexual misconduct. For a list of resources, please see the “Resources/Support Services” section of this Policy. Victims of sexual misconduct will be treated with sensitivity, dignity and respect. Depending on the nature of the offense and the status of the accused, there may be instances when Cedar Crest College must take action to protect the victim and/or members of the College Community by use of a Campus Crime Alert, Warning or other type of protective/remedial measures.

If the sexual misconduct occurred during a Pan-European MFA residency, Cedar Crest College encourages you to contact the MFA Internal Director, whose contact information is provided with residency orientation material. If the sexual misconduct occurred offsite during a residency, you are encouraged to contact the local police department by dialing “999” in most European Union Countries.

If the sexual misconduct occurred on the Allentown, Pennsylvania, USA campus, Cedar Crest College encourages you to contact the Campus Police Office at 610-437-4471 or “0” from a Campus Phone. If the sexual misconduct occurred off campus in the United States, you are encouraged to contact the local police department by dialing “911”.

3. Get Medical Attention

Whether the sexual misconduct happened on or off-campus, the personnel listed in the “Resources and Support Services” section of this Policy are trained to assist you in getting medical and emotional support. They will facilitate your transportation to a hospital or a medical doctor for treatment. Even if you believe that you were not physically injured (or you are uncertain about injury), you are encouraged to seek treatment.

4. Seek Emotional Support

You are strongly encouraged to seek out assistance with dealing with the emotional aftermath of sexual misconduct. For a list of College resources and support services, please see the “Resources/Support Services” section of this Policy. For students who are not local to the Cedar Crest College Allentown, Pennsylvania campus, the College Counseling Center can help to identify nearby resources and support services.

V. SERVICES, EDUCATION AND PREVENTION PROGRAMS

Cedar Crest College emphasizes personal safety and the need to institute proactive measures to reduce the risk of becoming a victim of a crime, including incidents of sexual misconduct. Campus programs and services are available, including:

- **Campus Crime Alerts/Timely Warnings:** Campus crime alerts are sent to the College Community in the event that a situation arises, either on or off-campus, which, in the judgment of Cedar Crest College Campus Police and/or the Cedar Crest College Cabinet, constitutes an immediate, ongoing or continuing threat.

The College Community will be notified using the emergency alert system. The warning will be issued through various means including, but not limited to, the Cedar Crest College e-mail system, the E2Campus text messaging system, notices in the residence halls and other buildings on the Cedar Crest College campus.

During Pan-European MFA residencies, crime alerts for immediate, ongoing or continuing threats are issued according to the program's Emergency Response policy.

- **Health and Counseling:** Upon request, the Cedar Crest College Health and Counseling Center will facilitate access to sexual misconduct programs to students. Individual counseling sessions and medical appointments are also available to students living in residence on the Allentown, PA campus. The Health and Counseling Center will help facilitate appointments for commuter and adult students. **Contact Health and Counseling at 1-610-606-4640 or “3476” from an Allentown, PA campus phone.**
- **Rape Aggression Defense Program (R.A.D):** R.A.D. is a hands on program offered through Campus Police. The program focuses on prevention, risk reduction and avoidance of sexual misconduct while progressing onto the basics of self defense.

Contact Campus Police for more information at 1-610-437-4471 or “0” from a Campus Phone.

- **Title IX Coordinator:** The Title IX Coordinator or designee is responsible for overseeing all Title IX complaints and identifying and addressing any patterns or systemic problems that arise during a review of such complaints. The Title IX Coordinator or designee is available to meet with students as needed. The Title IX Coordinator has oversight for college-wide education and prevention programs on sexual assault which includes orientation and follow-up programs for students, faculty and staff, and disseminating literature on sexual assault. The Cedar Crest College policy on sexual misconduct is included in the student and employee handbooks.

VI. RIGHTS OF COMPLAINANTS AND RESPONDENTS

1. Rights of Complainant of Sexual Misconduct

Students pursuing a complaint of sexual misconduct who report the incident to Cedar Crest College officials are called “complainants,” and can anticipate that:

- All reports of sexual misconduct will be treated seriously.
- The complainant will be treated with sensitivity, dignity and respect. Note that while Cedar Crest College recognizes and respects the need for confidentiality, depending on the nature of the offense and the status of the respondent, there may be instances when Cedar Crest College must take action to protect the complainant and/or members of the College Community.
- The complainant has the right to and should seek immediate medical attention.
- The complainant will be fully informed in a timely manner of their rights and options, including the necessary steps of each option.
- The complainant may invite or be assigned a member of the Campus Community (i.e. faculty, staff) to guide and support them through all parts of the complaint process.
- The complainant may request on-campus relocation, transfer of classes and academic work (when options are available), or other steps to prevent unwanted contact and proximity to a respondent (if the respondent is a member of the College Community) while the resolution

process is taking place. Note that Cedar Crest College will make every effort not to disrupt the complainant's residential or academic situation.

- If the respondent is a Pan-European MFA student, the complainant may pursue a administrative hearing overseen by the MFA Internal Director.
- If the respondent is a Cedar Crest College employee, faculty or staff member, the complainant may pursue a grievance according to the Cedar Crest College employee policies and procedures.
- The complainant has the right to pursue criminal charges if the conduct is criminal in nature.
- The complainant has the right to know the disposition of the administrative hearing if the case involves a respondent who is a Cedar Crest College student or the outcome of the disciplinary procedures if the respondent is a College faculty or staff member.
- Retaliation in any form (intimidation, threats or harassment) against anyone who exercises his or her rights to make a complaint, or any third party cooperating with the investigation under this policy is strictly prohibited by law and Cedar Crest College policy and may result in disciplinary action and/or criminal charges.

2. Rights of Respondent of Sexual Misconduct

Students who have been accused of sexual misconduct by a member of the College Community are called "respondents," and can anticipate that:

- All reports of sexual misconduct will be treated seriously.
- The respondent will be treated with sensitivity, dignity and respect. Note that depending on the nature of the offense and the status of the respondent, there may be instances when Cedar Crest College must take action to protect the complainant and/or members of the College Community.
- The respondent will be fully informed in a timely manner of their rights and options, including the necessary steps and potential consequences of each option.
- The respondent may invite or be assigned a member of the Campus Community (i.e. faculty, staff) to guide and support them through all parts of the complaint procedure.
- The complainant may pursue an administrative hearing and will be informed of the disposition of the hearing if the respondent is a student.
- The complainant may pursue a grievance according to the Cedar Crest College employee policies and procedures if the respondent is a faculty or staff member or Cedar Crest College employee.
- The respondent may be required to relocate his or her residency housing, transfer classes and academic work, or take other steps to prevent unwanted contact and proximity to a complainant while the resolution process is taking place.
- The complainant may also elect to pursue criminal charges against the respondent.
- Retaliation in any form (intimidation, threats or harassment) against anyone who exercises his or her rights to make a complaint, or any third party cooperating with the investigation under this Policy is strictly prohibited by law and Cedar Crest College policy and may result in disciplinary action and/or criminal charges.

VII. REPORTING SEXUAL ASSAULT OR SEXUAL HARASSMENT AND OPTIONS WHEN REPORTING

The following informal and formal procedures are designed to ensure a timely response to reports of sexual misconduct. The goals of the procedure outlined in this Policy are a full and complete investigation and a fair adjudication.

In all cases of alleged sexual misconduct, regardless of whether the complainant wishes to pursue the formal or informal reporting procedure, Cedar Crest College will undertake an appropriate inquiry and take prompt and effective action to support and protect the complainant, including taking appropriate interim steps before the final outcome of the investigation and hearing, if any.

Accordingly, at or after an initial meeting reporting sexual misconduct, Cedar Crest College may impose a “no-contact” order, which typically will include a directive that the parties refrain from having contact with each other, directly or through proxies, whether in person or via electronic means, pending the investigation and, if applicable, the hearing. The MFA Internal Director, the Vice President for Student Affairs, or the Title IX Coordinator also may take any further protective action that he or she deems appropriate concerning the interaction of the parties pending the hearing, if any, including, without limitation, directing Cedar Crest College officials to alter the students’ academic, housing or employment arrangements. Title IX requires that, when taking steps to separate a complainant and respondent, a school must minimize the burden on the complainant. Thus, Cedar Crest College, as a matter of course, will not remove a complainant from his or her classes, housing or employment while allowing the respondent to remain. Violations of the directive of the MFA Internal Director, the Vice President for Student Affairs, or the Title IX Coordinator shall constitute related offenses that may lead to additional disciplinary action.

Cedar Crest College strongly encourages persons who believe that they have been the victim of sexual misconduct to report the sexual misconduct to Cedar Crest College authorities as set forth below. Cedar Crest College requires all persons who believe that a member of the College Community has been the victim of sexual misconduct to report the sexual misconduct to Cedar Crest College authorities as set forth below. Cedar Crest College will fully investigate all complaints of sexual misconduct regardless of whether a complainant files a formal or informal complaint.

1. Informal Reporting Procedure

If sexual misconduct is reported to any Cedar Crest College administrator, faculty member, Pan-European MFA staff member or employee and the complainant opts not to file a formal complaint at that time, the complainant can anticipate the following:

- The first priority will be to ensure that the complainant receives immediate medical attention, if needed.
- The complainant will be referred to the MFA Internal Director, the Vice President for Student Affairs, the Title IX Coordinator or his/her designee(s).
- The complainant will be encouraged to utilize the resources and support services available on and off campus and will be offered coordinated assistance including physical, emotional, personal safety and academic support.
- To the extent possible and consistent with applicable legal requirements, informal complaints will be treated confidentially. If a complainant requests anonymity, such a request

may limit Cedar Crest College's ability to fully investigate and respond to the sexual misconduct, and Cedar Crest College may not be able to maintain confidentiality.

- A complainant may terminate the informal complaint procedure and pursue a formal complaint at any time.
- The complainant will receive written information regarding the Cedar Crest College sexual misconduct policy.
- The complainant will be informed of the procedure to obtain a legal injunction (e.g. a Pennsylvania "Protection from Abuse" or other applicable personal protection order) by the Campus Police or the College Official taking the report.

2. Formal Reporting Procedure

a. Sexual Assault

If a sexual assault is reported and the complainant wishes to file a formal complaint, the complainant will be directed to (and whenever possible escorted to) the local police office holding jurisdiction over the incident. Police officers holding jurisdiction over an act of criminal sexual assault have the sole responsibility of investigating the complaint.

The complainant can anticipate the following:

- The first priority will be to ensure that the complainant receives immediate medical attention, if needed.
- Pan-European MFA administrators and staff will contact the MFA Internal Director, the Vice President for Student Affairs, the Title IX Coordinator or his/her designee(s). The complainant will be informed about available support services, the reporting procedure, legal and administrative options and provide the complainant with written information about the process.
- To the extent possible and consistent with applicable legal requirements, complaints will be treated confidentially. If a complainant requests anonymity, such a request may limit Cedar Crest College's ability to fully investigate and respond to the sexual assault, and Cedar Crest College may not be able to maintain such confidentiality.
- If the complainant opts to pursue criminal charges within the legal jurisdiction of Cedar Crest College, the Campus Police will follow the policies and procedures outlined in their handbook.

b. Sexual Harassment

If sexual harassment is reported and the complainant wishes to file a formal complaint, the complainant will be directed to the MFA Internal Director, the Vice President of Student Affairs, the Title IX Coordinator or his/her designee(s). If the conduct is criminal in nature the complainant will be directed to (and whenever possible escorted to) the local police office holding jurisdiction over the incident. Police officers holding jurisdiction over an act of criminal sexual harassment have the sole responsibility of investigating a criminal complaint.

The complainant can anticipate the following:

- The first priority will be to ensure that the complainant receives immediate medical attention, if needed.

- The complainant will be informed of available support services, explained the reporting procedure, legal and administrative options and provided with written information about the process.
- To the extent possible and consistent with applicable legal requirements, complaints will be treated confidentially. If a complainant requests anonymity, such a request may limit Cedar Crest College's ability to fully investigate and respond to the sexual harassment, and Cedar Crest College may not be able to maintain confidentiality.
- If the complainant opts to pursue criminal charges within the legal jurisdiction of Cedar Crest College, the Campus Police will follow the policies and procedures outlined in their handbook.

3. College Disciplinary Procedures and Sanctions

Whether or not a complainant opts to file a criminal complaint, the complainant may pursue an administrative hearing if the respondent is also a Cedar Crest College Pan-European MFA student. Cedar Crest College is committed to providing a judicial and disciplinary process that is sensitive, supportive, expedient and respectful of the individual rights of all involved.

If the respondent is a Cedar Crest College Pan-European MFA student, a hearing will be held by the MFA Internal Director within sixty (60) days of the date that the formal complaint was submitted. The hearing will be held in accordance with written procedures outlined below. The MFA Internal Director determines the final disposition of an administrative hearing. If the respondent is a faculty or staff member, Human Resources will commence disciplinary action according to the disciplinary procedures applicable to the respondent. Human Resources will inform the respondent of the applicable policies and procedures to be followed.

The complainant and respondent will each meet (in person or through electronic communication if necessary) with the MFA Internal Director separately within twenty (20) days of the date that a formal complaint is made. During this meeting, the MFA Internal Director will continue an investigation of the matter and will explain the hearing process and other pertinent information, including the following:

The Complainant

- The complainant's residency living situation may be changed upon the complainant's request.
- The complainant's academic situation may be changed upon the complainant's request if options are available.
- The complainant has the right to pursue criminal charges.
- The complainant has the right to be accompanied by a College advisor and witnesses during the hearing process, if all parties are members of the College Community.
- The complainant is informed that all hearing officers take an oath of confidentiality.
- The MFA Internal Director will hear testimony of all parties who are involved in the incident and who are present at the hearing.
- After hearing all of the testimony, the MFA Internal Director will make a determination of whether or not the respondent is responsible for the charge(s) The standard of proof used to

decide whether a respondent is responsible is whether it is “more likely than not” that respondent committed the act of sexual misconduct.

- The MFA Internal Director will make the final determination about the sanction(s) imposed on respondent.
- The complainant will be notified in writing of the outcome within seven (7) days after the hearing.
- The complainant’s sexual history will not be received as evidence at the hearing.
- Each party has the right to be present during the entire hearing; however, one party may not directly question the other party.

The Respondent

- The respondent’s residency living situation can be changed at the discretion of Cedar Crest College.
- The respondent’s academic situation can be changed at the discretion of Cedar Crest College.
- The respondent has the right to be accompanied by a College advisor and witnesses during the hearing process, if all parties are members of the College Community.
- The respondent is informed that all hearing officers take an oath of confidentiality.
- The MFA Internal Director will hear testimony of all parties who are involved in the incident and who are present at the hearing.
- After hearing all of the testimony, the MFA Internal Director will make a determination of whether or not the respondent is responsible for the charge(s). The standard of proof used to decide whether a respondent is responsible is whether it is “more likely than not” that respondent committed the act of sexual misconduct.
- The MFA Internal Director will make the final determination about the sanction(s) imposed on respondent.
- The respondent will be notified in writing of the outcomes within seven (7) days after the hearing.
- The complainant’s sexual history will not be received as evidence at the hearing.
- Each party has the right to be present during the entire hearing; however, one party may not directly question the other party.
- The respondent may not use the consumption of alcohol or other drugs as an excuse for any sexual misconduct.

The MFA Internal Director will also provide each party with a written copy of this Policy.

In addition to meeting with the complainant and respondent, the MFA Internal Director will review any investigative reports compiled or filed to make a determination regarding the necessity of a hearing. The MFA Internal Director will make a determination as to whether to hold a hearing within seven (7) days of the date of meeting with either the complainant or respondent, whichever occurs later. This decision will be communicated to both the complainant and respondent in writing.

If it is decided that a hearing will be held, the hearing will occur no more than thirty (30) days after the MFA Internal Director determines that a hearing is necessary. If the MFA Internal Director determines that a hearing is not necessary and the complainant desires a hearing, the complainant

may request a hearing. Such a request shall be made in writing within seven (7) days of the date of MFA Internal Director's written determination not to hold a hearing. A hearing shall then be held as set forth above. The MFA Internal Director cannot impose sanctions on the respondent without a hearing.

4. Sanctions

Cedar Crest College recognizes the role of accountability as an integral component of the educational process. In order to prevent recurrences, respective sanctions have been developed. These exist to promote a sense of community responsibility and to maintain the integrity of Cedar Crest College as an ethical, just and caring community of learning. The standard of proof used to decide if a respondent is responsible is whether the conduct in question "more likely than not" occurred. If there is a finding of responsibility, disciplinary sanction(s) up to and including expulsion may be imposed. In addition, persons charged with offenses that are criminal in nature may also be prosecuted by the applicable local authority.

5. Appeals Process

Either party shall have the right to one (1) appeal. The appeal shall be made in writing to the Vice President for Student Affairs or his or her designee within ten (10) days of the date of the written decision of the MFA Internal Director. The appeal may be based on any of the following grounds:

- The sanction(s) are inappropriate.
- There is new evidence to warrant a rehearing.
- Procedural rights have been violated.

The written request must clearly explain, in detail, the basis for the appeal. The appeal should be based on documentation and should be limited to an inquiry of the issue or issues raised during the hearing or in the incident reports. The Vice President for Student Affairs or his or her designee will forward a copy of the appeal to the non-appealing party, who may respond to the appeal in writing within seven (7) days of receiving a copy of the appeal. The Vice President for Student Affairs will review the appeal and any response thereto. There are three possible outcomes:

- The appeal will be denied.
- The sanction(s) will be modified.
- The appeal will be forwarded to the MFA Internal Director to rehear the case.

A written determination of the appeal will be provided to the parties within twenty (20) days of the date that the appeal is received.

VIII. RESOURCES/SUPPORT SERVICES

Cedar Crest College offers support services and resources to complainants of sexual misconduct. Complainants will be treated with sensitivity, dignity and respect. Depending on the nature of the offense and the status of the respondent, there may be instances when Cedar Crest College must take action to protect the complainant and/or members of the College Community. Confidential resources (i.e. the College chaplain) will not file a report for investigation. Other resources are required to follow up if the identity of the alleged assailant is known or can be determined. Although confidentiality cannot be assured, any follow up will be done with respect for the privacy of all involved in the incident.

Cedar Crest College Chaplain	1-610-606-4666 ext. 3473
On and Off Campus Resources and Support Services	
Police	
Campus Police, Cedar Crest College, Allentown, Pennsylvania, USA	
Calling from off Campus Phone	1-610-437-4471
Emergency (on Campus)	Press “0”
Calling from on Campus Phone	Press “0”
Allentown, PA Police Emergency	Dial 911
Allentown, PA Police Non-Emergency	610-437-7751
Allentown, PA Police Special Victims Unit	1-610-437-7798
European Union Emergency	Dial 112
Ireland or United Kingdom Emergency	Dial 999 or 112
Medical Treatment, Allentown, Pennsylvania, USA	
Cedar Crest College Health & Counseling Services (M-F 8:30-4:30 EST)	1-610-606-4640
Lehigh Valley Hospital (Cedar Crest Facility) 1-	1-610-402-8000
Lehigh Valley Hospital E.R. (17th & Chew Sts.)	1-610-402-2226
St. Luke’s Hospital (1736 Hamilton St., Allentown)	1-610-628-8300
Counseling Services	
Cedar Crest College Counseling Center (M-F 8:30-4:30 EST)	1-610-606-4640
Crime Victims Counsel of Lehigh Valley (24 Hours) 1-610-437-6611	Crises Intervention (24 hours) 1-610-782-3127
Turning Point (24 Hours)	1-610-437-3369
Administrative Offices, Cedar Crest College	
Vice President of Student Affairs	1-610-604-4666 ext. 3371 or “0” for the Switchboard to contact after hours
Cedar Crest College Ethics Hotline	1-877-309-9396
Title IX Coordinator: Lisa Garbacik	610-606-4666 ext. 3584

Additional Social Protocols

Failure to Comply

A student is responsible for failure to comply when she/he refuses to carry out a request of a college official, fails to provide ID when requested by security or another representative of the College, or does not complete the directive or sanction of the MFA Internal Director.

Lobbying

In compliance with US federal law, the College may not attempt to influence legislation as a substantial part of its activities. “Lobbying” in this policy means communicating with any

governmental official or agency or representative of a governmental official or agency with the intent to influence legislation.

Any student of the College who wishes to lobby federal, state, or local government within the United States or foreign governments on behalf of the College must inform and receive approval from the chief financial officer and the provost.

Any student who wishes to lobby federal, state, or local government within the United States or foreign governments for a purpose that would benefit the College may not use the College's name or logo without the approval of the provost and the marketing and communications office.

No appropriated US federal funds may be used for lobbying purposes.

Proselytizing Policy

Cedar Crest College encourages open dialogue on issues of beliefs and values, as well as educational efforts in areas that enhance understanding of diversity of religious beliefs. The College reserves the right to limit or restrict the on-campus and residency activity of any religious organization that has the express purpose of making converts of members of the college community. Proselytizing through presence, speech, or pamphlets on campus or at MFA residencies is not allowed.

Soliciting Policy

Soliciting during residencies or on campus is prohibited without the express authorization of the MFA program. Anyone soliciting or attempting to conduct business during the residencies should be reported to the MFA Internal Director immediately.

Theft

Theft is taking something that does not belong to you without the express consent of the owner or using services without paying for those services and/or without getting consent for using those services. Violations of the law and college regulations may result in a minimum sanction of restitution and a maximum sanction of suspension or expulsion from the College.

Unauthorized Possession

Unauthorized possession is defined as possessing or using property without the knowledge or consent of the owner. Violations of the any applicable law and college regulations may result in a minimum sanction of restitution and a maximum sanction of suspension or expulsion from the College.

Vandalism

Destruction of, or tampering with, any college property, the property of residency locations, or property owned by members of the college community will not be tolerated. Violations of applicable law and college regulations may result in a minimum sanction of restitution and a maximum sanction of suspension or expulsion from the College.

Weapons

Weapons are prohibited on the campus of Cedar Crest College and at the MFA program's residencies. It is against College policy for any person to possess or carry, whether openly or

concealed, any knife, firearm, explosive or potentially dangerous weapon on College property or at the MFA program residencies. All federal, state and local laws regulating the possession, use and sale of weapons are in force on the Cedar Crest campus; criminal laws that hold jurisdiction over the MFA residency locales are in force during program residencies. Possession or use of a weapon is grounds for the College's disciplinary action against a student, to the extent of separation from the College.

Student Due Process & Appeals

Student Due Process – Academic Matters

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, the student may elect to contest the decision through the Student Complaints - Appeals Process (see below). If the issue is a dispute of a final grade received in a course, the appeal must be submitted within thirty days of the date that term grades are issued by the Registrar.

Student Complaints – Appeal Process

A Pan-European MFA student who wishes to appeal the decision of an academic matter (academic matters include disputes over grades, allegations of academic misconduct, and program dismissals) or has a specific complaint regarding a non-academic matter should address the issue in writing to the MFA Program Director and the MFA Internal Director. If the complaint or appeal involves the MFA Program Director or the MFA Internal Director, the student should address the issue in writing to the Department Chair. The original complaint or appeal will be kept on file with the MFA Internal Director.

The MFA Program Director and the MFA Internal Director, in consultation with the Department Chair and any faculty named in the complaint or appeal, or the Department Chair (if the complaint or appeal involves the Program Director), will make a decision on the adjudication of the complaint or appeal to the student in writing within thirty days. This decision will be kept on file with the MFA Internal Director.

If the student is dissatisfied with the decision of the MFA Program Director and MFA Internal Director (or the Department Chair in cases of complaints involving the MFA directors), the student has seven days to appeal in writing to the Dean of the School of Adult and Graduate Education. The student should submit all correspondences along with the appeal. The Dean will respond in writing to the student and program directors within thirty days regarding the Dean's decision of the appeal. The decision of the Dean will be kept on file with the Provost.

If the student is not satisfied with the decision of the Dean, the student has seven days to address the issue in writing to the Provost. The MFA directors also have the option of appealing the Dean's decision to the Provost. Upon receipt of the appeal and all correspondences, the Provost will consult with the Dean and will have thirty days to respond in writing to the student, Dean, and Program Director regarding the decision of the Provost. The appeal to the Provost and the written response will be kept on file with the Provost. Decisions of the Provost are final.

Any claim related to the student's enrollment or participation in the Pan-European MFA program shall be litigated in a court of competent jurisdiction within the Commonwealth of Pennsylvania, USA.

Intellectual Property Rights

It is the policy of Cedar Crest College to create an environment that encourages the generation of new knowledge by faculty, staff, and students, and facilitates the transfer of useful inventions and writings to society. To motivate the development and dissemination of intellectual property, the College seeks to ensure that the creators receive proper credit and financial rewards for their work.

For purposes of this policy the term intellectual property includes any patentable invention, any copyrightable subject matter, or valuable technology. It also includes works of art, inventions, or creations that might normally be developed on a propriety basis because copyright or patent protection is not available. This policy applies to any full-time or part-time student, regardless of whether the student receives financial aid from the College or from outside sources.

A student retains all rights to intellectual property created solely by her- or himself. This includes rights to articles, and other writings of which the intended purpose is to disseminate the results of student research or scholarly work. A student also retains all rights to self-produced creative works of art that include, but are not limited to, works of nonfiction, works of fiction, poems, musical works, dramatic works including any accompanying music, pantomimes and choreographic works, pictorial, graphic and sculptural works, motion pictures and other similar audio-visual works, and sound recordings. The use of College owned computers and other facilities in the preparation of such works does not alter this provision, though other College policies may limit such use or require reimbursement to the College.

In cases where the College provides funding or facilities for a particular student research project that are in excess of those normally available to students working in that area, the College may choose to act as a sponsor for that research and therefore own the rights of such property. Where student research is subject to an agreement between an external sponsor and the College that restricts the disposition of rights to intellectual property, the rights will be handled in accordance with that agreement. If a student is employed by the College specifically for the purpose of working as a research assistant, the College retains the rights of such property.

Issues not covered by any of the above provisions are subject to the policies which apply to the intellectual property rights of faculty and staff at the College.

Access to Theses and Other Student Works

Cedar Crest College will work to ensure that access to master theses and other student creative and critical works is limited to college users, both through the campus library and secured online environments. Access to non-college users may include abstract or limited segments of student work.

Travel and Medical Liability, Insurance, and Indemnification Policies

Assumption of Risk

Certain risks, which include bodily harm and death, are inherent to international travel and study, including but not limited to natural disasters, transportation accidents, political turmoil, disease epidemics, and terrorist attacks. By enrolling and participating in the Pan-European MFA in Creative Writing program, a student acknowledges these risks, assumes full legal and financial responsibility for any harm or expenses incurred as a result of such travel and study connected with the program, and agrees that Cedar Crest College, its board of trustees, officers, employees, agents, insurers, attorneys, and contracted entities shall not be held liable for any harm, injury, or expense connected with such travel and study. The student agrees to obtain sufficient travel and medical insurance to cover the cost of such risks connected with the program.

Program Participation

Consistent with its Code of Conduct, Cedar Crest College reserves the right to decline or retain any person as a MFA residency participant, should such person's health or mental condition or physical infirmity or general deportment or conduct, in the sole judgment of Cedar Crest College, impede the operation of the program or the rights, welfare, education, or enjoyment of other residency participants. In participating in the program, a student agrees to abide by Cedar Crest College's regulations and the directions of any program directors/coordinators and group leaders/tour directors associated with the MFA program. Failure to do so may result in the student's termination from the residency immediately without refund and in the student being dismissed from the residency at the student's own expense. Cedar Crest College reserves the right to make changes to the program schedule, locale excursion itinerary, and transportation arrangements as needed.

Documented Disabilities

Cedar Crest College is committed to making reasonable accommodations in accordance with the Americans with Disabilities Act (ADA) and Section 504 of the National Rehabilitation Act in order to assist students with disabilities in reaching their academic potential. If you have a disability that may affect your academic performance in the MFA program, please contact Academic Services (610-606-4666, ext. 4628, advising@cedarcrest.edu) to discuss the needed accommodations. Please note that accommodations are not typically retroactive and may require advance notice to implement. In order for reasonable accommodations to be available during MFA residencies, students must contact the Cedar Crest Disability & Accessibility Specialist and the Internal Director of the MFA Program regarding any possible accommodations at least 30-days prior to the residency start date.

Medical Insurance

Pan-European MFA in Creative Writing students are required to have sufficient medical insurance that provides coverage for injury or illness that may occur while traveling or during the residencies. Such insurance must be sufficient to cover any and all health, accident, disability, medical transportation, hospitalization, and evacuation expenses that may be incurred by the student while traveling and studying during the program residencies. Cedar Crest College does not, and shall not, assume responsibility for any student medical expenses.

Students are required to provide Cedar Crest College with proof of medical insurance sufficient to cover expenses related to injury or illness that occurs during the program, its residencies, and travel to, from, and during its residencies; alternatively students may provide a statement of their individual ability to meet such financial obligations arising out of such medical expenses.

Please be advised that many health insurance policies may not be automatically honored in foreign countries. Students are advised to obtain policies that specifically cover expenses incurred while traveling.

Medical Treatment

By enrolling and participating in the Pan-European MFA in Creative Writing program, a student acknowledges that, should she or he be hospitalized or receive other medical treatment or services during a residency, Cedar Crest College does not, and shall not, assume responsibility for the costs of such medical expenses incurred by a student. Furthermore, the student acknowledges that the College, its board of trustees, officers, employees, agents, insurers, attorneys, and contracted entities will not be responsible for providing or procuring the student's medical treatment.

Medical Emergencies: Consent to Treatment

By enrolling and participating in the Pan-European MFA in Creative Writing program, a student explicitly authorizes Cedar Crest College and its authorized agents, including the MFA administrative staff (MFA Program Director, MFA Internal Director, MFA Locale Director, or their designees), to secure any and all emergency medical treatment in the event the student is incapacitated. Such emergency medical treatment may include, but not be limited to, cardiopulmonary resuscitation (CPR), automated external defibrillation (AED), hospitalization, anesthetization, and surgery. In such an emergency, the College will attempt to contact emergency references provided by the student prior to initiating treatment, if doing so in the judgment of the College's representatives will not jeopardize the wellbeing of the student as a result of delay. Under all circumstances, the student accepts responsibility for all expenses incurred as a result of emergency medical treatment. Cedar Crest College does not, and shall not, assume responsibility for student medical expenses incurred as a result of securing emergency medical treatment for a student.

Indemnification Policy

In consideration of being permitted to enroll and participate in the Pan-European MFA in Creative Writing program, a student shall indemnify and hold harmless Cedar Crest College and its board of trustees, officers, employees, representatives, agents, insurers, attorneys and contracted entities from and against any and all claims, demands, losses, lawsuits, proceedings, settlements, judgments, actions, causes of actions, damages, and expenses incurred (including reasonable attorneys' fees and expenses) based upon or arising out of participation in the program, including any illness or injury (including bodily harm and death) and property loss or damage resulting from any act or omission by Cedar Crest College and its board of trustees, officers, employees, representatives, agents, insurers, attorneys, contracted entities, other students, or the student herself or himself.

Release from Liability

In consideration of being permitted to enroll and participate in the Pan-European MFA in Creative Writing program, a student agrees that Cedar Crest College and its board of trustees, officers, employees, representatives, agents, insurers, attorneys, and contracted entities shall not be liable for any claims, demands, losses, lawsuits, proceedings, settlements, judgments, actions, causes of actions, damages, and expenses incurred (including reasonable attorneys' fees and expenses) that arise from any illness, injury (including bodily harm and death), or loss or damage to property that the student suffers as a result of enrollment and participation in the program and its residencies.

Emergency Response

Emergency Phone Numbers by City of Residency:

For situations that require immediate emergency response, including physical harm to people or property, call the appropriate in-country emergency response number below:

Dublin, Ireland: Dial 9-9-9

Barcelona, Spain: Dial 1-1-2.

Vienna, Austria: Dial 1-1-2

Information on the College's Safety & Security policies and procedures is available to students, faculty, and staff online at any time: <http://www.cedarcrest.edu/ca/security/index.shtm>.

Cedar Crest College Police: 1- 610-437-4471

During the Pan-European MFA in Creative Writing residencies, Cedar Crest College will follow the procedures set forth by the College Police's "Emergency Action Guidelines," found at: <http://www.cedarcrest.edu/ca/security/EMERGENCYACTIONSGUIDELINES.pdf>. This includes response to natural disaster, fire, injury or illness, missing persons, bomb threats, and shootings. In all emergencies, Cedar Crest College will notify and cooperate with local emergency responders during an MFA residency. The College will further notify and cooperate with the US Embassy or Consulate of the residency city.

All emergencies and crimes that occur at or nearby an MFA residency location (including housing areas, dining areas, classroom space, registration areas, and field experience destinations while MFA students are present or in transit to or from) will be reported and kept on file with the Cedar Crest College Campus Police Department, in compliance with the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act.

Timely Warnings

In the event that a situation arises, either on or off residency locations, that, in the judgment of MFA administrative staff (MFA Program Director, MFA Internal Director, MFA Locale Director, or their designees), constitutes an ongoing or continuing threat, a residency-wide "timely warning" will be issued.

The warning will be issued through the College e-mail system to MFA students, faculty, and staff in residence, using Cedar Crest e-mail addresses and/or other provided Emergency Contact Information. Brightly colored notices will also be posted in residency locations, including housing areas, classroom space, and registration areas.

Anyone with information warranting a timely warning should immediately report the circumstances to local police by phone or in person and notify a member of the MFA program administrative staff.

Travel Documentation

All students enrolled in the Pan-European MFA in Creative Writing program are responsible for making travel arrangements to and from program residencies at their own cost. Cedar Crest College does not, and shall not, assume responsibility for expenses incurred by students as a result of travel to, from, and during the residencies. A student's failure to obtain the necessary travel documents does not constitute grounds for a refund of tuition or fees except according to the standard refund schedule.

Passports

All students enrolled in the Pan-European MFA in Creative Writing program are responsible to obtain valid passports from the country within which they hold citizenship for travel to and from program residencies. Such passports must be obtained by the student and at a student's own expense, and they must be valid for the duration of a program residency plus six months after the residency ends.

US citizens must apply for or renew a passport through the US Department of State:
<http://travel.state.gov/passport>.

Visas

All students enrolled in the Pan-European MFA in Creative Writing program are responsible to obtain valid visas required for travel to and from program residencies. Such visas must be obtained by the student and at a student's own expense, and they must be valid for the full duration of a program residency.

United States Embassies and Consulates

Contact information for US embassies at each of the Pan-European MFA in Creative Writing residencies can be found below. Students who hold non-US citizenship are responsible for knowing the contact information of their national embassy or consulate for each residency city.

<p><i>Dublin, Ireland: Embassy of the United States</i></p> <p>For emergencies, call 9-9-9 for Dublin police, fire, and rescue services.</p> <p>http://dublin.usembassy.gov/</p> <p>U.S. Embassy Dublin 42 Elgin Road Ballsbridge Dublin 4, Ireland</p> <p>Telephone: +353 1 668-8777</p> <p>Fax: +353 1 668-9946 - Main Embassy +353-1-668-8056 - U.S. Citizen Services/Passport Unit</p>	<p><i>Vienna, Austria: Embassy of the United States</i></p> <p>For emergencies, call 1-1-2 for Vienna police, fire, and rescue services.</p> <p>Embassy of the United States Boltzmanngasse 16 1090 Vienna, Austria</p> <p>Telephone: (+43-1) 31339-0 Fax: (+43-1) 310 06 82 E-mail: embassy@usembassy.at</p> <p>Consular Section Parkring 12a 1010 Vienna, Austria</p> <p>Fax: (+43-1) 512 58 35 E-mail: ConsulateVienna@state.gov</p>
<p><i>Barcelona, Spain: Consulate General of the United States</i></p> <p>For emergencies, call 1-1-2 for Barcelona police, fire, and rescue services.</p> <p>http://barcelona.usconsulate.gov</p> <p>US Consulate General Paseo Reina Elisenda de Montcada, 23 08034 Barcelona, Spain Ferrocarriles de la Generalitat de Catalunya: Reina Elisenda</p> <p>Telephone: Consulate General (+34) 93 280 22 27 After hours: (+34) 91 587 2200</p>	<p><i>Rome, Italy: Embassy of the United States</i></p> <p>For emergencies, call 1-1-2 for Rome's police, fire, and rescue services.</p> <p>http://italy.usembassy.gov</p> <p>Embassy of the United States via Vittorio Veneto 121 - 00187 Roma, Italy</p> <p>Telephone: (+39) 06-46741 Fax: (+39) 06-4674-2244 E-mail: uscitizensrome@state.gov</p>

Program Schedule 2016-2017

Fall Semester: Distance Learning	
September 1st, 2016	Mentorship Submission Due (Fall 1)
September 15th, 2016	Mentorship Faculty Response
September 22nd, 2016	Program Director Web Conference
October 1st, 2016	Mentorship Submission Due (Fall 2)
October 15th, 2016	Mentorship Faculty Response
October 22nd, 2016	Program Director Web Conference
November 1st, 2016	Mentorship Submission Due (Fall 3)
November 15th, 2016	Mentorship Faculty Response
November 22nd, 2016	Program Director Web Conference
December 1st, 2016	Mentorship Submission Due (Fall 4)
December 15th, 2016	Mentorship Faculty Response
December 22nd, 2016	Program Director Web Conference
Spring Semester: Distance Learning	
February 1st, 2017	Mentorship Submission Due (Spring 1)
February 15th, 2017	Mentorship Faculty Response
February 22nd, 2017	Program Director Web Conference
March 1st, 2017	Mentorship Submission Due (Spring 2)
March 15th, 2017	Mentorship Faculty Response
March 22nd, 2017	Program Director Web Conference
April 1st, 2017	Mentorship Submission Due (Spring 3)
April 15th, 2017	Mentorship Faculty Response
April 22nd, 2017	Program Director Web Conference
May 1st, 2017	Mentorship Submission Due (Spring 4)
May 15th, 2017	Mentorship Faculty Response
May 22nd, 2017	Program Director Web Conference
2017 Summer Residency	
June 5th, 2017	Locale Seminar Online Submissions Begin
July 1st (Arrive) – July 15th (Depart), 2017	Residency: Barcelona, Spain
September 1st, 2017	Residency Reflective Essay Due

Verification of Handbook Receipt & Policy Consent

Pan-European Master of Fine Arts in Creative Writing, a Low-Residency Program

I, _____, have received a copy of the Cedar Crest College Pan-European MFA in Creative Writing Program Handbook and understand that it contains important information regarding the program's policies and my obligations as a graduate student within the program. I agree to be legally bound by the policies and procedures found in the Cedar Crest College Pan-European MFA in Creative Writing Program Handbook, the Graduate Student Catalog, and other relevant college publications.

I, the undersigned, will familiarize myself with the material in the Handbook and understand that I am governed by its contents. I further understand that the policies included in this Handbook may occasionally require clarification or amendment by the College. Should I have any question about the program's policies, I will discuss them with the MFA Program Director or the MFA Internal Director.

Certain risks (including bodily harm and death) are inherent to international travel and study. In consideration of being permitted to enroll and participate in the Pan-European MFA in Creative Writing program, I, the undersigned, acknowledge these risks, assume full legal and financial responsibility for any harm or expenses incurred as a result of travel and study associated with the program, and agree that Cedar Crest College, its board of trustees, officers, employees, agents, insurers, attorneys, and contracted entities shall not be held liable for any and all harms, injuries, expenses (including attorney's fees), claims, demands, losses, lawsuits, proceedings, settlements, judgments, actions, causes of actions, damages, connected with such travel and study. Consistent with the program's "Medical Emergencies: Consent to Treatment" policy, I furthermore give Cedar Crest College and the MFA administrative staff or its designees the express permission to secure emergency medical treatment, at my own expense, in the event of my incapacitation.

In consideration of being permitted to enroll and participate in the Pan-European MFA in Creative Writing program, I, the undersigned, shall hereby indemnify and hold harmless Cedar Crest College and its board of trustees, officers, employees, representatives, agents, insurers, attorneys and contracted entities from and against any and all claims, demands, losses, lawsuits, proceedings, settlements, judgments, actions, causes of actions, damages, and expenses incurred (including reasonable attorneys' fees and expenses) based upon or arising out of participation in the program, including any illness or injury (including bodily harm and death) and property loss or damage resulting from any act or omission by Cedar Crest College and its board of trustees, officers, employees, representatives, agents, insurers, attorneys, contracted entities, other students, or the student herself or himself. Furthermore, unless I have notified in writing the MFA Program and Internal directors otherwise, I hereby grant Cedar Crest College the right to use photographs or video taken of me for use in College publications, without restriction, waive the right to inspect or approve such images, and waive any right to financial compensation arising from or related to use of such images.

I, the undersigned, understand that my failure to abide by the program's Code of Conduct may result in immediate dismissal from the program and expulsion from a residency, at the discretion of the MFA Program Director or MFA Internal Director, consistent with College procedures. In the event that I am expelled from a program residency for violation of the Code of Conduct, I understand that I am financially responsible for all expenses incurred as a result of such action, including transportation and housing costs.

STUDENT AGREES THAT ALL CLAIMS RELATING TO STUDENT'S ENROLLMENT AND PARTICIPATION IN THE MFA PROGRAM SHALL BE LITIGATED IN A COURT OF COMPETENT JURISDICTION WITHIN THE COMMONWEALTH OF PENNSYLVANIA, USA.

STUDENT SIGNATURE:

DATE _____

Emergency Contact Information

Name: _____

Residency Phone Number: _____

Cell Phone Number: _____

Home Phone Number: _____

Home Address: _____

Emergency Contact 1:	Address:	Phone:	Email:
Emergency Contact 2:	Address:	Phone:	Email:
Work Contact:	Address:	Phone:	Email:
Primary Physician:	Address:	Phone:	Email:

Do you have any medical conditions (allergies, etc.) or are you currently taking any prescription medication that the College should be aware of in the event of an emergency? If so, what are they? (Attach additional sheets if needed.)

By completing the above, students give Cedar Crest College the express permission to contact the persons listed in the event of an emergency. Cedar Crest College will hold this information in strict confidence and divulge it only as necessary in the event of an emergency.