

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

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Article A. The Cedar Crest College Curriculum

1. College Mission Statement

Cedar Crest College is a liberal-arts college, primarily for women, dedicated to the education of the next generation of leaders. Cedar Crest College prepares students for life in a global community by educating the whole student at all stages of life and experience. (Amended 2/2015)

A Cedar Crest graduate will:

- Demonstrate the ability to engage in critical analysis and qualitative reasoning.
- Demonstrate the ability to engage in scientific and quantitative reasoning.
- Demonstrate technological competency and information literacy, including the ability to evaluate technological and informational resources and use them appropriately.
- Demonstrate the ability to communicate clearly, both orally and through the written word.
- Demonstrate the ability to participate in and appreciate artistic and creative endeavors.
- Demonstrate the ability to understand and articulate the foundations of her own ethics and values, as well as understand the value systems of others.
- Demonstrate the ability to understand and respond to issues of local, national, and global significance.

2. Philosophy of the Liberal Arts Curriculum

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

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

3. Liberal Arts Curriculum Outcomes

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

1. LAC Humanities. The student will use qualitative reasoning to analyze and interpret the aesthetic qualities, social significance, and meaning of historical and/or literary texts and/or other cultural artifacts, including film.
2. LAC Arts. The student will use qualitative reasoning to analyze and interpret the aesthetic qualities, social significance, and meaning of works of art, including the visual arts, performing arts, and/or creative writing.
3. LAC Social Sciences. The student will demonstrate the ability to apply qualitative and quantitative approaches to understand social systems, human culture, and/or human behavior.
4. LAC Natural Sciences. The student will demonstrate the ability to apply scientific reasoning to investigate the natural and physical world and demonstrate the ability to put scientific observations and hypotheses into the context of broader theory consistent with the philosophical premises of the natural sciences.
5. LAC Writing. The student will produce writing that expresses understanding as a series of claims supported by sound reasoning, illustrative examples, pertinent evidence, or relevant authorities.
6. LAC Ethics. The student will demonstrate the ability to use an ethical framework to guide personal conduct and community service.
7. LAC Mathematics and Logic. The student will formulate, interpret, and solve problems using quantitative and logical reasoning skills. (Amended 4/2012)
8. LAC Global Studies. The student will demonstrate the ability to apply qualitative and quantitative approaches to engage in cross-cultural analysis and/or identify strategies for participation within a global environment.
9. MGE Technology. The student will demonstrate the ability to use technology for the purposes of data acquisition, analysis, and presentation.
10. MGE Information Literacy. The student will demonstrate the ability to use appropriate information gathering strategies for purposes of data acquisition, analysis, and presentation.
11. MGE Oral Presentation. The student will demonstrate the ability to use public speaking techniques to communicate ideas and information to an audience.
12. DCE Capstone Experience. The student will demonstrate the application and integration of disciplinary and liberal arts knowledge, skills, and values.

Assessment of LAC Student Learning Outcomes and College-Wide Requirements

Students' achievement within the context of the Liberal Arts Curriculum will be evaluated primarily on the basis of a course-embedded strategy of summative assessment and other assessments determined by the Committee on Undergraduate Education.

(Amended 5/10/2013)

4. Liberal Arts Curriculum Requirements

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

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

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

5. Descriptions of Liberal Arts Curriculum Requirements

a. Areas of scholarly and human achievement: Liberal Arts Disciplines

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

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

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

Natural Sciences: The courses that comprise this category share a common methodology, in that they explore and study the natural world through the application of the scientific method. This method of inquiry involves critical and objective observation, the formulation and testing of hypotheses constrained by the philosophical premise of naturalism, and the critical analysis and interpretation of empirical data. Material covered in courses in this category should be placed in the context of relevant scientific theories. The key disciplines in this category are Biology, Chemistry, Health Sciences, Physics, and General Science.

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

b. Citizenship in a complex and changing society: Ethics & Global Studies

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

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

- The course will examine ethics from a variety of perspectives; it may apply these theories within a particular disciplinary context (e.g., Business, Performing Arts)
- If the course includes an experiential component it may also include an academic opportunity for students to reflect on the experiential component. The experiential component may include learning activities that occur exclusively outside of class (e.g., community service or online service opportunities), learning activities that occur exclusively within the classroom (e.g., simulations), or some combination of the two. For administrative purposes, if the experiential component consists of community service, this activity must be coordinated by the instructor and the student.

Faculty wishing to develop a departmentally based course to meet the Ethics requirement must adhere to the implementation guidelines available from the Committee on Undergraduate Education (CUE).

Courses designated as fulfilling the Ethics requirement must be approved by the Committee on Undergraduate Education.

Departments wishing to develop courses to meet the Ethics requirement must follow these guidelines:

1. The primary purpose of the course must be to enable students to study theories of ethics within a particular disciplinary context.
2. Although grounded in a particular disciplinary context, the content of the course must systematically address enduring ethical issues such as the nature of justice, authority, morality, community and citizenship.
3. The course must feature an experiential component that provides students with opportunities to apply theory to practice.

Learning activities, regardless of where they occur, must utilize authentic assessments to evaluate student learning outcomes – assignments that require students to reflect upon, analyze and/or critique the relationship between theory and practice within the context of ongoing real-world problems and situations. Authentic assessment is a form of assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills. An authentic assessment usually includes a task for students to perform and a rubric by which their performance on the task will be evaluated. (Amended 12/12/2010) (Revised 5-9-2024)

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

scientific systems or interactions within the context of varied social backgrounds or cultural frameworks.

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

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

c. Writing as a tool for expression and understanding: WRI-1 and WRI-2

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

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

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

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

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

- Use critical reading and writing strategies as a way of inquiring, understanding, and thinking about a subject.
- Use writing to communicate their own understanding of a subject while integrating and distinguishing their ideas from those of others.

- Analyze other writers' arguments by locating and evaluating their claims, the ways in which they support those claims, and how they address counterarguments and alternative points of view.
- Focus on a writing task's purpose by clearly articulating an insightful claim (or series of claims) and drawing upon sound reasoning, specific and pertinent evidence, illustrative examples, and relevant authorities to express and develop those ideas.
- Draw upon and use a variety of rhetorical forms, genres, and structures as appropriate to the expectations of the audience and the demands of a writing task.
- Understand that there are differences between academic writing styles in the humanities, natural sciences, and social sciences (the MLA, CSE, and APA, for instance). These differences include citation methods and procedures for incorporating quotation, paraphrase, and summary of source material, but also matters such as organization, style, tone, vocabulary, and format.
- Utilize research skills and appropriate technologies in effectively addressing a writing assignment to locate, evaluate, analyze, and synthesize both primary and secondary sources.
- See that successful writing often takes several drafts and develop strategies for generating and revising ideas and the language to express them, along with editing and proofreading practices to ensure readability. Critique their own and others' writing and ideas, as well as understand the collaborative and social contexts in which writing takes place.
- Prepare a manuscript of professional quality and format, while controlling readability conventions in spelling, grammar, mechanics, and syntax.

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

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

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

- Use the writing strategies of a particular discipline as a method for developing their own critical thinking, reading, and writing skills.
- Analyze the claims and types of support found in models of scholarly or professional writing within a discipline.

- Understand the uses, reader expectations, and conventions for writing within a discipline, including being able to proficiently use an appropriate academic writing style (MLA, CSE, APA, or Chicago, for instance).
- Develop an academic voice familiar with the conventions in usage, specialized vocabulary, and manuscript format of a discipline.
- Utilize appropriate technologies for research and written communication within a discipline.
- Produce a final text through a series of developmental stages connected with the discipline's writing processes.

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

- The writing process must be taught as part of the course content and embedded in its assignments. This includes a writing-assignment sequence of increasing complexity, prewriting or drafting exercises that enable students to reflect upon and improve their writing in developmental stages, peer or instructor review of drafts via workshops or conferences, and the ability to revise drafts based upon that feedback. Writing is meant to be a learning strategy for course material, not an add-on component to the course.
- A minimum of 25 pages (approximately 6,250 words) of written material must be submitted by students, of which at least 15 pages represent final text submitted for an instructor's evaluation and assessment. (The remaining number may include formal and informal writing; developmental essays, drafts, and other prewriting assignments; rewrites of papers and journals; newsgroups and online discussions; or essay exams.)
- The major portion of the evaluation for a student's final grade must be of written products. Assessment should consider the six qualities of effective college writing, although individual grade judgments will necessarily take into consideration an assignment's difficulty and place in the semester.
- Course enrollment must be capped at 18 students per section.
- WRI-1 and WRI-2 courses cannot be offered in an accelerated two-weekend format and must be scheduled for a minimum of seven weeks during the regular semester or six weeks during a summer term.
- Students must satisfy the WRI-1 and WRI-2 requirements with a final grade of "C-" or higher. A final grade of "C-" should indicate that a student has met the minimum level of competency with regard to the class's writing outcomes.
- Students must complete WRI-1 with a final grade of "C-" or higher as a prerequisite for enrollment in a WRI-2 course. (Amended Fall 2023)

6. College-Wide Requirements Satisfied Within the Departmental Major

The following requirements will be satisfied by students within the context of individual academic majors. For the Technology and Oral Presentation requirements, the necessary coursework may be offered directly within the academic major or, alternatively, the academic

major may require that students complete an appropriate course or courses offered in a different department. The Information Literacy requirement must be satisfied through coursework in the departmental major. The Capstone Experience requirement may be fulfilled through a specific course, or series of assignments and experiences determined by each department.

- a. Technology Requirement: The technology requirement is satisfied through the completion of coursework required within the context of individual academic major or through the completion of a course designated by the department as satisfying this requirement. This approach recognizes that the definition of “technological competence” differs across academic disciplines and fields of specialization; thus each department is responsible for documenting that students enrolled in their programs as majors have demonstrated an acceptable level of academic performance in regard to their ability to: (1) engage in data searches and data organization, (2) engage in data analysis, and (3) engage in data presentation and communication.
- b. Oral Presentation: The oral presentation requirement is satisfied through coursework required within the context of individual academic majors or through the completion of a course designated by the department as satisfying this requirement. Each department is responsible for documenting that students enrolled in their programs as majors have demonstrated an acceptable level of academic performance in regard to their ability to: (1) employ basic skills of good public speaking, (2) conduct an audience analysis, (3) use logic, and (4) demonstrate credibility through the presentation of evidence and the use of proper delivery techniques, including the use of audio-visual materials and appropriate technologies.
- c. Information Literacy Requirement: The information literacy requirement is satisfied through the completion of coursework required within the context of individual academic majors. Each department is responsible for documenting that students enrolled in their programs as majors have demonstrated an acceptable level of academic performance in regard to their ability to: (1) frame a research question, (2) access and evaluate sources, (3) evaluate content, (4) use information effectively to accomplish a specific purpose, and (5) understand the economic, legal and social issues of information use.
- d. The Capstone Experience: In the Capstone Experience, Cedar Crest students demonstrate the application and integration of disciplinary and liberal arts knowledge, skills, and values. This culminating experience prepares our students for careers or continued educational paths.

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

Student achievement within the context of the Liberal Arts Curriculum will be evaluated primarily based on a course-embedded strategy of summative assessment and other assessment determined by the Committee on Undergraduate Education.

8. First-Year Experience

The First-Year Experience is a strategic institutional initiative that approaches the first year as an opportunity to welcome students to the community of scholars. Designed for first-time, first semester undergraduate students who matriculate at Cedar Crest College in the fall semester, this program cultivates students' integration with the Cedar Crest College community. The FYE curriculum addresses both the academic and personal dimensions of student development, providing opportunities for students to develop a support network that includes faculty, staff, and peers while developing skills necessary for college success. Through the FYE, students learn to interact with faculty and staff in and out of the classroom, build relationships with their peers, access College resources, understand the ideals of a liberal arts education, implement academic success skills, and explore academic and career plans.

The components of the four-credit First-Year Experience curriculum are as follows:

- **FYS 1XX: First-Year Seminar (3 credits)** First year seminar (FYS) courses are part of a first-year writing program and introduce students to a community that engages in academic inquiry grounded in reading, discussion, writing, and revision. Students who begin at Cedar Crest in the Fall semester are required to enroll in FYS in their first (Fall) semester.
- **CCC 101: College Life (.5 credits).** College Life introduces students to academic success skills, wellness strategies, and campus resources. Students who begin at Cedar Crest in the Fall semester are required to enroll in CCC 101 in their first (Fall) semester.
- **CCC 102: Exploring Your Future (.5 credits).** Exploring Your Future introduces students to the career exploration process. Students who begin at Cedar Crest in the Fall semester are required to enroll in CCC 102 in their second (Spring) semester.

Successful completion of the FYE curriculum is required for First-time, First-Year Traditional students who matriculate at Cedar Crest in the Fall semester. Students are required to complete the FYE by the end of their first year at Cedar Crest, which may include opportunities to repeat FYE courses during the first year. To successfully complete the FYE, grades of C- or higher are required in each course.

FYS, CCC 101, and CCC 102 are assigned grades of A-C-, EC (Earned Credit) or NC (No Credit). Grades of EC will be assigned in lieu of D+ or D grades. EC (Earned Credit) grades do not impact the GPA but do count as earned credits. A grade of NC (No Credit) will be assigned in lieu of F grades. NC grades do not impact the GPA and do not count as earned credits.

Letter grades for FYS, CCC 101, and CCC 102 are submitted by instructors. The Registrar's

Office will convert grades of D+ and D to EC, and grades of F to NC, which will appear on the student's transcript. Original letter grades will be retained by the Registrar's Office. A student may request that the Registrar attach evidence of the actual letter grade to a graduate school; however, the transcript will not be changed.

Students who do not earn a grade of C- or higher in FYS, CCC 101, or CCC 102 by the end of their first year at Cedar Crest are required to successfully complete CSS 150: Becoming a Master Student with a grade of C- or better in order to graduate. Students who are required to complete CSS 150 are encouraged to do so by the end of their second year.

9. The Honors Program

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

10. Academic Programs of Baccalaureate Study

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

a. Planning

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

b. Responsibility and assessment

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

c. Evolution

In addition, as the Faculty Bylaws outline, the Chairs Group, the Faculty Council, the Committee on Undergraduate Education, the Academic Policies and Standards Committee, the Retention and Persistence Committee, the Assessment Committee, and Faculty Meetings are venues in

which discussions about the College's evolving educational mission, its larger curricular concerns, its financial position, and its goals for enrollment will take place. (See Book Two, Articles E.-H. of the Faculty Handbook for descriptions of these groups and their responsibilities.) Departments should initiate changes to their academic offerings in the context of these college-wide conversations in order to strengthen their programs and the College's achievement of its mission.

d. Undergraduate majors, minors, programs and certificates

Majors	Minors	Certificates	Other Programs
Accounting (B.S.)	Accounting	Child Welfare	Pre-Medicine
Art (B.A.)	Art History	Crime-Mapping	Pre-Dental
Art Therapy (B.A.)	Biology	Forensic Nursing	Pre-Veterinary
Biochemistry (B.A.)	Business Administration	Health Care Management	Honors
Biology (B.S.)	Chemistry	Human Resources Management	Audiology w/ Salus
Business Administration (B.S.)	Communication	Project Management	Blindness w/ Salus
Chemistry (B.A./B.S.)	Computer Science	Women's Leadership	Optometry w/ Salus
Communication (B.A.)	Criminal Justice		Physician Asst w/ Salus
Computer Science (B.S.)	Cybersecurity		
Criminal Justice (B.S.)	Dance		
Cybersecurity (B.S.)	Data analytics		
Dance (B.A.)	Digital marketing		
Data Science (B.S.)	Economics		
Early Childhood Education (B.S.)	Education Studies		
Educational Studies (B.S.)	English		
English (B.A.)	Events Management		
Environmental Conservation (B.A./B.S.)	Exercise Science		
Exercise Science (B.S.)	Film Studies		
Forensic Science (B.S.)	Gender Studies		
General Studies (B.A.)	Global Diseases		
Genetic Engineering & Biotechnology (B.S.)	Global Studies		
Genetics & Counseling Psychology (B.S.)	Health and Wellness		
Global Studies (B.A.)	History		
Health Science (B.S.)	Hospitality & Tourism MGT		
History (B.A.)	Marketing		
Integrated Biology (B.A.)	Mathematics		
Mathematics (B.S.)	Nutrition		
Neuroscience (B.S.)	Physics		
Nuclear Medicine Technology (B.S.)	Political Science		
Nursing (B.S.N.)	Political Psychology		

Nutrition (B.S.)	Pre-law		
Political Science (B.A.)	Psychology		
Psychology (B.A.)	Public Humanities		
Public Health (B.S.)	Public health		
Secondary Education (B.S.)	Religious Studies		
Social Work (B.A.)	Spanish		
Special Education (B.S.)	Theatre		
Theatre (B.A.)	Web design		
Writing (B.A.)	Women Gender Studies		
	Writing		

11. Revisions to the Liberal Arts Curriculum

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

12. Procedures for Proposing Programs and Courses

a. Program Proposals

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

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

Programs will periodically require revision to ensure that all the above remains consistent with the current needs. Any substantive changes to an existing program must also be proposed for approval. Substantive changes to a program consist of alterations or additions to any of the following:

- Program Name
- Degree/Certification type
- Department overseeing program
- Total Credit Count
- Required Courses
- Major-Embedded General Education courses

Procedure

A new program or program revision must be developed and proposed by a faculty member, academic department, or several departments in the case of an interdisciplinary collaboration.

When proposing a new program or program revision, the following steps must occur, in order:

1. Department Chair(s) of the primary and supporting departments create a written proposal for each new or revised program, following the format described in the “Guidelines for Developing a New Program Proposal,” available at the college website or from the Provost office.
2. The signed proposal must be presented simultaneously to the Department Chairs group and to the Provost. The Chairs group does not approve new programs, but will discuss potential overlaps or opportunities, in the interest of fostering efficiency, effectiveness, and creativity within the College's academic program offerings. The Chairs will record review of the new program in their minutes for full-faculty dissemination. The Provost will review and approve the proposal. Once approved with any necessary revisions, the Provost will sign the proposal and pass the proposal and any relevant comments to the Committee on Undergraduate Education (CUE).
3. The Committee on Undergraduate Education will review the proposal from a curricular and assessment perspective. If approved, the Chair of CUE signs the proposal, and presents it to Faculty Council.
4. Faculty Council will review the proposal from a more comprehensive college perspective.
5. Upon the completion of that review and any revisions to the proposal made and accepted, the Committee on Undergraduate Education will present the new program proposal to the full Faculty for consideration at a regularly scheduled faculty meeting. In

the case of a disagreement between the Provost and the Chairs Group or Faculty Council about the proposal's merits or details, the recommendation from the Provost will have priority, though both recommendations and their rationale shall be reported to the faculty. Actions on a proposed new program requires a 30-day layover.

6. For a new major, upon approval by a simple majority of the faculty, the Provost shall take the proposal and his/her recommendation to the President and to the Academic Affairs Committee of the Board of Trustees, proceeding finally to Board of Trustees for final review and approval. New courses included as part of a new program that has been authorized by the College are approved on the basis of the program authorization and do not require separate individual approvals if scheduled within four years of program authorization. New courses must be proposed using the New Course Proposal Form available on the Faculty web page.

All other new programs (such as concentrations, minors and certificates) will be approved by the full Faculty only.

For the process of approving new graduate programs, see Book VII Article B.

b. New undergraduate course proposals

Procedure

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

A proposed new course not designated as a Special Topics course must be reviewed in the following order:

1. Department Chairs or representative from a sponsoring office must sign the completed course proposal form using the New Course Proposal Form available on the Faculty web page
2. The sponsoring department or office will share the proposed course simultaneously with Department Chairs group for review and discussion of potential overlaps or opportunities, the Committee for Undergraduate Education, and the Provost. The Chairs group does not approve the course proposal but may offer feedback to the proposer.
3. The Committee on Undergraduate Education will review the proposal from a curricular and assessment perspective. If approved, the Chair of CUE signs the proposal, and presents it to Faculty Council.
4. Faculty Council will review the proposal from a more comprehensive college perspective.
5. Upon the completion of that review and any revisions to the proposal made and accepted, the Committee on Undergraduate Programs will present the new course proposal to the full Faculty for consideration at a regularly scheduled faculty meeting.

c. Courses proposed for Liberal Arts Curriculum designation

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

d. Special Topics courses

A special topics course may be rostered for two semesters as an elective choice without faculty approval if the course will not be taken for Liberal Arts Curriculum credit. If the course is to meet a liberal arts requirement, it must be submitted as in [Article A.12.c](#).

e. Course numbering

Course numbers generally indicate the following levels:

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

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

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

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

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

f. Special Studies courses and Courses for Student success

These designations are given to courses offered for academic credit under the authority of the Provost but not housed in a specific department. Special Studies courses must be approved by the Faculty, following the procedure for proposing new courses outlined in [Article A.12.b](#). Courses for Student Success (CSS) are housed within Academic Services. Under the authority of the Provost, the Dean of Students will present new CSS courses for Faculty approval following the procedure for proposing new courses outlined in Article A.12.b. (Approved by faculty May 2017)

13. Revisions to Program and Courses

Departments are responsible for initiating changes in program offerings. The faculty member(s), in consultation with the Chair(s), determine program content, prerequisites, and policies. Based on the results of assessment data, departments provide programmatic changes to the Committee on Undergraduate Education and the Provost simultaneously.

The Committee on Undergraduate Education may determine that significant changes to an existing program require approval of the full faculty, if the program appears to change the nature of the program previously approved by the faculty.

Departments are also responsible for initiating changes in course offerings and course content. The faculty member, in consultation with the Chair, determines course content, prerequisites, outcomes and policies regarding courses. Any changes in a course's catalogue description and/or changes that affect a course's Liberal Arts Foundation designation must be submitted to the Committee on Undergraduate Education for review and re-approval, if necessary. Department Chairs are responsible for considering the implication of program changes on other disciplines prior to making changes and for consulting with the relevant chair of the programs affected before submitting changes to the Committee on Undergraduate Education.

14. Discontinuance of Majors, Minors, and Concentrations

a. By a department for educational reasons

A department that proposes to discontinue an academic program (major) should send a proposal (See “Appendix A. Review of Academic Major Proposed for Discontinuation”) and a rationale to the Faculty Council and the Provost for review and to the Committee on Undergraduate Education for that committee's information. Once the Provost receives a copy of the proposal to eliminate the program, the Provost should prepare a similar proposal using the procedure outlined in Appendix A, with information that indicates support or rejects the Department’s decision to eliminate a program. The Provost should prepare this proposal and submit it to FAC within four weeks of the Department’s proposal. However, if the Provost agrees with the Department’s proposal, the Provost can express this in a note to FAC and the Provost does not need to write a separate report.

If the Faculty Council determines that the information provided by the department and by the Provost in their rationales sufficiently address the reason(s) to discontinue the program and indicate that there will be no or minimal consequences of program discontinuance on faculty, students, or other academic programs, it may decide to support the department's and the Provost's proposals for program discontinuance without further review by making a recommendation to the faculty at a regular Faculty meeting. After a thirty-day layover, a quorum of the Faculty will vote on the proposal to discontinue the academic program. In the case of an academic minor or concentration, the vote of the Faculty is sufficient to discontinue the program. In the case of an academic major, the vote of the Faculty will be submitted to the President to convey it and make a formal recommendation to the Board of Trustees. The academic major is discontinued upon approval by the Board of Trustees.

If the proposal is made to discontinue an academic major by the Department, but the proposal from the Provost says to keep the program and the Faculty Council determines that further consideration is necessary before its own recommendation is made, it will review both the department's proposal and the Provost's proposal, following the procedure described in the document "Review of Academic Major for Discontinuation" (Appendix A). In addition to reviewing the information specifically addressed by these documents, the Faculty Council may follow up by requesting further information from the department or members of the administration as necessary or helpful to inform its deliberations. Ordinarily, the Faculty Council will complete its review within six weeks from the date that it was notified of the department's intention to discontinue the program. The Faculty Council will then make a recommendation to the faculty at the next regular Faculty meeting indicating its support or lack of support for the department's proposal to discontinue the academic program and providing a rationale for its recommendation. After a thirty-day layover, a quorum of Faculty will vote on the proposal to discontinue or to keep the academic program. The vote of the Faculty will be submitted to the President to convey it and make a recommendation to the Board of Trustees. The academic major is discontinued or retained upon approval of the Board of Trustees.

b. By the College on the basis of recommended program change

The College may recommend the discontinuation of a major or program due to program change. If the elimination of the academic program is proposed by the College rather than by an academic department, the President and the Provost, after consulting with the Department Chair, will provide the Faculty Council with information regarding the circumstances surrounding the recommendation for program discontinuation. The involved Department will also provide the Faculty Council with its position on the proposed program discontinuation and its rationale for this position.

The College (e.g., the President and Provost) should first consult with the Department when an academic program is recommended for discontinuation. The Department will have four weeks from the time it is informed by the College of potential program discontinuation to provide FAC with a report as outlined in Appendix A. "Review of Academic Major Proposed for

Discontinuation” regarding its position on the discontinuation of the program. The College will prepare a similar report following the guidelines of Appendix A and present this to FAC (Faculty Council). However, if the Department agrees with the College’s proposal, the Department can express this in a note to FAC and the Department does not need to write a separate report. Ordinarily, the Faculty Council will complete its review within six weeks from the date that it was notified of the College’s intention to discontinue the program. The Faculty Council will use the reports provided by the College and the Department to guide its review of the program. In addition to reviewing the information specifically addressed by these documents, the Faculty Council may follow up by requesting further information from the department or members of the administration as necessary or helpful to inform its deliberations. The Faculty Council will then make a recommendation to the faculty at the next regular Faculty meeting indicating its support or lack of support for the College’s proposal to discontinue the academic program and providing a rationale for its recommendation. After a thirty-day layover, a quorum of Faculty will vote on the proposal to discontinue the academic program. The vote of the Faculty will be submitted to the President to convey it and make a recommendation to the Board of Trustees. If the recommendation is to discontinue the major, such major is discontinued upon approval of the Board of Trustees.

In the circumstance that termination of faculty members may accompany the discontinuance of an academic program, the procedure for termination laid out in Book 3.K of the Faculty Handbook will be followed; that process accompanies the process for program discontinuation laid out here.

A recommendation for program discontinuation is expected to be given only after annual and periodic program reviews indicate that this is the best action for the College. Because the discontinuation of a program often impacts departments beyond the one in which the program proposed for discontinuation is housed, the program discontinuation process must be begun and completed within the academic year, unless the President and the faculty (by a majority vote) authorize the process to take place outside the academic year. These communications include notification of a proposal to discontinue a program to the Department by the College, or to the College by the Department, proposals that will be reviewed by Faculty Council from the Department and the College regarding the discontinuation of a program, and the vote by a quorum of the full faculty regarding their level of support for the discontinuation of a program. By conducting these processes within the academic year this will ensure that the maximum number of faculty are informed and able to contribute their input to the process of proposing the discontinuation of a program.

c. By the College on the basis of financial exigency

If the College proposal is made to eliminate a program or major on the basis of financial exigency, the determination of financial exigency must be addressed first, following the process specified in Book 3.K.6.

15. Planning, Course Enrollment and Cancellation Policy

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

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

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

16. Online and Hybrid Course Policy

Online courses are those in which course content is delivered solely using computer software in a virtual learning environment. Hybrid on-line courses are those that combine classroom-based face-to-face instruction with computer-based instruction in a virtual learning environment. For a course to be considered an on-line class, 100% of the content must be delivered on-line, although faculty may require on-site exams. To qualify as a hybrid course, 30%-70% of the course content must be delivered on-line. (Approved 03/11).

Out-of-class learning activities are to be evaluated based on the relationship between the nature of the learning activity and the learning outcome the activity is designed to produce, regardless of how much time it takes a student to complete the activity. The instructor must document how each activity aligns with the course learning objectives for the purpose of assessing student achievement. Hybrid courses that blend in-class instructional hours with out-of-class learning activities must indicate what percentage of each type of instruction the course uses. Such documentation must be clearly provided in course syllabi, subject to review by a Department Chair/Graduate Program Director, appropriate faculty committees and the Provost's Office. This policy applies to new courses as well as existing courses which are to be offered in an asynchronous format. Please refer to the "Online and Hybrid Course Guidelines" under the Information for Faculty page of the College's general website. (Amended 10/29/2013)

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

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

Cedar Crest College is committed to ensuring equal opportunity for qualified individuals with disabilities. In addition, the Americans with Disabilities Act ("ADA") and Section 504 of the Rehabilitation Act ("Section 504") ensure that no otherwise qualified individual shall solely by reason of such disability be denied access to or participation in services, programs, and activities here on campus. A disability is a physical or mental impairment that substantially limits a major life activity of an individual. In accordance with our commitment to equal opportunity and with these statutes, Cedar Crest College provides reasonable accommodations and confidentiality for students with disabilities. Reasonable accommodation does not include academic adjustments that would fundamentally alter the nature, essential requirements, or academic standards of the program.

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

Article B. Academic Philosophies

1. Honor Code

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

2. Academic 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. The process of responding to instances of behavior that violate the Cedar Crest Academic Standards of Integrity is managed by the Associate Provost on behalf of the Provost's Office, in conjunction with instructors and Department Chairs.

a. Academic misconduct

Cedar Crest College considers the following acts, but not only the following acts, to be breaches of its Academic Standard of Integrity. Cedar Crest College reserves the right, in its sole discretion, to define what constitutes academic misconduct. Examples of academic misconduct include, but are not limited to, the following:

- 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. Impersonation. Impersonation is the act of a person pretending to be a student during the

completion of an academic assignment; impersonation also includes the act of a student soliciting another person to assume that student's identity for the completion of an academic assignment.

- vii. Other Forms of Academic Misconduct. The forms of academic misconduct defined above are not exhaustive, and other acts in violation of the Cedar Crest Honor Code or Academic Standard of Integrity may be deemed academic misconduct by an instructor or by the college.

b. Violations of Academic Integrity

All instructors are required to include the College's Academic Standard of Integrity on their course syllabi and in the Canvas academic policy module, as well as information about the response to evidence of academic misconduct and potential sanctions incurred. The initial response to academic misconduct rests with the individual instructor, who is entitled to consider the student's degree of academic experience and any prior instances of academic misconduct in the student's time at the College, when determining the penalty for the offense. Instructors encountering a case of academic misconduct may consult with the Provost's Office to determine if the student has committed acts of academic misconduct on other occasions prior to recommending a sanction.

All instructors who determine that a student has breached the Academic Standard of Integrity 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 using the Academic Misconduct Report and attach relevant evidentiary documentation as appropriate. All reported incidents of academic misconduct will be held on record by the Provost's Office. The Provost's Office is to make an annual report to the faculty on the number and nature of academic misconduct cases that occurred during the year. Program Directors and Department Chairs will be provided with this report each semester.

Upon receiving an Academic Misconduct Report, the Provost's Office will share the report with the appropriate Department Chair. The Department Chair has 10 days after the receipt of the report to consult with the submitter and inform the Provost's Office if there are to be any changes to the charges or sanctions for the case. Simultaneously, the Provost's Office will review the report and student's history to determine appropriate action according to the following:

- i. For offenses which are deemed to be minor violations, in consultation with the submitter and the Department Chair, the Provost's Office will notify the student of the misconduct charge, the sanction, and the procedure to appeal the charge(s) and associated sanction(s). Students who wish to appeal the charges or associated sanctions for what is determined to be a minor offense, must submit their appeal in writing to the Provost's Office, which will convene an Academic Integrity Review Board to hear the appeal.

- ii. For offenses which are deemed to be significant violations, in consultation with the submitter and the Department Chair, the Provost's Office will notify the student of the misconduct charge and convene an Academic Integrity Review Board to hear the case.
- iii. If the submitter is the affected Department Chair and consensus is not reached about whether an offense is significant, the tie will be broken by an additional senior faculty member, either the Faculty Council Past President or the FAC representative for the affected academic division.

c. Academic Integrity Review Board

An Academic Integrity Review Board will be convened to review student appeals of minor offenses, and to review all significant violations. Each Review Board will be comprised of two faculty members and one undergraduate student, chosen in rotation from a pool of trained representatives, to allow those with direct knowledge of the case or individuals involved to recuse themselves. Four full-time faculty members will be nominated by the Faculty Personnel Committee using the procedure in Book 2, Article G.1.c, and elected to a three-year term. Four undergraduate students will be selected by the Provost's Office. The Associate Provost will serve ex-officio to provide continuity across hearings. All Board members will receive ongoing training pertaining to academic integrity policies and procedures, innovations, and trends, and will meet regularly to promote consistency in approaches to reviewing cases, determining responsibility, and assigning sanctions.

Board hearings will be scheduled no more than 45 days after the report is submitted. When convened, the Board will offer the accused student the opportunity to address the Board as well as offer evidence or other information pertinent to the alleged violation and/or the associated sanction. The Board may also choose to invite other related parties, including the original submitter and/or the Department Chair, to address the Board. After the review of these testimonies in addition to all materials submitted related to the case, the Board will determine the student's responsibility for the violation (or the associated sanction if that is the sole subject of the student's appeal). If the student is found responsible, the Board will determine the appropriate charge(s) and sanction(s).

Students will be notified of the Board's decision by the Provost's Office within 7 days of the hearing. Students who wish to appeal against the Board's decision may do so in writing to the Associate Provost, who will adjudicate the appeal on behalf of the Provost's Office. If the student is not satisfied with the decision of the Associate Provost, the student may submit a Student Complaint.

d. Sanctions

Students who breach the Academic Standard of Integrity – as set forth in the types of academic misconduct specified under the Faculty Handbook, Book IV Article.B.2.a – are subject to sanctions imposed by an instructor, an Academic Integrity Review Board, the Provost's Office,

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; suspension or expulsion from the college; or the withholding, denial, or rescinding of academic degrees. Sanctions imposed by the Academic Integrity Review Board will be made in consultation with the chair of the department affected.

e. Course Failures

In cases in which the sanction for a violation of the Academic Standard of Integrity is a final course grade of “F”, the student may be removed from the course upon entry of a final grade of “F” by decision of the Academic Integrity Review Board, in consultation with the course instructor. If a student withdraws from a course, before or after being found responsible for academic misconduct in that course, a sanction of grade of “F” for the course will supersede the “W.”

3. Classroom Protocol

a. Learning environment and appropriate classroom behavior

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

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

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

b. Response to disruptive classroom behavior

Faculty members are entitled to respond to disruptive student behavior. Responses can range from a verbal warning to requiring the student to leave class. Faculty may further choose to treat dismissal from class as an absence, for the purposes of attendance policies. If a student refuses to leave when requested, the faculty member is to call Campus Security and have the student

removed. Unless it should be necessary to protect oneself, the faculty member should not make any effort or threat to remove the student physically.

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

c. Notification of classroom protocol

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

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

4. Class Attendance

College policy states that regular attendance at classes is expected of all students, regardless of whether attendance is a factor in a student's grade for a particular course. If attendance is used to compute the final grades for the course, that fact must be reflected in the course syllabus. For courses requiring a final exam, students are required to attend the exam on the day and time scheduled by the Registrar's Office.

Faculty are required to report attendance for each student in each class meeting during the first two weeks of the semester or term. Attendance for weekend classes should be submitted for the first two days of the course. Attendance reporting is required for all undergraduate and graduate courses or experiences for which students earn academic credit.

Perfect attendance is reported by email to the designated office.

Absences should be reported using the College's early alert platform. Absences for face-to-face classes should be reported on the day of each class meeting. Attendance for students accessing instruction remotely, as through online courses, HyFlex, or Dual Delivery, is defined as completing an instructional activity that requires active participation, such as submitting an

assignment, posting to a threaded discussion, or participating in a synchronous livestream of a class lecture or discussion. Students who do not engage in these activities as required for the course should be reported as absent.

5. Absence Verification Policy

- a. A student who is absent from classes for illness, a family emergency, a death in the family, military service, jury duty, or other legitimate reasons must notify their instructors. A calendar of annual religious holidays maintained by the Center for Diversity and Inclusion will serve as notice to all faculty for students absent due to religious observance. It is the responsibility of the student to maintain communication with the instructor concerning class absences. If the number of absences affects the student's grade or the instructor has a specific concern, they should complete a Finish Line Report on the student outlining in detail their concerns and actions taken. In cases where a student has been absent for a high-stakes event such as a midterm exam, for 2 or more consecutive class meetings, or 1 class meeting for accelerated weekend classes or classes that meet once-per-week, faculty may require students to obtain absence notification through the Dean of Students prior to determining the impact of absences on the student's progression in the course. Faculty members should develop policies in consultation with their respective departments for excusing students who miss classes or coursework for reasons beyond their control and should inform students about these policies, including options, if any, for submitting missed assignments. The department attendance policies should be consistent with relevant accreditation, program or college requirements. Such specific attendance policies supersede the College's general attendance policy and must be published and accessible to the student.
- b. Student absences due to participation in institutionally approved events such as intercollegiate athletics, theatrical or musical performances, academic conference, or field trips must be verified by the event's sponsor (e.g., coach or faculty member). Participation in such events does not constitute an automatic excused absence from classes. The instructor may require student attendance if, in the context of the course, this appears to be in the student's best interest, based on the student's academic standing and current performance in the course. In any case, the student is responsible to inform the instructor in writing of an anticipated absence at the start of the semester or the official start of each athletic/performance season. Students are responsible for making up any classwork missed for a verified absence.

It is noted that departments and faculty are responsible for establishing a specific attendance policy that is consistent with relevant accreditation, program or college requirements. When this occurs, such specific attendance policies supersede the College's general attendance policy.

Article C. College Academic Policies

1. Procedure for Application and Matriculation

a. Definition of matriculation

Matriculation is a student's formal acceptance as a degree candidate at Cedar Crest. The date of matriculation is the first day of classes in the term in which the student is enrolled after having satisfied all matriculation requirements. Matriculation is required for any student who plans to receive financial aid and/or declare an academic major.

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

b. Procedure for application for matriculation

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

After submitting a complete application, students receive a letter from the College informing them of the decision concerning their acceptance as a degree candidate.

2. Leave of Absence

Degree-seeking (matriculated) students who find it necessary to interrupt their college studies for a term or more must apply for an official leave of absence if they wish to return under the same liberal-arts education requirements. Within three years of her official date of separation, the student must accomplish one of the following steps: attend a class for which she is enrolled, submit a letter of intent to register for an upcoming term, register for an upcoming term, or request an extension of the leave of absence. Leave of Absence Requests are processed on MyCedarCrest via the Withdrawal Application; the Registrar approves requests for leaves of absence. Withdrawals from individual courses are not considered official leaves of absence.

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

enacted by the faculty and found in the most current catalog.

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

3. Degree Requirements

Bachelor's Degree Requirements

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

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

4. Credit for Prior Learning

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

5. Academic Majors, Minors, Concentrations and Certificates

a. Declaration of major

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

SAGE students may declare their major upon matriculation. (06.2011)

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

An early childhood education major may only be declared after the successful completion of 48 credits. Students must have passing scores on the Basic Skills tests in Reading, Writing, and

Math. A secondary education major may only be declared after successful completion of 48 credits and successful completion of the Basic Skills Assessments PAPA-or PRAXIS Core tests in Reading, Writing and Math.

The official declaration of a major is initiated with the Declaration form available from the Registrar's Office. A student declaring a major that may lead to either the B.S. or B.A. degree shall specify at the time of declaration which program the student is entering and which degree is being sought. A student must satisfy a minimum of 18 credits of major requirements through Cedar Crest College coursework. Individual departments may specify higher residency requirements for major coursework or establish further restrictions on the types of transfer credits accepted toward major requirements (as detailed in [Article C.9.d.](#)).

A student will graduate according to the major requirements listed in the College Catalog and in effect at the time of matriculation at the College, provided the student has declared a major within four years of matriculation. Departments reserve the right to add or delete courses from their major requirements. The department will work with the affected students to make appropriate substitutions for courses no longer available. A student will not be expected to complete a major requiring more credits if major requirements change after the student's declaration of a major. Changes in the major dictated by an outside accrediting agency will override this policy. If the requirements for the major change, a student may choose to graduate according to curricular changes enacted by the faculty and stipulated in subsequent catalogs.

Once the student has declared a primary major, only that primary major will be included in the diploma. Students pursuing a dual degree will have departmental majors included in each appropriate degree.

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

b. Petition for a self-designed major

A matriculated student may design her own major and seek approval from the Committee on Undergraduate Education. She must do so before completing 90 credits. Her program of study for the self-designed major must be developed in consultation with at least two Cedar Crest faculty advisors, who will sign the petition before its submission. The petition will be considered only if the courses required are available at Cedar Crest or within the Lehigh Valley Association of Independent Colleges and meet the standards for an academic major at Cedar Crest.

The student should explain why a conventional major does not meet her needs and her rationale

for designing a major. She should research the major at other colleges and universities offering the program, specify the goals and objectives of the major, and investigate career and/or graduate school opportunities in the field. The student should consult the Registrar for further information before preparing the petition.

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

c. Declaration of more than one major

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

d. Declaration of minor

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

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

e. Declaration of concentration/certification

A student declares a concentration/certification by completing the appropriate form available from the Registrar's Office.

Concentrations are focused areas of study within an academic major and are contingent upon completion of bachelor's degree requirements. Academic departments establish the curriculum for a concentration within a major's requirements.

Certificates are focused areas of study that provide postsecondary non-degree credentials. A certificate program must include a minimum of 12 credits. At least 12 credits of a higher

certificate must be completed at Cedar Crest College, although departments may require a high number of residency credits. No course with a grade of less than C- may be counted to satisfy a certificate requirement, and some departments require that a grade higher than C- be achieved per course for the certificate. A course taken Pass/Fail will not satisfy a certificate requirement unless it is a course offered on a Pass/Fail basis only. The minimum cumulative grade-point average for a certificate is 2.000. (Amended 9/20/2011)

f. Academic major course requirements

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

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

6. Declaration of Dual Degrees

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

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

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

7. Registration

a. Course load

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

Class standing

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

Freshman:	0-23.9 earned credits	Junior:	55-85.9 earned credits
Sophomore:	24-54.9 earned credits	Senior:	86 or more earned credits

b. Drop/add period

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

c. Course withdrawal

The deadline for course withdrawal occurs at 11:59 p.m. of the established date for a course as indicated below. In courses with significant group participation and when success is dependent on the participation of each student, instructors may set withdrawal deadlines earlier than the twelfth week of the semester. Any exceptions to established course withdrawal deadlines will be explicitly indicated in a course's syllabus. When a student withdraws from a course after the drop/add period, but before the official withdrawal deadline, a grade of "W" will be recorded on the student's permanent record and a processing fee will be assessed for each course. The grade will not be computed into the cumulative average. Withdrawing from one or more classes may affect a student's satisfactory academic progress requirement for receipt of financial aid; the student should visit the Financial Aid Office for information. Dates for the withdrawal deadlines will be posted in the college calendar. If a student withdraws from a course and the instructor discovers academic misconduct either before or after the withdrawal, an instructor's grade of "F" for the course supersedes the "W". Course withdrawal Deadlines by course schedule format*:

- 14 Week Friday of twelfth week
- 10 Week Friday of eighth week
- 7 Week Friday of sixth week
- 6 Week Friday of fifth week
- 5 Week Friday of fourth week
- 4 Week Friday of third week

- Two Weekend Saturday of second weekend

*In the case of exceptions to the established withdrawal deadlines, and for course schedule formats not listed above, the dates will be established by the Department Chair, in consultation with the course instructor and Registrar. (Amended 3/13/2012)

d. Administrative Withdrawal

Administrative withdrawals occur when the College initiates the process of withdrawing a student from course(s). Administrative withdrawals may occur as a result of disciplinary findings (including, but not limited to, significant violations of the Standards of Academic Conduct or the Standards of Social Conduct) or other situations in which the College has initiated the process of withdrawing the student from course(s). A decision must be rendered by the date grades are due for the problematic term. Administrative withdrawal from one or more classes may affect a student's satisfactory academic progress requirement for receipt of financial aid; the student should visit Student Financial Services for information. See also Article C. 14 for information on Official Withdrawal from Cedar Crest. (Amended 11.2023)

e. Cross-registration with consortiums

1. Cross-registration within LVAIC

Students who are in good academic standing may register for courses at other institutions of the Lehigh Valley Association of Independent Colleges (LVAIC), provided those courses are not available to them at Cedar Crest. (Other LVAIC participating institutions are DeSales University, Lafayette College, Lehigh University, Moravian College and Muhlenberg College.)

Full-time traditional students will pay comprehensive tuition to their home institution but may be required to pay applicable fees to the host institution. Part-time traditional students will be billed by the host institution at their per credit rate, plus applicable fees. Transportation is the student's responsibility. Details and forms for cross-registration are available in the Registrar's Office.

Matriculated students enrolled in the School of Adult and Graduate Education also are eligible for LVAIC cross-registration privileges. SAGE students will be billed by the host institution at their per credit rate, plus applicable fees.

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

All credits and grades earned at an LVAIC institution will be computed into the student's cumulative average. Credits earned via LVAIC courses will not be treated as transfer credits.

If students want to use an LVAIC course to satisfy a degree, certificate, or general education requirement, they must receive approval in advance from their academic advisor and the appropriate Department Chair at Cedar Crest.

Student teaching and field experiences may not be satisfied through the LVAIC cross-registration policy.

Individual departments reserve the right to determine how and whether students may use LVAIC courses to satisfy academic requirements for majors, minors, and certificate programs.

For more information regarding the LVAIC policy, contact the Registrar.

2. Cross-registration within online consortiums

Traditional students may register for online courses offered through Acadeum. These courses must be fully vetted by department chairs.

SAGE students, who are in good academic standing may register for online courses offered through Acadeum provided that a suitable course that meets the academic needs of a student is not available at Cedar Crest.

Students will pay the applicable Cedar Crest College tuition rate but may be required to pay additional fees to the host institution. Details and registration information for cross-registration process are available on My Cedar Crest on the Registrar's Office tab.

All credits and grades earned via consortium courses will be computed into the student's cumulative average. Credits earned via consortium courses will not be treated as transfer credits.

If students want to use a consortium course to satisfy a degree, certificate, or general education requirement, they must receive approval in advance from their academic advisor and the appropriate Department Chair at Cedar Crest. Student teaching and field experiences may not be satisfied through the consortium cross-registration policy.

Individual departments reserve the right to determine how and whether students may use consortium courses to satisfy academic requirements for majors, minors, masters and certificate programs.

For more information regarding the consortium policy, please contact the Registrar.

8. Grading Policies

a. Midsemester grades

Midsemester grades are to be issued in the fall and spring semesters for all students. (Amended 1/20/2011)

b. Final examinations

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

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

Take-home final exams may be assigned by instructors in lieu of a scheduled final exam; such final exams must, however, be collected during the final exam period, not during the last week of classes. If a test other than a final exam is given during the last week of classes, it must not overrun the time scheduled for the class. (June 2010)

c. Submission of grades

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

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

d. Cedar Crest College Definition of Grades

The criteria below explain standards common for college academic work, focusing on content knowledge and both critical and creative thinking. Departments set the grading policy for their courses and program requirements.

- A range (A, A-): Indicates excellence in comprehension of the course content accompanied by evidence of exceptional achievement in critical, independent, and creative thought competently expressed.
- B range (B+, B, B-): Indicates a good comprehension of course content accompanied by evidence of a marked achievement in critical, independent, and creative thought competently expressed.
- C range (C+, C, C-): Indicates an adequate comprehension of course content accompanied by evidence of an average achievement in critical, independent, and creative thought and the capacity to express it.
- D range (D+, D,): Indicates a limited comprehension of course content, knowledge, skills, values, and evidence of minimal achievement in critical, independent, and creative thought. While sufficient to be awarded college credit, performance is generally not adequate to take any subsequent course which has this course as a prerequisite.
- F: Indicates an insufficient comprehension of course content with evidence of an unacceptably low achievement in critical, independent, and creative thought. Does not earn college credit.

e. Grades and quality points

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

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

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

P = Pass, a course taken Pass/Fail

S = Satisfactory (Audit)

U = Unsatisfactory (Audit)

PN = Pass, no grade

W = Withdrew before official deadline

CR/NC = Credit/No Credit

The GPA is computed at the completion of each academic semester and summer session for those courses taken at Cedar Crest College. Total quality points for each course are calculated by multiplying the number of course credits by the quality points for the grade earned. The average is calculated by dividing the total credits attempted into the total quality points earned. Credits earned by examination or by transfer from another institution are not computed into the Cedar Crest GPA (except for courses taken by cross-registration through LVAIC, Acadeum or Cedar Crest dual degree programs). (Amended 6/2011)

f. Repeating a course

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

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

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

g. Grade of Incomplete

A temporary grade of Incomplete (I) may be requested by a student who, for reasons beyond the student's control, is not able to complete the course requirements by the deadline for submitting

grades. The faculty member will determine if the student is eligible to be granted an incomplete based on attendance, performance, and progress in the course. At any point prior to the date grades are due, the student and instructor should work out the terms of the incomplete and then the instructor may assign a grade of “I” via the grade entry portlet on MyCedarCrest. The student must complete the work within six weeks from the date grades were due or a grade of F will automatically be recorded. In extraordinary circumstances, the Provost has the authority to extend the incomplete period.

In cases involving unusual circumstances, such as sickness or injury, a member of Academic Services may request an Incomplete on the student’s behalf. Once the work is complete, the instructor will submit the final grade to the Registrar’s Office via the online procedure no later than six weeks after the date grades were due. This grade will be based on the work the student completed during the regular semester and any work submitted between the end of the semester and the six-week deadline. Book IV, Section C.8.g details the change of grade procedure.

If the faculty member does not approve the request for an incomplete, the student may follow the grade appeal process given in Book IV, Section C.16.

h. Change of grade

If a faculty member finds it necessary to change a student’s grade, the faculty member must submit a change of grade form to the Department chair, who will give final approval for the change of grade.

i. Withdrawal after the deadline

Students who experience extenuating non-academic circumstances beyond their control may petition the Provost’s Office for a withdrawal after the withdrawal deadline. If a student’s petition is approved, a grade of “W” will appear on the student’s transcript for the affected course(s) and will not affect the student’s grade point average. Appeals for late withdrawal must be submitted within three months of the date that term grades are issued by the Registrar. In cases where a petition for late withdrawal is approved after a final grade has already been recorded, and the faculty member is in support, a student’s grade may be changed to “W.”

Late withdrawal from one or more classes may affect a student’s satisfactory academic progress requirement for receipt of financial aid; the student should contact Student Financial Services for information.

See also Article C.14 for information on Official Withdrawal from Cedar Crest.

j. Pass/fail option

Students may enroll for courses on a Pass/Fail basis up to 25% of the total of their Cedar Crest work applicable for graduation, in addition to courses offered only as Pass/Fail. A student may not use a course taken on a Pass/Fail basis to satisfy major, minor, or liberal education

requirements unless the course is offered only on a Pass/Fail basis. A first-year student may enroll in no more than two Pass/Fail courses per term.

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

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

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

k. Audit option

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

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

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

l. Independent study

An independent study experience offers a student a unique opportunity to pursue academic interests that go beyond the Cedar Crest College curricular offerings. The purpose of an independent study is to enable a student to investigate a topic not covered in depth in regularly

scheduled classes. It is generally assumed that the student has the necessary academic background and skills to pursue intensive scholarly work on the topic independently. Such work requires initiative, commitment to scholarship, excellent academic and study skills, and familiarity with the subject under study. The role of the instructor in such a course is primarily for consultation, advisement, and possible collaboration. Students proposing an independent study must have achieved junior standing and have declared a major. Before proposing an independent study, the student should have explored other avenues for receiving instruction or course credit, including course offerings at other LVAIC institutions, a course substitution chosen in consultation with the student's advisor and/or the involved Department Chair.

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

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

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

Independent studies are charged at the current day per-credit rate. No more than 9 credits taken through independent study may be counted towards a student's total graduation credits. A student may petition the Committee on Undergraduate Education for exceptions to this policy.

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

m. Internships

Internships are a practical supplement to classroom education and are under the supervision of a faculty member and on-site supervisor. Students may receive 1-6 credits for each internship and can accumulate up to 12 internship credits while at Cedar Crest. Information on opportunities and how to apply for internships can be found in the Internship Guidelines document which is maintained by the Career Development Office. Many departments take an active role in creating internship opportunities for students. A letter grade or a grade of pass/fail will be given by the faculty supervisor based on the criteria specified on the Internship

Contract, site supervisor evaluations, and collaboration between the faculty supervisor and site supervisor. (Amended 10/2024)

9. Transferring Credits to CCC

a. Transfer credit procedure for new students

New students are required to submit official transcripts to the Admissions Office or the School of Adult and Graduate Education Admissions Office as appropriate. Transcripts are to be uploaded to applicant's electronic application file and the Registrar's Office notified. The Registrar's Office, in consultation with appropriate Departmental Chairs, will evaluate transcripts and make a final determination on transfer credits to be awarded and complete Statement of Advanced Standing (SAS). See below for specific details on this process. Courses completed at LVAIC institutions (DeSales University, Lafayette College, Lehigh University, Moravian College, or Muhlenberg College) or through other approved consortiums do not count as transfer credits. CLEP and AP scores accepted are considered transfer credits. Once credit has been awarded, it may not be removed from the transcript. (Amended 2024)

b. Transfer Credits & General Education Requirements

The Registrar is responsible for reviewing transfer courses to satisfy Liberal Arts Curriculum requirements. If the Registrar has a question about whether a course should be transferred for purposes of the general education curriculum, the appropriate Department Chair will determine whether there is an equivalent Cedar Crest course. Accepted courses will be entered into the Registrar's Office database with a "PN" (Pass/No grade) notation. The student and the advisor will receive a copy of the transfer credits and a checklist indicating which areas of the Liberal Arts Curriculum have been satisfied.

Students holding a degree from a regionally accredited two-year or four-year institution will be credited with having satisfied the equivalent of the College's general education requirements; this policy applies to students holding associate of arts, associate of science, bachelor's, master's, and doctoral degrees. Students who hold the U.S. equivalent of a degree from a four-year non-domestic institution evaluated by a transfer evaluation service recognized by the College (such as World Education Services, Education Credentials Evaluators, or Academic Credentials Evaluation Institute) will be credited with having satisfied the equivalent of the College's general education requirements; these policies apply to students holding bachelor's, master's, or doctoral degrees. The Registrar is responsible for verifying student fulfillment of this requirement through a review of each applicant's official transcript. (Amended 12/11/2012)

Students having earned at least 90 **transferable** credits from a regionally accredited four-year institution will be credited with having satisfied the equivalent of the College's general education requirements. This policy applies to students with a cumulative grade point average (GPA) of at

least 2.0. The Registrar is responsible for verifying student fulfillment of this requirement through a review of each applicant's official transcript.

Students who do not hold a degree from a regionally accredited institution or who have not earned 90 **transferable** credits from an accredited four-year institution are subject to a full transcript analysis to be performed by the Registrar's Office per the procedures outlined in [Article C.9](#).

c. Transfer credits & departmentally based academic programs

Individual departments determine how to acknowledge past academic work as contributing to a student's satisfaction of individual program requirements. Individual departments set the maximum number of transfer credits that will be accepted towards the satisfaction of program requirements. Please refer to the current catalog for specific program limits. (Amended 11/15/2011) Courses completed at LVAIC institutions (DeSales University, Lafayette College, Lehigh University, Moravian College, or Muhlenberg College) or through other approved consortiums do not count as transfer credits. CLEP and AP scores accepted are considered transfer credits. Once credit has been awarded, it may not be removed from the transcript. (Amended 2024)

d. 30-credit requirement

A minimum of 30 credits must be earned at Cedar Crest. Some departments may have program specific additional requirements that supersede require additional credits in residency. (Amended 2024)

e. Application for transfer of academic credit after matriculation

i) Study at non-LVAIC institutions

Matriculated students interested in studying at another institution shall consult first with their faculty advisor and/or major Department Chair. In order to verify transfer course equivalency, the student should complete the Permission for Transfer of Credit form that is available both in the Registrar's Office and online. The Permission for Transfer of Credit form will require signatures of a faculty advisor, Department Chair, and the Registrar. The form should be completed prior to taking the course. If the student does not complete the Permission for Transfer of Credit form prior to taking the course, then the student assumes the risk that the credits may not transfer.

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

ii) Study abroad at approved institutions

Matriculated students interested in studying abroad at approved institutions shall consult first with their faculty advisor and/or major Department Chair. The student shall complete the

International Programs Approval form with all appropriate signatures prior to attending the semester abroad. Forms are available in the Office of International Programs, located in Allen House, or the Registrar's Office.

Credit is transferable if the grade is "C-" or better. Quality points are not transferred, and the grade is not computed into the cumulative average. The student is responsible for requesting an official transcript be sent to Cedar Crest Registrar's Office upon completion of the program.
(Amended 12/12/2010)

f. Course transfer guides

The Registrar's Office, in cooperation with academic departments, is responsible for maintaining transfer guides for individual courses offered by the following community colleges:

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

Each year, upon receipt of catalogs from the institutions listed above, the Registrar's Office will forward this information to Department Chairs for review. Chairs will evaluate course catalog descriptions in their respective areas to determine whether individual community college offerings are transferable as general education or elective credit. Chairs will forward their recommendations to the Registrar's Office who is then responsible for updating each community college transfer guide. (Amended 4.2024)

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

i) Definition

A program-to-program (2+2) articulation agreement is a partnership between Cedar Crest College and a two-year institution that formalizes the transfer of credits for a specific academic program.

ii) Procedure for establishing 2+2 programs

The Provost's Office may approach the Department Chair about formulating a program-to-program agreement or a Department Chair may notify the Provost's Office that there is interest in forming a 2+2 agreement.

Once interest in a 2+2 agreement has been established, the SAO Director will contact administrators at the intended two year "partner" to begin the process of drafting the program agreement. A copy of the draft agreement will be sent to the Department Chair for review. If the agreement is acceptable, the Chair will sign the agreement and return it to the SAO Director who then forwards the document to the Dean of Adult and Graduate Education and the Provost for review.

After receiving the approval and signatures of the Dean and the Provost, the SAO Director will send the agreement to the contact person at the two-year institution for final approval. If the two-year institution amends the document, the amended document must be re-submitted to the Department Chair, the Dean and Provost for review and signatures. If the two-year institution accepts the agreement, appropriate signatures are obtained at the two-year institution and a copy of the agreement is returned to the SAO Director who then forwards copies of the approved document to the Dean, Provost, Department Chair, and Registrar. Faculty and staff are to be notified once a 2+2 agreement has been established.

Agreements are updated as needed. Each year, the SAO Director will forward copies of current agreement(s) to the appropriate Department Chairs for their review. If changes are warranted, a revised draft is prepared by the Department Chair and forwarded to the SAO Director, the Dean and the Provost for review. Once approved, a revised copy is sent to the two-year institution for review. If the institution agrees to the changes, a copy of the revised agreement is sent to the SAO Director who then forwards copies to the Dean, Provost, Department Chair and Registrar. (Amended 12/12/2010)

10. Standards of Satisfactory Academic Progress

STATEMENT OF POLICY

Federal and state regulations, as well as institutional policy, require that a student maintain satisfactory academic progress (SAP) towards their degree to receive financial aid.

To measure progress, Student Financial Services evaluates a student's academic record at the completion of each academic year, reviewing both the quantitative (the maximum time frame and completion rate) and the qualitative (cumulative grade point average) as a student pursues her/his degree. Failure to meet these standards will result in the suspension of financial aid eligibility, which may include federal, state and institutional aid.

*Summer Semester: Credit hours attempted during the summer semester will be included in the calculation of SAP standards just as any other period of enrollment.

QUANTITATIVE STANDARDS

Completion Rate: Students must maintain a minimum course completion percentage for progress each academic year of at least 67%. This is calculated by dividing the number of credits earned by the credits attempted. Credits transferred from another institution count towards attempted and earned credits.

Maximum Time Frame: Per federal guidelines, the maximum time frame for program completion for federal Title IV funds is defined as 150% of the credits required to complete the degree or certificate program as defined by Cedar Crest. (For example: Bachelor of Science in Criminal Justice= 120 credits x 150%= 180 credits. 180 credits is the maximum that can be attempted with federal Title IV funds.) The maximum credit standard for graduate degree programs is based upon the minimum program credit requirements published in the Cedar Crest College Graduate Catalog. Cedar Crest College funded aid is limited to a maximum of 10 full-time semesters. The maximum number of credits allowed will be based upon the credit maximums for a single degree, even when a student is pursuing more than one major at a time or there is a change of academic major.

Repeated Coursework: Students may repeat a previously passed course one time if a better grade is required for the major/minor and maintain financial eligibility, assuming all other academic progress requirements have been met. Repeated course work counts toward the 150% completion time frame.

- **Transfer Credits:** Credits transferred from another institution count towards attempted and earned credits.
- **Audited Courses:** Students do not earn any academic credit for audited courses. They do not count in the calculation of attempted credits.
- **Pass/Fail Courses:** These courses count in attempted and earned credits.
- **Withdrawals:** These are counted as courses attempted and count toward the maximum time frame.

QUALITATIVE STANDARDS

The qualitative requirement establishes a minimum cumulative grade point average for all students to reasonably progress through their program of study. The following chart identifies the minimum standards required for students to achieve and maintain satisfactory academic progress for undergraduate and certificate programs. Graduate programs require a minimum 3.0 GPA.

Undergraduate and Certificate Programs	
Credits Attempted (Including Transfer Credits)	Minimum Cumulative Grade Point Average (GPA)
1-23	1.9
24 +	2.0

Cedar Crest Academic Scholarship Recipients: Students who are recipients of Cedar Crest College merit scholarships and awards must maintain full-time enrollment and GPA standards of the specific scholarship to maintain award eligibility. Students should refer to the merit scholarship and awards section of the specific Cedar Crest Course Catalog they enrolled under (year admitted to the College) for more details.

FAILING TO MEET THE SATISFACTORY ACADEMIC PROGRESS STANDARDS

Students who fail to meet the Satisfactory Academic Progress Standards will lose their financial aid eligibility immediately. They will be notified in writing by Student Financial Services. Students may reestablish eligibility by successfully completing the required number of credits and/or by attaining the overall required grade point average by the end of the next semester without receiving financial aid. If the student fails to meet the maximum time frame standards, the student will not receive any additional financial aid for the remainder of their degree.

Appeal Process

A student may appeal her/his failure to maintain SAP standards for financial aid if extenuating or mitigating circumstances exist. Appeals will be considered for circumstances that include but are not limited to, death or illness of an immediate family member, medical condition, hospitalization, documented emotional distress, or any other situation beyond the student's control. All appeals must be in written format and include the following information:

- Name, student ID and program of study
- Details of the situation resulting in the financial aid suspension
- Documentation supporting the details of the letter (e.g., death certificate, doctor's note, hospital bill, police report, letter from academic advisor or 3rd party)
- Plans for next term of enrollment (e.g., number of credits, change of major, academic improvement plan details, etc.)

As a part of the appeals process, the student must provide information about why she/he failed to maintain SAP standards, and what has changed in the student's situation that will allow her/him to demonstrate satisfactory academic progress at the next evaluation. Meeting with an academic advisor (Academic Services) to create an academic plan may be required.

Appeals are evaluated by the Financial Aid Appeal Committee. Students should make payment arrangements if necessary while waiting for the Committee's decision if necessary. The student

will be notified of the Committee's decision in writing. The decision of the Committee is final. There is no secondary or director appeal process. If an appeal is denied, students can only be reinstated for aid eligibility if they satisfy all deficiencies. If an appeal is approved and the student does not fulfill the conditions of his or her probation or academic plan, the student will not be eligible for aid for any future semesters during their academic career unless the student satisfies all academic deficiencies.

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

Financial Aid Probation

Students who have had an appeal approved will be placed on probation for one semester and will have their financial aid reinstated for the probation semester. If the student fails to maintain the SAP standards at the end of the semester, she/he will lose financial aid eligibility until SAP standards are met.

If a student on financial aid probation meets the terms of the probation, the student will be permitted to continue to receive financial aid for a subsequent semester. If a student does not meet the terms of the probation, the student will lose eligibility for financial aid at that time.

Reinstatement of Eligibility

Financial aid eligibility may be reinstated after a student meets the SAP standards, quantitative and qualitative, as defined above. Students who retain eligibility by completing required coursework must notify the Student Financial Services in order to have their progress reevaluated, and financial aid reinstated.

Description of Grades and their effect on SAP Standards:

Letter Grade	Attempted Credits	Earned Credits	Grade Point Average	Maximum Time Frame
A	Y	Y	Y	Y
A-	Y	Y	Y	Y
B+	Y	Y	Y	Y
B	Y	Y	Y	Y
B-	Y	Y	Y	Y
C+	Y	Y	Y	Y
C	Y	Y	Y	Y
C-	Y	Y	Y	Y
D+	Y	Y	Y	Y
D	Y	Y	Y	Y

D-	Y	Y	Y	Y
F	Y	N	Y	Y
PN	Y	Y	N	Y

P	Y	Y	N	Y
I*	Y	N	N	Y
W	Y	N	N	Y
NG	Y	N	N	Y
AU	N	N	N	N

b

*It is the student's responsibility to inform Student Financial Services of all grade changes (ex. From "I" to "B") to ensure that the SAP status is reviewed.

11. Academic Standing

The faculty at Cedar Crest College have adopted the following policy concerning academic standing at the College:

Academic standing reviews are conducted for all matriculated undergraduate students at the end of each Fall and Spring semester. Academic standing is calculated on the basis of courses with letter grades and quality points. Summer courses with letter grades and quality points are included in the reviews conducted at the end of the Fall semester; Winter courses with letter grades and quality points are included in the reviews conducted at the end of the Spring semester. Academic standing is calculated using the final grades on record when the Registrar's Office initiates the review process. Grade changes submitted after that point are not considered until the next review.

Good Standing

- Matriculated students who achieve a cumulative grade-point average of 2.000 or higher will be considered in Good Standing.

Academic Review

- Matriculated students who fail to achieve a cumulative grade-point (GPA) average of 2.000 will be placed on Academic Review
- Students on Academic Review are encouraged to work with Student Success & Engagement to develop an Academic Recovery Plan. The Academic Recovery Plan will specify the steps the student needs to take to return to good standing at the college: including but not limited to a required grade point average for the following semester, attendance requirements, and requirements to seek tutoring or other academic assistance. In the case of a suspension and subsequent request to re-enroll (see the Academic Suspension section of this policy), a student's participation in the Academic Recovery Plan process may be taken into consideration.
- Students on Academic Review are required to achieve a cumulative GPA that is at least

- 0.2500 higher than their previous cumulative GPA (excluding Winter and Summer terms).
 - o Students on Academic Review who achieve a cumulative GPA that is at least 0.2500 higher than their previous cumulative GPA (excluding Winter and Summer terms) will remain on Academic Review until their cumulative GPA qualifies them for Good Standing (see the Good Standing section in this policy).
 - o Students on Academic Review who do not achieve a cumulative GPA that is at least 0.2500 higher than their previous cumulative GPA (excluding Winter and Summer terms) will be placed on Academic Probation.
 - o Students on Academic Review who do not achieve Good Standing after two consecutive semesters will be placed on Academic Probation.
- Academic Probation
 - Students on Academic Probation are permitted to enroll for no more than 15 credits.
 - Students on Academic Probation are encouraged to work with Student Success & Engagement to develop an Academic Recovery Plan. The Academic Recovery Plan will specify the steps the student needs to take to return to good standing at the college: including but not limited to a required grade point average for the following semester, attendance requirements, and requirements to seek tutoring or other academic assistance. In the case of a suspension and subsequent request to re-enroll (see the Academic Suspension section of this policy), a student's participation in the Academic Recovery Plan process may be taken into consideration.
 - Students on Academic Probation are required to achieve a cumulative GPA that is at least 0.2500 higher than their previous GPA (excluding Winter and Summer terms).
 - o Students on Academic Probation who achieve a cumulative GPA that is at least 0.2500 higher than their previous cumulative GPA (excluding Winter and Summer terms) will be placed on Academic Review.
 - o Students on Academic Probation who do not achieve a cumulative GPA that is at least 0.2500 higher than their previous cumulative GPA (excluding Winter and Summer terms) will continue on Academic Probation, for no more than two consecutive semesters, at which point they will be placed on academic suspension (see the Academic Suspension section of this policy)
- Academic Suspension
 - Students on Academic Probation who fail to return to Academic Review or Good Standing after two consecutive semesters on Academic Probation will be suspended from Cedar Crest College.
 - Students who are suspended from Cedar Crest College under this policy may petition the Academic Policies and Standards Committee to re-enroll. This petition must include an explanation of the factors that contributed to the student's academic performance, documentation verifying the impact of these factors, and a plan for returning to good academic standing, including any specific academic work or equivalent experience anticipated or completed during the interval between suspension and re-enrollment.
 - Students who are allowed to re-enroll after being suspended under this policy are re-

enrolled under the academic standing of Academic Probation. Upon re-enrollment, they are again subject to the policies described under the Academic Standing policy.

12. Academic Distinction

a. Graduation with honors

A student is eligible for graduation with honors if the student's cumulative average at Cedar Crest is 3.550 or better and includes at least 60 graded Cedar Crest credits. Classes taken on a pass/fail basis do not count toward the 60 graded credits. (Amended 6/2011) The awarding of honors will be based on all graded work done at Cedar Crest (including dual degree programs) and graded work completed at other LVAIC institutions as a matriculated Cedar Crest student.

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

b. Dean's List

Dean's List is awarded each fall and spring to any full-time matriculated student who receives a semester average of at least 3.6500 on the basis of at least 12 credits for which the student receives letter grades and quality points. A student who has an incomplete grade during a semester will not be eligible for inclusion on the Dean's List.

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

- A minimum total of 12 credits are completed within one academic year (Fall, Winter, Spring)
- Grades in the courses across these combined semesters result in a grade point average of 3.6500 or higher

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

c. Class rank

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

Students with more than 12 transfer credits will not be ranked. At the end of each academic year, the Registrar will publish a short table for each class, indicating percentiles associated with GPA (GPA calculated on Cedar Crest and LVAIC credits). This information can be used by any entity

that requires specific information regarding the student's ranking in her class (for example, honor societies and graduate schools).

d. Delphi, the Cedar Crest College Honor Society

Delphi is the College Honor Society. Students who, upon completion of 86 or more total credits, 60 of which must be graded credits of academic work at Cedar Crest, have a cumulative grade-point average of 3.8000 will be recognized as members of Delphi. (Amended 2/26/2013)

13. Graduation Policies

a. Conferring of degrees

Cedar Crest confers degrees on graduates in August, January, and May.

b. Requirement for participation in Commencement ceremony

Students who participate in Commencement but fail to satisfy degree requirements are not and shall not be considered to have graduated from the degree program. Students may participate in only one Commencement ceremony per academic degree. No diploma will be issued until the degree conferred date following the completion of all requirements.

c. Cedar Crest College Academic Regalia: Honor Cords

Commencement is an academic ceremony. The wearing of honor cords as part of academic regalia at Commencement exercises shall be indicative of academic achievement. Students whose academic performance has merited one or more of the accomplishments listed below shall be awarded the associated honor cord(s) and shall be entitled to wear the cord(s) as part of their regalia at graduation. No other students are eligible to wear cords at Commencement.

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

14. Official Withdrawal from Cedar Crest

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

15. Academic Renewal

Students who apply for readmission to Cedar Crest College after a separation for any reason of at least three calendar years may elect, upon readmission, to retain all their prior grades or to begin

their academic career anew, retaining none of their prior grades.

16. Student Appeals of Academic Decisions

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

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

A decision by the department chair and the Provost's Office will be issued to the student within one month of receiving the matter. If the instructor is no longer employed by the College, the chair is empowered to act in the instructor's absence.

Article D. Departmental Academic Policies

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

1. Departmental Review for Field Placement

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

2. Proficiency Exams

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

Biological Sciences: The department offers proficiency examinations for the following courses: BIO 111, 112, 117, 118, 123, 124.

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

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

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

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

Psychology: The department offers proficiency examinations for the following courses: PSY 100, PSY 210.

3. College Level Examination Program Testing

The College-Level Examination Program (CLEP) awards college credit to students demonstrating achievement in a subject by means of a computer-based exam. Cedar Crest awards credit for specific examinations, department-approved, that are applicable to the liberal arts curriculum when students receive the minimum required score. Students should refer to the minimum score requirements located on the Academic Services section of MyCedarCrest.

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

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

*Students may petition the Director of International Languages for credit for SPA 201/202 in place of 101/102.

+CLEP exams in languages do not fulfill the global studies liberal arts curriculum requirement.
(Amended 11/15/2011)

4. Advanced Placement Testing

The following table lists all AP courses accepted for credit (subject to change)

Advanced Placement Exam	Score Acceptable	# of Cr.	CCC course Equivalencies	
Art History	5	3	Art 105	
Biology	4, 5	6	Bio 123 Bio 124	Student must still take CCC labs (1 cr. each)
Calculus AB	4, 5	3	MAT 141	
Calculus BC	4, 5	6	MAT 141-142	
Chemistry	4, 5	3	CHE 111	Student must still take CCC labs (1 cr. each)
Chinese Language and Culture	4, 5	3	ELE999	
Comparative Govt & Politics	4, 5	3	PSC 206	
Computer Science A	3, 4, 5	3, 6	3=ELE999; 4=CSC111; 5=CSC111/112 (6 credits)	
Computer Science Principles	3, 4, 5	3	3=ELE999; 4,5=COM106	
Macroeconomics	4, 5	3	ECO 101	
Microeconomics	4, 5	3	ECO 102	
English, Language and Composition	4, 5	3	4=3 cr. Of WRI 999 but not exempt from WRI 100; 5=WRI 100	
English Literature and Composition	4, 5	3	4=3 cr of ENG999; 5=ENG200	
European History	4, 5	3, 6	4= 3cr of HIS 999; 5=HIS 107-108 (6 cr)	
French Language	4, 5	3	ELE999	
German Language	4, 5	3	ELE999	
Government and Politics (US)	4, 5	3	PSC 110	
Italian Language	4, 5	3	ELE999	

Japanese Language and Culture	4, 5	3	ELE999	
Latin	4, 5	3	ELE999	
Physics I	4, 5	3	PHY 103 lecture only	
Physics II	4, 5	3	PHY 103 lecture only	
Physics C: Mechanics	4, 5	3	PHY 104, lecture only	
Physics C: Electricity & magnetism	4, 5	3	PHY 105, lecture only	
Psychology	4, 5	3	PSY 100	
Spanish Language	4, 5	3	SPA 999	
Spanish Literature	4, 5	3	SPA 999	
Statistics	4, 5	3	MAT 110	
United States History	4, 5	3, 6	4=3c HIS 999; 5= HIS 121-122 (6cr)	
World History	4,5	3	HIS 999	

Revised May 2025

5. Credit for Experiential Learning

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

6. Academic Honor Societies

Alpha Psi Omega (theatre - national)

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

Alpha Sigma Lambda (adult undergraduate students - national)

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

Beta Beta Beta (biology - national)

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

Kappa Delta Pi (education - international)

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

Kappa Mu Epsilon (mathematics - national)

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

Lambda Pi Eta (communications – national)

Nu Delta Alpha (dance – national)

Phi Alpha (social work - national)

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

Phi Alpha Theta (history - international)

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

Pi Kappa Delta (forensic speech – national)

Psi Chi (psychology - national)

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

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

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

Sigma Tau Delta (English - national)

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

Sigma Theta Tau (nursing - international)

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

Theta Alpha Kappa (religious studies and theology - national)

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

Article E. Instructional Procedures

1. Academic Advising

Students meet with their faculty advisors to discuss academic goals and interests as well as to make course selections each semester. Initial advisor assignment is coordinated by the Office of Academic Advising, in collaboration with academic department chairs.

a. Assignment to advisor

New traditional students

Incoming freshmen are assigned an advisory in the First Year Advising program, which is a part of the First Year Experience. When possible, the assigned advisor is from the area of interest expressed by the student at the time of application.

New traditional transfer students

New traditional transfer students are advised by the Office of Academic Advising. In their first semester, they are matched with a faculty advisor in their major, unless the Office of Academic Advising and the academic department determine otherwise.

New SAGE undergraduate students

Undergraduates admitted through the School for Adult and Graduate Education may declare their majors upon admission to the College. SAGE undergraduate students are either assigned advisors within Academic Services or faculty advisors, as appropriate for the major and student class standing.

Double Majors and Co-Majors

Students with dual majors will have an advisor in both academic departments housing their majors.

b. Registration

Online registration is available to all financially eligible students. All students will register in order by year. Freshmen and sophomore students must consult with their academic advisor to obtain clearance prior to registering. Preferential registration will be given to students currently enrolled in the Honors Program. Honors students will be able to register by class level prior to registration opening for the general population. (Amended 6/2011)

Before registration begins each semester, all students should consult with their advisor to discuss an academic plan. All students are strongly encouraged to register at the earliest possible time to ensure availability of desired classes.

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

c. Graduation degree audit

Graduation audits may be requested at any time throughout a student's career. A graduation audit will be generated by the Registrar's Office when a student applies for graduation. All students, once they have fulfilled a major, should consult with their faculty advisor to monitor progress toward fulfillment of all academic major requirements. All students are responsible for knowing the requirements for the degree they propose to earn and for arranging their program of study accordingly. (Amended 6/2011)

d. Declaration of intention to graduate

All students are required to apply for graduation in order to complete a degree or certificate program. Students must complete the online application (located on MyCedarCrest) declaring their intent to graduate before the deadlines indicated below.

January Graduation: Apply by August 1 of the previous calendar year
May Graduation: Apply by December 1 of the previous calendar year
August Graduation: Apply by March 1 of the same calendar year
(Amended 5/1/2023)

e. Certification to graduate

The chairperson of each department is responsible for certifying for graduation all majors in their department who have applied.

2. Textbook Orders

Cedar Crest College Bookstore shall fill orders for books and required supply items from term to

term in accordance with textbook and supply adoptions by the faculty. The bookstore manager shall be given notice by the faculty or authorized department designees of the textbook and supply adoptions for all courses offered as follows:

- a) On or before October 1 for the spring semester.
- b) On or before March 1 for the summer sessions.
- c) On or before April 1 for the fall semester.

Book orders may be submitted electronically to bookstore@cedarcrest.edu, via the book store's web page: <http://cedarcrest.bncollege.com>, fax: 610-740-3788, or mail.

These deadlines comply with the HEOA's Textbook Provisions as explained below.

Understanding the HEOA's Textbook Provisions

By July 2010 all colleges and universities must comply with the following textbook provisions of the Higher Education Opportunity Act (HEOA)

- Schools must, as practical, provide students with accurate course material information including ISBN and retail price information when registering for classes. Providing this information on a bookstore website is acceptable as long as the link is clearly and prominently located on the school's online course schedule.
- If printed course schedules exist, they must include the URL address for the bookstore's website that contains the book information.
- Schools, faculty, booksellers, and publishers are encouraged to collaborate on cost reduction strategies.
- Publishers must give faculty textbook pricing information and let them know if the book is available as a bundle or in alternate formats.
- Publishers must offer unbundled course materials, unless they are bound by 3rd party contract, customs, or the materials are designed solely as integrated materials.
- Schools should inform students on how to save money on textbooks (including used books, cash back programs, rental textbooks, digital textbooks, etc.).

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

Please note, the bookstore shall be Cedar Crest College's exclusive buyer and seller of all required, recommended or suggested course materials and tools, including books, course packs, computer software, and materials published or distributed electronically, or sold over the Internet per the terms of our contract with Barnes and Noble College. (Amended 06/2011)

3. Syllabus Policy

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

The College Policy on Syllabi consists of the following:

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

(Amended 3/2015)

4. Class Cancellation Policy

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

a. Inclement Weather Cancellations

i. Cancellation of Classes by the College

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

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

ii. Faculty Member Decision to Cancel a Class

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

Each faculty member should determine the optimal way to contact students and should discuss

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

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

Procedure for Changing Voicemail Greeting from off campus:

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

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

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

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

b. Cancellation of Classes for Reasons Other than Inclement Weather

i. Anticipated absence

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

ii. Emergency absence

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

5. Rosters

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

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

6. Faculty Reports of Concern

Faculty are expected to submit Finish Line alerts at any point during the semester for students who are experiencing academic difficulty or need academic or advising assistance. Faculty are strongly encouraged to make use of these reports, as they are a means of getting academic assistance for students who need it in a timely manner.

Faculty who are concerned about a student's health or wellbeing are encouraged to bring the issue to the attention of the Care Team by submitting a [Care Team Report](#). Faculty may submit a Care Team report to request that Care Team to intervene with a student, or to notify the College regarding a retention risk that could be mitigated with intervention.

7. Reasonable Accommodation

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

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

Student Accessibility Services notifies students and relevant faculty members in writing of the specific accommodations that the College believes are reasonable for the student's particular disabilities.

These letters are sent prior to the beginning of a semester, unless the issue has not been raised or resolved before the beginning of the semester.

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

If a student has a disability within the meaning of the law, the College will make reasonable accommodations. An accommodation is not considered to be reasonable if it would alter an essential or fundamental aspect of the course or program. If a faculty member believes that an accommodation will require an alteration of an essential or fundamental aspect of the course, the faculty member should contact Student Accessibility Services immediately. Unless Student Accessibility Services hears from the faculty member, students can expect that the listed accommodations will be made.

Students are provided with copies of their disability accommodation letters and instructed to identify themselves promptly to the faculty member. Once students have identified themselves, the faculty member and the student should have a private discussion about how accommodations will apply to a specific course. Students may choose to implement their accommodations at their discretion. If a student does not approach a faculty member and the faculty member has received an accommodation letter about this student, the faculty member should notify Student Accessibility Services. Faculty members are encouraged to request assistance from Student Accessibility Services should there be any difficulties in implementing accommodations.

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

8. Release of Student Information

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

- a. Records may be released to Cedar Crest faculty members, administrators, and staff who have a legitimate educational interest in the records.
- b. Records may be released to authorized representatives of the federal or state agencies with the legal authority to obtain such information.
- c. Records may be released to persons who require access in consideration of a student's application for, or receipt of, financial aid.
- d. Records may be released to the parent(s) of the dependent students as defined by the Internal Revenue Service. Information released to a parent will generally be given with the knowledge of the student.
- e. Records may be released to persons authorized to receive such data through judicial order or pursuant to a subpoena. All such inquiries must be referred to the Office of the

Provost. Except in instances where such information is sought under the USA Patriot Act or the Foreign Intelligence Surveillance Act, the College will attempt to notify the student in advance of its compliance with such orders.

- f. Records may be released to appropriate persons in connection with an emergency if knowledge of such information is necessary to protect the health or safety of the student or other persons.

Article F. Procedure to Amend

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

- Amendments to Article A of Book Four shall be reviewed and recommended to the Committee on Undergraduate Education following the procedures outlined in Article F herein; amendments to Articles B, C, D, and E of Book Four shall be reviewed and recommended by the Academic Policies and Standards Committee following the procedures outlined in Article F herein; amendments to Article F of Book Four shall be reviewed and recommended by the Faculty Council.
- A motion to amend Book Four may be submitted in writing to either the Committee on Undergraduate Education or the Academic Policies and Standards Committee, depending upon which article of Book Four is proposed for amendment. Motions to amend may be authored by members of the Faculty, by members of the administration, or by the committees themselves. The committee that holds responsibility to review the Article proposed for amendment will decide whether the motion requires faculty action or whether it involves a departmental or administrative procedural change. In the latter case, Book Four may be updated without faculty action, and the Faculty will be informed of the change via a memo distributed by the committee.
- If the motion to amend requires faculty action and has not been specifically proposed by either the Committee on Undergraduate Education or the Academic Policies and Standards Committee for an article of Book Four over which the pertinent committee has oversight, the proposed amendment will be considered by the committee with review responsibility. The committee with review responsibility will consider the amendment and issue a written report in which it takes one of the following actions:
 - recommends the Faculty's approval of the amendment as originally proposed
 - proposes a substitute amendment whose approval it recommends, or
 - recommends that the amendment not be approved.
- The committee with review responsibility's report will include reasons for the recommendation. If the motion to amend is developed by the committee with review responsibility, the committee will issue a written report to the Faculty in which the committee recommends the Faculty's approval of the amendment and includes reasons for the recommendation.
- The committee's report will be distributed for faculty consideration following the

procedure detailed in the Faculty Bylaws for committee reports.

- A motion to amend may be voted at any regular or special faculty meeting called for that purpose, provided at least four calendar weeks have elapsed since it was formally proposed to the Faculty. The provision to delay the vote may be waived by a vote of 2/3 of the members present and voting.
- An amendment must pass by a 2/3-majority vote of those faculty present and voting.
- An amendment proposed to any Article of Book Four that requires faculty action and is adopted by the Faculty will be submitted to the President to convey it and make recommendation to the Board of Trustees. The amendment is effective only upon adoption by the Board.
- An amendment proposed to Article D may be made by an academic department and is approved at the departmental level without further action by the Faculty.
- An amendment proposed to Article E that requires faculty action is effective upon approval by the Faculty.

Appendix A Review of an Academic Major Proposed for Discontinuation

If an academic major has been proposed for discontinuation by the College on the basis of financial exigency, the processes for program elimination and any resulting faculty termination are outlined in the Faculty Handbook Book 4.A.14.b and Book 3.K.5, respectively. In this circumstance, the Faculty Council may choose to conduct an expedited or abbreviated review of the major, in order to meet the timeline specified in Book 3.K.5.a.

If an academic major has been proposed for discontinuation by a department or the College for educational reasons, following the process outlined in the Faculty Handbook Book 4.A.14.a and b and, if faculty termination is involved, Book 3.K.4, the Faculty Council will use the data and analyses described below to conduct a review of the major's status, both with reference to information supplied by the analysis and recommendations provided by the department and the College via ongoing Periodic Program Review (PPR) and the Periodic Review's Common Program Data Set, and in the context of the College's larger educational program, particularly the major's contributions to the College's general education program, other majors, and student options. If possible, departments should make available to the Faculty Council their PPR documentation for at least two cycles. In addition, departments and the College (e.g., the Provost and President) should be prepared to provide the specific data indicated below, along with analysis of and commentary on this data as appropriate; they are both responsible for supplying the Faculty Council with this information regardless of whether the department itself proposes the discontinuation or the College has proposed the program's discontinuation. The results of these reviews will inform the Faculty Council's recommendation regarding the major, either to endorse the proposal for discontinuation or to recommend program revision or retention.

A. Information provided by the College's Records or the Periodic Review's Common Program Data Set

1. Tabulation of inquiries, applications and deposits over a 5-year period.
2. Yearly list of majors who entered the College with a different original intended major.
3. Yearly list of second majors/minors for students in major.
4. Yearly tabulation of number of graduates (majors and minors) over a 5-year period.
5. Data on placement of graduates, including the percentage of graduates working in their field or a related area, as well as pursuing graduate study.
6. Average enrollment in all courses offered within the department, semester-by-semester, over a 5-year period. As appropriate, this number should be broken out by traditional and SAGE numbers.
7. List of courses within the major that serve other majors and enrollment data for these.
8. List of courses within the major that meet LAC requirements, with enrollment data.

B. Analysis supported by Periodic Program Reviews

1. Discussion of overall course enrollments (across 100-300 level courses) and enrollment trends for the major, as well as any efforts by the department to maximize enrollment in courses for the major.
2. Discussion of instructional staffing for the major, taking into account the number of full-time, part-time, and adjunct faculty both within the program and from other disciplines. Note any efforts to implement alternative staffing measures to support course offerings for the major if a request for a faculty line has not been fulfilled.
3. Discussion of recruitment strategies used and the activities of the department, the Admissions Office, and Marketing and Communication in recruitment efforts.
4. Discussion of attempts made to address recommendations made during program review by the department, the Assessment Committee, and the Provost, as well as the outcome of these attempts.
5. If appropriate, the department should also address other costs exclusively associated with the major (e.g., dedicated equipment and spaces, technology, costs associated with accreditation), as well as efforts by the department to reduce these costs or generate income to offset the cost of the major. This information may or may not already have been addressed during ongoing program review.

C. Discussion of the major's role at the College and beyond

1. In what ways does the major, through its offerings, help to define and exemplify the liberal arts mission of the College or otherwise promote the College's identity and values?
2. Are there other majors or programs that will be impacted by the loss of this major or by its modification? Provide explanations.
3. What data can be supplied to inform a conversation about trends and interests at peer institutions with regard to this major or similar programs or concentrations? (Care must be exercised when comparing institutions because of variance in mission, financial status and commitment to a given program.) Is the program in question stronger at other colleges? If so, why? Conversely, is the program weaker at other colleges? Has it been eliminated,

modified, or enhanced at peer institutions? A comprehensive survey may be difficult, but a few comparisons may be of value.

Informed by all available data provided by the department and by the College in response to the questions above and via follow-up discussions with the department and the senior officers of the College as needed, the Faculty Council should seek to determine, to the best of its ability, what the overall cost to the institution is to retain this major. The Faculty Council should also seek to determine what the projected cost of discontinuing the major will be, taking into consideration not only the financial costs of the major (staffing, course, and equipment/facility costs), but also the impact that the loss of the major and its courses and, potentially, its faculty, will have on other programs or the educational mission of the College itself. Finally, the Faculty Council may explore what savings might be recouped by a reformulation of the major, if this recommendation has not already been made and acted upon by the department and the College during regular program reviews.