

ACCELERATED DEGREE PROGRAMS Addendum
STUDENT HANDBOOK
2016-2017

(this addendum was created to clarify policies for students enrolled in Accelerated Degree Programs. The Albright College Compass is available at: www.albright.edu.)

ACCELERATED DEGREE PROGRAMS

Accelerated Degree Programs

The Accelerated Degree Program at Albright College is designed for nontraditional students (minimum age of 21) with at least three years of documented full-time work or volunteer experience, and computer technology proficiency (see Accelerated Degree Program Disclosure of Online Learning Expectations on Albright College ADP website).

1. Courses in Major (Cohort based portion)

Accepted students who meet the guidelines detailed above and also have a minimum of 48 transferable credits (including one English composition course, two English Composition courses are highly suggested before starting a cohort), are eligible to begin taking courses in a selected major. A bachelor of science degree can be earned in one of seven majors (Accounting, Business Administration, Crime & Justice, Digital Communications, Computer Information Systems, Computer Information Systems and Management and Organizational Behavior/ Applied Psychology) by attending class in your major one night a week for five to seven weeks. The accelerated program makes it possible to finish course work in the major with two years of classroom instruction, if student has transferred all general studies and elective credits to Albright College. The courses in each major are offered at nine different locations in central and eastern Pennsylvania, and provides a challenging educational experience for adults who have the ability and self-discipline to learn independently.

2. General Studies at Albright College

The Accelerated Degree Program also offers general studies and elective courses for adult learners who may not have enough credits to begin courses in their major or for students who need additional general studies and elective courses while they are dually taking courses in their major or have already completed their major. The Accelerated Degree Program offers students the opportunity to complete the general studies portion of a bachelor's degree at their own pace during seven modules each academic year. General studies courses are seven-week, four-credit courses, that are available at the following locations: Bethlehem, Harrisburg, Lancaster, Phoenixville and online. Albright College does not offer general studies courses at the following onsite community college locations: Allentown, Blue Bell, Carbon Schuylkill, Delaware County and Pottstown.

The accelerated general studies courses are dedicated to providing adult students with the skills they need to pursue lifelong learning in support of personal, academic and career

growth with a focus in the liberal arts. At Albright, we seek to ensure both breadth of educational experience and mastery of skills essential to all well-educated individuals.

ADP ACADEMIC POLICIES AND PROCEDURES

I. Assignment of Credit Hours

Courses that are offered in Accelerated Degree Programs follow the [Assignment of Credit Hour Policy](#) for the department. All ADP courses meet the federal definition of a credit hour (Title 34, §600.2) which says:

“A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than—(1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time.”

II. Major (Cohort based portion) Student Start Policy

New cohort groups are started when at least eight students have been accepted into a major at one of Albright’s locations. Typically, an ADP enrollment advisor will notify students by mail four to eight weeks before a group starts. The notification will include the start date and location of the program.

For most majors, the first three weeks of class will address new student orientation, and a research and writing non-credit required course. Students who apply and are accepted into an Albright College cohort within the first three weeks of class will be permitted to start with the cohort but are required to attend an e-learning and library research training and complete necessary assignments within six weeks of the start of their cohort, if available at another location. Accepted students who miss the first three weeks of class will remain on the “pending” list for the next cohort. New students will not be permitted to join a cohort after the first academic course has begun, without the permission of the ADP Program Coordinator of that major. Students not previously enrolled in ADP or Albright’s Evening Division will not be permitted to join cohort courses in progress, without the permission of the ADP Program Coordinator.

III. Attendance

Our programs rely heavily on classroom discussions and group interaction that helps students learn, integrate and apply the material presented. Because of the fast-paced, interactive nature of our curriculum, regular class attendance is mandatory. All classes meet from 6 p.m. to 10 p.m., and students must be in attendance for the entire four hours.

It is understood that unexpected, personal situations may arise that make it difficult or impossible to attend a particular class. It is critical that a student notifies his/her instructor in advance should any circumstances arise that will affect his/her

attendance. If a student is unable to attend the first session of a course due to an unforeseen emergency, it is the student's responsibility to notify the instructor within two days of having missed the first class in order to obtain assignments and/or books. If the student does not contact the instructor within this time, he/she may not be permitted to remain in the course.

If one session of a particular course is missed for a legitimate reason that is communicated prior to the start of class, the instructor is expected to make reasonable accommodations to enable the student to turn in the completed assignments and make up missed work. It is the student's responsibility to determine from the instructor which materials and assignments were missed. The instructor will determine the effect of absences and late work on the class participation component of the total course grade.

A second absence in the same course may require withdrawal from the course, at the instructor's discretion. Two absences in a five week course constitute 40 percent, and two absences in a seven week course constitute nearly 30 percent of a student's exposure in the classroom to instruction, discussion, and the like. As a result, it may not be possible to accomplish course objectives when two classes are unattended. Absences will also affect the class participation component of the total course grade. In addition, for courses that involve group work, a student's absence will be considered as to how that may affect the performance of all group members.

After three absences, the student must withdraw from the course. (See "Withdrawal Procedures" on page 7.) Failure to properly withdraw will result in an F in the course.

IV. Lateness

The instructor is expected to start the class on time; therefore, anyone coming to class after the class has started will be considered late. It is distracting to the entire class when someone enters late; however, it is understood that there are unavoidable circumstances that might cause a student to be late. It is up to the individual instructor to determine a lateness policy for her/his class. The number and length of late incidents will directly affect a student's class participation grade. Lateness can also be calculated into absences. For example, if a student misses two hours of class in two separate weeks, the instructor can consider this a 4 hours absence or 1 night of class.

IV. Procedures for Late and Resubmitted Assignments

Late Assignments: The need to turn in an assignment late must be communicated to the instructor in advance. It is up to the instructor to decide whether or not to accept the assignment. Once the instructor has returned graded assignments, makeup assignments may not be accepted. Instead, the student would receive a zero for that particular assignment. The late-grade penalty for each assignment is at the discretion of the instructor.

Resubmitted Assignments: The instructor will decide if “rewrites” will be accepted and how the individual assignment and total course grade will be affected.

V. Course Grading Procedures

All grades are under the purview of the instructor. Please see your course syllabus for specific grading procedures.

A. Posting of Grades

Following the due date of the last course assignment, student grades will be provided and available on the Moodle course site and Self Service. Students will be able to print out grade reports from Self-Service for tuition reimbursement. If this is not acceptable from your employer, please contact the ADP Office if additional documentation of grades is needed.

B. Grade Point Average

For purposes of determining a student’s grade point average (GPA), each grade is assigned a quality point value as follows:

A+	4.00	B+	3.33	C+	2.33	D+	1.33
A	4.00	B	3.00	C	2.00	D	1.00
A-	3.67	B-	2.67	C-	1.67	D-	0.67

C. Incompletes

A grade of Incomplete indicates that the student's work is satisfactory but that completion of some requirement has been prevented by unusual circumstances. A request for Incomplete will be considered in the last few weeks of the course until grades are submitted. The student will complete the Request for Incomplete Grade form with the instructor and submit the signed form to the Accelerated Degree Program main office in Reading, PA by email adp@albright.edu or fax (610) 921-7645. The responsibility for communicating to an instructor a request for an Incomplete rests with the student, and when no such communication occurs, the instructor is expected to give the final grade most appropriate to the work actually completed. An instructor may petition for an incomplete grade on a student’s behalf only if the student is unable to complete the request for medical or other compelling reasons.

The student is expected to complete the required work so that a final grade can be submitted by the instructor within 30 days after the final scheduled night of class. If a grade is not submitted by this time, the incomplete grade will be changed to a failing (F) grade. Any extension of an Incomplete beyond this time must have the approval of the instructor and the chief academic officer.

Any extension of an Incomplete beyond this time must have the approval of the instructor and the chief academic officer.

D. Continuation in Program Following a Grade of Incomplete (I) or Failure (F)

The entire sequence of the cohort-major courses is designed to be taken in a fixed order. Therefore, there is an unbreakable sequence of courses that cannot be continued until the earlier course is successfully completed. However, in some instances it may be possible to receive an incomplete (I) or failing (F) grade in a course and continue with the original cohort. The academic program coordinator will decide if a student can continue with their cohort while resolving the incomplete or retaking the failed course. A single course may be taken with another cohort, on a space-available basis, at the current tuition rate of that cohort. The academic program coordinator must approve entry into the course.

If a student receives a grade of I or F in two courses or a grade of F in the same course twice, the student may not continue to attend subsequent courses. After the I or F grade is resolved, re-admission to a later cohort will require approval by the academic program coordinator. Students readmitted to subsequent cohorts will be charged the current tuition rate.

Requests for an exception to this rule must first be approved by the ADP program coordinator and then sent to the provost for final approval. Such requests must document the extenuating circumstances that indicate that the student will be able to successfully complete subsequent courses while resolving the I or F grade.

E. Quality/Non-Quality Grade

The designation of Quality/Non-Quality (Q/NQ Grade) has been devised to encourage students to take interesting and challenging courses outside their general area of knowledge. Quality work is C- or better; non-quality work is D+ or less. A student must request this grade designation before the second night of class. The grades Q and NQ are not counted in the cumulative average; both the Q and NQ grades, however, do appear on the student's transcript. Once elected, the Q/NQ designation cannot be reversed.

In addition to any courses offered Q/NQ only, no more than three courses may be registered for Q/NQ; Q/NQ options may be used in the general studies area and for electives, but not in the major. Students are limited to one Q/NQ course in an academic year during the seven general studies modules.

VI. Course Evaluations, Concerns and Academic Appeal Procedures

At the conclusion of each course, students are given the opportunity to evaluate courses and instructors. Upon the completion of a course, but before grades are

submitted, students will be given an electronic course evaluation form through the Moodle course site for courses in your major. Students are strongly encouraged to complete course evaluation forms, because they are used to improve the quality of the program. Course evaluation responses are calculated and summarized automatically by Moodle (for courses in major) and presented anonymously in the form of a summarized report. Reported information is not personally identifiable. Course evaluation summaries are shared with the instructor, the ADP program coordinator, and the provost. Course evaluations for general studies courses will be handed out the final night of class and collected.

Student questions or concerns about a course, course work, grades, instructor performance or behavior must be presented in the following order: first to the instructor, second to ADP program coordinator and third to the provost.

A student has the right to appeal an instructor's grade if the student regards it as unjustified. If the matter cannot be resolved by discussion between the student, instructor and ADP program coordinator, it should be brought to the provost, who will consult with the instructor and the appropriate ADP program coordinator. If this procedure does not result in a mutually acceptable solution, it will be brought to the chief academic officer, who will refer the case to the Academic Appeals Board, if the student desires. Final determination of the grade is the instructor's prerogative. The appeals process is described below.

A. Academic Appeals Board

A student who has been academically dismissed may appeal the decision to the Enrollment Development Committee. This process should begin with consultation with the Accelerated Degree Programs office. This committee includes three to five faculty members who are voting members and the chief academic officer, dean of students, vice president for enrollment management and the registrar, who are nonvoting members.

An appeal of an academic dismissal must document the student's extenuating circumstances and must include specific actions that the student will take to improve his or her academic performance. The appeal must be in writing and must be filed in a timely manner (generally within one week of the official notification of dismissal).

A dismissed student may apply for reinstatement after one semester. In general, a student must demonstrate substantial improvement in his or her academic performance to be reinstated. To do this, a student usually must take courses at another college or university. A written petition for reinstatement must be submitted to the Enrollment Development Committee by August 1 for fall semester re-entry and by January 10 for spring semester re-entry. The petition must include the student's personal assessment of the factors that led to dismissal and what specific actions the student will take to improve his or her academic performance. An academic transcript from any other institutions the student attended while dismissed should be included with the petition.

The Enrollment Development Committee determines whether to grant or deny requests for reinstatement and determines the conditions of reinstatement.

A student, in attending Albright College, recognizes the right of the College to dismiss for academic reasons. In all matters pertaining to academic standing, the decisions of the Enrollment Development Committee are final.

B. Grade Appeal, Accelerated Degree Programs

A student has the right to initiate an appeal to an instructor's grade which the student regards as unjustified within one week of the beginning of the following fall or spring semester. **If the student is in the Accelerated Degree Program, the student may initiate an appeal up to twelve weeks following the issuance of the grade or sanction.** Students with documented disabilities may request relevant accommodations if they participate in the appeals process. All requests for accommodations for an appeals hearing will be considered on a case by case basis and should be submitted in writing, accompanied by qualifying documentation, to the relevant academic dean.

For grade appeals in the Accelerated Degree Programs, a student must notify the instructor of the course that they are appealing their grade. If student is not satisfied with instructor decision, the grade appeal would then flow to the ADP program coordinator and finally the provost of Albright College.

Upon receipt of a complaint from a student alleging that an instructor has not followed practices of fairness and objectivity in matters relating to the issuance of grades and/or charges of dishonesty, the chief academic officer shall attempt a resolution of the problem through consultation with the student, instructor, and the instructor's program coordinator. In these discussions, the chief academic officer shall articulate her or his judgment of the strength of the case and her or his opinion concerning the decision likely to be rendered by the Academic Appeals Board. The chief academic officer shall also make the student aware that the ultimate responsibility for the determination of a course grade lies with the instructor. If the chief academic officer is unable to achieve a resolution to the matter, she or he is expected to refer such cases to the Board, if the student desires.

The Academic Appeals Board shall hold closed hearings in which the student and the instructor shall be asked to discuss the complaint and present relevant data. The board shall provide a copy of its decision to the instructor, the student and the chief academic officer. A copy of this report shall be made available to the registrar for attachment to the transcripts, if the student requests this.

The instructor has the right to accept or reject the recommendation of the board and make whatever adjustments she or he deems judicious in light of the board's decision. However, if the instructor does not follow the board's decision, then a notation shall be made on the student's transcript that the grade and/ or charge was successfully challenged.

VII. Withdrawal Procedures

A. Formal Course Drop or Withdrawal

A student may drop a course(s) or withdraw from a course(s) in good standing when work or personal matters make it impossible to complete the course. In order to formally drop or withdraw from a course, a student should consult with the instructor and his/her enrollment advisor.

Any student formally dropping a course(s) prior to the beginning of a course, or after only the first class meeting, will receive a full refund (minus a book-charge at the ADP annual textbook charge rate) and be dropped from the course with no official grade recorded on the transcript. If the student returns the textbook and any associated books, codes or software within two weeks in unused condition, the textbook charged will be reversed. A student withdrawing from a course after the second class meeting will receive a W on his/her transcript and receive a 75 percent refund of the course (no additional textbook charge, as this is covered in the 25 percent tuition fee). A student withdrawing from a course after more than two class meetings and prior to the date on which the last class is scheduled to be held will receive a W on his/her transcript and must pay in full for that course (no additional textbook charge, as this is covered in the tuition fee). A student withdrawing from a course on the date of the last class or later must pay in full for that course and automatically receives a WF (Withdrawn Failing), except for reasons of illness or other dire circumstances as determined by the dean of continuing education and community outreach. The grade of WF is counted as an F in computing the student's cumulative grade point average.

For distance learning courses, Albright College will use Thursday evenings at 6 p.m. as the weekly designation for students under the Drop/Withdrawal Refund Policy.

Accelerated Degree Programs Drop/Withdrawal Refund Policy

<u>Change in Enrollment Form Received</u>	<u>Tuition Refund</u>	<u>Grade on Transcript</u>
Prior to scheduled second night of class	100%, textbook fee applies	Drop, Course/Grade will not appear on transcript
Prior to scheduled third night of class	75% refund, no textbook fee applies	Withdrawal, Course/W will appear on transcript
Prior to scheduled fourth night of class	0% refund, no textbook fee applies	Withdrawal, Course/W will appear on transcript
On the final day of last scheduled class	0% refund, no textbook fee applies	Withdrawal Fail (WF) will appear on transcript

B. Continuation in Program Following a Grade of Withdrawal (W)

Courses in a major are designed to be taken in a fixed order. Therefore, there is an unbreakable sequence of courses that cannot be continued until earlier courses are successfully completed. However, in some instances it may be possible to withdraw (W) from a course and continue with the original cohort. The academic program coordinator will decide if a student can continue with their cohort while completing the withdrawn course with another cohort. A single course may be taken with another cohort, on a space available basis, at the current tuition rate. The ADP program coordinator must approve entry into the course.

If a student receives a grade of W in two courses or withdraws from the same course twice, the student may not continue to attend subsequent courses. After completing the courses in which the student received a W, readmission to a later cohort will require approval by the academic program coordinator. Students readmitted to subsequent cohorts will be charged the current tuition rate.

Requests for an exception to this rule must first be approved by the academic program coordinator and then sent to the dean of continuing education and community outreach for final approval. Such requests must document the extenuating circumstances that indicate that the student will be able to successfully complete subsequent courses while taking the two courses from which the student withdrew.

C. Formal Change in Enrollment or Withdrawal from Accelerated Degree Programs

A student may change their enrollment status (drop a course(s) or withdrawal from a course(s)) or withdraw completely from the Accelerated Degree Program in good standing when work or personal matters make it impossible to complete the program. After the student consults with an enrollment advisor and ADP program coordinator, the student should complete the ADP Change in Enrollment Form that can be found on the Accelerated Degree Programs website (under forms). Upon completion of the form, the Accelerated Degree Program office will receive a time-stamped confirmation of the form, which will be used as your notification time of withdrawal. If you are currently enrolled in a course, the timestamp will serve as the point of notification of a change in your enrollment status and will be reviewed in accordance with the table above related to refunds and grades. The ADP office will then send a change in enrollment form out to all affected departments, such as financial aid and student accounts. It is advised that a student consult with the financial aid office, as any change in enrollment could have an impact on a student's financial aid package. **Nonattendance is not assumed as a withdrawal from the program. Failure to go through the formal withdrawal process, including completion of the ADP Change in Enrollment Form will result in continuing course charges and an F in the course.**

D. Return from Program Withdrawal

Re-admission to a later cohort, on a space available basis, is possible by notifying your enrollment advisor of the desire to continue from the point of withdrawal. In order to resume the program, permission must first be obtained from the ADP

program coordinator. Any incomplete (I), failing (F), withdrawn (W) or withdrawn failing (WF) grades must be resolved in consultation with the ADP program coordinator, and clearance must be obtained from Student Accounts. A student will not be permitted to return to courses, until all business holds are removed from an account. Students returning to the program following program withdrawal will be charged current tuition rates, not the previous rate of a former cohort.

E. Internships in Accelerated Degree Programs

ADP students are able to add an internship component once they have enrolled in their cohort, meaning they have achieved junior or senior class status. Students should contact the ADP office for more information, including obtaining a faculty advisor and credit hour requirements. There is no additional course charge for an internship and it can be used to fulfill elective credit at Albright College. Internships in Accelerated Degree Programs are governed by the Assignment of Credit Hour Policy, meaning that for each fifteen hours of approved instructional equivalency in an internship, an elective credit is awarded not to exceed four elective credits for the internship.

VIII. Academic Standing

Students must maintain a cumulative grade point average (GPA) of 2.0 or higher at Albright College (major & general studies taken at Albright College). A student's academic record is reviewed bi-monthly to determine if the student is making satisfactory academic progress toward completing requirements. A student who is not making satisfactory progress will be subject to the following sanctions:

A. Academic Probation and Dismissal

Failure to achieve the minimum GPA will result in academic probation. Academic probation means that the student must raise his or her GPA to the designated minimum level by the completion of the next two courses. Failure to do so will result in academic dismissal.

A student who has been academically dismissed may appeal to the ADP program coordinator and the dean of continuing education and community outreach. The appeal must document the student's extenuating circumstances and must be filed in a timely manner (generally within one week of the official notification of dismissal by the College.)

A dismissed student may apply for reinstatement. The petition must include the student's personal assessment of the factors that led to dismissal and what the student will do to improve his or her academic performance and will flow through the normal channels detailed above (Enrollment Development Committee).

B. Satisfactory Academic Progress (Financial Aid)

Every Summer Albright College Financial Aid completes a yearly required check of satisfactory academic progress, or SAP. As a participant in the federal financial aid programs, the College is required to examine qualitative and quantitative indicators of your academic progress. As a student receiving federal student aid, you are required to meet minimum requirements in two areas.

□ Qualitative: You must attain the minimum GPA noted in the Albright College Catalogue for academic good standing. You must have a 1.70 cumulative after your first year, a 1.90 after your second year, and a 2.00 thereafter. As a graduate student you maintain good academic standing with a minimum GPA of 3.0.

AND

□ Quantitative: At the end of each spring semester, your transcript must display that you have earned 67% of all courses you have attempted. For example, if you attempted 8 courses during academic year 2014-2015, your transcript must now display 6 earned courses.

If you do not meet both the qualitative and quantitative minimums, you are not making *SAP* and will not qualify for financial aid without appealing based on special circumstances. Please consult with the financial aid office, if you receive notice that you are not making Satisfactory Academic Progress at finaid@albright.edu .

IX. Degree Requirements

The Accelerated Degree Program offers majors leading to the bachelor of science degree in Accounting, Business Administration, Crime and Justice, Digital Communications, computer Information Systems, Computer Information Systems and Management and Organizational Behavior/Applied Psychology.

To complete the requirements for the bachelor of science degree, a student must:

1. successfully complete course requirements in a major (minimum 2.0 cumulative GPA).
2. complete Albright's general education course requirements.
3. attain a total of 126 college credits.
4. attain an overall cumulative Albright GPA of 2.0 or higher (which includes all coursework taken at Albright Accelerated Degree Programs or daytime courses).

A. Requirements in Major

To complete the requirements for the bachelor of science degree, a student must:

1. successfully complete each course in the curriculum of desired major
2. attain a minimum 2.0 overall GPA in the courses in desired major

B. General Education Course Requirements (for students enrolled prior to June 1, 2016)

To complete the requirements for the bachelor of science degree, 39 credits of general education courses must be fulfilled through transfer credits, College Level Examination Program (CLEP), Academic Credit for Experiential Learning (ACEL), or additional academic work at Albright College (ADP general studies or traditional day courses).

- **English Composition** (two courses)
- **Foreign Language/Culture** (two courses)
- **Humanities** (four courses from at least three of the following areas:
literature, history, advanced foreign language culture, philosophy, or religious studies)
- **Natural Science** (one laboratory-oriented course)
- **Social Science** (two courses, one in each of two social sciences: crime and justice, economics, political science, psychology, or sociology/anthropology)
- **The Fine Arts** (one course in art, music, web page design, or theatre)
- **Interdisciplinary Course** (one course that synthesizes multiple academic disciplines around a common subject)
- **Elective Credits** (39 credits). This amount of credits may vary if student has a core to core transfer agreement with a partner community college, however all ADP students will need to complete 78 total credits in general studies/electives and 48 credits in desired major, to achieve 126 total college credits.

C. General Education Course Requirements (for students enrolled beginning June 1, 2016)

- **English Composition** (two courses)
- **Connections Humanities** (one course)
- **Connections Global** (one course)

- **Foundations Social Science** (one course)
- **Foundations Humanities** (one course)
- **Foundations Arts** (one course in Art, Music, or Theatre)
- **Foundations Natural Science with lab** (once course)
- **Foreign Language or Culture** (two courses)
- **Elective Credits** (48 credits)

ADP students under the new general education requirements will capture their **Quantitative Methods** and **Synthesis** courses in their cohort as part of the 16 courses.

Digital Communication students will have to take a **Quantitative Methods** course outside of the cohort and in turn have to only take 45 **Elective** credits.

D. Transfer of Credit Policies-Accelerated Degree Programs

At the time of acceptance to the program and prior to enrolling, students are given a transcript evaluation form that indicates the number of credits accepted by Albright for transfer purposes and the specific general education and/or elective course requirements needed beyond the course requirements in desired major. Students are responsible for submitting official copies of transcripts from all previous institutions before enrolling. Transcript evaluations are based on transcript information provided by the student, are contingent upon authentication by official transcripts from accredited transfer institutions, and are subject to evaluation by the Director of Accelerated Degree Programs. A copy of students' transcript evaluation can be made available at any time upon request to an enrollment advisor. Students will also be made aware of total courses needed to graduate on admission letter to desired major. Grades achieved at another institution by a student entering Albright College do not count toward the cumulative average at Albright College. While the approved courses will count toward graduation, only grades received for Albright courses (ADP and Traditional Day) overall will determine the cumulative grade point average. Students entering courses in their major must complete all 16 courses in major at Albright in order to obtain an Albright College degree.

Albright College holds transfer articulation agreements with a number of partner community colleges. All students who hold earned transfer associate degrees from partner community colleges receive a core-to-core transfer of general education requirements from the partner college to Albright, with the exception of two Foreign Language/Culture and one Interdisciplinary Studies general education courses. Career or occupational associate degrees from partner community colleges are evaluated on an individual, course-by-course basis. Please consult Appendix A for a list of 14 partner community colleges, the degrees awarded, and the transfer benefits and conditions that apply. Students will need to achieve a grade of C- or better in each course for transfer. Albright College Accelerated Degree Programs will only consider transfer credits from regionally or nationally accredited institutions.

Once enrolled at Albright, students must obtain approval from Albright College to take a course at a transfer institution for the purposes of fulfilling general education and/or elective course requirements. The student must complete and submit the electronic Application for Approval of Study at Other Institutions form on the ADP Student Support Site, providing the course number and title as well as a copy of the course description, from the other institution's academic catalog. An official transcript reflecting a grade of C minus or better must be forwarded to Albright before credit from the approved course is transferred toward degree requirements. Students should be aware that Title IV federal financial aid can only be receiving at one school for any given semester.

Decisions Regarding Transfer of Credits

Prospective students can submit unofficial or official transcripts to their regional Albright College Enrollment Advisor who can complete a preliminary transcript evaluation to make a determination of credit transfer towards a bachelor's degree at Albright College. The evaluation will be considered unofficial, until the prospective student formally applies to Albright College and submits all prior undergraduate official transcripts and is accepted to the College. Within 10 days of admission to Albright College Accelerated Degree Programs, the accepted student will receive an official transcript evaluation which will serve as the final determination of previous college credit transfer. The transcript evaluation will provide information both on credits awarded, and on courses still needed for graduation.

Albright College Accelerated Degree Programs does not differentiate the potential for transfer of credits by mode of delivery, with the exception of MOOC's (Massively Open Online Courses). Mastery of a MOOC course may be satisfied by a student demonstrating competency through a related College Level Examination Program (CLEP) or DANTES-DSST exam. The student would follow normal procedures to satisfy the CLEP or DANTES-DSST exam and use the MOOC learning experience to increase opportunities to achieve the sufficient CLEP score needed to achieve credit at Albright College.

E. Transfer of Academic Course Credit During or After Albright Enrollment

Once enrolled at Albright, students must obtain approval from Albright College to take a course at a transfer institution for the purposes of fulfilling general education and/or elective course requirements. The student must complete and submit the electronic *Application for Approval of Study at Other Institutions* form on the ADP Student Support Site,

providing the course number and title as well as a copy of the course description, from the other institution's academic catalog. An official transcript reflecting a grade of C minus or better must be forwarded to Albright before credit from the approved course is transferred toward degree requirements.

F. Academic Credit for CLEP & DANTES Exams

The College Level Examination Program (CLEP) is a national program offering a variety of standardized tests to earn college credit. Accelerated Degree students may submit up to 12 credits (four courses) in general studies and/or electives achieved through CLEP subject tests. Beginning January 1, 2016, Albright College will accept CLEP and DANTES exams that meet or exceed the ACE set score. Foreign Language CLEP credit would be applied as 6 credits Foreign Language/Culture with any additional credits being transferred as electives from these exams. See Appendix B for a detailed list of the CLEP subject tests and the number of credits that transfer toward general studies and/or elective course requirements.

CLEP examinations are administered in Reading, Harrisburg, Bethlehem and Lancaster or at any CLEP testing center. The administrative fee is waived for Albright students, but students must use a credit card to pay a test fee directly to CLEP. Students can view this fee on the CLEP website or by speaking with their enrollment advisor. Albright will assess an \$85 per-course transcription tuition charge for the transfer of credits earned through qualifying CLEP scores. Payment for CLEP will be in line with normal college billing practices, which payment will need to be rendered by guidelines on bill CLEP charge is received. Credits earned through CLEP will appear on a student's official Albright transcript. Students will need to purchase the CLEP exam from the CLEP website and bring receipt with test code to schedule CLEP exam with Enrollment Advisor.

For more information on CLEP subject tests or to order study guides, please consult their web site. To schedule an appointment to take a CLEP exam, contact the enrollment advisor/site coordinator at the location where you wish to take the exam or other non-Albright CLEP testing facility. Please ensure that all CLEP transcripts are sent to the Albright College-Reading office when prompted in the CLEP test.

DANTES ACE SCORES:

http://getcollegecredit.com/images/uploads/documents/ACE_Credit_Recommendation.pdf

CLEP ACE SCORES:

<https://clep.collegeboard.org/develop/ace-credit>

G. New York University Foreign Languages Proficiency Testing (NYUFLPT)

Proficiency testing is available for people wishing to measure their knowledge of a foreign language. The results of the test, which are transcribed by New York University, are used to grant academic credit.

1. The 12-Point Exam: The NYUFLPT tests three skills – listening, reading and writing – that are necessary for everyday communicative tasks. Students are required to answer questions about a listening comprehension passage, to translate into English and into the test language, and to write a short essay in response to a selection of general topics. (The format of some language tests may be somewhat different, requiring short answers, multiple-choice selections, etc.) Students are given two hours to complete the 12-point exam.

2. The 16-Point Exam: The 16-point exam is the same as the 12-point exam, but includes a 350-word essay on a more complex subject. In this section, students are required to write about abstract ideas, support an argument, hypothesize, and write in longer paragraphs. Students are given three hours to complete the 16-point exam.

3. The 4-Point Exam: Students achieving a score of 12 on the 12-point exam may elect to take the 4-point exam, which consists of the extended 350-word essay of the 16-point test. Students are given one hour to complete the 4-point exam.

Please review NYUFLP website for exam fees. The exam fee covers one official letter sent to a designated institution and a copy for the student's record. The actual amount of credit granted is at the discretion of Albright College. The results of these exams are valid for five years.

H. Academic Credit for Experiential Learning (ACEL)

The Accelerated Degree Program recognizes and awards credit for experiential learning to degree-seeking students enrolled in the Accelerated Degree Program. Experiential learning is defined as college-level learning that takes place outside of a college or university setting. Academic Credit for Experiential Learning (ACEL) provides for the evaluation of learning against established academic standards so that credit can be awarded.

The ACEL guidelines provide instruction to help students reflect on, identify, articulate and demonstrate learning that has been acquired through life experiences. An Accelerated Degree Program student may earn a maximum of 24 credits toward general studies and/or elective degree requirements. See Appendix C for the complete ACEL Guidelines.

It is strongly advised that students submit portfolios and formal requests for ACEL within the first six months of enrollment in the Accelerated Degree Program so that – if credit is not awarded – adequate time remains to complete general studies and/or elective courses needed for degree requirements.

Academic Credit for Experiential Learning policy is tied to the Accelerated Degree Program Assignment of Credit Hour Policy, meaning that life credits are awarded based on 15 hours of approved documented instructional equivalency per credit.

Albright will consider ACEL applications until 90 days before an ADP student's expected graduation date. Please call the Accelerated Degree Program office to find out corresponding semester deadlines for review of ACEL, CLEP and receipt of official transcripts by Albright College for May and December commencement.

There is no charge for the evaluation of a student's ACEL submission. If the student's ACEL submission results in an award of credit, a \$50 transcription tuition charge per credit will be assessed immediately. This charge will appear on the student's account statement and will need to be paid by guidelines on bill that ACEL charge is listed. ACEL credits will appear on the student's official Albright transcript.

If a student would like to submit an ACEL portfolio for review and has below the 48 required credits to begin in a major, this can be done and credit can be awarded, only if student is enrolled in at least one general studies course. Upon successful completion of this course, the ACEL credits would be listed on Albright College official transcript and can be used to help student get to 48 credits needed to begin courses in major.

See Appendix C for the complete ACEL Guidelines.

I. Foreign Language/ Culture Requirement: Native Speaker Exemption

For the purpose of exemption from the foreign language/culture requirement, a "native speaker" is a student who has graduated from or completed a major portion (six semesters) of his/her secondary education in a non-English school system. Exemption from this requirement is not automatic, and verification of linguistic proficiency may be requested. A student receiving the native speaker exemption will be required to take additional elective courses to obtain credits needed for graduation requirements.

Students whose native language is not English and/or receive exemption from the foreign language/culture requirement may not receive experiential credit for work in their native language in any other general studies and/or elective requirements. Students who believe they may qualify for the native speaker exemption from the foreign language/culture requirement should contact their enrollment advisor.

J. Albright Transcripts

An official transcript is a cumulative record of a student's academic coursework that bears the official seal of the College. All coursework taken at Albright will be recorded on a student's academic transcript. Upon graduation, the degree

conferred and the final honor designation, if appropriate, will be listed on the transcript.

Upon student request, the total number of credits transferred to Albright and the name of the institution they transferred from will be listed on the student's Albright transcript. Credits from transfer institutions are not included on the transcript until 60 days prior to the student's graduation from Albright.

Transcripts are normally issued by the registrar directly to another institution in a sealed envelope. Student copies of transcripts are issued in unsealed envelopes. To request a transcript, students should refer to the registrar's web page at <http://www.albright.edu/academics/registrar.html>. Students are not issued transcripts unless all financial accounts have been cleared with the Student Accounts office.

The graduation date listed on an Albright College official transcript will reflect one of three degree awarding times Albright College has each year: May, August and December. The graduation date is not the date a student finishes all courses required. If a student completes all requirements in advance of a graduation date and needs proof of this, the Accelerated Degree Office can generate a letter for the student for employment purposes or graduate school admittance.

K. Dean's List

The Dean's List is announced twice a year. Accelerated Degree Program students are named to the Dean's List for achieving a 3.75 cumulative grade point average or higher after the completion of 12 credits. Students who make the Dean's List are notified by letter.

L. Graduation

A. Cohort Celebration Dinner

Cohort celebration dinners are typically held twice a year, within the month preceding a commencement ceremony, to commemorate the cohort's completion of the program. All students in the completed cohort are invited to this celebratory meal with administration and faculty, regardless of their graduation status. Students are welcome to bring **one** guest.

M. Ceremonies

Albright has two commencement ceremonies each year, with commencement exercises scheduled in May and December. The commencement program includes a hooding ceremony, where a faculty member places the bachelor's degree hood on each student's shoulders, and the commencement ceremony itself. Graduates who have completed their degree requirements and met their financial obligations will receive their diplomas in the mail four to six weeks after the commencement ceremony. **Students that have a business hold on their account at Albright**

College will not be permitted to attend a commencement ceremony, until the balance is resolved.

Students who have completed all of their courses in major and have no more than two courses (in general education or electives) remaining toward degree requirements may participate (“walk”) in the commencement ceremony. Requests for special consideration should be submitted to the director of accelerated degree programs and approved by the Provost. The degree and diploma are dated and awarded when all academic requirements and financial obligations have been met. Diplomas are printed with May, August, (no August ceremony) or December commencement dates only. The date printed on the diplomas of students who have not completed all of their degree requirements at the time of commencement will be the date of the commencement ceremony subsequent to the completion of the requirements. Students who complete their requirements and have a significant amount of time to wait before receiving their diplomas at commencement may request a letter from the ADP Office to confirm (for employers, graduate school, etc.) that all degree requirements have been met.

N. Graduation Requirements Appeals

Albright’s provost, in conjunction with the Enrollment Development Committee, is responsible for making decisions regarding student requests for exceptions to graduation requirements. To file such a request, a student should contact the Director of Accelerated Degree Programs, who will submit the request to the provost. Students should be aware that requests for exceptions to graduation requirements are rarely approved.

O. Honors

Students at Albright College are eligible for degrees with academic honors. An honors designation is based on the student’s cumulative Albright grade point average. Only grades received from Albright courses (ADP and traditional day) are used when calculating the student’s cumulative Albright grade point average (GPA).

Within Accelerated Degree Programs there are three levels of honors designation. Those with a cumulative Albright GPA of:

- 3.85 or higher will graduate with Highest Honors
- 3.70 or higher will graduate with High Honors
- 3.5 or higher will graduate with Honors

Upon graduating, a student’s honors designation is reflected on his/her diploma and transcript. All degree requirements must be submitted and all financial obligations must be met in order to have a student’s honors designation printed in the commencement program and announced during the commencement ceremony.

P. Alpha Sigma Lambda National Honor Society

The Alpha Sigma Lambda National Honor Society recognizes the achievements of adult students who accomplish academic excellence while balancing the competing

interests of home, community and work. The Beta Phi chapter of Alpha Sigma Lambda was installed at Albright in 1983. To qualify for membership, students must be 21 years of age or older, must have completed 16 courses or 48 credits, and must maintain a cumulative GPA in the top twenty percent of all students completing ADP.

Students with cumulative *GPA's in the top twenty percent of all students who qualify* are offered membership twice each academic year (November or April). Students eligible for membership will receive a letter of invitation. There is a one-time induction fee that includes the cost of national dues, an honor cord to wear at commencement, a membership pin, and a certificate of membership. Inductions are typically held the same day as, but prior to, the cohort celebration dinner.

Q. Psi Chi National Honor Society in Psychology

Psi Chi, the National Honor Society in Psychology, was founded in 1929 for the purposes of encouraging, stimulating and maintaining excellence in scholarship and advancing the science of psychology. Membership is open to graduate and undergraduate men and women who are making the study of psychology one of their major interests and who meet the minimum qualifications. Students eligible for membership will receive a letter of invitation. Psi Chi is a member of the Association of College Honor Societies and is an affiliate of both the American Psychological Association (APA) and the American Psychological Society (APS).

Psi Chi serves two major goals, one immediate and visibly rewarding to the individual member, the other slower and more difficult to accomplish. Both offer greater rewards in the long run. The first of these is the Society's obligation to provide academic recognition to its inductees by the mere fact of membership. The second goal is the obligation of each of the Society's local chapters to nurture the spark of that accomplishment by offering a climate congenial to its creative development.

Eligibility for undergraduates includes:

- Completion of 9 semesters or 14 quarter-hours of psychology courses
- Ranking in the top 35 percent of their class in general scholarship
- Earning a minimum GPA of 3.0 (on a 4.0 scale) in psychology classes as well as in cumulative grades

R. Alpha Kappa Delta, International Sociology Honor Society

Alpha Kappa Delta was founded in 1920 at the University of Southern California by Dr. Emory Bogardus, other sociology faculty and 14 graduate students. The Xi chapter in Pennsylvania was chartered in 1975 at Albright College.

The Society's name is taken from the first letters of three Greek words – anthropon, katamonthanein and diakonesein: "To investigate humanity for the purpose of service." The purpose of this Society is to promote an interest in the study of Sociology, research of social problems, and such other and intellectual activities as will lead to improvement in the human condition.

Membership in AKD, the Xi Chapter PA, is open to Albright students who:

- are officially declared Sociology majors or minors (having completed at least four courses in Sociology prior to initiation),
- are juniors or seniors,
- have a GPA of 3.0 overall,
- have a GPA of 3.0 in Sociology courses taken at Albright College prior to initiation,
- have an academic ranking in the top 35 percent in general scholarship, and
- pay the lifetime membership fee.

Academically eligible students are invited to membership twice each academic year (May and November). Students are invited to join by letter of invitation. Induction ceremonies are held the same day as, but prior to, the cohort celebration dinner.

S. Green Lee Academic Achievement Award

This award is dedicated in honor of Dr. Ron Green, Class of 1962, former dean of the graduate and professional division, and Dr. Jerome Lee, former director of the Accelerated Degree Program, for their tremendous work and dedication in developing an accelerated undergraduate curriculum for adult students.

The Green Lee Academic Achievement Award is designed to recognize the academic achievement of Accelerated Degree Program students in each graduating class who have exemplified overall excellence within their major and who show great potential for contribution in the field. In addition to a high GPA, these student recipients have demonstrated exemplary written and oral communication skills and made a marked contribution to their cohort's performance.

Students are nominated by faculty, and the winners are selected by the Program Coordinators and Provost. This award is a graduation honor that is typically awarded to two to four members of a graduating class.

ADP ADMINISTRATIVE POLICIES AND PROCEDURES

I. Email Policy for Accelerated Degree Programs Students

Every student must have access to the Internet and to e-mail that can send and receive attachments. An Albright 'Lion Link' username and password will be provided to each student during or before orientation. The use of the Albright e-mail account is required. It is the student's responsibility to regularly check e-mail and Moodle course sites for course content, and the Moodle Student Site for information and announcements. This should be done every two or three days, or more as the course requires. Administrative offices assume that Albright e-mail and/or Moodle announcements are sufficient means to contact all ADP students.

- A. Electronic Billing. All invoices and statements at Albright College will be delivered electronically to a student's Albright College issued email address.

II. Address Changes

Any change to a student's home address must be communicated immediately to the Office of Accelerated Degree Programs via the *Student Assistance Request Form* on the Moodle Student Site. Information (e.g., commencement, academic honors and textbooks) will be sent to a student's home address unless other arrangements are made.

III. Textbooks

The cost of textbooks is included in your comprehensive tuition. For students attending the Reading, Bethlehem, Blue Bell, Harrisburg, Lancaster or Pottstown sites, textbooks will be provided in the classroom one to two weeks before the course begins. Textbooks for other remote sites will be shipped via UPS to a student's home address unless an instructor is available to deliver the books to the remote classroom site. **Textbooks cannot be shipped via UPS to a P.O. Box number. A street address is required. If the student's mailing address includes a P.O. Box number, an alternate address with a street number must be provided to the ADP office.** Questions regarding textbooks or textbook delivery should be directed to the *Student Assistance Request Form* on the Moodle Student Site.

IV. Contacting the ADP Office

The main administrative office of Accelerated Degree Programs is in Roessner Hall, first floor on Albright's main campus in Reading, and is open Monday through Friday, 8 a.m. to 7 p.m. On Mondays through Thursdays, the Reading enrollment advisor/site coordinator's office is open and available to assist students until 7 p.m. The Harrisburg, Lancaster and Bethlehem site locations are open Monday through Thursday from 4:00 to 10 p.m.

V. Parking

Students who attend or regularly visit Albright's main campus in Reading must register their cars at the Department of Public Safety. Parking is available for students attending evening classes on the Reading campus in the main lot on a space-available basis.

Students should inquire with their enrollment advisor if they are attending at a community college site about parking regulations.

VI. Identification Cards

Students are issued a personal identification card. This card is used throughout a student's career at Albright College. It identifies the student as a member of the Albright community and provides privileged admission to various campus activities and access to library services.

Identification cards will be issued to ADP students after orientation and to students beginning in general studies courses once they meet with their enrollment advisor for a photograph. The bar code on the card is required to reserve materials from the library.

VII. Moodle Student Site

All ADP students are enrolled in the Moodle Student Site throughout the duration of their program. This site is separate from the Moodle sites associated with individual courses. The Moodle Student Site is the primary source of administrative information for students and for communication between the ADP Office and accelerated degree students. Important information may be posted in the form of announcements and/or sent as individual e-mail messages. Administrative staff contact information and electronic request forms are available on the site. Students are encouraged to use the following electronic forms posted on the web-links portion of the Moodle Student Site:

- *The Student Assistance Request Form* is used for Moodle technical assistance, academic assistance, to request file re-evaluations, etc.
- *The Application for Approval of Study at Other Institutions form* is used to request approval to take general studies or elective requirements at other accredited institutions.

The ADP office uses the Moodle Student Site to send e-mail messages to individual students, individual cohorts, cohorts in specific locations, or to all students in a program major. It is imperative that students maintain their Albright e-mail address in the Moodle Student Site in order to receive important announcements and information.

VIII. Cancellations due to Inclement Weather or Emergencies

Cancelled classes will be rescheduled. The manner and format in which the class time is made up is at the discretion of the instructor.

The decision to cancel evening classes on the Reading campus is typically announced by 3 p.m. Cancellation of evening classes applies to all classes that begin at 5 p.m. and after. Evening classes may be cancelled even if the college has been open all day.

Class cancellations at ADP satellite locations (outside of Reading, PA campus) are based on the status of the corresponding partner community colleges. ADP classes at satellite sites are cancelled when the corresponding community college campus closes. Because

of varying weather conditions, classes at ADP satellite sites may be held as scheduled, even though evening classes at the Reading campus may be cancelled.

Site-specific closing information will be posted on www.albright.edu , in the section related to weather or students can call 1-888-253-8851.

A. Notification for ADP class cancellations at all ADP sites

Online. Check the Albright College web site **Call the Accelerated Degree Programs Office –1-888-253-8851.** Listen for the voicemail prompt to hear class cancellation information, which will be updated as new information becomes available. All decisions regarding closings will be posted at 3 p.m.

1. **Accelerated Degree Programs Facebook Page-** www.facebook.com/AlbrightADP

B. Notification for ADP Satellite site class cancellations

1. **Online.** Check the Albright College web site at www.albright.edu and ADP will list what specific locations are closed.

2. **Call the Accelerated Degree Program Office –1-888-253-8851.**

Listen for the voicemail prompt to hear class cancellation information, which will be updated as new information becomes available. All decisions regarding closings will be posted at 3 p.m.

IX. Billing and Payment

A. Electronic Billing

All billing for the Accelerated Degree Programs is done electronically and will be emailed to you Albright College email address.

B. Billing of Courses in Major (Cohort)

All billing is done on a semester basis for courses in a students major. Students may refer to their cohort calendar to review the four semesters that a student would be enrolled in the cohort (two fall semesters, two spring semesters). A uniform rate is charged for each course that will reflect the tuition lock for that cohort.

Payment for each course is due by the due date on the statement of account once the course is charged to your account. For those courses not settled within 30 days of the due date of the monthly statement of account, monthly interest charges at 1.5 percent will be assessed. Any outstanding balances may result in the student's enrollment being suspended until the account balance has been fully resolved.

This statement shows any outstanding balance as well as any charges incurred for the month, and will indicate the deduction of any scholarships, grants and loans that have

been awarded. Please note that your first billing statement will not arrive until after you start your first course, since official confirmation of one's enrollment is required prior to issuing the first billing statement.

Tuition payments can be made by check, electronic bank transfer or credit card (Visa, MasterCard or Discover) by accessing Lion Pay in the Self Service portal.

C. Employer Tuition Reimbursement Programs/Tuition Deferment

The Accelerated Degree Program Office will provide a detailed invoice/voucher for those students who have employer tuition reimbursement programs (should the employer not be satisfied with the print-out available to students on Self Service). Please contact the ADP office at 1-888-253-8851 with your request. Additionally, any questions regarding your statement can be answered by calling the Student Accounts office.

Albright College does offer tuition deferment for students wishing to defer the cost of a semester or course tuition. Students must complete the Tuition Deferment form, which can be found on the ADP website (forms section) before a semester begins and include any tuition reimbursement paperwork that is requested by the Student Accounts office. There is a semester charge for using the tuition deferment program.

D. Financial Aid

Students applying for financial aid are not required to make payments to their student account unless the financial aid awarded does not resolve the tuition charge. However, as there may be an outstanding account balance until the aid is received, it is the responsibility of the student to inform Student Accounts that he/she is eligible for and has applied for financial aid. Financial aid will not be disbursed to one's account until all required paperwork has been received and processed and then disbursement will occur based on the schedule set by the financial aid office. Please contact the financial aid office for additional details.

E. Available Scholarships

Albright College holds partnership agreements with a number of partner community colleges. All students who hold an associate's degree from a partner college before enrolling in the courses in their major, will receive the partnership spread across four semesters. ADP students who earn associate's degrees from a partner college after they have enrolled in their major receive a pro-rata portion of the partner scholarship or the academic achievement scholarship.

The *partner* scholarship is available to all students who hold an associate's degree from a partner college. The *academic* scholarship is available to all students who hold an associate's degree from a partner college and achieve a

cumulative grade point average of 3.70 or higher. Students are eligible for either the partner scholarship or the academic scholarship, not both.

ALBRIGHT COLLEGE STUDENT SERVICES

I. Disability Support Office (DSO)

Albright College ensures that students with disabilities have equal opportunity to participate in its programs and activities, in compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act Amendments Act (ADAAA) and encourages qualified students to request reasonable accommodations. Albright College offers academic adjustments, auxiliary aids, and services for qualified students through Disability Services Office (DSO), which handles all requests for accommodations and makes referrals to other college units as needed. The Director of Disability Services is committed to providing timely, individual assessment of student needs and promotes self-advocacy and intentional learning. Students must schedule an appointment with the DSO, then submit current clinical documentation, and complete the accommodation registration form. Students can start the accommodation process by contacting the DSO office. The office is located in room 206 of Selwyn Hall, South and can be reached via phone at 610-929-6639. Students can also obtain further information and the documentation standards from the website: <http://www.albright.edu/disabilityservices/index.html>.

II. Academic Learning Center (ALC)

The Academic Learning Center (ALC) provides all Albright students with the opportunity to enhance their academic careers. Academic skills workshops and other study skills programming offer students avenues to succeed at a higher level in their coursework. These workshops are currently only available at the Reading location, however most workshops are evening workshops. Workshops are often presented by faculty and include topics such as time management, learning styles, note-taking skills and exam strategies.

The ALC is located in the basement level of the Administration Building, B-07 and can be reached via phone at 610-921-7662, via e-mail at: academiclearningcenter@albright.edu. Visit the ALC website at www.albright.edu/academic/alc.html. top

III. Writing Center

The Writing Center is another academic support resource on campus. The Writing Center is staffed by peer tutors and a professional staff member who provide one-on-one consultations, for all writers, at any stage of the writing process and for all courses. Unlike copyeditors who simply correct grammar and style errors, writing consultants actively engage writers in meaningful conversations about their texts, helping writers discover, for themselves, how to improve their own work. The Writing Center is located on the first floor of the Administration Building. Appointments can be made through our online appointment system at <http://www.mywconline.com/alb>. If you have questions, please visit the center, e-mail writingcenter@albright.edu, or call 610-921-7540. The Writing

Center website also has useful resources about style, grammar and avoiding plagiarism (www.albright.edu/academics/wcwelcome.html).

IV. Smarthinking Online Tutoring

Albright College makes online tutoring available for students enrolled in the Accelerated Degree Programs. Online tutoring options include, but are not limited to: Statistics, Mathematics, Sciences, Reading, Microsoft Office, Accounting, Economics as well as additional access to a Writing Center, which can be used during the summer and interim sessions. ADP students are given 5 hours of online tutoring every six months. Once the 5 hours expire, student may contact the Accelerated Degree Program office to request additional hours. Students can access online tutoring portal through the ADP Student Support Site in Moodle.

V. Public Safety Department

The physical assets of the College and to fostering an attitude of cooperation with those with whom we come in contact.

The department employs a complement of both full- and part-time officers, as well as a contingency of student security officers. We strive for excellence in providing a safe, secure environment and we promote and support the success of Albright students and the community.

The Department of Public Safety is located at the corner of College Avenue and Linden Street. If calling from a College telephone, the emergency telephone number for immediate access to the office is ext. 7670. In the event of a campus wide power outage, dial 610-921-2277. Emergency telephones are strategically located throughout the campus. By pressing the red key button, the call goes directly to the Public Safety Office. These telephones also provide local calling capabilities.

All public safety officers are CPR, first aid and automated external defibrillator certified. A defibrillator is available in the Public Safety Office, as well as other on-campus locations, if an emergency situation requires its use.

The Department of Public Safety will transport any student in need of medical treatment to the local hospital or to a physician's office. The charge for this service is \$25. An escort service is provided throughout the year and during the hours of darkness.

2. Nationwide Alerts

As the federal government regulates the nationwide alert system, we need to be sensitive from a local perspective. The following initiatives have taken place on the Albright campus:

- a. A campus-wide Emergency Response Plan has been developed for numerous situations that could occur on our campus.
- b. All public safety officers have been trained in appropriate responses to any given emergency on campus.

- c. Albright's assistant housing directors and resident assistants have received CPR certification and first aid training.
- d. We have taken additional precautions at public events held on campus. We continue to monitor national and international developments, and are committed to maintaining the safest environment possible.
- e. The College has implemented a text messaging system that provides critical information to anyone in the Albright community who has registered for this free service. To register your cell phone with e2 Campus, go to our website, www.albright.edu/resources/security, and under Quick Links, click e2 Campus to sign up. You may also contact the Help Desk in IT Services and they will provide instructions.
- f. If a major emergency should occur, public safety officers will make immediate contact with the assistant housing directors, who in turn will contact the resident assistants. The information available will be disseminated quickly to all students.

3. The Albright community can assist as we attempt to heighten our own level of security by adhering to the following:

- a. Always be aware of anyone trying to gain access to a building when those on campus do not know the person(s). Never prop open locked doors.
- b. Anything of a suspicious nature should be immediately reported to Public Safety. Some have already assisted in this way in the recent past. As a result, several persons have been apprehended attempting to break into vehicles owned by our students. We depend on everyone to help us with this security effort.

4. College Identification Card (ID)

The Department of Public Safety issues to all incoming freshmen and transfer students a personal ID/access card with photograph. This card must be carried at all times while on campus. When asked by any Albright College official to produce identification, this card must be presented. This requirement is a security measure to ensure that only those who are authorized to be on campus can be identified. It provides access to the residence hall occupied by the owner of the card, as well as access to the library, dining hall, bookstore and various campus activities. The cost to replace a lost or misplaced identification/access card is \$10. This cost is not refundable if the missing card is found at a later date.

Access to residence halls can only be accomplished through a photo ID/access card. Propping of doors or allowing access to the building to non-registered or unauthorized persons jeopardizes the safety and integrity of the building and its occupants. Violators will be subject to a \$300 fine and/or a disciplinary hearing.

5. Escort Service (Reading campus only)

The Department of Public Safety provides an escort service seven days per week to all students during the hours of darkness. This service is only provided for on-campus escorts. Because of other responsibilities, it is impossible to provide transportation to areas such as airports, bus terminals or train stations.

The escort service will pick up students at the following locations at the following times, beginning at 8 p.m.

Albright Court	:00
The Library	:05 after the hour
Walton Hall	:10 after the hour
Mohn Hall	:15 after the hour
Woods (Stop 1)	:20 after the hour (at the parking lot between Apts. H and I) between Woods Apts. H and I)
Woods (Stop 2)	:25 after the hour (by Woods Apt. A)

This rotation will continue between the hours of 8 p.m. and 2 a.m. After these hours, a walking escort may be requested. **Note: Groups of four or more individuals who are going to the same location will not be given an escort.**

A walking escort may be requested any time after dark and will be provided by an officer. There may be times when an immediate response may not be possible, due to other responsibilities or emergencies requiring the officers' attention. An officer will respond as quickly as possible.

Students are encouraged not to walk alone at night and to utilize the escort services provided by Public Safety.

6. Inspection and Legal Entry

Albright College is sensitive to student needs for privacy. However, the College is liable to civil authorities for behavior within its residence halls and apartments. College officials reserve the right to enter any room at any time for purposes of inspection or to call attention to any violation of the general regulations.

Any time a College official enters a room and finds a College policy being violated, that room may become subject to further search if warranted by the situation. Closets and dresser drawers also may be opened and searched.

Rooms may be entered in the event of an emergency where a person's well-being or health may be threatened, or when personal or College property is thought to be in immediate danger.

7. Lost and Found

Items may be claimed, with proper identification, at the Public Safety Office. If you find a lost item, please take it to the Public Safety Office. Items will be kept for 30 days.

8. Insurance Protection

Albright College does NOT provide property insurance for the loss or damage of personal property of Albright residential or commuting students anywhere on campus. Students and parents should consult with their personal insurance agents to review their existing homeowner's or tenant's insurance policies to determine if appropriate insurance protections are provided for personal property brought to and used on the Albright campus.

If consultations reveal that no such protection exists, each student is urged to obtain such coverage by obtaining an insurance rider to an existing policy or coverage through a separate policy. Should the student not have an insurance agent or wish to compare premiums, coverage is available through National Student Services, Inc.

This company, located in Stillwater, Okla., provides personal effects coverage at a nominal cost. For more information, contact the Residential Life Office.

9. Securing the Campus

Over the past several years, several officers within the Department of Public Safety, who have received Act 120 Certification or its equivalent, have become sworn police officers through the Berks County Court of Common Pleas. This was accomplished in order to provide a safer environment for everyone on the Albright College campus. Now, if a criminal from the community attempts to commit a crime on campus, these officers have the authority to detain and arrest them.

10. Snow and Other Emergency Situations

a. When you hear that we have a late opening, this is what it means:

- **One-Hour Delay/Late Opening:** All classes before 9 a.m. are cancelled. Students report to their regularly scheduled 9 a.m. classes on MWF and 9:30 a.m. classes on T/TH. All offices open as soon as possible, but no later than 9 a.m.
- **Two-Hour Delay/Late Opening:** All classes before 10 a.m. are cancelled. Students report to their regularly scheduled 10 a.m. classes on MWF and 11 a.m. classes on T/TH. All offices open as soon as possible, but no later than 10 a.m.
- **Evening Classes Cancelled:** All classes on the main campus that begin at 5 p.m. and after.
- **Activities, athletic events or individual facilities** may be closed or cancelled even when the College is open. Individual events may take place even when classes are cancelled.
- **Status may change.** For example, a one-hour delay may later change to a two-hour or more delay or change to a closing. Late-afternoon and evening classes may be cancelled even if the College has been open all day.
- **Faculty and Staff:** Employees may be required to report even when classes are cancelled.
- **Accelerated Degree Program (ADP) locations,** call the ADP Office at 1-888-253-8851 for continuously updated information about closings in all ADP locations.

b. How to Find Out What's Happening

PLEASE NOTE: e2Campus text message, web and the hot line are the first places where information is posted and updated!

- 1) e2Campus text message:** A brief text message will be sent to everyone signed up for the emergency text messaging system, e2Campus, and direct you where to find more detailed information. **To sign up for e2Campus, you may visit** <http://www.e2campus.com/my/alb/signup.htm>, or register on the Albright website at www.albright.edu/resources/security; click e2Campus under Quick Links .
- 2) Call the Albright hot line:** x7800 or 610-921-7800. Information is posted and updated as necessary.
- 3) Listen to Your Local Radio or TV Station** (Please do not rely on this as your first source of information.) **Reading:** WEEU (830AM); Y102 (102FM); WRAW (1340 AM); WIOV (105 FM). **Allentown:** WFMZ, Ch. 69 News; B104 (104 FM); WLEV (100.7 FM); WCTO (Cat County 96 FM); WEST (1400 AM); WODE (99.9 FM “The Hawk”) **Boyertown:** WFKB (107. 5 FM); **Harrisburg:** UPN 15/WHP Ch. 21 CBS; WITF Ch. 33; WITF (89.5 FM); WHP 580 AM; WRVV (97.3 FM “The River”); BOB (94.9 AM); KISS (99.3 FM); **Lancaster:** WGAL (Ch. 8); WLAN (97 FM); WROZ (101 FM “The Rose”); WIOV (105.1 FM); **Philadelphia:** KYW Radio (1060 AM) – listen for #1481; KYW TV 3; WCAU NBC 10.

VI. Experiential Learning & Career Development Center (ELCDC)

The resource library has information on the following topics: study abroad/off campus programs; occupational information, including salaries and employment projections; resume writing; and graduate/professional schools. An extensive workshop schedule is offered each semester, including concentration/career options, resume writing, interviewing and job/internship searching. The center also coordinates special alumni panel presentations and programs in collaboration with academic departments. Each academic year the Experiential Learning and Career Development Center also hosts five fairs. In the fall, Graduate/Professional School Day enables representatives to recruit Albright students for admission to their programs. During the spring, students can participate in the Study Abroad/Off Campus fair where representatives from study abroad/off campus program providers and faculty members offering faculty-led study abroad opportunities will be available to answer students' questions.

Students also participate in The Lehigh Valley Collegiate Career Expo (LVCCE), The Horizons Job and Internship Fair, and Teacher Recruitment Day (TRD) each spring. Students also have the opportunity to register for our on-campus recruiting program, which enables them to meet with employers seeking applicants for a wide variety of internship and career positions. Students are able to search for jobs, internships and mentors by accessing ASK JIM (Jobs, Internships, Mentors). Visit us online at www.albright.edu/elcdc for more information about our services. Students are strongly encouraged to begin their career planning during their first year at Albright. The center may be reached by telephone at 610-921-7630 or by e-mail at elcdc@albright.edu.

VII. Information Technology Services

The Information Technology Services Department is located in the lower level of the Center for Computing and Mathematics (CCM), which also houses the following computer equipment for student use:

- Windows Workstations
- Mac Workstations
- Networked Laser Printers
- Color Scanners

Students with valid ID have free access to this facility during the following hours: spring and fall semesters, Monday through Thursday, 8 a.m. to 12 a.m.; Friday, 8 a.m. to 5 p.m.; Saturday, 10 a.m. to 6 p.m.; and Sunday, 12 p.m. to 12 a.m. Interim and summer session hours are posted during those sessions. The CCM is open extra hours at the end of each semester and is closed for most academic breaks. Guests are not permitted in the computer labs at any time. Please read the Technology Acceptable Use Policy.

To receive more information about computing resources on campus, please call the IT Services Helpdesk at 610-921-7676. Several other computer labs on campus house similar equipment, some of which is available for general student use. Locations for these labs may be found on the IT Services website at www.albright.edu/itservices. For a schedule of open hours at any of these labs, please contact the appropriate building secretary.

- **Other important services provided by the CCM include:**

- a. **IT Help Desk:** (610-921-7676 or helpdesk@albright.edu) - Located in the lower level of the CCM building, where it is now available during a greater span of hours with much improved ADA access. Our hours are Monday-Thursday, 8 a.m.-12 a.m.; Friday, 8 a.m.-5 p.m.; Saturday, 10 a.m.- 6 p.m.; and Sunday, 12 p.m.-12 a.m.

Students with a valid Albright ID card may visit the Help Desk to obtain their network/e-mail accounts and passwords.

- b. **Media Services:** Media Services provides support for students, staff and faculty who wish to use technology in their academic activities and work. Services include AV equipment loaning, classroom technology support and one-on-one equipment training. Our hours of operation for equipment and support are Monday-Thursday, 8 a.m.-10 p.m.; Friday, 8 a.m.-5 p.m.; Saturday, 10 a.m.- 6 p.m.; and Sunday, 12 p.m.-12 a.m.
- c. **Student computing support:** Staff technicians can help resolve general network and Internet connectivity problems in the residence halls. Technicians are available at the Help Desk during normal operating hours or by appointment only, Monday through Friday, 8 a.m. to 5 p.m. To schedule an appointment, please contact the IT Help Desk.

Student help desk: A member of the Albright student lab consultant's staff is available in the CCM during all lab hours to help students. These students have experience with most of the available software packages and are trained to answer students' questions and resolve problems. New students are hired for this position at the beginning and end of each academic session. Students interested in employment may inquire through the IT Help Desk.

VIII. Library Services-F. Wilbur Gingrich Library

The Gingrich Library is an integral part of a student's academic experience and provides resources and services to help students succeed academically. The staff gives highest priority to helping students develop critical research skills.

Located in the Library/Administration Building, the library offers a wide range of services, facilities and resources. The library provides access to more than 310,000 print and electronic books, over 100,000 CDs/DVDs and other multimedia materials, and receives more than 38,000 magazine and journal titles in paper or online formats. These materials support both the curriculum and general student interests.

While classes are in session during the fall and spring semesters, the Gingrich Library is open Monday through Thursday from 7:30 a.m. to midnight, Friday from 7:30 a.m. to 7 p.m., Saturday from 10 a.m. to 7 p.m., and Sunday from 10 a.m. to midnight. These hours are posted online on the LION library website at <http://library.albright.edu> and are available by telephone at 610-921-7219. During examination periods, the library extends its hours. Hours for Interim and summer session and other special times are posted on the website and available by telephone.

All students have complete access to the Gingrich Library *cataLION* catalog, electronic books, and all of its electronic databases from on-campus, in the residence hall or off-campus. Students can request, free of charge, almost any book or article through our interlibrary loan system. Librarians are always ready to answer questions and help students find materials- in person, by e-mail, by phone or via chat services. Student reference assistance is available 24/7 through the College's participation in the AskHerePA services.

The Library/Administration building was constructed in 1963 with a major addition in 1975. It is preparing for a major renovation in the upcoming years. The current space can accommodate up to 300 library researchers at tables, individual study carrels and casual seating. The library maintains group study rooms, study carrels, comfortable chairs, and some small table areas to accommodate various study habits. The lobby area contains food and drink vending machines, a courtesy college phone and a free (help yourself) book shelf.

Reference, circulation, course reserves, current periodicals, leisure reading, DVD collections, Internet access, interlibrary loan services and the microform collection are on the main floor. The general collection is housed on the second and third floors. The Nolan Room/Holocaust Resource Center, Archives & Special Collections, Educational Materials Center, and group study rooms are located on the second floor. The College supports a small science library/study area in Room 350 of the newly renovated Science Center.

The services offered by the library include, but are not limited to:

- Instruction and research assistance in using resources in the library and on the Internet.
- Research/reference support via telephone (610-921-7211); email (LibraryRef@albright.edu) or in person or now by chat.
- Access to the library catalog and library journal databases.
- Circulation of books, electronic books, and audiovisual materials
- Access to the hi-speed college wireless network, both inside and outside the building.
- Access to b&w printing from library computers
- Access to scanners that allow output to computer, email or flash drives
- Photocopying from microform or print originals by using cash or the College ID with a declining balance account (DBA).
- Access to library programming that may carry Experience credit.
- Ability to use materials not found at Albright since the library cooperates with other academic libraries via the ILLiad (interlibrary loan) service, where the Albright Library borrows items it does not own for students.
- Reciprocal borrowing privileges at other academic libraries such as Kutztown University, Bucknell University, Franklin and Marshall College, Gettysburg College, Susquehanna University, Millersville University, as well as local colleges such as Alvernia University and Penn State Berks Campus.
- Special assistance for physically challenged students.

Additional services and support options are available via the library LION website at <http://library.albright.edu>.

All new students are issued a College ID card by Public Safety at the beginning of their classes. That card also functions as the library card and is used to borrow materials from the library or obtain course materials from reserve. Students who do not receive an ID card should contact the Department of Public Safety. College ID cards are used during the student's entire undergraduate experience and can be updated for alumni privileges upon graduation. Access to the computer network, ILLiad and remote access to the library databases uses the college's LionLink account username and password for authentication. Students who need assistance in logging in with their LionLink accounts should contact the Albright ITS HelpDesk.

The following library instructions apply for all students:

Each student is responsible for all materials borrowed on his/her card, including fines incurred and charges for lost or damaged materials.

- As a safety and security measure, students may be asked to present their college ID at any time while they are using the library.
- Loss or theft of the card must be reported to the Department of Public Safety and the Library immediately.
- In order to use their IDs as swipe cards on the library photocopiers, students must create a declining balance account (DBA) with Student Accounts.
- Drinks in covered containers and foods such as those sold in the library vending machine are allowed in the library. Patrons should report any spilling at the circulation desk and clean up any space they use.

In addition to library services, the library provides assistance in using Moodle, web-based software for classroom support. Support for Moodle can be obtained by contacting moodle@albright.edu or calling 610-921-7211 (Library Reference Desk). Support for accessing Moodle via LionLink can be obtained by contacting the HelpDesk (helpdesk@albright.edu), calling 610-921-7676 (ITS Department) or checking the LION web page at library.albright.edu/moodle.

IX. Office is Multicultural Affairs

The Office of Multicultural Affairs strives to support and empower students of all backgrounds. The office provides educational and inclusive programming, advisement, and other services that promote cultural awareness. Our goal is to work with the campus community in order to encourage academic, cultural, and personal growth. We welcome differences in age, race, ethnicity, disability, gender, religion, sexual orientation, socio-economic background, and geographic origin. While this office services the greater Albright community to enhance the goals of multiculturalism, specific focus and attention is placed on all students enrolled at Albright College.

X. Athletic and Fitness Facilities Complex (Reading Campus)

The Schumo Center for Fitness and Well-Being is a new state-of-the-art wellness facility that offers students the opportunity for fitness, relaxation, education and community. Students are able to schedule a massage or partake in a large variety of fitness classes, from kickboxing to yoga. Peg's, the Café at Schumo, offers a menu rich with healthy meals and snacks to rejuvenate our students' bodies and souls. For information regarding hours and available programs, please contact the front desk at 610-929-6715.

XI. Student Activities

A wide range of programs, events and organizational memberships encourage students to become culturally astute, intellectually stimulated, and socially committed. Campus events are posted regularly and advertised in the Campus Center. For additional information regarding student activities, programs or organizations, contact the Office of Student Activities in the Campus Center at 610-921-7529.

XII. Student Art, Music and Publications

Several student-run artistic organizations exist on campus, including a Pep Band, Gospel Choir, Albright Angels, Cinema Club and others.

The Albright student radio station, WXAC, broadcasts on an FM channel and serves the Reading community as well as the campus. Its progressive programming style fosters and provides outlets for individual student ideas and input.

The College newspaper, *The Albrightian*, is published for and by the students of the College. Students coordinate the College yearbook, *The Cue*, and the literary magazine, *AGON*.

XIII. Albright Learning Center

The Albright Early Learning Center is a spacious and colorful facility at 3040 Kutztown Road, Reading. The Albright Learning Center is fully accredited by the National Association for the Education of Young Children and licensed by the Commonwealth of Pennsylvania. The Albright Learning Center offers pre-school, kindergarten, child care, after-school and special education programs. For more information, call 610-921-9324. Students enrolled in Accelerated Degree Programs can receive a discount for their children enrolled in the Albright Early Learning Center.

XIV. Food Services

2015/2016 Dining Service - Hours of Operation				
Facility	Monday-Thursday	Friday	Saturday	Sunday
Residential Dining Hall	7am – 8pm Continuous Dining	7am – 7pm Continuous Dining	8am – 7pm Continuous Dining	10am – 7pm Continuous Dining
Jakes Java	7am – 9pm	7am – 4pm	Closed	Closed
Jake's Place	8am – 12am	8am – 12am	12pm – 12am	2pm – 12am
Peg's Café	9am – 7pm	9am – 3pm	Closed	Closed
Rockland Market	7:45am – 8:30pm	7:45am – 3pm	Closed	Closed

XV. Lion Bookstore, Reading Campus

The bookstore is located in the Campus Center. Supplying textbooks is the prime function of the bookstore, although other items are available for purchase. These items include all school supplies (notebooks, pencils, etc.), greeting cards, imprinted sportswear, ceramics and

glassware, cold drinks, snacks, health and beauty aids and many other items. Gift cards and UPS shipping anywhere in the United States are available. Payments can be made using cash, personal checks with one form of photo ID, Barnes and Noble Gift Cards, Albright DBA, Albright charge, or MasterCard, VISA, American Express and Discover card.

The bookstore hours are Monday through Friday, 8 a.m. to 5 p.m. Saturday hours will be observed on special occasions such as Homecoming, Family Weekend, Open Houses, Graduation and the start of each semester, or as posted.

You can take advantage of ordering merchandise and textbooks online by going to our website: www.albright.bncollege.com. **ADP students do not need to purchase textbooks, as it is included in comprehensive tuition.*

FACULTY AND STAFF

The **Provost and Vice President of Academic Affairs** is the chief academic officer of the College, responsible for overseeing 127 full-time faculty and adjunct faculty and all academic programs, including graduate and accelerated degree programs and the integration of academics, student services, finances, development and assessment at the College.

ADP Program Coordinators serve as the faculty coordinators of the academic areas of concentration within each major, as well as a coordinate overseeing the general studies curriculum. They oversee the academic integrity, curriculum and staffing of instructors for their particular major. There is one academic program coordinator for each major in Accelerated Degree Programs. Academic program coordinators serve as academic advisors for ADP students and can answer questions or address concerns about course content, course instruction, grading and academic honesty.

Full-time faculty are faculty who teach a full course load in Accelerated Degree Programs, the traditional day college and sometimes a combination of both. Faculty may teach at several different sites.

Adjuncts are working professionals with expertise in the courses they teach on a per-course basis for Albright College.

The **Director of Accelerated Degree Programs** oversees enrollment, marketing, student services, and all other administrative functions of the Accelerated Degree Programs.

The **Assistant Director of Accelerated Degree Programs** assists the director and has expertise and responsibility for specific administrative functional areas, including Academic Credit for Experiential Learning, Commencement, course evaluation, and student academic advising.

Enrollment Advisors are assigned to a specific regions and serve as transfer and enrollment advisors for prospective and current students. They evaluate prospective students' transcripts

for transfer credit and advise current students about selecting the appropriate courses to meet general education or elective requirements. They also coordinate the operations and administrative functions of their site. They also refer students to the appropriate individual whenever there are questions or concerns.

Outreach Coordinator oversees the orientation program and presents at all new orientations at all locations for Accelerated Degree Programs.

Processing Coordinator/Re-entry Advisor is responsible for handling much of the day to day functionality of Accelerated Degree Programs. In coordination with the **Processing Assistant** both positions work in tandem on faculty contracts, updating student transcript evaluations, CRM data entry, etc. The position works closely with re-entering students to ensure a smooth transition back to the classroom.

ADP Admissions Support is responsible for the processing and communication of applications and application items to Enrollment Advisors and applicants.

Administrative Assistants are essential support roles in the functioning and operation of ADP offices, including the provision of admissions and enrollment information, commencement activities, grade notification, textbook delivery, instructor support and other student services.

Students may consult the Moodle Student Site for the specific names and contact information of Faculty and Staff.

COLLEGE-WIDE POLICIES

I. The Student Code of Conduct

A. Administrative Search and Seizure Policy

Albright College respects the privacy of members of the College community. At the same time, the College reserves the right for the appropriate officials to conduct searches if reasonable cause exists to believe that **(a)** activity is taking place in a student's room or on College premises that is detrimental to the health, safety or welfare of individuals; or **(b)** substances are contained in the room or on the property of the College or on a person that would constitute a violation of the Student Code of Conduct. A search involves the close physical examination of all areas, which may include, but are not limited to, thoroughly going through an individual's personal belongings. Determination of what constitutes a reasonable cause to believe that a search is necessary will be made by the director of public safety (or designee). Rooms may be entered without the student present.

B. Alcohol Policies

1. Students are reminded that the laws of the Commonwealth of Pennsylvania limit involvement with alcoholic beverages to persons 21 years of age or older.
2. The following are regulations for alcohol use:
 - a. Albright College allows students who are 21 years of age to possess and/or consume alcoholic beverages in the privacy of their own room, suite, apartment, or house. Note: All roommates must be 21 years of age in order for students to possess/consume alcohol in the privacy of their assigned space. Otherwise, it is considered to be a dry room, suite, apartment or house and all students will be subject to disciplinary action for violations of the alcohol policy.
 - b. Common-source containers of alcohol (i.e. party balls, punch bowl, kegs, etc.) are prohibited anywhere on campus.
 - c. The use of grain alcohol is strictly forbidden.
 - d. Open containers containing alcohol are not permitted in the hallways and common areas of residence halls or in public areas of the campus. Any containers of beer or wine that are being transported must be sealed and covered while on College premises.
 - e. If it is determined by Public Safety that a student has consumed alcohol which renders them to be in significant physical harm, they will be transported by ambulance to the hospital. If a student has consumed alcohol and their physical well-being is in question, an auxiliary officer will be called in to monitor the student's condition until they are considered to be safe. The cost of the auxiliary officer's salary, in the amount of \$100, will be passed on to the student.

- f. The illegal purchase, possession or consumption of alcoholic beverages (The College expects every student to be aware of these laws and to assume the responsibility for compliance with them.)
 - g. Students are reminded that the Commonwealth of Pennsylvania prohibits the purchase, possession or consumption of alcoholic beverages by persons under the age of 21. Furthermore, any person 21 years of age or older is subject to charges of contributing to the delinquency of a minor for providing someone under the age of 21 with any alcoholic beverages. Violators are subject to prosecution by state law enforcement officials.
3. Fines (In addition to other sanctions, students who violate alcohol/drug policies will be fined.)

C. **Campus Save Act**

On March 7, 2013, President Obama signed a bill that reauthorized the Violence Against Women Reauthorization Act (VAWA). Included in the bill is the Campus Sexual Violence Elimination Act (Campus SaVE). Albright College fully supports the Campus SaVE Act by educating our community members regarding the prevention of and by supporting our community members in issues surrounding domestic violence, dating violence, sexual assault, stalking, consent, options for bystander intervention, recognizing warning signs of abusive behavior, and how to avoid potential attacks. Assistance for victims is available on-campus or through referrals off-campus should the need arise. For more information contact the Title IX Coordinator or Deputy Coordinators, The Dean of Students, The director of Community Standards, The Director of Human Resources, The Director of Public Safety, or the Director of the Gable Health and Counseling Center.

D. **Discrimination**

Diversity is one of the strengths of a society as well as one of the hallmarks of a college campus. Albright College recognizes and values the perspectives molded by different cultures and backgrounds. Albright College recognizes and supports the idea that colleges protect the academic environment and encourage freedom of expression, and the responsibility that it entails. While members of the Albright community reserve the right of freedom of expression, the members of the community must also recognize they have a duty to be responsible. Members of our community have the right not to be discriminated against by any agent, organization or member of the Albright College community.

1. **Hate/Bias:** The Pennsylvania Crimes Code states that a person commits the offense of ethnic intimidation if, with malicious intention toward the actual or perceived race, color, religion, national origin, ancestry, mental or physical disability, sexual orientation, gender or gender identity of another individual or group of individuals, he commits an offense under any other provision of this article or under Chapter 33 (relating to arson, criminal mischief and other property destruction) exclusive of section 3307 (relating to institutional vandalism) or under section 3503 (relating to criminal trespass) with respect to such individual or his or her property or with respect to one or more members of such group or to their property.

1. **Definition:** As used in this section, “malicious intention” means the intention to commit any act, the commission of which is a necessary element of any offense referred to in subsection (a) motivated by hatred toward the actual or perceived race, color, religion or national origin, ancestry, mental or physical disability, sexual orientation, gender or gender identity of another individual or group of individuals (PA Crimes Code 2710).

Albright College holds the members of its community to a higher standard than the Pennsylvania Crimes Code. Albright College is committed to protecting individual freedoms, as long as they are not inflammatory or harmful toward others, whether it is intentional or not. Violation of the norms of civility and other accepted rules of behavior, whether or not covered by specific regulations, subjects a student to disciplinary action.

2. **Disciplinary Action:** A violation of College policy such as harassment, vandalism, assault, etc. that is motivated by hate or intolerance will be considered a harsher violation. Any member of the Albright community who participates in promoting hatred and intolerance will be brought before the appropriate office or the Office of Community Standards. Those found guilty of hate/bias infractions of the Student Code of Conduct may find the sanctions imposed more severe than sanctions for non-hate related infractions.
3. **Notification of Hate/bias:** Any person who becomes aware of an incident of hate/bias should call (ext. 7670) or come into the Department of Public Safety immediately. Any member of the Albright College community (student, faculty or administration) may initiate the College’s complaint process. Complaints must be submitted in writing to the Public Safety Office as soon as possible after the complainant (person submitting the complaint) becomes aware of the alleged violation. Individuals may also contact the Dean of Students office with concerns and /or the Title IX Coordinator.
4. **Filing a Complaint:** Complaints alleging hate/bias incidents should be addressed to the Department of Public Safety or any of the above entities. The written complaint will be forwarded to the appropriate office: for a student it will be sent to community standards; for an employee to human resources; and for faculty to the provost.
5. **Reporting of Incidents to the Albright Community:** This policy requires that these incidents be reported to the Albright College community by the appropriate disciplinary office.

E. Drug and Alcohol Statement

1. **Drugs**

A number of states have legalized the cultivation and use of marijuana for medical purposes. Also, some states have allowed the recreational use of marijuana.

The growth and use of marijuana is illegal under the Federal Controlled Substances Act (CSA). Marijuana use and possession remains illegal under federal law despite the action of the states' legalization of same as cited above.

The supreme Court has made clear that federal law supersedes any and all state law regarding medical marijuana. Therefore, the use or possession of marijuana even for medical purposes is illegal under federal law.

Students or others in the Albright community with disabilities may argue that possession and use of marijuana for medical purposes is not only legal, but possibly even necessary as an accommodation under the American with Disabilities Act or Section 504 of the Rehabilitation Act. However, laws and regulations under both statutes make clear that illegal drug use is not protected and courts have held that the use and possession of marijuana remains illegal.

Thus, to be consistent with its policies regarding drugs and alcohol, the policy of Albright regarding illegal use of drugs and alcohol includes marijuana even for medical purposes. Students, therefore, have no right to use or possess marijuana on the Albright campus.

- a. **Standard of Conduct** – Possession, use and/or distribution of non-prescription and/or illegal controlled substances, prescribed medical drugs that were unlawfully obtained or are being unlawfully or abusively used, and related paraphernalia are strictly prohibited on any area of campus. In addition, the abusive or unlawful use of over-the-counter drugs is strictly forbidden. Any violation of this policy is also considered a violation of the Student Conduct Code.
- b. **College Sanctions** – Students who possess, use and/or distribute illegal drugs, prescribed medical drugs that were unlawfully obtained or are being unlawfully used, or drug paraphernalia (including hookahs and other smoking devices) on Albright College property will be subject to community standards sanctions and educational programming. Repeat offenders may face more severe penalties, including automatic suspension and/or removal from the residence halls. Students who distribute controlled substances or possess such substances with the intent to distribute may be subject to more severe sanctions including suspension and/or expulsion.
- c. **Local, State and Federal Laws** – In addition to sanctions imposed by the College, drug violations may be referred to the appropriate external authorities. Under local,

state and federal laws, such as the Commonwealth of Pennsylvania, violations as specified above may result in penalties ranging from fines through imprisonment. A list of penalties for federal drug offenses can be found on the U.S. Drug Enforcement Administration's website at <http://www.dea.gov/agency/penalties.html>. There are circumstances when controlled substance convictions will interfere with federal financial aid eligibility. If you find yourself in a situation on-campus or off-campus where you believe your eligibility for federal financial aid could be in jeopardy, please contact the Director of Financial Aid for guidance and support.

- d. **Health Risks** –The health risks caused by drug use vary depending on the drug involved. Studies have shown that marijuana contributes to sterility in men, destroys brain cells and leads to diseases associated with cigarette smoking. The use of cocaine or any cocaine-based substance may cause heart failure, erratic behavior, personality changes, birth defects, loss of appetite, paranoia and mood swings. The use of drugs without a doctor's supervision may also cause serious health difficulties. In addition, the abuse of any substance can adversely affect relationships, employment, academic and athletic performance and self-esteem.
- e. **Treatment** –The College provides confidential counseling services to students. The Albright College Counseling Center is located at the Gable Health Center and can be reached at 610-921-7532. The Counseling Center personnel will provide referrals to both in- and outpatient treatment facilities at area treatment centers and/or hospitals. Treatment fees are the responsibility of the individual.

2. Alcohol

- a. **Standard of Conduct** – Possession, distribution, use and/or consumption of alcohol by students under 21 years of age is strictly prohibited on campus. The operation of a motor vehicle by a driver who is legally impaired or intoxicated (reckless driving) is also prohibited. In addition, consumption of alcohol and/or possession of open containers of alcohol by any student in public areas are not permitted. No alcohol is permitted at Greek rush events.
- b. **College Sanctions** – Students who violate any of the above alcohol regulations will be subject to a minimum penalty of a disciplinary warning. Subsequent offenses will result in more serious action. Offenses and sanctions will be kept on file in the Community Standards office and reported to the appropriate agencies.
- c. **Local and State Laws** – In addition to sanctions imposed by the College, alcohol violations may be referred to the appropriate external authorities. Under local and state laws, such as the Commonwealth of Pennsylvania, Vehicle and Traffic Law, and Alcoholic Beverage Control Law, violations may result in penalties ranging from fines through suspension of a driver's license and possible imprisonment.
- d. **Health Risks** – Use of alcohol may result in mood changes, impulsive actions, loss of judgment and loss of coordination. Excessive use of alcohol may cause heart damage, liver damage, damage to the digestive tract, cancer, brain damage, mental disorders, loss of sexual function,

blood disorders and birth defects. Also, long-term alcohol use may affect relationships, employment, academic and athletic performance, and self-esteem. Students will be held completely responsible for any violation of College policy while under the influence of alcohol.

- e. **Treatment** – The College provides confidential counseling services to students. The Albright College Counseling Center is located in the Gable Health Center and can be reached at 610-921-7532. The Counseling Center personnel will provide referrals to both in- and out-patient treatment facilities at the Reading Hospital and other area treatment centers.

This information is provided in compliance with section 1213 of the Higher Education Act of 1965, as amended by the Drug-Free Schools and Communities Act Amendments of 1989 [20 U.S.C. 1145g] and again amended in the Higher Education Opportunity Act (HEOA) [Public Law 110-315] was enacted on August 13, 2008.

F. **Missing Student Notification**

The Higher Education Opportunity Act of 2008 (HEOA) requires institutions participating in a Title IV federal student financial aid program, and maintains on-campus housing facilities, to establish an effective missing student notification policy and related procedures. All students are strongly encouraged to provide the College with a confidential contact whom the College will notify in the event that the student is determined to be missing. This information, which will be maintained in the Dean of Student's office and a copy filed with the Department of Public Safety, will be accessible only to authorized campus officials and law enforcement authorities and will be used only in connection with responding to a report that a student is missing. The confidential contact does not have to be a parent of a student. This is the individual who will be contacted by police in the event the student is reported missing. This individual will be updated as to the progress of the investigation into the missing person. In the event a student is under 18 years of age, and has not been legally emancipated, the student's parents will also be contacted.

Suzanne's Law is section 204 of PL 108-21, the Protect Act, signed by President Bush in 2003. Suzanne's Law amends Section 3701 (a) of the Crime Control Act of 1990 so there is no waiting period before a law enforcement agency initiates an investigation of a missing person under the age of twenty-one and that law enforcement agency is required to report the missing person to the National Crime Information Center (NCIC) of the Department of Justice, as part of the national "Amber Alert" bill. Any person under the age of 21 is considered a missing child.

Albright College takes student safety very seriously. Any member of the Albright Community, including parents or guardians, who believes that a student is missing, whether or not the student resides on campus, may be deemed missing if it is reported to appropriate college officials (public safety, housing and residential life, resident assistant, lead RA, assistant director or director, Gable Health and Counseling Center personnel or the Dean of Students Office) that the student has been unreachable via personal contact, telephone, email or other means of electronic communication. Any

member of the student affairs team that receives the call will immediately refer the information directly to the leadership of public safety (director, associate director or assistant director). All investigative procedures will be governed by Student Affairs policy and procedures and federal, state and local laws. When information is received by the Department of Public Safety, there will be no waiting period before an investigation is initiated. The director or designee will immediately notify the Vice President for Student Affairs/Dean of Students and together will coordinate efforts to begin immediate attempts to locate the student. Initial investigations, prior to any formal police investigation, will include a thorough review of the student's recent activity on campus which may include, but not be limited to:

3. Interviewing the person making the complaint in order to determine the reason the complainant is reporting the missing person.
 4. Gathering all essential information about the person including clothing description, where/when subject was last seen, who he/she may be with, vehicle description, etc.
 5. Questioning the student's roommate(s) and friends.
 6. Visiting the student's room.
 7. Speaking with professors to determine the last time he/she attended class.
 8. Reviewing of the student's recent use of his/her ID card.
 9. Reviewing surveillance video, based upon the student's class schedule and usage of his/her ID card.
 10. Speaking to his/her supervisor, if student is employed, to find out the last time he/she reported to work.
 11. Seek answers to the following questions:
 - a. What are some of the places the student most frequents? Have we contacted anyone at those locations?
 - b. What is the student's academic status? Has the student been experiencing any academic or financial problems?
 - c. Is the student taking any medications that would pose a life-threatening risk to him/her if any dosages were missed?
 - d. Has the student been despondent or struggling with mental health issues? Has the student been receiving any personal counseling?
 - e. Does the student have a known substance abuse problem?
 - f. Do we know if the student has received any threats?
 - g. Does the student have a conduct record? If so, does this record suggest any pattern of behavior that may be helpful to the investigation?
 - h. If the student has a cell phone, do we know the name of the provider? Have we considered an open tracking application on the phone or the assistance of police-requested court ordered tracking of the phone?

An updated photo may also be obtained to aid in the search. A quick, but thorough, search will be conducted in all campus buildings, grounds and parking lots.

Staff should document the situation and create a factual written report from all investigative parties involved. In creating the written report, only record pertinent facts and not speculative information.

If the student is not located as the result of an active investigation by College officials, the Vice President for Student Affairs/Dean of Students will contact the person(s) listed on the student's Emergency Contact form to inquire about his/her whereabouts and/or alert that person his/her child is missing. Once this occurs, a College official will make an official missing report to the appropriate law enforcement agency within the jurisdiction of the College. The local police then become the authority in charge. The Department of Public Safety and the Dean of Students will assist them in any way necessary.

G. **Responsible Albrightian Policy**

Albright College's primary concern is the health and safety of its students. The College is aware that students are sometimes reluctant to seek medical attention in alcohol- and other drug-related emergencies out of fear that they may face sanctions related to possessing or consuming alcohol or other drugs. Because these emergencies are potentially life-threatening, Albright College seeks to create a culture of trust and care paired with safety and responsibility while reducing any barriers that would prevent students from seeking assistance by implementing the Responsible Albrightian Policy.

The Responsible Albrightian Policy provides consideration for alternative consequences for a student who, while under the influence of alcohol or other drugs, responsibly reports alcohol and/or other drug-related emergencies to the proper authorities for the intention of seeking medical or safety assistance for anyone in need of emergency care. Alternative consequences should not be confused with amnesty.

Description of and Requirements during Emergency Situations: Students who find themselves in a situation that requires emergency care of another should contact the Department of Public Safety at 610-921-7670, or ext. 7670 from an on-campus phone, or press the red button on the campus call boxes. Call 911 if off campus, and/or immediately seek assistance from a residence life staff member to report the details needed by emergency response personnel while in residence halls.

Scope of Protection: The College will consider the positive impact of reporting an incident when determining the appropriate sanctions for policy violations. In such cases, any possible negative consequences for the reporter of the situation will be evaluated against the possible negative consequences for the student who needed assistance.

Students needing medical assistance during an alcohol- or other drug-related emergency will not face disciplinary/conduct action for the mere possession/use of alcohol or drugs. However, the Office of Community Standards will seek a mutually agreeable resolution to the matter, when possible, while meeting with the same student to discuss the incident. This student may be required to participate in an appropriate educational program. Even if there is not a disciplinary action, the Office of

Community Standards will maintain a file of each case that may be used to establish a pattern of history should subsequent alcohol or other drug violations occur. Conduct violations do not appear on the student's academic transcript.

Institutional Discretion Statement: Based on the totality of the incident, the College hearing officer will make the final determination as to the applicability of the Responsible Albrightian Policy and reserves the right to reduce any sanctions or outcomes, including dismissing any and all charges against a student.

Important Policy Limitations: Students should be aware that the Responsible Albrightian Policy does not prevent action by local and state authorities when the situation warrants outside involvement.

H. **Sexual Assault/Rape Policy**

Sexual assault and rape are crimes that will not be tolerated at Albright College. The nature of these types of incidents causes immense difficulty to the individuals directly involved and offends the educational mission of the institution. Those identified as being responsible for such acts may expect to be criminally prosecuted and held accountable under the College's Sexual Assault/Rape and Harassment Policy procedure.

What to Do if You Have Been Sexually Assaulted or Raped

- a. Get to a safe place as soon as you can (i.e., Public Safety, hospital, RA)
- b. Get help immediately by contacting an assistant director of housing, resident assistant, Health Services, Counseling Services, Dean of Students, and/or Public Safety. Between the hours of 8 a.m. and 5 p.m., Monday through Friday, call the Gable Health and Counseling Center at Albright College (ext. 7532). Call the Department of Public Safety at Albright College (ext. 7670) even if you do not want further action taken. You may also alert the Title IX Coordinator.
- c. Seek medical care. Save all of the clothing you were wearing at the time of the assault. Place each item of clothing in a separate bag. Do not use plastic bags.
- d. Go to either St. Joseph's Hospital or the Reading Hospital and Medical Center emergency department for medical care. Even if you think that you do not have any physical injuries, you should still have a medical examination and discuss with a health care provider the risk of exposure to sexually transmitted infections and the possibility of pregnancy resulting from the sexual assault. A medical examination is extremely important even if you are unsure if you are interested in pursuing a police report. You may call the Department of Public Safety at Albright College (ext. 7670) if you need transportation to the emergency room.
- e. Do not disturb anything in the area where the incident occurred.

- f. Preserve physical evidence and refrain from changing clothes, bathing, showering, brushing your teeth, douching or urinating.
- g. If you suspect that you may have been given a date-rape drug, ask the hospital emergency department where you receive medical care to test for date-rape drugs.
- h. Write down as much as you can remember about the circumstances of the assault, including a description of the assailant.
- i. Get emotional support by scheduling an appointment with the Albright College Counseling Center. (ext. 7532). Or by contacting Berks Women in Crisis, a local provider.
- j. It is your choice whether you would like to speak with a counselor on or off campus.
- k. Every effort will be made to maintain your privacy and confidentiality.
- l. If you need information regarding sexual assault or rape, please visit the Gable Health Center website at <http://www.albright.edu/resources/healthcenter/stepstotake.html>

Reporting Sexual Misconduct

A student who believes that she or he has been the victim of sexual misconduct should report the assault to the Department of Public Safety and the Gable Health and Counseling Center even if you may not want further action taken. The victim will never be pressured into making any decisions that they do not desire.

Public Safety will assist you in reporting the incident to either the Muhlenberg Police Department or the Reading Police Department, as appropriate. If a report is completed with both the Reading Police Department and the Department of Public Safety simultaneously, the adjudication processes will be separate and distinct from one another. Once a student files an incident report of sexual misconduct, there will be an investigation of the incident. The accused may be charged criminally by local law enforcement authorities. The case also may be dealt with as a violation of Albright College's Sexual Assault/Rape and Harassment Policy if the accused is a student at Albright College. The student will appear before the Community Standards Hearing Board for a hearing. If the accused is found in violation of the Student Code of Conduct, sanctions will be assessed that could include suspension or expulsion.

Sexual Assault Response Team (SART)

SART Members and Contact Information:

- Vice President for Student Affairs & Dean of Students/Title IX Coordinator
Office 610-921-7611
- Assistant Dean of Students/Director of Gable Health Center
Office 610-921-7532
- Assistant Dean of Students/Director of Community Standards/Title IX Deputy Coordinator
Office 610-921-7795
- Director of Human Resources/ Title IX Deputy Coordinator
Office 610-921-7654

- Director of Counseling Center
Office 610-921-7532
- Director of Residential Life
Office 610-921-7641
- Director of Public Safety
Office 610-921-7670

* The SART will meet on a quarterly basis or more frequently if needed and shall report its progress, findings, and policy discussions to the Vice President of Student Affairs/Dean of Students. The Vice President of Student Affairs/Dean of Students will ensure that all policies and procedures are consistent with Commonwealth of Pennsylvania and federal statutes including but not limited to the Violence Against Women Act, Clery, and Title IX.

SART Partner Agencies:

- Reading Police Department
- Muhlenberg Police Department
- Berks County District Attorney’s Office
- Berks Women in Crisis (Counseling and Victim Advocacy)
- Reading Health System (formerly Reading Hospital & Medical Center)
- Saint Joseph’s Regional Health Network (formerly Saint Joseph’s Hospital)

SART Goals

The primary goal of the Albright Sexual Assault Response Team (SART) is to provide assistance to the victims of a sexual assault. Sexual assault and rape are crimes that will not be tolerated at Albright College. The nature of these types of incidents causes immense difficulty to the individuals directly involved and offends the educational mission of the College. Our SART is designed to ensure the necessary care and services (legal, medical, psychological) needed to navigate the aftermath of an assault.

This policy is communicated to all students, administrators, faculty, staff and vendors. This policy of Albright is to utilize all available investigative resources in the fact finding of a sexual assault. The use of disciplinary procedures would be consistent and would include those cases shown to be falsely reported.

The SART policy encompasses administrators, staff, faculty, students and visitors. The Albright SART provides the same level of assistance to anyone regardless of age, sex, gender or sexual preference. Our campus culture regards sexual assault as a very important factor in how our College is perceived. Our campus culture is intolerant of sexual assault; it promotes and supports reporting of sexual assault; our culture transmits to everyone inside and outside of the institution that top administrators, staff, faculty and students will not tolerate, nor conceal or shy away from addressing sexual assault.

Jurisdiction

For Sexual Misconduct/Title IX Cases, there is an expectation that the college has some jurisdiction over off campus incidents.

Confidentiality Agreement

Individuals employed in an administrative or academic office of the College may be exposed to, or have access to, verbal and/or written information regarding the official business of the College relating to students, alumni, faculty, staff and trustees which is both sensitive and confidential.

No information regarding the professional operations of the office or information regarding an individual student, faculty or staff member is to be discussed with anyone outside the department or office without the knowledge and approval of your supervisor and, if it deals with an individual, the written consent of the person or persons involved. Unauthorized release of confidential information relating to students, faculty or staff is both a violation of College policy and state and federal laws regarding individual and family rights to privacy.

Discussion about confidential information is limited to those individuals who by their position and/or responsibilities are easily classified as authorized to know. Conversations outside the department or office are inappropriate and therefore prohibited.

Unauthorized disclosure or use of confidential information will result in disciplinary action up to and including dismissal on the first offense. Depending on the nature of the offense, such unauthorized disclosure would also expose the individual to civil or criminal charges that may be brought by the aggrieved party.

Should questions arise as to whom information should be discussed with or released to, it is the individual's responsibility to discuss the question or request with his/her supervisor immediately.

Rape/Sexual Misconduct

Rape defined – A person commits a Felony of the 1st degree when he or she engages in sexual intercourse with a person by:

- Force
- threat of force
- if victim is unconscious
- unaware that intercourse is occurring
- suffers from mental disability
- if victim is impaired by drugs, intoxicants, or other means, restricting ability to resist.

Sexual misconduct defined –A person who has indecent contact with the victim or causes victim to have indecent contact with the person if:

- person does so without victim's consent
- person does so by forcible compulsion
- by threat of forcible compulsion
- victim is unconscious or unaware that indecent contact is occurring

Those identified as being responsible for such acts may expect to be criminally prosecuted and held accountable under the College's Sexual Assault/Rape and Harassment Policy procedure.

Data

Data for SART will be provided by the annual Clery statistics for Albright College

I. Sexual Harassment Policy

1. **Sexual Harassment:** Albright College believes that its students, faculty and staff living and working in the College community should be free from sexual harassment. Sexual harassment is unlawful and contrary to the best interests of the College, its students and its employees.
 - a. **Scope:** It is the policy of Albright College to provide a learning community and workplace or campus community free of unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct or communications deemed to constitute sexual harassment. Sexual harassment is considered to be a very serious matter and is prohibited in the workplace by any person and in any form. It is the responsibility of all students, faculty and staff to ensure compliance with this policy. Any student, faculty, staff or person who has a workplace or campus/community sexual harassment complaint shall report the matter to a student personnel official, supervisor or vice president, or directly to the associate vice president and director of human resources.
 - b. **Policy:** Sexual harassment of any Albright College employee or student in the workplace or campus/community by any employee or other person, either directly or indirectly, is not tolerated and is prohibited. No student, faculty or staff member shall be threatened or made to feel threatened, either explicitly or implicitly, neither by sexual harassment nor by the reporting of sexual harassment. A student, faculty or staff member's refusal to submit to unwelcome sexual advances or conduct or the reporting of such advances will not adversely affect the employee's or the student's performance, evaluation, wages, advancements, academic standing or retention, career development or any other condition of employment. Sexual harassment in the workplace or campus/community is strictly prohibited. This includes, but it is not limited to, unwelcome and offensive sexual flirtations, unwelcome advances or propositions, verbal abuse of a sexual nature, offensive displays in the workplace or campus/community of sexually suggested objects or materials, and any other activity that could be interpreted as creating a sexually hostile work or campus/community environment. Any student, faculty or staff member who believes that he or she has been sexually harassed should report the act immediately to the employee's supervisor or student personnel official or to the associate vice president and director of human resources, who serves as the affirmative action officer. The complaint will be investigated, and the student, faculty or staff member will be advised of the findings and conclusions. While there are no express time limits for initiating complaints, every effort should be made to file a complaint as soon as

possible. Once a complaint is made, the College will conduct an investigation and take appropriate actions as indicated by the findings of the investigation. The complaining individual may file an informal complaint, which involves a meeting to discuss the alleged incidents, or a formal complaint, which includes a written statement by the complaining individual. All complaints will be promptly investigated. To the extent possible, confidentiality and privacy will be respected in handling such harassment complaints.

The Title IX Coordinator or Deputy Coordinator officer will be responsible for overseeing the investigation and maintaining the documents of the investigation and ensuring that the appropriate action is taken. There will be no discrimination or retaliation against any student, faculty or staff member for making a sexual harassment complaint. Any student, faculty, staff member or person who is found to have engaged in sexual harassment will be subject to appropriate corrective or disciplinary action up to and including immediate termination, suspension or expulsion. This policy applies to students, faculty, staff and non-employees who come into contact with College students and employees. Any sexual harassment by a non-employee, such as a vendor or contractor, shall be reported immediately to the employee's immediate supervisor or to the affirmative action officer.

- c. **Process for Addressing Complaint of Sexual Harassment:** The Sexual Harassment Policy requires action and confidential record keeping as a means of protecting the entire Albright College community of faculty, administrators, staff and students. Immediate and, if necessary, corrective action shall be taken on all complaints of sexual harassment. Members of the Albright College community should encourage individuals who experience sexual harassment to come forward. In addressing complaints of sexual harassment, the individual should speak directly to the harasser, identifying the incident and what was objectionable and stating the remedy sought. Or, the individual can write to the harasser, identifying the incident and what was objectionable and stating the remedy sought. On the assumption that the remedy sought is to have the action cease, this could end the matter. Failing that, or alternatively, the individual should report the incident directly to one of the following individuals, who are responsible for helping resolve the problem either informally or formally: 1) If the individual is a student, he/she should report the incident to the Department of Public Safety; 2) If the individual is faculty, administrator or support staff, he/she should report the incident to his/her immediate supervisor; 3) If the individual is not comfortable reporting the incident to his/her supervisor or wants to take it further, then he/she should report the incident to the affirmative action officer, who also serves as the associate vice president and director of human resources.

The individual should keep records documenting all incidents and conversations that involve sexual harassment, including the date, time, place and witnesses, if available. After informal or formal intervention is complete and there is evidence of inappropriate actions that violate the College Sexual Harassment Policy, disciplinary action against the harasser may follow. Disciplinary action should be commensurate with the scope and severity of the occurrence. Effort will be made to provide appropriate relief in the form of sanctions that may include reprimand, warning, probation, suspension, demotion, expulsion or termination. All employees and students should be aware that the College is prepared to take action to prevent and remedy such behavior, and individuals who engage in such behavior are subject to disciplinary action. Appeals with regard to this process should be made to the president.

J. Title IX Statement

Albright College is committed to providing a learning, working and living environment that promotes personal integrity, civility and mutual respect in an environment free of sex discrimination and sexual misconduct. Title IX of the Educational Amendment Act of 1972 states that: No person in the United States, shall on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal assistance. Sex discrimination violates an individual's fundamental rights and personal dignity. Albright College considers sex discrimination in all its forms to be a serious offense. This policy includes all forms of sex discrimination, including: sexual harassment, sexual assault, and sexual violence by employees, students, or third parties. This policy has been developed to reaffirm individual rights and responsibilities and to provide recourse for those individuals whose rights have been violated. It should serve as a guide for you on the expectations we have for sexual communication, sexual responsibility and sexual respect.

All College employees, including student employees in certain roles, are mandated reporters of sexual misconduct and discrimination. Mandated reporters must ensure that any sexual misconduct or discrimination that they become aware of is reported to the College's Title IX Coordinator or deputy coordinators. Reports may also be made to the College's Department of Public Safety at 610-921-7670. This policy applies to all sexual misconduct, discrimination, or harassment regardless of the gender, gender identity or sexual orientation of the complainant or respondent.

Academic Integrity Policy

Academic integrity is part of the foundation of an academic community. Any violation of the highest standards of academic honesty threatens the trust upon which an academic community is built and is conduct that violates its fundamental principles.

Academic dishonesty is a serious breach of the rules of proper academic conduct. The penalty for the first act of academic dishonesty will be a zero on the piece of work involved or an F in the course, at the discretion of the instructor in consultation with the academic dean as appropriate. A letter describing the incident and the action taken will be sent to the chief academic officer for placement in the student's file. The letter will serve as a record of a first offense, but will be removed from the file upon graduation if no subsequent offense occurs. If a student commits a subsequent offense, the mandatory penalty will be an F in that course, a letter in the file, and a notation on the student's academic record (his or her transcript). A student may be dismissed from the College for any subsequent offense at the discretion of the chief academic officer.

Violations of academic integrity that are not relevant to a course in which the student is or was enrolled at the time of the violation -- for example, enabling others to be academically dishonest in a class in which the student is not enrolled, sabotaging another student's academic work in another class, or vandalism, theft or tampering with regards to data files or equipment - may be referred to the judicial process administered by the Student Affairs Division and described in *The Compass*, at the discretion of the Provost . In such cases, documentation provided to Academic Affairs by faculty or others will be forwarded to the Dean of Students. The integrity charge will still originate from Academic Affairs, and the student will be subject to the provisions above concerning a letter to the student's file, transcript notation, and potential dismissal.

A student found guilty of any academic integrity offense may lose his or her eligibility for college honors and awards, at the discretion of the provost.

Academic dishonesty can take many forms. In general, academic dishonesty is any behavior that results in the circumvention of the work required and expected to gain academic credit. For example, writing a paper without using your own thoughts and/or words, claiming participation in an academic requirement in which one did not participate, such as group work or required attendance, and submitting the same work more than once for credit all comprise acts of academic dishonesty. Following are further descriptions of behaviors that are considered academically dishonest. However, students should be aware that this list is not meant to be exhaustive. The fundamental question to always keep in mind is whether the behavior is a means by which to avoid the work required to secure academic credit. If the answer is yes, the behavior constitutes academic dishonesty.

One form of academic dishonesty is taking another person's work and presenting it as one's own. This can result from copying another student's paper, display on a terminal or an exam; using data or information stored in a computer system without explicit authorization or acknowledgement of the author; presenting someone else's ideas or words as one's own in a homework assignment or research paper; and so on.

Plagiarism is a distinct form of academic dishonesty in which a person uses the words or ideas of another without proper acknowledgment. But the definition of plagiarism cannot be

satisfactorily stated in a few words, and students are encouraged to consult the handbook approved by the English Department for ENG 101 and 102. Students also are encouraged to consult with faculty members if they wish further clarification. Faculty will endeavor to distinguish between intentional plagiarism and the misuse of sources due to poor attribution skills.

Other examples of academic dishonesty include using unauthorized material or devices on examinations or in preparing for examinations; unauthorized collaboration with others; using information stored in a computer system without explicit authorization and acknowledgement of the author; claiming participation in an academic requirement in which one did not participate; submitting the same work more than once for credit (without express permission); falsifying or fabricating data or sources; denying access to information or materials to other students; sabotaging another student's academic work; enabling others to be academically dishonest, whether one benefits or not; failing to acknowledge assistance from others and its specific results; allowing someone else to do work that one claims as one's own; and knowingly violating the ethical code of a profession for which one is preparing. Theft and/or damaging of books, periodicals, and other instructional materials (including laboratory equipment) shall be deemed acts of academic dishonesty. As such, they are subject to monetary penalties and to the same penalties as apply to other such acts of academic dishonesty.

The unauthorized or inappropriate use of college computers or tampering with data files or equipment constitutes academic dishonesty. Plagiarism or violation of proprietary agreements concerning the programs and data of other users will be treated as acts of academic dishonesty. The Policy for Responsible Computing, available at the Computer Center, explains the College's guidelines with respect to computer ethics.

The College and its faculty will endeavor to inform students about what constitutes plagiarism and academic dishonesty, but the ultimate responsibility for adhering to accepted standards of academic behavior rests with the student.

A student who feels that he or she has been unfairly treated in a case of academic dishonesty has the right of appeal to the Academic Appeals Board. The appeals process is described in the "Academic Appeals".

Academic Appeals

Academic Dishonesty and Grade Appeals

Faculty members are expected to follow practices of fairness and objectivity in matters relating to both the issuance of grades and charges of dishonesty. A student who feels that he or she has been wrongly treated in this area has the right of appeal to the Academic Appeals Board after going through the correct channels of appealing to ADP instructor, then Program Coordinator and finally Provost. Only at this point can the appeal then be taken to the Academic Appeal Board.

A. The Academic Appeals Board is a judiciary body that investigates, holds hearings, and renders decisions on student appeals, referred to it by the provost, in which students challenge the academic policies or actions of an instructor. The

membership of the Academic Appeals Board includes five faculty members and five students.

B. A student has the right to initiate an appeal of an instructor's grade, which the student regards as unjustified, within one week of the beginning of the following fall or spring semester. Upon receipt of a complaint from a student alleging that an instructor has not followed practices of fairness and objectivity in matters relating to the issuance of grades and/or charges of dishonesty, the provost shall attempt a resolution of the problem through consultation with the student, the instructor, and the instructor's department chair. In these discussions, the provost shall articulate his/her judgment of the strength of the case and his/her opinion concerning the decision likely to be rendered by the Academic Appeals Board. The provost shall also make the student aware that the ultimate responsibility for the determination of a course grade lies with the instructor. If the provost is unable to achieve a resolution to the matter, he/she is expected to refer such cases to the board, if the student desires.

C. The Academic Appeals Board shall hold closed hearings in which the student and the instructor shall be asked to discuss the complaint and present relevant data. The board shall provide a copy of its decision to the instructor, the student and the provost. A copy of this report shall be made available to the registrar for attachment to the transcripts, if the student requests this.

D. The instructor has the right to accept or reject the recommendation of the board and make whatever adjustments he/she deems judicious in light of the board's decision. However, if the instructor does not follow the board's decision, then a notation shall be made on the student's transcript that the grade and/or charge was successfully challenged.

Academic integrity is part of the foundation of an academic community. Any violation of the highest standards of academic honesty threatens the trust upon which an academic community is built and is conduct that violates its fundamental principles.

Academic dishonesty is a serious breach of the rules of proper academic conduct. The penalty for the first act of academic dishonesty will be a zero on the piece of work involved or an F in the course, at the discretion of the instructor in consultation with the academic dean as appropriate. A letter describing the incident and the action taken will be sent to the chief academic officer for placement in the student's file. The letter will serve as a record of a first offense, but will be removed from the file upon graduation if no subsequent offense occurs. If a student commits a subsequent offense, the mandatory penalty will be an F in that course, a letter in the file, and a notation on the student's academic record (his or her transcript). A student may be dismissed from the College for any subsequent offense at the discretion of the chief academic officer.

Violations of academic integrity that are not relevant to a course in which the student is or was enrolled at the time of the violation -- for example, enabling others to be academically

dishonest in a class in which the student is not enrolled, sabotaging another student's academic work in another class, or vandalism, theft or tampering with regards to data files or equipment -- may be referred to the judicial process administered by the Student Affairs Division and described in *The Compass*, at the discretion of the Provost. In such cases, documentation provided to Academic Affairs by faculty or others will be forwarded to the Dean of Students. The integrity charge will still originate from Academic Affairs, and the student will be subject to the provisions above concerning a letter to the student's file, transcript notation, and potential dismissal.

E. A student found guilty of any academic integrity offense may lose his or her eligibility for college honors and awards.

F. Academic dishonesty can take many forms. In general, academic dishonesty is any behavior that results in the circumvention of the work required and expected to gain academic credit. For example, writing a paper without using your own thoughts and/or words, claiming participation in an academic requirement in which one did not participate, such as group work or required attendance, and submitting the same work more than once for credit all comprise acts of academic dishonesty. Following are further descriptions of behaviors that are considered academically dishonest. However, students should be aware that this list is not meant to be exhaustive. The fundamental question to always keep in mind is whether the behavior is a means by which to avoid the work required to secure academic credit. If the answer is yes, the behavior constitutes academic dishonesty.

G. One form of academic dishonesty is taking another person's work and presenting it as one's own. This can result from copying another student's paper, display on a terminal or an exam; using data or information stored in a computer system without explicit authorization or acknowledgement of the author; presenting someone else's ideas or words as one's own in a homework assignment or research paper; and so on.

H. Plagiarism is a distinct form of academic dishonesty in which a person uses the words or ideas of another without proper acknowledgment. But the definition of plagiarism cannot be satisfactorily stated in a few words, and students are encouraged to consult the handbook approved by the English Department for ENG 101 and 102. Students also are encouraged to consult with faculty members if they wish further clarification. Faculty will endeavor to distinguish between intentional plagiarism and the misuse of sources due to poor attribution skills.

I. Other examples of academic dishonesty include using unauthorized material or devices on examinations or in preparing for examinations; unauthorized collaboration with others; using information stored in a computer system without explicit authorization and acknowledgement of the author; claiming participation in an academic requirement in which one did not participate; submitting the same work more than once for credit (without express permission); falsifying or fabricating data or sources; denying access to information or materials to other students; sabotaging another student's academic work; enabling others to be academically dishonest, whether one benefits or not; failing to acknowledge assistance from others and its

specific results; allowing someone else to do work that one claims as one's own; and knowingly violating the ethical code of a profession for which one is preparing. Theft and/or damaging of books, periodicals, and other instructional materials (including laboratory equipment) shall be deemed acts of academic dishonesty. As such, they are subject to monetary penalties and to the same penalties as apply to other such acts of academic dishonesty.

J. The unauthorized or inappropriate use of college computers or tampering with data files or equipment constitutes academic dishonesty. Plagiarism or violation of proprietary agreements concerning the programs and data of other users will be treated as acts of academic dishonesty. The Policy for Responsible Computing, available at the Computer Center, explains the College's guidelines with respect to computer ethics.

K. The College and its faculty will endeavor to inform students about what constitutes plagiarism and academic dishonesty, but the ultimate responsibility for adhering to accepted standards of academic behavior rests with the student.

L. A student who feels that he or she has been unfairly treated in a case of academic dishonesty has the right of appeal to the Academic Appeals Board. The appeals process is described in the "Academic Appeals" section of this catalog.

Graduation Requirement Appeals

The Faculty Enrollment Development Committee is responsible for making decisions regarding student requests for exceptions to graduation requirements. To file such a request, a student should contact the Accelerated Degree Program office, who will submit the student's request to the committee. Students should be aware that requests for exceptions to graduation requirements are rarely approved.

V. The Family Educational Rights and Privacy Act **Family Educational Rights and Privacy Act**

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records:

The right to inspect and review the student's education records within 45 days of the day the College receives a written request. Students should submit written requests to the Registrar that identify the records they wish to inspect. The Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the Registrar, he or she shall advise the student of the correct official to whom the request should be addressed.

The right to request the amendment of the student's education records that the student believes is inaccurate or misleading. Students should write the official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her right to a

hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit, personnel and health staff); a person or company with whom the College has contracted (such as an attorney, auditor or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his other tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the College discloses education records without consent, to officials of another school in which a student seeks or intends to enroll.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA." The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, D.C. 20202-5920

For additional information on these rights, please contact the Registrar or the Dean of Student Affairs.

Albright College, in accordance with the FERPA, has designated the following items as Public Information: Name, Addresses, Telephone Numbers, E-mail Addresses, Date of Birth, Area of Concentration, Participation in Sports and Officially Recognized Activities, Dates of Attendance, Academic Level (Class Year), Enrollment Status (Full-time/Part-time), and Degrees, Honors and Awards. Public Information may be released to the general public.

You may request that Public Information not be released or printed in the Directory by contacting the Registrar's Office in writing. Requests to withhold Public Information will be honored for the current academic year only. To remain in effect, a request must be re-authorized each academic year.

Parent Notification Amendment

The Higher Education Amendments of the Family Educational Rights and Privacy Act (FERPA), permits postsecondary institutions to disclose to parents and legal guardians of students under the age of 21, without the student's consent, information regarding the student's violation of any Federal, State, or local law, or any rule or policy of the institution governing the use or possession of alcohol or a controlled substance.

V. Administrative and Academic Computing Ethical and Legal Practices Agreement

Respect for intellectual labor and creativity is vital to academic discourse and enterprise. This principle applies to works of all authors and publishers in all media. It

encompasses respect for the right to acknowledgement, the right to privacy, and the right to determine the form, manner and terms of publication and distribution.

Because electronic information is volatile and easily reproduced, respect for the work and personal expression of others is especially critical in computer environments. Violations of authorial integrity, including plagiarism, invasion of privacy, unauthorized access and trade secret and copyright violations, may be grounds for sanctions against members of the academic community.

As a condition of receiving an account to access the computing facilities at Albright College, students must agree to the following conditions:

1. I understand that any computer account opened by me is to enable me to further my academic studies and may not be used for any commercial activity of any kind.
2. I understand that any computer account opened by me is to be used by me only, and I agree not to make the account available to any other person. I will make all reasonable attempts to protect the privacy of the account and to keep all passwords secret.
3. I will make no intentional effort to access, nor will I access, any user account for which I do not have written authorization for use. I will make no intentional effort to access, nor will I access, any file, data or program that is not made available to me through the normal procedures of the Academic Computer Center.
4. I will not intentionally create, nor cause to be created, any file, data, program or other material that is not immediately relevant to my academic course requirements. This prohibition includes, but is not limited to, games, obscene or objectionable material, and any commercial material.
5. I will not intentionally use the system, or any system resources, to disrupt the work of another user. This prohibition includes, but is not limited to, the deletion or modification of any equipment or hardware that is a part of the system for delivery of computer resources.
6. I will not intentionally copy, nor attempt to copy or modify, software made available to me through the Computer Center labs.
7. I will not intentionally alter, modify or delete any files contained on the hard drives of the computers made available for my use in the Computer Center labs.
8. I have read and understand the Ethical and Legal Practices Agreement and I agree to honor it. I understand that any violations of this policy are considered violations of the Policy on Academic Dishonesty as stated in the College Catalog. I understand that any violations will result in the cancellation of any further user privileges, and that I may be the subject of civil suits to recover the cost of any damages I may cause, and that I may be subject to criminal prosecution if any activities are believed to be illegal.

COURSE DESCRIPTIONS

ACCOUNTING PROGRAM 16 Courses - 3 credits per course

- ACC 905 Accounting: The Language of Business
An introduction and overview of the role of accounting in business and organizations. The course will cover current events, accounting research, the preparation of financial statements, and the interpretation of the financial information prepared by management and used by investors, creditors and regulatory agencies. Students will also learn how the time value of money affects financial transactions.
- ACC 908 Financial Accounting
An introduction to the basic accounting transactions that corporations use on a daily basis. Once the transactions are recorded, the financial statements learned in ACC 905 will be prepared so that students can then perform vertical and horizontal analyses and calculate key financial ratios in order to properly analyze the performance of a company. Students will continue to research accounting topics that currently affect our economy.
Prerequisite: ACC905
- ACC 912 Financial Reporting I
An in-depth study of generally accepted financial accounting concepts, standards and applications for business enterprises. Financial reporting covers the recognition, measurement, valuation and presentation of specific types of transactions, items and events in financial statements in conformity with generally accepted accounting principles. (Prerequisite to ACC 912: ACC 908, Prerequisite to ACC 914: ACC 912, Prerequisite to ACC 916: ACC 914)
- ACC 914 Financial Reporting II
An in-depth study of generally accepted financial accounting concepts, standards and applications for business enterprises. Financial reporting covers the recognition, measurement, valuation and presentation of specific types of transactions, items and events in financial statements in conformity with generally accepted

accounting principles. (Prerequisite to ACC 912: ACC 908, Prerequisite to ACC 914: ACC 912, Prerequisite to ACC 916: ACC 914)

ACC 916

Financial Reporting III

An in-depth study of generally accepted financial accounting concepts, standards and applications for business enterprises. Financial reporting covers the recognition, measurement, valuation and presentation of specific types of transactions, items and events in financial statements in conformity with generally accepted accounting principles. (Prerequisite to ACC 912: ACC 908, Prerequisite to ACC 914: ACC 912, Prerequisite to ACC 916: ACC 914)

ACC 920

Federal Taxation: Compliance and Planning

The study of Federal tax law, regulations and procedures as applied to business entities and individuals. Coursework emphasizes compliance and planning for income reporting, deductions, property transactions, minimizing taxable income and choosing a business form. Prerequisite: ACC 908

ACC 930

Advanced Taxation: Issues and Research

Advanced taxation builds on the tax compliance foundation, utilizing more complex cases to develop expertise in issues identification and research techniques. The course will also cover the fundamentals of more advanced topics – gift and estate taxes, trusts, and tax administration. Prerequisite: ACC 920

ACC 935

Government and Not-for-Profit Organizations

A foundation in identifying, compiling and analyzing financial information for state and local governmental entities and not-for-profit organizations. Topics include the basics of fund accounting, application of generally accepted accounting principles, the preparation of financial statements/reports and federal designations, and maintenance of tax-exempt organizations.

Prerequisite: ACC 908

ACC945

Corporate Reporting

This course provides a basic foundation for analyzing financial information as a basis for decision making and preparing and interpreting information for planning and control. Topics include business consolidation, segment reporting, earnings per share related party transactions, and SEC compliance and reporting standards. Corporate Reporting deals with the exploration and

discussion of legal, financial and business issues unique to a corporation's entities. Prerequisite: ACC925

ACC 910

Managerial Accounting

This course provides a basic foundation for analyzing and interpreting financial information as a basis for decision making and preparing and interpreting information for planning and control. Topics include budgeting, costing techniques, cost allocations, volume and profit analysis, and inventory control.

Prerequisite: ACC908

ACC 980

Strategic Cost Management

This course includes traditional as well as current practices in cost accounting. The focus is on methods that will be useful to students in their careers. The course introduces relevant costs and their use in decision making, including cost functions and behavior. Once these are understood, the student will be better able to understand the uses and limitations of cost allocations. Because performance measurements and evaluations rely on decision making and allocation of information, the course considers a variety of performance measurement and evaluation techniques and issues throughout the text, such as planning, monitoring and motivating, as well as measuring and using costs for Management decisions.

Prerequisite: ACC 925

ACC 940

Professional Responsibilities and Legal Issues

Studies and discussion focus on the professional and legal issues confronting accountants and professional firms. Special emphasis will be given to codes of professional conduct, professional standards, illegal acts, management fraud, auditor's liability, government regulation, and contractual obligations.

Prerequisite: ACC 908

ACC 960

Auditing I

This course is designed to provide a basic understanding of the audit function and the role and professional standards of the independent auditor. Topics will include generally accepted auditing standards, risk assessment, fraudulent reporting, detection risk, auditor reports, and auditor independence. Prerequisite: ACC 925

ACC 962

Auditing II

This course will build upon the basic auditing concepts learned in ACC 960 so that students will have a comprehensive knowledge and understanding of the role and impact of the external auditing profession on our economy. Prerequisite: ACC 960

ACC 950 International Accounting

ACC 990 Accounting Issues
A summary course that integrates previous courses by researching and analyzing the dilemmas and challenges of compiling, reporting and interpreting financial information. This course will utilize recent professional developments as a foundation for debates and research. Sample mini-CPA exams will also be taken so that students have the opportunity to see if they are interested in CPA or CMA certifications. (Prerequisite: All of the 15 ACC courses need to be completed.)

BUSINESS ADMINISTRATION PROGRAM

16 Courses - 3 credits per course

BUS 905 & 910 Management Concepts and Applications I & II
An in-depth examination of the principles of management. The course will focus on how managers plan, implement, and coordinate and control strategies designed to achieve organizational goals. Topics such as motivation, leadership and communications will be included. Prerequisite for BUS910: BUS 905

BUS 915 Managerial Economics
This course focuses on the principles of microeconomics and, more importantly, their application to management decision making. Topics will include pricing decisions, production theory, cost analysis, risk analysis, and market structure analysis. Prerequisites: BUS 905 and BUS 910.

BUS 920 & 925 Marketing Management I & II
An overview of marketing management with an emphasis on the management of functional areas of marketing, including product development, pricing, promotion, and distribution channels. These topics are considered in the context of developing an effective marketing program within the framework of the social, economic and political/legal environments. Marketing II will include the preparation of a marketing plan. The class will be divided into teams, and each team will prepare and present a marketing plan. Prerequisite: BUS 910

BUS 930 Applied Macroeconomics

This course focuses on the principles of macroeconomics and, more importantly, their application to management decision making. Topics will include macroeconomic policy issues, business cycle analysis, forecasting, and structural changes in the U.S. economy. Prerequisite: BUS 930

BUS 935 & 936

Accounting I & II

An introduction to basic accounting theory and principles for recording, summarizing and reporting financial data. Course study emphasizes the analysis of business transactions and the understanding and preparation of financial statements. The objective is to understand the uses of accounting for managerial decision making, and to provide the foundation for the financial management courses. Prerequisite for BUS 935: BUS910; Prerequisite for BUS 936: BUS 935

- BUS 941 Statistical Analysis for Business
Introduction to the concepts, theories and methods of statistical problem solving in business. Topics include frequency distributions, descriptive statistics, elementary probability and sampling theory, probability distributions, elementary hypothesis testing, analysis of variance, correlation, and regression.
Prerequisite: BUS 910
- BUS 942 Operations Management
An introduction to concepts, principles and practices of effective creation and distribution of goods and services. The focus of the course is on quantitative techniques for problem solving and decision making in a variety of strategic and tactical areas of operations management, including total quality management, forecasting, product design, process design and capacity planning, location planning, supply chain management, inventory control, and project management. Prerequisite: BUS 941
- BUS 945 & 950 Financial Management I & II
An introduction to the concepts and techniques of financial management, including elementary security valuation, time value of money, risk analysis, capital budgeting, capital structure and cost of capital, financial planning and forecasting, and financial statement analysis. Prerequisites: BUS 910 and BUS 936
- BUS 952 Managing Information Systems
This course is designed to acquaint the student with the how and why of managing computer-based information systems. The goal is to enable a manager to serve as liaison between a corporation's technological staff and its less technologically oriented functional staff. To that end, the course introduces and analyzes the nature of the various information systems being used in organizations today and the managerial level they support. Time is also spent on the ethical and legal implications of information gathering and dissemination. The course also serves as an introduction to e-commerce and other commercial uses of Internet technology. Included in this discussion are the various e-commerce business models that have thus far emerged and an analysis of their efficacy. A critical element of this course is the ability to use spreadsheet and database software to solve typical business-related problems.
Prerequisite: BUS 910

BUS 955

International Aspects of Business

This course expands on international business topics introduced in previous courses and introduces some new ones. As with most international business courses, topics include the international environment (economic, political/legal, socio-cultural, etc.) and the international aspects of the various functional areas (marketing, finance, human resource management, etc.) of business.

Prerequisite: BUS 910

BUS 960

Business and Society

This course covers the ethical and legal issues facing business people today. Emphasis is on both the ethical behavior of the individual and the social responsibility of the organization. Special attention is paid to the relationship between morality and law.

Topics include employee issues, environmental issues, informational and intellectual property issues, and consumer welfare. Prerequisite: BUS 910

BUS 965

Integrative Capstone (Strategies and Policies)

This course integrates and synthesizes material from the previous courses and provides the opportunity for a more formal writing exercise (in keeping with Albright's "Writing Across the Curriculum" program). The objective of this course is to give the student the opportunity to analyze realistic business problems and then formulate and present solutions. This will be accomplished through the preparation of a business plan. Prerequisite: Successful completion of all BUS courses.

CRIME AND JUSTICE PROGRAM

16 Courses - 3 credits per course

CRJ 905

Crime and Deviance

An introduction to the study of the sociology of deviance as it relates to criminal behavior. The course concentrates on the patterns and causes of crime as well as societal efforts to control it. Crime types covered include victimless crime, gang-related crime, street crime, interpersonal violence, white-collar crime, organized crime, and terrorism. The three major subsystems of the criminal justice system will be examined: law enforcement, the judicial system, and corrections.

CRJ 912

Organized Crime

This course examines criminal activities carried out through criminal organizations, and focuses on organized crime as it relates to cultural history, assimilation processes, and the characteristics of American society that have fostered its growth and success. Trends in organized crime in terms of ethnicity, structure and activities will be investigated. Law enforcement strategies and tactics used to control organized crime will also be examined.

CRJ 914

Juvenile Justice

This course examines concepts related to the juvenile justice system. The causes and measurements of juvenile crime are presented. Police enforcement of laws on juveniles is examined in the context of juvenile rights. The course then considers the Juvenile Court system from the initial intake or arrest through the disposition phase. Emphasis is then placed on aftercare, including community-based programs, juvenile institutionalization, and various treatment technologies. Finally, we examine the juvenile as an individual and look at a number of characteristics that may influence juvenile delinquency.

CRJ 917/SYN 310 Crime, Culture and Conflict Resolution

This course introduces students to the “law ways” of different societies, and in particular non-industrialized societies. The goal is to explore the extent to which different societies employ coercion, punishment and consensus to maintain order and resolve conflicts. Topics include rules and crime, the cultural basis of right and wrong, informal and ritualized disputing, conflict theory and conflict resolution (avoidance, community action, ritual reconciliation, negotiation and mediation), oaths, ordeals and punishment, adjudication and codified law, feuding, raiding, and warfare (internal and external).

CRJ918

Violence and Victims

This course provides a synopsis of the principles of victimology. Focus will be given not only to the role of the victim, but also to how victims of violence interact with society, the media and the Criminal Justice System. The importance of victim/offender relationships in understanding and deterring crime will be explored. Emphasis will be placed on the impact of victimization, comprehensive policy issues, and emerging trends in victimology. Case studies will focus on victims of street crime, hate crime, political terror, homicide, human trafficking, and school/workplace violence.

CRJ 920

Social Psychology

This course entails the psychological study of human social interaction. Special consideration is given to models of individual-society relationships, social cognition and attribution processes, social influence processes, prosocial and altruistic behavior, and antisocial behavior (models of human violence and social-cultural determinants of prejudice).

CRJ 925

Statistics

An introduction to the theory and practice of basic statistical analysis. Topics include the organization and tabulation of raw and grouped data, geographical presentation of univariate and multivariate distributions, central tendency and variability measures, elementary probability theory with binomial applications, the theory of sampling and the central limit theorem, one- and two-sample tests of hypotheses concerning means and proportions, and the analysis of variance and regression.

CRJ 930

Research Methods

An exploration of the application of the basic tenets of scientific research to criminological topics. Topics include the formalization of research topics, the isolation and operationalization of theoretical concepts, the construction of hypotheses, sampling theory, study design issues, data collection techniques, and the organization of empirical data for hypothesis testing. Prerequisite: CJ 925

- CRJ 940 Law and Society
An introduction to the social scientific study of the law and legal system, this course addresses the nature of law and its functions in society, social control, dispute settlement, social engineering, and the organization of the courts.
- CRJ 945 Adult Psychopathology
This course focuses on a biopsychological approach to the classification, etiology and treatment of abnormal behavior patterns in adults. In addition, research and treatment strategies are explored within the context of clinical, counseling, school, and forensic psychology settings. Emphasis is on adult psychopathology, including anxiety disorders, affective disorders, schizophrenic disorders, personality disorders, and substance abuse disorders.
- CRJ 952 Diversity & Cross Cultural Issues
This course will focus on issues such as managing diversity, affirmative action, expatriate preparation and motivation, and cultural sensitivity.
- CRJ 956 Criminology
This seminar is designed to be a scholarly, comprehensive and empirical examination of the phenomenon known as serial murder. Content will include psychological, sociological, biological and familial influences, as well as individual case studies. Serial murder will be distinguished from other forms of multiple homicides. The many problems associated with addressing serial murder will be considered. Other topics will include serial murder and its relation to race and gender, the many myths associated with serial murder, and the role of the media and law enforcement officials. Particular emphasis will be placed on the difficulty of apprehending serial killers.
- CRJ 960 Criminal Law
The principles of American criminal law are examined using the case method. Principles of criminal liability, elements of crimes and defenses, and the structure and operation of the criminal justice system are examined.
- CRJ 965 Public Policy/Administration
The terminology, techniques and problems of policy making are examined. Policy formulation, implementation and evaluation are studied using the case study approach.

OR

- CRJ 966 Public Administration
The functions, structures and organizations of governmental and public bureaucracies are addressed. This course combines social scientific organizational theory with applied practice through the use of case studies.

- CRJ 970 Seminar in Crime and Justice
Examination of the creation and administration of crime policy in the United States. Students examine a specific topic either individually or with a task force of other students, with the purpose of making policy recommendations.
- CRJ 975 Applied Project Seminar
An advanced research seminar that focuses on conducting a hypothesis-testing empirical research project on a topic related to the student's internship/applied project experience. Building on the research methods and internship courses, this course concentrates on the collection and analysis of data and culminates in the writing and presentation of the senior thesis. Prerequisite: CJ 930

COMPUTER INFORMATION SYSTEMS PROGRAM

16 Courses - 3 credits per course

IST 905	<p><u>Fundamentals of Information Systems</u> This course provides an introduction to systems and development concepts, information technology, and application software. It explains how information is used in organizations and how IT enables improvement in quality, timeliness and competitive advantage.</p>
IST 910 & 915	<p><u>Object-Oriented Programming, Module I & Module II</u> An introduction to the JAVA programming language. Techniques for developing solutions to business-related applications using the object model are discussed. Appropriate control structures, data structures, and file structures associated with information management are emphasized. Prerequisite for IST 915: IST 910</p>
IST 931	<p>Data Mining</p>
IST 941	<p>Business Analysis</p>
IST 927	<p>Data Visualization</p>
IST 936	<p><u>Operating Systems</u> An operating system is primarily a resource manager; it manages processes, storage, input/output devices, and data. This course concentrates on these four areas and the relevant principles involved with each. Structure and implementation of multi-programmed and time-shared computer systems will be studied. Discussions will center around either the Unix or Linux environments.</p>
IST 940	<p><u>Statistics</u> Fundamental methods involved in the collection and presentation of data, in order to properly describe various features of that data, are studied. Topics include measurements of location and variation, probability and sampling distribution, hypothesis testing, and statistical analysis.</p>
IST 945 & 950	<p><u>Structural Analysis and Logical Design</u> These courses provide an understanding of the system development and modification process. They enable students to evaluate and choose a system development methodology. They emphasize the factors for effective communication and integration with users and user systems. Additional topics covered are object-oriented analysis and design, use of data modeling tools, and development and adherence to life cycle standards.</p>

Prerequisite for IST 950: IST 945

- IST 955 Database Management Principles
This course covers information systems design and implementation within a database management system environment. Students will work through the entire process of database development and creation. The focus will be on relational databases, data modeling, SQL, and the creation of online databases.
- IST 960 Advanced Database Concepts
This course introduces the client/server database model and its use in the Oracle database system. Hands-on projects are incorporated into the course to give students meaningful practice in understanding client-server systems and relational databases. Creation of an integrated database application and a web application will be part of the tasks assigned.
Prerequisite: IST 955
- IST 965 Data Communications I
This course provide an in-depth knowledge of data communications and networking requirements, including networking and telecommunications technologies, hardware and software. Emphasis is placed on the analysis and design of networking applications in organizations. Management of telecommunications networks, cost-benefit analysis, and evaluation of connectivity options are also covered.
- IST 971 Advanced Topics in Information Systems
This course covers topics that reflect current trends in the IS environment. Modules that may be offered include advanced networking, contemporary software development, wireless communications, programming hand-held devices, network security, and advanced operating systems administration.
Prerequisite: IST 965
- IST 975 & 980 Project Management and Practice, Module I & Module II
These capstone courses cover the factors necessary for successful management of system development or enhancement projects. Both technical and behavioral aspects of project management are discussed. The focus is on management of the development of enterprise-level systems. Prerequisite for IST 980: IST 975

**COMPUTER INFORMATION SYSTEMS AND MANAGEMENT (CISAM)
PROGRAM**

16 Courses - 3 credits per course

- IST905 Fundamentals of Information Systems
This course provides an introduction to systems and development concepts, information technology and application software. It explains how information is used in organizations and how IT enables improvement in quality, timeliness, and competitive advantage.
- IST945 & 950 Structural Analysis and Logical Design
These courses provide an understanding of the system development and modification process. They enable students to evaluate and choose a system development methodology. They emphasize the factors for effective communication and integration with users and user systems. Additional topics covered are object-oriented analysis and design, use of data modeling tools, and development and adherence to life cycle standards. Prerequisite for 950: IST 945
- BUS905 & 910 Management Concepts and Applications I & II
An in depth examination of the principles of management. The course will focus on how managers plan, implement and coordinate and control strategies designed to achieve organizational goals. Also, topics such as motivation, leadership and communication will be included. Prerequisite for BUS910: BUS905
- BUS941 Statistical Analysis for Business
The main thrust of this module is to review basic business mathematical skills, use spreadsheet software to create and solve mathematical models and to introduce students to basic statistics such as: Descriptive Statistics, Probability and Probability Distributions and Inferential Statistics.
- IST955 Database Management Principles
This course covers information systems design and implementation within a database management systems environment. Students will work through the entire process of database development and creation. Focus will be on relational databases, data modeling, SQL and the creation of online databases.
- IST960 Advanced Database Concepts
This course introduces the client/server database model and its use in the Oracle database system. Hands-on projects are incorporated into the course to give students meaningful practice in understanding client-server systems and relational databases. Creation of an integrated database application and a web application will be part of the tasks assigned. Prerequisite: IST955

- BUS920 Marketing Management I
This course is designed to introduce the learner to the basic, time-tested concepts of marketing and their application in the workplace. It is also taught from a strategic perspective so that we can integrate the principles to ascertain how companies can attract and maintain customers while beating competitors. Topic areas for this module include: the marketing concept, marketing environment, marketing research, market segmentation and target marketing, product strategy, price strategy, distribution strategy, promotion strategy and real-world ethics. An emphasis is made on online and corporate information systems, social networking and non-traditional marketing strategies.
Prerequisite: BUS905
- BUS915 Managerial Economics
This course will focus on the principles of microeconomics, and more importantly, their application to management decision making. Topics covered will include (but not limited to) pricing decisions, production theory, cost analysis, risk analysis and market structure analysis. Prerequisite: BUS905
- IST965 Data Communications
These courses provide an in-depth knowledge of data communications and networking requirements including networking and telecommunications technologies hardware and software. Emphasis is placed upon the analysis and design of networking applications in organizations. Management of telecommunications networks, cost-benefit analysis and evaluation of connectivity options are also covered.
- BUS935 Accounting I
Accounting I will introduce the basic financial accounting principles that are critical to a thorough evaluation of managerial decision in the business world. Through a combination of readings, exercises, practical applications and exams, students will learn the fundamentals of accounting, the common language of business. Accounting I will examine the interrelationship of business and accounting and detail that accounting cycle, from recording debit and credit transactions to journalizing entries, creation of the trial balance, preparation of financial statements and posting of the closing entries. The financial statements will be introduced, including the balance sheet, income statement and statement of cash flows. Prerequisite: BUS905.
- BUS945 Financial Management
The primary objective is to provide the student with a general knowledge of business finance, along with an introduction to the basic financial concepts such as time value of money, financial assets and their valuation, risk and expected returns, capital budgeting, capital structure and cost of capital, financial planning and forecasting, and financial statement analysis.
Prerequisite: BUS905

- BUS960 Business, Government & Society
This course will cover the ethical and legal issues facing business people today. Emphasis will be on both the ethical behavior of the individual and the social responsibility of the organization. Special attention will be to the relationship between morality and law. Topics will include employee issues, environmental issues, informational and intellectual property issues and consumer welfare. Prerequisite: BUS905
- IST975 Project Management and Practice, Module I and Module II
& 980 These capstone courses cover the factors necessary for successful management of system development or enhancement projects. Both technical and behavioral aspects of project management are discussed. The focus is on management of development for enterprise-level systems. Prerequisite for IST980: IST975

ORGANIZATIONAL BEHAVIOR/APPLIED PSYCHOLOGY PROGRAM

16 Courses - 3 credits per course

- APSY 900 Introduction to Organizational Behavior
This course focuses on providing a framework to the area of organizational behavior/applied psychology. This framework will include historical and theoretical perspectives. In addition, students will be trained in the use of library resources, e-mail and the Internet.
- APSY 905 Management Concepts
This course covers the basics of management principles with a behavioral emphasis. Topics include recruiting, staffing, motivating, conflict/coordination/control, systems design and operation, and training and development.
- APSY 911 Introduction to Human Resource Management
This course focuses on basic principles of human resource management. Topics include personnel issues, hiring practices, interviewing and counseling.
- APSY 914 Abnormal Psychology
This course focuses on a biopsychosocial approach to the classification, etiology and treatment of abnormal behavior patterns in adults. In addition, research and treatment strategies are explored within the context of clinical, counseling, school and forensic psychology settings. Emphasis is on adult psychopathology, including anxiety disorders, affective disorders, schizophrenic disorders, personality disorders, and substance-abuse disorders.
- APSY 916 Topics in Psychology
This course introduces students to selected content areas in psychology. Content areas will be examined from both historical and current perspectives. Students will also be trained in the use of the library, web-enhanced support in psychology, and scientific writing techniques.
- APSY 920 Adult Learning
This course focuses on selected aspects of adult development as they relate to different modes of learning. Emphasis will be placed on these areas as they relate to training and development in the workplace.

- APSY 925 Quantitative Analysis
This course provides the student with basic statistical skills. The primary emphasis is on descriptive techniques, with some parametric techniques also addressed. Students will also be trained in a current computer statistical package (SPSS).
- APSY 930 Research Methodology
This course focuses on applied research methodology and design as it relates to the workplace. Students will be introduced to descriptive, correlation and experimental techniques. Prerequisite: APSY925
- APSY 935 Applied Research Project I
This course focuses on developing an applied research project for the workplace. Students will develop a written proposal and make a formal technology-based presentation to the class. Prerequisite: APSY936
- APSY 936 Program Evaluation
This course addresses the need for on-going assessment of program effectiveness – from defining the goals of the program to planning, carefully collecting information about aspects of a program, decision making to enhance program effectiveness, and determining program changes or termination. Students will learn to avoid over-reliance on any one form of assessment; to include subjective, interview, questionnaire, and quantified outcome measures. Examples will be drawn from for-profit as well as not-for-profit (including educational) enterprises. Prerequisite: APSY930
- APSY 938 Motivation and Learning
This course introduces students to the study of motivational theories and basic and applied learning principles. Learning perspectives emphasized include classical and operant conditioning, observational learning, and Gestalt paradigms. Specific applications of motivation and learning theories and principles in education, business, therapy, and everyday life are explored.
- APSY 940 Ethical Issues
This course focuses on the social responsibility of the firm, the ethical behavior of the individual, and the interaction between the two. In addition to developing a framework for moral/ethical reasoning in an organizational context, several topical areas will also be covered (e.g. ethical issues in employee relations such as the employee's right to privacy).

- APSY 950 Group Dynamics and Processes
This course focuses on how the social environment affects behavior and the decision-making process. The course also provides some framework for the course on Human Diversity/Cross-Cultural Issues.
- APSY 955 Human Diversity/Cross-Cultural Issues
This course focuses on issues such as managing diversity, affirmative action, expatriate preparation and motivation, and cultural sensitivity.
- APSY 960 Professional Issues
This course will focus on the role of applied behavioral science on society. The role of the psychologist in the workplace will be explored. Students will develop a professional portfolio.
- APSY 965 Applied Research Project II
This course focuses on implementing and completing the applied research project that was proposed in Applied Research Project I. Each student will have a faculty mentor who will supervise the project to completion.
Prerequisite: APSY935

DIGITAL COMMUNICATIONS PROGRAM

16 Courses - 3 credits per course

- ART 265 Computer Graphics & Art Design
Computer Graphics is a combined studio/lecture course providing instruction in the use of industry-standard digital media tools. Students learn from the perspective of an artist and designer the essentials of digital still image creation, graphic design and digital animation. This course not only provides students with a strong technical foundation, but it also introduces students to the concepts intrinsic to art and design in the digital age.
- COM 250 Mass Communication & Society
Examination of the historical, intellectual, social, economic, cultural, and political influences that have shaped present day mass communication and the effects of mass communication industries, contents, and processes on contemporary society. Survey of mass communication theories and the interaction of mass communications and society.
- DIG 201 Digital Video I
This course introduces students to the basic concepts and technological knowledge that support the field of digital video production. Students will become savvy with regard to the script writing, storyboarding, producing,

directing, shooting, editing and the aesthetics evolution that differentiate the analogue world from the digital. Students are taught appropriate history, aesthetic philosophy and key applications through class lecture and studio projects. They are expected to consider these concerns while formulating their work. In-class critiques and individual instruction will be used to refine student work.

- COM 260 Communication Theories
This theory course aims to introduce students to communication as a discipline and provide students opportunities to explore a particular theoretical focus in depth. Through an examination of the emergence of the discipline, students will learn the basic concepts, language and analytical tools and perspectives employed in the field of study.
- COM 222 Writing for the Mass Media
Introduction to the fundamentals of gathering, sifting, and writing for the print and broadcast news media: news concepts, story structure, news style, and so forth. Practice in electronic writing and editing.
- DIG 265 Digital Literacy
This introductory class in visual literacy is intended to develop a broad and intellectually rigorous foundation in critical theory and qualitative analysis. Students will decode the contemporary mediascape within the context of new technology. A wide range of media will be critically assessed, including websites, print advertisement, music video, cinema, sitcoms, game shows, 3real-life2 television, children1s television, fashion magazines, horror film, quantitative displays (graphs and tables), CD-ROMS, and many more.
- DIG 301 Digital Video II
Digital Video II is an opportunity for serious video students to hone their skills as an editor, director and cinematographer through the development of ambitious projects. Sound and cinematography are integrated into the concepts inherent in their productions. The screen functions as an immersive, temporal canvas where students in Digital Video II develop their green screening techniques and integrate special effects software into their productions. The primary software in Digital Video II includes the advanced application of Final Cut Pro with After Effects Motion. Students are expected to write, storyboard, edit and shoot their productions. Outcomes of the course consist of work to be included in student portfolios for graduate school and potential employment, as well as the ability to critically think about their work in relationship to their own objectives as an artist and filmmaker in digital age.
- COM 317 Public Relations & Advertising
Introduction to the theory, principles, and practices of advertising and public relations, including market research; planning and designing

messages; and media selection and scheduling. Study of the economic and social influences of advertising and public relations and the role and responsibilities of advertising and public relations practitioners.

- COM 283 Special Topic Course
- COM 219 Magazine & Feature Writing
Practice in planning, research, reporting, writing and marketing nonfiction articles to general and specialized magazines and newspapers.
(COM 327, COM 315 or COM 390 may be substituted here)
- DIG 315 Web Design I
Web Design builds upon ideas and skills developed in ART 265 as students learn to construct World Wide Web-based interactive media. Students will learn the essentials of HTML coding, including hyperlinks, frames, tables, GIF animation, and such basic JAVA applications as rollovers. Students will be given hand-on instruction with HTML editing using GoLive and Flash. In this way, the course approaches the topic of website development from both a "code-based" and "design-based" perspective. Students will consider web-design from both an aesthetic as well as a functional perspective as they explore the visual and textual architectures unique to the online experience.
- COM 327 Writing for Public Relations & Advertising
In this course students will build public relations writing skills through on-hand practice preparing public relations pieces such as press releases, brochures, radio spots, and newsletters. Students will also gain experience in basic print design and layout techniques. Through classroom instruction and lab experience, students will come to understand the basic of writing and production skills needed to enter the public relations. This course is not a General Studies Humanities Literature. Prerequisite: COM 222 or 317
(COM 315 or COM 219 may be substituted here)
- DIG 383 Advanced Special Topics
- COM 480 Seminar in Communications Research
Students are introduced to the role of theory in shaping research studies and interpreting their findings, and explore a variety of research methods commonly used in the field, including experimental, survey, content analysis, focus groups, case studies, and ethnography. Students develop a research question, conduct a literature review, and design an original research study.
- COM 420 Senior Seminar-Practicum in Communications
- DIG 333 Practicum in Digital Media

APPENDIX A

(located in the ADP Student Site in Moodle under Community College Transfer Guides)

APPENDIX B
(located in ADP Student Moodle Site under CLEP Exam Categories)

APPENDIX C

(located in the ADP Student Moodle Site under New York University Foreign Languages Exam Categories)

APPENDIX D

Academic Credit for Experiential Learning (ACEL) Development Guidelines

Albright College's Accelerated Degree Program recognizes and awards credit for experiential learning for adult degree-seeking students. Experiential learning is defined as college-level learning that takes place outside a college or university setting. Academic Credit for Experiential Learning (ACEL) allows the evaluation of learning against established academic standards so that credit may be awarded. ACEL evaluates prior learning and correlates it to existing courses for the purpose of granting college credit.

The following guidelines assist students in reflecting on, identifying, articulating, demonstrating and submitting learning that has been acquired through life experiences.

The ACEL paper is an extensive document submitted for review. The submission presents evidence that, through experience, learning outcomes equivalent to those for a particular course have been achieved. This guide provides the initial details for gathering and developing a written paper.

Frequently Asked Questions and Guideline Information

The following FAQs will familiarize you with the guidelines pertaining to ACEL.

What is Academic Credit for Experiential Learning (ACEL)?

ACEL is defined as college-level learning that takes place outside a college or university setting.

Please note that the College recognizes academic credit for *learning* that occurred as a result of life, work and/or volunteer experience, not for the life, work and/or volunteer experience itself.

What types of experiential learning are recognized for ACEL?

Learning acquired through these kinds of activities may qualify:

- a. Employer-sponsored training
- b. Professional development workshops
- c. Career/work experiences/training
- d. Training evaluated by the American Council on Education (ACE) College Credit Recommendation Service
- e. Volunteer work and community service
- f. Non-credit courses and workshops
- g. Military experiences/training/courses
- h. Long-term, intensive experiences gained while abroad
- i. Leadership roles in associations and organizations
- j. CEU credits

- k. Police Academy training

Can ACEL be used toward courses in my Accelerated Degree Program major?

No. ACEL may be awarded only toward general studies and electives requirements. The College does not award ACEL toward courses within a major program of accelerated study.

Is ACEL available to all students at Albright College?

No. ACEL is available only for adult students who are enrolled and matriculating in the Accelerated Degree Program (ADP). Students who are interested in using ACEL to reach the 48 credit threshold to join a major (cohort program) can use ACEL for this, but are required to complete at least one general studies course at Albright College before the ACEL credits are applied.

ACEL is not available for students transferring into the College's day program from a community college partner school or traditional-age students enrolled in the College's day program.

How can I determine if my experiential learning qualifies for ACEL?

To help you determine if the knowledge and abilities you earned through experience qualify for academic credit, we have prepared a list of self-evaluation questions for you to consider:

- Does the learning you propose equate to college-level learning in terms of quality?
- Does the learning you propose equate to college-level learning in terms of quantity of classroom instruction hours?
(For each credit earned, a student must participate in the equivalent of 15 hours of college-level course learning.)
- Does your life, work and/or volunteer experience learning have a focused subject matter and clear learning outcomes?
- Can this knowledge base be used outside of the environment in which it was learned?
- Can you verify your experiential learning?
- Can you demonstrate the relationship between what you have learned and the general studies or elective requirements you are trying to fulfill?
- Has the experiential learning been evaluated by the American Council on Education (ACE) College Credit Recommendation Service?

What do I do if the American Council on Education (ACE) College Credit Recommendation Service has already evaluated my experiential learning experience?

If the experiential learning experience you have completed is registered with ACE's Transcript Service, contact them at (202) 939-9300, send an e-mail to credit@ace.nche.edu, visit their web site at acenet.edu, or contact them at American Council on Education, One Dupont Circle NW, Suite 250, Washington, DC 20036-1193. The official record or transcript from the ACE Transcript Service will enable Albright to verify your successful completion of the courses, the date of completion, and the ACE's credit recommendations. These are credit recommendations only; the College is not required to grant a student as much credit (or any credit) as recommended by the ACE reviewers.

Can military training be submitted for ACEL consideration?

Yes. A DD214 is needed for review, as is an official transcript from the Army/American Council on Education Registry Transcript System (AARTS) or the Sailor/Marine/American Council on Education Registry Transcript (SMART).

Can police academy training be submitted for ACEL Consideration?

Yes. Both an ACT120 Grade Sheet and a Certificate of Completion are needed for the ACEL review.

Who reviews ACEL submissions?

The Provost of Albright College and/or faculty with expertise in the submission area will evaluate ACEL submissions in consultation with the coordinator of ACEL and the registrar. Evaluators review documentation submitted and may arrange with the applicant for supplementary demonstration of subject learning. This demonstration may include, but is not limited to, an exam, essay or research project.

What does the ACEL submission development and evaluation process entail?

ACEL is primarily determined on a course-match basis.

A student begins the process by identifying which general studies or elective requirements they have fulfilled through experiential learning. Before proceeding with ACEL development and submission, a student must first examine the Albright College Course Catalog and/or an Albright partner community college catalog to evaluate course descriptions to determine if their learning as a result of life, work or volunteer experiences matches a college course(s) that fits a general studies or elective requirement that needs to be fulfilled.

A student is then required to meet or speak to the ADP Assistant Director to discuss the experiential learning. The student will then submit the appropriate paperwork and documentation for ACEL consideration. If the ACEL coordinator reviews and concurs that the submitted work could be eligible for credit, the ACEL submission is referred to the evaluator(s) for a determination of an award of credit.

Steps

1. Examine your experiential learning to determine if your experiential learning matches a needed general studies or elective requirement.
2. Match your experiential learning to a general studies or elective course offered in the Albright College course catalog or in Albright College partner community college course catalogs.
3. Contact the ADP Assistant Director via phone, e-mail or in person to set up an appointment to discuss your submission.
4. Once the ADP Assistant Director approves your proposal, prepare and submit your ACEL.
5. Evaluation by the Provost and/or faculty member.
6. Award or denial of credit.
7. Co-sign, along with the ADP Assistant Director, the ACEL student acknowledgement statement.
8. Award of credit will be updated on the student's Albright College transcript and transcript evaluation.
9. Per-credit tuition will be assessed to the student's Albright student account.

If I am awarded credit for an ACEL submission, how and when will I be informed of a decision?

An ACEL review can take up to four weeks. You will receive a formal letter indicating the review outcome and award of credit.

Credit earned through ACEL will be recorded on the transcript using the designation "Experiential Learning" to signify that the essential learning outcomes of the subject have been achieved, as evaluated through ACEL.

There is no charge for the evaluation of a student's experiential learning submission. If a student's submission results in an award of credit, a \$50 per-credit tuition charge will be assessed and will be included on your next electronic statement.

How many credits can be earned through ACEL?

A student may earn a minimum of one credit and a maximum of 24 credits toward general studies and elective degree requirements at Albright College. Typically, credits are awarded in three units or the equivalent of one college course.

How long do I have to submit a request for ACEL?

For ADP students, it is strongly advised that you submit your formal request and documentation for ACEL within the first six months of starting your cohort.

The College will consider ACEL submissions up until 90 days before the matriculating student's expected graduation date.

For what reasons would an ACEL submission be rejected?

The dean of continuing education and community outreach and/or the faculty member evaluating the submission may determine that no credit will be awarded for the following reasons:

- The learning you proposed does not equate to college-level learning in terms of quality or quantity.
- Lack of documentation or verification that supports learning or subject matter proficiency.
- No relationship demonstrated between the experiential learning and the general studies or elective requirement course credit sought through submission.
- Inadequate presentation of life, work and/or volunteer experience achieved.

If credit is denied, the evaluator may recommend one of the following options for academic credit:

1. Further preparation
2. Credit request contingent upon further documentation and preparation of ACEL submission
3. College Level Examination Program (CLEP) (See CLEP Policy on page 63.)
4. General Studies courses at Albright College

Do I have any recourse if my ACEL submission is denied?

Appeals Process

An appeal of a decision denying ACEL credit may be requested within one month of an evaluation decision. This appeal must be made in writing to the ADP Assistant Director. Albright’s provost and chief academic officer will make the final decision as to whether academic credit is awarded or denied.

To file an appeal, please e-mail or write to:
adp@albright.edu

or

Albright College
Accelerated Degree Programs
13th and Bern Streets
P.O. Box 15234
Reading, PA 19612

What if my experiential learning outcomes do not match a general studies or elective course offered in the Albright College course catalog or an Albright partner community college course catalog with regard to quantity?

There are instances when an experiential learning area is deserving of credit but does not correlate to a specific academic course. In this situation, please consult the ADP Assistant Director to see how the experiential learning you have may qualify.

ACEL Format and Content

Please note that the evaluator reviewing your ACEL document must be able to follow your submission logically and must be able to identify and easily access your supporting documentation. Please organize your ACEL submission in a manner that is consistent with this guide, clearly labeling each section, including supporting documentation.

The completed ACEL submission will consist of the following sections:

1. Request for credit
2. Experiential learning statement
3. Documentation

- a. *Verifying your experiential learning*

Documentation of experiential learning is an integral part of both the statement and obtaining a credit award. This exercise requires that you verify the experiential learning and the skill and knowledge that you have acquired.

For life experience learning earned through your career, work or personal experience, the most common way to document your experience is through the following:

- Professional letter of recommendation or verification from a former supervisor describing what knowledge or skill was learned during employment
- American Council of Education transcripts
- Certificates, licenses, letters or honor commendations
- Published materials or writing samples
- Copies of artistic work
- Photograph of portfolio
- Statement of hours
- Continuing Education Units (CEU) certificate
- Seminar or training course description or learning outcomes

- b. *Detailed written document about your experiential learning*

In this section, please detail the learning achieved or the outcome of your experiences and verify that you demonstrate the knowledge or skill to be proficient in the subject matter. This should consist of approximately eight to twelve pages, consisting of the following components:

- Description of learning experiences (work, personal, travel, activity)
- Where, when and what was the duration of the learning experience you have proposed?
- Was the use or study of books, articles or material used to support this learning experience?

- Develop a bibliography of books, articles and journals used to support this learning experience.
 - Determine the correct way to cite information, especially electronic information. Check the appropriate style manual (APA, MLA).
 - Please note that students applying for ACEL are subject to the standards of academic honesty outlined in the Accelerated Degree Programs Student Handbook. Plagiarism is a distinct form of academic dishonesty in which a person uses the works or ideas of another without proper acknowledgement. When anyone uses the work of others by copying their words or ideas without proper citation, it is plagiarism. Even paraphrasing of material found in printed or online material requires proper citation. For more information on academic honesty, please refer to that section of this student handbook.