

Undergraduate Academic Bulletin for RIT Programs at AATT

ACADEMIC YEAR 2026-27



About this Bulletin

The academic programs, course curricula, policies, and standards described in this Academic Bulletin (Bulletin) are in effect for students admitted to RIT programs offered at the American Academy of Technology Tirana (AATT) during the 2026-2027 academic year. This bulletin provides students with a comprehensive source of information to use in planning their RIT undergraduate education.

This Bulletin sets out the policies and regulations that apply to all students and faculty who participate in the RIT academic programs offered at AATT. In respect of RIT academic programs, the policies and regulations set forth herein take precedence over any other AATT rules and regulations. RIT policies and regulations apply to the extent incorporated or referred to in this Bulletin.

The Bulletin is mandatory for both students and faculty who participate in RIT academic programs at AATT. However, course and curriculum changes, modification of policies, and unforeseen changes in other aspects of RIT academic programs at AATT may sometimes occur after the bulletin has been posted. AATT therefore reserves the right to amend this Bulletin at any time ensuring proper advance notice.

AATT Undergraduate Academic Bulletin for RIT Programs 2026-2027

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An Introduction to American Academy of Technology in Tirana

Mission

AATT's mission is to educate students for successful careers in a global society by providing a rigorous, technology-driven, American education and university experience in Albania and the Balkan region. AATT fosters an environment of applied learning, professional ethics, and innovation, empowering graduates to become leaders who drive economic growth and cultural development in Albania, the region, and the world. Crucially, our goal is to cultivate local talent and create vital opportunities, thereby inspiring our graduates to remain and contribute their expertise to the economic and social advancement of the country, actively working to counteract the effects of brain drain.

History

AATT builds on the rich legacy of the Harry Fultz Institute (HFF), which is a leader in technical and vocational education in Albania. In 2025, HFF partnered with RIT Kosovo to offer RIT programs and degrees in Tirana at AATT. This partnership reinforces AATT's commitment to a genuine American higher education, academic excellence, hands-on learning, and preparing students for success in a rapidly evolving global landscape.

RIT Programs and Degrees at AATT

At present, two RIT undergraduate programs are offered at AATT:

- Bachelor of Science in Computing and Information Technologies
- Bachelor of Science in Electrical Engineering Technologies

Bachelor of Science Degree in Computing and Information Technologies

Upon successful completion of the four-year undergraduate program, students enrolled in Computing and Information Technologies (CIT) program will receive an internationally accredited Bachelor of Science (BS) degree from RIT, Golisano College of Computing and Information Sciences, School of Information (iSchool), in Rochester, NY, U.S.A. The degree awarded is a Bachelor of Science (BS) in Computing and Information Technologies and follows the curriculum of the degree received by RIT's students in the U.S.

In the modern world, technology has woven itself into the fabric of society, bringing people and information closer together than ever before. While this new digital era brings exciting innovations, it also brings a host of new, unexplored problems. In the School of Information (iSchool), the focus is on utilizing technology to solve real world, human-centered problems. With a combination of diverse courses, state-of-the-art equipment, and a team of knowledgeable and imaginative faculty, the iSchool gives students the tools they need to ensure a lifetime of success. We shape the future and improve the world through creativity and innovation.

Bachelor of Science Degree in Electrical Engineering Technologies

Upon successful completion of the five-year undergraduate program, students enrolled in Electrical Engineering Technology (EET) program will receive an internationally accredited Bachelor of Science (BS) degree from RIT, College of Engineering Technology, Department of Electrical and Computer Engineering Technology, in Rochester, NY, U.S.A. The degree awarded is a Bachelor of Science (BS) in Electrical Engineering Technology and follows the curriculum of the degree received by RIT's students in the U.S.

RIT's BS in electrical engineering technology is designed to meet industry's ever-increasing need for engineers with an in-depth understanding of electrical and electronics theory. The electrical engineering technology degree also provides you with the ability to specialize in specific areas of the discipline.

Accreditation

RIT is accredited by the Middle States Commission on Higher Education (MSCHE). MSCHE accredits institutions that “meet rigorous and comprehensive standards, which are addressed in the context of the mission of each institution and within the culture of ethical practices and institutional integrity expected of accredit institutions.” [Click here](#) for RIT's accreditation page on the MSCHE website.

In addition, international RIT locations are also accredited by the Middle States Commission on Higher Education. AATT is listed on the Middle States Commission of Higher Education, Statement of Accreditation Status, under “RIT Locations”.

All RIT credit-bearing courses and programs at AATT are provided by RIT through RIT Kosovo. RIT Kosovo is also accredited by the Association of Technology, Management, and Applied Engineering ([ATMAE](#)). The Board of Accreditation of The Association of Technology, Management, and Applied Engineering certified all RIT Kosovo programs which are also offered at AATT. [Click here](#) for the Certificates of Accreditation.

AATT, is licensed by the Ministry of Education, Sports and Youth in Albania as an institution of higher education. Both programs (CIT and EET) are also approved by the Ministry of Education, Sports and Youth. Students enrolled at AATT will therefore earn a U.S. bachelor's degree from RIT and an Albanian bachelor's degree from AATT. The Albanian academic program follows Albanian law and regulations, while the RIT academic programs follow RIT rules and regulations set forth in this Academic Bulletin.

I. Undergraduate Academic Programs

Bachelor Degree (BSc) – Four-year degree

Name of degree: Bachelor of Science (BS) degree in Computing and Information Technologies

Total credits: 126 U.S. semester credit hours (252 ECTS)

Number of Co-Ops: two

Institution and Department: Rochester Institute of Technology; Golisano College of Computing and Information Sciences, School of Information (iSchool).

Bachelor Degree (BSc) – Five-year degree

Name of degree: Bachelor of Science (BS) degree in Electrical Engineering Technology

Total credits: 127 U.S. semester credit hours (254 ECTS)

Number of Co-Ops: four

Institution and Department: Rochester Institute of Technology; College of Engineering Technology, Computing and Engineering Technology Department.

Computing and Information Technologies Program

Information technology is found in every aspect of our lives: the workplace, our homes, the way we communicate, and in much of the entertainment we consume. IT professionals, therefore, are in great demand and highly valued. IT professionals are solution architects, identifying complex problems, and creating custom solutions that help users meet their goals. They play an integral role in any modern organization, working on all phases of IT solutions from conception to development, testing, deployment, security, and management. With this Information Technology degree, you'll learn to design, implement, and manage complex IT systems.

In the modern world, technology has woven itself into the fabric of society, bringing people and information closer together than ever before. While this new digital era brings exciting innovations, it also brings a host of new, unexplored problems. In the School of Information (iSchool), the focus is on utilizing technology to solve real world, human-centered problems. With a combination of diverse courses, state-of-the-art equipment, and a team of knowledgeable and imaginative faculty, the iSchool gives students the tools they need to ensure a lifetime of success. We shape the future and improve the world through creativity and innovation.

Upon successful completion of the four-year undergraduate program, students enrolled in Computing and Information Technologies (CIT) program will receive an internationally accredited Bachelor of Science (BS) degree from RIT, Golisano College of Computing and Information Sciences, School of Information (iSchool), in Rochester, NY, U.S.A. The degree awarded is a Bachelor of Science (BS) in Computing and Information Technologies and follows the curriculum of the degree received by RIT's students in the U.S.

Electrical Engineering Technology Program

Electrical engineering technology is the backbone of modern infrastructure, powering everything from smart grids and renewable energy systems to advanced manufacturing and telecommunications. As the world shifts toward sustainable energy and automated systems, professionals who can bridge the gap between theoretical engineering and practical application are in high demand. These experts are the builders and maintainers of the systems that define the 21st century, focusing on the design, installation, and management of electrical systems and electronic components.

In an era defined by the transition to green energy and the rise of the Internet of Things (IoT), the Electrical Engineering Technologies program provides students with the hands-on expertise required to navigate complex technical challenges. Through a curriculum that balances rigorous laboratory work with advanced mathematical foundations, students learn to troubleshoot, develop, and optimize power systems and electronic devices. Our faculty brings a wealth of industrial experience, ensuring that graduates are equipped with the technical proficiency and innovative mindset necessary to lead in the global energy and technology sectors.

Upon successful completion of the five-year undergraduate program, students enrolled in the Electrical Engineering Technologies (EET) program will receive an internationally accredited Bachelor of Science (BS) degree from RIT, College of Engineering Technology, in Rochester, NY, U.S.A. The degree awarded is a Bachelor of Science (BS) in Electrical Engineering Technology and follows the curriculum of the degree received by RIT's students in the U.S.

Bachelor of Science Program Requirements

General Education Requirements

To complete a Bachelor of Science degree at RIT a qualified student must:

- I. Complete General Education Requirements
- II. Complete an Immersion (a Minor is optional)
- III. Complete the required number of Co-Ops

I. General Education Framework

The framework for general education provides students with courses that meet specific approved general education learning outcomes and New York State Education Department for Liberal Arts and Sciences requirements. The General Education framework intentionally moves through three educational phases designed to give students a strong foundation, an introduction to fundamentals of Liberal Arts and Sciences Disciplines, and the opportunity for deeper study and integrative learning through immersion in a cluster of related courses. The general education curriculum consists of the following requirements:

a. Preparatory Course

Two courses in the first year introduce students to the intellectual life of RIT and provide a focus on communication skills to prepare students for future coursework and lifelong learning.

- Liberal Arts and Science Foundation 1: UWRT-150 Writing Seminar
- Liberal Arts and Science Foundation 2: YOPS-10 RIT Connections

b. Year One Program – RIT 365: RIT Connections

Besides the freshmen orientation, all incoming students are enrolled in the First-Year Seminar – RIT 365: RIT Connections. Students will encounter a series of experiential learning opportunities and facilitated dialogue, all meant to help build meaningful connections across the RIT community. RIT 365 is an opportunity to practice creativity, communication, collaboration, critical thinking, and deepen self-awareness.

RIT 365 aims to empower students to own and establish a foundation for their AATT experience. At the core of RIT 365 is the Plan-Do-Reflect Cycle. Facilitators will lead students through a series of experiential opportunities and dialogue. Students will encounter and practice professional competencies such as creativity, communication, collaboration, critical thinking, and self-awareness.

Through this immersive course experience, students will develop greater self-awareness and make meaningful connections that will provide a foundation for success during their time at AATT and beyond. With each experience, students will plan, reflect, receive feedback, and take one more step towards owning their AATT experience.

c. Perspective Courses

1. Perspective 1 (**Ethical**): Courses focus on ethical aspects of decision-making and argument, whether at the individual, group, national, or international level. These courses provide students with an understanding of how ethical problems and questions can be conceived and resolved, and how ethical forms of reasoning emerge and are applied to such challenges.
2. Perspective 2 (**Artistic**): Courses focus on the analysis of forms of artistic expression in the context of the societies and cultures that produced and sustained them. These courses provide insight into the creative process, the nature of aesthetic experience, the fundamentals of criticism and aesthetic discrimination, and the ways in which societies and cultures express their values through their art.
3. Perspective 3 (**Global**): Courses in this category encourage students to see life from a perspective wider than their own and to understand the diversity of human cultures within an interconnected global society. Courses explore the interconnectedness of the local and the global in today's world or in historical examples and encourage students to see how global forces reverberate at the local level.
4. Perspective 4 (**Social**): Courses focus on the analysis of human behavior within the context of social systems and institutions. Because student success depends on the ability to understand how social groups function and operate, these courses provide insight into the workings of social institutions' processes.
5. Perspective 5 (**Natural Science inquiry**): Science is more than a collection of facts and theories, so students are expected to understand and participate in the process of science inquiry. Courses focus on the basic principles and concepts of one of the natural sciences. In these classes, students apply methods of scientific inquiry and problem solving in a laboratory or field experience.
6. Perspective 6 (**Scientific Principles**): Courses focus on the foundational principles of a Natural Science or provide an opportunity to apply methods of scientific inquiry in the natural or social sciences. Courses may or may not include laboratory experience.
7. Perspectives 7A, 7B, 7C (**Mathematical**): Courses focus on identifying and understanding the role that Mathematics plays in the world. In these courses, students comprehend and evaluate mathematical and statistical information and perform college-level mathematical operations on quantitative data.

d. General Education Elective Courses

The remaining General Education elective credits may be specified by the academic programs in order for students to fulfill supporting requirements (e.g. Math or Science, Foreign Languages, etc.). Some of these credits will be free General Education electives that can be chosen by the students themselves. Credits in the perspectives category that exceed the minimum requirement will be applied toward the elective credits

II. Immersion Courses

To fulfill their degree requirements, students must complete an immersion, which consists of three upper-level courses in a specific thematic area. These courses satisfy a portion of the general education requirements and provide an opportunity to explore a subject in depth.

While many immersions can be expanded into a minor by completing two additional courses, students should note that not all immersions have a corresponding minor, and not all minors are available as immersions. Currently, the AATT offers the following immersion:

Public Policy Immersion (9 credits)

The Public Policy Immersion provides students with a clear understanding of Public Policy, the policy process, and policy analysis. Students have the opportunity to develop perspectives on a variety of Contemporary Public Policy issues, especially those that emerge from scientific and technological advancements.

Elective Courses (choose three courses)

PUBL 101 Foundations of Public Policy	3 credits
STSO 201 Science and Technology Policy	3 credits
PUBL 201 Ethics, Values and Public Policy	3 credits
PUBL 363 Cyber Security Policy and Law	3 credits
PUBL 510 Technological Innovation and Public Policy	3 credits
PUBL 530 Energy Policy	3 credits

*At least one course must be taken at the 300-level or higher.

III. Cooperative Education (Co-Op)

a. Overview

The educational philosophy of the RIT programs at AATT follows the RIT model of Career Education. In addition to gaining theoretical foundations, students will engage in hands-on experiential learning in real-world environments that prepare them for meaningful careers. The Co-op stands for Cooperative Education and is work experience in a professional setting, designed to help students build career readiness, professional skills, confidence and a clearer sense of direction after graduation. Co-ops must be related to the student's career interests and academic focus.

b. What are the Co-op requirements?

The Co-op is a mandatory requirement. All bachelor's degree students must complete a certain number of Co-ops to be eligible for graduation.

A Co-op consists of 400 hours of work, which must be completed within a 3-month period if done full-time, or within a 6-month period for students working part-time. These experiences can take place in private companies, non-governmental organizations, or governmental institutions in Albania or abroad. Remote jobs may be accepted as valid Co-op experiences; however, students must first consult with their Co-op Coordinator to ensure the opportunity meets all program requirements. Some Co-op positions are also available on campus. Students who already have a full-time job may request that their employment be considered for fulfillment of the Co-op requirement. Importantly, the second Co-op cannot be the same as the first, in terms of role or organization. All Co-op placements are subject to review and approval by the Co-op Coordinator. Co-ops within family-owned businesses are subject to the additional restriction that they may only be allowed in specific cases and only for the first Co-op.

For students enrolled in the Computing and Information Technologies (CIT) Program, both Co-ops must be in the CIT field. The first Co-op should be completed in summer following the sophomore year, after successful completion of the ISTE 99 course. The second Co-op is to be completed in the summer of the junior year and is a requirement to be eligible for enrollment in the STE 500 course for the fall term of the senior year.

For students enrolled in the Electrical Engineering Technology (EET) Program, all Co-ops must be in the Electrical Engineering Technology field. The Co-ops must be completed during Spring 3, Summer 3, Summer 4 and Fall 5 after successful completion of EEET 299 Career Orientation course.

It is the student's responsibility to search for and apply for Co-op positions. AATT, through its Co-op and Career Services Office, supports this process by sharing job opportunities that come from partner organizations, organizing career development activities such as CV and interview workshops, hosting career fairs, and in specific cases, recommending students directly to companies or organizations. While this Office facilitates and promotes opportunities, securing the Co-op remains each student's personal responsibility. The Co-op program is an essential part of the program's learning experience, providing students with opportunities to apply classroom knowledge, develop practical skills, and gain a competitive edge in the job market.

c. Co-ops in Student-Owned Businesses

In specific cases, students who own their own businesses may request that their work experience be considered a valid Co-op. These cases require careful, case-by-case evaluation. To be eligible for consideration, students must submit valid business registration documentation and registered the Co-op in accordance with all standard procedures. Final approval is at the discretion of the Co-op Coordinator, who will assess whether the proposed experience meets the academic and professional standards of the Co-op program. As with all Co-op placements, the role, responsibilities, and learning outcomes must align with the student's academic program and career goals.

d. Co-op Registration and Evaluation

After securing a Co-op opportunity, students must register it with the RIT Academic Services at AATT (RIT Academic Services) before beginning the experience. Registration is done exclusively through the Co-op Registration Form, which is shared by the RIT Academic Services at the beginning of every term. Students should make sure to adhere to the announced registration deadlines and will receive all relevant information via email. It is the student's responsibility to ensure timely registration.

The Co-op Coordinator will review applications and contact students to inform them if the proposed Co-op has been approved and it meets academic requirements. Once approved, the student may begin the registered Co-op experience. The Co-op is administratively registered in SIS by the RIT Academic Services in the following academic term. Throughout the duration of the Co-op, coordinators conduct periodic site visits to companies/organizations where students are currently working to ensure the quality of the experience and provide support as needed.

At the end of the Co-op experience, each student must ask his/her supervisor to submit the Co-op Employer Evaluation Form directly to the RIT Academic Services by e-mail. This form should be signed and sealed. In specific cases where Co-ops in approved family-owned businesses are allowed, students must not list their parents or close family members as supervisors. To ensure objectivity, the evaluation form must be completed by another colleague within the organization.

In addition, a Co-op Student Evaluation Form should be submitted directly by the student who has finished the Co-op. Without these two evaluation forms, a student cannot receive the Co-op grade. All Co-op forms and detailed Co-op procedures can be found on the institution's website. A student being evaluated for his/her Co-op may receive two possible grades: 'S' which stands for Satisfactory, and 'I' which stands for Incomplete. If the student receiving the 'Incomplete' grade fails to finish the Co-op within one additional semester, the Co-op grade becomes F (Failed), and the student must complete another Co-op to fulfill the degree requirements.

Computing and Information Technologies Requirements

Term: Fall 1	
Course Number & Title	CR
GCIS-123 Software Development and Problem Solving I	4
NSSA-102 AI and Contemporary Computing	3
General Education – First Year Writing: UWRT-150 FYW: Writing Seminar (WI)	3
General Education – Mathematical Perspective A: MATH 131 Discrete Math	4
General Education – Artistic Perspective (COMM 201 Public Speaking)	3
YOPS-10 RIT 365: RIT Connections	0
Term Credit Total:	17

Term: Spring 1	
GCIS-124 Software Development and Problem Solving II	4
CSEC 140 Introduction to Cybersecurity	3
General Education – Elective (COMM 142 Introduction to Technical Communication (WI-GE))	3
General Education – Mathematical Perspective B: MATH 161 Applied Calculus	4
General Education – Social Perspective (PUBL 101 Foundations of Public Policy)	3
Term Credit Total:	17

Term: Fall 2	
NSSA-220 Task Automation Using Interpretive Languages	3
ISTE-140 Web & Mobile I	3
NSSA-241 Introduction to Routing and Switching	3
General Education – Global Perspective (HIST 150 World History since 1500)	3
General Education – Scientific Principles Perspective: (PHYS 111 College Physics I)	4
ISTE-99 School of Information Second Year Seminar	0
Term Credit Total:	16

Term: Spring 2	
NSSA-221 Systems Administration I	3
ISTE-230 Introduction to Database and Data Modeling	3
ISTE-240 Web & Mobile II	3
General Education – Natural Science Inquiry Perspective (PHYS 112 College Physics II)	4
General Education – Ethical Perspective (PUBL 201 Ethics, Values and Public Policy)	3
Term Credit Total:	16

Term: Summer 2	
ISTE-499 Undergraduate Co-op	0
Term Credit Total:	0

Term: Fall 3	
ISTE-260 Designing the User Experience	3
ISTE 262 Foundations of Human Centered Computing	3
ISTE 430 Information Requirements Modeling	3
ISTE 266 Design for Accessibility	3
STAT-145 Introduction to Statistics I	3
Term Credit Total:	15

Term: Spring 3	
NSSA 245 Network Services	3
NSSA 242 Wireless Networking	3
General Education – Elective (PSYC 101 Intro to Psychology)	3
Open Elective (SOIS 211 Exploring Innovation)	3
Open Elective	3
Term Credit Total:	15

Term: Summer 3	
ISTE-499 Undergraduate Co-op	0
Term Credit Total:	0

Term: Fall 4	
ISTE-500 Senior Development Project I	3
NSSA-342 Large Scale Networking	3
General Education – Immersion (STSO 201 Science and Technology Policy)	3
General Education – Immersion (PUBL 363 Cyber Security Policy and Law)	3
Open Elective (SOIS 441 Creative Critical Thinking)	3
Term Credit Total:	15

Term: Spring 4	
ISTE-501 Senior Development Project II (WI-PR)	3
ISTE 264 Prototyping and Usability Testing	3
General Education – Immersion (PUBL 510 Technological Innovation and Public Policy)	3
Open Elective (PROF 510 Project Management)	3

Open Elective	3
Term Credit Total:	15
Total US Credit Total:	126

Electrical Engineering Technology Requirements

Term: Fall 1	
Course Number & Title	CR
ENGT 102 Computational Problem Solving I	3
MCET 101 Fundamentals of Engineering	3
General Education – Mathematical Perspective A: MATH-171 Calculus A	3
General Education – Artistic Perspective (COMM 201 Public Speaking)	3
General Education –First Year Writing: UWRT-150 FYW: Writing Seminar (WI)	3
YOPS-10 RIT 365: RIT Connections	0
Term Credit Total:	15

Term: Spring 1	
CPET-133 Introduction to Digital and Microcontroller Systems	3
EEET-115 Circuits I	3
EEET-116 Circuits I Lab	1
General Education – Social Perspective (PUBL 101 Foundations of Public Policy)	3
General Education – Mathematical Perspective B: MATH-172 Calculus B	3
General Education – Elective (COMM 142 Introduction to Technical Communication (WI-GE))	3
Term Credit Total:	16

Term: Fall 2	
CPET-233 Digital Systems Design	3
EEET-125 Circuits II	3
EEET-126 Circuits II Lab	1
MATH-211 Elements of Multivariable Calculus and Differential Equations	3
General Education – Global Perspective (HIST 150 World History since 1500)	3
General Education – Scientific Principles Perspective: (PHYS 111 College Physics I)	4
Term Credit Total:	17

Term: Spring 2	
CPET-253 Microcontroller Systems	3
EEET-213 Electronic Devices	3
General Education – Math / Science Elective (MATH 108 The Art of Geometry)	3
General Education – Natural Science Inquiry Perspective (PHYS 112 College Physics II)	4
General Education – Ethical Perspective (PUBL 201 Ethics, Values and Public Policy)	3
EEET-299 EET Career Orientation	1

Term Credit Total:	17
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Term: Fall 3	
EEET-223 Advanced Electronics	4
EEET-331 Signals, Systems and Transforms	3
EEET-332 Signals, Systems & Transforms Lab	1
STAT-145 Introduction to Statistics I	3
General Education – Elective (PSYC 101 Intro to Psychology)	3
Open Elective (SOIS 211 Exploring Innovation)	3
Term Credit Total:	17

Term: Spring 3	
EEET-499 Cooperative Education – Electrical Engineering Technology	0
Term Credit Total:	0

Term: Summer 3	
EEET-499 Cooperative Education – Electrical Engineering Technology	0
Term Credit Total:	0

Term: Fall 4	
EEET-243 Electrical Machines and Transformers	3
EEET-313 Communications Electronics	3
General Education – Immersion (STSO 201 Science and Technology Policy)	3
General Education – Immersion (PUBL 363 Cyber Security Policy and Law)	3
Open Elective (SOIS 441 Creative Critical Thinking)	3
Term Credit Total:	15

Term: Spring 4	
EEET-425 Digital Signal Processing (WI-PR)	4
EEET-427 Control Systems	4
Technical Elective (CPET 281 Networking Technologies)	3
General Education – Immersion (PUBL 510 Technological Innovation and Public Policy)	3
Open Elective (PROF 510 Project Management)	3
Term Credit Total:	17

Term: Summer 4	
EEET-499 Cooperative Education – Electrical Engineering Technology	0
Term Credit Total:	0

Term: Fall 5	
EEET-499 Cooperative Education – Electrical Engineering Technology	0
Term Credit Total:	0

Term: Spring 5	
EEET-433 Transmission Lines	3
General Education – Elective (STAT 146 Introduction to Statistics II)	4
Technical Elective (EEET 551 Wireless Communications)	3
Open Elective (SOIS 510 Capstone Project)	3
Term Credit Total:	13

Total US Credit Total:	127
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Course Catalog and Descriptions

The course catalog includes classes for all undergraduate degrees. Courses are listed in alphabetical order:

COMM 142 Introduction to Technical Communication

Credit Hours: 3

Description: This course introduces students to current best practices in written and visual technical communication including writing effective email, short and long technical reports and presentations, developing instructional material, and learning the principles and practices of ethical technical communication. Course activities focus on engineering and scientific technical documents. Pre-requisites: None

COMM 201 Public Speaking

Credit Hours: 3

Description: The public speaking course is designed to equip students with knowledge of the theories and principles necessary for formal public speaking. Informative and persuasive speeches are the focus with emphasis on organization, evidence, language use, strategy, delivery, and effective use of media aids. Public speaking is generally offered each semester. Pre-requisites: None

CPET 121 Computational Problem Solving I

Credit Hours: 3.00

Description: This is the first course in a two-course sequence in computational problem solving of engineering and scientific problems. The problems solved will stress the application of sequence, selection, repetitive, invocation operations, and arrays. The development of proper testing procedures to ensure computational accuracy will be stressed. Students, upon successful completion of this course, will be able to analyze introductory engineering and scientific problems, design, code, test, and document procedural software solutions. Pre-requisites: None.

CPET 133 Introduction to Digital and Microcontroller Systems

Credit Hours: 3

Description: This course introduces students to the underlying building blocks of digital system and microcontroller design. Digital systems topics that are covered include: number systems, truth tables, Boolean algebra, combinational and sequential logic, and finite state machines. A microcontroller is used to teach register programming, reading and writing digital I/O, bitwise operations and bit-masking and microprocessor architecture. Laboratory exercises are designed to illustrate concepts, reinforce analysis and design skills, and develop instrumentation techniques associated with the lecture topics. Pre-requisites: None.

CPET 233 Digital Systems Design

Credit Hours: 3

Description: This course covers the design and simulation of digital circuits using modern digital design techniques. Using a hardware description language, students will design, synthesize, and analyze finite state machines and combinational, sequential, and arithmetic logic circuits. Topics will include design for synthesis, verification techniques, memory circuits, programmable logic devices, and implementation technologies. The laboratories are designed to illustrate concepts, reinforce analysis and design skills, and develop instrumentation techniques associated with the lecture topics. Pre-requisites: CPET-133 or (CPET-141 and CPET-142) or equivalent courses.

CPET 253 Microcontroller Systems

Credit Hours: 3

Description: This course presents typical structures and applications of microcontroller systems. Emphasis will be on hardware, programming, input/output methods, typical peripherals/interfaces (including Timers, ADC and micro to micro communications), interrupt handling and small system design and applications using high level programming languages. Microprocessor architecture and assembly programming will be introduced to provide a base for more advanced digital designs. Laboratory exercises are designed to illustrate concepts, reinforce analysis and design skills, and develop instrumentation techniques associated with the lecture topics. Pre-requisites: CPET-121 and (CPET-133 or (CPET-141 and CPET-142)) or equivalent courses.

CPET 281 Networking Technologies

Credit Hours: 3

Description: This course provides a practical study of voice and data communications from the point of the OSI seven-layer and the TCP/IP five-layer protocol model. Both traditional circuits switched telecommunications as well as IP based communications are studied. This course covers the operation of the lower four layers in detail by examining some of the foundation laws of physics including Nyquist and Shannon as well as selected protocols. Emphasis is placed on data internetworking, local-area networking, and wide-area networking. This course is a problem-based course in that students apply the learning to various computer and networking mathematical problems and are assessed on their ability to solve the problem. Pre-requisites: MATH-111 or MATH-171 or MATH-181 or MATH-181A or equivalent course.

CSEC 140 Introduction to Cybersecurity

Credit Hours: 3

Description: This course will introduce many fundamental cybersecurity concepts. The course will teach students to think about information systems using an adversarial mindset, evaluate risk to information systems, and introduce controls that can be implemented to reduce risk. Topics will include authentication systems, data security and encryption, risk management and security regulatory frameworks, networking and system security, application security, organizational and human security considerations, and societal implications of cybersecurity issues. These topics will be discussed at an introductory level with a focus on applied learning through hands-on virtual lab exercises. Pre-requisites: None

EEET 115 Circuits I

Credit Hours: 3

Description: This course develops student skills to analyze and design DC and AC circuits. DC topics include resistance; Ohm's Law; current and voltage division; simplification of series, parallel, and series-parallel circuits; Kirchhoff's Voltage and Kirchhoff's Current Laws, and nodal analysis. Additional circuit analysis concepts covered include Thevenin theorem, superposition theorem, and R-C and R-L transient analysis. AC circuit analysis topics include sinusoidal waveforms as forcing functions; basic resistive, capacitive, and inductive elements; phasors; average power and series AC circuit analysis. Reactance and impedance are introduced and used to solve AC series circuits. Pre-requisites: None Other Info: Co-requisite: EEET-116 and MATH-111 or MATH-171 or MATH-181 or MATH-181A or equivalent course.

EEET 116 Circuits I Lab

Credit Hours: 1

Description: This laboratory develops skills and practice in the construction, measurement, and analysis of DC and introductory AC circuits. Standard laboratory equipment is introduced and utilized to measure resistance, voltage, and current in basic and relatively complex circuit configurations. Measurements are employed to demonstrate Ohm's Law, Kirchhoff's Voltage Law, Kirchhoff's Current Law, current division, and voltage division. Circuit simulation software is used to support calculations and establish a baseline for comparison. Students collaborate within teams during the laboratory experience. Pre-requisites: None.

EEET 125 Circuits II

Credit Hours: 3

Description: This course develops the skills to analyze and design AC circuits used in electrical systems. Topics include R-L and R-C transient analysis in relation to the differential equation; reactance and impedance; series, parallel, and series-parallel R-L-C circuits; mesh and nodal analysis. Additional circuit analysis concepts covered include Norton, Maximum Power Transfer, and Superposition theorems. AC power and power factor, resonance, frequency response, and bandwidth are also covered. Transformers are introduced. Pre-requisites: C- or better in EEET-115 and EEET-116 or equivalent course.

EEET 126 Circuits II Lab

Credit Hours: 1

Description: This laboratory develops skills and practice in the construction, measurement, and analysis of AC circuits. The function generator and oscilloscope are used to measure resistance, voltage and current in a variety of circuit configurations. Measurements are employed extensively to verify Ohm's Law; Kirchhoff's Voltage and Kirchhoff's Current Laws and to demonstrate current and voltage division. Circuit simulation software is used throughout to support calculations and establish a baseline for comparison. Students collaborate within teams to research technology areas of curiosity,

observe trends about the changing world and inform their peers via verbal presentations. Pre-requisites: None.

EEET 213 Electronic Devices

Credit Hours: 3

Description: This course covers the analysis, design and implementation of active electronic circuits using diodes, bipolar and field effect transistors and operational amplifiers. The electrical and switching characteristics of semiconductor devices used for analog and digital circuits will be emphasized. Classic applications of analog signal conditioning, A/D & D/A conversion and power transformation (AC/DC & DC/DC) will be examined. Laboratory exercises are designed to illustrate concepts, reinforce analysis and design skills, and develop instrumentation techniques associated with the lecture topics. Pre-requisites: (EEET-115 and EEET-116) or (EEET-121 and EEET-122) or (EEET-215 and EEET-216) and MATH-171 or MATH-181 or MATH-181A or equivalent courses.

EEET 223 Advanced Electronics

Credit Hours: 4

Description: This course develops the knowledge and skills essential for the analysis, design, and implementation of electronic sensor circuits and their interface to a microcontroller. Analog signal conditioning circuits, active filters, data converters and voltage regulators will be emphasized. Laboratory exercises are designed to illustrate concepts, reinforce analysis and design skills, and develop instrumentation techniques associated with the lecture topics. Pre-requisites: (C- or better in EEET-213) and (CPET-133 or (CPET-141 and CPET-142)) or equivalent courses.

EEET 243 Machines and Transformers

Credit Hours: 3

Description: This course comprehensively studies electrical machines and transformers, focusing on the theory, operation, and application of DC motors including single-phase and three-phase AC circuits, transformers, and motors. Practical applications of power systems in industrial settings are emphasized, preparing students for the design, operation, and troubleshooting of electrical machines and transformers in real-world scenarios. The laboratory consists of design projects and practical exercises to reinforce key lecture concepts within a collaborative, group-based, active-learning environment. These active-learning design projects deepen students' understanding through engagement and teamwork. Practical Exercises are hands-on, laboratory-based activities that engage students with real-world power devices while emphasizing essential skills such as instrumentation techniques (when applicable), precise data collection, and test result analysis against predicted outcomes. Pre-requisites: (EEET-115 and EEET-116) or (EEET-121 and EEET-122) or (EEET-215 and EEET-216) or equivalent courses.

EEET 299 EET Career Orientation

Credit Hours: 1

Description: This course is an introduction to the professional engineering careers, cooperative educational program at RIT, the programs in the department, and RIT resources. Topics include engineering technology vs. engineering, review of resources available at RIT, the cooperative education placement process, working in a diverse workforce, and engineering ethics including the IEEE Code of Ethics. The ethical expectations of employers for co-op students and RIT during a job search. Pre-requisites: This class is restricted to students with at least 3rd year student standing in EEET-BS or CPET-BS.

EEET 313 Communications Electronics

Credit Hours: 3

Description: Develops the knowledge and ability to design communication electronics, such as AM/FM radios using transistors and integrated circuits. This course applies the concepts of circuits and electronics to basic analog communication circuits for amplitude and frequency modulation. Topics studied are RF Amplifiers, Fourier Analysis, AM and FM transmission and reception, phase-locked loops, synthesizers, oscillators, DSB and SSB communication systems, antennas and EM wave propagation. The course's laboratory component Provides experience in the practice and application of the concepts of circuits and electronics to basic analog communication circuits for amplitude and frequency modulation in a laboratory environment. Construction and measurement are emphasized. Student must register for BOTH the Lecture and Laboratory components of this course. Pre-requisites: C- or better in (EEET-221 and EEET-222) or EEET-223 or equivalent course.

EEET 331 Signals, Systems and Transforms

Credit Hours: 3

Description: Develops the analytical skills to design, develop, and simulate analog and digital filters, control systems, and advanced electronic circuits such as those used in robotics, digital communications, and wireless systems. Continuous-time and discrete-time linear, time-invariant, casual systems are examined throughout the course. Topics include Fourier series, the Laplace transform, signal sampling, and the z-transform. Advanced circuit analysis techniques include circuit characterization in the s-plane. Pre-requisites: (EEET-125 and EEET-126) or (EEET-121 and EEET-122) or (EEET-215 and EEET-216) and (MATH-211 or MATH-231) or equivalent courses.

EEET 332 Signals, Systems & Transforms Lab

Credit Hours: 1

Description: MATLAB is introduced and used extensively to analyze circuits on continuous-time and discrete-time systems. PSPICE is utilized for circuit simulation. Pre-requisites: (EEET-125 and EEET-126) or (EEET-121 and EEET-122) or (EEET-215 and EEET-216) and (MATH-171 or MATH-181 or MATH-181A) or equivalent courses.

EEET 425 Digital Signal Processing

Credit Hours: 4

Description: Develops the knowledge and ability to process signals using Digital Signal Processing (DSP) techniques. Starts with foundational concepts in sampling, probability, statistics, noise, fixed and floating point number systems, and describes how they affect real world performance of DSP systems. Fundamental principles of convolution, linearity, duality, impulse responses, and discrete fourier transforms are used to develop FIR and IIR digital filters and to explain DSP techniques such as windowing. Students get an integrated lab experience writing DSP code that executes in real-time on DSP hardware. Pre-requisites: EEET-331 and EEET-332 and STAT-145 or MATH-251 or equivalent courses.

EEET 427 Control Systems

Credit Hours: 4

Description: Develops the knowledge of control system concepts and applies them to electromechanical systems. Systems are characterized and modeled using linear systems methods, focused with a controls perspective. Impulse responses, step responses, and transfer functions are reviewed. Principles of stability and damping are developed and applied to the specification and design of open and closed loop compensators to deliver specific input-output performance. Laboratory exercises are designed to illustrate concepts, reinforce analysis and design skills, and develop instrumentation techniques associated with the lecture topics. Student must register for BOTH the Lecture and Laboratory components of this course. Pre-requisites: (MATH-211 or MATH-231) and ((CPET-253 or (CPET-251 and CPET-252)) or ((EEET-247 and EEET-248) or (CPET-133)) or equivalent courses.

EEET 433 Transmission Lines

Credit Hours: 3

Description: Develops the knowledge and ability to analyze, design, and measure high frequency signal transmission media as applied to digital and RF systems. Topics include the propagation of electromagnetic waves on wire media; transmission line voltage, current, loss and impedance; graphical methods for analysis; transmission lines as circuit elements, application of the general transmission line equation as derived from the LC distributed model. During the course's laboratory component, students learn proper transmission line instrumentation techniques and design transmission line circuits that meet design specifications. Student must register for both the lecture and laboratory components of this course. Pre-requisites: C- or better in EEET-331 and EEET-332 or equivalent courses.

EEET 499 Cooperative Education – Electrical Engineering Technology

Credit Hours: 0

Description: One semester or summer block of appropriate work experience in a related industry. Students are required to complete a poster and presentation and participate in the ECT-ET Co-op presentation evening at the completion of each co-op experience. Pre-requisites: EEET-223 and EEET-299 and (CPET-253 or (CPET-251 and CPET-252) or equivalent courses.

EEET 551 Wireless Communications

Credit Hours: 3

Description: Wireless, digital point-to-point communication systems require a wide array of technologies, some analog (such as antennas, amplifiers, mixers) and some digital (filters, equalizers, decoders, etc.). The course emphasizes system-level and component-level analyses of a complete transceiver operating on a fading channel. Fundamental concepts, classical techniques, and some state-of-the-art advances are presented. These concepts are illustrated with hands-on activities using software-defined radio. Students may not take and receive credit for this course if they have already taken TCET-551. Pre-requisites: EEET-311 or equivalent course.

ENGT 102 Computational Problem Solving I

Credit Hours: 3

Description: This introductory course explores computational problem-solving as a way of thinking, providing students with a foundation of programming theory through a hands-on / minds-on approach to learning. Students will learn fundamental approaches to numerical and computational problems and apply and evaluate the effectiveness of those approaches using real-world problems from the fields of engineering, economics, the sciences, including the social sciences. Students will investigate the growing role of Artificial Intelligence (AI) in problem-solving, examining how AI-generated code can be used as a tool, how its outputs compare to human-developed solutions, and what ethical implications arise from AI utilization in academia and professional settings across multiple disciplines. Students will demonstrate oral communication skills through formal code reviews. These code reviews, conducted individually and in design teams, permit students to present their solutions to the entire class for feedback and professional critique. The course structure enables students to pursue problems in domains of their choice.

GCIS 123 Software Development & Problem Solving I

Credit Hours: 3

Description: A first course introducing students to the fundamentals of computational problem solving. Students will learn a systematic approach to problem solving, including how to frame a problem in computational terms, how to decompose larger problems into smaller components, how to implement innovative software solutions using a contemporary programming language, how to critically debug their solutions, and how to assess the adequacy of the software solution. Additional topics include an introduction to object-oriented programming and data structures such as arrays and stacks. Students will complete both in-class and out-of-class assignments. Pre-requisites: None

GCIS 124 Software Development & Problem Solving II

Credit Hours: 3

Description: A second course that delves further into computational problem solving, now with a focus on an object-oriented perspective. There is a continued emphasis on basic software design, testing & verification, and incremental development. Key topics include theoretical abstractions such as classes, objects, encapsulation, inheritance, interfaces, polymorphism, software design comprising

multiple classes with UML, data structures (e.g. lists, trees, sets, maps, and graphs), exception/error handling, I/O including files and networking, concurrency, and graphical user interfaces. Additional topics include basic software design principles (coupling, cohesion, information expert, open-closed principle, etc.), test driven development, design patterns, data integrity, and data security. Pre-requisites: C- or better in SWEN-123 or CSEC-123 or GCIS-123 or equivalent.

HIST 150 World History since 1500

Credit Hours: 3

Description: This course will explore of how the contemporary global order in the 21st century has emerged from the historical events, processes and trends of the past 500-plus years. Since 1500, the world has changed dramatically, from several mostly—or entirely—separate and autonomous regions to a single interconnected system of people and societies. We will consider the political, social, economic, and technological developments as well as the intercultural and transregional contacts and interactions that helped create these changes. Pre-requisites: None

ISTE 99 School of Information Second Year Seminar

Credit Hours: 0

Description: This course helps students prepare for cooperative employment by developing job search approaches and material. Students will explore current and emerging aspects of IST fields to help focus their skill development strategies. Students are introduced to the Office of Career Services and Cooperative Education and learn about their professional and ethical responsibilities for their co-op and subsequent professional experiences. Students will work collaboratively to build résumés, cover letters, and prepare for interviews. Pre-requisites: This class is restricted to undergraduate students with at least 2nd year standing.

ISTE 140 Web & Mobile I

Credit Hours: 3

Description: This course provides students with an introduction to internet and web technologies, and to development on Macintosh/UNIX computer platforms. Topics include HTML and CSS, CSS3 features, digital images, web page design and website publishing. Emphasis is placed on fundamentals, concepts, and standards. Additional topics include the user experience, mobile design issues, and copyright/intellectual property considerations. Exercises and projects are required. Pre-requisites: None

ISTE 230 Introduction to Database and Data Modeling

Credit Hours: 3

Description: A presentation of the fundamental concepts and theories used in organizing and structuring data. Coverage includes the data modeling process, basic relational model, normalization theory, relational algebra, and mapping a data model into a database schema. Structured Query Language is used to illustrate the translation of a data model to physical data organization. Modeling and programming assignments will be required. Note: students should have one course in object-

oriented programming Pre-requisites: ISTE(120)-Computational Problem Solving in the Information Domain I.

ISTE 240 Web and Mobile II

Credit Hours: 3

Description: This course builds on the basics of web page development that are presented in Web I and extends that knowledge to focus on theories, issues, and technologies related to the design and development of web sites. An overview of web design concepts, including usability, accessibility, information architecture, and graphic design in the context of the web, will be covered. Introduction to web site technologies, including HTTP, web client and server programming, and dynamic page generation from a database also will be explored. Development exercises are required. Pre-requisites: ISTE(140)-Web & Mobile I

ISTE 260 Designing the User Experience

Credit Hours: 3

Description: The user experience is an important design element in the development of interactive systems. This course presents the foundations of user-centered design principles within the context of human-computer interaction (HCI). Students will explore and practice HCI methods that span the development lifecycle from requirements analysis and creating the product/service vision through system prototyping and usability testing. Leading edge interface technologies are examined. Group-based exercises and design projects are required. Pre-requisites: ISTE(140)-Web & Mobile I

ISTE 262 Foundations of Human Centered Computing

Credit Hours: 3

Description: This course explores how the fields of psychology, digital design, and computing converge in the design, development, and evaluation of new technologies that people find effective and enjoyable to use. Students will investigate the field of human-computer interaction (HCI), with a focus on how users' various sensory, motor, and cognitive abilities are essential to their successful use of technology. Students will be exposed to modern research methods and paradigms in the field, including predictive modeling, heuristic evaluation, interpretive methods, and experimental user testing. Pre-requisites: None

ISTE 264 Prototyping and Usability Testing

Credit Hours: 3

Description: This course will explore how modern human centered computing design and evaluation methodologies can be effectively used to create high-quality and usable technologies for a variety of users. Students will learn how an initial design can be evaluated and improved through the use of prototyping and user evaluations. Students will investigate a variety of high- and low-fidelity prototyping techniques, plan an iterative design process for an application, conduct an evaluation of a prototype, and analyze the results of user testing to drive a design process. Programming is required. Pre-requisites: ISTE-262 or equivalent course.

ISTE 266 Design for Accessibility

Credit Hours: 3

Description: This course will explore the design, evaluation, and use of computing and information technologies to benefit people with disabilities and older adults. Students will learn how to analyze the accessibility of existing software or websites, and they will learn how to design technology that can be effectively, enjoyably, and efficiently used by people with diverse sensory, motor, and cognitive abilities. Students will learn about cutting-edge ways in which science and technology has provided assistance and accessibility for people with disabilities. Students will learn how to investigate the needs of users with disabilities, design technologies according to universal design or accessibility principles, interpret key accessibility regulations and guidelines, and include people with disabilities in the design and evaluation of new technologies. Programming is required. Pre-requisites: ISTE-262 or equivalent course.

ISTE 430 Information Requirements Modeling

Credit Hours: 3

Description: Students will survey and apply contemporary techniques used in analyzing and modeling information requirements. Requirements will be elicited in a variety of domains and abstracted at conceptual, logical, and physical levels of detail. Process, data, and state modeling will be applied in projects that follow a systems development lifecycle. Object oriented modeling will be explored and contrasted with data and process-oriented modeling. Individual and team modeling assignments will be required. Pre-requisites: ISTE-230 or CSCI-320 or equivalent course.

ISTE 499 Undergraduate Co-op

Credit Hours: 0

Description: Students perform paid, professional work related to their program of study. Students work full-time during the term they are registered for co-op. Students must complete a student co-op work report for each term they are registered; students also are evaluated each term by their employer. A satisfactory grade is given for co-op when both a completed student co-op report and a corresponding employer report that indicates satisfactory student performance are received. Pre-requisites: Enrollment in this course requires permission from the Co-Op and Career Office.

ISTE 500 Senior Development Project I

Credit Hours: 3

Description: The first course in a two-course, senior level, system development capstone project. Students form project teams and work with sponsors to define system requirements. Teams then create architectures and designs, and depending on the project, also may begin software development. Requirements elicitation and development practices introduced in prior coursework are reviewed, and additional methods and processes are introduced. Student teams are given considerable latitude in how they organize and conduct project work. Pre-requisites: This course is restricted to CMITKO-BS, and 2 ISTE-499 completed.

ISTE 501 Senior Development Project II

Credit Hours: 3

Description: The second course is a two-course, senior level, system development capstone project. Student teams complete development of their system project and package the software and documentation for deployment. Usability testing practices introduced in prior course work are reviewed, and additional methods and processes are introduced. Teams present their developed system and discuss lessons learned at the completion of the course. Pre-requisites: ISTE-500 or equivalent course.

MATH 108 The Art of Geometry

Credit Hours: 3

Description: This course introduces a rich variety of geometry topics beyond those studied at the high school level. Each topic is augmented with connections to the arts, sciences, engineering, and other everyday applications. Course activities will emphasize problem solving in geometry and communicating mathematical arguments in the context of geometry. Geometric concepts will be explored using technology as well. Pre-requisites: None.

MATH 131 Discrete Mathematics

Credit Hours: 4

Description: This course is an introduction to the topics of discrete mathematics, including number systems, sets and logic, relations, combinatorial methods, graph theory, regular sets, vectors, and matrices. Pre-requisites: MATH-111, and placement exam scores of at least 60.

MATH 161 Applied Calculus

Credit Hours: 3

Description: Study of functions and graphs, limits, continuity, the derivative, derivative formulas, applications of derivatives, the definite integral, the fundamental theorem of calculus, basic techniques of integral approximation, exponential and logarithmic functions, basic techniques of integration, an introduction to differential equations, and geometric series. Applications in business, management sciences, and life sciences will be included with an emphasis on manipulative skills. Pre-requisites: C- or better in MATH-101, MATH-111, MATH-131, NMTH-260, NMTH-272 or NMTH-275 or Math Placement Exam score greater than or equal to 45.

MATH 171 Calculus A

Credit Hours: 3

Description: This course includes a study of precalculus, polynomial, rational, exponential, logarithmic and trigonometric functions, continuity, and differentiability. Limits of functions are used to study continuity and differentiability. The study of the derivative includes the definition, basic rules, and implicit differentiation. Applications of the derivative include optimization and related-rates problems. Pre-requisites: Completion of the math placement exam or C- or better in MATH-111.

MATH 172 Calculus B

Credit Hours: 3

Description: This is the second course in three-course sequence (COS-MATH-171, -172, -173). The course includes Riemann sums, the Fundamental Theorem of Calculus, techniques of integration, and applications of the definite integral. The techniques of integration include substitution and integration by parts. The applications of the definite integral include areas between curves, and the calculation of volume. Pre-requisites: C- or better in MATH-171 or 1016-171T or 1016-281 or 1016-231 or equivalent course.

MATH 211 Elements of Multivariable Calculus and Differential Equations

Credit Hours: 3

Description: This course includes an introduction to differential equations, Laplace transforms, numerical methods in differential equations, and the calculus of functions of two variables. The emphasis is on the application of these topics to problems in engineering technology. Pre-requisites: C- or better MATH-172 or MATH-182 or MATH 182A or 1016-232 or equivalent course.

MCET 101 Fundamentals of Engineering

Credit Hours: 3

Description: Students will apply engineering problem solving methods used in industry to complete projects involving engineering topics such as mechanics, circuits, robotics, and thermodynamics. Software tools are used to model their designs, perform design calculations, collect and analyze data. Finally, students will present their work professionally using both written and oral communication software. The goal of the class is to have students become familiar with the many aspects of mechanical engineering through hands on, experiential learning and prepares them to work professionally and effectively in a team setting both in college and in industry. Pre-requisites: This class is restricted to MCET-BS or MECA-BS or RMET-BS or EEET-BS or CPET-BS or ENGTEH-UND students.

NSSA 102 AI and Contemporary Computing

Credit Hours: 3

Description: Students will learn a variety of leading edge computing technologies and create computing-based solutions to address organizational requirements using these technologies. This will include an introduction to artificial intelligence (AI), contemporary hardware platforms, how they operate and interact with the components of the operating systems that drive them, and how to deliver these solutions using virtualization such as cloud computing. Ultimately the course is designed to bridge the gap between theoretical knowledge and practical application. Students will develop an understanding of contemporary computing systems through practical assignments and projects that integrate the various aspects of contemporary computing. Pre-requisites: None

NSSA 220 Task Automation Using Interpretive Languages

Credit Hours: 3

Description: An introduction to the Linux operating system and scripting in high-level and shell languages. The course will cover basic user-level commands of the Linux operating system, followed by basic control structures, and data structures in both high-level and shell languages of choice. Examples will include interfacing with the underlying operating system and processing structured data. Students will need one year of programming in an object-oriented language. Pre-requisites: GCIS-124 or ISTE-121 or ISTE -200 or CSCI-142 or CSCI-140 or CSCI-242 or equivalent course.

NSSA 221 System Administration I

Credit Hours: 3

Description: This course is designed to give students an understanding of the role of the system administrator in large organizations. This will be accomplished through a discussion of many of the tasks and tools of system administration. Students will participate in both the lecture section and a separate lab section. The technologies discussed in this class include operating systems, system security, and service deployment strategies. Pre-requisites: NSSA-241 and (NSSA-220 or CSCI-141 or GCIS-123) or equivalent courses.

NSSA 241 Introduction to Routing and Switching

Credit Hours: 3

Description: This course provides an introduction to wired network infrastructures, topologies, technologies, and the protocols required for effective end-to-end communication. Basic security concepts for TCP/IP based technologies are introduced. Networking layers 1, 2, and 3 are examined in-depth using the International Standards Organization's Open Systems Interconnection and TCP/IP models as references. Course topics focus on the TCP/IP protocol suite, the Ethernet LAN protocol, switching technology, and routed and routing protocols common in TCP/IP networks. The lab assignments mirror the lecture content, providing an experiential learning component for each topic covered. Pre-requisites: NSSA-102

NSSA 242 Wireless Networking

Credit Hours: 3

Description: This course is designed to provide the student with an understanding of the protocols, principles and concepts of radio communication as they apply to wireless data networking (802.11) for local area networks and peripherals. As its basis it uses the fundamental concepts and technologies learned in Introduction to Routing and Switching, and expands upon them to include other contemporary and emerging technologies. Topics including WLANs, wireless network operation, network integration, construction, and network design will be discussed. Modulation techniques, measurement standards, nomenclature, equipment and theory behind transmissions in this portion of the electromagnetic spectrum will be examined. Pre-requisites: NSSA-241 or equivalent course.

NSSA 245 Network Services

Credit Hours: 3

Description: This course will investigate the protocols used to support network-based services and the tasks involved in configuring and administering those services in virtualized Linux and Windows internetworking environments. Topics include an overview of the TCP/IP protocol suite, in-depth discussions of the transport layer protocol, TCP and UDP, administration of network-based services including the Dynamic Host Configuration Protocol (DHCP), Domain Name Service (DNS), Secure Shell (SSH), and Voice Over IP (VoIP). Students completing this course will have thorough theoretical knowledge of the Internet Protocol (IP), the Transport Control Protocol (TCP), and the User Datagram Protocol (UDP), as well as experience in administering, monitoring, securing and troubleshooting an internet work of computer systems running these protocols and services. Pre-requisites: NSSA-241 and (NSSA-220 or CSCI-141 or GCIS-123) and NSSA-221 or equivalent courses.

NSSA 342 Large Scale Networking

Credit Hours: 3

Description: This course will discuss the changing nature of communication, the requirements of emerging applications, the effect on network design, quality of service and the associated security concerns. The focus is on the evolution of multimedia services (such as voice and video) and Internetworking technologies in support convergence. This course will focus on advanced networking techniques to ensure quality of service and security for real time data. Examples include policies and class-based routing. Pre-requisites: NSSA-245 or equivalent course.

PHYS 111 College Physics I

Credit Hours: 4

Description: This is an introductory course in algebra-based physics focusing on mechanics and waves. Topics include kinematics, planar motion, Newton's laws, gravitation; rotational kinematics and dynamics; work and energy; momentum and impulse; conservation laws; simple harmonic motion; waves; data presentation/analysis and error propagation. The course is taught using both traditional lectures and a workshop format that integrates material traditionally found in separate lecture, recitation, and laboratory settings. Attendance at the scheduled evening sessions of this class is required for exams. There will be 2 or 3 of these evening exams during the semester. Competency in algebra, geometry and trigonometry is required. Pre-requisites: Competency in algebra, geometry and trigonometry is required.

PHYS 112 College Physics II

Credit Hours: 4

Description: This course is an introduction to algebra-based physics focusing on thermodynamics, electricity and magnetism, and elementary topics in modern physics. Topics include heat and temperature, laws of thermodynamics, electric and magnetic forces and fields, DC and AC electrical circuits, electromagnetic induction, the concept of the photon, and the Bohr model of the atom. The course is taught using both traditional lectures and a workshop format that integrates material traditionally found in separate lecture, recitation, and laboratory settings. Attendance at the scheduled

evening sessions of this class is required for exams. There will be 2 or 3 of these evening exams during the semester. Pre-requisites: PHYS-111 or PHYS-211 or equivalent course.

PROF 510 Project Management

Credit Hours: 3

Description: This course addresses project management from a multidisciplinary perspective, covering the fundamental nature of and techniques for managing a broad range of projects. Topics cover the Project Management Life Cycle from Planning to Termination. It also addresses the behavioral and quantitative facets of project management, as well as the use of methods, tools and techniques for the initiation, planning, and execution of projects. Introduces the standard framework, processes and knowledge areas of A Guide to the Project Management Body of Knowledge (PMBOK® Guide) as defined by the Project Management Institute (PMI). Project Management is available in on campus and online formats. Note: BUSI-510 may not be substituted for BUSI-710 in a SOIS graduate concentration or the SOIS advanced certificate in project management. Additionally, a student may not register for and receive credit for both BUSI-510 and BUSI-710, whether taken as an undergraduate or graduate student. Pre-requisites: A minimum of 3rd year standing is required to enroll.

PSYC 101 Introduction to Psychology

Credit Hours: 3

Description: Introduction to the field of psychology. Provides a survey of basic concepts, theories, and research methods. Topics include thinking critically with psychological science; neuroscience and behavior; sensation and perception; learning; memory; thinking, language, and intelligence; motivation and emotion; personality; psychological disorders and therapy; and social psychology. Pre-requisites: None

PUBL 101 Foundations of Public Policy

Credit Hours: 3

Description: This interdisciplinary course introduces the student to the key concepts of public policy, the policymaking process, the role of stakeholders and interest groups, and the basic dimensions of policy analysis. These concepts are then applied through a range of issues, such as the environment, clean energy, climate change, healthcare, cybersecurity, employment, privacy, telecommunications, and innovation, at local, state, federal, and international levels. Pre-requisites: None

PUBL 201 Ethics, Values and Public Policy

Credit Hours: 3

Description: This course focuses on the connections and interplay between personal and social values, ethics, and public policy. It explores how values and norms influence public policies and how the resulting expressions of values through public policies impact the implementation and effectiveness of policy choices. It also delves into how different countries make widely different policy choices based on their citizens' values and social norms. The course also considers how new developments in

science and technology influence the interplay between values, ethics, and policy across multiple issues. In addition, this course explores how to formulate values-based explanations of certain public policy preferences. Topics range across the policy issue spectrum. Pre-requisites: None

PUBL 363 Cyber Security Policy and Law

Credit Hours: 3

Description: Why are we still so bad at protecting computer systems? Is it because we don't have good enough technology? Or because we lack sufficient economic incentives to implement that technology? Or because we implement technologies but then fail to use them correctly? Or because the laws governing computer security are so outdated? Or because our legal frameworks are ill-equipped to deal with an international threat landscape? All these reasons—and others— have been offered to explain why we seem to see more and more large-scale cybersecurity incidents and show no signs of getting better at preventing them. This course will examine the non-technical dimensions of this problem—the laws and other policy measures that govern computer security threats and incidents. We will focus primarily on U.S. policy but will also discuss relevant policies in the E.U. and China, as well as international tensions and norms. The central themes of the course will be the ways in which technical challenges in security can be influenced by the social, political, economic, and legal landscapes, and what it means to protect against cybersecurity threats not just by writing better code but also by writing better policies and laws. Pre-requisites: None.

PUBL 510 Technological Innovation and Public Policy

Credit Hours: 3

Description: Technological innovation, the incremental and revolutionary improvements in technology, has been a major driver in economic, social, military, and political change. This course will introduce generic models of innovation that span multiple sectors including energy, environment, health, and bio- and information-technologies. The course also analyzes how governments choose policies, such as patents, to spur and shape innovation and its impacts on the economy and society. Students will be introduced to a global perspective on innovation policy including economic competitiveness, technology transfer and appropriate technology. Pre-requisites: None.

SOIS 211 Exploring Innovation

Credit Hours: 3

Description: Innovation of some type occurs in all fields and disciplines. This course, which helps students develop an innovative mind set, discusses the nature of innovation, including what innovation is, the goals and objectives of innovation, how innovation happens, and reasons that innovations succeed or fail. Case studies in a variety of disciplines are explored to further understanding of innovation. Pre-requisites: This class is restricted to undergraduate students with at least 2nd year standing.

SOIS 441 Creative Critical Thinking and Problem Solving

Credit Hours: 3

Description: An interdisciplinary approach to the generation and evaluation of ideas and solutions. Includes analysis of the conditions limiting creativity and the development of a toolkit of strategies and techniques for discovering, inventing and assessing new, unique and useful ideas, applications and solutions. Applicable to a range of life and work situations, from complex environmental concerns to competitive business challenges to family disputes. Pre-requisites: None

SOIS 510 Capstone Project

Credit Hours: 3

Description: A capstone class available for students in the Bachelor of Science degree program. Course provides students an opportunity to reflect upon and enhance the many aspects of their individualized educational programs and focus on future goals. Senior status is required. Students should consult their adviser before registering. Pre-requisites: Senior status and permission of academic adviser.

STAT 145 Introduction to Statistics I

Credit Hours: 3

Description: This course introduces statistical methods of extracting meaning from data, and basic inferential statistics. Topics covered include data and data integrity, exploratory data analysis, data visualization, numeric summary measures, the normal distribution, sampling distributions, confidence intervals, and hypothesis testing. The emphasis of the course is on statistical thinking rather than computation. Statistical software is used. Pre-requisites: Any 100 level MATH course.

STAT 146 Introduction to Statistics II

Credits Hours: 4

Description: This course is an elementary introduction to the topics of regression and analysis of variance. The statistical software package Minitab will be used to reinforce these techniques. The focus of this course is on business applications. This is a general introductory statistics course and is intended for a broad range of programs. Prerequisites: C- or better in STAT-145 or equivalent course.

STSO 201 Science and Technology Policy

Credit Hours: 3

Description: STP examines how local, state, federal and international policies are developed to influence innovation, the transfer of technology and industrial productivity in the United States and other selected nations. It provides a framework for considering the mechanisms of policy as a form of promotion and control for science and technology, even once those innovations are democratized and effectively uncontrollable. Further focus is dedicated to the structure of governance inherent in U.S. domestic policy, limits of that approach, the influences of international actors, and utilizing case studies to demonstrate the challenges inherent in managing differing types of technology. Pre-requisites: None.

UWRT 150 FYW: Writing Seminar

Credit Hours: 3

Description: Writing Seminar is a three-credit course limited to 20 students per section. The course is designed to develop first-year students' proficiency in analytical and rhetorical reading and writing, and critical thinking. Students will read, understand, and interpret a variety of non-fiction texts representing different cultural perspectives and/or academic disciplines. These texts are designed to challenge students intellectually and to stimulate their writing for a variety of contexts and purposes. Through inquiry-based assignment sequences, students will develop academic research and literacy practices that will be further strengthened throughout their academic careers. Particular attention will be given to the writing process, including an emphasis on teacher-student conferencing, critical self-assessment, class discussion, peer review, formal and informal writing, research, and revision. Small class sizes promote frequent student-instructor and student-student interaction. The course also emphasizes the principles of intellectual property and academic integrity for both current academic and future professional writing Pre-requisites: None

YOPS 10 RIT 365: RIT Connections

Credit Hours: 0

Description: RIT 365 students participate in experiential learning opportunities designed to launch them into their career at RIT, support them in making multiple and varied connections across the university, and immerse them in processes of competency development. Students will plan for and reflect on their first-year experiences, receive feedback, and develop a personal plan for future action in order to develop foundational self-awareness and recognize broad-based professional competencies. Pre-requisites: This class is restricted to incoming 1st year or Global campus students.

II. Admissions

AATT bases its admissions decisions to RIT programs upon the qualifications of applicants. Qualified individuals will be admitted regardless of race, color, creed, age, marital status, gender, religion, sexual orientation, gender identity, gender expression, national origin, veteran status, or disability. The standards for admission are listed under each program the student is being considered for; the underlying principle for acceptance, though, is a demonstration of ability to complete the desired program successfully.

All applications for undergraduate admission are processed through the Office of Admissions. The applicant's record will include an appropriate application form, previous college or secondary school records, applicable test scores, recommendations (if required) and other documents that may support admission of the candidate. All applicants are notified of admission or rejection by the Office of Admissions.

In addition to AATT's direct application process for RIT programs, Albanian students are required to also apply to AATT through U-Albania (ualbania.al), the national university admissions portal. AATT's admission criteria, apply equally to applications submitted through U-Albania. Students should ensure they complete both their application to AATT directly and their application through the U-Albania portal to be considered for admission.

If a previously admitted and registered student has been discontinued (has not completed a course in three terms, including summer, or has withdrawn from university, university policy requires the student to reapply for admission.

Prospective students should check the AATT website for information regarding undergraduate admissions and/or contact the Admissions Office at tiranaadmissions@rit.edu.

Admission application checklist:

- Online application ([here](#));
- Personal Statement;
- Entrance Exams
- Two Recommendation Letters;
- High School Diploma & Grade Certificates, Matura Score Certificate (notarized/hard copy);
- Copy your ID or Passport (scanned).

In order to be considered for admission at AATT students need to demonstrate their proficiency in English and Math, as well as proof of successful completion of high school at a high standard. Students are classified in different enrollment categories based on the entrance exam results as follows:

- Direct Admission: students who have demonstrated above-average knowledge in English and Mathematics are granted direct enrollment at AATT. At this level, they start directly with the Writing Seminar and Pre-Calculus Math classes, which are considered to be the highest-level classes for a freshman student. In addition, they can enroll in up to three other RIT credited classes.
- Conditional Admission provides an opportunity to students who would otherwise not meet the admissions criteria at AATT, due to their lower-than-average score(s) but above certain threshold, to be admitted conditional on improving their English skills sufficiently to meet the academic requirements of AATT. Based on their entrance exam scores in English students can be placed into ELCA 62 Intro to Academic English. Students placed in ELCA 62 are eligible to take 4 other credit bearing classes as assigned by RIT Academic Services.

Note: The non-credit bearing Intro to Academic English does not count toward graduation. Students taking Preparatory English courses will be able to graduate on time only if they create an effective study plan with their academic advisor. When starting their academic life at AATT, students who are admitted conditionally will be behind in terms of credits earned; however, this can be compensated if the students are willing to take an over load or summer courses during their time at AATT. In cases where the student does not want to compensate in that manner, the student may find it necessary to enroll for an additional semester at AATT.

Admission Criteria

AATT Admissions Office administers admission exams in accordance with official admission criteria as agreed between AATT and RITK. The minimum admission criteria for enrolment in RIT are as follows:

- 4 years of English
- 3 years of social studies and/or history
- 3 years of mathematics is required and must include algebra, geometry, and algebra 2/trigonometry. Pre-calculus is preferred.
- 2-3 years of science is required and must include chemistry or physics; both are preferred.
- Computing electives are preferred.

Test types, Direct Admission (minimum score), and Conditional Admission (minimum score)

- Internet Based TOEFL (iBT), 68, 52
- Paper Based TOEFL, 520, 470
- Computer Based TOEFL, 213, 150
- IELTS, 6.5, 4.5
- Institutional Mathematics Exam, 60, 25
- SAT, 1090, 990
- ACT, 21, 18

Test Type	Minimum Score
TOEFL iBT	68
Paper Based TOEFL	120
Computer Based	213
IELTS	6.5
SAT	1090
ACT	21
Institutional Mathematics Exam	60%

Notes:

- Students with a score of 1090 or higher on SAT do not need to take the Institutional Math Exam
- Students with a score of 21 or higher on ACT do not need to take the Institutional Math Exam
- Students that have TOEFL/IELTS should also take our Institutional Math Exam
- Students with less than 60% in the Institutional Mathematics Exam are not eligible to enroll in the CIT or EET program.
- Students with less than 1090 on the SAT are not eligible to enroll in the CIT or EET programs.

Transfer Admission

Evaluation of transfer credit is made by the academic school or department in question at Rochester Institute of Technology in New York. Official transcripts from each college or university attended must be sent to the RIT Academic Services.

Transfer credit at the undergraduate level will usually be granted for courses completed at other accredited colleges or universities and specific armed services course work which parallel courses in the program (including options, if any) for which the student is applying or is currently registered. However, if the program (or option) which the student finally chooses to pursue does not include any or all of the courses evaluated, they will not be credited toward requirements for a degree. The acceptance or denial of transfer credit, however, is not decided exclusively on the basis of the accreditation of the sending institution or the mode of delivery, but rather considers course equivalencies, including the expected learning outcomes compared with those of the receiving program's curricula and standards.

Degree-seeking students who wish to take courses at other higher education institutions and receive transfer credit towards their RIT degrees need to secure the prior written approval of the dean, or their designee, of their home college or, if their program is housed outside the college structure, the approval of the director or director's designee. Transfer credit must meet residency requirements.

Under no circumstances can a recipient of a two-year associate's degree from another institution receive more than two years' transfer credit for that degree. However, applicable courses successfully completed beyond the associate's degree at the upper division or equivalent level may transfer to the student's intended program. RIT residency requirements must be satisfied.

a. Credit for Advanced Placement Tests

RIT participates in the College Entrance Examination Board's Advanced Placement Program under which students may receive credit at the University for Completion of advanced placement courses taken in a secondary school. Such students must take the CEEB's Advanced Placement Tests prior to enrollment. At the time they take these examinations, students should request that their test scores be sent directly to the Office of Admissions. Decisions as to whether advanced credit can be given for these courses will depend upon the scores and upon their relevance to the student's program at the university. Generally, a score of 3 or higher is considered for credit provided the course is applicable to the student's program. If credit is approved, the title and course number of the specific course, the number of credit hours, and the grade of "X" will be recorded on the student's academic record after matriculation. Students granted advanced credit are encouraged to take elective courses to enrich their programs.

b. International Students

International students must prove competency in the English language prior to their acceptance. Students whose native language is not English and whose secondary or higher education was completed in a non-native English-speaking country must take a test of English language proficiency. Prior to consideration for admission, students must achieve a minimum test score on an approved standardized test of English language proficiency in the high B2 range of the Common European Framework of Reference for Languages (CEFR), equivalent to 6.5 on the International English Language Testing System (IELTS).

c. Students who have completed a degree

Students who have already completed a bachelor's degree elsewhere are eligible to enroll at AAT^T and may transfer potential credits that meet the established criteria.

For a course to be considered for transfer credit, students must meet the following criteria:

- Transfer credit will only be granted for approved courses with a grade of "C" or better.
- Credits earned more than 7 years ago are not eligible for transfer.

Students pursuing a Computing and Information Technologies (CIT) or Electrical Engineering Technology (EET) degree at AAT^T may transfer up to 12 US credits as open electives, provided they meet all other transfer criteria.

d. Application Process for Transfer Students

Students who wish to apply to AATT as transfer applicants must follow these steps:

1. Complete the AATT online transfer application.
2. Submit your official transcript from home institution.
3. Along with your official transcript, you must submit syllabi for each course you wish to transfer.
4. Once all required documentation is received, the Admissions Department will forward it to Academic Affairs for evaluation against the transfer criteria. This individual evaluation process may take up to 6 weeks after all necessary documents have been submitted.

e. Definition of Official Transcript

An "official transcript" is a document that has been:

- Received directly from the issuing institution via mail or a secure electronic delivery service recognized by American Academy of Technology in Tirana.
- Delivered to AATT in a sealed envelope that bears the official seal or stamp of the issuing institution across the flap, clearly indicating it has not been opened prior to receipt by American Academy of Technology in Tirana.

Transcripts submitted by the student, even if sealed, may be considered unofficial if they do not meet these criteria, and will require verification.

Admissions Hold

Students must submit all required documents by the communicated deadlines to avoid admissions hold. Admissions hold will prevent students from enrolling in classes for the upcoming semester. To avoid or have the hold lifted, all outstanding documents must be submitted to the respective departments by the end of the first week of classes.

Documents to submit to admissions office:

- Official Transcripts
 - High School Diploma
 - Two copies of signed contracts by parents/legal guardians
- * Admission hold refers to those documents listed above.

Additionally, the following documents need to be submitted to the RIT Academic Services Office:

- Signed Honor Code
- Completed Student Information Form
- Student Record Release Authorization Form
- Emergency contact information

III. Academic Policies and Regulations

Student Classification

a. Active Students

This status refers to a student who is currently in process of applying for acceptance or re-applying (from discontinued or non-degree-seeking status) for acceptance to the university, is currently a degree-seeking student, or is a non-degree-seeking student taking courses in the current term.

b. Discontinued Students

This status refers to students who will be classified as discontinued if there is no enrollment activity during the term specified in the acceptance procedure, if the student shows no enrollment activity in three terms, including summer but not including intersession, if the student has graduated in a normally terminal program, or if the student officially withdraws or is suspended from the university.

c. Degree-Seeking Students

This status applies to students who have been formally accepted as degree candidates through the Office of Admissions.

d. Non-Degree-Seeking Students

This status refers to students who are not candidates for a certificate, diploma or degree of the university and are taking courses for their own benefit on a space-available basis. Courses taken by a non-degree-seeking student may, or may not, be applied to a program once admission as a degree-seeking student has been attained.

e. Full-Time Students

A full-time undergraduate student is a degree-seeking or non-degree-seeking student carrying 12 or more credit hours per term. A full-time graduate student is a degree-seeking or non-degree-seeking student carrying 9 or more credit hours per term. Any student taking more than 18 credit hours per semester must have the permission of an advisor, department head or school director. Additional tuition will be charged at the current credit hour rate.

f. Part-Time Students

A part-time undergraduate student is a degree-seeking or non-degree-seeking student carrying fewer than 12 credit hours per term. A part-time graduate student is a degree-seeking or non-degree-seeking student carrying fewer than 9 credit hours per term. Such students pay tuition at the current rate per term credit hour.

Student Change Processes

a. Entry to Active Status

To become a degree-seeking active student, the individual must re-apply through the Office of Admission. No application fee is required for those students for whom it can be demonstrated that the fee has been paid previously. Non-degree-seeking status is entered by following the prescribed registration procedures for which the course in which enrollment is planned. No attempt is made to reserve classroom space for non-degree-seeking students. They are served on a space-available basis.

b. Discontinued Status

Both degree-seeking and non-degree-seeking students become discontinued by default through lack of academic activity (if the student shows no enrollment activity in three terms, including summer but not including intersession), official withdrawal, or suspension, or by graduation in a normal terminal program

Program or Plan Change

Program/Plan change implies a change in an active student's program, department, academic unit or college. All program/plan changes (i.e., college, department and program) must be completed by the end of the add/drop period in a given term. Changes requested after this time will be effective in the ensuing term. All changes must be processed by Registrar's Office in New York through the RIT Academic Services at AATT. The procedures are as follows:

a. Change of Program or Plan Within a Department

This type of change will be accomplished by the student in consultation with advisor, with certification by the academic unit and with notification to the RIT Academic Services at AATT on the Change of Program/Plan Form.

b. Change of Program or Plan to Another Department

The student initiates the application, in consultation with advisor, on a Change of Program/Plan Form. With clearance of the "home" academic unit (housing the student's current program), the request is forwarded to the "new" academic unit (housing the "new" program) with the student's records. If the decision is negative, the new academic unit notifies the student of the decision and returns the change form and records to the "home" academic unit. If the decision is positive and a reevaluation of transfer credit is accomplished, the "new" academic unit notifies the "home" academic unit, so that they may clear their records and inform the student's advisor. The "new" academic unit forwards the Change of Program/Plan Form and the reevaluation of transfer credit to the RIT Academic Services at AATT. The "new" academic unit retains the student's records.

c. Change of Program or Plan or Campus

The student initiates the application, in consultation with advisor at home campus, on a Change of Program/Plan Form. With clearance of the "home" campus and academic unit (housing the student's current program), the request is forwarded to the "new" campus and academic unit (housing the "new" program) with the student's records. If the decision is negative, the new campus and academic unit notifies the student of the decision and returns the change form and records to the "home" campus and academic unit. If the decision is positive and a reevaluation of transfer credit is accomplished, the "new" campus and academic unit notifies the "home" campus and academic unit, so that they may clear their records and inform the student's advisor. The "new" campus and academic unit forwards the Change of Program/Plan Form and the reevaluation of transfer credit to the RIT Academic Services at AATT. The "new" campus and academic unit retains the student's records. If the student is pursuing the same program in both home and new campus, the same procedure applies.

Guide to Year Classification of Undergraduate Students

This guide applies to both the degree-seeking student transferring to the institution, and those who began their collegiate career at our institution, to determine how they are progressing toward their degree.

Year Classification is determined as follows in terms of credit hours applied toward a degree:

4 Year Programs

- 0-26 credit hours - Year or Level 1
- 27-55 credit hours - Year or Level 2
- 56-84 credit hours - Year or Level 3
- 85 & above credit hours - Year or Level 4

5 Year Programs

- 0-26 credit hours - Year or Level 1
- 27-55 credit hours - Year or Level 2
- 56-75 credit hours - Year or Level 3
- 76-95 credit hours - Year or Level 4
- 96 & above credit hours - Year or Level 5

NOTE: Students meeting only the minimum full-time enrollment standards may require additional time to complete degree requirements.

Leave of Absence

A leave of absence is a temporary separation from participation in RIT programs at AATT. If approved, a leave of absence may not exceed three (3) consecutive terms of non-enrollment, including summer. After three (3) consecutive terms of non-enrollment, any student who has not returned to

the university will be withdrawn. The university defines non-enrollment as a term in which there were no classes enrolled.

Students on leave of absence retain their matriculated student status and upon return to the university, complete all curriculum and program requirements that were in place at the time of matriculation into their program of study. Academic suspension or disciplinary suspension override a leave of absence.

A student on a leave of absence cannot return to RIT programs at AATT in the same term that a leave of absence has been approved and processed. Students on leave of absence cannot attend classes and must vacate university owned housing if applicable. Financial adjustments to tuition, fees, and student financial aid will be applied. A student on a leave of absence will not have access to university services including but not limited to the library and other centers.

a. Voluntary Leave of Absence

1. Planned Leave of Absence: Students applying for a planned leave of absence agree to complete any courses in the current term, understanding that if approved, the leave of absence will begin the following term. Any courses enrolled in subsequent terms will be dropped by the RIT Academic Services at AATT.
2. Immediate Leave of Absence is reserved for the unusual situation where a student is unable to complete the current term. In such cases, students may request an immediate leave of absence. Requests for an immediate leave of absence can be made between the first day and the last day of classes (in cases where the last day of class is a Saturday, requests must be completed by close of business on the preceding Friday). Any courses enrolled in subsequent terms will be dropped by the RIT Academic Services at AATT.
 - a. If an immediate leave of absence is approved prior to the end of the Add/Drop period, all classes for the current term will be dropped.
 - b. If an immediate leave of absence is approved after the Add/Drop period and through the last day of class for the current term, the student will receive grades of 'W' (Withdraw) in all courses enrolled for the current term.

Requests received by the primary academic advisor for the current term, after the last day of classes (in cases where the last day of class is a Saturday, requests must be completed by close of business on the preceding Friday) as defined on the university calendar will be processed for the next academic term (barring extenuating circumstances and with the approval of the student's academic unit head).

b. Involuntary Leave of Absence

RIT Academic Services at AATTT may place a student on an involuntary leave of absence when a student is unwilling or unable to request a voluntary leave of absence and when there is evidence to suggest that:

1. The student poses a significant danger of imminent or serious harm to self or to others, or to the property of the campus.
2. The student, although not posing the risk of imminent or serious harm to self or others, impedes the activities of other members of the campus community. Examples of such behavior include being disruptive to the environment or having needs which exceed the level of care and supervision that the university community can provide.
3. The student has a medical reason that will prevent them returning to the university in the foreseeable future.

Recommendation for an involuntary leave of absence may be submitted by university officials through the Head of RIT Academic Services at AATTT for consideration to the Dean of Faculty/RIT Programs Director. Input from relevant offices including but not limited to Admissions, Administration, Academic Advising, Coop, Exchanges and Human Resources will be consulted as appropriate. If approved by the signature of the Dean of Faculty/RIT Programs Director or their designee will be accepted in lieu of the student signature on the Request for Leave of Absence form.

An involuntary leave of absence may be executed at any time.

University Withdrawal

A university withdrawal is a permanent separation from RIT programs at AATTT. Any student who plans to leave on a permanent basis must formally withdraw. Any student who has withdrawn and then wishes to return is required to go through the Admissions process. Academic suspension or disciplinary suspension will override a University Withdrawal.

A withdrawn student cannot petition to return to the university in the same term that the University Withdrawal occurred. Withdrawn students cannot attend classes and must vacate university-owned housing, if applicable. Financial adjustments to tuition, fees, and student financial aid will be applied. A withdrawn student will not have access to university programs and services.

1. **Planned University Withdrawal:** Students requesting a planned university withdrawal agree to complete any courses in the current term, understanding the university withdrawal will begin the following term. Any courses enrolled in subsequent terms will be dropped by the RIT Academic Services at AATTT.

2. Immediate University Withdrawal: An immediate university withdrawal is reserved for the unusual situation where a student is unable to complete the current term and does not plan on returning to university. In such cases, students may request an immediate university withdrawal from the first day and the last day of class. Any courses enrolled in subsequent terms will be dropped by the RIT Academic Services at AATT.
 - a. If an immediate university withdrawal is requested prior to the end of the Add/Drop period all classes for the term will be dropped.
 - b. If an immediate university withdrawal is requested after the Add/Drop period and through the last day of classes (in cases where the last day of class is a Saturday, requests must be completed by close of business Friday) for the current term the student will receive grades of 'W' (Withdraw) in all courses enrolled for the term.

Requests received by the primary academic unit for the current term, after the last day of classes (in cases where the last day of class is a Saturday, requests must be completed by close of business on the preceding Friday) as defined on the university calendar will be processed for the next academic term

Requesting Leave of Absence or University Withdrawal

To request a Voluntary Leave of Absence a student must initiate the request for a voluntary leave of absence with their primary academic unit and academic advisor. Once requested, the academic unit head or their designee must formally approve or deny the request on the Request for Leave of Absence form through SIS.

An academic unit may deny the request for a voluntary leave of absence. If a leave of absence is denied, the student has the right to appeal against the decision to the dean in accordance with the college's appeal process.

To request a University Withdrawal a student must initiate the request for a university withdrawal with their primary academic unit and academic advisor through SIS. In extraordinary cases, where the student is unable to initiate the request, the academic unit may initiate and process a university withdrawal. In such cases the involvement of the academic unit and supporting documentation may be accepted in lieu of the student's signature on the Request for University Withdrawal form.

Financial Considerations

It is the responsibility of the student who is considering a leave of absence or university withdrawal to contact AATT's Finance Office and their financial aid counselor (if applicable) to discuss any possible financial impact before initiating the process.

For detailed information on withdrawal periods and the tuition refund schedule, see applicable AATT policies and regulations.

Returning to University

To return from a leave of absence, a student must contact their academic advisor and request a return from leave of absence. The academic department will work with the student to complete a Return from Leave of Absence form. If a student has a Student Affairs hold, they will need to contact the RIT Academic Services at AATT to provide any documentation required and request that the hold be removed.

A student on a leave of absence who shows no enrollment for 3 consecutive terms (including summer) will be discontinued and withdrawn from the university. Students who are discontinued and withdrawn from the university who decide to return to the university must apply for readmission through the Admissions Office.

Students who have formally withdrawn from university and decide to return to the university must apply for readmission through the Admissions Office

Medical Leave

A Medical Leave will be used only in circumstances where a student is deemed unable to function successfully at university as a result of medical, psychological, or related personal situations and is unable or unwilling to request a Leave of Absence. The Medical Leave is intended to provide students with time to resolve their circumstances in a satisfactory manner without seriously undermining their ability to successfully complete their academic programs and without compromising the safety and welfare of the community. Medical Leave can be granted for no more than five (5) consecutive semesters (eight (8) for part-time students) including summer. If the conditions are not achieved or complied within this time-period, the student will have to reapply for admission in accordance with readmission procedures. In some extraordinary cases, stipulated conditions may be attached to Medical Leave that would extend the period of the leave beyond five/eight semesters. An Initiated Medical Leave will be imposed by the Head of Academic Services (or his/her designee) only after appropriate discussion with the necessary parties and discussion with the student and, in appropriate circumstances, following FERPA, the student's family.

Registration in Courses

Admission of Students to Class

It is the responsibility of the student to enroll in classes during the designated registration periods, using the Student Information System (SIS). Prior to the registration period, students are responsible for ensuring that any holds that may have been placed on their accounts have been resolved and removed so that access to the registration system is permitted.

Using SIS, faculty can access official class rosters for each course they are teaching, in any given term. Class rosters indicate those students who have been properly registered for the class. Students whose names do not appear on the class roster are not formally registered for the course. Without formal registration, students are not permitted to attend the course beyond the add/drop period.

Enrollment

Degree-seeking undergraduate students may enroll for undergraduate courses (100-500 level) that are approved for the academic plan(s) for which they are enrolled. To gain enrollment, students must also demonstrate successful completion of any pre-requisite work. When seeking enrollment into courses not typically associated with enrolled academic plan(s), the approval of the department offering the course is necessary.

Adding and Dropping Courses

The add/drop period is the first seven (7) calendar days, excluding Sundays and holidays, of the full fall, spring, and summer terms. The add/drop period for other academic sessions is determined based on the length of the course and posted on the Registrar's Office website. In extenuating circumstances in which a student requests to be added or dropped from a class outside of the established add/drop period, the student must submit a completed Add/Drop/Audit form, with all required signatures, to the RIT Academic Services at AATT.

Attendance

a. Student Responsibilities

- It is the responsibility of all students to attend their scheduled classes regularly and punctually in order to promote their progress and to maintain conditions conducive to effective learning.
- Absences, for whatever reason, do not relieve students of their responsibility for fulfilling normal requirements in any course. In particular, it is the student's responsibility to make individual arrangements in advance of missing class due to personal obligations such as religious holidays, job interviews, athletic contests, etc., in order that they meet their obligations without penalty for missing class.
- A student may have no more than three unexcused absences in a given course before their grade is affected. Each unexcused absence after three will lower the student's course grade by one letter grade using the refined grading system (example: and B will become a B- after the fourth absence, a B- will become a C+ after the 5th absence and so on). This is mandatory.
- Non-attendance does not constitute an official withdrawal and may result in a failing grade.
- A student is not required to file excuses for absences unless expected to do so by the instructor.
- In those sponsored programs which require class attendance of students, it is the student's responsibility to request weekly verification of attendance. In such programs the faculty are expected to honor such requests
- Students are expected to follow the class schedule: begin and end class and any breaks on time.

b. Instructor Responsibilities

- Instructors are required to maintain formal attendance records of students in their classes. As cases of serious absences become known, the student's advisor or department must be notified.
- Each instructor is required to review their class lists every term and report non-attending students to the RIT Academic Services at AATT.
- In those sponsored programs which require class attendance of students, it is the student's responsibility to request weekly verification of attendance. In such programs the faculty are expected to honor such requests.
- Faculty are expected to follow the class schedule: begin and end class and any breaks on time.

Expulsion of Students from Class

An instructor may expel a student from class for no more than one class session. If the instructor wishes to exclude the student for a longer period, a recommendation must be made in writing to the head of the department in which the course is offered. The written recommendation must include all supporting information. Appeal of a sustained expulsion for longer than one class session can be made by the student.

Grades

Statement of Standard

At the commencement of the course, and as appropriate throughout the course, it is the instructor's responsibility to:

- Define criteria for evaluation on the specific course
- State the process for converting the professor's evaluation criteria to the RIT refined grading system
- Identify timelines for announcement, submission, and the return of graded work either at the beginning or during the progress of the course. No assignments shall be due during within-semester breaks, including weekends attached to those breaks.
- For each credit hour earned the following number of quality points will be awarded based upon the grade received, and will be calculated in the grade point averages:

Grading System

For each credit hour earned the following number of quality points will be awarded based upon the grade received, and will be calculated in the grade point averages:

Grade	Percentage Range	Description	Quality Points
A	93+	Excellent	4.00
A-	90-92		3.67
B+	87-89		3.33
B	83-86	Above Average	3.00
B-	80-82		2.67
C+	77-79		2.33
C	73-76	Satisfactory	2.00
C-	70-72		1.67
D	60-69	Minimum Grade	1.00
F	under 60	Failure	0.00

When assigning final grades, each instructor reserves the right to alter these division points as he or she deems necessary based on the overall evaluation of individual or class performance and effort.

Additional grades and notations that may be found on a student term record or transcript are shown below.

Grade	Definition
	Blank - that is, the grade has not yet been assigned or no grade is expected.
W	Withdrawn - a grade that indicates an official course withdrawal has been processed.
S	Satisfactory - (undergraduate) - A satisfactory grade may only apply to acceptable completion of cooperative work experience, internships, courses bearing course numbers of 099 or below, and study abroad courses offered by affiliated programs. With the exception of study abroad, such courses do not count toward residency requirements, earn credit hours or affect grade point average calculations. In the case of study abroad courses, credits covered by the "S" grade will count toward residency requirements and will earn credit hours. The "S" grade will not affect grade point average.
I	<p>Incomplete - When an instructor observes conditions beyond the control of a student such that the student is unable to complete course requirements in the given term or session, the instructor may assign an Incomplete notation ("I") to a student. The instructor determines and advises the student of the due date, not to exceed one term excluding summer session, by which the student must complete course requirements. If the registrar has not received a "Change of Grade" form from the instructor after one term excluding summer session, then the Incomplete becomes an "F" grade or a "U" grade if the "I" was associated with an "R" or "S" graded graduate course. Credit hours are not earned and the GPA is not affected until a permanent grade is assigned. An extension of time may be granted at the discretion of the instructor.</p> <p>If there are extenuating circumstances which render an instructor unable to assign a grade or evaluate a student's work and assign a grade to replace an "Incomplete" notation, the head of the academic unit in which the course was taught will select an instructor to act in the place of the original instructor. After appropriate evaluation of the student's work, that instructor will assign a grade in place of the "Incomplete" notation.</p>
AU	<p>Audit - indicates a student has officially registered for the course for no credit. Courses available for audit are at the discretion of the college or academic unit. With permission of the instructor, the student may elect to take examinations and do course assignments. Audited courses do not count toward the residency or other degree requirements. Credit hours are not earned and GPA calculations are not affected.</p> <p>A student may register for audit any time during the official registration period for the term. However, a student may not change from audit to credit or credit to audit after the official add/drop period (first seven calendar days, excluding Sundays and holidays, of the full fall, and spring terms and summer session). Changes from audit to credit must be accompanied by full payment of tuition.</p> <p>Excluding audit courses, degree-seeking undergraduate students enrolling for 12 or more credit hours or graduate students enrolling for 9 or more credit hours may take any additional hours for audit at no incremental charge provided the total hours do not exceed 18 credit hours.</p> <p>Excluding audit courses, undergraduate students enrolled for less than 12 credit hours or graduate students enrolled for less than 9 credit hours may take any additional hours for audit at a charge of one-half the normally assessed tuition rate.</p>

Grade Exclusion for Undergraduate Change of Program

After consulting with their new academic unit, degree-seeking undergraduate students who have changed their academic major to another undergraduate major have the ability to formally request to exclude grades for courses not required by the major. Final decisions regarding which courses will be accepted for Grade Exclusion rest with the new academic unit.

Exclusions require consultation and approval of the student's primary academic department. An academic unit that wishes to exclude grades from courses that total more than 18 credits must have the approval of the Dean of Faculty/RIT Program Director.

All grades will remain on official and unofficial transcripts with a notation indicating that the grade is excluded from the GPA statistics. Exclusion of grades impacts both term and cumulative grade point averages.

Students may request from their academic department to include grades that have previously been excluded.

Grades for courses that were part of an earlier completed and certified program (certificate, diploma, associate or bachelor's degree) are not eligible for exclusion.

No grade exclusions or re-inclusions may occur once a degree has been certified for completion.

Course Withdrawal

Before 80% of a term is completed, undergraduate students can choose to withdraw from a course. Students are strongly advised to consult with their academic advisor and instructor before they withdraw from any courses. A student may not use the drop with a grade of "W" option to avoid charges of academic dishonesty or after the instructor has officially submitted the final grade.

Prior to the end of the eleventh week of fall or spring term, a "W" will be assigned upon a full-time student's request, providing the student maintains full-time credit status. In processing the request, the student, course instructor, advisor, and the home program or department head will be notified via e-mail.

In order for a full-time undergraduate student to withdraw below full-time status, a student must request special permission from primary program or department leadership. Undergraduate degree seeking students who are enrolled less than full-time may not withdraw from any courses without the approval of primary program or department leadership.

If approved, the student, advisor, and course instructor will be notified. If denied, the student has the right to appeal the decision in accordance with the college's appeal process.

Changing Grades

Once a grade has been officially reported by an instructor, it is normally not the right of any person to change the grade unless an actual error has been made in computing or recording it. If an error has been made, the instructor must complete the Change of Grade/Extension or Incomplete Form, and the completed form must be approved by the Dean of Faculty/RIT Programs Director. When approved, the form is to be forwarded to the RIT Registrar's Office through the RIT Academic Services at AATT. There is an appeal procedure for disputed grades (see corresponding section).

If there are extenuating circumstances which render an instructor unable to assume their responsibilities or is unavailable to participate in appeal procedures about grades, the head of the department where the course was taught will select an instructor to represent the deceased or otherwise unavailable instructor in such appeal procedures.

In extraordinary circumstances and at their discretion, the Dean of Faculty/RIT Programs Director may, without violating the student's right to confidentiality and after consultation with the instructor in which the course was taken, settle special cases of an appeal of an assigned grade by administratively removing a student's name from an official course roster and removing the student's assigned grade from the student's official transcript. The Vice President will inform the instructor of this action and, if giving such information does not violate the student's right to confidentiality, explain the reason for it.

Repeating Courses to Raise Low Grades

An undergraduate student may repeat a course to raise a grade. If a student repeats a course, the last grade will stand as final even if the last grade earned is lower than the grade previously earned. Courses taken at other institutions cannot be considered as repeats. Credit earned by examination/experience cannot be used to repeat previous course work.

Grade Point Average (GPA)

There are two grade point average calculation that appear on student grade reports and transcripts:

- Term GPA
- Cumulative GPA

The term grade point average reflects a single term of academic activity. The cumulative grade point average reflects the sum total of course work completed at RIT and is updated each term the student is in attendance. All GPA calculations are carried out to two decimal places. Rounding will be done by adding .005 to the unrounded results and truncating after the second decimal place. In the case of a repeated or excluded course, the student's permanent academic record will show a notation indicating the course has been repeated or excluded from both GPA calculations. The notation will

not affect previously posted academic actions (such as probation or suspension). A student who completes undergraduate studies and then engages in graduate study at RIT will begin a new graduate cumulative GPA when re-classified as a graduate student.

Availability of Grades and Course Materials

It is the instructor's responsibility to provide students with course related information necessary to support their success in a timely manner. A syllabus and the completed grades for coursework are expected to be posted and accessible for students regularly throughout the course.

Faculty members must provide feedback for all submitted work within two weeks of the submission deadline. Posting grades to myCourses and SIS is mandatory. The two-week posting requirement is waived in the case of deadline extensions, late submission of work, any extraneous circumstances, or when explicitly stated in the evaluation criteria.

Faculty members must post a syllabus before the start of any credit-bearing course on myCourses. The syllabus must contain a comprehensive grade breakdown of how the final course grade is determined. Instructors must submit a complete syllabus to the Dean of Faculty/RIT Programs Director and the RIT Academic Services at AATT before the start of the semester. Specific office hours must be noted on the syllabus.

Although not required, faculty members are strongly encouraged to post relevant course documents such as PowerPoints and worksheets on myCourses a week before the semester starts.

Students may address to the RIT Academic Services at AATT concerns regarding the timeliness of posted syllabi or coursework feedback by following the procedure outlined below:

1. If a student is not receiving syllabi or coursework feedback in a timely manner as prescribed above and wishes to address the concern, the student must request a meeting with the instructor for the purpose of reaching an understanding of when coursework grades would be made available to the student. It is the student's responsibility to keep a record of the meeting occurrence.
2. If the meeting with the instructor does not result in either a mutual understanding or if the student does not receive a syllabus or coursework feedback according to their mutual understanding, then the student may arrange a meeting with the instructor and the instructor's academic unit head to address the concern. It is the student's responsibility to keep a record of the meeting occurrence.
3. If a meeting between the student, instructor, and instructor's academic unit head does not result in a mutual understanding regarding the timeliness of the syllabus or coursework feedback, the student may arrange a meeting with those parties and the dean or dean's designee from the college in which the course is offered to resolve any misunderstanding regarding the

timeliness of coursework feedback. It is the student's responsibility to keep a record of the meeting occurrence.

4. If the meeting with the instructor, the instructor's academic unit head, and the dean or dean's designee does not result in the student receiving a syllabus or coursework feedback according to their prior mutual understanding, then the student's concern and records of the meetings occurrences may be used and presented by the student in a final course grade dispute.
5. A student may elect to bring an advocate—defined here as a current RIT faculty, staff or student member—with them to all meetings outlined above.
6. All communication regarding the arrangements of meetings shall be made using the RIT email system.
7. If at any point in the procedure outlined above the student is denied a meeting with the respective parties without a plan to reschedule, or no response is given to the student after a meeting request attempt, then the student may elect to proceed to the next step of the procedure. A student must allow 3 business days for the respective parties to initially respond to any meeting request.

Credit system

a. RIT Credit or Credit Hour Definition

Credit or credit hour: A unit of measure representing the equivalent of an hour (50 minutes) of instruction per week over the entire term. It is applied toward the total number of credit hours needed for completing the requirements of a degree, diploma, certificate, or other award. Source: Integrated Postsecondary Education Data System (IPEDS).

b. Credit Hour Assignment and Calculation

All semester/credit hours awarded by RIT must conform with the applicable New York State and Federal regulations, which indicate that: "Semester hour means a credit, point, or other unit granted for the satisfactory completion of a course which requires at least 15 hours (of 50 minutes each) of instruction and at least 30 hours of supplementary assignments, except as otherwise provided. This basic measure shall be adjusted proportionately to translate the value of other academic calendars and formats of study in relation to the credit granted for study during the two semesters that comprise an academic year." One lecture credit meets for 15 academic hours during the semester, one lab credit meets for 30 hours, and recitation meets for 15 hours during the semester.

c. Normal student credit hour load

The normal student load is 15-17 semester credit hours. As a general rule, the maximum student load should not exceed 18 semester credit hours in any one term with a maximum of 24 clock hours in class and laboratory. In those curricula with predominant laboratory and studio loads, the maximum scheduled clock hour load shall not exceed 30. Honor students may enroll in up to 25 semester credit

hours in a term. Permission for any student to enroll in additional semester credit hours can be granted at the discretion of the head of the academic unit in which the student is enrolled.

Transfer Credit

Advanced planning is required when considering taking a course outside of AATT or RIT global campus. Credit and a specific course of articulation is not guaranteed without advanced approval from the RIT Transfer Credit Unit.

The RIT Office of the Registrar will obtain the course's articulation decision, but this does not guarantee that the course will fulfill the requirement. Students should work with their academic department to ensure that the course articulation will fulfill a requirement in the student's degree.

Meet with your Academic Advisor to review which requirements you are considering completing with transfer credit and what external courses you are anticipating taking and why.

1. Complete the Transfer Credit Articulation Request form, attach required course documentation, and submit to acadaffairstirana@rit.edu. All forms must be signed and submitted electronically via this email by the student making the request.
2. Make the payment of processing fee at the AATT Finance Office and send payment proof to acadaffairstirana@rit.edu in addition to the above-mentioned documentation. This fee applies only to current AATT students transferring credit in. It does not apply to incoming transfer students.
3. After reviewing with the appropriate RIT academic department, the RIT Academic Services at AATT will email you and your academic advisor with the articulation determined. This process takes up to six weeks. Please note that if applying late, there is no guarantee of a timely evaluation.
4. Complete the course and have the final official transcript sent to the RIT Academic Services at AATT. The transfer of the course takes up to six months from the day AATT receives the official transcript. Late submission of the transcript may result in a delay in graduation.
5. This process excludes students who have been selected to participate in any of the exchange programs approved by AATT.

Please be advised of the following:

- Credit hours for courses taken at another institution may transfer, but grade(s) will not appear on your RIT transcript.
- Grades earned at another institution must be equivalent to a "C" or better.
- Credits earned in the last 7 years can be considered for transfer.
- No more than 10 of a student's final 30 semester hours may be transferred from another institution.

- Responses to articulation requests typically take a minimum of 6 weeks. The response can take longer if multiple units need to review the course.
- The more materials/information you can provide regarding the course, the quicker the review process can begin.

a. Notable Restrictions on Transfer Credit

1. Only courses with 6 (six) ECTS credits or above will be considered for transfer and will be evaluated as a 3 (three) semester credit hour transfer. Courses with less than 6 (six) ECTS credits will not be considered.
2. Work must be in a curricular area generally recognized for credit at AATT.
3. Courses taken from other schools during the three-week summer programs cannot be used for credit at AATT.
4. No credit for English language courses will be accepted.
5. Course credits that AATT deems to be professional in nature will be accepted on a case-by-case basis. These include, but are not limited to, courses in areas such as information technology, business management, and public policy.
6. No course credits will be transferred from a local or regional non-accredited institution not accredited by CHEA.
7. Courses that are not offered by AATT, which are needed as requirements, prerequisites, and/or graduation, may be substituted by a transfer from another accredited university, only upon the approval of AATT.

b. Timeline

Note that the approval for credit transfer takes on average 60 days from the application day (including communication between your academic adviser at AATT, transfer officials at RIT, your institution of interest, and the review of your study plan).

c. Residency and Minimum Earned Hours

At least 30 of the credit hours used toward a degree program must be earned by successfully completing RIT courses. Credit earned through transfer, credit by exam/experience, College-Level Examination Program (CLEP), Advanced Placement (AP), International Baccalaureate (IB), or audit is excluded from these residency calculations.

RIT academic programs vary as to the total number of credit hours required. Additionally, 60 credits in all programs must be General Education credits. However, under no circumstances will a student be allowed to graduate with a Bachelor of Science degree in the CIT Program with fewer than 126 cumulative earned hours, or in the EET Program with fewer than 127 cumulative earned hours. Cumulative earned hours include RIT courses, transfer credit, credit by exam/experience, CLEP, AP, and IB credits.

d. Appeal Procedure

If some courses do not transfer and the student questions a decision, the student should consult the academic adviser with whom they worked to complete the transfer evaluation. Further appeal can be directed to the RIT Transfer Officer through the RIT Academic Services at AATT.

The policy does not apply to incoming transfer students or students transferring credits from partner universities (such as Erasmus partners).

Online Courses

Students interested in taking online classes from another campus must meet with their home campus advisor and get approval to enroll in such courses. Approval to enroll students may be dependent on available course enrollment. If a course is full, the academic advisor may not request a course to overload or add students to a waiting list. To enroll, the student must satisfy all course pre-requisites and restrictions unless otherwise approved by the RIT academic department. Enrollment in online courses will not be considered after the online classes begin.

Students can take up to 6 semester credit hours (2 courses) online at RIT Main throughout their studies with AATT tuition fee.

- For any RIT Main online course after the second course, the student will be charged with RIT Main tuition fee.
- RIT Main online classes might have financial implications which AATT tuition fee does not cover, such as books, applications, and other study materials, which are at the discretion of the faculty teaching the course.

Students who take RIT Main online classes earlier than their fourth year of studies might risk graduating on time.

Final Examination Policies

Final examination week is a mandatory component of the academic term designed to meet New York State and regional accreditation requirements for instructional hours.

The scheduled final examination time periods meet this requirement. Final examinations are to be given during this time period, and instructors must make clear in their syllabi how they will meet this requirement. If the final assessment is not conducive to a scheduled classroom format, the alternative must be clearly stated on the syllabus, disclosed to the department head, and satisfy the course instructional credit hours as defined in this academic bulletin. Under no circumstances shall a final examination or final assessment be scheduled on Reading Day.

The RIT Academic Services at AATT will provide the final examination schedule and make it available to the entire RIT/AATT community no later than week five of each term. Instructors may not change the official date and time of the exam. In extraordinary circumstances, instructors may request for a

change in time at the RIT Academic Services at AATT. This request must be received within one week of final exam publication.

If a student has two finals scheduled at the same time, the student must request a scheduling change.

Students shall not be required to take more than two examinations or more than twelve (12) hours of exams on a single day. In such an instance, the student may request a scheduling change.

Whenever a scheduling change needs to be made, service course examinations will take precedence over home department course examinations. If two or more of the examinations are in the home department, the department head will resolve the issue. If two or more examinations are service course examinations, the class with the larger enrollment will have precedence over the others. Multi-section courses with a common final exam scheduled will be treated as a single class for these purposes.

In all cases requiring a scheduling change, the student should submit a written request for rescheduling no later than four (4) weeks before the first day of final examinations. The written request should be submitted to the RIT Academic Services at AATT with a copy to the instructor being asked to provide the rescheduled examination. The department will, after consultation with the parties involved, notify the student of the date of the rescheduled examination no later than two weeks before the first day of final examinations. The decision of the department shall be considered to be final.

For all courses other than those taught online, professors will be present in campus and available for questions from the students for at least 24 hours after they have published the final course grade to the students. If students have any questions about their final exam or final grade, they should ask them at this time. Professors (not the administration) make the final decision about the students' grades.

Graduation Requirements

To be eligible for graduation, a student must:

- Satisfactorily meet all program requirements of the college, including successful completion of all required courses of the university and college, and cooperative employment where applicable.
- Have all grades recorded, with any outstanding Incomplete ("I") grades resolved.
- Achieve a cumulative grade point average of 2.00 (a "C" average) or higher.
- Complete a minimum of 25% of the total semester credit hours required for the degree through successfully completed RIT courses. The degree-granting program at RIT shall decide which specific courses count toward satisfying this requirement.
- Demonstrate the writing skills necessary for successful entry into their chosen careers, typically through successful completion of the university's Writing Intensive (WI) coursework requirements.
- Meet the minimum number of credit hours required by the college, but in no case fewer than 120 credit hours for the baccalaureate degree.

- Satisfy applicable wellness requirements.
- Have full payment or a satisfactory adjustment of all financial obligations.
- Attend commencement ceremonies, as expected of all candidates for the university's baccalaureate degrees.

Graduation requirements for an undergraduate academic award are based on the regulations and requirements printed in the Bulletin in effect at the time of a student's matriculation into the student's program. The time limitation on this provision is that no student may graduate under the requirements of a bulletin published more than seven (7) calendar years prior to the date of graduation.

Courses are subject to change without notice, and the university is not obligated to offer discontinued courses. Individual curriculum requirements may be adjusted upon the student's request, and with the approval of the head of the student's primary academic department.

IV. Academic Actions and Recognitions

Academic Standing

A student is in good academic standing and is maintaining satisfactory progress if accepted into a program of study (degree-seeking) and currently enrolled at this university.

Dean's List Eligibility

Full-time degree-seeking undergraduate students will be placed on the Dean's List if their term GPA is greater than or equal to 3.40; they do not have any grades of "Incomplete", "D" or "F", (including wellness and any other non-credit but required courses); and they have registered for, and completed, at least 12 credit hours.

Degree-seeking undergraduate students who maintain less than 12 credit hours in each term in which they are enrolled during the academic year may qualify for Dean's List if they have completed at least 9 credit hours during the academic year (fall, intersession, spring, and summer term). The Dean's List evaluation will occur at the end of the summer term or during the degree certification term. Placement on Dean's List is noted on the student's official transcript.

The GPA calculation will be carried out to two decimal places. Rounding will be done by adding .005 to the unrounded results and truncating after the second decimal place.

Graduating with Honors

Degree honors are applicable to undergraduate students only. Honors posted to the academic record will be based upon the student's cumulative grade point average upon completion of the degree requirements. The RIT Registrar will post honors to the student's academic record, and they will be reflected on the official transcript. The numerical criteria for graduation with honors are as follows:

- summa cum laude -3.80 cumulative GPA
- magna cum laude -3.60 cumulative GPA
- cum laude -3.40 cumulative GPA

Honors reported for inclusion in the Commencement Book must be based on a minimum of 30 credit hours earned (see residency requirement for graduation) and the student's cumulative GPA. In addition, the Commencement Book will only reflect honors earned by the end of the fall term. The GPA calculation will be carried out in two decimal places. Rounding will be done by adding .005 to the unrounded results and truncating after the second decimal place. The dean (or department head for any degree granting programs outside the college structure) may, in extraordinary circumstances, act to grant graduation with honors to students who do not meet all the criteria listed. A copy of the

notice of exception, with reason, is to be sent to the registrar to become part of the student's academic record.

Outstanding Undergraduate Scholar Award

The Outstanding Undergraduate Scholar Award has been established to recognize excellence in academic achievement by students. Those selected to receive the award are designated RIT Scholars in perpetuity. The achievement is noted on the Scholar's transcript and recognized through a specially designed medallion symbolic of high academic achievement. The awards are presented at a special convocation held prior to the end of each academic year.

The procedure for the selection of award winners is as follows:

a. Maximum number of students eligible

- a. The maximum number of recipients of the award in any year will not exceed one (1) percent of the full-time equivalent enrollment of each program in the preceding fall term.
- b. It is the intent of this policy that each program will be permitted to nominate at least one student for the award although the college may choose not to do so.
- c. It is the intent of this policy that transfer students and part-time students will be eligible to receive the award.
- d. It is the intent of the policy that generally the award be limited to those registered at university during the fall term.

b. Minimum University Requirements

- a. Must have completed 83 credit hours of work, of which not less than 45 hours must be in RIT grade-bearing courses.
- b. Must have a cumulative GPA of 3.85 for all work completed at the university as of the previous spring term.

c. Selection Process

The Dean of Faculty/RIT Programs Director appoints a committee of faculty not to exceed five members, including the dean or designee, from that program. The committee will invite a person from outside the college to serve on the committee. The committee is responsible for selecting the recipients of the award in each college.

- a. In making its decision, the committee will give careful attention to the academic achievements and activities of the student and to factors that in the judgment of the committee are closely related to such academic achievements and activities. Examples include, but are not limited to, the following: creative work, employment, student committees, civic activities, and independent research projects.
- b. The committee is free to call upon other persons from the faculty, staff or student body for help in reaching a decision.

- c. On the basis of these deliberations the committee will choose or will decide not to choose one or more recipients of the award, but the number is not to exceed one (1) percent of the program full-time enrollment of the previous fall semester.
- d. **Names of students chosen to receive the award must be accompanied by:**
 - a. a brief biography and resume of the student;
 - b. a personal statement (up to one page) from the student;
 - c. a statement from the selection committee giving reasons for its choice of the student;
 - d. statements from at least one non-major instructor in support of making the award to that student.

The names of award winners must be forwarded to the Dean of Faculty/RIT Program Director by the first Monday in December.

Valedictorian Selection Policy

Valedictorian is an academic title given to the first highest ranked graduate of the entire graduating class of the university. The title has been established to recognize excellence in academic achievement by students. The achievement is recognized at the commencement ceremony of the respective graduating class and is communicated to the graduating class prior to the end of each academic year.

a. **Eligibility Criteria**

To be eligible for consideration in the Valedictorian selection process, students must meet the following criteria:

- Must have completed 105 credit hours of work as of the Fall term of senior year
- A Grade Point Average (GPA) of 3.90 or above as of the Fall term of senior year
- Grade Point Average will be calculated using the letter grade in case the student has used Alternate Grading Option

b. **Identification of Candidates**

The RIT Academic Services at AAT^T will identify three students with the highest GPAs who meet the specified eligibility criteria.

c. **Notification and Documentation**

Eligible students will be promptly informed of their qualification for Valedictorian recognition. To proceed in the selection process, they must submit a brief biography, not exceeding 500 words.

d. **Faculty Evaluation**

Faculty members will actively participate in the selection process by casting votes for one of the three identified students. Their decision-making process will be informed by the submitted biographies and personal experiences with the students.

e. Valedictorian Selection

The student who receives the highest number of votes from the faculty will be officially designated as the Valedictorian for the graduating class. In the event of a tie in the outcome, where two or more students receive an equal number of votes as the top candidates, an additional round of voting will be conducted.

f. Announcement Protocol

An official announcement email will be disseminated to both the selected Valedictorian and the broader community, formally declaring and celebrating the chosen individual for this esteemed honor.

Academic Probation and Suspension

An undergraduate student must maintain a cumulative and term Grade Point Average (GPA) of 2.00 or above in order to remain in good academic standing. Standards are set to help students maintain satisfactory academic performance, and serve to identify, warn, and provide timely intervention to students experiencing academic difficulty.

All probation and academic suspension actions are taken at the end of the fall, spring and summer terms. Students who attempt fewer than 9 credits in a term, and earn a term GPA less than a 2.0, but whose cumulative GPA is 2.0 or higher may be subject to academic action.

- A. Probation refers to the academic action taken when a student is not in good academic standing. A student placed on probation is expected to sufficiently raise their GPA so as to return to good academic standing in the succeeding term. Students placed on probation will be required to complete an academic success plan. Without consultation with their advisor and written permission from the dean of the college, students on probation may enroll in no more than 16 credits. In some circumstances, a student will also be required to satisfy specific conditions required by the home program. Failure to meet the terms of probation may result in suspension. A student can be placed on probation no more than two terms during a given undergraduate degree level. Students who have had two academic probations and do not meet the criteria for good academic standing will be placed on academic suspension.
- B. Academic Suspension refers to the academic action taken when a student is not permitted to enroll in courses for a minimum of one term. Students who are placed on an academic suspension at the end of a spring term will be placed on academic suspension for the following summer and fall terms. An appeal form can be used by a student to appeal against an academic suspension decision.
- C. Deferred Suspension refers to the academic action taken when a student appeals academic suspension and the appeal is granted. Students placed on deferred suspension will have one term to return to good academic standing and will be required to complete an academic success

plan with their home program. A student on deferred suspension, enrolled in the summer term, and taking 12 or more credits will be subject to this academic action policy and subsequent academic success plan.

- D. Academic Success Plan is an agreement between a student and the student's academic program designed to facilitate success in the program. Students should consult with their academic advisor to determine the appropriate number of credits per term.

Any degree-seeking undergraduate student whose term or cumulative grade point average falls below a 2.00 (C average) will be placed on probation.

Students placed on probation may enroll in no more than 16 credits during the probation period and are required to complete an academic success plan with their academic advisor. Students in consultation with their faculty and professional academic advisor may appeal to the dean of the college for permission to take more than 16 credits while on probation.

A student can be placed on probation no more than two terms during a given undergraduate degree level. Students who have had two academic probations and do not meet the criteria for good academic standing will be placed on academic suspension.

Any student who has been placed on probation after having been removed from probation will be granted one term to be removed from probation before academic suspension.

Any student whose term grade point average falls below 1.00 is not eligible for probation and will be placed on academic suspension through the upcoming fall or spring term, at the minimum.

Students who have been readmitted after an academic suspension will have up to two terms to return to good academic standing, and their status will be "pending action". Students who fail to return to good academic standing in two terms will be placed on academic suspension.

A student on academic suspension cannot enroll in any credit or non-credit course while on academic suspension.

Students on academic suspension may appeal an academic suspension decision RIT Academic Services Office. If the appeal is granted, the student will be placed on deferred suspension for one term. An appeal can be made by completing and submitting an appeal form. The number of appeals a student can submit is limited to two.

Decisions regarding deferred suspension require dean (or designee) approval.

Students placed on deferred suspension will have one term to return to good academic standing and will be required to complete an academic success plan with their academic advisor.

Academic suspension refers to the academic action taken when a student is not permitted to enroll in courses for minimum of one term. A student on academic suspension will be excluded from classes, university housing (if applicable, and all other university activities during the period of academic suspension. Students on academic suspension may attend university events that are open to the general public and may participate only as a member of the general audience.

Students on academic suspension may be required to satisfy specific academic requirements imposed by the home program in order to be considered for readmission to their program.

Students on academic suspension may be admitted to another program if it is approved by the dean (or designee) of the program in which enrollment is requested. Such students will be placed on deferred suspension and required to complete an academic success plan with the new program.

Students must apply through undergraduate admissions for re-admission at the end of their academic suspension. Such re-admission must be approved by the dean (or designee) of the program for which they are requesting enrollment (this may be the original program or another) in consultation with the academic program.

Readmitted students will be required to complete an academic success plan and will have up to two terms to return to good academic standing. After two terms, students who do not maintain both cumulative and term GPA of 2.0 or above will be placed on academic suspension.

Grade Point Average for Academic Actions

- Semester GPA = average grade of all courses taken in a semester that are applicable to a student's degree requirements
- Cumulative GPA = average grade of all course work taken as an undergraduate.

An undergraduate student must maintain a cumulative and term Grade Point Average (GPA) of 2.00 or above at RIT in order to remain in good academic standing. RIT has set standards to help students maintain satisfactory academic performance, and serve to identify, warn, and provide timely intervention to students experiencing academic difficulty. Probation and suspension outlined below are academic actions.

In addition to the RIT requirements outlined below, individual colleges and/or programs may define more rigorous requirements for maintaining good academic standing. Such requirements must be approved by the Senate and will be clearly defined within published college policy and communicated in the university bulletin.

All probation and academic suspension actions are taken at the end of the fall, spring and summer terms. Students who attempt fewer than 9 credits in a term, and earn a term GPA less than a 2.0, but whose cumulative GPA is 2.0 or higher may be subject to academic action at the discretion of the college.

V. Student Services

Academic Advising

a. Purpose of Academic Advising

The RIT Academic Services at AATT will provide every matriculated, degree-seeking, undergraduate student comprehensive academic advising.

The goal of academic advising is to engage and empower each undergraduate student to make decisions that positively advance their educational, professional, and personal objectives. Academic advising will assist students with:

- Understanding program degree requirements, including, but not limited to: course selection, course prerequisites and appropriate course sequencing, co-op requirements, and evaluation and support for timely progress towards degree completion.
- Identification of and referral to campus resources and services in support of student success.

Additionally, advising is provided by faculty advisors in partnership with academic advisors in the university.

b. Oversight and Responsibility for Academic Advising

The Dean of Faculty/RIT Programs Director and the Head of the RIT Academic Services at AATT are responsible for oversight of academic advising. The RIT Academic Services at AATT, through the director of the University Advising Office at RIT New York, provides strategic leadership to ensure consistent undergraduate advising services and resources across the university/

c. Academic Advising Expectations

Undergraduate students will have access to a wide range of advising resources and services. Academic advising services will minimally include the following:

- Every student will be assigned an academic advisor and may also be assigned a faculty advisor and other advisors as deemed appropriate.
- Every student will receive a documented academic plan of study to assist in fulfillment of degree(s) requirements.
- Every student will receive advisement on how to interpret their degree requirements and monitor their progress toward meeting those requirements.
- Every student will receive advisement related to academic standing and progress, including the impact(s) of academic probation and suspension.
- Every student will receive advisement on how to navigate the course registration system.
- Every student will have access to their academic advisor each term.

- Every student will have an opportunity to provide feedback regarding satisfaction with their academic advising experience.
- Every student will be referred to appropriate campus resources to increase the probability of academic success.

d. Student Responsibilities

Students have the responsibility for communicating and meeting with their advisor(s), discussing anticipated or desired changes to their plan of study and consequences, and reviewing their academic plan and degree audit for accuracy.

Co-Op and Career

RIT Academic Services at AATT provides services to AATT students, alumni, and employer partners. Undergraduate and graduate students, as well as recent alumni, are supported throughout their career development and job search for securing on-campus, co-op, internship, and full-time jobs. Career Services also provides tremendous support to our employer partners for their recruitment needs through career fairs, information sessions, and more.

a. Purpose of the Co-op and Career Office

AATT through the RIT Academic Services at AATT will provide every matriculated, degree-seeking, undergraduate student access to comprehensive co-op and career development support.

The goal of the Co-op and Career service is to prepare each undergraduate student to enter the professional workforce with confidence, by connecting classroom learning to real-world experience. The RIT Academic Services at AATT will assist students with:

- Understanding co-op program requirements, including, but not limited to eligibility timelines, application procedures, employer expectations, and evaluation and support for the successful completion of required cooperative education terms.
- Identification of and referral to job search resources, employer partnerships, and career development services in support of student success.

Additionally, career guidance is provided by faculty and academic advisors in partnership with the RIT Academic Services at AATT.

b. Co-op and Career Office Expectations

Undergraduate students will have access to a range of co-op and career resources and services. These services will minimally include the following:

- Every student will be assigned a co-op advisor to guide them through the cooperative education process.

- Every student will receive guidance on preparing job search materials, including résumés, cover letters, and interview preparation.
- Every student will receive advisement on co-op eligibility requirements and how cooperative education terms fit into their overall plan of study.
- Every student will have access to their co-op advisor each term in which they are seeking or completing a co-op placement.
- Every student will have an opportunity to provide feedback regarding satisfaction with their co-op and career experience.
- Every student will be referred to appropriate employer and career resources to increase the probability of a successful job placement upon graduation.

c. Student Responsibilities

Students have the responsibility for communicating and meeting with their co-op advisor, meeting application deadlines, fulfilling employer expectations during their co-op placement, and completing all required co-op documentation (such as work reports and employer evaluations) in a timely manner.

d. Work-study opportunities

A work-study role is a part-time, on-campus employment opportunity that allows students to earn additional funds while studying. For more information, please refer to applicable AATT policies and regulations.

RIT Global Scholars Program

The RIT Global Scholars program is a unique opportunity for students from RIT's international campuses to study for up to two terms at the Rochester or any of the other global campuses (Croatia, Dubai or Kosovo). The program provides students with the opportunity to diversify their cultural perspective, expand their academic horizons, and build their professional network.

For the most up to date information on life on campus, eligibility requirements, application process, academics, costs, deadlines and timelines and other FAQs please refer to the respective links below:

- RIT Croatia (Dubrovnik, Zagreb) - <https://www.rit.edu/croatia/rit-global-scholars-program>
- RIT Dubai - <https://www.rit.edu/dubai/transfer-and-study-abroad>
- RIT Kosovo (Prishtina) - <https://www.rit.edu/kosovo/incoming-global-scholar-students-other-rit-campus>
- Rochester Institute of Technology (Rochester, Los Angeles) - <https://www.rit.edu/global/global-scholars#eligibility-requirements>

Eligibility criteria vary depending on program and global campus. However, a general baseline is that students must have a cumulative GPA of 3.0, be in the second semester of second year of studies at least. Interested students must apply through the host campus application forms provided in the links

above and can reach out to the RIT Academic Services at AATT for any questions related to the programs. The credits are directly registered in the students SIS profile given that all credits taken are RIT credits. The grades calculate towards overall GPA. Work closely with your academic advisor to make sure the study abroad experience does not interfere with your co-op and other academic requirements. Check with the AATT Finance Office to see if and what scholarship terms apply.

AATT students will continue to pay their home campus tuition fee at home campus, and most other expenses (including the program fee, housing, food, student health services, insurance) directly at the host campus. Other expenses to consider include travel, visa application fee, vaccinations (dependent on the student's vaccination history/records), course textbooks, transportation, and personal expenses, all of which may vary depending on course requirements, the host campus, and personal preferences.

Courses at any campus may be cancelled for a variety of reasons including but not limited to unacceptable risk or low enrollment. The learning abroad experience may be cancelled prior to departure or while the students (faculty and/or staff) are abroad. The final decision to cancel a learning abroad experience will be the responsibility of RIT Global. In the event of a course cancellation, RIT Global will return unspent program fees to participating students.

RIT Global Scholar Program Coordination

a. Purpose of the RIT Global Scholar Program Coordination

The university will provide comprehensive support to interested undergraduate students seeking to participate in the RIT Global Scholar Program.

The goal of the RIT Global Scholar Program Coordination is to engage and empower interested undergraduate students to broaden their academic and cultural perspective through the RIT Global Scholar Program. The RIT Global Scholar Program Coordination will assist interested students with:

- Understanding RIT Global Scholar Program requirements, including, but not limited to: eligibility criteria, application procedures, host campus options, and evaluation and support for ensuring credits earned abroad apply toward degree completion.
- Identification of and referral to the RIT Global Scholar Program.

Additionally, guidance on the RIT Global Scholar Program is provided by academic advisors in partnership with the RIT Global Scholar Program Coordination.

b. RIT Global Scholar Program Coordination Expectations

Interested undergraduate students will have access to a range of RIT Global Scholar Program resources and services. These services will minimally include the following:

- Interested students will have access to information on the RIT Global Scholar Program.

- Interested students will receive guidance on eligibility requirements and the application process.
- Interested students will be advised on how RIT Global Scholar Program coursework will be evaluated toward their RIT degree requirements.
- Interested students will receive guidance on how participation in the RIT Global Scholar Program may affect their co-op and other academic requirements.
- Interested students will have access to information on program costs, financial considerations, and applicable scholarship terms.
- Interested students will have an opportunity to provide feedback regarding satisfaction with their RIT Global Scholar Program experience.

c. **Student Responsibilities**

Students interested in the RIT Global Scholar Program have the responsibility for meeting with their academic advisor and the International Relations/Exchange Office prior to applying, completing all required application materials and documentation by the stated deadlines, and confirming with their academic advisor that courses taken abroad will be allocated toward their RIT degree.

Academic Support Center

The mission of the Academic Support Center (ASC), which is an integral part of the RIT Academic Services at AATT, is to assist and empower students to achieve academic success. The ASC offers a variety of initiatives and services to students, faculty, and staff. ASC peer consultants work directly with students and are available for consultations for a wide range of courses and assignments, enhancing academic experience. All undergraduate students are encouraged to visit the ASC learning space and sign up for consultation sessions with the various peer specialists.

One of the hallmarks of the ASC is its tailored assistance for students seeking supplemental guidance with coursework related to math, financial accounting, technology, and writing, among other academic fields. The ASC offers one-on-one individualized peer tutoring, small and large group workshops, and study group sessions across a broad range of subjects based on student and faculty demand. Students receive personalized coaching on writing strategies, along with other course assignments. Support focuses on developing academic strengths and cultivating integrity in academic work.

Further, select courses also feature ASC peer consultants and/or student facilitators embedded into the class structure. Faculty interested in this support model are encouraged to reach out to the ASC.

Disability Services

AATT is committed to providing students with disabilities with equal access to programs, services, and physical facilities, and to fostering an environment where all community members are welcomed, valued, and respected. Students who would like to request accommodation due to a disability should contact the AATT Office of Admission and the RIT Academic Services at AATT.

Computer Accounts

Every student is provided with an RIT Rochester account. For technical support or to address any network, computer, or system issues, contact the AATT IT Officers. The AATT IT Department is responsible for maintaining the stability and security of our network.

Laptop Computer Program

AATT provides a Laptop Computer Program for every full-time undergraduate student. Each student receives a laptop computer for use throughout their program. Students are required to adhere to the rules regarding the care, use, and responsibility for any damage or loss of laptops. These rules are detailed in the Laptop Policy Agreement, which students sign upon receipt of their laptops. Please be aware that updates or additions to the Laptop Policy may occur periodically. Such changes will be communicated via email.

Data Protection for GenAI Tools

AATT through RIT provides students, faculty, and staff with free access to a range of Generative AI (GenAI) tools intended to support learning, productivity, and collaboration. GenAI refers to a category of artificial intelligence focused on generating new content, including text, images, and code, in response to user input.

When using any GenAI tool, students should keep the following in mind:

- Avoid sharing private or confidential information with GenAI tools.
- Do not provide sensitive data — such as student records, financial details, personally identifiable information (PII), or intellectual property — to any AI system.
- For further guidance, consult the Information Security Office.

When accessed through an official RIT account, RIT-provided GenAI tools include enterprise-level data protections, meaning conversations and uploaded files are not reviewed by humans or used to train the underlying AI models. This protection currently extends to tools such as Microsoft 365 Copilot Chat, Google Gemini, Google NotebookLM, and Zoom AI Companion, when accessed through an RIT account.

Students with technical issues accessing these tools, or questions about appropriate use, should contact the RIT Service Center. For the latest information and updates on GenAI regulations check the link: <https://www.rit.edu/its/generative-ai>

Library

RIT is known for the high quality of its library resources. Its complete, electronic library is available 24/7 to all students with an rit.edu account on campus and off campus. Through your RIT account, staff, faculty, and students can search for books, articles, images, videos, tutorials, patents, etc. and explore 230+ databases at any time. The mission of RIT Libraries is to develop its collections and

staff in support of the teaching and research activities of the university through innovative tools, processes, and partnerships for equitable access to information and scholarship. The librarian at RIT Main in charge of AATT students is Mr. Ryan Tolnay rgtwml@rit.edu.

VI. Student Life

New Student Orientation

AATT provides all entering students with programs designed to prepare them for a successful transition and adjustment to university life and further acquaint them and their families with our community. New Student Orientation provides the opportunity to:

- meet with their fellow students;
- meet the faculty;
- learn about student services, library, IT and other services offered on campus.

During Orientation Day, students will engage in a comprehensive program designed to equip them for their academic journey. This includes:

Information Offered to Students:

- Detailed presentations on academic policies, course registration procedures, and academic advising.
- An overview of campus resources, including the library, IT services, career services
- Introduction to student life activities, clubs, organizations, and athletic opportunities.
- Guidance on navigating the campus, understanding the academic calendar, and accessing online student portals.
- Sessions on student code of conduct and campus safety protocols.
- Opportunities to interact with current students and alumni who can share their experiences and insights

Information and Documents Required from Students:

- Student Information Forms which collect your essential personal and demographic details to create your official university record and ensure accurate communication.
- Signed Honor Code by which you formally agree to uphold the university's principles of academic integrity and respectful conduct in all your studies.
- Student Records Confidentiality Release Waiver Form which requires a student's explicit written consent for the university to disclose their educational records to third parties, including parents, once the student is 18 or attends a post-secondary institution, with exceptions for health/safety emergencies. *In case a contact is not provided, we will use this information as emergency contact.
- Emergency contact information in cases of an articulable and significant threat to a student's or others' health or safety (i.e., serious accident, hospitalization, or mental health crisis), staff may contact individuals, including parents, whose knowledge is necessary to respond, even without prior consent.

- Contract on provision of higher education services: four copies two of each language, Albanian and English, signed by the student or student legal representative and guarantor (parent).

a. Admissions Hold for Late Submission

Students are required to submit all requested information and documents by the deadlines communicated prior to or during Orientation Day. Failure to submit the necessary information and documents on time will result in an admissions hold being placed on the student's account. This hold will prevent students from enrolling in courses for the upcoming semester and may jeopardize their enrollment at AATT. It is crucial for all new students to prioritize the timely submission of all required materials to ensure a smooth transition into their studies.

Field Trips

AATT occasionally organizes field trips and off-campus visits, such as visits to other RIT global locations. Participation is voluntary.

All traveling students must complete a General Release from Liability Waiver Form prior to departure, releasing AATT and RIT from liability for loss, injury, or damage sustained during travel or the visit, and confirming they are responsible for their own health and safety.

Questions about an upcoming field trip should be directed to the RIT Academic Services at AATT.

VII. Student Records and Transcripts

Confidentiality of Student Records

Students have the right to inspect, review, and challenge the accuracy of their official educational records. Students are also given the right to receive a formal hearing if dissatisfied with responses to questions regarding the content of the record. Our policies ensure that only proper use is made of them. Therefore, apart from copies made for internal use (those provided to faculty and staff who have a legitimate need to know their contents), no copy of a student's academic record (transcript) or other nonpublic information from student records will be released to anyone without the student's written authorization.

Transcripts

Student's official academic record is maintained by the RIT Office of the Registrar and is normally reflected through a transcript. All requests for transcripts must be processed through the Student Information System or Parchment platforms and should include the student's full name (or name used while at AATT), student identification number, dates of attendance to assure proper identification of the record requested. Transcripts are usually prepared and available within one week after the request is received. It takes up to two weeks for hard copy official transcripts to arrive to AATT from Rochester. Under no circumstances will a partial transcript be issued, nor will a transcript be issued to a student who is indebted to the institution. Copies of transcripts from high schools and universities that have been received in support of admission applications and/or transfer credit evaluation will not be reissued by our institution.

Privacy (FERPA)

The Family Educational Rights and Privacy Act of 1974 (FERPA) is a U.S. federal law that grants students privacy protections and access rights over their education records. This policy applies to all students, at any age, who have ever been enrolled at AATT but it does not extend to applicants who never actually attended.

Under FERPA, students generally have the right to:

- Inspect and review their education records within 45 days of submitting a written request to the RIT Academic Services at AATT.
- Request that inaccurate or misleading information in their education records be corrected or amended.
- Control the disclosure of personally identifiable information from their education records. RIT Academic Services at AATT must obtain a student's written consent before releasing such information to a third party, except where an exception applies (see below).
- File a complaint with the U.S. Department of Education's Family Policy Compliance Office if they believe the institution has failed to comply with FERPA.

a. **Parental Access**

Once a student turns 18, the right to access their education records transfers from their parents to the student. Parents may only access a student's records if the student has given written consent (via the Consent to Release Student Information form submitted on orientation day or at any later date), the institution is complying with a subpoena, or the parents provide documentation that the student is claimed as a dependent for tax purposes.

b. Directory Information

Certain information, generally referred to as "directory information," such as a student's name and enrollment status, may be disclosed by the institution without the student's consent. Students who wish to have their directory information withheld must submit a written request to the RIT Academic Services Office. Such requests must generally be renewed annually and only apply going forward from the date of the request.

c. Disclosure Without Consent

There are limited circumstances under which education records may be shared without a student's consent, for example, with school officials who have a legitimate educational interest in the records, or in connection with a health or safety emergency. A complete list of these exceptions is available through the RIT Academic Services at AATT.

For further information or to submit a request related to your education records, contact the RIT Academic Services at AATT.

VIII. Faculty Policies

The following section outlines policies, regulations and procedures for faculty engaged in teaching in RIT academic programs at AATT, applying to those directly employed by AATT and those seconded from RIT or any other RIT location.

All faculty are responsible for understanding and adhering to the policies and regulations set forth in this Bulletin. Non-compliance may lead to disciplinary action, including employment termination. For clarification on policy applicability, faculty should consult the Dean of Faculty/RIT Programs Director. The interpretation of policies and regulations related to RIT programs at AATT by the Dean of Faculty/RIT Programs Director is final and binding. All faculty engaged in RIT academic programs are under the direct supervision of and report to the Dean of Faculty/RIT Programs Director.

Rules and procedures concerning faculty employment, faculty promotion, academic titles, and faculty workload are governed by applicable AATT regulations and decisions.

Faculty Evaluation

Full-time faculty members are evaluated annually by the Dean of Faculty/RIT Programs Director; adjunct faculty are evaluated on a semester basis. Evaluation areas include teaching, research, and service to AATT. At the start of each academic year, faculty and the Dean of Faculty/RIT Programs Director will agree in writing on activities and deliverables and the relative weights for the three evaluation areas, and faculty are formally notified. The applicable ranges are expected to evolve with the institution. Initially, the ranges are 65% to 85% for teaching, 5% to 20% for scholarship, and 5% to 20% for service, with the sum totaling 100%.

a. Teaching Effectiveness

Student evaluations of teaching conducted through the RIT system are required for all courses and serve as a key indicator of teaching effectiveness. The Dean of Faculty/RIT Programs Director may at any time attend classes to assess teaching performance. Additional evidence may include, but is not limited to, demonstrated student proficiency with learning outcomes or results from standardized exams.

b. Research

Evidence of research may include, but is not limited to, publication in refereed journals and/or through recognized publishing houses, presentations at professional meetings, and juried and invited exhibitions or recitals. Research may also include attendance at workshops or conferences, or other activities such as reading or research that engage the faculty member in their teaching area(s).

c. Institutional Service to AAT

Service may include active engagement with committees, serving as an advisor to student organizations, or recruiting students in conjunction with the admissions office, or any other administrative function.

Copyright

Within RIT myCourses, faculty can arrange content as required by instructional design best practices and manage their course content within the course shell each semester. Librarians are available to assist with selecting library materials for the course content and creating links to ebooks and articles in the library databases. They can also assist with the use of myCourses via chat, email, or phone.

RIT and copyright law require that members of the RIT community respect the proprietary rights of owners of copyrights and refrain from actions that constitute an infringement of copyright or other proprietary rights. Generally, an infringement of copyright or other proprietary rights can be avoided with the express written permission of the creator of the copyrighted work, and in some cases, the payment of a royalty and/or licensing fee.

Copyrighted works can be used for purposes such as teaching, scholarship, or research without permission or payment under the fair use doctrine. To determine if a use qualifies as fair use, four factors are considered:

- Purpose and Character of the Use:
Whether the use is transformative, educational, and for a non-profit purpose.
- Nature of the Copyrighted Work:
Whether the work is factual, fictional, or previously published.
- Amount and Substantiality of the Portion Used:
The quantity of the work used and its importance to the work as a whole.
- Effect of the Use Upon the Potential Market:
Whether the use negatively impacts the market for or value of the copyrighted work.

This exemption allows for the use of copyrighted works in physical classrooms without permission, provided specific criteria are met. These include using legitimate sources, the work being part of systematic instruction (not for entertainment), being performed or displayed from the same location during regularly scheduled class time in instructional settings, and attendance limited to registered students or those involved in teaching.

It is the individual's responsibility to obtain written permission from copyright holders, determine if fair use applies, or confirm if the work is in the public domain. RIT Libraries can assist with these determinations, but they do not assume responsibility for copyright violations.

Materials placed on myCourses by faculty should be for non-commercial, educational use by students. Any copyright notice on the original material must be included in copied or scanned material, along with appropriate citations.

Copying should not be used to create or replace anthologies, compilations, or consumable works (e.g., workbooks).

Further details can be found on the official RIT policy pages.

- [C03.2 Copyright Policy | University Policies | RIT](#)
- [Fair Use & Copyright | RIT Libraries](#)

The copyright in any "scholarly work" (e.g., books, articles, conference papers) produced by a faculty member in furtherance of their professional career belongs to the faculty member. Copyright in material produced by faculty for personal use and reference, including teaching aids, also belongs to the faculty member. However, the copyright in course materials produced by faculty in the course of their employment for AATT curriculum, and produced, used, or disseminated by AATT, belongs to AATT, as do outcomes from research specifically funded and supported by AATT. These clauses apply unless a contrary agreement is reached between a faculty member and AATT. If such an agreement may be necessary or expedient, the matter should be discussed between the faculty member and the Dean of Faculty/RIT Programs Director.

Class delivery regulations

a. Cancellation of Classes

Cancellation of a class is an absolute last resort, only in emergency situations. Cancellation of two or more classes and/or absences for more than two days in one term without authorization will result in a Warning Report being entered into the faculty member's file. Full-time or part-time faculty receiving two Warning Reports in one academic year may face disciplinary action, including suspension from teaching duties or termination.

b. Absence for Extended Period

If a faculty member is absent for an extended period (more than two days of class for any course), they must arrange, as far as possible, for a substitute or replacement instructor for each affected course and notify the Dean of Faculty/RIT Programs Director of the arrangements.

c. Required Attendance

All faculty members are required to be in residence and on campus for the first week of classes, the final week of classes, and final examination week. Faculty should not plan to leave AATT before the official end of classes (last class day or final exam day). Faculty must be available to students, at least via email, for at least two days after final grades have been officially submitted.

d. Student Course Evaluations

All courses are subject to student evaluation. Faculty should encourage student participation and constructive feedback. Copies of all student evaluations should be retained by the faculty member and included in all applications for promotion.

e. Student Advising

Students may require individual guidance from faculty on academic and professional concerns. Providing such guidance, typically in classroom, office, or campus settings, is mandatory for all faculty.

f. Syllabus

A syllabus is required for all classes. Instructors must submit a complete syllabus to the Dean of Faculty/RIT Programs Director and the RIT Academic Services at AATT before the start of the semester. Specific office hours must be noted on the syllabus. The grading policy for each course must be clearly specified on the syllabus, showing the percentage of the grade allocated to exams, assignments, special papers, quizzes, etc. The syllabus should inform students of all requirements; it serves as a contract between the faculty member and the students.

g. Office Hours

Faculty members are responsible for providing students with reasonable extra assistance. This includes a minimum of one office hour per week for each section, plus availability for appointments. Office hours should be scheduled at staggered times during the week to accommodate student schedules. The schedule of office hours is to be posted in appropriate venues. If a faculty member cannot keep established office hours due to illness, meetings, or off-campus professional activities, courtesy suggests providing notice so students can determine the earliest available consultation time. Faculty should be aware of the academic calendar and be especially available to students during critical periods.

h. Student Attendance Records

Faculty members are required to maintain formal student attendance records in their classes. Dean of Faculty/RIT Programs Director should be notified of absences. All classes must have an absence policy and a lateness policy, which must be communicated to students in the class syllabus.

AATT students may have no more than three unexcused absences before their grade is affected. Each unexcused absence after three may lower the student's course grade by one letter grade, at the instructor's discretion.

Instructors are responsible for excusing or not excusing students from class and allowing or not allowing make-ups or alternative dates for tests and classes. RIT Academic Services at AATT will inform instructors about events (recruitment drives, media events, co-op interviews) when students may request an excused absence. The final decision on whether an absence is excused rests with the instructor. AATT will support the faculty member's class policy regarding testing and attendance.

Each faculty member is required to check and amend class lists every semester as directed by the registrar through RIT Student Information System (SIS). It is extremely important that faculty meet deadlines for SIS roster corrections.

Non-attendance by a student does not constitute an official withdrawal and may result in a failing grade. Faculty must inform RIT Academic Services at AATT when a student has not attended or ceases attending class.

Faculty and students are expected to begin and end classes and breaks on time. Faculty members are contractually required to: deliver 15 contact hours of instruction per credit hour; be present and provide a learning experience or final exam during finals week; and be available on campus for explanation for 24 hours following the publishing of final grades.

i. Grading Policy

Grades are defined in accordance with RIT policy (Policy D05.0 of the RIT Policies and Procedures Manual).

A faculty member assigning 35% or more A grades in a course (including A-) may be asked to provide an explanation and justification to the RIT Academic Services at AATT.

A grade of Incomplete is intended as a placeholder for very exceptional or emergency circumstances when a student, for unplanned, justified reasons, cannot complete required coursework. With an Incomplete, there is an agreement between the faculty and the student regarding work to be done and deadlines.

After a final grade has been reported, it may only be changed through a formal change of grade form processed by the instructor, with the approval of the Dean of Faculty/RIT Programs Director.

j. Exam Policy

An exam or other gradable event or assignment must be completed by the end of the fourth week of instruction. This helps identify students having significant problems with the course, allowing the faculty member to intervene and assist them. Alternatively, students have the option to withdraw without grade penalty in compliance with RIT's early alert system.

Mid-Term exam or other major grading element should be completed by the end of the mid-term period to help students be aware of their status.

Instructors are responsible for the integrity of their exams and for creating an environment that minimizes unauthorized assistance. When proctoring support is needed, other faculty members are expected to assist.

Students who miss examinations and assignments without valid excuses may receive a zero or failing grade for that evaluation.

No less than three significant gradable items are strongly recommended.

k. Final Exam and Final Grades Policy

The final examination period is part of the regular semester or term. Instructors should clearly state in their syllabi whether they are giving a final exam or planning an appropriate educational activity during the final exam week; one or the other is required. Final exams must take place during Final Exam Week at the designated time. Any deviation requires approval by the Dean of Faculty/RIT Programs Director. Exams take place in the classroom used for the class.

Faculty must be available on campus to address student questions for at least 24 hours after final course grades have been published through myCourses. All final grades must be submitted through RIT SIS within 48 hours of the faculty member's last final exam. All students' course grading materials are to be kept for a minimum of one year.

Faculty are requested to consider students who may be facing more than two exams in one day.

If students have questions about their end-of-term grades, they should follow these consecutive steps for a fuller explanation. This process is not for revising or negotiating grades; grade assignment remains the sole purview of the instructor:

- **Step 1:** The student will consult with the faculty instructor about the assigned grade.
- **Step 2:** If the student is not satisfied with the explanation from Step 1, they may, in extraordinary cases, make a written request justifying the need for further clarification of the grading process or a specific grade. The written request is made to the Dean of Faculty/RIT Programs Director. The Dean of Faculty/RIT Programs Director will provide the request to a Grade Appeal Committee for deliberation. After obtaining any additional information deemed appropriate, the Committee makes its recommendation and informs the Dean of Faculty in writing of its recommendation and the basis for it. If the Committee's recommendation is not in favor of the student, the Dean of Faculty/RIT Programs Director informs the faculty member and the student. The grade remains unchanged, and there are no further avenues of appeal. If the Committee's recommendation is in favor of the student, the Dean of Faculty/RIT Programs Director informs the faculty member and requests consideration of the Committee's recommendation. Following further deliberation, the faculty member informs the Dean of Faculty/RIT Programs Director of their decision. The Dean of Faculty/RIT Programs Director informs the student and the Committee. The faculty member's decision is final, and there are no further avenues of appeal.

The Grade Appeal Committee consists of three faculty members, at least two of whom are full-time faculty. The Dean of Faculty/RIT Programs Director selects the membership by lot. Each grade appeal requires the selection of new membership. A grade may be changed only under the circumstances described above.

Academic Dishonesty

AATT and RIT have zero tolerance for academic dishonesty. Any act of improperly representing another person's work as one's own is considered academic dishonesty. These acts include, but are not limited to, plagiarism in any form, or using unauthorized information and materials during an examination or any other part of the course. If a faculty member judges a student to be guilty of academic dishonesty, a failing grade for that segment of work or for the entire course may be given, depending on the severity of the misconduct. If the student believes the instructor's action is incorrect or the penalty disproportionate, an appeal may be made in accordance with AATT regulations on disciplinary procedures.

Academic Dishonesty falls into two basic areas:

Cheating:

Any fraudulent or deceptive academic act, including falsifying data; possessing, providing, or using unapproved materials, sources, or tools for work submitted for faculty evaluation; asking for, receiving, or giving information (through any form of communication) from or to other students. This includes sharing exam-related information on social networking sites.

Duplicate Submission:

Submitting the same or similar work for credit in more than one course without prior approval of the instructors for those courses. This is also known as recycling.

1. Plagiarism

Faculty should ensure students' work represents their own efforts and accurately reflects assignment outcomes. This vigilance is especially crucial with vast internet resources. While plagiarism monitoring is time-consuming, the zero-tolerance policy necessitates recognizing, reporting, and reinforcing its definitions, practices, and consequences.

All AATT students must take writing-intensive and General Education courses within their first two years. These courses reinforce the meaning of plagiarism, how to avoid it, and its ramifications. By the time students begin professional core courses, they are fully immersed in the concept, making claims of "unintentional" plagiarism unacceptable. Faculty members must reinforce and apply the rigorous standards students are already aware of.

Plagiarism occurs when a writer deliberately or carelessly uses someone else's language, ideas, or other original material that is not common knowledge without acknowledging its source. This definition

applies to published, in-print, online materials, the ideas underpinning those materials, and the work of other student writers.

More specifically, examples of plagiarism include:

- Deliberately using someone else's work, words, or ideas as one's own without acknowledgment.
- Deliberately disguising or blurring the work of another to make it one's own.
- Changing word order or making minor rhetorical changes to another's work to make it one's own.
- Forgetting, or improper use of, quotation marks.
- Unclear or incomplete authorship information.
- Unclear or incomplete citation evidence.
- Clumsy or unclear citation formatting, particularly in a Works Cited/Reference page.
- Misuse of common-knowledge material.
- Unclear correspondence between Works Cited/Reference page items and in-text use of sources.
- Copying and pasting phrases, even short phrases, from another source.
- Extensive use of quotes with insufficient analyses or writer's point of view.
- Overuse of paraphrasing with insufficient analyses or writer's point of view.
- No percentage of plagiarism is permitted.

Although some categories relate more closely to the definition of plagiarism than others, all violate or blur the boundaries between an accurately and honestly cited work and one carelessly or questionably produced. Even small infringements must be addressed, as this often leads to more substantial plagiarism later.

m. Consequences of Academic Dishonesty

After notifying the student and presenting evidence of academic misconduct, the instructor has the authority to assign an "F" for the product of the offense, or to assign an "F" for the entire course. In the latter case, the faculty member may request that the student not be allowed to withdraw from the course (receive a "W" grade) by formally documenting the incident and submitting the request to the Dean of Faculty/RIT Programs Director for approval. The prescribed process for documenting academic dishonesty includes notification to the student; a written report to the RIT Academic Services Office; and, in extreme cases, remanding the student to AATT disciplinary procedures. It is crucial that all instances where action has been taken are completely documented.

n. Professional Conduct

To ensure a professional and collegial work environment, the principles of this section on Professional Conduct, Ethics, and Conflicts of Interest apply to all faculty members. Faculty must adhere to high standards of conduct, including honesty, integrity, and ethical behavior. Membership in the academic

community obliges students, faculty members, and administrators to respect others' dignity, acknowledge their right to express differing opinions, and foster and defend intellectual honesty, freedom of inquiry and instruction, and free expression. Faculty must comply with the standards and principles of conduct set forth in this handbook. Complaints of unprofessional conduct will be investigated by the Dean of Faculty/RIT Programs Director. A faculty member will be promptly informed by the Dean of Faculty/RIT Programs Director of any allegation of unprofessional conduct made against them and by whom the allegation was made. Allegations not made in good faith are considered unprofessional conduct.

o. Professional Ethics

Faculty members speaking or writing as private citizens are free from institutional censorship or discipline. However, a faculty member's special position in the community imposes particular obligations and responsibilities regarding conduct and behavior, requiring them to act in the best interests of the profession and the institution.

For faculty members, academic freedom is linked to the equally demanding concept of academic ethics and responsibility. As a faculty member, a person assumes certain ethical obligations and responsibilities to students, fellow faculty members, the institution, the profession, and society at large. Some of these are listed below.

Faculty members have ethical obligations and responsibilities to the students of AATT:

- Foster scholarly values in students, including academic honesty, the free pursuit of learning, and the exercise of academic freedom.
- Act professionally in academic relationships with students.
- Exercise critical self-discipline and judgment in using, extending, and transmitting knowledge.
- Are entitled to freedom in the classroom when discussing their subject but should be careful not to introduce inappropriate matter or matter unrelated to their subject.
- Maintain respect for students as individuals, within their role as intellectual guides and counselors.
- Assure that evaluations of students reflect true merit and avoid any action compromising the honesty and equity of evaluations.
- Be available at reasonable intervals to students for consultation on coursework through posted office hours.
- Duly acknowledge the contribution of students to their scholarship and research.
- Not engage in any exploitation, harassment, or discriminatory treatment of students.
- Faculty and their immediate family members may not accept money or in-kind compensation from students for any services provided; doing so is considered a bribe, which is a criminal offense.
- Faculty approached by students with serious and sensitive matters, especially if related to a specific culture, religion, or custom, should refer them to professional counselors.

Faculty members have ethical obligations and responsibilities to other members of the RIT/AATT community:

- Treat colleagues, co-workers, and all contacts professionally, courteously, and ethically, regardless of gender, race, ethnic background, culture, (dis)ability, sexual orientation, age, religion, or socio-economic status.
- Not engage in any exploitation, harassment, or discriminatory treatment of any members of the RIT/AATT community.
- Acknowledge the academic contributions of others and strive for objectivity in professional judgment of colleagues.
- Faculty members in supervisory positions must abide by AATT's rules and.

Faculty members have ethical obligations and responsibilities to AATT as an institution:

- Accept their share of faculty responsibilities for contributing to the governance of the institution.
- Being on AATT premises and/or carrying out official duties under the influence of alcohol or non-medically prescribed drugs can be a disciplinary offense.
- Conduct by faculty members that may jeopardize AATT's reputation or position will be dealt with through disciplinary procedure.

Faculty members have ethical obligations and responsibilities to their profession:

- The fundamental responsibilities of a faculty member as a teacher and scholar, including maintaining competence in one's field of specialization.
- Demonstrating professional integrity includes recognizing that society will judge the profession and institution by their statements and behavior. Therefore, faculty members should strive for accuracy, exercise appropriate restraint, and be willing to listen to and show respect to members of society expressing different opinions. Faculty members should make every effort to indicate that they are not speaking or acting for RIT or AATT when speaking or acting as a private person.
- Scholarly conduct must avoid fabrications, falsifications, plagiarism, and other practices deviating from accepted scholarly practice.
- Faculty members must apply scholarly rigor and integrity in obtaining, recording, and analyzing data, as well as in reporting and publishing results.
- Faculty members undertaking scholarly activities should do so consistently with professional honesty and in the public interest. Scholarly activities should enhance knowledge in a particular field, demonstrate sound methodology, accuracy, and maintain factual data integrity.
- Faculty members must use funds designated for scholarly activities in the prescribed manner.
- Faculty members must comply with relevant statutes or regulations for the protection and welfare of researchers, human subjects, the public, laboratory animals, and the environment.
- It is the duty of faculty members performing scholarly activities, teaching, laboratory/studio exercises, or other activities to protect others' privacy, avoid causing mental or physical harm, and promote safe and healthy working practices and environments.

p. Conflicts of Interest

Conflict of interest includes any outside obligations, financial interests, and/or employment that can affect the objectivity of decisions. Full-time faculty members owe primary professional responsibility to AATT and must avoid conflicts of interest.

Any potential conflict of interest, financial or otherwise, that might influence a faculty member's decisions when reviewing manuscripts or applications, testing products, conducting scholarly activities, or undertaking work assisted, supported, or sponsored by outside sources must be revealed to the Dean of Faculty/RIT Programs Director.

Full-time faculty members should reveal conflicts of interest involving family members, including hiring or evaluating a family member as an employee or consultant for any project supported by funds administered through AATT.

Full-time faculty members should reveal any conflict of interest involving AATT purchasing equipment, supplies, or services from a source in which they or their families have a substantial interest.

General Course Management

This section includes suggestions for classroom procedures and policies that faculty might regularly follow in their courses to enhance student-faculty relations.

- Try to make students comfortable with you and with each other; for example, introduce yourself, state your preferred address (Dr., Mr., Ms., first name, etc.), and have students introduce themselves.
- Clarify all course policies orally and in writing on the first day of class; these include attendance, class participation, extension, incomplete, and make-up policies.
- Explain thoroughly (orally and in writing) your grading methods and criteria; be consistent in applying them.
- Hand out a course outline on the first day of class, including a list of course objectives.
- Clarify what is and is not acceptable classroom behavior for students.
- Inform students when it is appropriate (or not) to ask questions during a lecture.
- If class size permits, learn students' names as soon as possible.
- Be flexible and fair to students who have missed class or assignments due to truly extenuating circumstances.
- Vary the traditional classroom setting occasionally; for example, hold class in a different setting, bring in another professor, or bring in a guest lecturer.
- Provide ample office hours and post them on your office door.
- Provide regular grade feedback throughout the quarter.
- If you miss class, inform students how you plan to make up the time.

- If you are absent from a class, arrange for an explanatory note to be posted on the classroom door.
- Return tests and quizzes as soon as possible.
- Give students the opportunity to evaluate their tests.

Guidelines For Encouraging Appropriate Student Academic Conduct

A principal concern of any educational community is creating a climate conducive to the highest standards of academic integrity. Faculty contribute to this climate through actions in response to academic misconduct and behaviors that create a positive atmosphere of integrity and fairness. These guidelines address faculty questions in these areas.

Students identify three situations that encourage behavior inconsistent with high academic integrity standards. These situations are described below, along with recommendations for faculty actions to ensure high standards of academic integrity. These recommendations are suggestions only, not strict rules.

- **Re-use of Exams and Assignments:** Students typically do not believe that reviewing previously used materials is dishonest; rather, it is "good business". If past exams are reused by the instructor, they perceive it as the instructor's problem, not theirs. Students without access to past exams view reuse as dishonest and question the professor's academic integrity standards. Instructors often assume tight control over exam and assignment distribution prevents materials from becoming available to future students, but it does not!

Recommendations:

- Modify assignments or exams from quarter to quarter.
 - Alter at least 60% of the questions used.
 - Make old exams/assignments available to all students.
- **Exam Settings:** Students explain that it is easy to work together on exams when they are allowed to arrange their own seating, especially in rooms where students are forced to sit close together.

Recommendations:

- Use alternative seating and rows, if space is available.
 - Do not let students seat themselves; assign seats randomly, if possible.
 - Hold your exam in a large room or a room with separate seats rather than multiple students at the same desk. Other instructors may exchange rooms for an exam day if asked.
 - Use multiple versions of the exam.
 - Check the final exam room for suitability prior to the exam.

- **Proctoring Exams:** Students explain that when instructors do not move about the room or leave the room during exams, this encourages cheating.

Recommendations:

- Proctor all your exams personally. Ask other instructors to assist you.
- Do not leave the room. Move about the room periodically.
- Sit in the back rather than the front of the room from time to time.
- Realize that appearing totally engrossed in your own reading or grading papers may be interpreted by students as an invitation to cheat.
- Apply the same standards for make-up exams as for regular exams.

IX. Academic calendar

FALL 2026 (Term ID: 2261)

September 3 (Thursday)	New student orientation
September 4 (Friday)	New faculty orientation
September 7 (Monday)	Saint Teresa Sanctification Day
September 8 (Tuesday)	Classes begin First day of Add/Drop period †
September 14 (Monday)	Last day of Add/Drop period †
September 15 (Tuesday)	First day to drop from classes with a grade of "W"
October 3 (Saturday)	Make up classes for Saint Teresa Sanctification Day
October 17 (Saturday)	Make up classes for Liberation Day
October 31 (Saturday)	Make up classes for Alphabet Day
November 14 (Saturday)	Make up classes for National Youth Day
November 20 (Friday)	Last day to drop from classes with a grade of "W"
November 23 (Monday)	Alphabet Day – Campus closed
November 30 (Monday)	Flag and Independence Day - Campus closed
December 1 (Tuesday)	Liberation Day – Campus closed
December 5 (Saturday)	Make up classes for Flag and Independence Day
December 8 (Tuesday)	National Youth Day – Campus closed
December 14 (Monday)	Reading day
December 15, 16, 17, 18	Final exam week
December 22 (Tuesday)	Final grades due
December 23- Jan 6	Winter break – Campus closed

SPRING 2027 (Term ID: 2265)

January 7 (Thursday)	Orthodox Christmas – Campus closed
January 18 (Monday)	Classes begin First day of Add/Drop period †
January 25 (Monday)	Last day of Add/Drop period †
January 26 (Tuesday)	First day to drop from classes with a grade of "W"
March 3, 4, 5	Spring Break – Campus open
March 9 (Tuesday)	Eid Holiday – Campus closed
March 15 (Monday)	Summer Day – Campus closed
March 22 (Monday)	Nevruz Day – Campus closed
March 29 (Monday)	Catholic Easter Monday – Campus closed
April 2 (Friday)	Last day to drop from classes with a grade of "W"
April 12	Orthodox Easter Monday – Campus closed
April 19	Eid Holiday – Campus closed
May 3	Labor Day – Campus closed
May 4, 5, 6, 7	Make up classes
May 10	Reading day
May 11, 12, 13, 14	Final exam week

May 18 (Tuesday)	Final grades due
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SUMMER 2027 (Term ID: 2268) Short Session 1

May 17 (Monday)	Classes begin First day of Add/Drop period
May 18 (Tuesday)	Last day of Add/Drop period
May 19 (Wednesday)	First day to drop from classes with a grade of "W"
June 11 (Friday)	Last day to drop from classes with a grade of "W"
June 18 (Friday)	Final exam day
June 21 (Monday)	Final grades due

SUMMER 2027 (Term ID: 2268) Short Session 2

June 21 (Monday)	Classes begin First day of Add/Drop period
June 30 (Wednesday)	Last day of Add/Drop period
July 1 (Thursday)	First day to drop from classes with a grade of "W"
July 5 (Monday)	Independence Day observed - Campus closed
July 16 (Friday)	Last day to drop from classes with a grade of "W"
July 23 (Friday)	Final exam day
July 26 (Thursday)	Final grades due

† The Add/Drop period is the first seven class days of the Fall, and Spring terms, excluding Sundays and holidays.

X. AATT Contact Directory

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