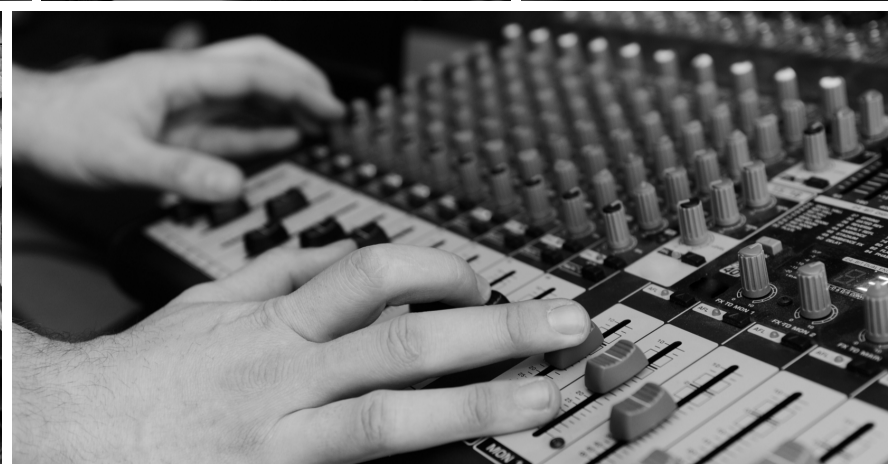
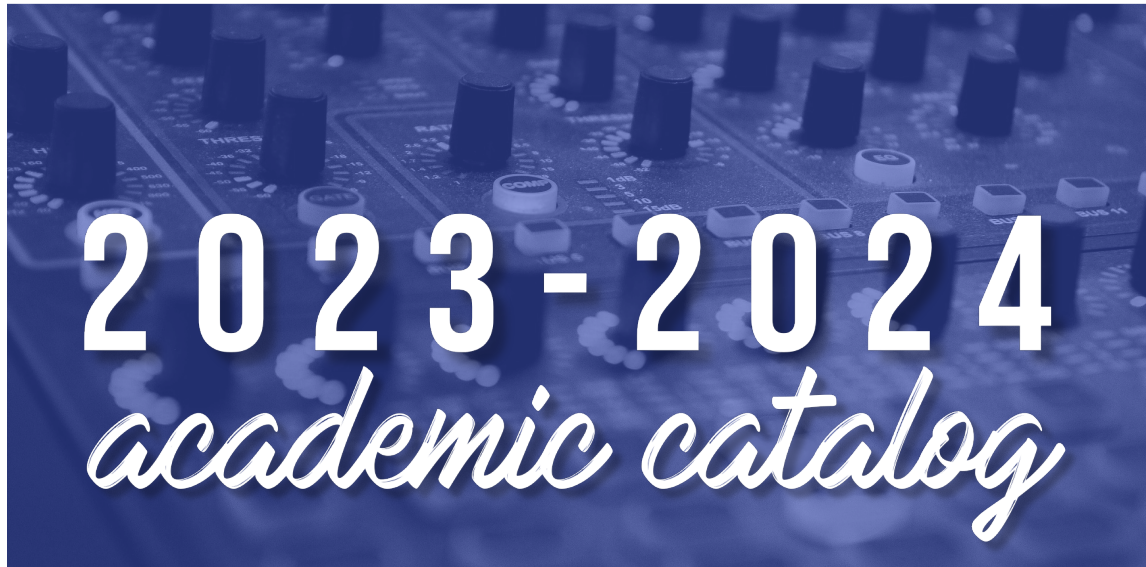




INTERNATIONAL COLLEGE OF BROADCASTING



www.icb.edu

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While this catalog is intended to be a fair summary of certain matters with best interest to students, its readers should be aware this catalog is not intended to be a complete statement of all policies by which the college is operated, and that the college reserves the right to change contents, programs, procedures, fees, or policies which may be contained in this catalog.

Published Fall 2023

Letter from the President

Dear Future Graduate,

Thank you for choosing ICB as your higher learning educational institution. We hope that while you are here, we can help you succeed in learning the skill sets and professional endeavors needed to begin your career in the Broadcasting, Audio Engineering, and Video Production industry.

We recognize and know that balancing life and schoolwork is not the easiest transition to achieving your goals, however, we know that you will be successful in whatever you choose to accomplish. **YOU'VE GOT THIS!**

ICB is a small institution with a large impact in our community. ICB fosters a learning environment that will give you the opportunity to meet with professionals in the industry as well as gain real world experience in your desired career fields. The programs offered at ICB assist with giving experiences in the industry as well as igniting the passion and creativity these career fields require. ICB strives to showcase our student's talents and passions in the community, along with connecting to your peers to develop a sense of camaraderie and inclusivity.

As you travel on your educational journey, please know that our industry-related professionals are always here to help guide you and give you the expertise and knowledge to assist you in your educational journey. Again, thank you for choosing ICB, and we wish you much success in your career path.

Let's get started!

Jan Michael LeMaster
President of International College of Broadcasting (ICB)

***Education is not the
filling of a pail, but
the lighting of a
fire.***

***-William Butler
Yeats***

ICB Mission Statement

Providing quality and relevant education that aligns with industry standards.

ICB History

The International College of Broadcasting was founded in 1968 by Don Gingerich and began as a trade and technical school offering short programs in basic radio and television. The associate degree program in Communications Arts in Television and Radio was instituted in 1985 and today has evolved to the Associate Degree Program of Applied Science in Multimedia Production and Broadcasting to provide academic balance as well as advanced technical training.

The institution underwent a change of ownership in 1988 and has remained under the same family ownership to the present day. The Video Production/Recording Audio Engineering associate degree program was implemented in 1995 to meet demands of these ever-growing industries. Our objective is to provide outstanding and relevant, hands-on training to produce knowledgeable and technically sound graduates.

ICB Values

People: We value our students and our team.

Integrity: We do the right thing no matter what.

Excellence: We are committed to continuous improvement and the highest standards in all that we do.

ICB Philosophy

The International College of Broadcasting offers an opportunity to enter the broadcasting media with the training and expertise associated with many years of experience. ICB's programs offer students the combination of classroom studies with "hands-on" training in fully equipped studios.

ICB is one of the few colleges in the country offering a two-year intensive training program in Multimedia Production and Broadcasting as well as Video Production/Recording Audio Engineering. The industry counts on our graduates to fill ever-present positions in all areas of broadcasting and media production ranging from on-air talent to recording artists.

ICB strives to create a community of learning by challenging students in its general education component to develop skills in critical assessment, analysis, expression, aesthetics, and independent thinking. These skills contribute significantly to the overall college mission of preparing students for careers in the radio, television, and audio/visual production fields.

Accreditation, Approvals, and Memberships

Accreditation and Approvals

ICB is accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC). The institution is authorized by the Ohio Board of Career Colleges and Schools (SBCCS) and Ohio Department of Higher Education (ODHE) to grant associate degrees and diplomas via hybrid learning. Through accreditation by the Accrediting Commission of Career Schools and Colleges, ICB has met established criteria and educational standards defined by the United States Department of Education.

ICB is accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC). ACCSC does not have a refund policy. Only in the absence of state policy, does ACCSC require schools to follow its minimum cancellation and settlement policy. Therefore, ICB is required to use only the state and institution policy.

ICB is approved by the Ohio State Department of Education to train students through the Bureau of Vocational Rehabilitation. The institution is approved by the State Approving Agency to provide training for Veterans, Veterans' dependents, and others eligible to receive VA educational benefits.

ACCSC

2101 Wilson Boulevard, Suite 302
Arlington, Virginia 22201

SBCCS

30 E. Broad Street, Suite 2481
Columbus, OH 43215

Ohio Department of Higher Education

25 S. Front Street
Columbus, OH 43215

Ohio State Approving Agency

Ohio Department of Veterans Services
77 S. High Street, 7th Floor
Columbus, OH 43215

United States Department of Education

400 Maryland Avenue SW
Washington, DC 20202

Memberships

- Better Business Bureau of Metropolitan Dayton
- Broadcast Education Association (BEA)
- Career College Association (CCA)
- Dayton Area Chamber of Commerce
- Dayton Credit Bureau
- Fayette County Chamber of Commerce
- Media Communications Association-International (MCA-I)
- National Association of Television Program Executives (NATPE)
- Ohio Association of Broadcasters
- Ohio Council of Private Colleges and Schools
- Society of Broadcast Engineers

Diversity and Inclusion Statement

ICB is committed to fostering a diverse and inclusive community in which members develop their abilities to live in a complex and interconnected world. Consistent with our educational mission, we recognize ourselves as a community that respects individual identities based on varying socio-cultural characteristics, such as race, ethnicity, gender identity and expression, sexual orientation, national origin, first language, religious and spiritual tradition, age, ability, socioeconomic status, and learning style. We strive to create a socially just world that honors the dignity and worth of everyone, and we seek to build a community centered on mutual respect and openness to ideas - one in which individuals value cultural and intellectual diversity and share the responsibility for creating a welcoming, safe, and inclusive environment. We recognize that our community is most inclusive when all members participate to their full capacity in the spirited, and sometimes challenging, conversations that are at the center of the institution's educational mission.

Administration

President
Campus Director
Director of Education
Director of Admissions
Financial Aid Director
Career Services Director
Front Office Manager

Jan Michael "Mick" LeMaster
Rachelle Williams
Nella Citino
Kortney Vega
Deidre Tolar
Kenny Pyles
Shirley Drummer

Facilities

ICB is located at 6 S. Smithville Rd, Dayton Ohio. On the main level of the building there are seven (7) fully equipped radio training studios, a fully equipped TV studio and control room, four (4) editing suites, as well as lecture classrooms, library, and all administrative offices. A recording studio and classroom are in the lower level of the building. A second recording studio is located one-quarter of a mile from the main building, at 4765 Airway Rd, Dayton Ohio.

ICB is located on the public bus transportation (RTA) with a stop located directly in front of the institution. ICB is easily accessible from all major highways leading into the Dayton area.

Facilities and Equipment Radio Department

- 6 Radio Performance Production Studios
- 1 Internet On-Air Studio
- 6 Broadcast grade production studios
- 3 Henry brand 6-Mix Radio Console Control Boards
- 1 Arrakis brand ARC-8 Radio Console Control Board
- 1 Arrakis brand ARC-10 Radio Console Control Board
- 1 Arrakis brand 1200 S5 Radio Console Control Board
- 2 Pacific Recorders & Eng. Corp. brand RadioMixer-20 Radio Console Control Board
- 1 Arrakis brand 500-SC Radio Console Control Board
- 10 Heil brand PR-781 Professional Microphones
- 1 Heil brand PR40 Professional Microphones
- 11 Sony brand Professional Headphone
- Adobe Audition brand version 1.5 Standard Audio Editing Software
- Adobe Audition brand Creative Cloud 2023 version (yearly upgrade) Audio Editing Software
- Station Playlist Pro brand Radio Automation Software
- Play It Live brand Radio Automation Software

Facilities and Equipment TV Department

Studio:

- 1 Colortran Light Grid
- 5 ETC Fresnel Lights
- 5 ETC Par lights
- 1 Newsdesk
- 3 Flats
- 4 Panasonic AG-HMC 80P Studio/field HD Cameras
- 1 Philips Studio Monitor
- 1 20x15 Chroma Key Wall

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- 1 Studio Ladder
- Teleprompter System (mounted on camera)
- Prompt Dog-Teleprompter software
- 4 Sony Lavalier Condenser Microphones
- 1 Audio Technica Boom Microphone

Control Room:

- Tricaster 460 Live Production Suite
- Tricaster Computer
- Tricaster Production Controller
- Dual 26' Monitors
- Europower 3000 12 Channel Audio Mixer
- Control Room Audio Monitor AN-130
- ETC Smartfade Light Controller
- 3 250 Foot Reel CAT5 Camera Cable

Classroom:

- 4 PC Workstations
- 6 Creative Cloud Licenses
- Premiere Pro/Photoshop/Audition/After Effects
- Vizio Classroom Monitor

Equipment Room:

- 3 Panasonic HD Field Production Cameras
- 2 Canon DSLR HD Cameras
- 1 Canon 55mm Lens
- 4 Manfrotto Tripods
- 1 Manfrotto Camera Slider
- 1 Rhodes Shotgun Camera Mic
- 4 Audio Technica Lavalier Camera Mics
- 2 Audio Technica handheld mics
- XML USB Voice-Over Microphone
- 3 Lowell Light Kits
- 1 Arri Pro-Light Kit
- 2 Standard Soft Box Light Kit

Facilities and Equipment Recording/Audio Engineering Program

[Revised equipment listed in Addendum on pages 126-127](#)

Studio A:

- Focusrite Control 24 Studio Control Surface
- Focusrite Octopre Microphone Preamplifier/Interface
- Mac Pro G5 with A VID ProTools v10 HD
- Digidesign 192 I/O Audio Interface

- Digidesign 96i I/O Audio Interface
- Yamaha HS80 Studio Monitors
- Mackie HR624 Studio Monitors
- Furman Headphone Distribution Center
- M-Audio USB MIDI Controllers
- Furman and Monster Power Conditioners
- 5 iMac Workstations with MBox Audio Interfaces, running ProTools v10-v12.5
- Mic Cabinet Includes: Shore/Sennheiser/Audix/AKG/Electrovoice/MXL
- Headphones: AKG/Sony
- Instrumentation Includes: Fender/Martin/Charvel/Tama/Zildjian
- Outboard Processing Includes: Lexicon/Yamaha/Dbs/Aphes
- Assorted Mic Cables/Snakes-Sub-Snakes/AKG & K&M Microphone Stands
- Adapters and Couplers

Studio B:

- Focusrite C24 Studio Control Surface
- Focusrite Octopre Microphone Preamplifier/Interface
- A VID HD I/O Audio Interfaces
- MacPro G5 with ProTools Ultimate v2020
- 5 Mac Minis with Focusrite 2i2 Audio Interfaces Running ProTools v2020
- Dbx 165 Analog Vintage Compressors/Lexicon PCM81/Aphex Tubessence
- Microphone Preamplifier/BBE 882 Sonic Maximizer
- Chameleon Labs 7702 Microphone Preamplifiers/Universal Audio LA610
- Furman HDS 6 Headphone Distribution Center
- Hafler Transnova P3000 Power Amplifiers/Event 20/20 Nearfield Monitor Speakers/Yamaha NS10 Nearfield Monitor Speakers
- M-Audio USB MIDI Controllers/Akai-MPC USB Mini Keyboard MIDI Controllers
- Furman and Power Conditioners
- Mic Cabinet Includes: Rode/Shure/Sennheiser/Audix/AKG/Electrovoice/MXL
- Headphones Includes: AKG/Sony/Beyerdynamic
- Instrumentation Includes: Fender/Martin/Charvel/Tama/Zildjian
- Assorted Mic cables/Snakes-Sub-Snakes/AKG & K&M Microphone Stands, Misc. Adapters & Couplers

Studio C:

- Mac Mini with Focusrite 18i20 Audio Interface running ProTools v2020
- Furman and Power Conditioner
- A VID S1 EUCON Desktop Control Surface
- A VID PROTOOLS Dock Control Surface
- M-Audio USB MIDI Controllers/Akai-MPC USB Mini Keyboard MIDI Controllers
- JBL 4208 Nearfield Monitors
- Assorted Mic Cables/Snakes-Sub-Snakes/AKG & K&M Microphone Stands, Misc. Adapters & Couplers

Faculty

[Revised listing of Faculty in Addendum on pages 114-115](#)

Radio:

- Tommy Collins (Radio Program Chair)
 - AAS in Radio and Television Broadcasting - International College of Broadcasting
 - AAS in Marketing - Lakewood Community College
- Aaron Cline
 - AAS in Recording Audio Engineering - International College of Broadcasting
- Erica Jones
 - BA in History - Smith College
- Glenn Moore
 - AAS in Communication - Sinclair Community College

Recording Audio Engineering:

- Todd Huffman (Audio Engineering Program Chair)
 - AAS in Recording/Audio Engineering and Video Production - International College of Broadcasting
- Michael Bisig
 - MA in Music Education - Wright State University
 - BA in Music - Wright State University
- Jason Jordan
 - AAS in Recording/Audio Engineering and Video Production - International College of Broadcasting
- Shaun O'Shaughnessy
 - BA in Music Technology - Capital University
 - AAS in Liberal Arts in Science - Sinclair Community College
- Jamie Murrell
 - Bachelor of Music in Jazz Studies - Central State University
 - Specialist certificate in Advanced Guitar - Berklee College of Music
 - AA in Liberal Arts - Chatfield College

Video Production:

- Tyrone Williams (Video Production Program Chair)
 - BFA in Digital Design - America Intercontinental University
 - AAS in Recording/Audio Engineering and Video Production - International College of Broadcasting

General Education:

- John Boucavalas
 - MA in Communications - Antioch University
 - BA in Communications - University of Dayton
- Mark Genovese
 - MA in Communications Studies - St. Mary's University
 - MA in International Relations - St. Mary's University
 - MA in Political Science - St. Mary's University
 - BA in Political Science - St. Mary's University

- Dean Leonard
 - MA in English - Wright State University
 - BA in Motion, History, Theory, and Criticism - Wright State University
- Mindy Neeb
 - MS in Psychology - Capella University
- Clark Powell
 - MBA in Technology Management - University of Phoenix
 - BS in Computer Science - Wright State University
- Bradley Sauls
 - Doctoral Degree of Environmental and Social Sustainability - Colorado Technical University
 - Master's in marketing - Colorado Technical University
 - BA in History - University of Tennessee
- Shontese Walker
 - MS in Industrial and Systems Engineering - Auburn University
 - M.Ed, Adult Education, Trident University
 - BS in Mathematics - Tuskegee University
- April Wolford
 - MS in Organizational Leadership - Union Institute & University
 - BA in Humanities: Literature/Women's Studies - Antioch University

Academic Programs

Diploma Program - Broadcasting I

Educational Objectives

The Diploma Broadcasting I program includes courses designed to give the student the basic entry level skills to work in radio and television stations.

The student can select an emphasis in either Radio or Television for additional experience in and exposure to the area of particular interest to the student. All courses offered in this program are also found in the associate degree at ICB. The Diploma Program is designed for the individual who wants to understand the broadcast industries and the opportunities it has to offer.

The program achieves this through a combination of lecture and in-studio experience, with the emphasis placed on “hands-on” training. Students will learn to take projects from their initial concepts to finished production. Students will be able to create short videos, graphics, and broadcasts. They will also understand microphones, audio boards and mixing/mastering. Students will develop skill sets in Adobe Premiere and Audition, lighting, microphones, social media, and studio procedures and production.

Students who complete the Broadcasting Diploma Program will be qualified for positions such as but not limited to: Board Operator, Camera Operator, Entry Level Positions in the Broadcasting Field, Radio On-Air Personality, Social Media Manager, and Television Lighting Tech.

Program Details

Credential Awarded: Diploma in Broadcasting

Program Credit Hours: 38 Semester Credit Hours

Semesters: 3 Semesters, each at 15 weeks in length

Course Modality and Offering: Online or onsite, day or evening

Program Completion: 45 Weeks

Maximum Class Size: 15 Students



Required Courses for completion in the Broadcasting I - Diploma Program:

<u>Course #</u>	<u>Title of Course</u>	<u>Semester Credit Hour</u>
HUM 110	Communications & Public Speaking	3 Credit Hours
HUM 203	Broadcast Writing	2 Credit Hours
HUM 207	Journalism	2 Credit Hours
HUM 210	Career Development	2 Credit Hours
RAD 1016	Introduction to Radio	4 Credit Hours
RAD 1017	Radio News & Production	4 Credit Hours
RAD 1020	Multimedia/Broadcasting Internship	1 Credit Hour
SM 1010	Social Media I	4 Credit Hours
VID 1020	Introduction to Video	4 Credit Hours
VID 1021	Video Production	4 Credit Hours
<u>Radio Emphasis:</u>		
RAD 1018	Advanced Radio & Sales	4 Credit Hours
SM 1011	Social Media II	4 Credit Hours
<u>Video Emphasis:</u>		
VID 1022	Video Production III	4 Credit Hours
VID 1023	Video Production IV	4 Credit Hours
	Total Credit Hours Required =	38 Credit Hours

Associate Degree Program of Applied Science in Multimedia Production and Broadcasting

Educational Objectives

The Associate Degree Program includes courses designed to give the student a full understanding of Multimedia Production and Broadcasting, as well as to prepare the student for employment in the expanding area of Social Media Communications.

Content of the program has been developed to enrich each student's overall concept of business and technology. Basic and general educational courses enhance technical education and enable students to advance toward career objectives. The skill sets found in the general education courses identify specific skills in giving presentations, brainstorming, storytelling, ethics, project management, market research, trends, and the psychological, social, and political history of media.

The program achieves this through a combination of lecture and in-studio experience, with the emphasis placed on "hands-on" training. Students will learn to take projects from their initial concepts to finished production. Students will be able to create short videos, radio and news broadcasts and graphics. They will also understand microphones, audio boards and radio/television control rooms. Students will develop skill sets in Adobe Premiere, Audition, lighting, microphones, digital media distribution, audio workstations and studio procedures and production.

Students who complete the Multimedia Production and Broadcasting Degree Program will be qualified for positions such as but not limited to: Camera Operator, Copyright, Disc Jockey, Floor Director, Master Control Tech, Music Director, Production Assistant, Promotion Director, Radio/TV Sales Rep, Social Media Manager, Traffic Coordinator, and Video Editor.

Program Details

Credential Awarded: Associate Degree in Applied Science in Multimedia Production and Broadcasting

Program Credit Hours: 65 Semester Credit Hours

Semesters: 5 Semesters, each at 15 weeks in length

Course Modality and Offering: Online or onsite, day or evening

Program Completion: 75 Weeks

Maximum Class Size: 15 Students

The program is also available on a part-time basis, the length of time to complete the program on a part-time basis, is dependent on each individual student's class load for each semester.



Required Courses for completion in the Associate Degree of Applied Science in Multimedia Production and Broadcasting Program:

Technical Courses		
<u>Course #</u>	<u>Title of Course</u>	<u>Semester Credit Hours</u>
RAD 1016	Introduction to Radio	4 Credit Hours
RAD 1017	Radio News & Production	4 Credit Hours
RAD 1018	Advanced Radio & Sales	4 Credit Hours
VID 1020	Introduction to Video	4 Credit Hours
VID 1021	Video Production II	4 Credit Hours
VID 1022	Video Production III	4 Credit Hours
VID 1023	Video Production IV	4 Credit Hours
	Total Credits Required for Technical Courses =	28 Credit Hours
Applied General Education Courses		
<u>Course #</u>	<u>Title of Course</u>	<u>Semester Credit Hours</u>
HUM 203	Broadcast Writing	2 Credit Hours
HUM 207	Journalism	2 Credit Hours
SM 1010	Social Media I	4 Credit Hours
SM 1011	Social Media II	4 Credit Hours
	Total Credits Required for Applied General Education Courses =	12 Credit Hours
General Education Courses		
<u>Course #</u>	<u>Title of Course</u>	<u>Semester Credit Hour</u>
HUM 105	Business Management	3 Credit Hours
HUM 110	Communications & Public Speaking	3 Credit Hours
HUM 115	College English	3 Credit Hours
HUM 120	Environmental Science	3 Credit Hours
HUM 125	Political Science	3 Credit Hours
HUM 130	Psychology	3 Credit Hours
HUM 204	Mass Media	2 Credit Hours
HUM 210	Career Development	2 Credit Hours
MTH 105	College Algebra	3 Credit Hours
	Total Credit Hours for General Education Courses =	25 Credit Hours
	Total Credit Hours for Program Completion =	65 Credit Hours

Associate Degree Program of Applied Science in Video Production/Recording Audio Engineering

Educational Objectives

The Associate Degree Program in Video Production/Recording Audio Engineering includes courses designed to give the student a full understanding of Video Production and Recording/Audio Engineering, both as separate disciplines and in a marriage of the two.

The ability to work in both visual and audio is increasingly important. The program concentrates on the audio art as it relates to the traditional music recording industry and its partnership with video. Basic and general education courses enhance technical education and enable students to advance toward career objectives. The skill sets found in the general education courses identify specific skills in giving presentations, brainstorming, storytelling, ethics, project management, market research, trends, and the psychological, social, and political history of media. The emergence of new technologies and program forms brings the need for well-rounded, versatile professionals, trained in both video and audio.

Students who complete the Video Production/Recording Audio Engineering Degree Program will be qualified for positions such as but not limited to: Sound Technician, Videotape Librarian, Graphic Artist, Audio Producer, Audio Recording Engineer, Music Director, Producer, Video Editor.

The program achieves this through a combination of lecture and in-studio experience, with the emphasis placed on “hands-on” training. Students will learn to take projects from their initial concepts to finished production. Students will be able to create short videos, graphics, and broadcasts. They will also understand microphones, audio boards and mixing/mastering. Students will develop skill sets in Adobe Premiere, lighting, microphones, social media distribution, mixers, digital audio workstations and studio procedures and production.

Program Details

Credential Awarded: Associate Degree in Applied Science in Video Production/Recording Audio Engineering

Program Credit Hours: 65 Semester Credit Hours

Semesters: 5 Semesters, each at 15 weeks in length

Course Modality and Offering: Online or onsite, day or evening

Program Completion: 75 Weeks

Maximum Class Size: 15 Students

The program is also available on a part-time basis, the length of time to complete the program on a part-time basis, is dependent on each individual student's class load for each semester.

Required Courses for completion in the Associate Degree of Applied Science in Video Production/Recording Audio Engineering Program:

Technical Courses		
<u>Course #</u>	<u>Title of Course</u>	<u>Semester Credit Hours</u>
VID 1020	Introduction to Video	4 Credit Hours
VID 1021	Video Production II	4 Credit Hours
VID 1022	Video Production III	4 Credit Hours
VID 1023	Video Production IV	4 Credit Hours
REC 1221	Recording/Audio Engineering 1A	4 Credit Hours
REC 1222	Recording/Audio Engineering 1B	4 Credit Hours
REC 1223	Recording/Audio Engineering 2A	4 Credit Hours
REC 1224	Recording/Audio Engineering 2B	4 Credit Hours
AUD 203	Studio Maintenance	2 Credit Hours
	Total Credits Required for Technical Courses =	34 Credit Hours
Applied General Education Courses		
<u>Course #</u>	<u>Title of Course</u>	<u>Semester Credit Hours</u>
AUD 205	Music Industry & History	3 Credit Hours
SM 1010	Social Media 1	4 Credit Hours
AUD 201	Music Theory	2 Credit Hours
	Total Credits Required for Applied General Education Courses =	9 Credit Hours
General Education Courses		
<u>Course #</u>	<u>Title of Course</u>	<u>Semester Credit Hour</u>
HUM 204	Mass Media	2 Credit Hours
HUM 130	Psychology	3 Credit Hours
HUM 105	Business Management	3 Credit Hours
MTH 105	College Algebra	3 Credit Hours
HUM 110	Communications & Public Speaking	3 Credit Hours
HUM 115	College English	3 Credit Hours
AUD 220	Career Exploration & Development	2 Credit Hours
HUM 120	Environmental Science	3 Credit Hours
	Total Credits Required for General Education Courses =	22 Credit Hours
	Total Credit Hours for Program Completion =	65 Credit Hours

Course Descriptions

HUM 001- Foundations English - 3 Credit Hours - Modality: Online

(No prerequisite)

A course to assist students in achieving a level of competence as writers that will prepare them to work successfully in advanced studies. Fundamentals of standard written English are developed and reinforced. Students whose score on the placement examination is below the minimum required must enroll in this course. This course does not apply toward the graduation requirements of any program, and the grade is not counted in the grade point average. Foundations English is a Pass or Fail course, upon completion students will receive an “S” or “U” indicator for Satisfactory or Unsatisfactory.

MTH 001- Foundations Math - 3 Credit Hours - Modality: Online

(No prerequisite)

A course to develop and improve the basic skills of working with numbers and fundamental math operations. The number system: addition, subtraction, multiplication, and division of whole numbers, fractions, decimals, and percents; integers, exponents, and one-step algebraic equations are covered. Students whose scores on the placement examination fall below the minimum required must enroll in this course. This course does not apply toward the graduation requirements of any program, and the final grade for this course is not counted in the grade point average. Foundations Math is a Pass or Fail course, upon completion students will receive an “S” or “U” indicator for Satisfactory or Unsatisfactory.

AUD 201 - Music Theory - 2 Credit Hours - Modality: Onsite

(No prerequisite)

As applied to a recording, a thorough investigation of terminology used harmonies, chords, and other musical structures such as the hook, the beat, rhythms, orchestration, arrangements, and composition.

AUD 203 - Studio Maintenance - 2 Credit Hours - Modality: Onsite

(No prerequisite)

Studio Maintenance is designed to give the student a basic knowledge of troubleshooting problems, and maintaining the studio’s technical functions, for repairing cables to servicing a multi-track recorder. Analog tape editing is another task that is taught during this course. This course will give the student the ability to ensure that a recording studio’s equipment is properly maintained and operating to its fullest potential.

AUD 205 - Music Industry and History - 3 Credit Hours - Modality: Onsite

(No prerequisite)

This course will track the advancement of technology from the early discs and drums to today's digital audio technology. Students will also discuss the process a song travels, from "creation to stardom."

AUD 220 - Career Exploration & Development - 2 Credit Hours - Modality: Onsite

(No prerequisite)

This class is designed to give all recording students a professional engineer's portfolio to assist them in the job market. There are several projects that the student must complete that will be included in the portfolio. The class also assists the student with resume preparation and interviewing skills.

HUM 105 - Business Management - 3 Credit Hours - Modality: Online

(Prerequisite: HUM 115)

A survey of management theory and practices defined in various environments (business, industry, and education) and viewed from different perspectives (manager, employee, and stockholder).

HUM 110 - Communications & Public Speaking - 3 Credit Hours - Modality: Onsite

(No prerequisite)

This course focuses on enhancing students' ability to receive, define, analyze, interpret, and evaluate the ideas and meanings, and feelings available in the environment. An emphasis is also placed on the development of speaking skills through concentrating on various aspects of planning, delivering, and critiquing speeches.

HUM 115 - College English - 3 Credit Hours - Modality: Online

(Prerequisite: HUM 001 contingent on Accuplacer test score)

This course is designed to assist the student in mastering the five-part writing process: pre-writing, drafting, revising, editing, and writing final paper. Students will use effective paragraph development, demonstrate variety in sentence structure, and use proofreading techniques to prepare the final product of research writing assignments. Development of basic skills in research and documentation techniques is also included.

HUM 120 - Environmental Science - 3 Credit Hours - Modality: Online

(No prerequisite)

This course will serve as an introduction to and will cover broad aspects of environmental science and environmental studies. For all cases, the resulting environmental impacts will be studied in detail. Specifically, this course will examine the risks associated with growth in the developing world, environmental impact of population growth on natural resources, mineral and resource extraction, uses of water resources, and renewable and non-renewable sources for power generation.

HUM 125 - Political Science - 3 Credit Hours - Modality: Online

(No prerequisite)

This course describes, investigates, and compares political systems and the impact on various environments.

HUM 130 - Psychology - 3 Credit Hours - Modality: Online

(No prerequisite)

This course is an introduction to the history, practices, and research in the field of psychology.

HUM 203 - Broadcast Writing - 2 Credit Hours - Modality: Onsite

(Prerequisite: HUM 115)

This course is a continuation of the basic writing courses with a particular emphasis on refining writing style as well as learning the basics of broadcast writing.

HUM 204 - Mass Media - 2 Credit Hours - Modality: Online

(No prerequisite)

This course takes an in-depth look at the ways in which technology has been applied to human communication through radio, TV, and publishing.

HUM 207 - Journalism - 2 Credit Hours - Modality: Onsite

(Prerequisite: HUM 115)

This course provides an in-depth look into the process involved in the translation of events into broadcast reporting.

HUM 210 - Career Development - 2 Credit Hours - Modality: Onsite

(No prerequisite)

Examines a structured process which focuses on students' career goals, preparation of cover letters, resumes and interviewing techniques.

MTH 105 - College Algebra - 3 Credit Hours - Modality: Online

(Prerequisite: MTH 001 contingent on Accuplacer test score)

This course examines real numbers, linear equations, polynomials, order of operations, and word problems. Focus on these topics is the development of problem-solving skills and critical thinking.

RAD 1016 - Introduction to Radio - 4 Credit Hours - Modality: Onsite

(No prerequisite)

This introduction course explores the history of the radio industry from its humble beginnings to becoming one of the fastest growing industries today. Students produce their own radio stations and formats, including music, newscasts, commercials, music playlists, program logs, etc. Lecture and classroom discussion prepares the student to “go on the air.” Students organize their stations in both a group and individual effort, and back-timing into network programs is emphasized.

RAD 1017 - Radio Production & News - 4 Credit Hours - Modality: Onsite

(Prerequisite: RAD 1016)

Students learn through classroom instruction that radio is “show business” and the “business” end is discussed at length. Students also learn to write and produce commercial image production campaigns. Editing techniques are introduced as well. Building upon the skills acquired, the principles of radio news are incorporated from the perspective of writing five-minute newscasts and news features through classroom instruction and practical applications.

RAD 1018 - Advanced Radio and Sales - 4 Credit Hours - Modality: Onsite

(Prerequisites: RAD 1016 & RAD 1017)

This segment of the curriculum prepares the student for professional employment. Using all the knowledge garnered to this point, the student creates and produces an “audition” or “air check” tape. Prior to that, radio production, news, and sales are recapped. The student will also go on their own actual sales consultation call and will be versed in the proper ways to organize not only their audition tape, but also resume, cover letter and interview skills, radio sales, from the standpoint of proposals, rate cards, and actual presentations to the class are also conducted.

RAD 1020 - Multimedia Production and Broadcasting Internship - 1 Credit Hour - Modality: Onsite

(Prerequisite: RAD 1016, RAD 1017, & RAD 1018)

The initial experience is designed to combine classroom theory with practical application through supervised job-related experiences. Students are actively involved with the radio and/or television field with a work focus, which relates to their academic training and career objectives.

REC 1221 - Recording/Audio Engineering 1A - 4 Credit Hours - Modality: Onsite

(No prerequisite)

This course will allow students to become proficient in the beginning operations of recording and audio equipment through lecture and in-class labs, providing actual “hands-on” training. The focus will be on basic recording equipment operations and audio terminology with emphasis on basic signal flow, studio set-up and 4-track recording. This course is a prerequisite to Recording/Audio Engineering 1B.

REC 1222 - Recording/Audio Engineering 1B - 4 Credit Hours - Modality: Onsite

(Prerequisite: REC 1221)

The course focuses on more sophisticated audio equipment and recording techniques. Students will learn the operation of a 32-channel mixing console, the 16-track recorder, signal processors and studio procedures. This course is a prerequisite to Recording/Audio Engineering 2A.

REC 1223 - Recording/Audio Engineering 2A - 4 Credit Hours - Modality: Onsite

(Prerequisite: REC 1221 & REC 1222)

Students will be introduced to digital recording, focusing on digital workstations, digital multi-track recording and editing, the Digital Audio Tape (DAT) mix-down procedures. Students also can work with many different styles of music, engineering area musicians, as well as their own personal projects. This course is a prerequisite to Recording/Audio Engineering 2B.

REC 1224 - Recording/Audio Engineering 2B - 4 Credit Hours - Modality: Onsite

(Prerequisite: REC 1221, REC 1222 & REC 1223)

This course will focus on sophisticated recordings, combining digital and analog technology. Students will also learn the basics of live sound reinforcement, commercials/jingles production, album production and digital mastering.

SM 1010 - Social Media 1 - 4 Credit Hours - Modality: Onsite

(Prerequisite: VID 1020)

This course will introduce students to the context and forms of social media including who uses them, who gains from them, and how they are transforming the media. There will be discussions on the etiquette, norms, and law and ethics associated with this ever-changing medium. Students will become familiar with a range of social media tools, analyze, and discuss their uses and implications.

SM 1011 - Social Media 2 - 4 Credit Hours - Modality: Onsite

(Prerequisite: SM 1010)

This course is a continuation of Social Media 1 where students will develop and produce social media outreach and engagement through broadcasting. Students will determine the best approaches to report live events using social media and explain the importance of social media to journalism. Guidelines will also be developed for appropriate use of user generated content for a media organization.

VID 1020 - Introduction to Video Production - 4 Credit Hours - Modality: Onsite

(No prerequisite)

Students will learn the basics of video production during this course. This includes explanation of the various jobs associated with video production and the responsibilities that come with those jobs, the terminology used in the field, and the proper operation of the equipment, in our studio and some techniques that can be used to develop skills on the equipment. The course objectives will be met through in-class lectures, reading assignments from the text, hands-on practice on the equipment, and in-class projects. This course is a prerequisite to Video Production 2.

VID 1021 - Video Production 2 - 4 Credit Hours - Modality: Onsite

(Prerequisite: VID 1020)

Emphasis is on basic editing skills, increasing technical proficiency with production equipment, broadcast promotions and television programming. In-class projects include several live directing projects and two promotional announcements. Class lectures and discussions include topics such as editing strategies, programming topics, audience research, ratings, copyright, network erosion, the impact of cable regulation and self-regulation, pressure groups and censorship and programming in the “public interest.” Students will also examine the impact of new technologies and how they may affect programming and Video Production in the future. This course is a prerequisite to Video Production 3.

VID 1022 - Video Production 3 - 4 Credit Hours - Modality: Onsite

(Prerequisite: VID 1020 & VID 1021)

Writing for television will be emphasized with students preparing scripts and storyboards for several commercials and public service announcements. News production and writing will also be introduced. Lectures will cover writing formats for short-form scripts and news, terminology associated with news and script writing, and how to put together a package for news. Students will sharpen their editing, videography, and production skills through a variety of projects including editing a commercial or PSA and shooting and editing a feature story, music video or on-air promotional video. This course is a prerequisite to Video Production 4.

VID 1023 - Video Production 4 - 4 Credit Hours - Modality: Onsite

(Prerequisite: VID 1020, VID 1021, & VID 1022)

The emphasis is on taking an idea from its initial concept through to a finished product. Students will learn all aspects of production including writing a proposal, setting up budgets and schedules, writing the script, lining up talent and crew, shooting, editing, graphics, audio, and then putting it all together. Students will also put together a 30-minute newscast or similar type of program complete with tape roll-ins and scheduled commercial breaks. Students are encouraged to work in those crew positions in which they have the strongest interest and abilities. Emphasis is on teamwork, timing, and proficiency in the job each student has been assigned.



General Education Courses

General Education coursework is integral to ICB curricula and extends the range of learning while providing context for specialized study in the media field. To this end, communication skills, social sciences, humanities, math, and science courses are included in the curricula to help broaden student's perspectives. Such courses also help develop skills and competencies that broaden student's perspectives. Such courses also help develop competencies that broaden student's academic success, as well as graduates personal and professional potential.

Course Modality

ICB offers courses via every fifteen (15) week semester. All courses draw from our learning management system, MOODLE and in-class instruction. This reinforces active learning, provides a common course structure and communication medium and offers centralized student resources, including course syllabi, objectives, assignments, and grade updates. Course and program objectives are provided in the course syllabi. Courses may be delivered as:

- Onsite: Weekly scheduled contact hours. Depending on the course, each week students will convene for 2-5 hours of in-class instruction. All students enrolled in onsite courses will be required to take some coursework online.
- Online: Weekly schedule synchronous learning that takes place online through our LMS platform. These classes have scheduled contact hours that can range between 2-5 hours in length.

Delivery of Online Courses

All courses will be delivered online utilizing MOODLE as the learning platform for announcements and instruction. The learning platform will be accessible via the ICB website at <https://www.icb.edu/>

ICB will work with students who are unable to provide the items (software/hardware) necessary to be able to participate successfully in any of the distance education courses. The expected learning objectives will remain the same as for onsite courses.

All students will also be participating in residential courses so students will have access to student services, faculty, the Learning Resource Center, and administrative services in person. It is also important to mention that these areas will all also be able to be accessed by appointment via Google Meet. The LIRN system for the LRC will be able to be accessed via any computer that has internet access via username and password. Graduation requirements remain the same for online courses.

Courses offered at ICB online are:

- Business Management

- College Algebra
- College English
- Environmental Science
- Foundations English
- Foundations Math
- Mass Media
- Political Science
- Psychology

Enrollment Status

Enrollment status is determined separately for each semester and is based on all courses in which the student is enrolled within the current semester.

Enrollment statuses:

Credit Hours Enrolled Per Semester	Enrollment Status
12 or more credits	Full Time Status
9-11 credits	Three-Quarter Time Status (3/4 time)
6-8 credits	Half-Time Status (1/2 time)
Less than 6 credit hours	Less than half-time

Admissions

Admissions Requirements

The International College of Broadcasting requires applicants for all programs offered at the college to provide proof of graduation from High School, or its equivalent (GED), to gain admission. Students may confirm their high school completion status on the FAFSA; however, the International College of Broadcasting will require confirmation of high school (or equivalent) completion status.

Required admissions documents:

- Completed transcript requests for prior postsecondary education.
- Driver's License/State ID.
- Proof of completion from an acceptable U.S. High school or high school equivalent.
- ACCUPLACER Testing is required unless prospective student provides official college transcripts showing completion of equivalent College English and/or College Algebra.
- Completion of admissions application.

The below requirements are considered acceptable for U.S. high school graduates to meet the requirement by showing proof of:

- High school diploma.
- Official high school transcript that shows the date when the student graduated.
- A copy of a General Educational Development (GED) certificate or GED transcript that indicates the student passed the exam.

Admissions Procedures

Admissions procedures for the International College of Broadcasting include:

1. The prospective student reached out to ICB.
2. An authorized representative of the school from the admissions office will conduct a personal interview with the prospective student.
3. When the student arrives for a visit to the college, the student is given an admissions questionnaire, to ensure that we are meeting the needs of the student, and then the student is given a tour of the college to determine if the institution is what they are looking for.
4. A follow-up appointment for enrollment is then scheduled with the student to review the required admissions documents for admission into the college.
5. Must successfully complete the SmarterMeasure Learning Assessment and Accuplacer testing.
6. Payment of the registration fee and tuition deposit. A student who has never attended the International College of Broadcasting must pay a registration fee of \$100.00.

ALL STUDENTS ARE REQUIRED TO VISIT THE INSTITUTION PRIOR TO SIGNING AN ENROLLMENT AGREEMENT.

A person may enroll at the school Monday through Thursday from 8:30 a.m. to 7:00 p.m., on Friday from 8:30 a.m. to 5:00 p.m. and on Saturday from 9:00 a.m. to 1:00 p.m. To better serve and allow for one-on-one attention, we ask that students schedule an appointment for enrollment.

The International College of Broadcasting ensures the school neither denies admission nor discriminates against students enrolled at the school based on race, religion, color, gender, sexual orientation, genetic information, age, disability, or national origin. Once the student has been admitted to the college and met all of the necessary admissions requirements, they will receive an acceptance letter from the college confirming the student has met all of the requirements along with their confirmed start date.

Validity of High School Completion

If receipt of the high school completion documents is flagged by the Financial Aid Office, further review will be necessary to confirm the validity of the High School Diploma or high school equivalent. In the event there is reason to believe that the High School Diploma or High School equivalent appears inauthentic or not granted by an eligible post-secondary institution further review may be necessary. Validity is concluded by confirming the high school's accreditation status with the Ohio Department of Higher Education along with the agency that has authority over the location of the high school. If not able to validate through the appropriate agency the Financial Aid Office will perform due diligence by working with the Admissions Office by contacting the high school for additional information as well as consulting the governing body in proximity to the high school that is in question.

Approved High School Diplomas

Students can receive financial aid if the high school diploma has been confirmed as valid. Validity of the diploma can be retroactive within the same academic year, as it applies to FSA guidelines of retroactive disbursements.

Questioned High School Diplomas

If the student should receive notification of their high school diploma being reviewed under further investigation, federal financial aid will not be awarded until the validity of the high school diploma has been confirmed.

Other Admissions Requirements - Foundations Courses

Through the school's entrance testing and evaluation program, applicants with below-average scores will be required to enroll in foundation courses to review the

fundamentals of English and/or Mathematics.

Foundations classes are in addition to the course requirements for any program and, in some cases, extend a student's program beyond the average completion time. Foundations courses are awarded "S" (Satisfactory) and "U" (Unsatisfactory) grades that do not affect a student's grade point average and do not fulfill program graduation requirements.

ACCUPLACER testing cut-off scores are as follows:

English Assessment

- Foundations English: WritePlacer score less than 4
- College English: WritePlacer score greater than or equal to 4

Math Assessment

- Foundations Math: Arithmetic score less than 269
- College Algebra: Arithmetic score greater than or equal to 270

Each student will have only one opportunity to take this assessment. If the student transfers in college credit for College English or College Algebra, they are not required to take the Accuplacer for the transferred course(s).

Course Test-Out

ACCUPLACER course test-out scores are as follows:

English Assessment

- College English: WritePlacer score greater than or equal to 7

Math Assessment

- College Algebra: Elementary Algebra score greater than or equal to 100

Remedial Work

Students who fail to meet the cutoff score from the ACCUPLACER will be required to take Foundations Math and/or English courses before taking College English and/or College Math. Please see the course list for course descriptions.

Transfer Credit Processing

A student transferring from another school will be assessed at the current rate per semester or per credit hour for individual courses. It is highly encouraged and recommended that students that have received prior postsecondary education, request an official copy of all prior higher education transcripts to ensure that they are having their prior educational credits evaluated and potentially transferred. Please have the official transcripts sent to the Admissions office to submit to our Director of Education for evaluation. Turnaround time for evaluation of transfer credits is within 7 to 10 business days.

Students never having attended the International College of Broadcasting must

present an official transcript of records to be evaluated and considered for awarding credit. The grade recorded on said transcript must be a C (2.0) or above. Transfer credits are awarded on a one-to-one basis per semester. Credit for course hours not earned within the past five years may be granted at the discretion of the DOE. Credit for previous training at the International College of Broadcasting will be awarded for successfully completed semesters.

Credit transfer is the right of the receiving institution. A maximum of 25% of a student's program can be accepted for transfer/test-out credit.

Students who are using Veterans Affairs Educational Benefits, all prior educational course transcripts must be requested from previous educational institutions and evaluated.

Articulation Agreements

The International College of Broadcasting does not have articulation agreements with any other institutions.

Re-Admission

Students who have been withdrawn from International College of Broadcasting have the right to apply for readmission into the institution to finish their degree/or diploma program. Processes for readmission follow the same as first time enrolling students, however, the admissions testing will be grandfathered in. Also, depending on the academic performance of the student at the time of termination, an academic appeal may be needed due to their academic performance at the time they exited the institution. The Director of Education will determine if the student's situation has maybe altered in a positive direction in comparison to when they originally were withdrawn from the institution so that the student may be able to finish their degree successfully. The Director of Education will also complete a plan of success that is in the best interest of the student so they may be able to finish their program.

A student may petition for re-entrance to the school, and if accepted, will follow the usual customary admission procedures. A previously paid registration fee to the International College of Broadcasting will be credited for up to one (1) year. Any student desiring re-entry must be cleared through the Financial Aid Department, Education Department, and the Admissions Department. Students desiring re-entry beyond six months following the last date of attendance or failing to re-enter with the next available class will forfeit all monies paid, except the registration fee for previous training. A student who desires re-entry will be assessed at the current rate per semester, or per credit hour for individual courses. A student who was previously enrolled and paid the registration fee and tuition deposit and has not been given a pro-rated refund of \$100.00 will not be required to pay another fee of \$100.00 for the new course of study.

Minimum Cancellation/Refund Policy

A full refund of all fees paid by the applicant (more than \$100) will be made within fourteen (14) days from written notification under the following conditions:

- If the applicant's application for admission is rejected.
- If the applicant cannot attend classes because of an act of God.
- If the applicant is involuntarily inducted into the Armed Forces.
- If the applicant requests, in writing, a refund within five (5) business days after signing a contract, prior to the start of classes, and after having made an initial payment. An applicant may cancel their agreement by notifying, in writing, the Director of Admissions prior to the scheduled starting date of classes.
- If the applicant requests, in writing, a refund after five (5) days after signing an agreement, and prior to the start of classes, an applicant may cancel by notifying, in writing, the director and receive a refund of all fees paid more than \$100.00, Registration Fee.
- In rare instances, should an applicant enroll prior to visiting the school, the applicant will have the opportunity to withdraw without penalty within five (5) business days following a tour or following the regularly scheduled orientation.

Academic Policies

Attendance Policy

ICB assumes that when students attend our institution, there is a required level of professionalism that ensures timeliness and consistency with commitment to educational studies. Every student is expected to participate in academic related activities and attend every class session for which the student is registered. At ICB we are an attendance taking institution, which requires us to monitor students' daily attendance as well as their level of participation in their courses.

In all instances of absence, students shall be responsible for all material covered in class during their absence. Students are responsible for completing any makeup work resulting from their absence. In no circumstance, is an excuse from class to be interpreted as a release from class responsibility.

Any student who misses three (3) consecutive absences of a specific course will be removed from that course. Those who are using FSA may be affected by the reduction in credit hours, in the event the student is removed from the course. ***See section on STUDENT TERMINATION POLICY OR WITHDRAWAL REFUND POLICY for tuition process.***

After missing fourteen (14) consecutive class absences, on the fifteenth day (15) the student is considered withdrawn from ICB. **For those using financial aid, in this case financial aid may be affected.** Attendance is monitored through our student information system, as well as the student's LMS portal, and is reviewed daily by the Director of Education to ensure that attendance is properly recorded and monitored.

Students are withdrawn based on the last date of attendance and are eligible for re-entry at the next scheduled term start date. If a student provides notification to ICB of their intent to withdraw prior to the date that ICB normally would determine that a student has withdrawn, the date of determination is the date of the student's notification to ICB.

Instructors shall provide students returning to class, after a legitimate absence, with appropriate assistance and counsel about completing missed assignments and class material. Neither academic departments nor individual faculty members are required to waive essential or fundamental academic requirements of a course to accommodate student absences. However, each circumstance will be reviewed on a case-by-case basis.

Academic Participation

Academic participation is active participation by a student in an instructional activity related to the student's course of study. Academic participation is directly tied to academic performance and regular academic engagement is required.

Make-Up Work

Students are responsible for all work missed due to an absence and must contact the instructor for make-up work. In the event class falls on a scheduled holiday, the instructors are required to determine a day and time to meet with students to make-up the work that would have taken place during the scheduled class time.

Cancelled Classes

When a scheduled class is cancelled, one or a combination of the following may occur to meet contact hour requirements:

- Rescheduling the class
- Adding time to a remaining onsite class
- Establishing a deadline for completion of course assignments.

Leave of Absence (LOA) Policy

The institution does not offer a Leave of Absence.

Attendance Appeals

Students who have been withdrawn due to accumulated fourteen (14) consecutive calendar day absences may file an attendance appeal, **within three (3) calendar days of the institution's date of determination** and notification to student. The Director of Education will determine if the student has all the necessary documentation for an appeal to be approved. To submit an attendance appeal, students may construct a letter to the Director of Education discussing the legitimate reasons for their excessive absences and what their plan is to finish the term. Legitimate reasons for an "excused" absence include, but are not limited to, illness and injury, disability-related concerns, military service, death in the immediate family, and participation in an approved concert or athletic event. Students will be notified via email, text, and postal mail within twenty-four (24) hours of receiving the attendance appeal that a decision has been made.

If you have a medical or family emergency which requires you to be absent, contact the instructor immediately to inform them of the situation, and to make arrangements concerning additional absences.

If the student does not return within two (2) weeks of attendance appeal being approved, the student will be subjected to attendance withdrawal again and will not be allowed to submit another attendance appeal.

Distance Education Attendance Requirements

Distance Education attendance requirements are the same as the requirements for on campus courses. Students must login to their google meets at the scheduled class start time. Academic engagement is directly tied to academic performance that is required for online coursework; examples of academic engagement include:

- Class Lecture (Instructor and student discussion and participation)
- Recitation
- Field or laboratory activity
- Courseroom assignments
- Courseroom quizzes and tests

Participation in these activities is a requirement to meet the academic requirements for distance education courses. Lack of participation will affect the grade in the course as well as affect the student's attendance. Students should be prepared to actively participate on camera and their standard of conduct should be professional.

Veterans Affairs Attendance Policy

In the case of a military commitment, students may notify the Director of Education for interruption in training. In the case of military reserve commitment, the student may make prior arrangements to accommodate any missed assignments or projects.

The school has the responsibility and the capability of reporting to the VA within thirty (30) days, status changes such as dropping and adding courses, failure of the student to maintain continuous attendance, or withdrawal from the school. The effective date of withdrawal will be the last date of attendance.

Students enrolled in the Diploma Program, the VA shall be notified of student's termination when the absences reach more than seven (7) calendar days or equivalent in a semester. Extenuating circumstances may be appealed within fifteen (15) calendar days of the seven absences to the Director of Education.

In order to remain eligible to use Department of Veterans Affairs (VA) educational benefits, students must remain fully engaged in their courses as well as attending the scheduled-on campus courses.

Student Tuition Termination/Withdrawal Policy

The approved refund policy for a registered school in the State of Ohio is as follows:

- A. A student who starts class and withdraws during the first full calendar week of the semester shall be obligated for twenty-five percent (25%) of the tuition and refundable fees for that academic term plus the registration fee.
- B. A student who withdraws during the second full calendar week of the academic term shall be obligated for fifty percent (50%) of the tuition and refundable fees for that academic term plus the registration fee.
- C. A student who withdraws during the third full calendar week of the period academic term shall be obligated for seventy-five percent (75%) of the tuition and refundable fees for that academic term plus the registration fee.
- D. A student who officially withdraws beginning with the fourth full calendar week of the academic term will not be entitled to a refund of any portion of the tuition or refundable fees.

All refunds will be calculated based on the last date of attendance. Any refunds due to the Federal Title IV Student Financial Assistance Programs, to the student, to the Ohio Board of Regents, etc. will be made within thirty (30) days from the institution's Date of Determination (DOD).

ICB is accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC). ACCSC does not have a refund policy. Only in the absence of State policy, does ACCSC require schools to follow its minimum cancellation and settlement policy. Therefore, ICB is required to use only the State and Institution policy.

Satisfactory Academic Progress

[See revised SAP Policy in Addendum pages 116-123](#)

The purpose of training is to prepare all undergraduate students for immediate employment in the field of study upon graduation. Satisfactory academic progress applies to all students enrolled in an educational program and whether they are using financial aid or not. Grading is administered to correlate the student's level of achievement on tests, studio projects, mid-terms, and final exams. The student is furnished with a progress report at the end of each term as well as notification of their academic and financial aid status. The satisfactory academic progress (SAP) of all students is evaluated for the purpose of establishing academic standing in the program. Satisfactory academic progress (SAP) is evaluated at the end of the term.

To maintain satisfactory academic progress (SAP) a student must satisfy the academic requirements and specific program requirements as well as make satisfactory academic progress, as required by federal law.

Students must demonstrate satisfactory academic progress toward completing their academic program by meeting our established standards of academic progress in these three specific measurable areas of cumulative grade point averages (CGPA),

completion rate/rate of progress (pace), and maximum timeframe. Satisfactory academic progress (SAP) is measured using these qualitative and quantitative standards.

- **Qualitative** progress is measured by cumulative grade point average.
- **Quantitative** progress is measured by cumulative completion rate/rate of progress (pace) and maximum time frame. The institution ensures that the students will have an evaluation of their measured qualitative and quantitative standards at the end of the term (payment period).

Term and cumulative grade point averages (CGPAs) are calculated at the end of the term. At the end of the term, academic progress evaluations take place reviewing a student's academic standing.

Students that do not meet the minimum academic standards for satisfactory academic progress (SAP), are notified via student email, their progress report and postal mail regarding their academic standing at the end of the term. Students also have the option to review their academic standing via their online student portal.

Qualitative Standards

Our grade-based standards are reviewed at the end of the term. Cumulative grade point average (CGPA) is reviewed to determine if the student is meeting basic requirements for the qualitative standards portion of our satisfactory academic progress. Below is our grading scale for these standards:

- **A - 4 points (100% - 90%)** Indicates superior grasp of material, earned through excellent performance on all assignments and examinations and a very strong indication of career success.
- **B - 3 points (89% - 80%)** Indicates a good level of proficiency and a strong indication of career success.
- **C - 2 points (79% - 70%)** Indicates a satisfactory level of achievement to enable successful employment or completion of further course work.
- **D - 1 point (69% - 60%)** Indicates probationary grade and a marginal level of achievement. Students earning this grade are expected to seek extra help to correct deficiencies or may be asked to repeat the semester. Conferences with the student, instructor, and the director will determine the best course of action to take to promote academic success.
- **F - 0 points (59%-0%)** Indicates an insufficient comprehension of material to permit promotion to the next semester. Students must consult the Director of Education for further guidance concerning the repetition of the course.

Grades are computed by points earned divided by course points; then multiplied by 100 which will give a percentage earned for the course in which grades A, B, C, D and F are received.

Grades are posted online via the student portal for their midterm and final grades and are available upon request at any point in their term. At the end of the term, grades are posted online via the student portal and available on their unofficial transcript. Students are given a copy of their unofficial transcripts at the end of each term to keep track of their progress.

Cumulative Grade Point Average (CGPA)

- A student must maintain a minimum cumulative grade point average (CGPA) of 2.0 or higher.
- Satisfactory (S), Unsatisfactory (U), Incompletes (I) and Withdrawal (W) grades are not used in calculating CGPA.
- Credits earned by examination or transferred from another institution are also not used in calculating CGPA.
- When a student repeats a course, the highest grade achieved in that course is used in calculating CGPA.
- Academic standing is stated in the conditions of a cumulative grade point average (CGPA), which is calculated at the end of each term and is based on all grades and credit hours earned to date in the student's respective program. Remedial Courses are not calculated in the cumulative grade point average (CGPA) nor in the final grade point average (GPA).

Quantitative Standards

Quantitative standards are reviewed at the end of the term to evaluate if a student has met satisfactory academic standards. Quantitative standards apply to courses that are considered remedial coursework as well as having been repeated or withdrawn from. These factors impact the completion rate/rate of progress (pace) as well as the maximum timeframe that students are expected to complete. The quantitative standards are listed below:

Completion Rate/Rate of Progress (PACE)

CALCULATION FOR COMPLETION RATE/RATE OF PROGRESS (PACE):

Total number of credit hours earned divided by the total number of credit hours that have been attempted = % of completion.

- A student must successfully maintain a minimum of 67% of all credit hours attempted, including those attempted in remedial courses.
- Incomplete courses will be calculated at the end of the term to determine if the student is meeting pace. They will also be counted as credits attempted.
- Repeated courses will be calculated as credits that have been attempted for the calculation of pace.

- Credits transferred from another institution are included as credits attempted and completed for the purpose of calculating cumulative completion rate.
- The grades of A, B, C, D and S indicate successful course completion for purposes of this policy. The grades of F, W and U indicate a lack of successful course completion.
- To keep good academic standing a student must earn credit toward completion rate/rate of progress (pace) including courses withdrawn from.
- A student must successfully maintain a minimum of 67% of all attempted credit hours. A student who does not maintain the minimum pace at the end of the term is placed on academic warning.

Maximum Timeframe

CALCULATION FOR MAXIMUM TIMEFRAME:

A student completing a program requiring 65 credit hours only has 97.5 attempted credit hours to complete that degree. ($65 \times 1.5 = 97.5$. The U.S. Department of education does not recognize partial numbers. The institution will round up to 98 credit hours attempted.)

- A student must complete their academic program within a maximum of 150% of the published length of the educational program as measured in credit hours.
- Credits transferred from another institution are included as credits attempted and completed for the purpose of calculating the maximum time frame.
- At the end of the term the Director of Education reviews each student's academic performance to determine whether the student is approaching their maximum timeframe for credits hours that have been attempted. At this point, we will determine if the student is able to complete their program within the maximum timeframe and not at the point that they reach the maximum time frame. In the event the student will not complete their program before reaching the maximum time frame, the student will be notified via email and postal mail that they no longer can complete their program within the 150% maximum timeframe. Students have the right to appeal against the decision regarding their maximum timeframe status. See section below for "STUDENTS HAVE THE RIGHT TO APPEAL THEIR ACADEMIC PROBATIONARY STATUS" regarding how to submit an academic appeal.

Satisfactory Academic Progress Definitions

Good Standing - All students, whether they are using financial aid or not, is considered in Good Standing status if the student has: (1) successfully completed a minimum of 67% of the credit hours attempted; (2) not exceeded the maximum time frame; and (3) maintained at least the minimum cumulative grade point average (CGPA) of 2.0.

Academic Warning (Financial Aid Warning) - Students not meeting the academic requirements, whether they are using financial aid or not, will be placed on academic warning status if the student's cumulative grade point average (CGPA) falls below the minimum of 2.0, the student fails to successfully complete at least 67% percent of the credit hours attempted, and the student is reaching the point of their maximum timeframe. A student in academic warning status will be given one subsequent term to return to Good Standing status.

Financial aid is available to eligible students in academic warning status. A student who does not return to Good Standing status within the subsequent term will be placed on academic probation status. Academic warning students who fail to meet satisfactory academic progress (SAP) after the warning period will lose their financial aid eligibility after the warning period ends.

All students will be notified via email, progress report and via postal mail of their academic warning status; and that they must bring their academic standing up to the academic requirements to return to Good Standing.

To maintain satisfactory academic progress (SAP) a student must maintain their qualitative and quantitative standards.

Academic Probation - Students who did not return to good standing after their academic warning status after the subsequent term, whether they are using financial aid or not, will be placed in academic probation status. A student in academic probation status is not eligible to receive financial aid. This status continues during periods of non-enrollment. Students will be notified via email, progress report and postal mail of their academic probation status. Students who are placed on academic probation can submit an academic appeal to the Director of Education for consideration.

Financial aid is not available to students in this academic standing unless they submit an approved academic appeal.

Students Have the Right to Appeal Their Probationary Status

A student may appeal the determination of satisfactory academic progress (SAP) of their probation status from the college to the Director of Education based upon extenuating circumstances. Extenuating circumstances are situations such as the death of a relative, serious injury or illness of the student, or any other special circumstances.

The students must submit their appeal in writing to the Director of Education at the school before the beginning of the next term. Within the appeal, the student must address the mitigating circumstances that prohibited them from successfully completing their courses, what their plan is moving forward to achieve successful

completion of their courses and what has changed so they are able to successfully meet SAP requirements.

Academic Plan for Students In Academic Probationary Status

Institution plan is a succession plan toward education completion that the student and the institution must review and follow. Within the academic plan it must list the processes for success of the student and what they will need to address to meet satisfactory academic progress (SAP). The academic plan must state what the student will do to maintain their cumulative grade point average (CGPA), along with successful course completion within the term, and completion of attempted credits before meeting the maximum time frame of 150%.

A student's progress on academic warning status will be reviewed again at the end of the term to ensure that the student has met the requirements for satisfactory academic progress (SAP) as noted in their academic plan.

Re-Establishing Financial Aid Eligibility

Students receiving financial aid can reestablish their financial aid eligibility by submitting an academic appeal in writing to the Director of Education. Students who successfully appeal will be placed in the subsequent term under financial aid probation status, and they will have the opportunity to try to get their academic status up to good standing. The student is eligible to receive financial aid if the student continues to meet the academic plan requirements and will be held to the requirements that are notated in the plan. Once the student returns to good standing the financial aid probation status will be removed. Failure to meet the requirements by the end of the financial aid probation period the student will be subjected to a second dismissal. Students will be notified of their academic and financial standing at the end of the term via their progress report, email, and postal mail.

Incompletes, Withdrawal, and Repetition

INCOMPLETES

Students with course incompletes are eligible to continue receiving financial aid if the following conditions are met:

- The student is otherwise making satisfactory progress within the course as determined by their instructor.
- The time needed to make up and complete course work is within the program maximum time frame.
- The student is unable to complete some coursework because of unusual circumstances beyond personal control.

Please note: Incompletes are granted in unique situations only. The incomplete is discussed with the instructor and the Director of Education to determine if an incomplete is acceptable in certain circumstances. All required work needs to be submitted no later than two weeks after the end of the term to the instructor.

Once the student has completed all required coursework for the course, the “I” indicator for the grade must be converted to a letter grade of either A through F, or to an S or U indicator. Courses that contain the indicator of “I” will be counted in attempted hours but are not counted in any cumulative grade point average (CGPA) or grade point average (GPA) calculations. If the student does not meet the requirements within the allotted time frame, the “I” indicator will then be converted to an “F” grade. Once the “F” grade is applied to the term the grade point average (GPA) and cumulative grade point average (CGPA) are recalculated for that term.

To request an incomplete for the course, the student must request to complete a “Course Incomplete Request Form” and gain approval from the instructor. Once approval is granted, the instructor will then submit the form to the Director of Education for documentation prior to the grade deadline.

Please note: Due to a course incomplete the graduation completion date may change. You will be notified through your student portal as well as in advisement by the Director of Education when in consultation.

WITHDRAWALS

A student desiring to withdraw from the college should contact the Director of Education immediately. All official withdrawals from a course or from the school must be in written form and approved by the Director of Education. Withdrawing from the course will impact academic progress in a qualitative and quantitative manner as well as the anticipation program completion date. The “W” that is earned in the course will count as part of the completion rate/pace of progress (quantitative standard) calculation.

Please note: The institution does not have an add/drop period for courses.

REPEATING COURSES

A student can repeat any subject in which they receive a final grade of “F” during the term. However, please note that repeating a course can affect the anticipation program completion date. The student will be charged the full tuition for the course that is to be repeated. Federal regulations limit the number of times a student may repeat a course and receive federal financial aid for that course. Repeating courses will affect your quantitative standards at the institution due to the repeated attempts for the applicable course(s) as well as the cost of tuition. Students using financial aid may receive financial aid under these conditions for repeating a course:

- A student may receive financial aid when repeating a course that was previously failed.

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- A student may receive financial aid to repeat a previously passed course (D or better) ONE additional time.
- Once a student has completed any course twice and earned a passing grade (D or better) they are no longer eligible to receive financial aid for that course.

Examples provided below:

Course Name	1 st Attempt	2 nd Attempt	3 rd Attempt	Eligible for FA for a 3 rd attempt?
HUM 110	F	C	Scheduled	Yes (student passed course one time, eligible for 3rd attempt).
RAD 1016	D	C	Scheduled	No (student passed course twice, not eligible for 3rd attempt).
MTH 105	D	F	Scheduled	No (student passed course first attempt, on the second attempt they failed, no longer eligible for federal financial aid on 3rd attempt).
HUM 115	W	F	Scheduled	Yes (student has not yet passed course, the 3rd attempt is eligible for federal financial aid).
HUM 210	F	F	Scheduled	Yes (student has not yet passed course, the 3rd attempt is eligible for

				federal financial aid).
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Foundations Courses

Students who fail to meet the cutoff score from the ACCUPLACER will be required to take Foundations Math and/or English courses before taking College English and/or College Math.

HUM 001 - Foundations English

A course to assist students in achieving a level of competence as writers that will prepare them to work successfully in advanced studies. Fundamentals of standard written English are developed and reinforced. Students whose score on the placement examination is below the minimum required must enroll in this course. This course does not apply toward the graduation requirements of any program, and the grade is not counted in the grade point average. Foundations English is a Pass or Fail course, upon completion students will receive an “S” or “U” indicator for Satisfactory or Unsatisfactory. (3 semester credit hours)

MTH 001 - Foundations Math

A course to develop and improve the basic skills of working with numbers and fundamental math operations. The number system; addition, subtraction, multiplication, and division of whole numbers, fractions, decimals, and percent's; integers, exponents, and one-step algebraic equations are covered. Students whose scores on the placement examination fall below the minimum required must enroll in this course. This course does not apply toward the graduation requirements of any program, and the final grade for this course is not counted in the grade point average. Foundations Math is a Pass or Fail course, upon completion students will receive an “S” or “U” indicator for Satisfactory or Unsatisfactory. (3 semester credit hours)

Remedial courses are either awarded an “S” or “U” for satisfactory or unsatisfactory academic proficiency in their courses. If the student receives a “U” in their remedial courses, the student is allowed one more attempt to pass the course with an “S” to move forward in their program. Remedial courses are not included in the calculation of maximum timeframe.

- **S - Satisfactory 0 points (100%-60%)** Indicates sufficient comprehension of material of a foundation course. A foundations course does not apply toward the graduation requirements of any program and the final grade for this course is not counted in the grade point average.
- **U - Unsatisfactory 0 points (59%-0%)** Indicates insufficient comprehension of material of a foundations course and the course must be retaken. A foundation course does not apply toward the graduation requirements of any program and the final grade for this course is not counted in the grade point average.

Grading Scale

- **A - 4 points (100% - 90%)** - Indicates superior grasp of material, earned through excellent performance on all assignments and examinations and a very strong indication of career success.
- **B - 3 points (89% - 80%)** - Indicates a good level of proficiency and a strong indication of career success.
- **C - 2 points (79% - 70%)** - Indicates a satisfactory level of achievement to enable successful employment or completion of further course work.
- **D - 1 point (69% - 60%)** - Indicates probationary grade and a marginal level of achievement. Students earning this grade are expected to seek extra help to correct deficiencies or may be asked to repeat the semester. Conferences with the student, instructor, and the director will determine the best course of action to take to promote academic success.
- **F - 0 points (59%-0%)** - Indicates an insufficient comprehension of material to permit promotion to the next semester. Students must consult the Director of Education for further guidance concerning the repetition of the course.
- **I - Incomplete** - A student has two (2) weeks after the end of the semester to complete incomplete work. After this has been completed within the two-week time frame, the “I” indicator will be changed to the earned letter grade.
- **K - Transfer Credit** - Examination or transfer from another institution of higher learning. [See Transfer Credit Processing](#)
- **S - Satisfactory 0 points (100%-60%)** Indicates sufficient comprehension of material of a foundation course. A foundations course does not apply toward the graduation requirements of any program and the final grade for this course is not counted in the grade point average.
- **U - Unsatisfactory 0 points (59%-0%)** Indicates insufficient comprehension of material of a foundations course and the course must be retaken. A foundation course does not apply toward the graduation requirements of any program and the final grade for this course is not counted in the grade point average.

Missing Grades

Semester GPAs and academic standing are not calculated for students with missing grades for the semester. Students are required to have all coursework completed within two weeks after a semester ends, based on requesting a course Incomplete from the course instructor.

Grade Changes

Grade changes (including covering Incompletes to final grades, and changes resulting from student appeals and retroactive grade changes) affect the most recently calculated academic standing.

Grade Appeals

Students who want to appeal their final grade from a specific course of the semester that just ended, must contact their instructor by the Monday before the next term begin date. If coursework remains unresolved after reviewing the grade with the instructor, students may appeal and make a decision on the outcome, this can result in a final grade that may increase, decrease, or stay the same.

Grade appeal requests must be made during the semester immediately following the semester in which the students were enrolled in the course. Grade changes beyond the time allotted for the grade appeal process must be of an unusual nature and are considered a mitigating circumstance. Exceptions must be approved by the Director of Education. Grade changes are not permitted after the award of a degree or diploma except for legitimate grade changes within the allotted grade appeal time period.

Program Transfers

Students wanting to change their primary program must submit a request in writing to the Director of Education of their intention to change their program. The Director of Education will need to then have the student meet with the Director of Admissions to complete a new enrollment agreement with the appropriate start date for the new program. The updated enrollment request will be completed by the Director of Education. Students are required to finish the current semester of enrollment before transferring to the new program in the following semester.

Program transfers may result in students having to take additional coursework to fulfill graduation requirements of the new program.

Transfers to Other Institutions

Course credits are not guaranteed to transfer to other schools. Acceptance of credits is subject to the receiving institution's requirements.



Graduation Requirements

Students enrolled in the Multimedia Production and Broadcasting (MPB) or Video Production/Recording Audio Engineering (VP/RAE) associate degree programs must meet attendance requirements and successfully complete sixty-five (65) semester credit hours in the MPB program and sixty-five (65) semester credit hours in the VP/RAE program with a grade point average of 2.0 or better to graduate.

Students enrolled in the Diploma Broadcasting I program must successfully complete thirty-eight (38) semester credit hours with a grade point average of 2.0 or better to meet graduation requirements. Students in the Diploma program must meet attendance requirements.

Upon successful completion of the Diploma Broadcasting I program; a diploma will be awarded to the student. Upon successful completion of an associate degree program in either the MPB or VP/RAE program, the student will be awarded an Associate Degree of Applied Science in the Multimedia Production and Broadcasting program or Video Production/Recording Audio Engineering program.

Students are eligible to receive the credential granted in their chosen program after successfully completing all courses and other requirements for graduation.

Tuition, Fees, and Financial Aid

Tuition is quoted on a program basis. ICB agrees that there will be no increase in tuition when the student remains in continuous training per terms of the enrollment. Registration is not complete until payment is received or arrangements for payment have been completed. All paperwork required by the Financial Aid office must be completed and filed.

Tuition is due and payable by the first day of each term. If previous arrangements have been made for a monthly payment plan, payment is due on the first day of the month. A student who has an account that is fifteen days delinquent will be allowed to continue classes only at the discretion of the Campus Director of ICB.

Program Cost

Program	Minimum Credit Hours	Tuition per credit hour charge	Total Tuition	Book Charge Estimate*	Total Program Cost
Broadcasting I - Diploma	38	\$538	\$20,444	\$2,200	\$22,644
Multimedia Production & Broadcasting	65	\$538	\$34,970	\$2,200	\$37,170
Video Production/Recording Audio Engineering	65	\$538	\$34,970	\$2,200	\$37,170

*Book charges are estimated due to cost variation per semester.

Calculation of Tuition

ICB charges \$538 a credit hour.

Example:

- \$538 per credit hour x 71 credit hours = \$38,198 total cost of a program including two (2) Foundations courses. Then it is divided into five (5) semesters.
- \$538 per credit x 68 credit hours = \$36,584 total cost of a program including one (1) Foundation course. Then it is divided into five (5) semesters.
- \$538 per credit hour x 65 credit hours = \$34,970 total cost of a program. Then it is divided into five (5) semesters.
- \$538 per credit hour x 38 credit hours = \$20,444 total cost of a program. Then it is divided into three (3) semesters.

Foundations class charge = \$1,365 per course. (This cost is included in the total cost of the program, located above)

Fees

- Registration Fee: \$100.00
- Official Transcripts - \$10.00 (An official transcript is provided to all students after graduation at no charge. Any request for official transcripts after graduation, there will be a charge.)
- Duplicate Copies of Diploma - \$25.00 (A diploma is provided to all students after graduation at no charge. Any request for official transcripts after graduation, there will be a charge.)

Student Termination/Withdrawal Policy

The approved refund policy for a registered school in the State of Ohio is as follows:

1. A student who starts class and withdraws during the first full calendar week of the term shall be obligated for twenty-five (25%) of the tuition and refundable fees for that academic term plus the registration fee.
2. A student who withdraws during the second full calendar week of the academic term shall be obligated for fifty percent (50%) of the tuition and refundable fees for that academic term plus the registration fee.
3. A student who withdraws during the third full calendar week of the period academic term shall be obligated for seventy-five percent (75%) of the tuition and refundable fees for that academic term plus the registration fee.
4. A student who officially withdraws beginning with the fourth full calendar week of the academic term will not be entitled to a refund of any portion of the tuition or refundable fees.

All refunds will be calculated based on the last date of attendance. Any refunds due to Title IV (Financial Aid), to the student, to the Ohio Department of Higher Education, etc. will be made within thirty (30) days from the institution's Date of Determination (DOD).

ICB is accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC). ACCSC does not have a refund policy. Only in the absence of state policy, does ACCSC require schools to follow its minimum cancellation and settlement policy. Therefore, ICB is required to use only the state and institution policy.

Financial Aid

International College of Broadcasting participates in the Federal Student Aid Programs offered by the United States Department of Education. Federal Student Aid is awarded on the basis of need in the form of Federal Grants and Federal Direct Loans. Federal Pell Grants usually are awarded only to undergraduate students who display exceptional financial need and have not earned a bachelor's, graduate, or professional degree.¹ A [Federal Pell Grant](#) does not have to be repaid, except under certain circumstances. Direct Subsidized Loans and Direct Unsubsidized Loans are federal

¹ <https://studentaid.gov/understand-aid/types/grants/pell>

student loans offered by the U.S. Department of Education (ED) to help eligible students cover the cost of higher education. ² Direct Subsidized Loans are available to undergraduate students with financial need. Direct Unsubsidized Loans are available to undergraduate and graduate students; there is no requirement to demonstrate financial need.

The FAFSA® becomes available October 1 of each year. Students who are using Financial Aid are encouraged to complete the FAFSA® every year no later than May 1st of the following year. Completing the FAFSA® early could result in funding for certain programs on a first-come, first-served basis. For specific guidelines for the 2023-2024 FAFSA completion, please visit www.studentaid.gov

Students who are using Financial Aid should complete the 2023-2024 FAFSA® using 2021 income tax information.

Disbursements

Timing of financial aid disbursements are dependent on specific program requirements. For awards to be disbursed, the following requirements must be submitted:

- All paperwork required to process awards-including promissory notes, and verification documents.
- Direct Loan Entrance Counseling if applicable

Disbursements occur throughout the semester, generally beginning within the first week of the semester. Disbursements are based on each student's enrollment status and account information.

Financial Aid Verification

The federal government requires ICB to verify the accuracy of information on certain federal student aid applications. Selected applicants must submit requested documentation before award need based aid is disbursed. Students, as well as parents of dependent students, may be required to submit a copy of their prior-year federal income tax documentation and additional household information. If applicable, other documents may be requested for verification. If any information that is supplied to the financial aid office contains conflicting information, students may be required to provide additional information to resolve the conflict. ***Failure to do so will result in loss or nonreceipt of financial aid.***

Direct Loan Exit Counseling

Federal student aid borrowers are required to complete loan exit counseling for their Federal Direct Loans. Students must complete loan exit counseling when graduating, leaving ICB or enrolling for fewer than six (6) credit hours. Loan exit counseling notifications are provided to all identified students. ICB contacts these students via

² <https://studentaid.gov/understand-aid/types/loans/subsidized-unsubsidized>

student email and postal mail advising them on how to complete loan exit counseling.

Federal Student Aid Programs

The following programs are available to eligible students through the Financial Aid office at International College of Broadcasting:

- Federal Pell Grants
- Federal Supplemental Educational Opportunity Grant
- Federal Direct Loans
- Ohio College Opportunity Grant
- Veterans Administration Benefits

Students are eligible for aid if they:

- Are enrolled as regular students in an eligible program.
- Are U.S. Citizens
- Demonstrate financial need.
- Make satisfactory academic progress toward completing their program.

Federal Pell Grant

Federal Pell Grants usually are awarded only to undergraduate students who display exceptional financial need and have not earned a bachelor's, graduate, or professional degree. (In some cases, however, a student enrolled in a postbaccalaureate teacher certification program might receive a Federal Pell Grant.)

Amounts can change yearly. The maximum [Federal Pell Grant](#) award is \$7,395 for the 2023-24 [award year](#) (July 1, 2023, to June 30, 2024).³

The amount of eligibility depends on

- [Expected Family Contribution](#),
- the cost of attendance (determined by the school for specific programs),
- status as a full-time or part-time student, and
- plans to attend school for a full [academic year](#) or less.

Federal Supplemental Educational Opportunity Grant (FSEOGs)

The FSEOG program is administered directly by the financial aid office at ICB. This grant provides supplemental funds to Federal Pell Grant - eligible recipients who demonstrate exceptional need. Exceptional need is defined as the lowest expected family contribution per federal needs analysis methodology. Since FSEOG funds are limited, students are encouraged to complete the FAFSA® early.

³ <https://studentaid.gov/understand-aid/types/grants/pell>

Federal Direct Subsidized and Unsubsidized Loans, and Federal Direct PLUS Loans

Loans through the Federal Direct Loan Program are obtained from the U.S. Department of Education. These loans have an origination fee, which is subtracted from the value of each loan disbursement.

Loan Fees for Direct Subsidized Loans and Direct Unsubsidized Loans⁴

First Disbursement Date	Loan Fee
On or after 10/01/2020 and before 10/01/2024	1.057%
On or after 10/01/2019 and before 10/01/2020	1.059%

Loan Fees for Direct PLUS Loans

First Disbursement Date	Loan Fee
On or after 10/01/2020 and before 10/01/2024	4.228%
On or after 10/01/2019 and before 10/01/2020	4.236%

Students who demonstrate financial need may be eligible for a subsidy of the Direct Loan interest while in school and for the grace period (first six months after leaving school or dropping below half-time status). The portion of the loan that may be subsidized is limited to the lesser of their demonstrated financial need or the academic year maximum. Students who demonstrate financial need below the academic year maximum may also borrow through this program; however, they are responsible for the interest on the amount borrowed in excess of demonstrated need.

Students enrolled at least half-time may borrow subsidized and unsubsidized Federal Direct Loans. For direct loan grade level, loan type, and lifetime loan limits, please visit: <https://studentaid.gov/understand-aid/types/loans/subsidized-unsubsidized>

Students who are dependent by federal definition to borrow a maximum of education costs less financial aid per academic year (two semesters), may be eligible for Parent Plus Loan. Parent Plus loan eligibility is contingent on approval of the loan from the U.S. Department of Education.⁵

Return to Title IV Policy for Students receiving Financial Aid

The Higher Education Amendments of 1998, as found in Section 484B of the Higher Education Act of 1965, regulates the method institutions must use to determine the amount of Federal funds (financial aid) a student has earned to pay for his or her cost of education. Effective October 7, 2000, any student receiving financial aid and withdraws or is terminated from his/her classes, prior to completing sixty percent (60%) of scheduled days in the term (payment period), the institution must use the federal calculation to determine what percentage of aid the student has earned.

⁴ <https://studentaid.gov/understand-aid/types/loans/interest-rates>

⁵ <https://studentaid.gov/understand-aid/types/loans>

These calculations apply only to those students receiving financial aid and do not complete 60% of scheduled days in the term (payment period). After a financial aid recipient has completed more than 60% of scheduled days in the term (payment period), no federal calculation is required.

Please note: The amount of money given to the institution is not relative to the amount of financial aid earned. The amount of assistance you have earned is determined on a prorated basis. The percentage of time that has lapsed in the term is the percentage of Title IV Aid earned. If the total amount of Federal Student Financial Aid that has been earned is greater than the amount of Federal Financial Aid disbursed to the student or on behalf of the parent (PLUS Loan) as of the date of ICB's date of determination that the student withdrew will be considered a Post Withdrawal Disbursement. For further information regarding Return to Title IV, please see the Financial Aid Department.

Official Withdrawal

The Financial Aid Office uses the last day of physical attendance once the school receives notice from the student that they are withdrawing from school. The student's last day of attendance is used for calculation purposes or refund purposes. The Financial Aid office receives notification from the Director of Education of the official withdrawal and date of determination and begins processing the Return of Title IV funds within 24-48 hours of receipt.

R2T4 Calculation Process

Financial Aid Earned by The Student

The amount of title IV aid that is earned by the student is calculated by dividing the days of actual attendance by the number of calendar days for the term (payment period). The aid that is calculated on the worksheet is either categorized as disbursed or could have been disbursed on the student's behalf. The percentage that is earned, by dividing the days of actual attendance by the number of calendar days, determines how much the student earned of their financial aid. The percentage of title IV aid that a student has potentially earned is either:

1. Equal to the percentage of the payment period that the student completed as of the withdrawal date; or
2. Completion of 60% of the term (payment period) measured in credit hours; or
3. The student has completed 100% of the calendar days of the payment period if the withdrawal date occurs after the 60% threshold of the payment period.

Financial Aid Unearned by The Student

The percentage of title IV aid that is not earned by the student is calculated with the same calculation as title IV aid that is earned. The total amount of unearned title IV aid will need to be returned to the Department within 45 days of the institution's date of determination. The amount of title IV aid to be returned is calculated by subtracting the amount of title IV aid earned by the student by the amount of title IV

aid that was disbursed to the student's account as of the date of the student's withdrawal date.

Payment Period

The International College of Broadcasting (ICB) is a credit hour attendance taking school with standard terms. Our payment period consists of the term scheduled days that the student is expected to attend. The conduct of title IV aid in relation to a student who withdrew from their educational program, must be determined on a standard term payment period basis. The title IV aid that is included in the payment period is aid that the student is eligible to receive in their term. The total number of calendar days in a payment period includes the days within the period that the student was scheduled to complete, minus the scheduled breaks of at least five consecutive days. This number is excluded from the total number of calendar days in a term (payment period).

The total number of calendar days in a payment period do not include:

- Days in which the student was on an approved leave of absence; (which ICB does not have LOA)
- A payment period in which any of the courses are offered in *modules* (ICB does not have courses offered in modules)

Return of Funds - Institutional Responsibility

The Financial Aid office will return the lesser of the total amount of unearned title IV aid that is calculated in accordance with the calculation set forth from the Department of Education, the amount that is equal to the total institutional charges (tuition, fees, and other educationally-related expenses assessed by the institution) incurred by the student for the term (payment period) multiplied by the percentage of title IV aid that has not been earned by the student.

Return of Funds - Student Responsibility

Once the institution has concluded its portion of unearned funds, the student must return their title IV aid that is considered unearned. The amount of title IV assistance that the student is responsible for returning is calculated by subtracting the amount of unearned aid that the institution is required to return from the total amount of unearned title IV aid.

The student and/or parent in the case of funds due to the PLUS loan, must return or repay the amount determined by the calculation. Any title IV loan program in accordance with the terms of the student loan must be acknowledged and subjected to the rules and regulations outlined in the Master Promissory Note.

If there generates a title IV grant overpayment due to the calculation, the student is not required to return:

- A portion of a grant overpayment amount that is equal to or less than 50% of the total grant assistance that was disbursed (and that could have been disbursed);
- 50 dollars or less that is not a remaining balance.
- In the event that a grant overpayment takes place on the student's account, the Financial Aid Office will act in the student's best interest to return the funds on behalf of the student so they are not penalized for having an overpayment which could then be negatively impactful to the student.

Refund Distribution Policy

Once the refund liability for a particular student has been determined, the Department of Education requires the FEDERAL Portion of the refund be distributed in the following manner:

1. Loans. Unearned funds returned by the institution, or the student must be credited to outstanding balances on title IV loans made to the student or on behalf of the student for the payment period for which a return of funds is required. Those funds must be credited to outstanding balances for the payment period for which a return of funds is required in the following order:
 - a. Federal Direct Unsubsidized Loan
 - b. *Federal Direct Subsidized Loan*
 - c. *Federal Direct PLUS Loan received on behalf of the student.*
2. Federal Pell Grant
3. Iraq and Afghanistan Service Grants.
4. Federal SEOG Aid
5. Any other Title IV Program
6. Other Federal, State, Private, or Institutional Student Financial Assistance to the Student.

Refunds to all programs will be made within 45 (forty-five) days from the Date of Determination (DOD) of student withdrawal.

Repayment Policy

When a student has received funds for living expenses, it is determined that the student received more than the budget allows the student to owe a repayment. We will bill the student for the overpayment, following our normal collections procedures in an attempt to collect the funds.

Post Withdrawal Disbursement

If the total amount of Federal Student Financial Aid that has been earned is greater than the amount of Federal Financial Aid disbursed to the student or on behalf of the student (PLUS Loan) as of the date of ICB's date of determination that the student withdrew will be considered a Post Withdrawal Disbursement. In the event that a post-withdrawal disbursement encompasses a federal grant fund, the grant fund will

be applied first before any available loan funds. **Please note: if eligible for federal grant funds will be disbursed as soon as possible but no later than 45 days after the date of the institution's date of determination of withdrawal. **

The financial aid office will notify the student, within 45 days of the institution's date of determination, via email and postal mail of the post withdrawal disbursement regarding if the student or parent (PLUS Loan) is wanting to have the loan funds disbursed on their student account at the institution. Within the notification it will contain an outline of the amounts of their eligible loan disbursements along with which federal loan program it is from. The student and/or parent has the right to accept or decline the funds they are eligible for, and they must respond regarding their acceptance or decline of their eligible loan funds to the institution within at least 14 days.

If the institution receives written notice from the student and/or parent, the institution will process their request as soon as possible but no later than 180 days after the institution date of determination.

If the institution does not receive notification from the student within 14 days, regarding the post withdrawal disbursement, their eligible loan funds may not be credited to their institutional student accounts.

If the institution receives a late reply, after the 14-day time frame, it is up to the institution if it is in the student's best interest to have the post withdrawal disbursements applied to their account. If the institution decides that it is against the student's best interest, notification will be sent to the student as to why the funds were not posted to their account.

If the student does not have outstanding charges on their student account, the amount of aid the student is eligible for will have the aid directly disbursed to the student. International College of Broadcasting will make the disbursement as soon as possible, but no later than 45 days after the institution's Date of Determination.

If the student has an outstanding charge on their student account with the International College of Broadcasting, the Financial Aid office may credit the student's account up to the amount of outstanding charges on their account. If the student does intend to have the funds credited to their account, the post withdrawal notification has listed their obligation to repay the student loan funds that are placed on their student account.

The order in which post-withdrawal disbursements will be awarded:

1. Federal Pell Grant
2. Federal SEOG
3. Federal Direct Subsidized Loan
4. Federal Direct Unsubsidized Loan
5. Federal Direct PLUS Loan

6. Any other Title IV Program - Other Federal, State, Private, or Institutional Student Financial Assistance to the Student.

Treatment of a Credit Balance When a Student Withdraws

In the event that a credit balance takes place on a student's account due to a Return to title IV calculation and/or a post withdrawal disbursement, the institution will award the credit balance to the student or parent (PLUS Loan) without authorization no later than 14 days of the credit balance taking effect.

If the credit balance is in result of the Return to title IV calculation, then the credit balance will be given to the student or parent (PLUS Loan) no later than 14 days after the date that the institution performs the calculation.

If the credit balance is a result of a post withdrawal disbursement, the credit balance will be given to the student or parent (PLUS Loan) no later than 14 days after the credit balance is generated on the student's account.

Withdrawing During a Period with An Existing Financial Aid Credit Balance

If a student withdraws from the institution during a period that the student has an existing credit balance on their account, the institution will follow the rules set forth from the FSA Handbook, Volume 5 - Treatment of Title IV credit balances when a student withdraws, pages 22-23. How credit balances will be managed is as follows:

- The institution will not release any portion of the title IV credit balance to the student or parent (PLUS Loan) and will not return any portion to title IV programs prior to performing an R2T4 calculation. Once the calculation has been performed, the credit balance will be issued to the student or parent (PLUS Loan) no later than 14 days after the institution has calculated the date of determination of withdrawal.
- Complete the R2T4 calculation and include as disbursed aid any existing title IV credit balance funds for the payment period.
- The institution will also follow any of the other agencies we adhere to regarding the processing of refunds. Such as (ODHE, ACCSC, and SBCCS).
- We will allocate any title IV credit balances in the process listed below:
- Any title IV credit balance will be allocated to first repay any grant overpayment owed by the student because of the current withdrawal. However, our institution will ensure that all student grant overpayments are returned on the student's behalf.
- Any title IV credit balance from a prior payment period that is existing on a student's account when the student withdraws is included as title IV funds when we determine the final amount of any title IV credit balance when a student withdraws.
- Within 14 days of the date that our institution performs the R2T4 calculation, the institution will pay the credit balance in one or more of the following ways:

- The institution will issue a check to the student or parent (PLUS Loan) and mail it out to the student no later than 14 days after the credit balance takes effect on the account. The check will be mailed to the student or parent (PLUS Loan) at the student or parent's address that we have on file at the institution.
- The institution will pay authorized charges, including previously paid charges that are now unpaid due to the R2T4 funds calculation, also the institution will not use a title IV credit balance to return funds for which it is responsible as a result of the R2T4 calculation.
- With the student or parent's (PLUS Loan) written authorization, to reduce the student's title IV loan debt (not subjected to the loan debt for the period of withdrawal.) Written authorization could be an email, or a written notification delivered to the Financial Aid office. ****Please note that the written authorization is acceptable as long as the student or parent (PLUS Loan) is aware of the full title IV credit balance amount that they are eligible for, and the student or parent (PLUS Loan) clearly indicates in their communication the exact amount of the title IV credit balance they would like to have returned.****
- In the event the institution cannot locate the student or parent (PLUS Loan) to whom the title IV credit balance is to be paid, the institution will return the credit balance to the applicable title IV program.

Payment Plan

Students can enroll in a payment arrangement with the financial aid office or the Front Office manager to rectify any remaining balances on the student account that financial aid did not cover. Students have the option to make monthly payments or semester payments. Students who opt to make monthly payments, those payments are due on the 1st of every month. Students who opt into making semester payments, the full semester payment is due the first day of the semester. Additional questions or concerns can be presented to the financial aid office or the front office manager.

Veterans Benefits

ICB participates in the Veterans Affairs educational programs. Students who are eligible for veterans' education benefits should notify ICB's School Certifying Official in the Financial Aid office. The Department of Veterans Affairs requires ICB to have and enforce Satisfactory Academic Progress, which all students must adhere to. Failure to do so may result in loss of benefit eligibility until deficiencies are corrected. Questions regarding these requirements should be directed to the School Certifying Official.

ICB Institutional Scholarship/High Honors Scholarship

The High Honor Scholarship is available to any student at the institution that meets the requirements listed below. The purpose of this scholarship is to promote academic excellence at ICB.

Eligibility requirements are:

- The student must have a cumulative grade point average of 3.8 or better for the first academic year (first two terms).
- The student must not miss more than six days for the first academic year (first two terms).

The scholarship is for use toward the second and third academic year of the Associate Degree Programs at ICB. The scholarship is not transferable to any other school or college. The amount of the scholarship is \$1,500.00. Recipients of this scholarship will have their student accounts credited for \$500.00 in the third, fourth, and fifth semesters.

Career and Student Services

Career Services

The Career Services Department at ICB can help currently enrolled students and recent graduates. The services of the department include job search assistance and guidance to students and graduates as they seek employment in the broadcasting field. Part-time job search assistance is available to students currently attending classes. Students desiring this service should establish and maintain contact with the Student Services Department.

Career services offer career coaching as well as guidance on beginning the process of obtaining an internship. Career coaching assists students in their career search by helping them create resumes and cover letters, prepare for interviews, and learn about networking and job seeking tactics.

Students who are interested in completing a hands-on internship are encouraged to work with Career Services to identify potential internship opportunities while in their specialized program.

Internship Program Procedure

For an ICB student in an associate degree seeking program or the Diploma seeking program in Broadcasting to be eligible for an approved internship program, the student must meet the following criteria:

- Completed at least two semesters of their program.
- Cumulative grade point average of at least a 2.0.
- Receive a recommendation from the ICB Department Head for the area of interest that the student is currently involved in. ICB Department Heads are listed below:

Radio and Broadcasting: Tommy Collins
Video and Television Production: Tyrone Williams
Recording/Audio Engineering: Todd Huffman

Complete the form given to the student by the Director of Career and Student Services. After completion of the form, return the form to the appropriate Department Head of your enrolled program for their recommendation and approval.

The Department Head will make sure the form is turned in to the Director of Career and Student Services office for processing.

Upon acceptance for an internship, the Director of Career and Student Services will return the approved form for contacting the Sponsor Company and give you internship paperwork.

You may then contact the Company Supervisor who oversees the internship. When you set up an interview to meet, please make sure that you provide the internship paperwork. If the company accepts you as an intern, please have them complete the top sheet and then you will need to return it to the Director of Career and Student Services office. The sponsor company will keep the additional sheets to:

1. Keep track of your hours.
2. Complete the COMPANY INTERNSHIP EVALUATION FORM at the conclusion of the internship.
3. Complete the STUDENT INTERNSHIP EVALUATION FORM at the conclusion of the internship.

ICB does not guarantee employment or a minimum starting salary. No one is authorized by the school to make such guarantees.



Student Services

Students are presented with the option of support from our Director of Career and Student Services at the time of enrollment. On the form that students complete they can select if they need job assistance, transportation assistance, housing assistance, and any other support needed while in school. The Director of Career and Student Services has information on hand that the student can request to obtain information on:

- Academic counseling/tutoring options
- Academic support
- Mental Health support/counseling options
- Job assistance/advising
- Transportation advising - *See Financial Aid Office for Bus Passes*
- Housing assistance

General Information

Class Schedule For All Programs

Morning Sessions: Monday through Friday 8:00AM - 1:00PM or 9:00AM - 12:00PM

Evening Sessions: Monday through Thursday 6:00PM - 11:00PM or 6:00PM - 9:00PM

Classes are in session during all months of the year. All classes are measured on a semester credit basis. Each individual student's class hours and days of attendance will vary, depending on the student's class schedule. Student schedules will be available to students one week prior to each semester.

Hours Of Operation

Administrative hours at ICB are Monday through Thursday from 7:30AM-6:00PM.

Fridays from 7:30AM-5:00PM. During the school breaks the administration offices are open from 9:00AM-5:00PM.

Course Scheduling and Availability

Regarding courses and program content, the sequence in which courses are taken may vary based on scheduling needs. Course availability varies from semester to semester, except for Foundations Math and Foundations English.

ICB reserves the right to cancel a course if enrollment is insufficient for the subsequent semester.

Holiday Schedule and Academic Calendar for 2023-2024 Academic Year

The following holidays are observed at ICB:

- New Year's Day - January 1st
- Martin Luther King Day - January 15th
- President's Day - February 19th
- Good Friday - March 29th
- Memorial Day - May 27th
- Independence Day - July 4th
- Labor Day - September 2nd
- Columbus Day - October 14th
- Veterans Day - November 11th
- Thanksgiving Day and the day following - November 28th and November 29th.
- Winter Break - December 24th 2024 - January 3rd, 2025

The following academic calendar contains the next term start and end dates.

Term Start Dates	Term End Dates/Grad Dates for eligible students
11/21/2022	03/10/2023
03/27/2023	07/07/2023
07/24/2023	11/03/2023
11/20/2023	03/08/2024
03/25/2024	07/05/2024
07/22/2024	11/01/2024
11/18/2024	03/07/2025
03/24/2025	07/04/2025
07/21/2025	10/31/2025
11/17/2025	03/06/2026

Academic Year

The academic year at ICB is defined as two consecutive semesters.

Religious Holiday Observance

In support of students’ observance of their religious holidays, ICB has developed the Religious Holiday Observance policy. Students who expect to miss classes or other course requirements because of their observance of a religious holiday will be provided reasonable accommodations to complete missed work. In order to be provided alternative accommodations, students must notify their instructor of the need to be absent from class and/or miss a course requirement prior to the observance of the religious holiday(s). Students are encouraged to contact faculty as soon as they are aware that their religious holiday will conflict with class requirements. Students who notify their instructor of the need for accommodation will be provided with an extension to submit work after the conclusion of the religious holiday.

Technology Specifications

Students should note that their computer or computing device used to complete coursework may need upgrading during their program. Students are responsible for checking hardware/software requirements before enrolling for courses at ICB. It is strongly encouraged that students have off-site access to a computing device that meets current program-based requirements. They are also expected to have access to a reliable internet source.

In the event that the student does not have access to a computing device at their disposal they are invited to complete their course work on campus at our Learning

Resource Center, during administration hours. Or students do have the opportunity to rent a laptop at the beginning of the semester. Please see [Equipment Use & Liability Agreement Eligibility](#) Policy below.

Equipment Use & Liability Agreement Eligibility

Computers can only be checked out by active International College of Broadcasting (ICB) students with a valid driver's license or other government photo identification.

A copy of the government photo ID will be kept on file with this signed agreement for the duration of the current academic year. Fines & Liability Computer systems can be checked out for an entire semester. The student will be informed of the required return time, and it will be noted on the Laptop Checkout Form signed by the student when they receive the equipment.

A student will be charged for a damaged laptop according to the following scale:

- If the damage is \$50.00 or less, the student will not be charged.
- If the damage is between \$50.00 and \$500.00, the student will be charged \$50.00.
- If the damage is \$500.00 or greater, the student will be charged \$100.00.
- The student is responsible for the full replacement cost of any laptop lost or stolen while in their possession.
- Lost or stolen laptops should be reported immediately to avoid any late fees. The person who checks out the laptop is responsible for its safe and timely return.

Time Limits & Availability

Computers may be checked out from the Front Office Monday - Thursday 8AM-6PM. These computers are only for use regarding ICB course LMS.

In the unexpected event that the Front Office is forced to close before the scheduled due time for a loaned-out computer, the student accepts responsibility to retain the computer until able to return it to the Front Office after it has reopened, or to give it to a representative of the administration.

Computers will be available on a first come, first served basis. They may not be reserved ahead of time.

Learning Resource Center

International College of Broadcasting policies and procedures for the Learning Resource Center

The International College of Broadcasting subscribes to LIRN, the Library and Information Resources Network which provides a core library database with access to over 60 million articles, books, periodicals, newspapers, and audio and video clips that support academic programs.

Books, periodicals, and reference material can be used on school property as well as checked out for the use outside of the institution by completing required forms,

located at the front desk. The library also houses desktop computers with internet access and up to date software.

The International College of Broadcasting also subscribes to trade publications that are commonly subscribed to and used in the industry. Students are also permitted to check out texts and periodicals.

The learning resource center is equipped with four multimedia computers and a printer.

Each student has access to the LIRN course that provides a link, access codes, and a learning tutorial on how to use the Library and Information Resource Network.

The learning resource center is open and available to students during normal school hours. The LIRN portal offers 24/7 access both on and off campus for resource materials.

ICB integrates the learning resource materials into class projects to enhance the research skills required for graduation.

Training on the learning resource center and the LIRN is provided to each new student by the Director of Education during orientation to ensure that the students are aware and competent in the use of the learning resources available.

The instructors provide LRC suggestions and support to students. A yearly inventory is provided each year to ensure resources are up-to-date and align with curriculum.

Advising

ICB is committed to helping students achieve their education goals. Supporting students throughout their academic progress is a unit of colleagues, including the Director of Education, Front Office Manager, Director of Career and Student Services, Campus Director and faculty who can direct students to appropriate resources. The faculty and staff of ICB are professional individuals who are willing to devote the necessary time to students who seek individualized assistance. The financial aid office may be consulted with any questions or concerns pertaining to the financing of a student's education. The career services office can assist with all aspects of the job search through successful employment. However, students are encouraged to reach out to faculty for support and guidance regarding any applicable course inquiries.

ICB does not provide onsite mental health counseling or rehab services; instead ICB will provide the students a list of available resources upon request.

Compliance with ADA (Americans with Disabilities Act) Standards

All students with verified disabilities must provide to the ADA Coordinator verification of and requested accommodations for their disabilities. This can be done at the time of enrollment or at any time during the student's program when a disability is identified. Students who suspect they might have a disability should contact the ADA Coordinator for assistance. The institution will allow for the implementation of reasonable and appropriate accommodations necessary for participation in the college's programs. Modifications to academic requirements as are necessary to ensure that such requirements do not discriminate or have the effect of discriminating on the basis of disability, including non-learning disabilities will be made for students with verified disabilities. ICB is committed to the facilitation of learning for all students. ICB complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 and supports the provision of reasonable and appropriate accommodations in order to foster student success.

Requests for accommodations should be made in writing to:

Kenneth Pyles

ADA/Section 504 Coordinator

International College of Broadcasting (ICB)

6 S. Smithville Rd

Dayton, Oh 45431

Parking and Personal Property

Parking is available on the school's premises. The school assumes no responsibility whatsoever for loss or damage to a student's personal property or for any damage to any car, loss by theft of any of its contents on or adjacent to school property. ***Please Park only in designated areas at the institution. Do not park in any visitor or reserved areas.***

Housing

ICB will assist any student desiring to find housing while attending the institution. We have many students who relocate to the Dayton area to attend ICB. Our goal is to assist students in finding clean, affordable, safe housing near the institution. If you need assistance with housing, finding a roommate, or ride share please contact the student services department.

Personal Discipline

Students must remain in designated areas before, during, and after class and are encouraged to not roam unnecessarily throughout the building. This also applies during term breaks, make-up, or studio sessions, etc. Smoking, eating, or drinking is not allowed in classrooms or any other non-designated areas at any time during class

hours. Eating and drinking is allowed in the break area before class, during scheduled breaks, and after class. ICB IS A NON-SMOKING FACILITY.

Each student is expected to always maintain a presentable appearance on school property. Shorts, bare feet, thongs, tank tops and halter tops, etc., are not considered professional attire and are strongly discouraged. First impressions made to school visitors, who often are potential employers, are lasting ones.

Academic Integrity Policy

ICB reserves the right to dismiss, at any time, any student who is disruptive to the overall influence and outcome of the educational institution. Students are expected to act professionally and to follow the regulations of the school and to pay respect to the staff, faculty, and fellow peers. Unethical or undesirable conduct, which is inconsistent with general good order whenever it may occur, is held to be sufficient grounds for dismissal. This includes any attempt by a student to present their own work, anything they have not performed, or any attempt to pass an exam by improper means. A student is expected to conduct themselves properly outside the school area. Alcohol and drugs will not be permitted and/or used in the school, the parking lot, or in vehicles parked on the school grounds. **Persons under the influence of alcohol or drugs are subject to immediate dismissal.**

The school may dismiss any student who fails to maintain passing grades, engages in improper or unlawful conduct, conducts themselves in such a manner that discredits the school, demonstrates disruptive classroom behavior, or maliciously destroys or damages school property. The student will be held liable for repair/or replacement of the damaged property. This Academic Integrity Policy addresses willful acts of cheating, dishonesty, and plagiarism and establishes common procedures to be followed when such acts occur.

Definitions

- Cheating
 - Aids or assists another in an unfair advantage, which diminishes the educational experience of others.
 - Uses or attempts to use unauthorized materials for exams.
 - Allows someone else to do any part of the student's work.
 - Involves doing someone else's work for them or allowing others to use your work.
 - Aids dishonesty, including providing material, information, or other assistance to another person to help them cheat.
 - Involves collaboration on assignments unless it is a team/group assignment. Make use of any telecommunication, cell phone or other information storage and retrieval equipment during an exam unless pre-approved by the instructor.
 - Other acts not defined above demonstrate academic dishonesty.

- Dishonesty
 - Acts of academic fraud (deliberate deception).
 - Attempts by a student to deceive an instructor.
 - Attempts to hide or cover up information pertinent to student(s) course work.
 - Falsification of records and documentation.
 - Other acts not defined above demonstrate academic dishonesty.
- Plagiarism
 - Presenting someone else’s written work as your own. This includes the work of other students or any other persons, and works published elsewhere, including the internet. Students are expected to document all sources following established procedures for source citation.
 - Using another’s work in whole or in part without providing proper documentation of what and from where it is being borrowed.
 - Obtaining another person’s work through purchase, or otherwise, and submitting it as one’s own.
 - Other acts not defined above demonstrate academic dishonesty.

Academic Integrity Procedure

The instructor should meet with the student to understand the scope and intentionality of the issue in question. A faculty member who discerns a situation involving intentional cheating, dishonesty or plagiarism as defined above must notify the Director of Education and then notify the student in writing as to the violation of academic integrity.

The instructor will prepare a written summary of the incident for the Director of Education. The Director of Education will invite the student to discuss the issue. It is recommended that this interaction take place in a face-to-face meeting if possible.

The purpose of this meeting is to afford the student due process to be heard regarding the issue. If the facts concerning the incident are in dispute, the instructor involved may attend the meeting with the Director of Education and student.

The Director of Education should review the “Statement of Understanding” with the student. At the close of the meeting, all parties should sign a “Statement of Understanding.” This statement need not include any admission of fault but should clearly define the agreement regarding how the issue will be resolved.

If the incident of cheating, dishonesty or plagiarism is determined not to have occurred, that shall be documented, and a copy provided to the student and communicated to all involved.

If the incident of cheating, dishonesty or plagiarism is determined to have occurred, the matter will proceed as set forth below.

Statement of Understanding

If an instructor identifies a situation involving intentional cheating, dishonesty, or plagiarism, said incident will be recorded on a separate “Statement of Understanding,” which shall contain:

- A summary of the events involving the cheating, dishonesty or plagiarism;
- A statement that the student either agrees with the summary or disputes it;
- A statement clarifying that the student understands the penalty for cheating, dishonesty or plagiarism in the course as set forth by the “Statement of Understanding;”
- If appropriate, a statement that the student understands the consequences of withdrawal from the course and that it does count as one attempt toward successfully passing the course;
- If it is determined that this is the student’s second offense, a statement that they can have academic privileges restricted;
- The signatures of the student, instructor, and Director of Education;
- A copy of the supporting documentation or evidence (e.g., copy of the course policies, a copy of the assignment, or other useful documentation), should be attached to the “Statement of Understanding.”

Penalties

First violation: If it is determined that a student has committed an act of academic dishonesty, the student will receive a grade deemed appropriate by the assigning instructor as outlined in the course policy statement. In most instances, this grade would be a zero for the assignment or possibly an F for the course depending on the course policies.

Second violation: Any student who violates the academic integrity policy twice in the same term will receive an F for the course.

- **Withdrawal:** Some students may decide to withdraw from a course rather than receive a failing grade. Withdrawing from a course in which the student has been determined to have cheated, plagiarized or otherwise behaved in an academically dishonest manner counts as an attempt towards successfully passing the course.
- Incomplete grades assigned at the end of a course while academic integrity violations are investigated will naturally convert to an F grade unless lesser sanctions are deemed appropriate. Grade change forms should be used per standard practice in this instance.

The signed copy of the “Statement of Understanding,” with supporting documentation, will suffice for this report.

Repeat violators will receive additional sanctions from ICB following the procedures set forth in the Student Code of Conduct.

Appeal Procedure

An appeal of the determination of cheating may be made to the Director of

Education. Appeals may be made only on the grounds of inappropriate sanction, procedural defects, or new evidence.

Weather Emergencies

ICB reserves the right to close during weather emergencies or other emergencies. The news media and social media will be utilized to broadcast school closings. Students will not be considered absent under the existing attendance policy.

Additional Disclosures

There are additional disclosures available at:
<https://www.icb.edu/consumer-information/>

Student Records

All materials submitted in support of students' applications, including transcripts from other institutions, letters of reference and related documents, become the property of ICB. During a student's enrollment, ICB maintains records that include admissions, attendance, academic transcripts, and other relevant information. Student academic records are maintained in accordance with ICB's academic document retention schedule after the student is no longer enrolled. Students who wish to review their files must submit a written request to our Front Office Manager. Permanent student records include admissions information and academic transcripts. Except as required by law, no information regarding attendance, grades or any other aspect of students' academic standing will be released to any third party without written student consent.

Official Transcripts

Students are provided a final hard copy of their official transcript upon completion of their academic program at no charge. Students and graduates must submit requests of their official transcript to the Front Office Manager.

Document Requests

To obtain student records such as billing statements, diplomas, enrollment agreements, registration documents and transcripts, students should contact the Front Office Manager at Shirley.drummer@icb.edu.

Family Educational Rights and Privacy Act (FERPA)

FERPA is a federal law that is administered by the Student Privacy Policy Office (Office) in the U.S. Department of Education (Department). 20 U.S.C. § 1232g; 34 CFR Part 99. FERPA applies to all educational agencies and institutions (e.g., schools) that receive funding under any program administered by the Department. Private postsecondary schools, however, generally do receive such funding and are subject to FERPA.

Once a student reaches 18 years of age or attends a postsecondary institution, they become an "eligible student," and all rights formerly given to parents under FERPA transfer to *the student*. The eligible student has the right to have access to their education records, the right to seek to have the records amended, the right to have control over the disclosure of personally identifiable information from the records (except in certain circumstances specified in the FERPA regulations, some of which are discussed below), and the right to file a complaint with the Department.

The term "education records" is defined as those records that contain information directly related to a student and which are maintained by an educational agency or institution or by a party acting for the agency or institution. FERPA generally prohibits the improper disclosure of personally identifiable information derived from education records. Thus, information that an official obtained through personal knowledge or observation, or has heard orally from others, is not protected under FERPA. This remains applicable even if education records exist which contain that information, unless the official had an official role in deciding that generated a protected education record.

A school is required to provide certain privacy protections for those education records that it does maintain. Also, unless there is an outstanding request by an eligible student to inspect and review education records, FERPA permits the school to destroy such records without notice to the student.

Access to Education Records

Under FERPA, a school must provide an eligible student with an opportunity to inspect and review their education records within 45 days following its receipt of a request. A school is required to provide an eligible student with copies of education records, or make other arrangements, if a failure to do so would effectively prevent the student from obtaining access to the records. A case in point would be a situation in which the student does not live within commuting distance of the school. A school is not generally required by FERPA to provide an eligible student with access to academic calendars, course syllabi, or general notices such as announcements of specific events or extracurricular activities. That type of information is not generally directly related to an individual student and, therefore, does not meet the definition of an education record. Under FERPA, a school is not required to provide information that is not maintained or to create education records in response to an eligible student's request. Accordingly, a school is not required to provide an eligible student with updates on their progress in a course (including grade reports) or in school unless such information already exists in the form of an education record.

Amendment of Education Records

Under FERPA, an eligible student has the right to request that inaccurate or misleading information in their education records be amended. While a school is not required to amend education records in accordance with an eligible student's request, the school is required to consider the request. If the school decides not to amend a

record in accordance with an eligible student's request, the school must inform the student of their right to a hearing on the matter. If, as a result of the hearing, the school still decides not to amend the record, the eligible student has the right to insert a statement in the record setting forth their views. That statement must remain with the contested part of the eligible student's record for as long as the record is maintained. However, while the FERPA amendment procedure may be used to challenge facts that are inaccurately recorded, it may not be used to challenge a grade, an opinion, or a substantive decision made by a school about an eligible student. FERPA was intended to require only that schools conform to fair recordkeeping practices and not to override the accepted standards and procedures for making academic assessments, disciplinary rulings, or placement determinations.

While FERPA affords eligible students the right to seek to amend education records which contain inaccurate information, this right cannot be used to challenge a grade or an individual's opinion, or a substantive decision made by a school about a student. Additionally, if FERPA's amendment procedures are not applicable to an eligible student's request for amendment of education records, the school is not required under FERPA to hold a hearing on the matter.

Disclosure of Education Records

Under FERPA, a school may not generally disclose personally identifiable information from an eligible student's education records to a third party unless the eligible student has provided written consent. However, there are several exceptions to FERPA's prohibition against nonconsensual disclosure of personally identifiable information from education records. Under these exceptions, schools are permitted to disclose personally identifiable information from education records without consent, though they are not required to do so.

The following is general information regarding some of these exceptions. One of the exceptions to the prior written consent requirement in FERPA allows "school officials," including teachers, within a school to obtain access to personally identifiable information contained in education records provided the school has determined that they have "legitimate educational interest" in the information. Although the term "school official" is not defined in the statute or regulations, this Office generally interprets the term to include parties such as: professors; instructors; administrators; health staff; counselors; attorneys; clerical staff; trustees; members of committees and disciplinary boards; and a contractor, volunteer, or other party to whom the school has outsourced institutional services or functions. A school must inform eligible students of how it defines the terms "school official" and "legitimate educational interest" in its annual notification of FERPA rights. A school official generally has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility. Additional information about the annual notification of rights is found below in this guidance document.

Another exception permits a school to disclose personally identifiable information

from an eligible student's education records, without consent, to another school in which the student seeks or intends to enroll. The sending school may make the disclosure if it has included in its annual notification of rights a statement that it forwards education records in such circumstances. Otherwise, the sending school must make a reasonable attempt to notify the student in advance of making the disclosure, unless the student has initiated the disclosure. The school must also provide an eligible student with a copy of the records that were released if requested by the student.

FERPA also permits a school to disclose personally identifiable information from education records without consent when the disclosure is in connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to: determine the eligibility for the aid; determine the amount of the aid; determine the conditions for the aid; and/or enforce the terms and conditions of the aid. With respect to this exception, the term "financial aid" means payment of funds provided to an individual (or payment in kind of tangible or intangible property to the individual) that is conditioned on the individual's attendance at a school. ***Another exception permits a school to disclose personally identifiable information from education records without consent when the disclosure is to the parents of a "dependent student" as that term is defined in Section 152 of the Internal Revenue Code. Generally, if either parent has claimed the student as a dependent on the parent's most recent year's income tax statement, the school may non-consensually disclose the eligible student's education records to both parents under this exception. Postsecondary institutions may also disclose personally identifiable information from education records, without consent, to appropriate parties, including parents of an eligible student, in connection with a health or safety emergency.*** Under this provision, colleges and universities may notify parents when there is a health or safety emergency involving their child, even if the parents do not claim the student as a dependent.

FERPA also permits a school to disclose personally identifiable information from education records without consent when the disclosure is to the parents of a student at a postsecondary institution regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the institution, governing the use or possession of alcohol or a controlled substance. The school may non-consensually disclose information under this exception if the school determines that the student has committed a disciplinary violation with respect to that use or possession and the student is under 21 years of age at the time of the disclosure to the parent.

Another exception permits a school to non-consensually disclose personally identifiable information from a student's education records when such information has been appropriately designated as directory information. "Directory information" is defined as information contained in the education records of a student that would not generally be considered harmful or an invasion of privacy if disclosed. Directory information could include information such as the student's name, address, e-mail

address, telephone listing, photograph, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended, grade level or year (such as freshman or junior), and enrollment status (undergraduate or graduate; full-time or part-time).

A school may disclose directory information without consent if it has given public notice of the types of information it has designated as directory information, the eligible student's right to restrict the disclosure of such information, and the period within which an eligible student has to notify the school that they do not want any or all of those types of information designated as directory information. Also, FERPA does not require a school to notify eligible students individually of the types of information it has designated as directory information. Rather, the school may provide this notice by any means likely to inform eligible students of the types of information it has designated as directory information.

There are several other exceptions to FERPA's prohibition against non-consensual disclosure of personally identifiable information from education records, some of which are briefly mentioned below. Under certain conditions (specified in the FERPA regulations), a school may nonconsensually disclose personally identifiable information from education records:

to authorized representatives of the Comptroller General of the United States, the Attorney General of the United States, the U.S. Secretary of Education, and State and local educational authorities for audit or evaluation of Federal or State supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs;

- to organizations conducting studies for or on behalf of the school making the disclosure for the purposes of administering predictive tests, administering student aid programs, or improving instruction;
- to comply with a judicial order or a lawfully issued subpoena;
- to the victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense concerning the results of a disciplinary hearing with respect to the alleged crime; and
- to any third party the results of a disciplinary proceeding related to a crime of violence or non-forcible sex offense if the student who is the alleged perpetrator is found to have violated the school's rules or policies. The disclosure of the results only includes: the name of the alleged perpetrator, the violation committed, and any sanction imposed against the alleged perpetrator. The disclosure must not include the name of any other student, including a victim or witness, without the written consent of that other student. As stated above, conditions specified in the FERPA regulations at 34 CFR § 99.31 must be met before a school may non-consensually disclose personally identifiable information from education records in connection with any of the exceptions mentioned above.

Annual Notification of Rights

Under FERPA, a school must annually notify eligible students in attendance of their rights under FERPA. The annual notification must include information regarding an eligible student's right to inspect and review their education records, the right to seek to amend the records, the right to consent to disclosure of personally identifiable information from the records (except in certain circumstances), and the right to file a complaint with the Office regarding an alleged failure by a school to comply with FERPA.

It must also inform eligible students at the school's definitions of the terms "school official" and "legitimate educational interest." FERPA does not require a school to notify eligible students individually of their rights under FERPA. Rather, the school may provide the notice by any means likely to inform eligible students of their rights. Thus, the annual notification may be published by various means, including any of the following: in a schedule of classes; in a student handbook; in a calendar of school events; on the school's website (though this should not be the exclusive means of notification); in the student newspaper; and/or posted in a central location at the school or various locations throughout the school. Additionally, some schools include their directory information notice as part of the annual notice of rights under FERPA.

Law Enforcement Units and Law Enforcement Unit Records

A "law enforcement unit" means any individual, office, department, division or other component of a school, such as a unit of commissioned police officers or non-commissioned security guards, that is officially authorized or designated by the school to: enforce any local, State, or Federal law, or refer to appropriate authorities a matter for enforcement of any law against any individual or organization; or to maintain the physical security and safety of the school. The law enforcement unit does not lose its status as a law enforcement unit if it also performs other, non-law enforcement functions for the school, including investigation of incidents or conduct that constitutes or leads to a disciplinary proceeding against a student. "Law enforcement unit records" (i.e., records created by the law enforcement unit, created for a law enforcement purpose, and maintained by the law enforcement unit) are not "education records" subject to the privacy protections of FERPA. As such, the law enforcement unit may refuse to provide an eligible student with an opportunity to inspect and review law enforcement unit records, and it may disclose law enforcement unit records to third parties without the eligible student's prior written consent. However, education records, or personally identifiable information from education records, which the school shares with the law enforcement unit do not lose their protected status as education records because they are shared with the law enforcement unit.

Complaints of Alleged Failures to Comply with FERPA

FERPA vests the rights it affords in the eligible student. The statute does not provide for these rights to be vested in a third party who has not suffered an alleged violation of their rights under FERPA. Thus, we require that a student has "standing," i.e., have

suffered an alleged violation of his or her rights under FERPA, in order to file a complaint. The Office may investigate those timely complaints that contain specific allegations of fact giving reasonable cause to believe that a school has violated FERPA. A timely complaint is defined as one that is submitted to the Office within 180 days of the date that the complainant knew or reasonably should have known of the alleged violation of FERPA.

Complaints that do not meet FERPA's threshold requirement for timeliness are not investigated. If we receive a timely complaint that contains a specific allegation of fact giving reasonable cause to believe that a school has violated FERPA, we may initiate an administrative investigation into the allegation in accordance with procedures outlined in the FERPA regulations. If a determination is made that a school violated FERPA, the school and the complainant are advised, and the school is informed of the steps it must take to come into compliance with the law. The investigation is closed when voluntary compliance is achieved. Please note that the eligible student should state his or her allegations as clearly and specifically as possible. To aid us in efficiently processing allegations, we ask that an eligible student only include supporting documentation that is relevant to the allegations provided. Otherwise, we may return the documentation and request clarification. This Office does not have the resources to review voluminous documents and materials to determine whether an allegation of a violation of FERPA is *included*. An eligible student may obtain a complaint form by calling (202) 2603887. For administrative and privacy reasons, we do not discuss individual allegations and cases via email. Please mail the completed complaint forms to the Office (address below) for review and any appropriate action.

Complaint Regarding Access

If an eligible student believes that a school has failed to comply with his or her request for access to education records, the student may complete a FERPA complaint form and should include the following specific information: the date of the request for access to the education records; the name of the school official to whom the request was made (a dated copy of any written request to the school should be provided, if possible); the response of the school official, if any; and the specific nature of the information requested.

Complaint Regarding Amendment

If an eligible student believes that a school has failed to comply with his or her request for amendment of inaccurate information in education records or failed to offer the student an opportunity for a hearing on the matter, the student may complete a FERPA complaint form and should include the following specific information: the date of the request for amendment of the education records; the name of the school official to whom the request was made (a dated copy of any written request to the school should be provided, if possible); the response of the school official, if any; the specific nature of the inaccurate information for which amendment was requested; and evidence provided to the school to support the assertion that such information is inaccurate.

Complaint Regarding Disclosure

If an eligible student believes that a school has improperly disclosed personally identifiable information from his or her education records to a third party, the student may complete a FERPA complaint form and should include the following specific information: the date or approximate date the alleged disclosure occurred or the date the student learned of the disclosure; the name of the school official who made the disclosure, if that is known; the third party to whom the disclosure was made; and the specific nature of the education records disclosed. This guidance document is designed to provide eligible students with some general information regarding FERPA and their rights, and to address some of the basic questions most frequently asked by eligible students. You can review the FERPA regulations, frequently asked questions, significant opinions of the Office, and other information regarding FERPA at our Website as follows: <https://studentprivacy.ed.gov>

If, after reading this guidance document, you have questions regarding FERPA which are not addressed here, you may write to the Office at the following address:

*Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-8520 8*

Campus Crime for International College of Broadcasting (ICB) October 1, 2023

Annual Disclosure of Crime Statistics

ICB, in compliance with the Federal Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act of 1998 (formerly the Crime Awareness and Campus Security Act of 1990), provides the following campus crime statistics and information for calendar years 2020, 2021, and 2022. Additionally, the full text of this report can be found online at <https://www.icb.edu/consumer-information/>

ICB has two buildings - one is the main building at 6 South Smithville Road and the other is an audio-engineering recording studio one-fourth of a mile away at 4765 Airway Road. The main building is under the jurisdiction of the Dayton Police Department and the studio is under the jurisdiction of the Riverside Police Department. The Dayton Police Department and the Riverside Police Department have a community crime map online that can be used to find crime statistics connected to the Smithville Rd. and the Airway Rd. locations. Each year, by October 1st, students receive written notification of the availability of the Annual Security Report on the school website. Faculty and staff receive written notification via e-mail. Hard copies of the report can be requested from the Campus Director. New students and potential students are provided with the information to access the Annual Security Report during the enrollment/admissions process.

Timely Warnings

If a situation arises, either on campus or off-campus, that in the judgment of the Director of Education or Campus Director constitutes an ongoing or continuing threat, a “timely warning” statement will be issued. The school is small enough that communication from the front of the school to the back of the school can occur rather rapidly and there are several phones within proximity throughout the building in the offices. In the evening, the Department Head oversees the building and holds the responsibility of making the decision if the Campus Director or Director of Education is unavailable to decide about a continuing threat. If there appears to be an immediate threat, the building will be evacuated. If there is a threat because of a criminal action that could potentially jeopardize the safety and well-being of the students, faculty, and staff, they are informed of the occurrence through one of the designated Campus Security Authorities (Campus Director, Director of Education, Director of Career and Student Services, or a Department Head who is on the premises). Communication also occurs via contact through local news media in addition to social media (Facebook and Instagram).

Reporting Criminal Offenses

If you are witness to or become aware of any criminal offenses occurring on campus, please contact a Campus Security Authority immediately. If you are a student and one of these individuals are not available, please alert another instructor or staff member. If you are faculty or staff and cannot reach one of the Campus Security

Authorities or School Administrators and you determine that this is an emergency the Dayton Police Department should be contacted, and a report should be made to the appropriate authorities. If the activity occurs on the premises of the Airway property, the Riverside Police Department should be contacted. Any suspicious person or activity in or around the campus should be reported immediately to one of the following Campus Security Authorities listed below. If there is an emergency of any sort 911 should be called immediately. Individuals are encouraged to report all crimes to Campus Security Authorities and the Dayton Police Department or Riverside Police Department in an accurate and timely manner.

Voluntary Confidential Reporting

If you are the victim of a crime and do not want to pursue action within the criminal justice system, you may still want to consider making a confidential report. With your permission, a designator of ICB can file a report on the details of the incident without revealing your identity. The purpose of a confidential report is to comply with your wish to keep the matter confidential, while taking steps to ensure the future safety of yourself and others. With such information, the school can keep an accurate record of the number of incidents involving students, faculty, and staff, determine where there is a pattern of crime with regards to a particular location, method, or assailant, and alert the campus community to potential danger. Reports filed in this manner are counted and disclosed in the annual crime statistics for the institution.

Campus Security Authorities

Rachelle Williams - Campus Director - 937-258-8251

Nella Citino - Director of Education - 937-258-8251

Kenneth Pyles - Director of Career and Student Services - 937-258-8251

Tyrone Williams, Todd Huffman, Tommy Collins - Department Heads - 937-258-8251

Dayton Police Department - Non-Emergency: 937-333-2677 (333-COPS)

Riverside Police Department - Non-Emergency: 937-233-1801

Security and Access to the Buildings

ICB main campus is open from 7:30 am to 11:00 pm Monday through Thursday and 7:30 am to 5:00 pm Friday. After the front office closes at 6:00 pm on weekdays the front lobby door is secured so that all students must enter and exit through the designated student door located in the student lounge. The door is equipped with a crash bar so that outside individuals cannot enter the building, but students, faculty and staff can safely exit the building. Surveillance cameras monitor the main hallway, the library/media center, the student lounge, and the front lobby. The school is small enough that individuals who are not students or graduates are readily identifiable if needing to be questioned as to the nature of their business at the college. The additional audio-engineering/recording studio on Airway is accessible by key only and is always open only during class times and during scheduled sessions with supervision by faculty/staff. The parking lots are well lit, and students, faculty, and staff are encouraged to have someone walk with them to their vehicles after dark. Building maintenance checks regularly to make sure that all outdoor lighting is working and

that emergency lighting inside the premises is always working. Maintenance and members of administration also do regular walk-throughs in both buildings to make sure that there is no suspicious activity.

There are no campus housing facilities affiliated with the school.

Campus Law Enforcement

ICB has identified Campus Security Authorities, but these individuals are not trained in security and are not able to make arrests. Their role is to identify potential threats to the students, faculty, and staff, and to take the appropriate safety procedures to minimize or eliminate any existing or potential threat. They are the primary point of contact for any individual wanting to report criminal activity on or around the campus. If there is a situation that is determined to warrant law enforcement intervention, the Dayton Police Department or Riverside Police Department will be contacted. The Dayton Police Department patrols the area of the main campus on a frequent basis and alerts the ICB to any suspicious activity.

Counselors on Staff

ICB has no counselors on staff. If individuals request services, the Director of Career and Student Services has contact information for community resources available.

Security Awareness/Crime Prevention Programs

During orientation new students will be provided with information on crime awareness and safety tips. Campus security measures will be discussed to make the students aware of the steps and precautions that need to be taken for them to protect themselves. New faculty and staff will be provided with this information in their new hire packets.

During the month of October, we will provide hand-outs on educational strategies and tips on how to protect yourself from sexual assault, theft, and other crimes. Any information that is of importance for students, faculty, and staff to know regarding potential threats to personal safety will be disseminated via hand-outs in classes, in employee mailboxes/e-mail and on flyers posted on the school bulletin boards.

It is strongly encouraged that all students and employees take responsibility for always paying attention to their surroundings and be cautious in their interactions with others. Individuals should never go to their cars at night without an escort.

Criminal Activity off Campus

ICB does not have any off-campus student organizations. If an individual is a victim of or a witness to a crime off campus the proper local law enforcement authorities should be notified.

Emergency Response and Evacuation Procedures

ICB is a participant in the NOAA Public Alert Radio Program that is sponsored by the U.S. Department of Commerce/National Oceanic and Atmospheric Administration (NOAA); the U.S. Department of Health and Human Services; the U.S. Department of Education; and the U.S. Department of Homeland Security/Federal Emergency Management Agency/Citizen Corps. The college has a public alert radio centrally located that is always on to alert us in case of severe weather conditions, terrorist threats, and other emergencies that may occur even if other lines of communication become unavailable.

An alarm sounds and a warning light suggests that an emergency event that requires immediate attention is occurring. A watch light on the radio suggests the need to stay vigilant because of the possibility of an event turning into a warning situation. Emergency response and evacuation procedures will be provided each semester to all faculty, staff, and students.

There are two exits in the main building that are illuminated with exit lighting. In the event of a tornado warning, the safest location for the students, faculty, and staff on the premises is Studio A in the back room. In the event of a criminal threat, terrorist threat, or hazardous materials threat everyone will be immediately evacuated from the premises and the appropriate authorities will be contacted. In the event of an outbreak of a communicable disease, the Campus Director and the Director of Education will determine if the outbreak is identifiable as an “epidemic” and will cancel classes and close the building if this determination is made. If a biological threat, bioterrorism, or disease outbreak were to occur in Montgomery County, the public would be informed through the news media and the Public Health website (www.phdmc.org) regarding the best steps to take to protect one’s health. If there is a disease outbreak at the school, we will contact the Health Commissioner for Montgomery County at 937-225- 5714.

We currently have safety measures in place to address the Coronavirus Pandemic including social distancing, smaller classes, several classes moved out of the building to online, disinfecting and communication of procedures via the ICB website. ICB is small enough that communication from the front of the school to the back of the school can occur rather rapidly and there are several phones within proximity throughout the building in the offices. Evening Department Heads in the building hold the responsibility of making the decision if the Campus Director or Director of Education is unavailable to make the determination of a potential threat to the safety of the students, faculty, and staff. The Campus Director and Director of Education are both reachable by phone for guidance. If there appears to be an immediate threat, the building will be evacuated. If there is a threat because of a criminal action that could potentially jeopardize the safety and well-being of the students, faculty, and staff, they are informed of the occurrence through one of the designated Campus Security Authorities (Campus Director, Director of Education, Director of Career and Student Services, Department Head). Faculty and staff will be required to have their classes participate in review of the procedures and a drill on an annual basis.

Emergency Response Team

Rachelle Williams - Campus Director - 937-258-8251

Nella Citino - Director of Education - 937-258-8251

Kenneth Pyles - Director of Career and Student Services - 937-258-8251

Tyrone Williams, Todd Huffman, Tommy Collins - Department Heads - 937-258-8251

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Riverside Police Department - Non-Emergency: 937-233-1801

Montgomery County Health Commissioner: 937-225-5714

Alcoholic Beverages/Controlled Substances

ICB states in the school catalog that alcohol and drugs will not be permitted and/or used in the school, parking lot, or in the vehicles parked in the school parking lot. The employee handbook states this, as well. Persons under the influence of alcohol or drugs are subject to immediate disciplinary action. The possession, sale, manufacture, or distribution of any controlled substance is illegal under both state and federal laws. Any individual found to be in possession of illegal substances or engaging in underage consumption of alcohol will be subject to disciplinary action at the school as well as reported to the local law enforcement authorities for potential criminal prosecution.

Federal, State, & Local Legal Sanctions

The following is a description of the applicable legal sanctions under Local, State, or Federal law for the unlawful possession or distribution of illicit drugs and alcohol.

Federal Law

a. Controlled Substances

- i. Any person knowingly or intentionally manufacturing, distributing,
- ii. dispensing, or possessing with an intent to distribute or dispense, a “controlled substance” (as defined in Title 21 U.S.C. Section 841 is subject to sentencing under Federal law to a term of imprisonment of as much as twenty (20) years to life and a fine of four million dollars (\$4,000,000). Although the sentences imposed under Federal law vary according to the specific controlled substance involved, all Federal sentencing requirements are stringent.

b. Alcohol

- i. The illegal manufacture or sale of alcoholic beverages, without obtaining the necessary and proper permits from Federal alcohol authorities may subject a convicted individual to fines of up to one thousand dollars (\$1,000).

State Law

- c. Criminal sanctions under Ohio law vary significantly depending upon the controlled substance and the act involved. All specific laws and relevant

sections are written in the Ohio Revised Code (ORC).

d. Controlled Substances

- i. ORC 2925.11: Prohibits any person from knowingly obtaining, possessing, or using a controlled substance. Penalty: A maximum of ten (10) years imprisonment and up to a \$5,000.00 fine.

e. b. Alcohol

- i. ORC 4301.63: Provides that no person under the age of twenty-one (21) shall purchase beer or intoxicating liquor. Penalty: A fine of not less than \$25.00 or more than \$100.
- ii. ORC 4301.69A: Prohibits selling beer or intoxicating liquor to a person under the age of twenty-one (21) years or buying it for or furnishing it to such a person. Penalty: Misdemeanor of the first degree. The maximum penalty is imprisonment for up to 6 months and a \$1000.00 fine.
- iii. ORC 4301.69E: Provides that no underage person shall knowingly possess or consume any beer or intoxicating liquor, in any public or private place, unless he is accompanied by a parent, spouse, or legal guardian, who is not an underage person, unless it is for medical or religious reasons. Penalty: Maximum penalty is imprisonment for not more than six months and a \$1,000.00 fine.

Local Ordinances

- f. The city of Dayton enforces all the state criminal statutes cited above and all others cited in the ORC.

Legal Ordinances for Alcohol Consumption

Under state laws and local ordinances pertaining to alcohol, it generally is a crime to:

Underage Drinking

- a. purchase, order, pay for, or share the cost of alcohol if you are under 21.
- b. possess alcohol if you are under 21.
- c. consume alcohol if you are under 21.
- d. sell alcohol to buy alcohol for or furnish alcohol to anyone under 21-even in your own home, apartment, or residence hall room.
- e. allow anyone under 21 to remain in your home, apartment, or residence hall room, or in other property that you own or occupy, while possessing or consuming alcohol.

False Identification

- f. show or give false information about your name, age, or other identification to purchase or obtain alcohol if you are under 21.

- g. provide false information about the name, age, or other identification of another person under 21 to purchase or obtain alcohol for that person.

Open Containers

- h. have an open container of alcohol in your possession in any unlicensed public place.
- i. have an open container of alcohol in your possession while driving or riding in or on a motor vehicle.
- j. have an open container of alcohol in your possession while in or on a motor vehicle that is parked in or on a highway, street, or other place open to the public for parking.
- k. An "open container" is any holder or receptacle that allows open access to alcohol, including any bottle, can, or similar container on which the original seal has been broken. A bottle, can, or similar container that has been recapped or re-corked is still considered to be "open" for purposes of these statutes.

Transportation

- l. consume alcohol while in a motor vehicle.
- m. drive while under the influence of alcohol. If you are under 21, you are driving under the influence if your blood alcohol level is .02 or higher.

Disorderly Conduct

- n. engage in conduct that offends, inconveniences, annoys, or alarms others or that poses a risk of physical harm to yourself, to others, or to property while you are voluntarily intoxicated.

Health Risks

The following is a description of the health risks associated with the use of illicit drugs and the abuse of alcohol.

- The American Medical Association defines drug abuse as the “self-administration of drugs, either for non-medical reasons or in quantities and frequencies beyond those specified for proper medication, “and it points out that millions of people today are abusing a wide variety of drugs, from aspirin to heroin and now to alcohol.
- The medical profession and others in scientific fields agree that more research needs to be done on the long-range effects of alcohol and other drugs. Marijuana, they warn that there is already considerable evidence that alcohol and drug abuse do have serious deleterious effects, and no one should be deluded into believing that the abuse of marijuana or any other intoxicating or hallucinogenic drug is a safe thing to do. This includes alcohol, which is a drug.

Resources

If you have been a victim of a crime, there are resources available to assist you. The following is a list of National, State and Local victim resource organizations:

National Organizations:

National Center for Victims of Crime

PO Box 101207
Arlington, VA 22210
202-467-8700

Official Office for Victims of Crime National Organization for Victim Assistance National Victims' Constitutional Amendment Network (NVCAN) National Crime Victims Research and Treatment Center

Medical University of South Carolina
171 Ashley Ave.
Charleston, SC 29425
(843)792-2945

National Domestic Violence Hotline

(800)799-7233
(SAFE)(800)787-3224 (TTY for the deaf)

National Coalition Against Domestic Violence

PO BOX 18749
Denver, CO 80218
(303)839-1852

National Council on Child Abuse and Family Violence

1155 Connecticut Ave, NW Suite 400
Washington, DC 20036
(800)222-2000

National Health Resource Center on Domestic Violence Family Violence Prevention Fund

383 Rhode Island St Suite 304
San Francisco, CA 94103-5133
(415)252-8900

National Committee to Prevent Child Abuse (NCPCA)

332 S Michigan Ave.
Suite 1600
Chicago, IL 60604
(312)663-3520

National Coalition Against Sexual Assault

125 N Enola Dr.
Enola, PA 17025
(717)728-9764

Drugs and Crime Data Center and Clearinghouse

1600 Research Blvd.
Rockville, MD 20850
(800)666-3332

RID-USA (Remove Intoxicated Drivers)

PO BOX 520
Schenectady, NY 12301
(518)393-4357

State Organizations:

Ohio Department of Rehabilitation and Correction Office of Victim Services

1050 Freeway Drive,
North Columbus, OH 43229
(888)842-8464

Ohio Attorney General Crime Victim Services Ohio Attorney General Crime Victim Compensation Program

(800)824-8263

Local Organizations:

Montgomery County Children Services

3304 N Main Street
Dayton, OH 45405
(937)224-5437

(KIDS)Crisis Care

(937)224-4646

Womanline

(937)223-2446

YWCA

(937)222-6333

City of Riverside Victim Services Office

(937)233-1801

Firearms and Weapons

Firearms and weapons of any sort are prohibited on campus property.

Annual Crime Statistics - International College of Broadcasting (ICB)

[See revised statistics in addendum pages 124-125](#)

<u><i>Clery Criminal Offenses</i></u>	<u><i>Year</i></u>	<u><i>On Campus</i></u>	<u><i>Non-Campus</i></u>	<u><i>Public Property</i></u>	<u><i>Total</i></u>
Murder/Non Negligent Manslaughter	2022	0	0	0	0
	2021	0	0	0	0
	2020	0	0	0	0
Manslaughter by Negligence	2022	0	0	0	0
	2021	0	0	0	0
	2020	0	0	0	0
Rape	2022	0	0	0	0
	2021	0	0	0	0
	2020	0	0	0	0
Fondling	2022	0	0	0	0
	2021	0	0	0	0
	2020	0	0	0	0
Incest	2022	0	0	0	0
	2021	0	0	0	0
	2020	0	0	0	0
Statutory Rape	2022	0	0	0	0
	2021	0	0	0	0
	2020	0	0	0	0
Robbery	2022	0	0	0	0
	2021	0	0	0	0
	2020	0	0	0	0
Aggravated Assault	2022	0	0	0	0
	2021	0	0	0	0
	2020	0	0	0	0
Burglary	2022	0	0	0	0
	2021	0	0	0	0
	2020	0	0	0	0
Motor Vehicle Theft	2022	0	0	0	0
	2021	0	0	0	0
	2020	0	0	0	0
Arson	2022	0	0	0	0

2023-2024 Academic Catalog

	2021	0	0	0	0
	2020	0	0	0	0
Hate Crimes	2022	0	0	0	0
	2021	0	0	0	0
	2020	0	0	0	0
Dating Violence	2022	0	0	0	0
	2021	0	0	0	0
	2020	0	0	0	0
Domestic Violence	2022	0	0	0	0
	2021	0	0	0	0
	2020	0	0	0	0
Stalking	2022	0	0	0	0
	2021	0	0	0	0
	2020	0	0	0	0
Weapons: Carrying, Possessing, Etc.	2022	0	0	0	0
	2021	0	0	0	0
	2020	0	0	0	0
Drug Abuse Violations	2022	0	0	0	0
	2021	0	0	0	0
	2020	0	0	0	0
Liquor Law Violations	2022	0	0	0	0
	2021	0	0	0	0
	2020	0	0	0	0

***On Campus = (1) Any building or property owned or controlled by an institution within the same reasonably contiguous geographic area and used by the institution in direct support of, or in a manner related to, the institution's educational purposes, including residence halls; and (2) Any building or property that is within or reasonably contiguous to paragraph (1) of this definition, that is owned by the institution but controlled by another person, is frequently used by students, and supports institutional purposes (such as a food or other retail vendor).

***Non-Campus = Non-Campus buildings or property (any building or property owned or controlled by ICB used in direct support or in relation to ICB's education purpose, is frequently used by students, and is not within the same geographical radius of ICB.

***Public Property = All public property, including thoroughfares, streets, sidewalks, and parking facilities, that is within the campus, or immediately adjacent to and accessible from the campus.

Drug Free Awareness Program (DFAP)

Each student, upon enrollment, must sign a form that outlines the institution's Drug-Free Awareness Program. ICB has a four-phase program designed to inform all students and staff of the dangers of drug abuse.

The phases are listed below:

Phase 1: Warning all employees and students of the dangers of drug abuse in the workplace. - Drug abuse impairs memory, alertness, and achievement. It erodes the capacity to perform, think, and act responsibly. It may be grounds for termination from employment or expulsion from school at ICB.

Phase 2: Notice: The institution has a policy of maintaining a drug-free workplace. - All employees and students are hereby notified that the unlawful manufacturing, distributing, dispensing, possessing, or using of illicit drugs or alcohol is prohibited on the premises of all locations of ICB. This includes all inside facilities, surrounding outside areas, and all functions sponsored by the ICB at other locations.

Phase 3: Penalties for non-compliance with the terms of the institution's drug-free awareness program will result in the following actions being taken by ICB. Disciplinary sanctions will be imposed on any student or employee (consistent with local, state, and federal law) in possession of, using, or distributing illicit drugs or alcohol. These sanctions include completing an appropriate rehabilitation program, expulsion from school, termination of employment by the school, and referring any such incident to law enforcement officials for prosecution.

Anyone using, or in possession of, illicit drugs or alcohol on school property will have the option of enrolling in and completing an appropriate rehabilitation program or be terminated from school (or employment). This is applied to first time offenders only. Second time offenders will be terminated immediately.

Anyone distributing illicit drugs on school property will be expelled immediately and referred to the police for prosecution.

Phase 4: Referral to a counseling, treatment, or rehabilitation facility. If any student or employee has an illicit drug or alcohol addiction or problem, ICB strongly suggests you seek counseling, treatment, or rehabilitation.

The following statements deal with a very serious problem in the United States: illicit drug and alcohol abuse. ICB is required by the U.S. Department of Education to implement a drug prevention program for its students and employees. Compliance with the Drug Free Schools and Communities Act of 1989 is a condition of the school's eligibility to participate in Title IV programs (financial aid).

ICB strongly recommends that any student or employee who has a drug or alcohol addiction or problem seek counseling, treatment, or rehabilitation for your problem. The following list contains resources for locating such treatment:

Statewide Resources	Local Resources	
Ohio Department of Education Opioid Abuse Section 25 South Front Street Columbus, Ohio 43215	Drug Education/Information Program/United Health Services	937-220-6600
	Nova House Association	513-253-1680
Ohio Department of Mental Health and Addiction Services 30 East Broad Street, 36th Floor Columbus, Ohio 43215-3430	Project Cure	937-262-3500
	Alcoholic Anonymous	937-222-2211

Addiction Treatment Program (ATP)

Recovery Supports and Treatment Services Guide - Ohio Department of Health

Recovery Supports

Recovery Supports are intended to help an individual with a substance use disorder or mental health need to initiate and sustain recovery. Providers should identify time-limited recovery supports that are individualized and based upon clinical judgment and client need. Below is a guideline containing examples of common recovery supports. This list is not comprehensive and is not intended to be restrictive on the use of recovery support, but rather to provide guidance when identifying appropriate support for ATP clients.

<ul style="list-style-type: none"> ● Housing ● Recovery Housing ● Room & Board for Residential Treatment ● Rent Deposits ● Short term Housing ● Utilities (Including Cell Phone/Minutes for Telehealth) 	<ul style="list-style-type: none"> ● Employment ● Job Training/Educational Services ● Interview & Job Uniform/Attire ● GED Test ● Vocational Certifications ● Professional License Reinstatement Fees
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<ul style="list-style-type: none"> ● Transportation ● Bus Passes ● Gas Cards ● Cab/Uber Fare 	<ul style="list-style-type: none"> ● Non-Vocational Education ● Parenting Classes ● Life Skills ● Self-Care
<ul style="list-style-type: none"> ● Childcare During Treatment, Support Groups, & Court 	<ul style="list-style-type: none"> ● Peer Support Activities
<ul style="list-style-type: none"> ● Relapse Prevention/Recovery Check Ups 	<ul style="list-style-type: none"> ● Support Groups
<ul style="list-style-type: none"> ● Identification ● Driver’s License ● Social Security Card ● Birth Certificate 	<ul style="list-style-type: none"> ● Emergency Basic Need Items ● Food Vouchers/Pre-Paid Store Card ● Clothing Vouchers ● Hygiene Products & Cleaning Supplies

Treatment Services

Below is a list of treatment services that are covered by ATP. This list is not comprehensive, but rather provides basic examples of what can be covered for uninsured clients. If the client is insured, their insurance is to be the first payor. Services that are not covered or their insurance limits have been met, can use program funds. Program funds can also be used for Private insurance co-pays.

<u><i>Diagnostic Assessments</i></u>	<u><i>Medication Assisted Treatment</i></u>
Counseling and Therapy (Indiv., Group, & Family)	Crisis Intervention
Medical Activities (SUD related)	Withdrawal Management Services
Residential and Inpatient SUD Services	Urinalysis
ACT (Clients who have coexisting SUD)	Case Management
Peer Recovery Services (Provided by a Certified Peer Recovery Supporter)	Treatment for Co-Occurring Mental Health Disorders

Federal Student Financial Aid Penalties for Drug Law Violations

In December 2020, the FAFSA Simplification Act was enacted into law as part of the Consolidated Appropriations Act of 2021. The FAFSA Simplification Act amended Section 484 of the Higher Education Act of 1965 (HEA), making several important changes to student eligibility criteria.

One of these is the elimination of the prohibition on receiving Title IV aid for students with drug-related convictions. For the 2022-2023 award year, the Selective Service and drug conviction questions will remain on the FAFSA. However, having a drug conviction while receiving Title IV aid will no longer impact a student's Title IV aid eligibility, and a student who has a drug conviction may be eligible to receive Title IV aid if they meet all other eligibility criteria.⁶

⁶ file:///C:/Users/Owner/Downloads/_knowledge-center_fsa-handbook_2022-2023_vol1.pdf

Student Grievance Procedures

ICB is committed to helping each student achieve their individual goals and objectives. ICB is responsive to issues of concern raised by its students. Any student wishing to express a grievance or complaint should direct such to **J. Michael LeMaster, President, or Rachelle Williams, Campus Director**; preferably presented in person, with the complaint in written form. Issues remaining unresolved at the school level may be directed to the **State Board of Career Colleges and Schools (SBCCS)** at the address below:

State Board of Career Colleges and Schools
30 East Broad Street
Suite 2481
Columbus, Ohio 43215
614-466-2752

Schools accredited by the **Accrediting Commission of Career Schools and Colleges (ACCSC)** must have a procedure and operational plan for handling student complaints. If a student does not feel that the school has adequately addressed a complaint or concern, the student may consider contacting ACCSC. All complaints reviewed by the Commission must be in written form and should grant permission for the Commission to forward a copy of the complaint to the school for a response. This can be accomplished by filing the ACCSC complaint form. The complainant will be kept informed as to the status of the complaint as well as the final resolution by the Commission.

Please direct all inquiries to:

Executive Director
Accrediting Commission of Career Schools and Colleges
2101 Wilson Blvd
Suite 302
Arlington, VA 22201
703-247-4212

www.accsc.org | complaints@accsc.org

A copy of the ACCSC Complaint Form are available at the school and may be obtained by contacting complaints@accsc.org or at <https://www.accsc.org/Student-Corner/Complaints.aspx>

Section 504/Grievance Procedure

ICB has adopted the following grievance procedure for addressing complaints of discrimination under Section 504 of the Rehabilitation Act of 1973. A person is not required to use this procedure and may instead file a complaint directly with the U.S. Department of Education's Office for Civil Rights at:

Lyndon Baines Johnson Department of Education Bldg
400 Maryland Avenue, SW
Washington, DC 20202-1100

Step 1: A person who believes that they have been discriminated against by the institution is encouraged but is not required to discuss the matter informally with Rachelle Williams, Campus Director, in the case of a student, or J. Michael LeMaster, President/Owner, in the case of an employee. If the Campus Director is the subject of the complaint, or the grievance is not a student or employee, the grievant may instead contact the institution's Section 504 Coordinator, Kenneth Pyles. The person receiving the complaint shall verbally convey their findings to both the person who alleged the violation and the person who is the subject of the complaint within 10 business days.

Step 2: If the informal Step 1 process does not resolve the matter, or if the grievance does not wish to use the informal procedures set forth in Step 1, a written complaint may be submitted to the institution's Section 504 Coordinator who will investigate the complaint. If the Section 504 Coordinator is the subject of the complaint, the complaint should be submitted to J. Michael LeMaster, President/Owner, who will appoint another administrator to conduct the investigation. The complaint shall be signed by the grievant and include:

- The grievant name and contact information;
- The facts of the incident or action complained about;
- The date of the incident or action giving rise to the complaint;
- The type of discrimination alleged to have occurred;
- The specific relief sought.

Names and other evidence deemed appropriate by grievance may also be submitted.

An investigation of the complaint will be conducted within 10 business days following the submission of the written complaint. The investigation shall include an interview with the parties and witnesses, a review of relevant evidence, and any other steps necessary to ensure a prompt and thorough investigation of the complaint. A written disposition of the complaint shall be issued within 10 business days of completion of the investigation unless a specific written extension of time is provided to the parties. Copies of the disposition will be given to both the grievant and the person who is the subject of the complaint. If discrimination or harassment was found to have occurred, the disposition will include the steps that the institution will take to prevent recurrence of any discrimination/harassment and to correct its discriminatory effects on the grievant and others, if appropriate. The Section 504 Coordinator will maintain the institution's files and records relating to the complaint, investigation, and disposition.

Step 3: If the grievant wishes to appeal against the decision in Step 2 above they may submit a signed, written appeal to Mr. LeMaster within 10 business days after receipt of the written disposition. Mr. LeMaster, or his designer, shall respond to the complaint in writing within 10 business days of the date of the appeal. Copies of the

response shall be provided to both the grievant and the person who is the subject of the complaint.

The institution provides assurance that it strictly prohibits any form of retaliation against persons who utilize the grievance procedure. If there are any questions regarding these procedures or desire to file a complaint, please contact the College ADA/Section 504 Coordinator:

Kenneth Pyles
ADA/Section 504 Coordinator
6 S. Smithville Rd
Dayton, Oh 45431
937.258.8251
kenny.pyles@icb.edu

COVID-19 Policy

Revised (September 2023)

As COVID-19 cases begin to increase during this time of year, locally and nationally, International College of Broadcasting (ICB) updated our guidance in response to and with guidance from the Ohio Department of Health.

Overview

For students, faculty, and staff: Students and employees are no longer required to report a positive COVID-19 case to the Ohio Department of Health. However, anyone who tests positive for COVID-19 should manage their isolation and discharge independently by referring to the Ohio Department of Health's website, <https://coronavirus.ohio.gov/home> which will reflect and provide links to current COVID-19 resources as well as additional information. Medical and symptom questions should be directed to the individual's primary care clinician as needed.

Students: If tested positive for COVID, please make sure to self-quarantine for seven (7) days. By the end of day six (6) if fever is gone and there are no other symptoms, resume your regular activities and return to work/school.

If by the end of day six (6) there is still fever and symptoms, please stay home until fever is gone and have tested negative for COVID. If there are still lingering symptoms, for the safety of yourself and others, please ensure to wear a mask until all symptoms have cleared up.

Staff and Faculty: If tested positive for COVID, please make sure to self-quarantine for seven (7) days. By the end of day six (6) if fever is gone and there are no other symptoms, resume your regular activities and return to work/school.

If by the end of day six (6) there is still fever and symptoms, please stay home until fever is gone and have tested negative for COVID. If there are still lingering symptoms, for the safety of yourself and others, please ensure to wear a mask until all symptoms have cleared up.

Testing Positive: Next Steps

If tested positive for COVID-19, there are 5 actions that must be taken:

Step 1: Self-quarantine and follow Ohio Department of Health's guidance.

If tested positive for COVID-19, stay home for the next seven (7) days regardless of symptoms or vaccination status. It is advised that you can use the CDC's Isolation and Exposure Calculator to determine the length of the necessary isolation period:

<https://www.cdc.gov/coronavirus/2019-ncov/your-health/isolation.html>

People who have tested positive for COVID-19 or have been exposed to someone with COVID-19 can use this tool to determine if they need to isolate or take other steps to prevent spreading COVID-19. The calculator does not provide recommendations for

events that occurred more than 2 weeks ago.

Stay home for at least seven (7) days and isolate yourself from others in your home.

You are likely to be most infectious during the first 5 days. Monitor your symptoms. If you have an emergency warning sign (like trouble breathing), seek emergency medical care immediately by calling 911 or visiting your local emergency room.

Step 2: Share Your Status with Your Close Contacts

The next important step once you have begun your isolation is to identify and then notify your close contacts. A close contact is someone who, within the last 48 hours from your test kit activation, was within 6 feet of you, indoors, and for a total of 15 minutes or more (during a 24-hour period) during your infectious period. If the individual doesn't meet all these criteria, they are not considered a close contact, and you do not need to notify them.

Next, notify close contacts as soon as possible to let them know of their exposure and the exposure date, so they can take steps to complete a COVID test and monitor for symptoms.

If you cannot stay away from other people in your household, wear a three-layer (or better) mask.

Step 3: Inform Others Who Need to Know

If you are immunocompromised or at a high risk for complications, please contact your healthcare provider as soon as possible for close monitoring, and do not wait for symptoms to worsen.

Students, if feeling ill and unable to make it to class, stay home and rest. However, please make sure to reach out to the appropriate instructor to notify us of the absence of class and collaborate regarding any missing coursework.

Faculty, if feeling ill and unable to make it to class, stay home and rest. However, please ensure that (a) substitute is found to instruct class or (b) cancel class and find another day and time to reschedule with the students. Please make sure to notify the Director of Education and Campus Director of the class being cancelled/rescheduled or substituted.

Staff, if feeling ill, stay home and rest. Please let the Campus Director know if you are unable to make it into work.

Step 4: Manage your Symptoms.

Although you'll be in isolation, you're not alone.

Below is some general guidance to follow while in isolation:

Although most symptoms of COVID-19 can be managed with Tylenol or Motrin, rest, and fluids, some people experience severe symptoms. If you are hospitalized or need to discuss medical treatment options beyond the standard Tylenol and Motrin, please contact your primary care provider immediately.

If you experience any of the emergency warning symptoms below, please call 911 or go to your nearest emergency room.

Emergency warning symptoms of COVID-19 may include:

- trouble breathing,
- persistent pain or pressure in the chest;
- new confusion;
- inability to wake or stay awake; (e) pale, gray, or blue-colored skin, lips, or nail beds, depending on skin tone.

Please contact your healthcare provider if you are interested in seeing if you are a candidate for antiviral treatment. If you begin to experience COVID-19 symptoms after a course of antiviral treatment, please contact your primary care provider for the next steps.

If you are immunocompromised or at a high risk for complications, please contact your healthcare provider as soon as possible for close monitoring, and do not wait for symptoms to worsen.

Step 5: Complete Isolation by Following the Ohio Department of Health's COVID-19 Guidance.

If your fever is gone and other symptoms have improved by day six (6) resume normal activities while wearing a mask for the next five (5) days.

If your fever is NOT gone and your other symptoms have NOT improved, then stay home until the fever is gone and other symptoms have improved. Also, continue to wear a mask for the next five (5) days.

Title IX Sexual Misconduct Policy

ICB Title IX Coordinator is responsible for overseeing compliance of ICB's Title IX and Sexual Misconduct Policy. Questions regarding application of Title IX and compliance should be directed to the Title IX Coordinator. The Title IX Coordinator is also responsible for managing reports of sex and gender-based discrimination including, but not limited to, sexual harassment and sexual misconduct affecting the campus community. Students who wish to make a report of sexual misconduct affecting the campus community should follow the policy on ICB's consumer information website at: <https://www.icb.edu/consumer-information/>

Title IX Coordinator

Rachelle Williams

Campus Director

Phone: 937-258-8251

Email: rachelle.williams@icb.edu

Academic Policies for Veterans & Eligible Beneficiaries

To remain in good standing a minimum 2.0 GPA is required for each individual semester completed as well as an overall cumulative GPA of 2.0 throughout the program.

The first time a student has a GPA below the academic minimum standards at the end of an individual semester term he or she will be placed on Academic Warning and notified in writing. The student will meet with the Director of Education and an academic recovery plan will be put in place that outlines the steps needed to be removed from this status before the end of the following semester.

If the student on Academic Warning fails to meet the minimum term GPA and cumulative GPA standards by the following semester he or she will be placed on Academic Probation and notified that the academic recovery plan will be modified as needed and will remain in place.

If the student on Academic Probation does not reach the minimum semester and cumulative GPA by the end of the following semester he or she will be **Withdrawn** from the program and no longer permitted to attend classes. A report will be submitted to the VA to terminate their VA Educational Benefits at this point which may create a debt for the student with the VA.

NOTE: Based on the School's overall SAP policy, if any student's (including those utilizing VA benefits) cumulative GPA is ever below a 2.0, the student automatically goes on academic probation with an academic recovery plan and has until the completion of the next semester to bring up the cumulative GPA to a 2.0. If this does not occur the student is academically dismissed and not permitted to continue in the program.

VBTA Policy

International College of Broadcasting (ICB) in accordance with the Veterans Benefits and Transition Act of 2018 will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a Chapter 31 or Chapter 33 recipient borrow additional funds to cover the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement of a payment by the U.S. Department of Veteran Affairs. This policy is limited to tuition funds paid by the U.S. Department of Veteran Affairs.

Graduation and Graduate Employment Rates

Reporting date: 07/01/2022-06/30/2023

Reporting period: 10/01/2020 - 09/30/2021

Program: Diploma Program - Broadcasting I

<u>Class Start Date:</u>	<u>11/16/2020</u>	<u>03/22/2021</u>	<u>07/19/2021</u>	<u>Total</u>
Total # of students started:	0	0	0	0
Transfers to another program:	0	0	0	0
Transfers from another program:	0	0	0	0
<u>Total Starts:</u>	0	0	0	0
Unavailable for graduation:	0	0		0
<u>Students Available for Graduation:</u>	0	0	0	0
Withdrawn/Terminated Students	0	0	0	0
<u>Graduates within 150% Program Length:</u>	0	0	0	0
<u>Graduation Rate:</u>	0%	0%	0%	0%
Graduates - Further Education	0	0	0	0
Graduates - Unavailable for Employment	0	0	0	0
Graduates - Available for Employment	0	0	0	0
Graduates - Employed in Field	0	0	0	0
<u>Employment Rate:</u>	0%	0%	0%	0%
<u>Non-Graduated Students who obtained training related employment:</u>	0	0	0	0
Employment rate with Non-Graduated Employed Students	0	0	0	0

Reporting date: 07/01/2022-06/30/2023

Reporting period: 10/01/2019- 09/30/2020

Program: Associate Degree of Applied Science in Multimedia Production and Broadcasting

<u>Class Start Date:</u>	<u>11/18/2019</u>	<u>03/23/2020</u>	<u>07/20/2020</u>	<u>Total</u>
Total # of students started:	9	10	4	23
Transfers to another program:	0	0	0	0
Transfers from another program:	0	0	0	0
<u>Total Starts:</u>	9	10	4	23
Unavailable for graduation:	0	0	0	0
<u>Students Available for Graduation:</u>	9	10	4	23
Withdrawn/Terminated Students	5	5	2	12
<u>Graduates within 150% Program Length:</u>	4	5	2	11
<u>Graduation Rate:</u>	44%	50%	50%	48%
Graduates - Further Education	1	1	0	2
Graduates - Unavailable for Employment	0	0	0	0
Graduates - Available for Employment	3	4	2	9
Graduates - Employed in Field	1	2	2	5
<u>Employment Rate:</u>	33%	50%	100%	56%
<u>Non-Graduated Students who obtained training related employment:</u>	0	0	0	0
Employment rate with Non-Graduated Employed Students	33%	50%	100%	56%

Reporting date: 07/01/2022-06/30/2023

Reporting period: 10/01/2019- 09/30/2020

Program: Associate Degree of Applied Science in Video Production/Recording Audio Engineering

Class Start Date:	<u>11/18/2019</u>	<u>03/23/2020</u>	<u>07/20/2020</u>	<u>Total</u>
Total # of students started:	13	7	13	33
Transfers to another program:	0	0	0	0
Transfers from another program:	0	0	0	0
<u>Total Starts:</u>	13	7	13	33
Unavailable for graduation:	0	0	0	0
<u>Students Available for Graduation:</u>	13	7	13	33
Withdrawn/Terminated Students	6	5	6	17
<u>Graduates within 150% Program Length:</u>	7	2	7	16
<u>Graduation Rate:</u>	54%	29%	54%	48%
Graduates - Further Education	1	0	0	1
Graduates - Unavailable for Employment	0	0	1	1
Graduates - Available for Employment	6	2	6	14
Graduates - Employed in Field	4	1	3	8
<u>Employment Rate:</u>	67%	50%	50%	57%
<u>Non-Graduated Students who obtained training related employment:</u>	0	0	0	0
Employment rate with Non-Graduated Employed Students	67%	50%	50%	57%

ICB Catalog Addendum 2023-2024

ICB Catalog Addendum for 2023-2024 is a summary of additions, reactivations, deactivations, and changes that have been made and approved by the Campus Director, to comply with rules and regulations governed by the U.S. Department of Education, ACCSC, Ohio Department of Higher Education, State Board of Career Colleges and Schools and the office of Veterans Affairs. Changes to curriculum are made by the Director of Education with an approval from the State Board of Career Colleges and Schools, Ohio Department of Education and ACCSC. For the 2023-2024 academic year, all approved changes and additions made in the 23/24 year are reflected in this addendum. Please use information contained here as the most accurate and up-to-date catalog information regarding courses and programs. All individual course additions and changes show the effective term at the end of each entry. All program additions and changes show the effective term after the program title.

Accuracy Statement

ICB aims to present its programs and its policies accurately and fairly to the public. Those responsible for the preparation of this catalog, the class schedule and all other public announcements make every effort to ensure that the information presented is correct and up to date. However, ICB reserves the right to add, amend or repeal any rules, regulations, policies, and procedures. ICB assumes no responsibility for program changes or publication errors beyond its control. For the most current information, please check our website at icb.edu along with our consumer information page.

How to use the Catalog 2023-2024 Addendum:

The Catalog Addendum 2023-2024 includes corrections of errors that are in the actual 2023-2024 Catalog and additional information that was not included in the catalog. The catalog Correction List seen on page 113 summarizes all the corrections made to the existing catalog 2023-2024 and the corresponding pages in the 2023 Addendum.

Correction List			
Catalog Page	Addendum Page	Section	Correction
Pages 14-15	Pages 126-127	Facilities	Facilities and Equipment Recording Audio Engineering - Revised April 2024
Page 16	Pages 114-115	Faculty	Up to date listing of Faculty - Revised March 2024
Page 42	Pages 116-123	Satisfactory Academic Progress	Maximum Timeframe attempted credit hours - Revised March 2024
Page 95	Pages 124-125	Campus Crime Security Statistics	Incorrect data reported - Revised March 2024

Faculty

Radio:

- Tommy Collins (Radio Program Chair)
 - AAS in Radio and Television Broadcasting - International College of Broadcasting
 - AAS in Marketing - Lakewood Community College
- Aaron Cline
 - AAS in Recording Audio Engineering - International College of Broadcasting
- Erica Jones
 - BA in History - Smith College
- Glenn Moore
 - AAS in Communication - Sinclair Community College

Recording Audio Engineering:

- Todd Huffman (Audio Engineering Program Chair)
 - AAS in Recording/Audio Engineering and Video Production - International College of Broadcasting
- Mickey Bhatti
 - MS in Exercise Physiology - University of Dayton
 - BS in Kinesiology - Bowling Green State University
- Michael Bisig
 - MA in Music Education - Wright State University
 - BA in Music - Wright State University
- Jason Jordan
 - AAS in Recording/Audio Engineering and Video Production - International College of Broadcasting
- Jamie Murrell
 - Bachelor of Music in Jazz Studies - Central State University
 - Specialist certificate in Advanced Guitar - Berklee College of Music
 - AA in Liberal Arts - Chatfield College
- Shaun O'Shaughnessy
 - BA in Music Technology - Capital University
 - AAS in Liberal Arts in Science - Sinclair Community College

Video Production:

- Tyrone Williams (Video Production Program Chair)
 - BFA in Digital Design - America Intercontinental University
 - AAS in Recording/Audio Engineering and Video Production - International

College of Broadcasting

- Victor Bonacore
 - Bachelor's degree in communication/film production 3.9- Adelphi University
 - Associate's Degree in Humanities - Suffolk Community College Bachelor's

General Education:

- John Boucavalas
 - MA in Communications - Antioch University
 - BA in Communications - University of Dayton
- Kimberly Brownridge
 - MS in General Psychology - Capella University
 - MA in Professional Counseling - Lindenwood University
 - BS in Business and HR Management - Indiana University
 - AAS in Business Administration - Vincennes University
- Mark Genovese
 - MA in Communications Studies - St. Mary's University
 - MA in International Relations - St. Mary's University
 - MA in Political Science - St. Mary's University
 - BA in Political Science - St. Mary's University
- Dean Leonard
 - MA in English - Wright State University
 - BA in Motion, History, Theory, and Criticism - Wright State University
- Mindy Neeb
 - MS in Psychology - Capella University
- Clark Powell
 - MBA in Technology Management - University of Phoenix
 - BS in Computer Science - Wright State University
- Bradley Sauls
 - Doctoral Degree of Environmental and Social Sustainability - Colorado Technical University
 - Masters in marketing - Colorado Technical University
 - BA in History - University of Tennessee
- Karl Spencer
 - Master of Science in Human Services Management - SUNY Buffalo State University
 - Master of Arts Degree in Political Science - SUNY Buffalo State University
- Jennifer Thompson
 - MA in English - University of Missouri Kansas City
 - BA in English - Park University
- Shontese Walker
 - MS in Industrial and Systems Engineering - Auburn University
 - M.Ed, Adult Education, Trident University
 - BS in Mathematics - Tuskegee University
- April Wolford
 - MS in Organizational Leadership - Union Institute & University

- BA in Humanities: Literature/Women's Studies - Antioch University

SATISFACTORY ACADEMIC PROGRESS POLICY

The purpose of training is to prepare all undergraduate students for immediate employment in the field of study upon graduation. Satisfactory academic progress applies to all students enrolled in an educational program and whether they are using financial aid or not. Grading is administered to correlate the student's level of achievement on tests, studio projects, mid-terms, and final exams. The student is furnished with a progress report at the end of each term as well as notification of their academic and financial aid status. The satisfactory academic progress (SAP) of all students is evaluated for the purpose of establishing academic standing in the program. Satisfactory academic progress (SAP) is evaluated at the end of the term.

To maintain satisfactory academic progress (SAP) a student must satisfy the academic requirements and specific program requirements as well as make satisfactory academic progress, as required by federal law.

Students must demonstrate satisfactory academic progress toward completing their academic program by meeting our established standards of academic progress in these three specific measurable areas of cumulative grade point averages (CGPA), completion rate/rate of progress (pace), and maximum timeframe. Satisfactory academic progress (SAP) is measured using these qualitative and quantitative standards.

- **Qualitative** progress is measured by cumulative grade point average.
- **Quantitative** progress is measured by cumulative completion rate/rate of progress (pace) and maximum time frame. The institution ensures that the students will have an evaluation of their measured qualitative and quantitative standards at the end of the term (payment period).

Term and cumulative grade point averages (CGPAs) are calculated at the end of the term. At the end of the term, academic progress evaluations take place reviewing a student's academic standing.

Students that do not meet the minimum academic standards for satisfactory academic progress (SAP), are notified via student email, their progress report and postal mail regarding their academic standing at the end of the term. Students also have the option to review their academic standing via their online student portal.

QUALITATIVE STANDARDS

Our grade-based standards are reviewed at the end of the term. Cumulative grade

point average (CGPA) is reviewed to determine if the student is meeting basic requirements for the qualitative standards portion of our satisfactory academic progress. Below is our grading scale for these standards:

- **A - 4 points (100% - 90%)** Indicates superior grasp of material, earned through excellent performance on all assignments and examinations and a very strong indication of career success.
- **B - 3 points (89% - 80%)** Indicates a good level of proficiency and a strong indication of career success.
- **C - 2 points (79% - 70%)** Indicates a satisfactory level of achievement to enable successful employment or completion of further course work.
- **D - 1 point (69% - 60%)** Indicates probationary grade and a marginal level of achievement. Students earning this grade are expected to seek extra help to correct deficiencies or may be asked to repeat the semester. Conferences with the student, instructor, and the director will determine the best course of action to take to promote academic success.
- **F - 0 points (59%-0%)** Indicates an insufficient comprehension of material to permit promotion to the next semester. Students must consult with the Director of Education for further guidance concerning the repetition of the course.

Grades are computed by points earned divided by course points; then multiplied by 100 which will give a percentage earned for the course in which grades A, B, C, D and F are received.

Grades are posted online via the student portal for their midterm and final grades and are available upon request at any point in their term. At the end of the term, grades are posted online via the student portal and available on their unofficial transcript. Students are given a copy of their unofficial transcripts at the end of each term to keep track of their progress.

CUMULATIVE GRADE POINT AVERAGE (CGPA)

- A student must maintain a minimum cumulative grade point average (CGPA) of 2.0 or higher.
- Satisfactory (S), Unsatisfactory (U), Incompletes (I) and Withdrawal (W) grades are not used in calculating CGPA.
- Credits earned by examination or transferred from another institution are also not used in calculating CGPA.
- When a student repeats a course, the highest grade achieved in that course is used in calculating CGPA.
- Academic standing is stated in the conditions of a cumulative grade point average (CGPA), which is calculated at the end of each term and is based on all grades and credit hours earned to date in the student's respective program.

Remedial Courses are not calculated in the cumulative grade point average (CGPA) nor in the final grade point average (GPA).

QUANTITATIVE STANDARDS

Quantitative standards are reviewed at the end of the term to evaluate if a student has met satisfactory academic standards. Quantitative standards apply to courses that are considered remedial coursework as well as having been repeated or withdrawn from. These factors impact the completion rate/rate of progress (pace) as well as the maximum timeframe that students are expected to complete. The quantitative standards are listed below:

COMPLETION RATE/RATE OF PROGRESS (PACE)

- A student must successfully maintain a minimum of 67% of all credit hours attempted, including those attempted in remedial courses.
- Incomplete courses will be calculated at the end of the term to determine if the student is meeting pace. They will also be counted as credits attempted.
- Repeated courses will be calculated as credits that have been attempted for the calculation of pace.
- Credits transferred from another institution are included as credits attempted and completed for the purpose of calculating cumulative completion rate.
- The grades of A, B, C, D and S indicate successful course completion for purposes of this policy. The grades of F, W and U indicate a lack of successful course completion.
- To keep in good academic standing a student must earn credit toward completion rate/rate of progress (pace) including courses withdrawn from.
- A student must successfully maintain a minimum of 67% of all attempted credit hours. A student who does not maintain the minimum pace at the end of the term is placed on academic warning.

CALCULATION FOR COMPLETION RATE/RATE OF PROGRESS (PACE):

Total number of credit hours earned divided by the total number of credit hours that have been attempted = % of completion.

MAXIMUM TIMEFRAME

- A student must complete their academic program within a maximum of 150% of the published length of the educational program as measured in credit hours.
- Credits transferred from another institution are included as credits attempted and completed for the purpose of calculating maximum timeframe.
- At the end of the term the Director of Education reviews each student's academic performance to determine whether the student is approaching their

maximum timeframe for credits hours that have been attempted. At this point, we will determine if the student is able to complete their program within the maximum timeframe and not at the point that they reach the maximum timeframe. In the event the student will not complete their program before reaching the maximum timeframe, the student will be notified via email and postal mail that they no longer can complete their program within the 150% maximum timeframe. Students have the right to appeal against the decision regarding their maximum timeframe status. See section below for “STUDENTS HAVE THE RIGHT TO APPEAL THEIR ACADEMIC PROBATIONARY STATUS” regarding how to submit an academic appeal.

CALCULATION FOR MAXIMUM TIMEFRAME:

A student completing a program requiring 65 credit hours only has 97.5 attempted credit hours to complete that degree. ($65 \times 1.5 = 97.5$) Since ICB does not have .5 credit hours of a course, we will round up our Maximum Timeframe to 98 attempted credit hours.

SATISFACTORY ACADEMIC PROGRESS STATUSES

Good Standing - All students, whether they are using financial aid or not, is considered in Good Standing status if the student has: (1) successfully completed a minimum of 67% of the credit hours attempted; (2) not exceeded the maximum time frame; and (3) maintained at least the minimum cumulative grade point average (CGPA) of 2.0.

Academic Warning (Financial Aid Warning) - Students not meeting the academic requirements, whether they are using financial aid or not, will be placed on academic warning status if the student’s cumulative grade point average (CGPA) falls below the minimum of 2.0, the student fails to successfully complete at least 67% percent of the credit hours attempted, and the student is reaching the point of their maximum timeframe. A student in academic warning status will be given one subsequent term to return to Good Standing status.

Financial aid is available to eligible students in academic warning status. A student who does not return to Good Standing status within the subsequent term will be placed on academic probation status. Academic warning students who fail to meet satisfactory academic progress (SAP) after the warning period will lose their financial aid eligibility after the warning period ends.

All students will be notified via email, progress report and via postal mail of their academic warning status; and that they must bring their academic standing up to the academic requirements to return to Good Standing.

To maintain satisfactory academic progress (SAP) a student must maintain their qualitative and quantitative standards.

Academic Probation - Students who did not return to good standing after their academic warning status after the subsequent term, whether they are using financial

aid or not, will be placed in academic probation status. A student in academic probation status is not eligible to receive financial aid. This status continues during periods of non-enrollment. Students will be notified via email, progress report and postal mail of their academic probation status. Students who are placed on academic probation can submit an academic appeal to the Director of Education for consideration.

Financial aid is not available to students in this academic standing unless they submit an approved academic appeal.

STUDENTS HAVE THE RIGHT TO APPEAL THEIR ACADEMIC PROBATIONARY STATUS

A student may appeal the determination of satisfactory academic progress (SAP) of their probation status from the college to the Director of Education based upon extenuating circumstances. Extenuating circumstances are situations such as the death of a relative, serious injury or illness of the student, or any other special circumstances.

The student must submit their appeal in writing to the Director of Education at the school before the beginning of the next term. Within the appeal, the student must address the mitigating circumstances that prohibited them from successful completion their courses, what their plan is moving forward to achieve successful completion of their courses and what has changed so they are able to successfully meet SAP requirements.

ACADEMIC PLAN FOR STUDENTS IN ACADEMIC PROBATIONARY STATUS

An academic plan is a succession plan toward education completion that the student and the institution must review and follow. Within the academic plan it must list the processes for success of the student and what they will need to address to meet satisfactory academic progress (SAP). The academic plan must state what the student will do to maintain their cumulative grade point average (CGPA), along with successful course completion within the term, and completion of attempted credits before meeting the maximum timeframe of 150%.

A student's progress on academic warning status will be reviewed again at the end of the term to ensure that the student has met the requirements for satisfactory academic progress (SAP) as notated in their academic plan.

RE-ESTABLISHING FINANCIAL AID ELIGIBILITY

Students receiving financial aid can reestablish their financial aid eligibility by submitting an academic appeal in writing to the Director of Education. Students who successfully appeal will be placed in the subsequent term under financial aid probation status, and they will have the opportunity to try to get their academic status up to good standing. The student is eligible to receive financial aid if the student continues to meet the academic plan requirements and will be held to the

requirements that are notated in the plan. Once the student returns to good standing the financial aid probation status will be removed. Failure to meet the requirements by the end of the financial aid probation period the student will be subjected to a second dismissal. Students will be notified of their academic and financial standing at the end of the term via their progress report, email, and postal mail.

INCOMPLETES, WITHDRAWAL, AND REPETITION

INCOMPLETES

Students with course incompletes are eligible to continue receiving financial aid if the following conditions are met:

1. The student is otherwise making satisfactory progress within the course as determined by their instructor.
2. The time needed to make up and complete course work is within the program maximum time frame.
3. The student is unable to complete some coursework because of unusual circumstances beyond personal control.

Please note: Incompletes are granted in unique situations only. The incomplete is discussed with the instructor and the Director of Education to determine if an incomplete is acceptable in certain circumstances. All required work needs to be submitted no later than two weeks after the end of the term to the instructor.

Once the student has completed all required coursework for the course, the “I” indicator for the grade must be converted to a letter grade of either A through F, or to an S or U indicator. Courses that contain the indicator of “I” will be counted in attempted hours but are not counted in any cumulative grade point average (CGPA) or grade point average (GPA) calculations. If the student does not meet the requirements within the allotted time frame, the “I” indicator will then be converted to an “F” grade. Once the “F” grade is applied to the term the grade point average (GPA) and cumulative grade point average (CGPA) are recalculated for that term. To request an incomplete for the course, the student must request to complete a “Course Incomplete Request Form” and gain approval from the instructor. Once approval is granted, the instructor will then submit the form to the Director of Education for documentation prior to the grade deadline.

WITHDRAWALS

A student desiring to withdraw from the college should contact the Director of Education immediately. All official withdrawals from a course or from the school must be in written form and approved by the Director of Education. Withdrawing from the course will impact academic progress in a qualitative and quantitative manner. The “W” that is earned in the course will count as part of the completion rate/pace of progress (quantitative standard) calculation.

Please note: The institution does not have an add/drop period for courses.

REPEATING COURSES

A student can repeat any subject in which they receive a final grade of “F” during the term. The student will be charged the full tuition for the course that is to be repeated. Federal regulations limit the number of times a student may repeat a course and receive federal financial aid for that course. Repeating courses will affect your quantitative standards at the institution due to the repeated attempts for the applicable course(s) as well as the cost of tuition. Students using financial aid may receive financial aid under these conditions for repeating a course:

- A student may receive financial aid when repeating a course that was previously failed.
- A student may receive financial aid to repeat a previously passed course (D or better) ONE additional time.
- Once a student has completed any course twice and earned a passing grade (D or better) they are no longer eligible to receive financial aid for that course.

Examples provided below:

Course Name	1 st Attempt	2 nd Attempt	3 rd Attempt	Eligible for FA for a 3 rd attempt?
HUM 110	F	C	Scheduled	Yes (student passed course one time, eligible for 3rd attempt).
RAD 1016	D	C	Scheduled	No (student passed course twice, not eligible for 3rd attempt).
MTH 105	D	F	Scheduled	No (student passed course first attempt, on the second attempt they failed, no longer eligible for federal financial aid on 3rd attempt).
HUM 115	W	F	Scheduled	Yes (student has not yet passed course, the 3rd attempt is

				eligible for federal financial aid).
HUM 210	F	F	Scheduled	Yes (student has not yet passed course, the 3rd attempt is eligible for federal financial aid).

FOUNDATIONAL WORK

Students who fail to meet the cutoff score from the ACCUPLACER will be required to take Foundations Math and/or English courses before taking College English and/or College Math.

HUM 001 - Foundations English

A course to assist students in achieving a level of competence as writers that will prepare them to work successfully in advanced studies. Fundamentals of standard written English are developed and reinforced. Students whose score on the placement examination is below the minimum required must enroll in this course. This course does not apply toward the graduation requirements of any program, and the grade is not counted in the grade point average. (3 semester credit hours)

MTH 001 - Foundations Math

A course to develop and improve the basic skills of working with numbers and fundamental math operations. The number system; addition, subtraction, multiplication, and division of whole numbers, fractions, decimals, and percent's; integers, exponents, and one-step algebraic equations are covered. Students whose scores on the placement examination fall below the minimum required must enroll in this course. This course does not apply toward the graduation requirements of any program, and the final grade for this course is not counted in the grade point average. (3 semester credit hours)

Remedial courses are either awarded an “S” or “U” for satisfactory or unsatisfactory academic proficiency in their courses. If the student receives a “U” in their remedial courses, the student is allowed one more attempt to pass the course with an “S” to move forward in their program. Remedial courses are not included in the calculation of maximum timeframe.

- **S - Satisfactory 0 points (100%-60%)** Indicates sufficient comprehension of material of a foundations course. A foundations course does not apply toward the graduation requirements of any program and the final grade for this course is not counted in the grade point average.

- **U - Unsatisfactory 0 points (59%-0%)** Indicates insufficient comprehension of material of a foundations course and the course must be retaken. A foundations course does not apply toward the graduation requirements of any program and the final grade for this course is not counted in the grade point average.

Annual Crime Statistics - International College of Broadcasting (ICB)

<i>Clery Criminal Offenses</i>	<i>Year</i>	<i>On Campus</i>	<i>Non-Campus</i>	<i>Public Property</i>	<i>Total</i>
Murder/Non Negligent Manslaughter	2022	0	0	0	0
	2021	0	0	0	0
	2020	0	0	0	0
Manslaughter by Negligence	2022	0	0	0	0
	2021	0	0	0	0
	2020	0	0	0	0
Rape	2022	0	0	0	0
	2021	0	0	0	0
	2020	0	0	0	0
Fondling	2022	0	0	0	0
	2021	0	0	0	0
	2020	0	0	0	0
Incest	2022	0	0	0	0
	2021	0	0	0	0
	2020	0	0	0	0
Statutory Rape	2022	0	0	0	0
	2021	0	0	0	0
	2020	0	0	0	0
Robbery	2022	0	0	0	0
	2021	0	0	0	0
	2020	0	0	0	0
Aggravated Assault	2022	0	0	0	0
	2021	0	0	0	0
	2020	0	0	0	0
Burglary	2022	0	0	0	0
	2021	1	0	0	0
	2020	0	0	0	0
Motor Vehicle Theft	2022	0	0	0	0
	2021	0	0	0	0
	2020	0	0	0	0
Arson	2022	0	0	0	0
	2021	0	0	0	0
	2020	0	0	0	0
Hate Crimes	2022	0	0	0	0

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	2021	0	0	0	0
	2020	0	0	0	0
Dating Violence	2022	0	0	0	0
	2021	0	0	0	0
	2020	0	0	0	0
Domestic Violence	2022	0	0	0	0
	2021	0	0	0	0
	2020	0	0	0	0
Stalking	2022	0	0	0	0
	2021	0	0	0	0
	2020	0	0	0	0
Weapons: Carrying, Possessing, Etc.	2022	0	0	0	0
	2021	0	0	0	0
	2020	0	0	0	0
Drug Abuse Violations	2022	0	0	0	0
	2021	0	0	0	0
	2020	0	0	0	0
Liquor Law Violations	2022	0	0	0	0
	2021	0	0	0	0
	2020	0	0	0	0

***On Campus = (1) Any building or property owned or controlled by an institution within the same reasonably contiguous geographic area and used by the institution in direct support of, or in a manner related to, the institution's educational purposes, including residence halls; and (2) Any building or property that is within or reasonably contiguous to paragraph (1) of this definition, that is owned by the institution but controlled by another person, is frequently used by students, and supports institutional purposes (such as a food or other retail vendor).

***Non-Campus = Non-Campus buildings or property (any building or property owned or controlled by ICB used in direct support or in relation to ICB's education purpose, is frequently used by students, and is not within the same geographical radius of ICB.

***Public Property = All public property, including thoroughfares, streets, sidewalks, and parking facilities, that is within the campus, or immediately adjacent to and accessible from the campus.

Facilities and Equipment Recording/Audio Engineering Program

Revised equipment listed in Addendum on page 126

Studio A:

- AVID Control 24 Studio Control Surface
- Focusrite Octopre Microphone Preamplifier/Interface
- Mac Pro G5 with AVID ProTools v10 HD
- Digidesign 192 I/O Audio Interface
- Digidesign 96i I/O Audio Interface
- Yamaha HS80 Studio Monitors
- Mackie HR624 Studio Monitors
- Furman Headphone Distribution Center
- M-Audio USB MIDI Controllers
- Furman and Monster Power Conditioners
- 5 iMac Workstations with MBox Audio Interfaces, running ProTools v10-v12.5
- Mic Cabinet Includes: Shore/Sennheiser/Audix/AKG/Electrovoice/MXL
- Headphones: AKG/Sony
- Instrumentation Includes: Fender/Martin/Charvel/Tama/Zildjian
- Outboard Processing Includes: Lexicon/Yamaha/Dbx/Aphes
- Assorted Mic Cables/Snakes-Sub-Snakes/AKG & K&M Microphone Stands
- Adapters and Couplers

Studio B:

- AVID C24 Studio Control Surface
- Focusrite Octopre Microphone Preamplifier/Interface
- AVID HD I/O Audio Interfaces
- MacPro G5 with ProTools Ultimate v2020
- 5 Mac Minis with Focusrite 2i2 Audio Interfaces Running ProTools v2020
- Dbx 165 Analog Vintage Compressors/Lexicon PCM81/Aphex Tubessence
- Microphone Preamplifier/BBE 882 Sonic Maximizer
- Chameleon Labs 7702 Microphone Preamplifiers/Universal Audio LA610
- Furman HDS 6 Headphone Distribution Center
- Hafler Transnova P3000 Power Amplifiers/Event 20/20 Nearfield Monitor Speakers/Yamaha NS10 Nearfield Monitor Speakers
- M-Audio USB MIDI Controllers/Akai-MPC USB Mini Keyboard MIDI Controllers
- Furman and Power Conditioners
- Mic Cabinet Includes: Rode/Shure/Sennheiser/Audix/AKG/Electrovoice/MXL
- Headphones Includes: AKG/Sony/Beyerdynamic
- Instrumentation Includes: Fender/Martin/Charvel/Tama/Zildjian
- Assorted Mic cables/Snakes-Sub-Snakes/AKG & K&M Microphone Stands, Misc. Adapters & Couplers

Studio C:

- Mac Mini with Focusrite 18i20 Audio Interface running ProTools v2020
- Furman and Power Conditioner
- AVID S1 EUCON Desktop Control Surface
- AVID PROTOOLS Dock Control Surface

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- M-Audio USB MIDI Controllers/Akai-MPC USB Mini Keyboard MIDI Controllers
- JBL 4208 Nearfield Monitors
- Assorted Mic Cables/Snakes-Sub-Snakes/AKG & K&M Microphone Stands, Misc. Adapters & Couplers