

RIDER UNIVERSITY

ACADEMIC POLICY MANUAL

2026-2027

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Prepared by the
Office of the Provost and Senior Vice President for Academic
Affairs for the
University Academic Policy Committee

The policies listed in this manual apply to Rider University, except as follows: certain graduate programs maintain supplemental policy manuals pertaining to their respective programs. Variations on some of the policies in this manual appear in separate documents issued by these programs. If not modified by these separate documents, the policies in this manual pertain as published herein.

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ACADEMIC POLICY MANUAL

(2026-2027)

This document reflects policies passed by the University Academic Policy Committee (UAPC), or by its predecessors, as well as policies passed by other bodies or to standard University sources and practices. Issues covered in the Agreement between the University and the AAUP are not included. Certain graduate programs may maintain supplemental policies pertaining to their respective programs; if not modified by these separate documents, the policies in this manual pertain as published here.

1. Academic Calendar

The University maintains undergraduate academic sessions as follows: fall and spring semesters (each 13 weeks, plus an examination period), Summer Sessions I and II (each six and one half weeks), and JTerm January session (two and one half weeks). No classes are held on Wednesday, Thursday and Friday of Thanksgiving week. A one-week spring break occurs during the spring semester. Specific dates for each academic session appear in the Academic Catalog, as do the schedules for the graduate divisions.

The academic calendar shall be so organized that all laboratory sections and seminar courses meeting once a week will have thirteen meetings in every term.

The features of the calendar are:

- 13 instructional weeks plus an exam period.
- Short Thanksgiving recess in the fall, one-week recess in the spring.
- Fall classes start on Wednesday after Labor Day.
- Spring classes start on the fourth Monday in January.

Summer Calendar

The summer calendar will feature:

- Day and evening undergraduate and graduate Summer Sessions I and II with common start weeks.
- A schedule with undergraduate as well as graduate business three-credit courses that meet twice a week for a total of 39 hours (13 class meetings, including exam) and graduate education three-credit courses that meet twice a week for a total of 38.5 hours (11 class meetings, including exam).
- An alternate day schedule for undergraduate courses, such as lab sciences, foreign languages, and math. Three-credit courses will meet four days per week for a total of 38.5 hours (22 class meetings, including exam).

- The opportunity for departments to propose and pilot existing courses in alternate formats (i.e., a three-week format would meet four days a week, three hours per day for 13 class meetings for a total of 39 hours, including exam). Such proposals would be reviewed by the appropriate APC to confirm that the same standards of quality, relevance, breadth, and depth of coverage will be maintained in an alternate format.

Fall Calendar

Classes will start on the Wednesday following Labor Day and classes will be eliminated the Wednesday before Thanksgiving, provided that the residence halls not close until Tuesday evening.

2. Academic Conduct, Code of

Procedures to follow in suspected cases of academic dishonesty, including unauthorized collaboration or misrepresentation in the submission of academic work, appear in the [Rider catalog](#).

It is strongly recommended that faculty include the following statement, as it relates to Academic Integrity, in course syllabi:

Academic dishonesty includes any unauthorized collaboration, misrepresentation or fabrication in the submission of academic work. In all written work, whether in class or out of class, the student's name on the work is considered to be a statement that the work is his or hers alone, except as otherwise indicated. Students are expected to provide proper citations for the statements and ideas of others whether submitted word for word or paraphrased. Failure to provide proper citations will be considered plagiarism and offenders will be subject to the charge of plagiarism specified in the statement of regulations.

Similarly, students are expected to adhere to all regulations pertaining to examination conduct including placement tests. These regulations are designed to ensure that the work submitted by the student on examinations is an honest representation of that student's effort and that it does not involve unauthorized collaboration, unauthorized use of notes during the exam, or unauthorized access to prior information about the examination.

In oral or written submissions presented as scientific or non-fiction, fabrication or alteration of facts, data, images, or audio or video recordings, or misrepresentation of procedures or of participation in an academic activity, for the purpose of misleading, also constitutes academic dishonesty.

3. Academic Policy, Changes in

The University may, through its academic governance process, change its academic policies and its degree requirements at any time. Any major change will include an implementation schedule, which takes into account the impact upon matriculated students, and which will clearly establish the applicability of the change on currently matriculated students.

4. Academic Governance Portal: Non-APC Committees Presence on Portal (requires updating)

Summary: In addition to all Academic Policy Committees, any committee whose membership is established by an APC shall maintain a presence on the AGP as described below.

Proposed APC Hierarchy

Create a folder called “Committees” on the AGP top level, left column and placed beneath “UAPC.”

Within the folder “Committees,” create the following subfolders.

- A subfolder named for each listed committee, e.g. Faculty Development Committee. Placed beneath the subfolder “How Committees should use the AGP,” these subfolders should be kept in alphabetical order.

Within each committee’s folder, create the following items or folders.

- *Committee membership List*

Example: Faculty Development Committee Members AY 2010-11

Terms 2009-2011: Bill Amadio (CBA), Chris Arneson (WCC), David Suk (CBA), Shunzhu Wang (SLAS), Sharon Yang (Moore Lib.)

Term 2010-2012: Tracey Garrett (Ed), Sharon Morrow (WCC), Cara DiYanni (SLAS)

These membership lists should be updated by the APC chair that is responsible for the committee’s staffing. E.g., The UAPC chair would update all Tripartite Committees since the UAPC makes these appointments.

- *The Committee’s Charge*

A link to or copy of the committee’s charge and procedures taken verbatim from an approved source of University policy, e.g., The Academic policy Manual, the Source, the approved minutes of the APC responsible for creating the committee, the Collective Bargaining Agreement, etc.

Example: Link to Article XXXI, Section A from the Collective Bargaining Agreement.

- A minimum of four additional folders:

- Agendas:* Note date and location of all meetings.
- Minutes:* Note members present, meeting date, date of approval, and actions taken.
- Documents:* Materials for committee review and/or report(s) created by the committee.
- Archive:* Include a subfolder for each academic year (e.g. AY 2010-2011). At the beginning of each AY, the previous year’s folder should be copied to the archive.

- Optional: Folders unique to the specific nature of the committee.

Confidentiality

No material of a confidential nature should be posted to the AGP.

The work of some committees may involve issues of confidentiality (Examples of such committees include, but are not limited to, the Appeals Council, Faculty Grade Appeals, Faculty Development Committee, Honorary Degrees and Academic Ceremonies, Integrity Committee). Before posting any item that may be considered confidential, committee chairs should solicit the opinion of the AAUP contract administrator or University counsel, but regardless, are encouraged to err on the side of discretion.

5. Academic Standing, Conditional Standing, and Dismissal

Standards and procedures regarding academic standing, conditional standing, and academic dismissal appear in the Academic Catalog.

6. Admissions Requirements

A degree candidate for admission as an undergraduate student (excluding CEP and graduate programs) must present 16 acceptable units of academic work at the secondary school level, including four units of English along with Algebra I, II, and Geometry. The remaining 9 units should be selected from academic areas that include foreign languages, science, social science, and humanities. A student expecting to major in business education may include six acceptable business courses among the 9 units of electives.

All students applying for a degree program are required to submit an official high school transcript along with two letters of recommendation... A student applying for admission within one year of high school graduation must submit official results of either the Scholastic Aptitude Test (SAT) or American College Test (ACT).

7. Advising, Academic

The University believes that a sincere interest in the success of all students is an essential quality of the faculty and that academic advising is critical to students' success. Advising individual students, as assigned by the dean or department chair, is also mandated by the Agreement between the University and the AAUP (see Article XXIX of the 2022-27 Agreement).

RESPONSIBILITIES OF ADVISORS AND ADVISEES

Office Hours

All full time faculty are expected to post and maintain at least three office hours per week. It is expected that faculty set office hours at reasonable times to enhance student contact.

Course Selection

Individual colleges and schools within the University may require an academic advisor's approval prior to course selection. Students should seek information about this requirement from their academic Dean's Office. Whether an advisor's formal approval is required or not, students should discuss choice of courses with an advisor prior to the course selection period. Fulfilling graduation requirements is the student's responsibility. While faculty and staff will provide advice and guidance, the student must ensure that graduation requirements are met.

Knowledge of Academic requirements

Advisors are expected to keep informed about current University, college/school, and departmental requirements.

Knowledge of Key Staff

Advisors should be aware of the resources and services that are available to students for help with academic and non-academic problems. It is hoped that the advisor will assist in making the contact for the student with the appropriate office.

Advisor/Advisee Contact

Advisors and advisees should make every effort to meet at critical points during the semester, such as before or during course selection and upon receipt of a progress report. In addition, they should contact each other periodically to discuss any problems the advisees may be having.

Progress Reports (Also see policy on "Progress Reports")

Every fall and spring semester, an online progress reporting system will be implemented. This system allows faculty to alert undergraduate students and their advisors about unsatisfactory performance in a particular class. An initial "Early Warning" report is sent after the "Drop" period has ended (start of the third week of courses) to indicate early engagement concerns. A more robust alert, "Mid-Semester Progress Report", is sent around week 6 or 7.

The reporting link is emailed directly to faculty or can be accessed from Faculty's "Professor" profiles in EAB Navigate.

Faculty members are provided reports for all undergraduate students. Faculty are expected to submit reports for all students of concern. If they do not have any students of concern, they are able to submit all reports at once with "No Concern" (as outlined in instructions provided to them).

Faculty advisors and other campus partners are informed of reports submitted for their students to encourage follow-up. If faculty have concerns or questions, they may contact the Director of Academic Tutoring.

8. Andrew J. Rider Scholars

The Andrew J. Rider Scholars designation is the highest academic honor a student can achieve as an undergraduate at Rider University. Students with a grade point average of 3.85 or higher are recognized as Andrew J. Rider Scholars. The following criteria have been established for bestowal of this distinction:

- Selection is based on students' grade point averages. In making their selections, the Dean's Offices use students' academic records as of August 1 of each year. This includes any coursework completed during the summer prior to the August 1 deadline.
- Transfer credits are not included in the GPA calculation.
- The student must have accumulated at least 27 credit hours at Rider University.
- A student who has participated in a Rider-sanctioned Study Abroad program is eligible to be named an Andrew J. Rider Scholar, provided the student receives Pass grades in Study Abroad courses.
- Students do not need to be full-time.
- Students must be actively enrolled at Rider (i.e., not graduated or withdrawn)

9. Assessment of Student Learning - Responsibilities and Structure

Rider's mission focuses on academic excellence and the University's commitment to comprehensive and ongoing assessment of student learning outcomes. This assessment effort covers general education and the University's academic degree programs.

Faculty are responsible for determining and assessing program learning outcomes, with oversight and accountability residing with the department chairpersons/program directors and academic deans. Ultimate responsibility for the assessment process for both programmatic and University learning outcomes falls to the Provost.

Provost's Responsibilities

Provide overall leadership to the University's assessment of student learning. Communicate the value that the assessment of student learning has for improving student learning, curricula, and teaching.

Deans' Responsibilities

- Assume responsibility for ensuring the ongoing engagement of all departments/programs

in their college/school in the University's assessment of student learning.

- Communicate to their faculty the value that the assessment of student learning has for improving student learning, curricula, and teaching.

Chair/Program Directors' Responsibilities

- Assume responsibility for ensuring the ongoing engagement of their department/program colleagues in the University's assessment of student learning in their majors and other programs.
- Communicate to their faculty the value that the assessment of student learning has for improving student learning, curricula, and teaching.

University Assessment Committee

The University Assessment Committee plays an advisory and supportive role to foster continuous improvement in student learning at the institutional and program levels as well as the effectiveness of the University's assessment processes.

University Assessment Committee's Responsibilities

Not all members will engage in all of the activities below; subcommittees will be formed when appropriate.

Evaluate Assessment of Student Learning

- Review templates used in the assessment process and make recommendations for improvement where needed.
- Review program and institutional student learning outcomes assessment processes and results on an annual basis.
- Communicate results to stakeholders in an annual assessment report.
- Evaluate the effectiveness of the University's assessment processes periodically and make recommendations for improvement where needed.

Support Assessment of Student Learning

- Support the development, implementation, and use of assessment by engaging and empowering faculty and staff to design and use assessment strategies in academic courses, programs, and at the institutional level to improve student learning.
- Collect and review reports from programs within their respective colleges, provide feedback on those reports, and monitor efforts to improve learning based on the collected data.
- Map program outcome data to the University learning outcomes and communicate results of our students' progress in meeting the University learning outcomes.
- Maintain a repository for archiving assessment reports and resources to support the University's assessment processes and make recommendations where needed.
- Monitor the higher education landscape to identify effective assessment research/practices and assist in disseminating those resources.
- Work with the Teaching and Learning Center in the design and implementation of professional development programs.

The University Assessment Committee will consist of the following 9 members:

- Director of University Assessment, who serves as the Provost's appointee as chair of the committee (1)
- Three administrative representatives: one from each college, typically an associate dean or staff with assessment responsibilities, appointed by the Provost (3)
- Five faculty representatives with demonstrated assessment experience (5) appointed by UAPC using the criteria below.
 - two from the College of Humanities, Sciences and Education
 - one from the School of Science, Technology & Mathematics and the School of Humanities & Social Sciences
 - one from the School of Teacher Education and Human Services
 - one from the Westminster College of Media and Performing Arts
 - one from the Norm Brodsky College of Business
 - one from the University Library

Term of Service for faculty is three years.

The University Assessment Committee members should have expertise/experience with the following aspects of student learning assessment:

- Developing and evaluating student learning outcomes (SLOS)
- Mapping of SLOs with curriculum
- Evaluating existing assessment tools
- Utilizing/creating rubrics for assessment purposes
- Analyzing and interpreting assessment data
- Using assessment data to make decisions
- Employing assessment in an equitable way
- Applying accreditation standards and state policies

10. Attendance

It is the prerogative as well as the responsibility of each faculty member to establish a clear policy for each course of instruction regarding the nature and extent of student participation that will be expected and required.

The effect of absences on the student's standing in a particular class will be left to the determination of the instructor of the course. However, it is expected that faculty members will be fair and reasonable concerning validated absences due to field trips, practicum, religious observance, participation in varsity athletics, placement interviews for graduating seniors, Westminster College of Media & Performing Arts rehearsals or performances, and illnesses sufficiently serious to be certified by either the University Health Center or the student's physician. The faculty member should consult with the Dean of Students in instances where doubts arise regarding the course to follow in evaluating student absences.

It is the student's responsibility to inform instructors of the nature and extent of an actual or anticipated absence. If that is impossible, or if the absence is or will be more than three [3] consecutive class sessions or longer than seven [7] calendar days, the student should contact the Office of the Dean of Students. Then, the dean's office will notify the appropriate faculty member.

11. Auditing

Students may register to audit any course, provided there is sufficient room in the course and that all students who wish to register for credit have been given the opportunity to do so. Auditors are expected to register for the course on a non-credit basis and pay the auditing fee per course. Persons auditing courses are expected to attend class regularly, but are not required to complete papers or examinations.

Students desiring to audit a course need the written approval of their Academic Dean and must pay the auditing fee at the time of registration, unless the student is paying the comprehensive fee and carrying the normal load or less, including the audit.

Students who register on an audit basis may not change from audit to credit during a semester, except during the add period. Students originally registered for credit may change to audit status during the add/drop period.

12. Book Orders

The following is a schedule of events for course book order handling at the University Store in Lawrenceville.

<u>SPRING</u> <u>SEMESTER</u>	<u>FALL</u> <u>SEMESTER</u>	
October 15	May 1	Course book requisitions due in Store.
October 16 through 31	May 2 through 31	Publisher returns and used book processing, faculty notified of new editions and other problems when known.
November 1 through 21	June 1 through 21	Requisitions corrected and procedures initiated to place orders.
November 22 through December 10	June 22 through July 10	All orders placed with publishers.
December 11 through 17	July 11 through 17	Faculty notified of all known problems by memo with list to Dean of College. Later problems, notification by memo the same day problem is known.
January 15	August 15	Faculty notified of all titles not received by the Store. An attempt will be made to track missing titles. Emergency delivery methods will be employed for all substitute titles ordered at this time. Registered figures rechecked for higher than expected enrollment.

NOTE: Faculty request for course books from publishers with a previous problem will be ordered as soon after May 1 (October 15) as possible (within two weeks). Quantity of books ordered for single section courses will be increased by ten percent over Registrar's estimated enrollment at time book orders are placed.

The following are conditions that cause delays in these procedures:

- Requisitions received after due date
- Titles changed after requisitions have been processed (Orders placed/Titles rec'd)
- Faculty changes
- Titles requested and not used
- Enrollment exceeding section limit
- Title Scavenge
- Incomplete requisitions

13. Class Coverage

The University expects faculty members to meet all of their assigned classes and exams according to the established academic schedule. When a faculty member anticipates being absent, arrangements to cover the class or exam shall be approved in advance by the department chairperson. When a faculty member must be absent due to an emergency, the faculty member shall contact the department chairperson or dean as soon as possible in advance so that every reasonable effort may be made to cover the class or exam.

14. Classification, Academic Undergraduate

The minimum requirements for classification of a student, by academic year, shall be:

- Freshman - 0 to 23 semester hours completed
- Sophomore - 24 to 53 semester hours completed
- Junior - 54 to 89 semester hours completed
- Senior - 90 or more semester hours completed

15. College-Level Examination Program (CLEP)

Rider University will use a scaled score of 50 (on a scale of 20-80) in the awarding of credit for all College-Level Examination Program (CLEP) General and Subject Matter Examinations, except language level 2 exams, which will require a higher score in accord with College Board standards.

16. Committees, University (Tripartite) (requires updating)

The University Academic Policy Committee maintains standing committees comprised of faculty, student, and administrative representatives. For a complete list of committees, functions, and responsibilities, see The Source.

17. Computer Hardware Standards and Lifecycle Management Policy

Introduction

The Office of Information Technologies (OIT), in cooperation with the Information Technology Steering Committee and the Rider Community, will annually publish recommended configurations for new computer and printer purchases and minimum configurations for existing desktop computers and printers. The standards will help to hold training and support costs and make it possible for people across campus to work together using technology. Standards also guide divisions making new purchases and assist in planning equipment life cycles.

Hardware Standards

There are two types of standards: desktop computer and printer standards for general-purpose computing (Email, word processing, and spreadsheets), and desktop computer and printer standards for administrative system access (access to DATATEL, HRS, FRS as well as general purpose computing). For each standard, recommended configurations for new purchases and minimum configurations for existing computers and printers are described. OIT will review and update these standards each year evaluating University needs and industry changes. OIT does not recommend mixing Macintosh and Windows computers within an office where a single standard is much easier and less costly to support. Generally speaking, application software products and peripherals (printers, scanners) are not 100% compatible and more costly to maintain in a mixed environment.

Support Timetable

OIT will guarantee full support of desktop computers and printers purchased using the recommended configuration guidelines through July 1, 2006. As updated desktop computer and printer standards are issued, support timelines may be revised. Full support means training, documentation, hardware parts, and software support will be provided. Partial support means limited hardware and software support will be provided. Limited hardware support means, if an OIT technician cannot solve the problem or determines that repairing the unit is too costly, OIT will recommend the unit not be repaired. If the user chooses to purchase new equipment in lieu of repairing it, OIT will contribute the cost of the repair towards the purchase of new equipment. Limited software support means, if an OIT technician cannot resolve the software error, OIT can install an older version of the software in order to solve the problem.

OIT does not support standalone printers (printers attached directly to a workstation). In general, the cost to repair a standalone printer (time and material) is greater than or equal to the cost of a new printer. Standalone printers (like a Hewlett Packard DeskJet) are not built to withstand the demands placed on it in an office environment.

18. Computer Network, Rights and Responsibilities

This policy governs the use of computer systems, networks and other equipment provided by Rider University for electronic communication and for data and record retention. All University related persons who are provided with access to any of these resources, including employees and students, through the use of any of these facilities, agrees he or she will comply with this policy and understands and agrees with the conditions and limitations described below. The University reserves the right to change or supplement this policy in accordance with applicable University procedures.

Computers and networks can provide access to resources on and off campus, including the ability to communicate with other users worldwide. Such open access is much like access to books in the library, and requires that individual users act responsibly.

Rider University is committed to protecting the rights of students, faculty, and staff to freedom of expression and to free academic inquiry and experimentation. Concomitantly, users must respect the rights of other users, respect the integrity of the systems and related physical resources, and observe all relevant laws, regulations, and contractual obligations. Because electronic information is both volatile and easily reproduced, users must exercise special care in acknowledging and respecting the work of others through strict adherence to software licensing agreements and copyright laws.

The facilities are owned by the University, which has made them available to the University students, faculty and staff for use in University matters (including academic and business matters). The University permits personal use (i.e., for matters not involving the University), of electronic communications tools provided that the personal use does not interfere with the rights of others, does not threaten the integrity of the systems or related physical resources and complies with all other applicable laws, regulations and contractual obligations. Information received, transmitted or stored by a University employee is considered in the first instance to be private information belonging to that individual. The University does not routinely audit or inspect individual accounts. However, the University reserves the right to monitor an individual's use of the system or enter and retrieve user's files (a) to the extent necessary to correct system problems in order to address issues that it has reason to believe may adversely impact the integrity, security, or effective operation of university computer systems, (b) to respond to a court order, subpoena or valid discovery request as part of an ongoing litigation, (c) when access is required as part of an investigation by federal, state or administrative authorities, (d) when access is otherwise necessary in order for the University to comply with the law, or (e) whenever the University reasonably anticipates being subject to litigation and access to files is necessary to evaluate and assess the risks of litigation. In the event of an order by a court, or a governmental agency with subpoena authority, the user of that file will be notified of that order prior to the University providing access to those files to the extent permitted by applicable law and subject to Article XXV of the collective bargaining agreement between the University and the AAUP. Copies of all user files stored on the network may be routinely backed up for disaster recovery purposes. Such copying shall not be considered to be in violation of this policy as long as such operations are purely mechanical and do not involve the viewing of those files. However, ultimate

responsibility for the back-up of files in personal accounts, local disks, and personal computers, lies with the account holder.

Examination of user files, email, network transmission content or other University provided electronic / telephonic communications, for reasons other than protecting network integrity, must be authorized by the Associate Vice President of Human Resources (in the case of employees) or the Dean of Students (in the case of students), in conjunction with the appropriate Division head or the University President, and in the case of members of the Rider University Chapter of the AAUP, an individual designated by the AAUP Chapter Executive Committee.

Nothing contained in this policy shall be construed either to (1) limit the legitimate exercise of free speech, including but not limited to written, graphic, or verbal expression that can reasonably be demonstrated to serve legitimate educational, artistic or political purposes, or (2) infringe upon the academic freedom of any member of the University community.

Computer users are free to utilize University computers to communicate to and read from public computer facilities (e.g. usenet, BBS's, etc.) with no greater restrictions than would apply if they were communicating in any other public forum (e.g. newspapers, talk radio, public meetings). When communicating in such facilities users must avoid any implication that they speak for Rider University when they do not. Use of the University's computer resources to transmit unofficial communications does not constitute University approval or endorsement of such communications.

While Rider University is committed to intellectual and academic freedom and to the application of those freedoms to computer media and facilities, the University is also committed to protecting the privacy and integrity of computer data belonging to the University and to individual users.

Computer facilities and infrastructure are provided for meeting academic goals and to provide access to local, national, and international facilities to aid in the achieving of those goals. Those using these facilities and services must respect the intellectual and access rights of others locally, nationally, and internationally.

Students should be aware that any use of the facilities or infrastructure that is in violation of the guidelines listed below may be considered a violation of the Code of Social Regulations.

The general standards of conduct expected of members of the University community also apply to the use of University computing resources. These resources include:

- Hardware: All the physical equipment used for or related to information processing or data communications.
- Software: Programs, programming languages, instructions or routines which are used to perform work on a computer.
- Data: Information such as records or textual material stored on or accessible through a computer.

Individuals will be held no less accountable for their actions in situations involving computers and information resources than they would be in dealing with other media. Though some of these resources are intangible they are the property of the University and the same rules applying to vandalism and theft apply to them as well as other forms of University property. Conduct which violates the University's property rights with respect to computing resources or the use of computing resources to violate University regulations is subject to the same University discipline as would be applied if that conduct did not involve computer resources. Such conduct includes but is not limited to:

1. The giving or gaining of unauthorized access to computing resources.
2. The unauthorized use of computer space.
3. The unauthorized duplication or distribution of copyrighted software and/or related materials such as documentation, manuals, reference cards, etc., beyond those allowed by "fair use."
4. The unauthorized removal of any computing resources from computing facilities.
5. The deliberate, unauthorized alteration or destruction of any computing resource or the deliberate unauthorized attempt to destroy any computing resource.
6. Knowingly using or installing on any University computer system or network a program intended to damage or to place excessive load on the computer system or network. This includes, but is not limited to, programs known as computer viruses, Trojan horses and worms.
7. Using the University network to gain unauthorized access to any computing resource.
8. Unauthorized attempts to circumvent the security measures of any computing resource, any data protection schemes and/or decrypt secure data.
9. Knowingly violating terms of applicable software licensing agreements or copyright laws.
10. Monitoring or tampering with or attempting to monitor or tamper with another user's electronic communications, or reading, copying, changing or deleting another user's files or software without the express agreement of the owner.
11. Forging electronic communications to make them appear to originate from another person.
12. Using electronic mail to harass or threaten individuals.
13. The use of computer resources for commercial solicitation and/or personal economic benefit unconnected to the user's University role.

Violation of these policies will be handled through the University's existing disciplinary procedures. Uses of computer resources that are also violations of law may be referred to the appropriate civil authorities.

Other organizations operating computing and network facilities that are reachable via the Rider network may have their own policies governing the use of those resources. When accessing remote resources, users are responsible for obeying both the policies set forth in this document and the policies of the other organizations. Use of the computer service of the University is solely at your own risk and is subject to all applicable laws.

19. Cooperative Learning Experiences

Cooperative experiences (Co-Ops) are forms of experiential learning that allow students to apply the knowledge they have learned in their classroom education to workplace settings. As credit-bearing courses, they include levels of engagement that integrate students' on-the-job learning experiences with the bodies of knowledge associated with their fields of study. In these types of experiential learning, credit bearing courses, students will be required to read books and/or journal articles, write papers or produce creative works, analyze readings and/or research related topics, and be in frequent and regular contact with their faculty supervisor.

In addition to the aforesaid academic requirements, cooperative experiences entail developing new skills, building on and applying classroom-based knowledge and/or assuming new responsibilities in a new setting. Because of the greater depth of engagement, these experiences usually earn more academic credit than internships. Students will be approved to participate in a Co-Op experience when they have met all requirements set by a department or program.

Companies, agencies or organizations that accept Rider students into a Co-Op experience are expected to establish a partnership with the University that includes a clear understanding of the expectations, commitment, and duties that each partner has within the program. Both academic and onsite supervisors will work together to discuss the responsibilities of the student and the appropriate means of assessing the student's performance.

Students may earn up to six credits for each Co-Op experience. Students may earn up to a total of nine credits for workplace experiential learning that can be used toward their undergraduate degree requirements. Academic Policy Committees for each College/School can make exceptions to these limits due to requirements of accrediting and regulatory bodies appropriate to the college.

The faculty supervisor, department and the Dean's office must approve Co-Op experiences eight weeks prior to the semester in which the experience will take place.

20. Copyright

Rider University respects and values copyright law and Rider University students, faculty, and staff should understand and fully exercise their fair use right to copyrighted material.

The doctrine of fair use is stated in section 107 of the Copyright Act of 1976:

The fair use of a copyrighted work...for purposes such as criticism, comment, news reporting, teaching (including multiple copies for classroom use), scholarship, or research, is not an infringement of copyright. In determining whether the use made of a work in any particular case of fair use the factors to be considered shall include:

1. the purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
2. the nature of the copyrighted work;
3. the amount and substantiality of the portion used in relation to the copyrighted work as a whole; and the effect of the use upon the potential market for or value of the copyrighted work.

For the most up to date information, please visit this [website](#).

In addition to these Best Practices, Rider University provides guidance and technological assistance through the Office of Information Technology.

21. Course Evaluation Form Policy

As per Article XVIII [B] of the *Bargaining Agreement*:

Each semester, it shall be the professional responsibility of each member of the faculty, for his/her professional development, to solicit the students' evaluations of each course section taught by such faculty member.

These course evaluation forms shall include the following:

Student Information Questions

Is this course required for your program?
Yes/No What grade do you expect for the course?

Priming Question[s]

Question[s] that elicit[s] students' assessment of their own efforts in the course.

Instructor Experience Questions

- The following questions will be used with a 5-point agreement scale (5: Strongly Agree, 4: Agree, 3: Neutral, 2: Disagree, 1: Strongly Disagree). Faculty may choose to opt out of the use of these default questions and may continue to ONLY use their own questions for their course assessment.
 - Practice #1: Expectations & Goals
 - The purpose of the course was explained clearly.
 - Course expectations and/or policies were communicated to me clearly.
 - I understood how my work/performance in this course would be evaluated.
 - Practice #2: Meaningful & Timely Feedback

- I received grades or feedback in a timeframe that allowed me to improve my work.
- The feedback I received was constructive.
- Practice #3: Active Engagement
 - This course provided opportunities to apply or practice concepts and/or skills.
- Practice #4: Mutual Respect
 - The learning environment supported respectful interaction among classmates.
- Practice #5: Student-Faculty Contact
 - The learning environment provided opportunities for students to engage with the instructor.
- Practice #6: Organization
 - Class sessions/modules had a clear outline or overview.
 - The sequence of topics in the course was clear and logical.
 - Classroom or online activities were clearly connected to course objectives.

Faculty members may also choose to use the default questions, as well as add questions that provide feedback on other aspects of the course, as long as they shall not include the following :

- Any question (or set of questions) that would jeopardize the student's anonymity.
- Questions that ask the respondent to compare the course/instructor to other courses or instructors.
- A question that asks the respondent to rate the overall effectiveness of an instructor/course.
- Questions that ask the respondent to describe what **they** liked or disliked about the instructor.

Article XVIII [B] also states that “...*the faculty member shall provide the applicable dean a copy of the form to be used for that semester's evaluations.*” The dean [or a designee] shall review the forms for compliance with these requirements.

22. Course Selection, Undergraduate

1. Students will be permitted to electronically course select with the appropriate approvals. They will either get their course requests and/or make adjustments at that time. The scheduling will follow UAPC approved priority guidelines: seniors, then juniors, then sophomores, then freshmen. Students may course select after their scheduled time, but not before.
2. Students with documented disabilities may receive the academic adjustment of priority registration. This academic adjustment will be determined on a case-by-case basis by the Student Accessibility and Support Services Office
3. The following students have priority status for course registration: student athletes, resident advisors, Community Scholars, and University- and college/school-based honors students who maintain the appropriate program requirements.

4. Dropping Courses – During the first two weeks of classes, students will be allowed to drop any course in which they are enrolled.
5. Students are allowed to substitute an open course for a course in their schedule during the first week of class by revising their class schedules through the Registrar's Office.

23. Credits, Associate in Arts

A Continuing Education Program (CEP) student graduating from Rider University with an Associate in Arts degree in Business Administration or an Associate in Arts degree in General Studies will carry his/her cumulative GPA forward toward a Rider bachelor's degree.

24. Credits, Old

Course credits earned at Rider more than ten years prior to the date of re-enrollment will be evaluated in the same manner as transfer credits from another institution. Each course will be judged on its present applicability to a degree program and will be subject to acceptance only if a grade of "C" or better was earned. No grades received in these earlier courses (including those in courses judged applicable to present degree programs) will apply to the student's present grade point average. Each student enrolled or readmitted under these terms will begin with no grade point average and all future calculations will be based on course work from the point of return. Students seeking a baccalaureate degree will be required to complete at least 30 additional hours at Rider University and students seeking an associate degree will be required to complete at least 21 additional hours at Rider University.

Those credits earned more recently than ten years ago will be judged according to their applicability to present degree requirements. All grades earned within the past ten years will be applicable to the present grade point average.

25. Dean's List

The Norm Brodsky College of Business, The College of Humanities, Sciences & Education and the Westminster College of Media and Performing Arts will publish a Dean's List at the end of fall and spring semesters to recognize students who have earned academic honors. To be eligible for the Dean's List, a student must be enrolled fulltime, have no grade lower than "C", and must achieve a semester grade point average of 3.5.

26. Degree Requirements

A minimum of 120 semester credit hours shall be required for graduation in baccalaureate degree programs at Rider University, except for degree programs in the School of Education & Human Services, for which the minimum shall be 126 semester credit hours. A maximum of 132 semester credit hours may be required for completion of baccalaureate degree programs. A minimum of 60 semester credit hours shall be required for graduation in associate degree

programs at Rider University; a maximum of 66 semester credit hours may be required for completion of associate degree programs.

27. Degrees Awarded Posthumously

Purpose

Rider University has adopted this policy on posthumous degrees to enable the University in appropriate circumstances to extend its sympathy and to show compassion to the families of students who die when near the completion of their degrees, and to memorialize the achievements and aspirations of such deceased students.

Criteria

Decisions on the award of posthumous degrees will be made on a case-by-case basis, using the following criteria:

For the Posthumous Baccalaureate Degree:

- The deceased student shall have sufficient earned credits to qualify for senior-class status.
- The deceased student shall hold a grade point average of 2.00 or higher.
- The recommendation for award of the degree shall be originated or endorsed by the deceased student's academic dean.

For the Posthumous Graduate Degree:

- The deceased student shall have completed all course work required for the degree, or shall have been enrolled at time of death in the remaining courses required to complete the coursework requirements for the degree.
- If the degree requires a thesis, the deceased student shall have made substantial progress toward the completion of the thesis, as certified by her/his thesis advisor.
- The deceased student's grade point average shall be sufficient to have qualified her/him for graduation had s/he completed all remaining requirements for the degree.
- The recommendation for award of the degree shall be originated or endorsed by the deceased student's academic dean.

Procedure

1. A formal request may originate from a family member, faculty member, department chair, dean, or the Office of the President of the University, or a member of the Board of Trustees.
2. If the formal request does not originate with the deceased student's academic dean, that dean shall be contacted by the Provost's Office for her/his endorsement of the request.
3. If the formal request is endorsed by the deceased student's academic dean, the Provost may in her/his sole discretion order the awarding of the posthumous degree.

4. If the formal request does not originate from the deceased student's family, the Provost's Office shall contact the family to confirm its receptivity to the award of the posthumous degree, before the Provost renders her/his decision on the award of the degree.
5. If the Provost orders the awarding of the posthumous degree in the Spring Semester, and if the deceased student would have been expected to complete all requirements to receive the degree at the Spring Commencement, the family will be invited to attend the Commencement to accept the degree. Otherwise, the diploma will be forwarded to the appropriate family member via U.S. mail or delivery service.
6. In either case under (5) above, the diploma shall state "Awarded Posthumously."

28. Degrees, Pursuit of Two Baccalaureate

Students wishing to pursue two majors within a College or School (or majors in different Colleges or Schools) each of which leads to a separate and distinct baccalaureate degree, may do so provided they

- (1) receive requisite approvals,
- (2) satisfy all of the requirements for each major,
- (3) satisfy all other requirements for each degree, and

Upon completion of all requirements, the student will be awarded a second baccalaureate degree.

29. Disabilities

Rider University supports the protections available to students with disabilities under Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act as amended, and the New Jersey Law Against Discrimination.

Student Accessibility and Support Services (SASS) facilitates equal access to the programs and activities at Rider University for students with disabilities, as defined by the Americans with Disabilities Act (ADA).

Students must initiate contact with SASS in order to receive services and to arrange reasonable accommodations, such as course adjustments, course substitutions and auxiliary aids. Any Rider student who supplies SASS with appropriate documentation of a disability is eligible on a case-by-case basis for reasonable accommodations. Students with disabilities should contact SASS (Joseph P. Vona Academic Annex, Room 8, 609-895-5492) to discuss available services and reasonable accommodations, including academic adjustments.

Only students with documented disabilities that prevent equal access to an academic course or program are entitled to reasonable accommodations, which may include course adjustments, course substitutions and auxiliary aids. A reasonable accommodation is an accommodation that

provides the student with equal access to the academic course or program, including all course or program materials, but does not impose an undue burden on the University or constitute a fundamental alteration to the course or program in question. Knowledge of the essential course and program standards resides primarily with the individual faculty member and/or the academic department.

SASS evaluates the disability documentation provided by the student, collects additional information from the student, and gathers information from relevant educational support personnel (e.g., high school guidance counselors), medical and psychological professionals, and other pertinent sources outside of Rider University. When the student's disability has been sufficiently documented and potential reasonable accommodations have been identified, the student is provided a Notice of Academic Adjustments specific to each course and encouraged to present that Notice of Academic Adjustments to the relevant faculty member and to discuss, in a private setting, how the reasonable accommodations will be implemented.

If any such faculty member has concerns that the accommodations constitute a fundamental alteration to the course or program in question, that faculty member shall promptly contact SASS to initiate discussion and resolution of those concerns.

If the faculty member does not demonstrate to SASS that the accommodation constitutes a fundamental alteration of the course or program in question, the accommodation shall be put in place. If the faculty member demonstrates to SASS that the accommodation constitutes a fundamental alteration of the course or program in question, alternate accommodations, to the extent available, shall be made. If SASS and the faculty member are unable to mutually agree on this issue, they shall appeal it to the Provost or his/her designee, who shall hear both positions, review any necessary documents, and render a final decision.

If such an appeal is taken to the Provost or his/her designee, and the semester has already begun, the Provost or his/her designee shall determine at the outset of the appeal process whether or not the student will suffer an immediate negative impact, if the proposed accommodation is not yet in place. If the determination is that the student will suffer such an immediate negative impact, then the proposed accommodation will be put into place pending resolution of the appeal. If no such immediate negative impact is apparent, the proposed accommodation will be withheld, pending resolution of the appeal. In either case, the Provost or his/her designee will make every reasonable effort to render his/her decision within four working days of the initiation of the appeal.

This policy is designed to ensure the University's compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act as amended and the New Jersey Law Against Discrimination, and to enable every Rider student with a disability to enjoy an equal opportunity to achieve his/her full potential while attending this University.

30. Electronic Devices: Student Use During Instructional Periods

Each faculty member has the right to set his or her own classroom policy regarding the use of electronic devices. Before using any electronic device during instructional periods, students should ask faculty to state their policy.

31. E-Mail, Use of as an Official Communication with Students

Introduction

Each student is issued a unique university ID number (Bronc ID) and an email account for use throughout the time the student is registered for classes at the University. Accordingly, email is an available mechanism for formal communication by the University employees with students. If a student chooses to forward his/her mail to another email address, the student's Rider University assigned email address remains the official destination for official university correspondence.

The following policy is consistent with the [*Rights and Responsibilities of Users of the Rider University Computer Network Policy*](#). It does not make email the only official method of communication.

Policy

Email shall be considered an appropriate mechanism for official communication by Rider University students unless otherwise prohibited by law. The University reserves the right to send official communications to students by email with the full expectation that students will receive email and read these emails in a timely fashion.

Assignment of Student Email Address

Official University email accounts are available for all registered students. The domain name for an official university email account is "rider.edu". Official university communications will be sent to students' official university email addresses.

Students are expected to check their email on a frequent and consistent basis in order to stay current with university-related communications. Students must ensure that there is sufficient space in their accounts to allow for email to be delivered. Students have the responsibility to recognize that certain communications may be time-critical.

Forwarding of Email

Students who choose to have their email forwarded to a private (unofficial) email address outside the official university network address do so at their own risk. The University is not responsible for any difficulties that may occur in the proper or timely transmission or access of email forwarded to any unofficial email address, and any such problems will not absolve

students of their responsibility to know and comply with the content of official communications sent to students' official Rider University email addresses.

Responding to an Unofficial Email Address

University employees must be careful when responding in detail to a query sent from an unofficial email address since there is no assurance that the sender is, in fact, the student. A recommended step is to provide generic replies only, directing students to university tools that require authentication, such as Blackboard, WebAdvisor, or other self service functions, or to require students to provide their university email address in order to receive a reply.

The UAPC approved the following statement and recommends that faculty use it on syllabi to instruct students about official communication via email:

Your Rider email account is your email address for all official email communications from the University. You are expected to check your Rider email account on a frequent and consistent basis in order to stay current with university-related communications. Any email from me about this course will only be sent to your official Rider email address. Any communication from you to me must come from your Rider email address.

32. Emeritus Status

Any full-time associate or full-professor with 20 years or more of service will, upon retirement or death, be awarded the honorific title of Professor Emeritus with all the benefits listed below. Retiring faculty who have served between 10 and 19 years will not receive the title, but will enjoy the benefits listed below:

Privileges of Emeritus Status

1. Use of that title in any teaching done subsequent to retirement.
2. Use of that title in publications and correspondence.
3. Use of Rider University Library.
4. Parking privileges on campus.
5. Access to RiderNet, including an e-mail account, upon providing appropriate notice to the Office of Information Technology
6. Use of University facilities. e.g., pool, pub, snack bar, faculty dining room, theatre, tennis courts, gym, etc.
7. The right to process in all academic convocations of the University.
8. Receipt of college communications, e.g., Rider magazine, President's Annual Report, etc. Receipt of notification of special events, e.g., President's Convocation and Reception, faculty meetings (College and University), Founder's Day, etc.
9. Inclusion in the Academic Catalog of name and faculty rank at the time of retirement with the addition of the emeritus title. From January 16, 1996 forward, all new emeritus catalog listings will be at the actual rank at retirement. Emeritus rank as listed in the catalog as of that date will

continue.

10. Right to audit any course offered by the University without charge, as room permits, except for applied music courses.
11. The issuance of a Rider University Identification Card.
12. The privilege of carrying the mace at Commencement. The selection of the carrier is to be made on the basis of seniority from those retiring at the end of that academic year who are eligible for emeritus status.

33. Evaluations and Examinations

Evaluation of student performance is an essential part of the instructional process. Such evaluation must provide timely feedback over the course of the semester to students about their learning progress and serve as a basis for the assignment of final grades.

The method of evaluation typically includes some combination of examinations, writing assignments, and class presentations but it may include other methods appropriate to the nature and purpose of the course. Good instructional practice requires on-going evaluation and feedback. At least two evaluative experiences must be included in each course, and more than two are strongly recommended. Each evaluative experience may count for no more than 50 percent of a student's final grade. With departmental approval, exceptions to the requirements of this paragraph may be made for senior theses, senior seminars, internships, independent studies, and practica.

The method of evaluating student performance for each course, including a final examination (or requirements in lieu of a final examination), shall be announced in writing to students during the first week of classes and shall be included in each course syllabus. If additional evaluative experiences are added during the semester, students must be given adequate time and notice to complete them. (Normally adding class assignments during the last two weeks of class does not constitute adequate time and notice.)

Final Examinations

1. A final examination or last "term" examination shall be given at the time specified by the Registrar during the final examination period. Because of the tight instructional schedule, the final examination shall not be given during the last week of class, nor shall a last "term" examination be given during the last week of class unless a final exam is also given. Final examinations in laboratory sections may be given during the last week of classes.
2. If an instructor does not plan to give an examination during final exam week (as required in #1 above), the instructor must obtain the approval of his/her department prior to the start of classes in the applicable semester or session. The department must notify the Academic Dean of the approval.

3. The instructor shall determine whether the final or last "term" examination is to be comprehensive or partial in scope.
4. A final examination must be given if required by College, School, or department policy.

Activity/Examination Conflicts

Extracurricular events (e.g., athletic contests, theatre productions, concerts) will not be scheduled during the final examination periods. However, if otherwise unscheduled events occur (e.g., athletic championships) that prohibit simultaneous participation and completion of an examination, students will be given a reasonable opportunity to make up the examination if they choose to participate in the extracurricular event.

Faculty members are not required to maintain student course materials more than four months after the end of an academic term.

34. Facilities, Scheduling of

The guidelines indicated below will be used by the Scheduling Office to schedule facilities.

These guidelines seek to provide for several important needs including:

- reservation of space for use by University organizations and those other organizations closely related to the University.
- fair and consistent decision making
 - recovery of costs for use of facilities by outside groups
 - clear and orderly decision making guidelines
 - appropriate procedures for making exceptions when warranted
 - proof of liability coverage by outside groups when alcoholic beverages will be served

In the following guidelines, the term "fee" will include food and beverage charges, general facilities rental, custodial service, security service as may be applicable to the event and other applicable direct costs to the University. In some cases, only certain components of that fee will be charged as noted. The listed organizations and types of meeting are by the way of example drawn from recent users of University facilities. In all cases, assignment of a request to a particular category will be made by the Scheduling Office.

All requests for use of campus facilities will be assigned to one of six event categories. For each, a brief description of the category, a set of sample organizations and meetings, and an indication of the charges has been provided.

1. Internal University Events: Events scheduled through 25Live by internal departments, committees, and student organizations specifically for members of the Rider University community.

Fees: No fees are assessed for these events except for direct costs

2. External Events: All other categories fall under external groups, and will be managed by Conference Services who will coordinate with internal partners and departments to execute the event.

Fees: Facility charges are reduced by 25 percent and all other charges covering direct costs for food, beverages, custodial services, and/or security services.

35. Facilities, Use of For Personal Business (requires updating)

Consonant with its mission as an educational institution, Rider University makes priority use of its facilities and resources to accomplish educational objectives. Its facilities and resources are, therefore, not normally provided for the private use of individuals for personal gain except in those instances when the University enters into a contractual agreement with an individual for such private use. At such times and in such instances when its facilities and resources are provided for the conduct of such personal business, the University will ensure that (a) the business to be conducted is not antithetical to the mission of the University; (b) the business to be conducted does not interfere with the carrying out of the University's mission; (c) the University is adequately protected against physical damage and legal liability; and (d) the University receives fair compensation for the use of its facilities and other resources in business conducted for personal gain.

Requests for use of University facilities and resources for the conduct of such personal business should be submitted to the Office of Auxiliary Services, Conference Services at conferences@rider.edu for review and processing.

36. Facilities in Individual Departments, Use of by Outsiders

While under the day-to-day jurisdiction of individual departments, specialized University facilities have the potential of contributing to the maintenance and development of both the University and the individual departments. Opportunities to enhance revenues through nondepartmental use of facilities of course must be weighed against the higher priority of instructional and research needs. The goal of any policy is to provide for these instructional and research needs while developing potential revenue for the departments and the University.

1. Rentals and rental fees will be set by the Director of Auxiliary Services.

2. Any department or college contacted by an outside group regarding use of a facility should refer the inquiry to Conference Services at conferences@rider.edu.
3. All internal scheduling should be made through 25Live.
4. For internal events, the scheduling department will coordinate the setup of the venue space.
5. The department reserving the space is responsible to reach out to media, catering, and facilities for cleaning the space after the event.
6. There are no fees for these services except for Catering. The responsible party will provide their INDEX code to submit the catering order.

37. Flags: Displaying Organizational Flags

The following guidelines shall pertain to the displaying of flags by University organizations.

1. Recognized campus groups may seek approval to display their flag beneath the Rider University flag pole in front of the Library on specific commemorative dates (e.g. United Nations Day). The Dean of Students will grant authorization.
2. Requests to display flags must be submitted in writing at least two weeks in advance of the desired display date and must include the name of the recognized campus group, the contact person for the group, the desired display date, and a brief description of the commemorative occasion.
3. Normally, permission to display flags will be granted to an organization for only one date in each calendar year.
4. Permission will not be granted to display flags on special Rider event days such as Homecoming, Commencement, Family Day, etc.
5. Flags must be professionally manufactured and a size not to exceed 5' x 8'.

A flag approved for display must be delivered to Public Safety the day prior to the approved date and reclaimed on the day after.

38. Grades

Using their professional experience and training, members of the faculty assign student grades according to practices, procedures, and standards established by the University and according to the standards set for individual courses. Standards and policies regarding grading appear in the Academic Catalog.

39. Grades, Incomplete (I) Notation

Faculty members may assign a grade of Incomplete (I) to provide extra time to students who, due to extenuating circumstances, are unable to complete the work for a course. The procedures to follow appear in the Academic Catalog.

40. Grades, Use of S Notation

The grade of S (or its equivalent as eventually designated by the Registrar) may be given only in the Graduate Education Practicum program and in the summer undergraduate programs in English and Speech in order to indicate satisfactory progress toward, but not yet the granting of, full academic credit. This grade will remain on the student's academic record until officially changed by the instructor.

41. Grades, Change of Academic (including Grade Appeal Policy)

Course grades may be changed by the faculty member who assigned them or as the result of a grade appeal. Procedures and standards for the change and/or appeal of course grades or grades on comprehensive written graduate examinations appear in the Academic Catalog

42. Grades, Post-Graduate Change of

Grades for graduating seniors must be final at the time graduation has been officially processed by the Registrar. However, if a graduating senior initiates a grade appeal before graduation and subsequently receives a change of grade, the Registrar will amend such student's transcript to reflect that grade.

43. Graduate Assistantships (requires updating)

Rider University endorses the concept of graduate assistantships because of the many benefits accruing either to the institution, to the individual student or to both of them as a result of graduate assistant service. There is abundant evidence to support the desirability of having a program of wellplanned, well-executed and well-managed graduate assistantships. If planned and executed within institutionally accepted operational guidelines, the use of graduate assistants is a positive, forward- looking, beneficial service that is both educationally and economically sound for the university. Rider adopts this policy based on these tenets and in conjunction with the guidelines that follow for successful policy implementation.

The guidelines referred to above are, of course, of central importance to the successful implementations of the policy. They follow here for the information of all current and prospective GA supervisors.

- To be a GA, that person must be enrolled in a graduate program at the time that the GA service is provided.
- A GA must receive at least one course remission in each semester of GA service except in the case of students enrolled in full time graduate programs.
- There should be only one GA position per student at a given time, and each appointment is on a year-to-year basis.
- The norm for a GA workload should be a maximum of 20 hours weekly and 10 hours minimum.

- GA's will not be assigned instructional teaching duties in the place of officially designated instructional personnel, including such areas as test administration and correction.
- A uniform selection process for GA's, built on a competitive base, and patterned after the best practices now in place at the university and from benchmarking practices found at selected other institutions, will be the norm.
- A uniform supervision process will be in place for all GA's, patterned after the best practices already in effect at Rider and/or at selected other institutions.
- A uniform process for dismissal will also be in effect.

Consideration of requests for additional GA's will generally take place twice during the year, once in December (by December 15, ahead of the budget cycle) and the second time in early summer (by July 15) for an ensuing year. In those rare cases when urgent needs for an additional GA arise, the approval committee may consider emergency requests for such an assignment at times other than the standard ones, if conditions warrant.

44. Graduation

Requirements

A minimum of 120 semester credits shall be required for graduation in baccalaureate degree programs at Rider University, except for degree programs in the School of Education, for which the minimum shall be 126 semester credit hours. A maximum of 132 semester credit hours may be required for completion of baccalaureate degree programs. A minimum of 60 semester credit hours shall be required for graduation in associate degree programs at Rider University; a maximum of 66 semester credit hours may be required for completion of associate degree programs.

To be eligible for graduation, students must have achieved a minimum 2.0 overall grade point average in the courses taken in their major fields and generally will be expected to have 2.0 cumulative averages in all grades earned on their transcripts.

Honors

Students will graduate with honors upon achieving the following honor point averages:

3.75-4.00	Summa Cum Laude
3.50-3.74	Magna Cum Laude
3.25-3.49	Cum Laude

A student selected by the graduating class will speak at all Commencement Exercises.

Procedures

Participation in Commencement by members of the graduating class is optional. Students who complete degree requirements by the end of spring semester may participate in that year's Commencement ceremony. Undergraduate students may participate in Commencement if they will have fulfilled their graduation requirements by the end of the summer sessions immediately following Commencement. Graduate students may participate in Commencement if they will have fulfilled all graduation requirements by the end of Summer Session II immediately following Commencement.

Prospective graduates should submit a degree application online using the link found in [MyRider](#) under the "Apply to Graduate" link. If you have any questions about graduation eligibility, please contact your dean's office.

The deadlines for online degree applications are listed below.

Spring and Summer graduating students submitting their degree application on or after April 1 may not have their name listed in the final Commencement book.

Fall – September 1 to December 12

J-Term – September 1 to January 22

Spring – December 1 to May 16

Summer – December 1 to August 18

All responsibility for fulfilling the requirements for graduation and certification from the various programs of the University is placed on the student. Students who are in regular, full-time attendance when curriculum requirements are changed may elect to graduate by meeting the requirements in effect at the time they complete their work. Students who interrupt their education for other than official leaves of absence not exceeding one year must meet the requirements in force when they reenter. Their previous records will be subject to reevaluation. Students who obtain permission to change their curriculum must follow the requirements in force at the time the change becomes effective.

Financial and Disciplinary Holds on Diplomas and Transcripts

1. Eligible students may participate in the Commencement ceremony unless a disciplinary sanction specifically denies such participation.
2. The University will not issue a diploma or transcript to or on behalf of graduating students who owe money to the University and/or who have failed to fulfill administrative obligations (i.e. Student Loan Exit Interview) or obligations resulting

from disciplinary sanctions. The Bursar, Dean of Students Office, or other office levying a fee, fine, or sanction may grant specific exceptions for students having obligations administered by the office.

3. To issue "holds" on a diploma and transcript (in accordance with #2), the Bursar, Dean of Students, or other office levying a fee, fine, or sanction will notify the graduating student, the Registrar, Alumni Office, the office initiating the complaint, and any other office deemed necessary no later than the last day of exams of the semester or summer session in which the student is completing degree requirements
4. To release a diploma and transcript after resolution of a hold, the office responsible for resolving the matter will notify the same people that the matter has been resolved.
5. Delays in conferring a degree will not cause a change in the applicable date used for determining repayment of educational loans.

45. Graduation, Official Date of

The date appearing on a diploma will be the date of Commencement for spring semesters or the date of the last regularly scheduled exam for all other semesters or sessions in which diplomas are issued. Only Education students who complete degree requirements as of the end of Summer I will be certified for graduation at the end of that session. All other students who complete degree requirements during the summer will be certified for graduation at the end of Summer II, as stated above.

Diplomas will be held for at least ten days from the date that the Registrar posts grades to allow time for the checking of degree requirements and resolution of financial and other obligations.

Thereafter, "holds" on diplomas will comply with the procedures for financial and disciplinary holds, as specified in the previous section.

46. Grants, Guidelines for Proposal Preparation and Administration

Most proposals initiated by the academic units of the University are expected to follow the procedures outlined below. Modifications in the procedures can be made when the applicant needs no assistance in finding a funding source. Applicants who are in doubt about which procedures are appropriate should call the Office of Academic Affairs. The procedures are:

Any individual wishing to seek outside funding support should prepare a brief written description of the proposal, including an approximate budget. The individual should discuss this description with the appropriate dean.

If the dean agrees that outside funding should be pursued for an institutional, departmental, or individual project, he/she will send a brief written description to the Provost and to the

Development Office for review. If funding sources can be identified, they will be sent, via the dean, to the department or individual seeking funding.

Following review of any funding leads, the proposal writer should meet with the Provost (for public sector funding sources) and/or a member of the Development staff (for private sector funding sources) to begin developing a formal proposal. This step will permit careful consideration of submission deadlines, extent of institutional support needed, staffing and space implications, etc.

Upon completion of a grant proposal, that proposal, accompanied by the University grant approval form, will be forwarded to those whose signatures are required on the form. Individuals preparing grant proposals must allow sufficient time to acquire the necessary approvals before the submission deadline. After all approvals have been given, the grant will be sent to the intended funding agency or agencies.

Recipients of grants should coordinate all aspects of grant administration with the Grants Coordinator in the Business Office.

47. Honorary Degrees

Candidates for honorary degrees will be forwarded to the University Academic Policy Committee for its consideration. The University Academic Policy Committee will forward confidential recommendations to the President.

The following criteria will be used for the selection of individuals for honorary degrees:

- Genuine achievement and distinction in an activity consonant with the mission of Rider University.
- Contribution to the advancement of learning for its own sake and/or for the public welfare; a person of character who has made a distinguished contribution to his or her field.

48. Honors Council, Rider University

Purpose

The Honors Council's purpose is to select the winners of the annual Dominick A. Iorio Faculty Research Prize and the Distinguished Teaching Awards (2) from among the full-time faculty annually.

Composition

The Honors Council shall consist of:

- Three members of the faculty of the College of Humanities, Sciences & Education, (one each from the humanities, education, and the sciences.)
- Two members of the Westminster College of Media and Performing Arts .
- One each from the Norm Brodsky College of Business and the University Library.
- An academic dean as chair.

Faculty appointments shall be made on an annual basis by the Academic Policy Committees.

Recommendations of the Council

The Council's annual recommendations for the Dominick A. Iorio Faculty Research Prize and the Distinguished Teacher Award shall be made by the Honors Council to the Provost.

49. Honors Programs

The following policies pertain to honors programs above the level of an academic department, based at the University, college, or school level.

Minimum Course Requirements for Baccalaureate Honors Students Who Enter Rider as Freshmen

Receiving Baccalaureate Honors will include a minimum of eight courses. In the first semester of the freshman year, students will take Great Ideas I (BHP 100). In the second semester of the freshman year, students should take Great Ideas II (BHP 150). These courses substitute for Expository Writing (CMP 120) and Research Writing (CMP 125), respectively. Students who are exempt from these core requirements may take Great Ideas I and II for elective credit, or may opt to take BHP 130.

Minimum Course Requirements for Honors Students Who Enter Rider as Transfers

Transfer students and Rider students who enter the honors program after the freshman year will complete a minimum of six honors courses at Rider to graduate with honors.

Requirements for Honors Courses/Sections

It is important to develop and maintain accepted standards for distinguishing honors courses/sections from traditional courses/sections. For review of honors courses/sections, a "Justification of Honors Designation" should be added to the standard course proposal forms used by college/school Academic Policy Committees (APCs). Proposals for honors sections of existing courses would include the syllabus, student learning outcomes and sample assignments from the existing standard course and the syllabus and sample assignments for the proposed honors section. Proposals for entirely new honors courses would also include sample assignments and student learning outcomes.

Honors course syllabi distributed to students should clearly distinguish those courses from traditional courses by displaying the standards as relevant to the course. It is recognized that some traditional courses already include some of the following standards, but that honors courses would include more of them.

The following standards should be included in the review and approval of proposed honors courses by the relevant APC. It is expected that honors courses/sections would meet most, if not all, of these standards:

- Honors courses differ from regular courses in some combination of quantity of work, sophistication of assignments, and expectations of quality. For example, honors students may be expected to read and to respond to more material or material that is more challenging, or they may be asked to engage the material on a more sophisticated level.
- Honors courses focus on principles of discipline: ways of knowing, relevant/important questions, methods of problem resolution, critical thinking.
- Honors courses encourage critical thinking, including such habits of mind as withholding judgment in the absence of sufficient evidence; analyzing and evaluating evidence; drawing reasonable conclusions from evidence; developing the willingness to revise conclusions in response to new information or convincing counter-arguments; developing awareness of and ability to critique one's own critical thinking processes. Experiences, exercises, and assignments should be developed specifically to further such goals.
- Honors courses nurture the ability to communicate effectively both one's conclusions and the process by which one reached them.
- Honors courses engage students intellectually through active interaction among faculty and fellow students, both in small groups and one-on-one.
- Honors courses include primary literature, scholarship, criticism, and other texts, as appropriate, rather than rely on textbooks alone.
- Honors courses design assignments and student evaluations to build knowledge rather than test primarily for mastery of factual detail.
- Honors courses are likely to have lower enrollment caps than non-honors courses.

Continuation of Existing Honors Courses

The University will continue to offer interdisciplinary courses (including those offered in the Baccalaureate Honors Program) and college-based honors courses (such as those currently offered in the College of Business Administration). Honors students will have the option of enrolling in any of these courses, provided they have completed any required prerequisites and have permission of the relevant honors director.

Curriculum for Honors Programs

To graduate with honors, all honors students will complete an honors capstone experience (senior honors capstone course, thesis, project, performance) as part of the minimum of eight courses.

Honors Sequence (minimum of 24 credits):

Two freshman honors courses, normally BHP 100 (or BHP 130 for AP-qualified freshmen, with the advice of the Baccalaureate Honors Program Director) and BHP 150..... 6 credits

Interdisciplinary (BHP) and/or disciplinary honors courses..... at least 15 credits

Capstone experience – senior capstone course, honors thesis, project, or performance
..... at least 3 credits

Eligibility for Honors

Eligibility for honors will be based on the following guidelines.

Eligibility for entering students who apply with test scores:

- Minimum high school GPA of 3.5
- Minimum SAT of 1300 or ACT of 26

Eligibility for entering students who apply test-optional:

- Minimum high school GPA of 3.7
- At least 17 AP/IB/honors/dual enrollment classes

The honors directors and the Admissions Office will confer about admission of students who place at the margin of these standards.

Eligibility for currently enrolled students applying to an honors program at the end of the first or second semester:

- Minimum Rider cumulative GPA of 3.5
- Recommendation of two faculty members

Eligibility for transfer students:

- Minimum GPA of 3.5 at transfer institution
- Grade of B or higher in college-level writing course

Eligibility for graduation with honors:

- Completion of all requisite honors courses including the honors capstone thesis
- Minimum cumulative GPA of 3.3 in honors program courses
- Minimum overall GPA of 3.0

Progress toward honors completion will be monitored by the honors program director.

Graduation Designations and Dual Program Completion

Students who complete honors program requirements entirely through requirements set by the Baccalaureate Honors Program will graduate as Baccalaureate Scholars. Students who complete honors program requirements established by individual colleges or schools will receive the honors designations of those colleges or schools. Note that it would be possible for students to take courses in and complete both Baccalaureate Honors Program and college- or school-based programs outside the liberal arts and sciences.

Honors Contracts

College/school Academic Policy Committees that offer honors programs may choose to permit students to take regular courses in their majors or minors for honors credit through “honors contracts.” The project must bring the course into line with the characteristics of honors courses specified above and must be approved by the faculty sponsor, honors director, department, and dean.

Students whose academic requirements seriously inhibit the completion of an honors program may petition through the approval process for up to three honors courses to be completed through honors contracts.

Honors program directors will offer reference materials and workshop opportunities to assist faculty in demonstrating (e.g., through revised elements of their syllabi, assignments, and assessment methods) understanding of how best practices in honors education apply to their particular contract(s).

Honors contracts must be approved before the beginning of the semester in which the course will be taken. Approval must be granted by the faculty member sponsoring the contract and by his/her honors director, department, and dean. Proposals must include a copy of both the course syllabus that the faculty member would normally distribute to students and the revised syllabus, and a specific description of how the revisions bring the course up to standards for honors courses. Syllabi must be resubmitted (and, if deemed appropriate by the faculty member, revised) for each semester that the faculty member wishes to make an honors contract option available.

Upon completion of the course, a copy of the final product(s) (paper, laboratory report, etc.) together with the sponsor’s recommendation on the granting of honors credit must be submitted for approval to the honors director of the relevant college or school. (A committee may be specified by the program instead.) These final product(s) will be made available to APCs, if requested, for purposes of assessment.

Students who fulfill their honors contracts will receive a course grade with “Honors” specified on their transcripts. Students who complete standard course requirements but do not fulfill their honors contracts will receive standard course grade without an “Honors” transcript notation.

This option will be permitted for a pilot period of up to three years, as determined by the college/school APC. At the end of the pilot period, the APC will evaluate the experience with honors contracts, as specified below.

- Faculty who sponsor honors contracts will conduct an assessment of each experience and submit it to their Academic Policy Committee.
- The APC will evaluate the pilot by examining honors contract proposals and final products, assessments submitted by faculty sponsoring honors contracts, and patterns of student enrollment for this option. On the basis of this evaluation, the APC may choose to modify or eliminate honors contracts and/or make recommendations to the Council of Honors Directors concerning guidelines for honors contracts. The Council of Honors Directors may make proposals for revision of guidelines to the UAPC.

50. Human Subjects Research Policy for Rider University - Faculty and Students

I. Rationale

Rider University and its faculty have a responsibility to ensure that the rights of research subjects are not violated. Research conducted under federal grants requires a review board. Many professional associations have a code of ethics for human subjects research, and some of these require review board approval. A University Review Board would provide a framework for meeting these requirements, acknowledging the University's responsibility for research conducted under its auspices, and assuring that human subjects are receiving adequate protection.

II. Compliance

The institution acknowledges and accepts its responsibility for protecting the rights and welfare of human subjects of research.

III. Institutional Review Board

A. Authorization. Rider will establish and maintain an Institutional Review Board for the Protection of Human Subjects (IRB).

B. Authority. The IRB is assigned the responsibility and authority to propose policy and policy changes, establish procedures, and inform faculty and other researchers affiliated with the university about these policies. It is further assigned the responsibility to review, approve, disapprove and/or require changes in research protocols involving human subjects as well as the authority to suspend or terminate protocols when in its judgment such action is warranted.

C. Membership. The IRB shall have at least seven members. The IRB shall have at least 5 members. There shall be one faculty member from the College of Education and Human Services, one faculty member from the College of Arts and Sciences, representing both the School of Science, Technology and Mathematics (STM) and the

School of Humanities/Social Sciences, one faculty member from the College of Arts and Sciences, representing WCC and the School of Communication, Media, and Performing Arts, one faculty member from the Norm Brodsky College of Business, and one librarian faculty from University Library. An individual with competence in special areas may be invited to assist in the review of issues which require expertise beyond or in addition to that available on the IRB. The IRB should be diverse with regard to gender, race, ethnicity, and discipline.

D. Procedures for Approval and Compliance. The URB will develop specific procedures for applying for URB approval of research protocols and procedures for monitoring compliance. Only when procedures are in place, will compliance be required.

IV. Appeals

Appeals of IRB decisions shall be directed to the Provost/Vice President for Academic Affairs, whose decision shall be final.

V. Jurisdiction of Boards

All federally funded research projects covered by this policy shall be submitted to the IRB.

VI. Research Covered by this Policy

All research conducted by personnel or students affiliated with Rider University requires review and approval of the IRB. No research will be permitted to commence without express written consent of the IRB. Student research which is a part of the requirements of a specific course may be reviewed by the course instructor; if the course instructor is uncertain whether or not the research is exempt, the student should be advised to submit an IRB proposal.

Research which is subject to review includes: Research on human subjects which is conducted by Rider personnel or Rider students on the Rider campuses or when using the institutional affiliation as a means of access or as an indication of their legitimacy when conducting off campus research; and research on human subjects which is conducted on the Rider campuses by any non-Rider personnel.

All human subjects research will be classified by the IRB as either exempt or nonexempt. Only the IRB can determine whether a specific research activity is exempt, based upon review of a formally submitted research application.

A. Exempt Research

***NOTE: *Researchers MUST ALL submit to the IRB. The IRB will determine if the research status is exempt or non-exempt.**

Research which meets the criteria of the Code of Federal Regulations, Title 45, Part 46-Protection of Human Subjects (June, 1991) is considered exempt. There are four categories of exempt research:

1. Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as (i) research on regular and special education instructional strategies, or (ii) research on effectiveness of or the comparison among instructional technique curricula, or classroom management methods.
2. Research involving the use of educational tests such as cognitive, diagnostic, aptitude and achievement tests, UNLESS BOTH of the following conditions exist:
 - Information obtained is recorded in such a manner that human subjects can be identified directly or through identifiers linked to the subjects; and
 - Any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability or reputation.
3. Research involving survey or interview procedures, or observation of public behavior UNLESS BOTH of the following conditions exist:
 - Information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and
 - Any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability or reputation.
4. Research involving the collection or study of existing data, documents, records, pathological specimens or diagnostic specimens, if these sources are publicly available or if the information is recorded by the investigator in such a manner that subjects cannot be identified, directly or through identifiers linked to subjects.

All research involving human subjects which is not included in the exempt categories listed above is considered non-exempt research.

B. Non-exempt Research

The IRB shall approve non-exempt research based on its determination that the following requirements are satisfied:

1. Risks to subjects are minimal. Sound research design is used which does not unnecessarily expose subjects to risk.
2. Risks to subjects are reasonable in relation to anticipated benefits, if any, to subjects and the importance of knowledge that may reasonably be expected to result.
3. Informed consent will be sought from each prospective subject or the subject's legally authorized representative, in accordance with the code of ethics for conducting research within the particular discipline of the researcher. A copy of the informed consent document used in the research project shall be submitted along with the IRB application.
4. Where appropriate, informed consent will be appropriately documented and maintained for a period of no less than three years after the termination of the project.

5. Where appropriate, the research plan makes adequate provision for monitoring the data collection to ensure the safety of subjects.
6. Where appropriate, there are adequate provisions to protect the privacy of subjects and to maintain the confidentiality of data. The investigator shall provide a detailed description of the process and procedure by which confidentiality of data will be maintained. This shall be submitted along with the IRB application.

51. International Baccalaureate Policy

Incoming students may be granted up to 20 credits on the basis of their IB coursework. Credits are awarded for Higher Level IB courses based on the student receiving a score at or above the level approved by the department that evaluated the course (in no case less than a score of five). In order to grant credit, Rider's Office of Undergraduate Admission must be sent an official IB transcript.

The process for evaluating new or revised IB courses shall be: (1) the Office of Admissions sends IB courses to the appropriate Dean's office, (2) the Dean's Office sends the course to the appropriate department chair, (3) the department evaluates the course and determines equivalence, minimum score needed to receive credit, and number of credits to be awarded. This information is shared with the Dean's office, which reports it back to the Office of Admissions.

Note: A maximum of 30 credits will be awarded based on a combination of all assessment procedures (AP, CLEP, and IB). CLEP credit will only be awarded for courses where the college offering the course awards credit through CLEP. (See Policy 17 on page 17.) In exceptional circumstances (such as highly qualified prospective students or second degree seeking students) and with permission of the dean of the academic unit from which the courses were being offered, students may be allowed to transfer more than 30 advanced standing credits.

52. Library, Circulation (Faculty)

Normally books are charged to borrowers for a 30-day period period. However, faculty members have an extended borrowing time. . .

Short-term borrowing of reference books and periodicals, which ordinarily do not circulate, can be arranged in special cases. Please see the appropriate members of the Library Circulation staff to make such arrangements.

53. Library, Reserve Collection

The Library maintains a collection of Reserve material, as requested by the faculty. Material delivered to the Circulation Desk will normally be placed on Reserve within one week. (Two weeks are needed for material delivered for the start of a semester.) If the material is to be gathered by the staff, two weeks are normally needed (four weeks if requested for the start of a semester).

54. Library, Use of by Faculty

The individual instructor is the key figure in the utilization and development of the Library. It is assumed that all courses will include work that will require the student to use the Library. By stimulating the interests of students by recommending book purchases and by making suggestions to the Librarian, the instructor can contribute substantially to the entire program of the University.

Each faculty member will accept general responsibility for keeping the library collection in their field up to date. The policy of the Library is to purchase, within budgetary limits, materials recommended by members of the faculty that support the University's curriculum. Requests should be made via the Purchase Request located within the library homepage menu.

55. Major, Declaration of

An undergraduate student seeking a baccalaureate degree at Rider University who has completed 60 credits must declare a major program of study. Any undergraduate student seeking a baccalaureate degree who has completed 63 credits and has not declared a major and been accepted by a department shall be dismissed from the University but may, through normal procedures, become a non-matriculated student.

56. Major, Double

Pursuit of a Double Major Within a Single

Baccalaureate Degree

Students wishing to pursue a double major within a single degree may do so provided that they:

1. receive requisite approvals;
2. satisfy all of the requirements of each major; and
3. satisfy all other requirements of the College or School for the degree.

Upon completion of all requirements, the student will be awarded a single baccalaureate degree.

If a student wishes to complete a second major (or a minor) in a college/school other than the one in which he/she is enrolled, the student should follow these procedures:

1. The student will obtain the approval of the chair or program head of the second major (or the minor) he/she wishes to complete, using the University form available in the college Dean's Office.
2. Upon acceptance into the second major (or the minor), the Dean's Office of the college/school in which the student is enrolled will be notified.

3. Upon completion of the requirements for the second major (or the minor), the chair or program head will certify such completion to the Registrar's Office.
4. The student's transcript will itemize all courses taken and the fact that an additional major (or minor) was completed.
5. Upon completion of all requirements, a single baccalaureate degree will be awarded.

For completion of two, separate and distinct baccalaureate degrees, see the entry for "Degrees, Pursuit of Two Baccalaureate."

57. Non-Degree Students

Anyone wishing to enroll in course(s) as a non-matriculating (non-degree candidate) student may apply through the Continuing Education Program (CEP). Non-degree students enrolled for credit are expected to meet the prerequisites for each course and the academic standards applicable to credit enrollment.

Continuing education students are full-time or part-time undergraduate matriculated students who are 25 years or older as of the start of their first semester. They must be U.S. citizens or permanent residents. Active-duty military and veterans are considered continuing education students; in appreciation of their service, they are offered the flexibility to pursue a traditional undergraduate education if they prefer.

Those under the age of 25 who are not active-duty military or veterans but are pursuing a 100% online undergraduate degree program are also considered continuing education students.

Note: Students under the age of 25 with credits from another college or university should visit the [Transfer Admissions website](#) for application information. If you are not a United States citizen or permanent resident, please use the [international application](#).

Students who were dismissed from another college within the past year normally are not allowed to enroll at Rider University. Students who have been dismissed from another institution must meet with a CEP advisor.

58. Normal Course Load

The normal maximum academic load for fall/spring students shall not exceed 17 semester credit hours per semester. The normal maximum academic load for Westminster Choir College students shall not exceed 18 semester credit hours per semester. Permission to exceed these loads must be obtained from the student's academic dean's office.

Westminster Choir College students may exceed the normal maximum academic load after passing 24 credits and attaining a cumulative grade point average of 3.0 or higher. All other students may exceed the normal maximum academic load after passing 45 semester credit hours and attaining a cumulative grade point average of 3.0 or higher.

Students may enroll for a maximum of 14 credits during Summer I and II combined with no more than 7 credits per Summer I and Summer II. These maximums may be exceeded only with the permission of the student's academic dean's office. For consideration of an overload, a student must have earned a minimum of 75 credits and maintain at least a 3.0 GPA. Decisions will be made by the student's college/school associate/assistant dean.

Students may take up to three credits (one course) in J-Term. This policy is designed to support student success in an intensive three-week format. Students with extenuating circumstances may request permission to overload from their academic dean's office. For consideration of an overload, a student must have earned at least 75 credits and maintain a 3.0 cumulative grade point average or higher. Decisions will be made by the student's college/school associate/assistant dean.

This policy applies to students approved to take courses off-campus during winter and summer sessions.

Students should understand that for every hour spent in class, they are expected to spend two to three hours studying outside of class time, and should therefore plan their academic load accordingly. Study time may vary based on the student's background knowledge and class difficulty.

Students who exceed the normal load are required to pay an overload per credit fee for each credit over 18, except in the case of non-billable hours.

Students should consult with their academic advisor before requesting an overload.

Students on Conditional Academic Standing may not register for an academic overload.

59. Placement Test, Math

For the most up to date information as it relates to placement testing, please visit the [Rider placement testing website](#) at rider.edu and information will be provided for each individual College, School and/or major.

60. Progress Reports (Also see policy on "Advising, Academic")

Every fall and spring semester, an online progress reporting system will be implemented. This system allows faculty to alert undergraduate students and their advisors about unsatisfactory performance in a particular class. An initial "Early Warning" report is sent after the "Drop" period has ended (start of the third week of courses) to indicate early engagement concerns. A more robust alert, "Mid-Semester Progress Report", is sent around week 6 or 7.

The reporting link is emailed directly to faculty or can be accessed from Faculty's "Professor" profiles in EAB Navigate.

Faculty members are provided reports for all undergraduate students. Faculty are expected to submit reports for all students of concern. If they do not have any students of concern, they are able to submit all reports at once with "No Concern" (as outlined in instructions provided to them).

Faculty advisors and other campus partners are informed of reports submitted for their students to encourage follow-up. If faculty have concerns or questions, they may contact the Director of Academic Tutoring.

61. Publications, Creation and Printing of

All publications printed and distributed under the University's name and designated for an off-campus audience shall be submitted to the Executive Director of Marketing and Communications for examination and approval prior to publication. Such review should take place prior to the submission for approval by the University Budget Committee.

The department of origin is responsible for initial copy development and its accuracy; however, final copy and design approval are the responsibility of the Executive Director of Marketing and Communications. University Marketing and Communications also determines the most appropriate source (i.e., in-house or commercial) for services such as printing, typesetting, etc.

Publications which have not been submitted to the Executive Director of Marketing and Communications prior to the fiscal year will be subject to review and assistance on a time-available basis.

62. Readmission of Dismissed Students

Dismissal from Rider University for academic reasons terminates a student's relationship to the University. Although some students will apply for readmission, there is no real or implied right to such readmission. A student dismissed for academic reasons will normally not be eligible for readmission within one calendar year of the dismissal date. Decisions concerning readmission are made by the Committee on Academic Standing of the College or School to which the student seeks readmission.

63. Religious Holidays

Rider University fully supports the right of students and faculty to observe religious holidays. Below is information on important religious holidays and on Rider University policies regarding class attendance and students' responsibilities to make up missed work.

Per university policy, the University Academic Policy Committee encourages all faculty to honor the desire of students to observe major religious holidays by permitting students to make up work missed on the day or days in question, including any tests or examinations. This position is endorsed with the understanding that students are responsible for all class work missed.

Faculty observing these holidays are encouraged to communicate with students via Canvas and/or email if they plan on cancelling the class meeting to observe the holiday. Students who are missing class to observe the holiday need to email the professor prior to missing class and request the opportunity to make arrangements to complete any missed work.

64. Repeating Courses

This policy applies to courses that cannot be retaken for additional credit and may need to be repeated to meet academic requirements.

Students can attempt a required course up to three times to receive a passing grade unless specific programs allow fewer attempts. Students must consult with their department to determine what impact course repeats may have on continuation in their program. It also applies to courses from which the student withdrew and received a grade of W.

Students may repeat F grades without permission within the allowed number of attempts determined by the university/department/program. If a student receives an F grade, the only way to replace it in their Rider GPA is by retaking the same class at Rider and earning a higher grade. Students are not required to retake a failed elective course, but they must earn enough credits for graduation.

Students must obtain permission to repeat a required course with a grade of C- or D for major, minor, or certificate from the department chair or program director. A course repeat would be necessary if the minimum grade requirement set by the department has not been achieved.

If a student wishes to retake a course not required for their major/minor/certificate, they need approval from their college associate or assistant dean.

When a student retakes a course that doesn't allow for additional credit, the most recent attempt will replace both the grade and any credit previously earned for the course, regardless of whether the most recent grade is higher or lower than the previous. All grades appear on the transcript, but only the most recent grade will be used to calculate the grade point average. Repeated classes will be marked on the transcript with a superscript E (excluded) and I (included).

Students should consult with Financial Aid before repeating a course already passed to determine the impact on their financial aid eligibility.

Appeal

A student can appeal to take a course after three attempts. The student is required to write a reflective essay (1-2 pages) explaining why they were unsuccessful in the course previously and to develop a plan for succeeding in the course. The student should reflect on which parts of the material have caused problems in the past, and outline how they will overcome these difficulties if given the opportunity to retake the course. The student is encouraged to consult with instructor(s) with whom the course has been taken for feedback. The student must submit the essay and Course Repeat Form to their major department chair and college associate/assistant dean for approval.

65. Satisfactory Academic Progress for Financial Aid

Statement of Standards for Full-Time Undergraduate Students

All students receiving financial aid from Federal, State and/or Rider University resources must be making SAP at Rider to establish and retain financial aid eligibility. Enrolled students applying for financial aid for the first time must demonstrate SAP prior to applying for financial aid and must continue to meet SAP standards. If it is determined that a student's SAP status is in jeopardy, they will receive written notification via their University email.

Satisfactory Academic Progress

Full-time undergraduate students are reviewed annually for SAP after attempting a minimum of 24 credits and are required to complete 67 percent of the credits attempted to remain eligible for financial aid. All students must maintain a minimum Cumulative GPA (cGPA) of 2.00, which is consistent with graduation requirements at the University. All coursework will count towards attempted credits, except those officially dropped during the add/drop period. There is a maximum of 180 attempted credits for degree-seeking programs. This may include transferable and non-transferable credits from all schools previously attended. Federal regulations specify that the maximum time frame during which a student is expected to finish an undergraduate program and receive Title IV funds may not exceed 150 percent of the published length of the program. Therefore, full-time undergraduate students are expected to enroll in a minimum of 12 credits per term toward graduation requirements each semester they attend Rider to maintain academic progress.

**Depending on the program, some Westminster Choir College students may be held to a different maximum number of attempted credits. If in doubt, check with your financial aid counselor.*

Minimum Standards and Process for Appeal

The following table indicates the number of credits a full-time student must attempt and successfully complete each semester:

<u>Semester</u>	<u>Credits Attempted</u>	<u>Minimum Credits Completed</u>
1	12	8
2	24	16
3	36	24
4	48	32
5	60	40
6	72	48
7	84	56
8	96	64

9	108	72
10	120	80
11	132	88
12	144	96
13	156	104
14	168	112
15	180	120

Undergraduate students enrolled less than full-time will be reviewed annually for SAP after attempting a minimum of 12 credits and are expected to complete at least 67 percent of the credits attempted. Part-time students are also required to meet the same minimum cGPA as students enrolled full-time of a 2.00. Appropriate consideration will be given to students required by the University to enroll in non-credit developmental courses, provided these courses are completed during the first two years in the case of a half-time student, and during the first one and one-half years in the case of a three-quarter time student.

Students who fail to meet these standards will have their financial aid rescinded. To appeal, students must submit the following:

SAP Agreement

Academic Improvement Plan (AIP)

These documents should be completed with the student's Department Chair and submitted before the deadline outlined on the unsatisfactory academic progress notice. The AIP will outline how the student will meet all of the requirements for SAP by the end of the next period of study, subject to approval by the student's financial aid counselor; the next period of study may include a summer session(s). Students whose appeals are granted will have their financial aid reinstated for a probationary period of one semester.

An error was made when determining academic progress

Late grade changes or course corrections were submitted

Exceptional medical or personal circumstances

Student has satisfied the condition lead to aid termination

Successful completion of specified number of summer courses per the academic agreement

Other extenuating circumstances

If, by the end of the probation period, students who do not meet the stated requirements on their SAP Agreement and letter, will be ineligible for financial aid in subsequent semesters until they are again meeting SAP requirements.

**Academic suspension or dismissal by a College of the University of any student will result in automatic termination of financial aid.*

Statement of Standards for Part-Time Students

Undergraduate students enrolled less than full-time will be reviewed annually for SAP after attempting a minimum of 12 credits and are expected to complete at least 67 percent of the credits attempted. Part-time students are also required to meet the same minimum cGPA as students enrolled full-time of a 2.00. Appropriate consideration will be given to students required by the University to enroll in non-credit developmental courses, provided these courses are completed during the first two years in the case of a half-time student, and during the first one and one-half years in the case of a three-quarter time student.e-half years in the case of a three-quarter time student.

Statement of Standards for Graduate Students

Graduate students are reviewed annually for SAP after attempting a minimum of 12 credits and are expected to complete 67 percent of the credits attempted. Graduate students must maintain a minimum cGPA of 3.00 to remain eligible for financial aid.

Withdrawals/Incompletes/Repeated Courses

If a student withdraws from courses during a given term, withdrawn credits are included in the number of total credits attempted. The only exception to this policy is when a student has been approved for a medical withdrawal or military leave. Any and all incomplete and repeated coursework is also included as attempted credits and a student's cGPA calculation. Note: a student's SAP cGPA calculation may vary from their institutional cGPA, as institutional GPA's do not include withdrawn or the first of repeated courses.

66. Scientific Misconduct, Responding to Allegations

The following statement summarizes the University's policy concerning allegations of scientific misconduct. Copies of the full text of the policy are available from the President's Office, the Provost's Office, and the Deans' Offices of the College of Liberal Arts, Education, and Sciences and the College of Business Administration.

Pursuant to federal regulations promulgated by the U.S. Public Health Service, Rider University has developed and adopted a Policy for Responding to Allegations of Scientific Misconduct. The policy applies to all research which receives funding under the Public Health Service Act. (Most likely, in the event of an accusation of scientific misconduct not involving PHS Act funding, Rider will look to this policy for guidance in investigating and resolving the accusation, though not expressly required to do so.)

Under the Policy, the Vice President for Academic Affairs and Provost is identified as the University's Research Integrity Officer (RIO). Any person may make a good faith allegation of scientific misconduct to the RIO, who then must make a preliminary assessment of whether there is reasonable cause to believe that scientific misconduct has occurred; if the RIO determines that reasonable cause exists, he/she will initiate an inquiry. In all cases, whether they proceed to the

inquiry stage or not, the RIO will protect the Complainant's confidentiality, guard against retaliation, and maintain and preserve relevant record.

If the RIO's preliminary assessment of the Complainant's allegation finds that reasonable cause exists, that PHS funds are involved, and that the alleged conduct meets the regulatory definitions of scientific misconduct --- e.g., fabrication, falsification, or plagiarism of data --- he/she will initiate an inquiry by appointing a committee and a chair to formally investigate the allegation. The inquiry committee will interview the Complainant, the Respondent (i.e., the researcher who stands accused), and other key witnesses, and will issue a written report recommending whether or not reasonable cause for further investigation exists. The Respondent will be afforded the opportunity to respond to the inquiry committee's report.

The RIO will then submit the committee's report to the President of the University, who is designated the Deciding Official (DO) under the Policy. The DO will review the committee's report and determine whether in fact it reflects reasonable cause to believe that scientific misconduct has occurred sufficient to justify a full-fledged investigation. The inquiry committee will complete its task within 60 days and the DO will make the reasonable cause determination within 30 days after that.

If an investigation is commenced, all relevant records will be sequestered immediately by the RIO, who will appoint an investigation committee consisting of no fewer than three disinterested, qualified individuals. The investigation committee will interview witnesses, whose testimony will be tape recorded or transcribed. The Respondent will be accorded the right to be represented by legal counsel (or, alternatively, a union representative, if the Respondent belongs to a campus labor organization), and the right to confront and cross examine witnesses, including the Complainant. At the close of the investigation the committee will issue a report, upon which the Respondent and the Complainant will have the opportunity to comment in writing.

The DO will determine whether or not to accept the findings of the investigation committee. Where the DO accepts a finding that the allegation of scientific misconduct has been substantiated, the DO will take appropriate action, possibly including disciplinary action with regards to the Respondent and withdrawal or correction of any research papers or reports tainted by the scientific misconduct.

If the Respondent is a member of a collective bargaining unit represented by a labor organization, and if the Respondent is adversely affected by the DO's determination, the Respondent may challenge the adverse action in accord with the grievance/arbitration procedure of the applicable collective bargaining agreement.

The DO also will share the investigation report with the Office of Research Integrity of the U.S. Public Health Service, and if appropriate, with law enforcement officials.

If the investigation committee finds that the allegation of misconduct is not substantiated, then reasonable efforts will be undertaken by the University to restore the Respondent's reputation.

Regardless of the outcome, the University also will take reasonable steps to protect the Complainant who made the good faith allegation, and all other witnesses from retaliation. However, if the DO finds that the Complainant made a bad faith allegation, the DO will determine what disciplinary action is appropriate with respect to that Complainant, who likewise will have recourse to any relevant grievance/arbitration procedure, if a member of a unionized bargaining unit at Rider.

Records of any inquiry and/or investigation under this Policy will be retained by the RIO for three years following completion of the foregoing procedures.

67. Study abroad

Grades

All course credits earned abroad are transferred as Pass/Fail on the student's transcript. Students must receive a C or better in a course to receive credit. Rider course and credit equivalencies are listed on the Rider transcript, as are the host institution and/or provider, program location and courses taken.

Maximum Number of Credits and Semesters Allowed for Study Abroad

Students may study abroad for a maximum of two (2) semesters. Students who transfer into Rider University with the equivalent of two or more years of university credit (54 credits or more) are limited to one (1) semester of study abroad. Permission to study abroad for one (1) additional semester may be granted in exceptional cases. Such cases must include study abroad directly related to the student's major or minor studies and must be endorsed by the student's faculty advisor(s) and academic dean. Examples of such cases are the need to acquire greater language proficiency or multiple language proficiencies, programs that require yearlong study and/or internships, or yearlong courses at a university abroad.

Study Abroad of Second-Semester Freshmen

Freshmen who wish to study abroad during the second semester of the freshman year must submit academic performance reports for study abroad from each course in which they are currently enrolled. The reports must be signed and must indicate that the student's current anticipated course grade is a C+ or better. They must also submit two letters of recommendation; one of the letters of recommendation may be from a high school teacher. Additionally they must submit their high school transcript that indicates a grade point average of 2.75 or better. Approval of the academic dean is also required.

Study Abroad of Transfer Students

Transfer students who are in their first semester at Rider University and apply to study abroad the subsequent semester must submit two academic progress reports for study abroad from courses in which they are currently enrolled. The reports must be signed and must indicate that the student's current anticipated course grade is a C or better. At least one of these progress

reports should be from a faculty member from whom they have NOT requested a letter of recommendation. Additionally they must submit their transfer university transcript indicating a grade point average of 2.75 or better, and one letter of recommendation from a faculty member at that institution from whom they took at least one course.

For the most up to date information regarding Study Abroad, please visit the following [website](#).

68. Transcript Requests

Written requests for transcripts, which are copies of permanent academic records, should be directed to the Registrar's Office. Rider University has partnered with the National Student Clearinghouse to provide a 24/7 online transcript ordering service for our current students, former students and alumni. Official transcripts can now be delivered electronically* as a .pdf document the same day you place your order. Paper transcripts are also available to be picked up with photo ID or mailed. Transcripts are normally processed within 3-5 business days during non-peak times. Processing times may be delayed during campus closings, holidays, and peak periods of ordering, such as the end of the semester or graduation. Please plan accordingly when placing your order.

*Please note: E-PDF delivery is available ONLY to those enrolled since Fall 1994 (Lawrenceville campus) or since 2004 (Princeton campus). If your order cannot be completed as an electronic transcript, you will be contacted for a mailing address.

Requesters should include dates of attendance, name at the time if different, social security number, full home and campus address, and a complete address to which the transcript should be mailed. A few days' advance notice is suggested when filing for a transcript to allow time to accommodate the request.

69. Transfer Credits Earned After Rider Matriculation

Upon the completion of 60 credits, a degree-seeking student will not be permitted to enroll in courses in a two-year postsecondary institution for transfer to a program of study at Rider University.

Upon the completion of 21 credits, a student pursuing a two-year (A.A.) program will not be permitted to enroll in courses at other institutions for transfer to that program of study at Rider University.

Once matriculated at Rider University, students may apply for transfer of credits earned at other institutions for sound academic reasons stated in writing, and with prior authorization by the students' Academic Dean.)

A student seeking permission to transfer credit from another accredited college after matriculating at Rider University:

1. must complete an off-campus approval form at least 30 days in advance of the start of the proposed off-campus course, to be approved by the student's Dean;
2. must have a cumulative grade point average of at least 2.00;
3. may not be within the final 30 credits of the Rider baccalaureate degree program.

70. Transfer Credits Earned Before Rider Matriculation

The exact number of credits that will transfer will vary depending on your program; however, Rider recognizes most equivalent course work from accredited colleges and universities. In general, for any class to be eligible for transfer the course must meet the following conditions:

A grade of a "C-" or higher is earned*

The course was completed at a regionally accredited institution

The course is 100 level or higher**

Maximum amount of 60 transfer credits are accepted from a community college

Maximum of 90 transfer credits are accepted from a four year institution.

The Dean's Office in each school has final approval of transfer credit

If you attend a community college in New Jersey, you can also review credit transfer information at the [NJ Transfer site](#).

Students who graduate from an NJ, NY, or PA community college with an AA or AS degree, may be eligible for a waiver of lower division general education requirements.

*C- policy

A standard practice for colleges and universities accepting transfer credits has been to allow students earning grades of C or better to transfer the credits (not the grades) to the new school. The underlying premise for this policy is that a student is required to earn a cumulative GPA of 2.0 or greater in order to graduate with 120 credits, with a grade of C earning 2.0 grade points. In the past several years, a number of schools have relaxed this policy to allow grades of C- to transfer.

While the academic deans and provost may, on occasion, make exceptions to the current Rider policy of accepting a grade of C or better for transfer, we are requesting a change to this policy to allow grades of C- or better to transfer into Rider with the rationale being that many of our competitors already accept these grades and we wish to remain competitive in transfer student

enrollments.

This policy will not override any program where a C- grade will not be accepted. As an example, in the Department of Biology, Students must earn a grade of “C” or better in BIO115 and BIO116 to meet the major requirement and before enrolling in upper-level courses for which these courses are prerequisites.

****Remedial and English as a Second Language (ESL) classes are not transferable.**

When a student transfers to Rider University, the College in which the student is enrolled will determine which, if any, of the prior credits are transferable. In general, course credits are accepted for transfer if the previous college is accredited, the student receives a grade of C- or better, and the course is academically equivalent to a Rider course and applicable to a Rider degree. The transferring institution should hold accreditation from the Middle States Association of Colleges and Schools or an equivalent regional accrediting association. If credits were earned at a foreign institution or another institution not subject to regional accreditation, transfer of credits will be evaluated and determined by the relevant academic Deans’ office. Typically, a maximum of 60 credit hours may be granted to a student transferring from a two-year college.

Institutional Admission

New Jersey college students who have completed an associate degree and meet the established institutional requirements used to allow native students to achieve junior class status shall not be denied transfer to a New Jersey participating senior college or university. The associates in art or science degrees will be viewed as a transparent part of the first two years of a four-year program. Students who have completed at least 56 semester hours and meet the same standards the senior college/university applies to associate degree transfer students will be given preference in transfer to New Jersey public senior colleges and universities. Transfer students who have met the conditions of the published articulation agreement between the sending and receiving institutions will not be asked to take a higher number of credits for the baccalaureate degree than the indigenous students of senior institutions. Capacity limits of the senior college or university may limit admission to the institution.

Acceptance of General Education

The general education credits (a minimum of 30 credits for A.S. degree graduates and 45 credits for A.A. degree graduates) of approved transfer programs shall be accepted in their entirety towards the general education requirements of the participating colleges and universities. Students who have completed the general education requirements for an associate degree, but have not attained the degree, will be afforded the same acceptance of credits.

Program Admission

Admission to a specific curriculum and acceptance of transfer credits in that curriculum at a participating college or university shall be determined by the college or university based upon

the same established criteria which it imposes upon its own students. Capacity limits of the program of study may restrict acceptance.

Automated System

The policies and associated procedures for this articulation system will be the core elements for a publicly accessible, computer-based information system linking all participating colleges and universities in New Jersey. The system will provide electronic transmission and automated assessment of transcript services.

Rights and Responsibilities

Supporting this articulation system will be a Statement of Student Rights and Responsibilities describing the procedures for access and management of the network. Students will have clear descriptions of the responsibilities of institutions participating in the system, the students' responsibilities in the system, and the students' rights and process for appeal.

Assessment

Annually, a statewide assessment report on the effectiveness of the articulation system (student outcomes) will be made to the Council of Presidents as input for the improvement of the system. Included in the assessment report will be a survey of transfer students to ensure the process is meeting their needs.

Institutional Coordination

A clearly identified office or person will be designated in each participating college or university to manage the articulation and transfer processes internally and provide the contact point for external communications.

Statewide Curriculum Coordination

Coordination of curriculum and discipline matters will be the responsibility of representatives of the participating colleges and universities who will hold statewide meetings on a regular basis. Recommendations for the improvement of the state articulation system will be forwarded to the Executive Committee of the Council of Presidents for consideration and action.

71. Transfer, Intra-University

Matriculated students who desire to transfer from one curriculum to another, or from one College to another within the University, should initiate their requests with the Dean of their present College and have all arrangements completed prior to the end of preregistration. All courses are not necessarily acceptable for transfer from one College to another; therefore, students should check the transfer requirements of the Colleges involved.

When students transfer from one College of the University to another, they shall be advised by the Dean of the receiving College concerning the academic credits which may be counted toward the new major.

Note: Good academic standing (cumulative grade point average of 2.00 or better) is normally required for transferring from one College to another. Students should also be aware that, in addition to the grade point average requirement, there may be other departmental or College policies regarding transfer. Therefore, students seeking to transfer from one College to another should thoroughly discuss their requests with the Deans of both Colleges before actually initiating transfer procedures.

72. Travel Course Policy

1. Freestanding travel courses may be permitted in January (with credit given for semester) or during any of the summer sessions with appropriate credit session. No additional tuition is charged for any projects in January as they are within the spring semester normal load. However, if the spring schedule, including the credits for this course, exceeds the additional tuition will be charged for extra credits beyond normal load. Spring for that long as student's normal load, load.
2. Courses with a travel component may be offered in any of the following modes:
 - a) during the Fall semester for January completion, or
 - b) begun in January for a Spring semester completion, or
 - c) begun during the Spring semester for completion after the close of that semester, or
 - d) during Summer I or II for completion prior to the start of the Fall semester.

When travel is undertaken after the close of a semester or session, students will receive a grade of "Incomplete" until travel and all other course requirements are completed. Graduating seniors who travel after the Spring semester may participate in Commencement but will incur a summer rather than a spring diploma date.

3. No travel shall be permitted during final examination periods.
4. The nature, duration and number of credit hours for a travel project shall be approved by the appropriate College APC as part of the course approval process.
5. Travel in courses required for a major can be mandatory for students in that major if the requirement is approved by the appropriate College APC.
6. Travel in elective or core courses shall be optional for students. For those students who choose not to travel as part of an elective or core course, the College APC must approve alternative projects that satisfy course requirements.

73. Undergraduate Student Learning Competencies and Objectives (Outcomes)

I. Competencies/Skills

A. Critical Thinking

Students will be able to complete a comprehensive exploration of issues, ideas, artifacts, or events before accepting or formulating an opinion or conclusion.

Evidence from among the following can be used to support the assessment of critical thinking.

1. Recognize and interpret claims, clarifying meanings, identifying ambiguity and vagueness, and displaying sensitivity to the existence of competing interpretations.
2. Recognize and reconstruct arguments from written and oral sources, identifying explicit and implicit assumptions, and determining the nature of the intended inferential relation between the supporting evidence and the claim.
3. Evaluate arguments and justifications, recognizing flaws in reasoning, assessing evidence according to standards relevant to the context, displaying sensitivity to the differences in criteria for evaluating evidence in different contexts, and raising objections or counterarguments appropriate to the context.
4. Maintain a self-regulating process of inquiry by reflecting on the thinking process itself and operating on independent initiative motivated by genuine intellectual curiosity.

B. Written Communication

Students will be able to effectively express ideas in writing using text, data and images.

Evidence from among the following can be used to support the assessment of the development of written communication skills.

1. Acquire the rhetorical skills to focus on purpose, respond appropriately to different audiences and rhetorical contexts; adopt the appropriate voice, tone, level of formality, and format and structure for each audience/context; and understand how genres shape reading and writing and be able to write in a variety of genres.
2. Understand the connections among critical thinking, reading, information literacy and writing to Identify important and valuable issues in readings and find one's own point of view in relation to those issues; understand the writing process as a series of tasks, including finding, evaluating, analyzing, and synthesizing appropriate primary and secondary sources; understand writing as a conversation, and integrate one's own ideas with those of others.
3. Be aware that it usually takes multiple drafts to create and complete a successful text; develop a variety of strategies for generating, revising, editing, and proofreading, and understand the different elements of the writing process; understand the collaborative and social aspects of writing processes, and learn to critique their own and others' works.

4. Develop a knowledge of conventions (from structure to tone and syntax) by learning common formats for different kinds of texts; practice appropriate means of documenting their work for a particular style; control surface features such as syntax, grammar, punctuation, and spelling for a particular audience, context, and style.
5. Use electronic environments for drafting, reviewing, revising, editing, and sharing texts; locate, evaluate, organize, and use research material collected from electronic sources, including scholarly library databases, other official databases (e.g., federal government databases) and informal electronic networks and internet sources; understand and exploit the differences in the rhetorical strategies and in the affordances available for both print and electronic composing processes and texts.

C. Information Literacy

Students will be able to identify a need for information and effectively locate, evaluate and share that information.

Evidence from among the following can be used to support the assessment of the development of information literacy.

1. Articulate a research question/problem/issue and identify a variety of potential sources of information in order to answer the question and contribute to the ongoing scholarly conversation.
2. Effectively and efficiently access needed information by being cognizant of search strategies, employing a repertoire of investigative methods, being motivated by genuine intellectual curiosity, and creating a self-regulating process of research by critically examining the research process itself along with how their own points of views have influenced and been influenced by that process.
3. Critically evaluate information sources and be able to compare their unique attributes including format, audience, validity and relevancy to the research question.
4. Effectively organize and use the collected information for the development of original content.
5. Understand the production, dissemination and use of information within ethical, economic, legal and social structures, and will appropriately cite their sources to demonstrate their understanding of intellectual property.

D. Quantitative Reasoning

Students will be able to reason and solve quantitative problems across a variety of contexts.

Evidence from among the following can be used to support the assessment of the development of quantitative reasoning.

1. Provide accurate explanations of information presented in mathematical form. For instance, accurately explain the data trend shown in a graph.

2. Competently convert relevant information into an appropriate and desired mathematical portrayal.
3. Use calculations to successfully and comprehensively solve problems.
4. Use the quantitative analysis of data as the basis for competent judgment, drawing reasonable and appropriately qualified conclusions from this work.
5. Explicitly describe assumptions and provide compelling rationales for why assumptions are appropriate.
6. Use quantitative information in connection with argument or purpose of the work, though data may be presented in a less than completely effective format or some parts of the explication may be uneven.

E. Oral Communication

Students will be able to prepare and present orally in order to foster understanding.

Evidence from among the following can be used to support the assessment of the development of oral communication.

1. Formulate spoken presentations around broad ideas with organized content.
2. Provide supporting material such as illustrations, examples and analogies, when appropriate to enhance overall understanding of the topic.
3. Use language that is appropriate to the audience, message and topic.
4. Articulate messages and ideas persuasively through appropriate body language and vocal production.

F. Technological Competence

Students will be able to effectively use technology to enhance learning.

Evidence from among the following can be used to support the assessment of the development of technological competence.

1. Use digital environment and media to interact and collaborate with faculty and peers.
2. Use information from a variety of digital sources and media to organize and synthesize ideas appropriate to the task.
3. Collect and evaluate information using appropriate technological tools.
4. Design presentations and various projects using digital media. 5. Create original works using digital media for personal or public expression.

G. Scientific Reasoning

Students will be able to apply the methods and principles of scientific inquiry in the analysis of evidence.

Evidence from among the following can be used to support the assessment of the development of scientific reasoning.

1. Recognize the role of empirical observation in scientific evidence.
2. Demonstrate the ability to frame a question as a testable hypothesis.
3. Understand the value of data-driven evidence in drawing conclusions.
4. Distinguish questions that can be answered via scientific methods from those not well suited to scientific methods.
5. Maintain an objective attitude toward explanation.

2. Strategic Themes

A. Leadership Skills

Students will be able to collaborate with others, engaging team members to contribute to the accomplishment of a common goal.

Evidence from among the following can be used to support the assessment of the development of leadership skills.

1. Commit to the highest standards of integrity, social responsibility, and accountability.
2. Model a clear vision of personal values.
3. Exhibit personal courage when faced with difficult and trying circumstances.
4. Encourage and promote cooperation, build trust, and enlist others in a common vision.
5. Lead by example and empower others by delegation.
6. Experiment and learn from mistakes.

B. Ethics and Social Responsibility

Students will be able to identify and articulate the principles and value of social and civic responsibility.

Evidence from among the following can be used to support the assessment of the development of ethics and social responsibility.

1. Demonstrate a grasp the ethical implications in their chosen fields of study.
2. Examine their own values in light of the needs of others.
3. Contribute to the community using the skills of their fields of study and/or through activities.
4. Demonstrate the ability to engage in ethical reasoning.

C. Global/Multicultural Perspectives

Students will be able to identify and explain the potential benefits and/or conflicts that arise from a world that is a complex, interdependent global system of social, cultural, and economic communities.

Evidence from among the following can be used to support the assessment of the development of global/multicultural perspectives.

1. Demonstrate recognition and appreciation of cultural diversity and the ability to respond constructively to questions or conflicts that arise between cultures or between diverse groups within our society.
2. Demonstrate an understanding of the historical, economic, and political forces that drive international cultural conflict, cooperation, and change.
3. Make meaningful comparisons between the creative accomplishments of their own cultures and other cultures.
4. Demonstrate respect for individuals from other cultures and from diverse groups within their own society.

3. Connected Learning

Students will be able to connect their education in the classroom to real world issues beyond the campus.

Evidence from among the following can be used to support the assessment of the development of connected learning.

1. Make meaningful connections between areas or topics of study within their majors.
2. Connect areas or topics of study within their majors to the study of related disciplines.
3. Apply study in their majors to external (e.g., professional or service) applications locally, nationally, or globally.

74. University Anti-Harassment and Non-Discrimination Policy

The University's Policy is accessible at the following [Rider website](#).

75. Withdrawals from the University

Students may withdraw from courses and receive a grade of 'W' during the third through tenth weeks of the semester. The student's academic advisor and financial aid counselor will be notified of class withdrawals by email.

After the end of the tenth week of the semester, students may withdraw from courses and receive a grade of 'W' only for validated reasons of physical or psychological incapacity. Validated reasons of physical or psychological incapacity serve as justification for a student to withdraw from courses with a grade of 'W' at any time beyond the add/drop period. After the tenth week of class, medical withdrawals must apply to all courses; withdrawing from individual courses for medical reasons requires exceptional circumstances. Reasons must be validated by the Dean of Students and approved by the academic dean of the college in which the student is enrolled.

Students are advised to check with Financial Aid regarding potential implications for their financial aid eligibility when withdrawing from courses.

Student-athletes are required to notify the Associate Director of Athletics for Compliance and Academic Support or the Director of Athletics prior to withdrawing from courses.

Students receiving veteran benefits must report such changes to the Registrar's Office immediately.

Course withdrawal forms are available on myRider.

Withdrawal policies during special sessions (summer session, J-term) observe time limits proportional to the time limits of a regular semester.

Leaves of absence

Taking a leave of absence could result in significant financial implications. Students must contact the Financial Aid Office to discuss the impact of taking a Leave of Absence.

International students studying in the United States on a student visa should contact the Office of International Education before submitting a leave of absence request to the University, as taking a leave of absence can have significant visa-related implications.

Student-Athletes must contact the Director of Athletics and Compliance to discuss the impact of taking a Leave of Absence on their NCAA eligibility.

Students must submit a Leave of Absence Request Form. The request should include the reason for the leave and the anticipated length of the leave (one or two semesters).

A leave of absence must be requested prior to the first day of classes in a semester. Students are not eligible to apply for a leave of absence for the current term if they are enrolled in coursework for that same term.

The Dean of Students and Academic Associate/Assistant Dean of their college will review the request.

Students will be notified in writing of the process within a reasonable period of time after the request is submitted.

A new code for Leave of Absence will be created to identify these students effectively.

Leaves of absence will be for one semester. In exceptional circumstances, a leave of absence may be extended for an additional consecutive semester.

For timely progress toward graduation, consideration will only be given for one leave of absence.

Students with exceptional circumstances should reach out to the Dean of Students Office.

Returning from leave:

Students must submit a [Return from Leave of Absence Form](#) to the Dean of Students office.

Students on leave must complete their request to return by December 1 for the spring semester, April 1 for the summer semester, and July 1 for the fall semester.

The Dean of Students and Academic Associate/Assistant Dean of their college will review the request. Students will be notified in writing of the process by the Dean of Students, cosigned by the Academic Associate/Assistant Dean of their college, within a reasonable period of time after the request is submitted. Academic status is the same upon return provided that appropriate programs and courses are offered or can be substituted.

Students on leave retain their status as enrolled students, but are not entitled to attend classes or use campus facilities.

Students on leave are not eligible to receive financial aid or other forms of assistance from the university.

Students returning from a leave of absence will follow the catalog year of their first admission term.

Students are responsible for maintaining contact with the Dean of Students office while on leave and for providing any requested information or documentation.

Students on leave must return after one semester or two with an extension.

Students will be withdrawn from Rider University if they do not complete a readmission form within that time frame.

Credits completed at other institutions while on academic leave are not eligible for transfer to Rider University.

It is the student's responsibility to understand and comply with this policy. Failure to do so may result in the revocation of the leave of absence and being withdrawn from Rider University.

Readmission

Each College or School grants readmission to students in accordance with policies and procedures specified by the APC and academic standing committee of each College or School/program.

Graduate students and Continuing Studies students

Graduate students and CEPs students may enroll in their programs for up to two years without taking courses. If they do not take courses for two years or longer, they must apply for re-admission.

