

RIDER UNIVERSITY

ACADEMIC POLICY MANUAL

2013-14

September 2013

prepared by the
Office of Academic Affairs and Provost
for the
University Academic Policy Committee

The policies listed in this manual apply to Rider University, except as follows: all programs at Westminster Choir College and graduate programs in Business Administration and Graduate Education, Leadership and Counseling maintain supplemental policy manuals pertaining to their respective programs. Variations on some of the policies in this manual appear in separate documents issued by Westminster Choir College, the College of Business Administration, and the School of Education. If not modified by these separate documents, the policies in this manual pertain.

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ACADEMIC POLICY MANUAL

(2013 - 2014)

Where a particular page contains both bold and regular type, items in bold are verbatim statements of academic policy or positions, as adopted by the University Academic Policy Committee (UAPC) through UAPC 13-2 or by its predecessors, the College Academic Policy Committee (CAPC) and the College Executive Committee (CEC). Other statements refer to 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 in this listing. All programs at Westminster Choir College and graduate programs in Business Administration and Education, Leadership and Counseling maintain supplemental policy manuals pertaining to their respective programs. Variations on some of the policies in this manual appear in separate documents issued by Westminster Choir College, the College of Business Administration, and the School of Education. If not modified by these separate documents, the policies in this manual pertain.

1. Academic Calendar

The University maintains undergraduate academic sessions on the Lawrenceville campus as follows: fall and spring semesters (each 13 weeks, plus an examination period), Summer Sessions I and II and Summer Evening Sessions I and II (each six and one half weeks). No classes are held on 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.

(CAPC 93-3; CAPC minutes, 3/29/93)

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.

(CAPC, 6/16/80; CAPC minutes, 3/29/93)

CMP-100S and COM-100S sections designated for EOP students will begin at the start of the second summer session and extend to the end of the fall semester of each academic year.

(CAPC 86-3)

At its meeting of May 5, 1992, CAPC voted to adopt a new academic calendar, effective fall, 1993. The features of the calendar are:

- 1. 13 instructional weeks plus an exam period.**
- 2. Short Thanksgiving recess in the fall, one-week recess in the spring.**
- 3. Fall classes start after Labor Day (evenings-Wednesday, days-Thursday).**
- 4. Exam schedule includes reading days.**
- 5. Spring classes start on fourth Monday in January.**

(CAPC 92-2)

Summer Calendar

Effective summer 2005, day and evening undergraduate and graduate summer sessions on both campuses will start during the same week to unify the University's summer calendar. The summer calendar will feature:

1. Day and evening undergraduate and graduate Summer Sessions I and II with common start weeks.
2. A Lawrenceville 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).
3. An alternate day schedule for undergraduate Lawrenceville 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).
4. A Princeton schedule with three-credit courses meeting for a total of 37.5 hours.
5. 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.

(UAPC 04-3)

Fall Calendar

The following proposal was adopted at the February 1, 2005 UAPC meeting:

Lawrenceville 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 Wednesday mid-morning.

(UAPC 05-1)

2. Academic Conduct, Code of

Definitions, a Statement of Regulations, and procedures to follow in suspected cases of academic dishonesty, including unauthorized collaboration or misrepresentation in the submission of academic work, appear in The Source.

(Code of Academic Conduct, CAPC 83-7 and 90-3, and UAPC 01-2 and 04-1.)

The Academic Integrity Committee strongly recommends that faculty include the following two paragraphs from The Source in course syllabi:

Academic dishonesty includes any unauthorized collaboration or misrepresentation 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. These regulations are designed to insure 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.

(UAPC 04-4)

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.

(CEC memo, 5/21/79)

4. Academic Governance Portal: Non-APC Committees Presence on Portal

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 called "How Committees should use the AGP" that contains a copy of the approved version of this policy. This subfolder should always appear at the top of the list.
- 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.

1) *Committee membership List*

Example: Faculty Development Committee Members AY 2010-11

Terms 2009-2011: Bill Amadio (CBA), Chris Arneson (WCC), David Suk (CBA), Shunzu 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.

2) *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.

3) A minimum of four additional folders:

- a. *Agendas:* Note date and location of all meetings.
- b. *Minutes:* Note members present, meeting date, date of approval, and actions taken.
- c. *Documents:* Materials for committee review and/or report(s) created by the committee.
- d. *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.

4) **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, 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.

(UAPC 11-2)

5. Academic Scholarship Review Board

In order to provide a centralized mechanism for administering academic scholarships funded by sources external to the University for which unclear internal procedures exist or for which financial need is not demonstrated, an Academic Scholarship Review Board is hereby created. This group is responsible for:

1. Categorization and proper dissemination of Academic Scholarship information.
2. Review of applications prior to submission and, when appropriate, approval of those applications.

All academic scholarship applications will be available in the Office of Financial Aid and, where appropriate, reviewed by the Academic Scholarship Review Board. Successful applications will be funneled through the Office of Financial Aid since some may have impact on the packages prepared for individual students.

The Academic Scholarship Review Board shall consist of the Associate Provost, one Associate Dean from each College, one staff member from the Office of Development, one staff member from the Office of Financial Aid, one Rider Scholar, and one faculty member from each College of the University (selected by the UAPC). (Some scholarships are created through the efforts of Development, and the “need to know” for the Office of Financial Aid is obvious.) Five members of the Academic Scholarship Review Board shall constitute a quorum for action. Further, a scholarship coordinator will be selected each year by the Academic Scholarship Review Board to coordinate scholarship activities.

(UAPC 95-1)

6. Academic Standing, Conditional Standing, and Dismissal

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

(Conditional Standing and Dismissal, CAPC 81-5)

7. Admissions Requirements

A degree candidate for admission as a day student to the Lawrenceville campus (excluding WCC, CCS 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.

A student who does not meet the above requirements may enroll, with permission, in the College of Continuing Studies as a non-degree student to make up any deficiencies before applying for admission as a degree candidate.

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).

(UAPC 03-4)

8. Advanced Standing Credit

The Program for Advanced Scholastic Standing (PASS) will be established for AY 2006-2007, during which time courses selected by interested academic departments will be offered to high school students in accord with the Program Description below. The Program will run for three academic years, at the end of which it will be reviewed by the Provost’s Office, which will present a report to the UAPC.

PROGRAM DESCRIPTION:

The Program for Advanced Scholastic Standing (PASS) is aimed at allowing high school students to earn Advanced Standing credit at Rider University by successfully completing carefully selected courses, or sets of courses, taught in the high schools by high school faculty, in fields of study in which AP credit is not available. Rider University would award college credit for an appropriate basic Rider course if and only if learning experiences at the high school level of instruction duplicate those at Rider. High School students could be awarded no more than 12 University credits through PASS. The Program is expected to:

- 1) foster stronger relationships between Rider and area high schools;**
- 2) recruit top-tier high school students;**
- 3) provide introductory college coursework to these high-performing high school students;**
- 4) help challenge such students, who have mastered or nearly mastered the complete high school curriculum and who desire college-level coursework that is more rigorous;**
- 5) allow participating students to transition more smoothly from high school to college in a non-duplicative program of study;**
- 6) provide a review of high school curricula which could help standardize and strengthen high school programs and help prepare students more effectively; and,**
- 7) capitalize upon the publicity and funding opportunities the Program might entail.**

Academic departments wishing to initiate the process of participating in the Program would do so by formal departmental vote. High schools may apply for participation in the Program by contacting the appropriate Rider college; selected high schools would be solicited by the Admissions Office with the approval of the Provost. The participating Rider departments would review the high school course(s) in the appropriate academic areas and textbooks and materials used in the course(s) for content, rigor, and compatibility with proposed Rider University course(s). Faculty teaching designated high school courses would submit their CVs, detailing educational and related work experience for evaluation. Each Rider academic department would establish a policy for review and evaluation of high school instructors to assure quality of teaching.

Advanced Standing credit would be awarded through high school programs whose curricula, textbooks, and instructors are accepted as meeting the established standards for the corresponding Rider University courses. Since programs and courses would vary from high school to high school, individual articulation agreements would be drafted for each high school. These agreements would allow Rider to clearly specify which high school course(s) would be accepted for credit, as well as which high school courses would be required as prerequisites to taking such specified courses for college credits.

Proposals to participate in the Program for Advanced Scholastic Standing would be prepared by academic departments and submitted through the appropriate deans to the appropriate Academic Policy Committee, which would be responsible for review and final approval of proposals submitted for participation in the Program.

Prior to the beginning of each academic year, existing articulation agreements would be reviewed by the appropriate academic departments at Rider; if no changes have occurred in the content, title, textbook, or instructor of a currently approved course(s), the agreement would be

renewed for another year. If changes occurred, the course(s) would need to be reviewed again before the articulation agreement could be renewed.

To receive Advanced Standing credit, students would have to have completed the identified and approved course(s) at their high school, and have received a grade of “B” or better in the designated course(s). The student would provide an official high school transcript as verification of the grade(s) received.

When the Rider faculty member or department approves the course(s) for Rider credit, the Registrar would enter the course on a transcript with the grade of “P” for “Pass” and the notation “PASS.” On the back of the transcript “PASS” would be defined as, “Program for Advanced Standing: High School Course deemed to be equivalent to the analogous Rider University course in which the student achieved a ‘B’ or better.”

(UAPC 06-4)

9. 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 2002-07 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.

Advisee Files

Advisors should maintain a current file for each advisee and keep a record of pertinent academic information.

Knowledge of Academic requirements

Advisors are expected to keep informed about current University, college/school, and departmental requirements. Advisors should familiarize themselves with the *Handbook for Faculty Advisors*.

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”)

Advisors on the Lawrenceville campus are expected to check the progress report site on a regular basis to gauge the academic progress of their advisees. (This electronic site – located at <http://poseidon.rider.edu:8093/progress/> or other designated site – is normally activated by the third week of every semester. Faculty members will be alerted when the system is activated.) Advisees who have received unsatisfactory reports should be advised to take appropriate steps to improve academic performance.

EVALUATION OF ADVISING

Evaluation of the academic advising system and the quality of advising will take place every three years to determine students’ use and satisfaction. The evaluation will be conducted by the Office of Academic Affairs and the results will be reported to the UAPC.

(UAPC 03-2)

10. Affirmative Action

By establishing and following an Affirmative Action Plan, the University demonstrates its commitment to maintaining a nondiscriminatory work environment and to seeking employees in categories that are legally recognized as underutilized. Copies of the Affirmative Action Plan are on file in the Human Resources Office, and the Offices of the President of the University and the Dean of Westminster Choir College, Chairpersons, the AAUP and AFSCME chapters, and at the Reserve Desks of the University Libraries.

11. Andrew J. Rider Scholars

The Andrew J. Rider Scholars designation, based competitively on students’ grade point averages, is the highest academic honor a student can achieve while an undergraduate at Rider University. The top four seniors, three juniors, and three sophomores are selected from each of the University’s colleges (College of Business Administration; College of Liberal Arts, Education, and Sciences; College of Continuing Studies; and Westminster College of the Arts.) Each year these scholars are honored on Founder’s Day.

The following criteria have been established for bestowal of this distinction:

- Class standing will be determined as follows: Frosh = 0-23; Sophomore = 24-53; Junior = 54-89; Senior = 90+ credit hours.
- Selection is based on the students' grade point averages. In making their selection, the Dean's Offices use students' academic records as established by August 1 of each year. This includes any coursework completed during the summer prior to the August 1 deadline.
- Transfer credits are not part of GPA though they count in establishing class standing.
- A minimum GPA of 3.75 is required to qualify for the award for all class levels and for all schools and colleges.
- Ties [to the third decimal place] apply only to the last position for each school or college.
- The student must have accumulated at least 27 credit hours at Rider University.
- A student who has taken part in one of the Rider-sanctioned programs for Study Abroad is eligible to be named an Andrew J. Rider Scholar, provided the student receives grades of Pass in Study Abroad courses.
- Students do not have to be full-time.
- Students must still be attending Rider (have not graduated; have not withdrawn.)
- An individual may be an Andrew J. Rider Scholar only once within each class standing classification.

(UAPC 10-1)

12. Assessment of Student Learning - Responsibilities and Structure

Provost

Responsibility

The Provost has the responsibility to provide overall leadership to the University's Assessment of Student Learning initiative and, specifically, to:

- Communicate the value that the assessment of student learning has for improving student learning, academic programs and instructor satisfaction
- Chair the Assessment Committee
- Supervise the Assistant Provost/Academic Director (TLC) in his/her assessment-related responsibilities
- Meet with liaisons of departments/programs, departments, department chairs, program directors and deans on a selective basis to ensure ongoing engagement in assessment efforts.

Assessment Committee

Rider's mission focuses on academic excellence and the University's commitment to an environment centered on student learning. Indeed, well before the development of Strategic Plan 2005 – 2010, Rider was engaged in a comprehensive assessment of student learning outcomes effort as a means of enhancing student learning, assuring academic program quality, and demonstrating at appropriate points throughout the curriculum and at graduation that our students have, to the fullest extent that their efforts make possible, mastered the curriculum. Further, the University recognizes, as Middle States has indicated, that those best qualified to develop “clearly articulated learning outcomes, the knowledge, skills, and competencies that students are expected to exhibit upon successful completion of a course, academic program, co-curricular program, general education requirement, or other specified set of experiences” are those closest to the classroom, the faculty teaching the students.

Rider's faculty recognize the positive impact that assessment has on student learning in their courses and programs and are fully engaged in an ongoing academic assessment effort, now up and running in 35 departments/programs (including the libraries). This assessment effort covers general education, foundational skills and competencies, and upper divisional studies.

Responsibility

The Assessment Committee has the responsibility to oversee the implementation of the University's Assessment of Student Learning initiative and to advise the Provost on policy and actions that will lead to continuing progress in the use of the assessment of student learning outcomes as part of our commitment to ongoing improvements in the teaching and learning process.

The Committee will meet twice each semester to discuss the challenges and hurdles that departments/programs face in the implementation of their assessment activities and to monitor their progress.

Membership (13)

- One representative from each of the five colleges/schools and the Libraries (Business Administration, Education, Fine and Performing Arts, Liberal Arts and Sciences, Westminster Choir College), appointed by the college/school APCs
- Three “at-large” faculty, experienced in assessment, appointed by the UAPC
- Four ex-officio members: Provost (chair), Associate Provost, Assistant Provost/Academic Director (TLC) (vice chair), Associate Director for Faculty Development (TLC)

Members will serve three-year terms, renewable by mutual agreement. In the first year, veteran members will be given one- or two-year terms to initiate a staggered cycling-in of new members.

Responsibilities of Members

- Communicate the value that the assessment of student learning has for improving student learning, academic programs and instructor satisfaction

- Monitor and improve the alignment of individual department/program assessment efforts with the University's mission and Strategic Directions
- Serve as liaisons/mentors for (typically) four academic departments/programs engaged in assessment
- Review bi-annual assessment reports of their departments/programs and provide each department/program with a written response that includes a summary evaluation of progress and comments addressing specific details of the report
- Report bi-annually to the Assessment Committee on the progress/status of their departments/programs (1/2 each semester) and at any time when he/she has concerns about the progress being made.

Assistant Provost/Academic Director (TLC)

Responsibilities

With leadership from the Provost, direct the implementation of the University's Assessment of Student Learning initiative:

- Communicate the value that the assessment of student learning has for improving student learning, academic programs and instructor satisfaction
- Enhance the effectiveness of formal assessment efforts, including coordinating faculty development opportunities that will inspire and guide faculty and programs in their assessment work; providing opportunities for faculty to learn about effective teaching and assessment strategies; facilitating inter-departmental connections with assessment efforts, where appropriate.

Facilitate the work of the Assessment Committee (with the assistance of the Office of the Provost, as requested, and the Associate Director for Faculty Development (TLC), as assigned):

- Schedule and organize the agenda of the Assessment Committee
- Organize bi-annual reports from liaisons to the Assessment Committee
- Working with college and school APCs and with the UAPC, manage Assessment Committee membership (in consultation with the Provost)
- Plan and provide appropriate assessment-related training for new Assessment Committee members

Administrative Director of Teaching and Learning Center and Rider SELECT Responsibilities

- Communicate the value that the assessment of student learning has for improving student learning, academic programs and instructor satisfaction
- Support campus-wide assessment projects, as requested by the Provost or Assistant Provost/Academic Director (TLC)

Associate Director for Faculty Development (TLC)

Responsibilities

- Communicate the value that the assessment of student learning has for improving student learning, academic programs and instructor satisfaction

- **Promote and support the in-depth examination of the scholarship of teaching and learning by providing opportunities to examine teaching practice and student learning outcomes assessment**
- **With guidance from the Assistant Provost/Academic Director (TLC), manage the day to day activities of the University's Assessment of Student Learning initiative and the Faculty Mentoring program (to be developed by the Task Force on Mentoring), including maintaining the Assessment of Student Learning Status Report (to be developed – covering each department, its liaison, reports due/status and relevant commentary)**
- **Assist Assistant Provost/Academic Director (TLC) with his/her assessment responsibilities, as assigned**

Deans

Responsibilities

- **Communicate the value that the assessment of student learning has for improving student learning, academic programs and instructor satisfaction to the faculty of his/her college/school**
- **Assume responsibility for ensuring the ongoing engagement of all departments/programs in his/her college/school in the University's Assessment of Student Learning initiative and the alignment of College level learning goals with accreditation standards**
- **Provide an annual college/school assessment report/presentation to Deans' Council, covering the status of all departments/programs in his/her college/school**

Chair/Program Directors

Responsibilities

- **Communicate the value that the assessment of student learning has for improving student learning, academic programs and instructor satisfaction to the faculty of his/her department/program**
- **Assume responsibility for ensuring the ongoing engagement of his/her department/program in the University's Assessment of Student Learning initiative.**

(UAPC 08-2)

13. Attendance

The University requests that every faculty member take attendance in each regularly scheduled class and report to the Dean of Students any student who is absent from three consecutive meetings of the class.

(CEC memo, 10/23/79)

Faculty members are requested to report to the Dean of Students three consecutive absences, but are not required to do so. The decision to take attendance or to report absences rests with the individual faculty member. The effect of absences upon the student's standing in a particular class will be left to the determination of the instructor in 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 ensemble rehearsals and 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.

(UAPC 99-3)

14. 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. (CAPC 84-8)

15. Book Orders

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

SPRING SEMESTER FALL SEMESTER

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. Registrar's 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:

1. Requisitions received after due date
2. Titles changed after requisitions have been processed (Orders placed/Titles rec'd)
3. Faculty changes
4. Titles requested and not used
5. Enrollment exceeding section limit
6. Title Scavenge
7. Incomplete requisitions

16. 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.

(Deans' Council, June 18, 1991)

17. 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**

(CAPC 83-6)

18. 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.

(CAPC 4/8/80, CAPC 93-7, and UAPC 00-1)

19. Committees, University (Tripartite)

The University Academic Policy Committee maintains standing committees comprised of faculty, student, and administrative representatives. (Structure of College Committees, CAPC 92-5) For a complete list of committees, functions, and responsibilities, see The Source.

20. Computer Hardware Standards and Migration 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.

Migration

Desktop computers and printers may be redistributed throughout the University. Any such redistribution should be performed according to the following guidelines:

- A given division may decide to move an existing computer or printer within that particular division provided it meets or exceeds the “Standards for Existing Desktop/Laptop Computers and Printers” described in this document.
- Contact OIT Help Desk at x7000 or via the web at to <http://easypass.rider.edu> schedule the installation. If there is more than two machines involved, department should contact Facilities Management prior to the installation to complete the physical move of machines.

- OIT will install and inventory the machines and network printers.

However, a division may choose not to move a computer or printer that becomes available and meets the minimum standard. In that case, the division should return the equipment to the Office of Information Technologies (OIT) for migration. Available machines that do not meet the minimum standard should be returned to OIT.

Machines returned to OIT for migration will be placed in the migration pool. Computers and printers in the migration pool will be distributed monthly to faculty and staff whose machines don't meet the minimum standards. Faculty and staff requesting the machine from the pool must submit a written request at E-Support <http://easypass.rider.edu>. Machines will be distributed on the first in/out basis. Machines distributed from the pool are to be used exclusively in University offices only.

21. Computer Network, Rights and Responsibilities

This policy governs the use of computers and networks at Rider University. This policy exists to protect the users of computing resources, computing hardware and networks, system administrators, other University employees, and the University itself. The University reserves the right to change 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 law.

While users do not own their accounts on the University computer network, they are granted the exclusive use of those accounts. Users therefore are entitled to privacy regarding computer communication and stored data. Subject to the exceptions set out below, users have reason to expect the same level of privacy for their files on the University's computer (i.e. files in a user's home directory) as users have in any space under their personal control. Private communications by computer (e-mail) will be treated to the same degree of privacy as any private communication. Users should note that by adopting this policy the University does not assume an affirmative responsibility of insuring the privacy of users' e-mail.

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.

System administrators or other University employees will access user files without permission of the user only when immediate action is necessary to protect the integrity of the computer network or when subject to a search by law enforcement agencies acting under the order of a court of appropriate jurisdiction. 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 (M-4, May 18, 2005). 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.

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 routine that 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.

(Division Heads, 11/18/96, updated by M-4, 5/18/05)

22. 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 journals 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.

(UAPC 09-04)

23. 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**
- 4. the effect of the use upon the potential market for or value of the copyrighted work.**

Previously, institutions provided "Fair Use Guidelines" aimed at helping their members understand which actions certainly fell within fair use. More recently, scholars have come

to understand how such guidelines regularly served to restrict educators' and students' fair use unnecessarily. Organizations interested in preserving and promoting fair use have switched from guidelines to a "Code of Best Practices" approach for specific communities of users [e.g., Film and Media Educators, Media Literacy Educators, Documentary Filmmakers, Online Video Producers, Librarians.]

These brief, easy-to-read documents provide the most current guidance available. They may be accessed at http://www.rider.edu/2559_5878.htm

In addition to these Best Practices, Rider University provides guidance and technological assistance through the Teaching and Learning Center and the Office of Information Technology, as well as through the Office of the University Counsel.

(UAPC 09-2)

24. Core Curriculum, Revised

Skills: General Requirements (9-15 credits)

Critical Thinking: no additional credits required..... 0

Reading: appropriate score on placement test or one reading course (two supplemental education units)..... 0**

Writing: CMP-115: College Writing I; CMP-120: College Writing II (or BHP-100P: Honors Seminar: Great Ideas I) and CMP-125: Research Writing (or CMP-203: Literature and Composition or BHP-150: Honors Seminar: Great Ideas II)..... 6-9**

Computation: as required by curriculum..... 3-6*

* Preparatory courses (bearing supplemental education units rather than graduation credits) may be required in reading and computation, as determined by placement testing. Supplemental education units count toward a student's academic load and corresponding tuition charges, but do not affect a student's grade point average or credits toward graduation.

** CMP-115: College Writing I will be waived for students who attain a score of 530 or above on the verbal SAT or a specified qualifying score on the English Department Placement Test.

(UAPC Minutes, 3/23/99 and 4/20/99)

25. Course Selection, Undergraduate

1. Day school, Lawrenceville students will be permitted to course select through the Registrar's Office (either in person or online) 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 Education Enhancement Program 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.**

(UAPC 96-2, 02-1, 05-4)

26. Credits, Associate in Arts

A College of Continuing Studies (CCS) 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.

(UAPC 04-2)

27. 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.

28. Dean's List

College of Business Administration, School of Education, and School of Liberal Arts and Sciences:

The Dean's List is published at the end of each semester to announce academic honors. Eligibility for this list is determined according to requirements set by the Committee on Academic

Standing of the College or School in which the student is enrolled. To be placed on the Dean's List, a student must be enrolled full-time and have a 3.25 grade point average with no grade below "C."

College of Continuing Studies:

The Dean's List is prepared at the end of the fall and spring semesters to recognize students who have earned academic honors. To be eligible for the Dean's List, a student must have no grade lower than "C" and must achieve the grade point average indicated below for the number of credits earned in a given semester.

6-8 credits	3.50
9-11 credits	3.33
12 or more credits	3.25

29. 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, 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.
(CEC memo, 6/17/76; CAPC minutes, 3/29/93)

30. 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."

(Deans' Council, April 6, 2005)

31. 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.

(CAPC 84-2, CAPC minutes, 3/29/93, UAPC 12-2)

32. Disabilities

Any Rider student who supplies the University with appropriate documentation of a disability is eligible on a case by case basis for reasonable accommodations, such as auxiliary aids, adjustments in academic examination time limits and locations, and various kinds of support services. Responsibility for administration of this Disability Policy falls under the office of the University Provost and is divided between two units as follows:

- **Learning Disabilities, attention deficit disorders, and traumatic brain injuries:** A student with a known or suspected learning disability, attention deficit disorder, or traumatic brain injury should contact the appropriate University official at the Education Enhancement Program (Academic Annex Building, Room 3, Phone: 896-5244) for initial screening and referral.
- **Physical Disabilities, emotional and mental illness:** A student with a known or suspected physical, visual, hearing or health impairment, or an emotional or mental illness, should contact the appropriate University official at the Student Development Center (Student Center Building, phone: 896-5373) for initial screening and referral.

In order to review and ultimately accommodate known and suspected disabilities, the student of the disability should provide the University with documentation by an appropriate professional. Such documentation should include:

- A diagnostic statement identifying the disability.
- A description of the diagnostic criteria and/or diagnostic tests used.
- A description of the functional impact of the disability.

Information regarding relevant treatments, medications, assistive devices and/or services currently prescribed.

- Recommendation for adjustments, adaptive devices, assistive devices and support services
- The credentials of the diagnosing professional.

(However, students without documentation who suspect a disability should see the appropriate University official for informal assessment.)

Only students with documented disabilities, which interfere with their ability to meet the requirements of an academic course or program, are entitled to reasonable accommodations, such as course adjustments and auxiliary aids. A reasonable accommodation is one, which enables the disabled student to fulfill the essential requirements of the academic course or program; a reasonable accommodation does not waive or eliminate essential academic requirements.

The appropriate University officials identified above and their staffs evaluate the disability documentation provided by the student, collect additional information from the student, and gather information from relevant educational support personnel, medical and psychological professionals and other pertinent sources. When the student's disability has been documented fully and potential reasonable accommodations have been identified, the student is encouraged to present the Notice of Academic Adjustments Form to individual faculty and discuss the

adjustments with each professor. Faculty members may contact the appropriate University official at anytime for clarifying the accommodation. A joint meeting of the appropriate University official and the faculty member with the student will be held to resolve questions concerning the reasonableness of the proposed accommodations. The student, likewise, is entitled to initiate this procedure.

In the event that such a meeting among the appropriate University official, the faculty member, and the student does not resolve any open issue(s), a qualified University official designated by the Provost will meet with them and assist in resolving the open issue(s). Where a curricular modification is requested, that official normally will be the relevant dean, who will decide the reasonableness of the request in close consultation with the affected faculty member(s) and appropriate University official.

The Policy is designed to ensure the University's compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act and the New Jersey Law Against Discrimination, and to enable every Rider student with a disability to enjoy an equal opportunity to achieve her/his full potential while attending this University. Because no Policy can anticipate every possible student request, Rider reserves the right to vary this Policy under appropriate circumstances on a case by case basis.

(UAPC 98-2)

Rider University recognizes the National Joint Committee on Learning Disabilities' definition of learning disabilities:

“Learning disabilities” is a general term that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning or mathematical abilities. These disorders are intrinsic to the individual, presumed to be due to central nervous system dysfunction, and may occur across the life span. Problems of self-regulatory behaviors, social perception, and social interaction may exist with learning disabilities but do not by themselves constitute a learning disability. Although learning disabilities may occur concomitantly with other handicapping conditions (for example, sensory impairment, mental retardation, serious emotional disturbance) or extrinsic influences (such as cultural differences, insufficient or inappropriate instruction), they are not the result of those conditions and influences.

Any Rider student who can supply appropriate documentation of a learning disability is eligible for reasonable accommodations, modifications to existing curriculum requirements, and support services. Documentation should include any diagnostic reports conducted by certified learning specialists, psychologists, child study teams neuropsychologists, and/or medical professionals. Students who have not been certified but suspect that they might have a learning disability are encouraged to contact the Education Enhancement Program for initial screening and referral.

All students are required to meet established academic standards. Only students who have documented disabilities that interfere with their ability to meet relevant academic requirements are entitled to course accommodations or modifications to existing curriculum requirements. Requests for accommodations and modifications are made through the Education Enhancement Program (EEP). The EEP director files diagnostic documentation and collects information from students for the purpose of identifying reasonable accommodations or making recommendations to

the dean concerning program modifications. When the request form is completed, it is the student's responsibility to request accommodations from individual professors. Students may, however, refer their professors to EEP for further explanation, and they may seek additional support from EEP if they experience problems. Students must obtain the academic dean's approval for any recommended program modifications.

(CAPC 92-6)

ADDITIONAL INFORMATION

WHAT IS A LEARNING DISABILITY?

The term "learning disability" (LD) refers to significant, persistent difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities. Learning disabilities are presumed to be intrinsic to the individual. Although learning disabilities may coexist with other handicapping conditions, they are not caused by these conditions or by extrinsic influences. The initial concept of learning disabilities was made to distinguish between generalized low achievement and more specific, cognitively based learning problems. Students who have learning disabilities experience unexpected difficulty when confronted with certain types of demands or tasks. Due to cumulative deficits in learning, however, specific learning disabilities may have pervasive effects. In higher education, students who have learning disabilities tend to have problems associated with the processing of linguistic data, e.g., receiving, storing, and retrieving information. Symptoms may include difficulty with organization, attention span, long- or short-term memory, and oral and written language skills. All students have strengths and weaknesses, but students who have learning disabilities demonstrate more serious, unusual, or persistent difficulties. These symptoms are not caused by laziness or carelessness yet can manifest as erratic behavior, poor test-taking performance, slow rates of responding, and difficulty following the conventions of the primary language. Other indicators of learning disability may emerge within the context of discipline-related demands, such as difficulties with grammar, spelling, syntax, organization, phonics, comprehension of written or oral language, computation, mathematical reasoning, and so forth.

WHAT RESOURCES ARE AVAILABLE AT RIDER?

Rider does not offer a formal, structured "LD program," but offers services in compliance with Section 504 of the 1973 Rehabilitation Act. Students may be referred to the Director of the Education Enhancement Program (EEP) for intake assessment, verification of documentation, assistance in seeking appropriate and reasonable accommodations, and referral to appropriate academic support services. Because every student presents a unique profile, EEP does not recommend "blanket accommodations" but instead takes responsibility for making recommendations based on each student's documented pattern of strengths and weaknesses. In addition, EEP will work with professors concerning ways in which a student's specific needs may be met without compromising course requirements. Professional tutors in the Rider Learning Center, one of EEP's programs, emphasize the development of "active learning strategies" to enable students to become more independent.

WHAT DOES SECTION 504 MEAN WITHIN THE UNIVERSITY ENVIRONMENT?

In institutions of higher education, students who have learning disabilities are responsible for identifying themselves, supplying documentation verifying disability, and requesting specific accommodations or program modifications. Colleges and universities must develop policies and procedures accessible to

students, but primary responsibility for requesting services lies with the student. Professors who deny legitimate requests for reasonable accommodations have been subject to litigation as individuals. Faculty are encouraged, therefore, to exercise caution concerning accommodations. Faculty can offer accommodations to all students without fear of legal reprisal, but if they do this only for certain students, they should have proof of disability. Referring students to EEP is the most effective method of ensuring equity and of protecting oneself against claims of bias or discrimination.

Students who have documented learning disabilities are eligible to receive reasonable course accommodations or program modifications. Accommodations and modifications help students to circumvent the effects of a disability. For example, students who have cognitive processing deficits may require extended time on tests so that their knowledge is assessed rather than their speed. Program modifications, such as a culture-intensive course substitute for the foreign language requirement, can only be granted by the dean. Program modifications and course accommodations do not extend to skills deemed essential within the discipline. For example, if a student's ability to perform basic computation is being evaluated, the use of a calculator would not be a reasonable accommodation. A calculator is reasonable, however, in a college-level mathematics course that might require computation but does not include it explicitly as a course objective.

WHAT SHOULD FACULTY DO IF THEY SUSPECT THAT A STUDENT HAS A LEARNING DISABILITY?

Professors are encouraged to include a statement on every syllabus that asks students to identify themselves if they have learning disabilities that might affect their performance. Students who have recognized learning disabilities have a legitimate, legal right to receive reasonable accommodations. Faculty should treat any written documentation as confidential and not discuss it or show it to others without written permission. If they suspect a learning disability, they should refer the student to EEP for assistance and support. In addition, faculty will increase students' chances of success by demonstrating a willingness to help. To accomplish this goal, faculty might consider using some of the following strategies:

COURSE-RELATED

- Offer one-to-one tutoring during office hours to suggest specific study strategies for the course
- Repeat explicit information concerning the course goals, the grading system, directions for assignments, due dates, etc.
- Make the course syllabus available before the beginning of the semester (when possible)
- Select text books that contain study guides and clear organizational patterns (where appropriate)
- Preview the text's organization and content with the class
- Provide assistance in arranging study groups
- Provide frequent feedback concerning progress in the course
- Use both written and oral directions for all assignments and provide checkpoints for term assignments
- Refer students to EEP's academic support programs, e.g., the Rider Learning Center (Academic Annex, Room 1) for assistance with reading, study strategies, and/or writing and Tutoring Services (Academic Annex, Room 21) for help with course content

DURING LECTURES

- Use the board, overheads, and/or handouts so that the information is presented in as many formats as possible
- Incorporate discussion and small group activities to supplement lecture material
- Use a reasonable rate of speed and pay attention to the clarity of organizational patterns; emphasize and repeat major points; distinguish major points; distinguish major ideas from minor details
- Explain new vocabulary or technical terms
- Leave time for discussion or questions
- Use orientation techniques such as "review" and "preview" during every class period
- Assist students with synthesis of information by offering periodic summaries
- Attempt to eliminate extraneous, distracting noises from the classroom
- Respond to students' non-verbal signs of confusion or frustration
- Distribute copies of lecture notes, outlines of major points (if possible)

EVALUATION

- Give short, frequent tests
- Explain explicitly course expectations and grading criteria
- Award credit for process as well as solution
- Check comprehension by allowing students to rephrase in their own words prior to responding to essay topics or questions
- Provide study guides prior to examinations
- Cooperate with requests for routine accommodations such as extended time or use of a separate, quiet room when taking tests
- Consider legibility when preparing tests and allow plenty of space
- Avoid the use of double negatives or ambiguous language when writing test questions
- Allow students to use appropriate aids--e.g., spell checker, thesaurus, dictionary, calculator--if the course objectives do not include spelling, computing, etc.
- Be willing to modify the test presentation if it affects performance adversely (e.g., errors due to filling in machine-scored sheets or copying from board inaccurately)

33. 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.

(UAPC 11-1)

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

Introduction

At Rider University, there is an increasing need for fast and efficient communication with currently enrolled students in order to conduct official business at the University. Students tend to communicate extensively through electronic mail. 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 (AOL, Hotmail, etc.), 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 insure 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.

(M-4, May 18, 2005)

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.

(UAPC 05-5)

35. 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. Long-term serving faculty who retire before 20 years will not receive the title, but will enjoy the benefits listed below

(UAPC 10-5)

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 Libraries.**
- 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.**
- 9. Receipt of notification of special events, e.g., President's Convocation and Reception, faculty meetings (College and University), Founder's Day, etc.**
- 10. 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.**
- 11. Right to audit any course offered by the University without charge, as room permits, except for applied music courses.**
- 12. The issuance of a Rider University Identification Card.**
- 13. 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.**

(UAPC 96-1, 02-2)

Upon the recommendation of the appropriate Division Head, any professional staff member who retires (thus terminating his/her professional career) after serving the University for at least ten years shall be eligible for emeritus designation by action of the President subsequent to the staff member's retirement in good standing from the University. The President shall notify the Board of Trustees of such actions.

(Board of Trustees, 6/1/89, revised 6/5/97)

36. 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.

Reading Days

1. A Reading Day is a designated date during the examination period when no daytime undergraduate class, seminar, session, laboratory, studio, workshop, or examination of any kind shall be scheduled.
2. Mutually agreed-upon review sessions and individual make-up examinations are permitted on Reading Days.

3. Undergraduate classes, seminar sessions, laboratories, studios, workshops, or final examinations in the evening and Saturday schedule are held at their regularly scheduled times, including days designated as Reading Days in the daytime schedule.

(Cf. entry on "Reading Days")

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.

(CAPC 89-3)

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

(CEC memo, 10/23/79)

37. Facilities, Scheduling of

The guidelines indicated below will be used by the Campus Activities Office in scheduling 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 Campus Activities Office. Decisions regarding exceptions will be made by the Vice President for Student Affairs in consultation as appropriate with one or more of the other Vice Presidents.

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. University Events: Events scheduled by University offices, departments, committees, and student organizations specifically for members of the Rider University community.

Sample Organizations and Meetings: Awards Banquet, Commencements, Family Day, Homecoming, staff meetings, student organization meetings.

2. University-Sponsored Events: Events scheduled by University offices, departments, committees, and student organizations involving participation by persons who may be within or outside the University community.

Sample Organizations and Meetings: Granville Academy, Association of Independent Colleges and Universities in New Jersey, Forensic Tournament, New Jersey Secondary School Counselors, Child Care Connection, University retirement parties, Inter-cultural Alliance, EOP Community Advisory Board, reciprocal arrangements with other agencies.

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

3. University Co-Sponsored Events: Shared sponsorship events with other recognized academic organizations; meetings of academic and professional societies in which the University holds membership and in which a member of the faculty or staff is co-sponsoring and attending the event; meetings of community organizations that Rider formally supports and in which a member of the faculty or staff is co-sponsoring and attending the event.

Sample Organizations and Meetings: Lawrence Rotary Club; Association of Mathematicians of New Jersey; Delaware Valley United Way Board; Princeton Chamber of Commerce Board; Mercer County Chamber of Commerce Board; New Jersey SPCA Scholarship Committee; Lawrence Kiwanis Club; American Chemical Society; American Marketing Association; American Psychological Association; New Jersey Department of Higher Education meetings; New Jersey Department of Education meetings, and Lawrence Township meetings.

Fees: No fees are charged for these events except for those associated with food, beverages, custodial services, and/or security services.

4. Academic, Educational, Cultural, Charitable Events: Events sponsored by outside organizations with an educational, cultural, or charitable mission conducted by non-profit organizations which the University chooses to support. While members of the organizations sponsoring these events may also be members of the University community, the University is not co-sponsoring the event.

Sample Organizations and Meetings: Princeton Opera, Cornell Glee Club, Princeton Chamber Opera, Lawrence Township Board of Education. Lawrenceville Craft Show, New Jersey Boys State, New Jersey Girls State, New Jersey Historical Commission, Genhardt Piano Competition, Pine Lake Day Camp, Muscular Dystrophy, Mercer County ARC, Mercer County Board of Elections, Mercer Council on Alcohol, Adath Israel Congregation, Red Cross, Boy Scouts.

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

5. Government/Commercial/Non-College Related Events: Events sponsored by outside organizations which the University chooses to support.

Sample Organizations and Meetings: Paralegal institutes, Educational Testing Service meetings, New Jersey National Bank meetings, Barbizon, Hamilton Civiton Club, Triangle Arts, St. Lawrence Rehabilitation Center meetings, Trenton Times meetings, Environmental Protection Agency.

Fees: Full fees are charged for these events.

6. Personal Events: Personal events such as weddings, parties, and Bar/Bat Mitzvahs scheduled by University employees or Trustees (or members of their immediate families), students, and alumni. When such events are approved by the Campus Affairs Office, such approval will include a determination of the appropriate facility to be used.

Fees: Full fees are charged for these events.

Special Note: Individuals or groups approved for events under categories 4, 5, and 6 that serve alcoholic beverages at the event must present proof in advance of the meeting or event of \$1 million liability coverage.

(memo, Vice President for Student Affairs, 8/14/91)

38. Facilities, Use of For Personal Business

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 shall be addressed to the Budget Committee on a form available from the Office of the President. The Budget Committee will review the request and may wish to interview the applicant prior to reaching a decision. The applicant will be informed in writing of the decision by the Budget Committee.

39. 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 non-departmental 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. According to past practice, Rider colleges or departments can request scheduling of credit and non-credit programs in any campus facility without additional charge. Following the guidelines of this policy, use of facilities may also be requested by an office at Rider which designs programs for outside groups or by a group or organization that is entirely independent of the University.
2. Following past practice for facility rentals, rental fees will be set by the Business Office in with the Conference Coordinator in the Student Activities Office.
3. Any department or college contacted by an outside group regarding use of a facility should refer the inquiry to the Conference Coordinator for scheduling.
4. The use of any specialized academic facility will require the approval of both the Academic Dean and the department that typically uses it.
5. If supervision of the facility is needed, compensation for the supervisor will be added to the fee.
6. The Academic Dean and the department will agree to the distribution of the rental proceeds, but the typical distribution will be one-third to the department and two-thirds to the University.
6. Supplies will be provided by the renter or will be purchased from the University and the cost added to the rental fee.
8. Facilities and equipment will be left in the same condition as before the rental. The cost of clean-up and/or repairs will not be borne by the department, but will be borne by the University or the renter.
9. All parties can agree to a waiver of fees as a community service or professional courtesy.

This proposal follows the general guidelines already in place for the distribution of overhead expenses from grants. It would reimburse the University while creating incentives for departments to make facilities available when they are not ordinarily in use.

40. Faculty Development Committee

The terms of members of the Faculty Development Committee (formerly the Faculty Research and Patent Committee) shall extend from June 1 to the next succeeding May 31.

In the event of a vacancy in the office of an alternate member, the bargaining unit members of the University Academic Policy Committee shall appoint an eligible faculty member to that position.

Early in June the Faculty Development Committee shall meet and elect from among its regular members a chairperson and a secretary, who shall also be vice-chairperson of the Committee. The names of the persons so elected shall be forwarded to the Chairperson of the University Academic Policy Committee by July 1.

The Faculty Development Committee shall keep minutes of every meeting and as soon as those minutes have been approved, a copy shall be forwarded to the Chairperson of the University Academic Policy Committee.

At the end of every year of operation the Faculty Development Committee shall submit through its retiring chairperson, an annual report to the Chairperson of the University Academic Policy Committee by July 1. The University Academic Policy Committee may edit such report and distribute it to the academic community.

The Chairperson of the Faculty Development Committee shall forward a copy of the recommendations for regular Paid Research Leaves or additional Paid Research Leaves of faculty members to the Chairperson of the University Academic Policy Committee after the Vice President for Academic Affairs has notified both successful and unsuccessful applicants.

The Chairperson of the Faculty Development Committee shall forward copies of the recommendations for Grants-In-Aid [now called reimbursements for scholarly study, research, writing, and creative projects related to composing, producing, and performing] and Summer

Fellowships to the Chairperson of the University Academic Policy Committee, after the President has notified both successful and unsuccessful applicants.

(CAPC 86-10)

41. 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 the Security Department the day prior to the approved date and reclaimed on the day after. (Cranberry Council, 10/5/98)

42. 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, (Grading of Students, CAPC 83-5 and CEC memo, 8/7/78)

43. 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. (CAPC 83-2)

44. 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. (CAPC 89-2)

45. 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 Source.

(Changes of Academic Grades, CAPC 84-6, CAPC 93-4, UAPC 95-4, UAPC 99-2, UAPC minutes, 3/2/99 and UAPC 01-3.)

46. 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.

(CAPC 87-4, UAPC 13-1)

47. Graduate Assistantships

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 well-planned, 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.
- 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.
- The Office of Graduate Services will be responsible for assembling, maintaining and disseminating information about all current GA assignments for the purpose of providing one central location for such information and to provide to prospective graduate students the awareness of such possible opening. It is expected that this service will be a significant enrollment enhancement activity.
- 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.
- A central mechanism is in place for the approval process to establish GA positions where they don't now exist. This process will be a function of the Office of Graduate Services to assure needed centrality to the GA operation. A four-person committee will be established to carry out the approval process. Members of the committee are the Director of Student Financial Services, the Associate Dean at Westminster Choir College (for those occasions when GA issues pertaining to WCC are to be considered), the Associate Vice President for Academic Affairs and Institutional Analysis and the Dean of the College of Continuing Studies (who will chair this group).

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.

(Cranberry Council, 12/7/98)

48. 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.

(CEC memo, 6/17/76; CAPC minutes, 3/29/93)

To be eligible for graduation, students must have achieved minimum 2.00 overall averages in the courses taken in their major fields and generally will be expected to have 2.00 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

Beginning with the June 1980 Commencement Exercises, a student selected by the graduating class will speak at all Commencement Exercises.

(CAPC 4/29/80)

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. **Effective Spring 1994, undergraduate students may participate in Commencement if they will have fulfilled their graduation requirements by the end of the summer sessions immediately following Commencement.** (CAPC 93-6 and CAPC minutes, 6/15/93) **Effective Spring 1996, graduate students may participate in Commencement if they will have fulfilled all graduation requirements by the end of Summer Session II immediately following Commencement.** (UAPC 95-5)

Prospective graduates should complete degree applications in the office of their Academic Dean by October 1 for a December degree, February 15 for a May degree, and June 1 for a summer degree. Students who wish to participate in Commencement, but who will not receive their degrees until the summer, must declare their intent to participate with their Academic Dean by April 1.

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.

49. 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. Beginning summer 1997, 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 or Summer Evening 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.

(reviewed by Deans' Council, October 1, 2000)

50. 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 Academic Affairs Office. The procedures are:

Most department and institutional funding requirements will be met through institutional budgets, but external support will be needed for others. As a result of the planning process, funding requirements needing outside support will be categorized and ranked according to departmental and institutional goals.

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 Associate 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 Associate 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.

51. Honorary Degrees

Candidates for honorary degrees may be proposed to the Honorary Degrees and Academic Ceremonies Committee by any member of the University community. Names of persons recommended for honorary degrees by the Honorary Degrees and Academic Ceremonies Committee, with supporting data, will be forwarded to the University Academic Policy Committee for its consideration. The University Academic Policy Committee will forward confidential recommendations to the President. (CAPC, 9/9/80)

A Special Honorary Degree Committee is established to be used primarily for considering persons residing outside the continental limits of the United States.

The Committee is to consist of the following:

- President of the University**
- Vice President for Academic Affairs and Provost**
- Chairperson, University Academic Policy Committee**
- President, Student Government Association**
- Chairperson, Committee on Honorary Degrees (Chairperson of Special Committee)**
- Two faculty members who are members of the Committee on Honorary Degrees**

The Board of Trustees will ratify the recommendations of this Committee by phone.

(CAPC 89-1)

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.**

(CAPC 91-1)

52. 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 Liberal Arts, Education, and Sciences (one each from the liberal arts, education, and the sciences.)**
- **Two members of the Westminster College of the Arts (one each from the School of Fine and Performing Arts and the Westminster Choir College.**
- **One each from the College of Business Administration and the University Libraries.**
- **The Associate Provost 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.

(UAPC 97-3; UAPC 13-2)

53. Honors Programs

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

1. Minimum Course Requirements for Honors Students Who Enter Rider as Freshmen

Effective fall 2006, honors at Rider 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.

2. 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.

3. 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 both the syllabus 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.

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 of proposed honors courses by the Council of Honors Directors (see below) and the review and approval of proposed honors courses by APCs. 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.

4. 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.

5. 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:

- Ranking in the top 25% of the high school class or a minimum high school GPA of 3.25
- Minimum SAT of 1200 (verbal and math combined) with no score lower than 570 on either verbal or math (or equivalent ACT scores, if relevant)

It is expected that the honors directors and the Admissions Office will confer about admission of students for honors 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 or for transfer students:

- **Minimum Rider cumulative GPA of 3.25**

Eligibility for graduation with honors:

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

- **Successful completion of all requisite honors courses**
- **Minimum GPA of 3.4 in honors program courses**
- **Minimum overall GPA of 3.25**

- **Additional Honors Programs**

The Academic Policy Committees (APCs) of the colleges/schools that do not already have honors programs will give strong consideration to developing and adopting them for their students. APCs should consult with the Task Force and make a determination about adopting an honors program before the end of the 2006-07 academic year.

8. 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.

9. Council of Honors Directors

A Council of Honors Directors will be established, including the Director of the Baccalaureate Honors Program, the Director of Business Honors, and designees from other college/school based honors programs that are established or under discussion. The Council will:

- **act as a resource for advice to colleges/schools that are developing or reviewing honors programs**
- **work especially to foster program coherence and community through common and complementary curricular elements and events among programs, and to encourage such coherence between lower and upper levels within individual programs**
- **consider and implement ways to make honors education more visible throughout the University**
- **develop an Honors Handbook to provide an overview of honors at Rider, a description of honors courses, honors requirements, and various honors options available to Rider students**

- following the standards set forth below, review and comment on honors course proposals before they are submitted for APC review
- coordinate workload and avoid scheduling conflicts for honors students, including an expected model of at least five upper-level Baccalaureate Honors Program seminars each year (as at present) and additional disciplinary honors courses that respond to student demand and are spread among disciplinary (college- or school-based) areas
- work with the Teaching and Learning Center to establish faculty development programming to prepare and sustain faculty who develop and teach honors courses
- consider other recommendations in the honors consultants' report and refer them to their constituent programs or APCs for adoption and implementation.

The Council will report to the Provost/Vice President for Academic Affairs.

10. 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 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.

(UAPC 05-2 and UAPC 06-3)

54. 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. University Review Board

A. Authorization. Rider will establish and maintain a University Review Board for the Protection of Human Subjects (URB).

B. Authority. The URB 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 URB shall have at least seven members. There shall be one administrator, one student, four faculty members each appointed by his/her CAPC in Business Administration, Education, Liberal Arts and Sciences and Westminster Choir

College, and at least one member who is not otherwise affiliated with the institution and who is not part of the immediate family of a person who is affiliated with the institution. 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 URB. The URB 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. College Review Boards

The URB may delegate authority to review, approve, disapprove and/or require changes in research protocols involving human subjects as well as the authority to suspend or terminate the research when in its judgment such action is warranted to College Review Boards for the Protection of Human Subjects (CRB). The College of Business Administration, the Schools of Education and Liberal Arts and Sciences and Westminster Choir College each will establish a CRB, which shall have at least three members. 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 CRB. The CRB should be diverse with regard to gender, race, ethnicity, and discipline.

V. Appeals

Appeals of CRB decisions and of initial URB decisions will be heard by the URB. Decisions of the URB are final.

VI. Jurisdiction of Boards

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

Faculty or students within the Colleges of Business Administration, College of Continuing Studies, Schools of Education and Liberal Arts and Sciences, and Westminster Choir College who are conducting research projects which are not federally funded shall submit their research to the appropriate CRB.

Any research for which the CRB jurisdiction is unclear shall be submitted to the URB which will designate which board will handle the review process for such projects.

VII. Research Covered by this Policy

All research covered by the Policy and which is classified as non-exempt (described below) requires review and approval of the URB or the appropriate CRB.

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 as either exempt from the review or non-exempt from the review process. All such researchers must complete the Human Subjects Research Application Form and submit to the UAB or CRB. Researchers whose research is exempt may proceed with their research without URB or CRB action. All non-exempt research must be submitted to the URB or appropriate CRB for approval.

Researchers involved in non-exempt research (described below) are not authorized to involve human subjects in research projects without receipt of formal written notification of approval by the URB or the appropriate CRB.

A. Exempt Research

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:
 - (i) information obtained is recorded in such a manner that human subjects can be identified directly or through identifiers linked to the subjects; and
 - (ii) 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:
 - (i) information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and
 - (ii) 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.
 - (iii) 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.

- 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. Except for research which may fall under the exempt category VIII A 1, “Research conducted in established or commonly accepted educational settings, etc.,” or for research which may fall under the exempt category VIII A 4, experimental research is considered non-exempt research.

B. Non-exempt Research

All non-exempt research must be submitted to the URB or appropriate CRB for approval.

The URB and CRB’s shall approve 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.**
- 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. (UAPC 97-6)**

55. 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.

(UAPC 10-3)

56. International Education Council

The International Education Council will consist of:

A. Administrators

1. The Director of the Center for International Education (Chair)
2. The Associate Provost
3. A representative of Students Affairs appointed by the Dean of Students
4. A representative of the College of Continuing Studies appointed by the Dean of CCS

B. Bargaining Unit Members – one each from

1. The College of Business Administration
2. The School of Education
3. The School of Fine and Performing Arts
4. The Liberal Arts
5. The Sciences
6. The University Libraries
7. The Westminster Choir College

The International Education Council will:

1. Serve as the advisory board to the Center for International Education with regard to the academic aspects of the University's international activities;
2. Serve as the liaisons between the Center for International Education and the components (CBA, S. Ed., SFPA, L.A., Sci., U. Lib., WCC) of the University represented on the Council.
3. Develop policy proposals with regard to academic aspects of the University's international activities for consideration by the UAPC and the University's other governance bodies, as appropriate;
4. Advise, assist and support the Center for International Education as mutually determined, within the parameters of University policies and procedures.

C. Suggested criteria for bargaining unit members:

Interest, current involvement and/or past experience in such international activities as

- **Service on the Provost's Internationalization Task Force;**
- **Leading of study-tour courses;**
- **Development and/or teaching of curricula with international aspects, e.g., international business, international politics, foreign languages, etc., and/or**
- **International background.**

(UAPC 09-03)

57. January Projects

The University offers no "stand alone" term such as the previous January Term. The available time in January, however, might be used for activities such as internships, travel projects, theater production, and independent study, provided that such activities are approved and do not generate overload compensation for faculty. Since they would be linked to fall or spring faculty workload (or accumulated as independent study workload credit), no extra tuition will be charged. However, if a student's fall or spring schedule, including credit for such activities, exceeds normal load, the student will be charged additional tuition for the portion of the schedule beyond normal load. (See Normal Course Load.)

If a student can only complete such an activity by residing on campus during January and if the Residence Life Office has housing available, the University will offer housing. There will be a charge for housing during this period. Student interns will normally be expected to commute from home. Pre-travel preparations for travel projects will be made during the fall semester or en route. Therefore, the need for housing will normally arise only for student athletes, international students, and students involved in theater productions.

For their safety, students remaining on campus during this period will be reassigned to one or two buildings. The availability of housing and the housing fee will be determined each year. At the students' expense, food service will also be available.

In order to make room and board determinations, the Residence Life Office needs the names of all students seeking accommodations in January by the prior December 1. Supervisors of academic projects must receive the dean's approval, indicating that students would not be able to complete the project without residing on campus in January. Supervisors of all relevant activities are responsible for forwarding students' names to the Residence Life Office by the preceding deadline. The Deans Offices (for academic projects), Athletics Office (for athletes), and Student Affairs Office (for international students) should consult with these supervisors and remind them of the deadline.

58. "L" Period

"L" period classes will meet on Mondays and Wednesdays from 4:30 – 6:00 p.m. Because this is a time slot during which a number of student groups meet and athletes have practice, a number of conditions must be met in order to offer "L" period classes:

- **Only graduate and multi-section undergraduate courses can be offered during “L” period. Exceptions may be made only if there is a compelling programmatic need. This condition is imposed to avoid putting students into a situation in which they must choose between taking a required course that is only offered during “L” period and participating in an extracurricular activity that meets during that time.**
- **The Dean can neither require a department to offer courses during “L” period nor a faculty member to teach during “L” period.**
- **The dining function for both students and faculty shall be in full operation until 7 p.m.**

The addition of a new class period requires that an additional exam session be added to the final exam schedule. The “L” period final exam will be held on the second Monday of the exam period from 5:00 – 7:00 p.m., which is approximately the time slot when the class meets. The 5:00 p.m. start time allows adequate time for students and faculty who have both a second Monday afternoon and “L” period exam to regroup and have something to eat in between exams.

(UAPC 10-2)

59. Leave of Absence, Student

Refer to the entry, “Withdrawals from the University,” item 7.

60. Library, Circulation (Faculty)

Normally books are charged to borrowers for a three-week period. However, faculty members using material for studying or teaching are extended special borrowing privileges for longer periods of time. Arrangements should be made with the Circulation Department to extend the loan, subject to recall if the item is needed by the Library.

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 staff to make such arrangements.

61. 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).

62. 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 his/her field up to date. The policy of the Library is to purchase, within budgetary limits, materials recommended by members of the faculty. Requests should be made, whenever possible, on forms provided for the purpose. Requests should include author, title, date, publisher, price and the source of information about the publication. "Rush" orders should be kept to a minimum.

63. 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.

(CAPC 81-2; CAPC minutes, 3/29/93)

64. 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.

(CAPC 84-2)

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 Dean'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."

65. Non-Degree Students

Anyone wishing to enroll in course(s) as a non-matriculating (non-degree candidate) student may apply through the College of Continuing Studies.

To enroll in the College of Continuing Studies as a non-degree student, an individual must be either a high school graduate or 18 years of age. Qualified high school students may enroll in courses offered by the College of Continuing Studies with the permission of their high school and the Rider University Office of Admissions.

Non-degree students enrolled for credit are expected to meet the prerequisites for each course and the academic standards applicable to credit enrollment.

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 College of Continuing Studies advisor.

66. Normal Course Load

The normal maximum academic load for each undergraduate student shall not exceed 16 semester credit hours per semester or five courses not exceeding 17 semester credit hours per semester.

An undergraduate student may exceed the normal maximum academic load after passing 45 semester credit hours and attaining a cumulative grade point average of 3.0 or better.

Students eligible to exceed the normal course load may select one additional course on or after the first day of classes in the affected semester. This policy intends that no student shall sign up for more than a normal load until all students have had the opportunity to sign up for a normal load.

(CEC memo, 6/17/76)

67. Normal Load, Summer

A student may enroll for a maximum of 14 credits during Summer Evening I and II combined or during Summer Day I and II combined, with no more than seven credits in any combination of I sessions or II sessions. A student enrolled in a three-week modular course within Summer Day I may be registered for a maximum of four credits during this three-week period. These maxima may be exceeded only with written permission of the student's Academic Dean.

(CAPC 93-5)

68. Placement Test, English

Incoming freshmen scoring 530 or above on the Writing section and 500 or above on the Critical Reading section of the SAT will be placed in CMP 120. Students scoring below 530 on the Writing or below 500 on the Critical Reading section of the SAT will take the mandatory English Department Placement Test to determine their placement. As in the past, students scoring 4 or above on the Departmental test will be placed in CMP 120, and those scoring 3 or below on the Departmental test will be placed in CMP 115. As in the past, the test will be comprised of a 40-minute writing prompt and will be scored by two separate readers, with a third reader called in to resolve conflicting scores.

(UAPC 08-1)

69. Placement Test, Reading

First year students with verbal SAT scores of 470 and below will be placed into the core course, Introduction to Academic Reading (CRC-101S). Students may take a “challenge test” if they wish to attempt to test out of this reading requirement.

(UAPC 06-1)

70. Placement Test, Math

- 1. Placement in Mathematics and Management Sciences classes is based upon the Mathematics score on the SAT. Liberal Arts/Education Students with an SAT-M score of 550 or greater are permitted to enroll in MTH 102: Finite Mathematics; Business students with an SAT-M score of 550 or greater are permitted to enroll in MSD 105: Quantitative Methods for Business. Liberal Arts/Education students with an SAT-M score of 540 or less are placed in MTH 100S: Lab. Business students with an SAT-M score of 540 or less are placed in MSD 104: Introduction to Quantitative Methods for Business.**
- 2. Scoring thresholds may be adjusted upwards and course requirements may be adjusted by individual college/school Academic Policy Committees.**
- 3. A student who wishes to challenge his/her mathematics placement, including any student who wishes to take MTH 210: Calculus I, may do so by taking a “Challenge Test.” This test is expected to be offered on several dates in May and at Summer Orientation.**

(UAPC 06-2)

71. Progress Reports (Also see policy on “Advising, Academic”)

Every fall and spring semester, an online progress reporting system will be implemented on the Lawrenceville campus, typically by the start of the third week of the semester. This system allows faculty to alert undergraduate students and their advisors about unsatisfactory performance in a particular class.

The reporting site can be found at <http://poseidon.rider.edu:8093/progress/> or another site, as designated by the University. (Faculty will be alerted when the system is activated.)

Faculty members will file reports for the following student groups:

- **Athletes who are not performing satisfactorily in the judgment of the instructor**
- **New students who are not performing satisfactorily in the judgment of the instructor**

Faculty may choose to file progress reports on other students enrolled in their classes.

Faculty reports are expected no later than the sixth week of the semester. If there are problems with attendance or missed assignments, faculty members should, in addition to filing progress reports, notify the Associate Dean of Freshmen.

(UAPC 03-3)

72. 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 Director of Publications 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 Director of Publications. The Director 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 Director prior to the fiscal year will be subject to review and assistance on a time-available basis.

73. Reading Days (Cf. entry on "Evaluations and Examinations")

A reading day is a designated day when no daytime undergraduate class, seminar, session, laboratory, studio, workshop, or examination of any kind shall be scheduled. Mutually-agreed upon review sessions and individual make-up examinations are permitted.

Evening and Saturday undergraduate classes, seminars, sessions, laboratories, studies, workshops, and examinations may be scheduled on reading days applicable to the daytime schedule.

(CAPC 87-5)

74. 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.

(CAPC 82-4)

See also entry under “Withdrawals from the University,” item 8.

75. Religious Holidays

As an institution of higher education without formal religious affiliation, Rider University does not observe major religious holidays by suspending classes or other activities. However, observance of religious holidays is important to a number of students and at times, such observance is in conflict with class attendance.

Therefore, the UAPC encourages all faculty to honor the desire of students to observe major religious holidays by permitting them 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 will notify faculty members in advance of their intention to miss class for the purpose of observing a religious holiday and that students are responsible for all class work missed.

(CAPC position, meeting of February 6, 1990)

76. Repeating Courses

Students may be permitted to repeat any course for which permission has been given by the Academic Dean. Only the new grade for that course shall be used in the calculation of the cumulative average, although all grades will remain on the student's transcript.

77. ROTC

Rider University and Princeton University have an agreement permitting Rider students to enroll in the Army Reserve Officers' Training Corps (ROTC) program at Princeton. All courses in Military Science must be taken over and above the specific course requirements of the University and/or its constituent colleges.

An undergraduate student at Rider University who is enrolled in the Reserve Officers' Training Corps (ROTC) may earn a maximum of 12 elective credit hours in ROTC courses which can be applied towards his/her baccalaureate degree.

(UAPC 12-1)(CAPC 81-6)

78. 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 sources must be making Satisfactory Academic Progress at Rider to establish and retain eligibility for student financial aid. Enrolled students applying for financial aid for the first time must demonstrate Satisfactory Academic Progress prior to applying for financial aid and must continue to meet Satisfactory Academic Progress standards.

Satisfactory Academic Progress

All coursework will count towards attempted credits, except those dropped during the add/drop period. There is a maximum of 180 attempted credits. This includes transferable and non-transferable credits from all schools attended. Full-time undergraduate students are to enroll in a minimum of twelve semester hours toward graduation requirements each semester they attend Rider. However, undergraduate students may only receive Rider funds for ten semesters. Since an undergraduate is normally expected to complete undergraduate study in eight semesters, there are limitations to the types of financial aid available during a student's ninth and tenth semesters. Appropriate consideration will be provided to students who are required by Rider University to enroll in non-credit developmental courses during their study at Rider.

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

Students who first received Title IV aid for the period beginning on or after July 1, 1987, must have a "C" average or its equivalents, a 2.00 grade point average to graduate from Rider University. A minimum of 1.90 at the end of the student's second year of attendance and 1.95 at the end of the third

year of attendance are acceptable. If a student does not meet these minimum standards at the end of each academic year, he or she may not receive further aid from the Federal student financial aid programs.

Students who fail to meet these policy standards will have their financial aid eligibility terminated, or be placed on financial aid probation. Students must submit an academic plan to the Office of Student Financial Services within two weeks of receiving notice of aid termination or probation. This plan must outline how the student will meet all of the requirements for Satisfactory Academic Progress by the end of the next period of study. The next period of study may include a Summer Session(s). If an

academic plan is denied, a student may appeal the decision by writing to an Associate Director, who will review the appeal and may consult with the Director of Student Financial Services and other appropriate campus administrators. The Director of Student Financial Services will send written notification of the result of the appeal to the student.

Students whose appeals are granted will have their financial aid reinstated for a probationary period of one semester. Additional semesters of eligibility will be based on satisfactory completion of the stated conditions or meeting the minimum standards of this policy.

Evaluation of one or more of the following conditions may result in reinstatement of financial aid:

1. An error was made when determining academic progress.
2. Late grade changes or course corrections were submitted.
3. Exceptional medical or personal circumstances.
4. Student has satisfied the condition leading to aid termination.
5. Successful completion of a specified number of summer courses that fulfill the guidelines of an academic plan.
6. Other extenuating circumstances.

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

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.

Statement of Standards for Part-Time Students

Students enrolled less than full-time will be required to meet the same minimum cumulative grade point averages as students enrolled full-time, and must complete at least 67 percent of the coursework attempted.

Appropriate consideration will be given to students required by Rider 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.

Statement of Standards for Graduate Students

Graduate students will be expected to complete 67 percent of the coursework attempted and maintain a minimum cumulative grade point average of 3.00 to remain eligible for any form of student financial aid.

Withdrawals/Incompletes/Repeated Courses

If a student withdraws from courses during a given term, withdrawn credits count toward courses attempted. The exception to this policy is when a student is on an approved medical or military leave of absence.

An incomplete course is treated as a failed course. A repeated course is only counted toward progression if the repeated course is replacing a previously failed course. **A grade of Incomplete will not be factored into a student's GPA unless and until such time the grade of 'I' turns into an F. (See also The Source 2008-2009, "Receiving an Incomplete Grade", pp. 25-26.)**

(UAPC 09-01) (Office of Student Financial Services, 6/1/99)

79. 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.

(Provost's Office and the AAUP, 11/96; Division Heads, 12/96)

80. Supplemental Education Units (Basic Skills Courses)

Academic departments are authorized to assign Supplemental Education Units (SEUs) for basic skills instruction. The number of SEUs granted for a specific course of instruction may vary depending upon the way in which the instruction is presented and the nature of the content. Those departments choosing to award SEUs must submit to their Academic Policy Committee the rationale upon which the assignment of SEUs has been determined.

The permanent academic record of students completing basic skills courses will reflect the enrollment in those courses and the number of SEUs earned. The use of SEUs will provide for recognition of a student's full academic load and for tuition charges. The basic skills courses for which SEUs are awarded will not result in the award of quality points, will not affect the student's grade point average, and will not be applicable toward the earning of a degree. SEUs may not be converted to academic credits.

Departments may initiate, alter, or eliminate basic skills courses by the same procedures employed for credit courses. As indicated above, the number of SEUs awarded may vary in a

manner similar to independent study credit variations. Departments will establish the basis for determining the number of SEUs awarded for a particular learning experience.

(CAPC 9/9/80)

81. Transcript Requests

Written requests for transcripts, which are copies of permanent academic records, should be directed to the Registrar's Office. 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.

82. 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.

(CAPC 11/4/80 and 12/15/80; CAPC minutes, 3/29/93)

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.

83. Transfer Credits Earned Before Rider Matriculation

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. A maximum of 60 credit hours may be granted to a student transferring from a two-year college.

(CAPC minutes, 3/29/93, UAPC 03-1).

However, at the UAPC meeting on September 22, 1998, the Transfer Articulation Principles for New Jersey Colleges and Universities was passed.

The ability to transfer credits from one institution to another is a matter of particular importance to students and the State because it saves both money and time by eliminating unnecessary duplication and repetition of courses. It is the Presidents' Council's responsibility to encourage inter-institutional articulation of programs and transfer of credits among colleges and universities. The public policy that guides the principles for transfer should assure a smooth, productive transfer of students from community colleges to senior institutions. This policy represents the most critical partnership between higher education institutions because enhanced transfer agreements can affect cost, time to degree completion, graduation rates, and out-migration.

The Presidents' Council should strive for a seamless transition from associate to baccalaureate degree programs. In order to accomplish this goal, the following principles will be followed by participating institutions.

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 institution. 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 insure 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.

(UAPC 98-1)

84. 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.

85. Travel Course Policy

- 1. Freestanding travel courses may be permitted in January (with credit given for Spring semester) or during any of the summer sessions with appropriate credit for that session. No additional tuition is charged for any projects in January as long as they are within the spring semester normal load. However, if the student's spring schedule, including the credits for this course, exceeds the normal load, additional tuition will be charged for extra credits beyond normal 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.**

(CAPC 93-9)

86. Undergraduate Research Scholar Awards

Undergraduate Research Scholar Awards are designed to enhance collaborative work between students and faculty and heighten the intellectual climate at the University. The awards build on the long tradition of student-faculty collaborations in the sciences and extend this successful model for undergraduate research throughout the University curriculum.

Selection Committee

Membership of seven to nine individuals holding faculty rank will be selected as follows:

- A classroom faculty member or administrator with faculty rank chosen by each of the APCs of the College of Business Administration, School of Education, School of Liberal Arts and Sciences, and Westminster Choir College
- A library faculty member or administrator with faculty rank chosen by the Library APC
- A faculty member, preferably an adjunct, chosen by the APC of the College of Continuing Studies
- Up to three additional members chosen by the Deans' Council, one of whom will serve as convener

Preference should be given to appointees who have experience with or a strong interest in supervising student research. Appointments will be for renewable two-year terms. However, if it is necessary to ensure staggered terms among the membership, the Deans' Council may choose to reappoint some of their initial appointees for a one-year second term.

Failure of any APC to appoint a committee member will not preclude the rest of the committee from assembling to conduct its work.

The selection committee will select a chair or, by default, the convener will become the chair.

Projects

Applicants must work under the supervision of a member of the faculty, typically through an independent study project. Applicants must submit a description of the project and a timetable for completion. The faculty sponsor must submit a letter of recommendation. This letter should be written in non-technical language that would be understood by a multi-disciplinary faculty committee. The letter should emphasize the student's preparation for the project, the project's contribution to student learning, the probability of completion in the proposed time, and expected outcomes (paper, poster, performance, etc.).

Preference should be given to applicants who are capable of doing advanced work and becoming role models for other students. Subject to the merit of submitted applications, the selection committee will normally support no more than one project in a given academic department or program and no more than two projects in a given school or college. (The location in a given department, program, school, or college is defined by the academic discipline of the project, not the student's major or school/college of registration.) The goal must be to distribute awards across a wide representation of academic disciplines.

After the selection of Undergraduate Research Scholars, the chair of the selection committee shall arrange for notification of all applicants and their faculty sponsors. For selected Scholars, the chair shall also arrange for notification of the relevant dean, the Provost, the Registrar, and the Office of Public Relations. The Registrar shall add an appropriate notation as “Undergraduate Research Award Recipient” to each selected student’s transcript.

It is expected that recipients of Undergraduate Research Scholar Awards will make campus presentations of their projects, as arranged by the selection committee. The committee is expected to help plan and design the presentation event(s). The committee may also choose to expand the number of student presentations beyond the recipients of the Undergraduate Research Scholar Awards, as recommended by members of the faculty and selected by the abovementioned members of the committee.

The committee may also choose to expand its membership to ensure adequate support for the purpose of planning, scheduling, and coordinating presentation event(s). Such additional members will not be part of the committee for making academic judgments with respect to selecting recipients of the Undergraduate Research Scholar Awards or designating additional students to make research presentations.

Further details of the application procedures, meetings, and deadlines, will be established by the committee.

Awards

At least five \$5,000 awards will be made each year, provided the committee receives sufficient applications that are deemed meritorious. The \$5,000 awards will be used as research scholarships, allocated as \$2,500 to selected students’ fall and spring bills. Awards for the spring semester are contingent on sufficient progress and program participation in the fall semester, as relevant to the timetable for the selected project. Applicants must remain full-time students during the relevant academic year, unless the applicant was enrolled in the College of Continuing Studies at the time of the application. The committee shall not make awards to students whose proposals are not considered meritorious. They may be used for undergraduate research in any semester(s) or session(s) with a single “year” defined as beginning on July 1. Typically, students will not be supported for more than one year.

Eligibility Criteria

At the time of application and through the project period, applicants must be matriculated students, in good academic standing, and in pursuit of their first bachelor’s degree at Rider University. Applicants from the College of Continuing Studies (CCS) must be enrolled and matriculated in CCS at the time of application, while others must be full-time students at the time of application and remain so through the project period. If applicants are enrolled in the College of Continuing Studies, they must have completed at least 12 Rider credits by the time the project is begun. Otherwise, applicants must have previously completed at least 24 Rider credits. The applicant’s faculty sponsor must verify the applicant’s eligibility with the appropriate Dean’s Office.

Approved by the Deans’ Council, November 19, 2003
Revised June 8, 2004, September 16, 2005

87. Undergraduate Student Learning Objectives and Competencies

The UAPC hereby establishes a task force on institution-wide undergraduate student learning objectives and competencies with a goal of bringing forth a proposal for UAPC consideration during academic year 2006-07.

The University Strategic Plan places as its first goal the development of institution-wide student learning objectives and competencies. Strategic Direction 1, Goal 1, Actions Plans a) and b) are:

1. Promote student-learning objectives and competencies¹ across the institution.

Adoption of university-wide student-learning objectives and competencies ensure common learning experiences that emphasize the strategic directions outlined in this plan. They challenge, motivate, and guide students in taking an active role in their own learning and provide a benchmark for assessing student-learning outcomes. They are also particularly important for Middle States reaccreditation.

Action Plans

- a) **Develop institution-wide student-learning objectives and competencies. Such competencies may include critical thinking, communication skills (oral, written and reading), computation, and information literacy. Objectives may include leadership, international and multicultural perspectives, and social and ethical responsibility.**
- b) **Develop student-learning objectives for each academic department and program as an integral part of the academic outcomes assessment program. These will be major and/or discipline specific and will be guided, wherever possible, by institution-wide objectives and competencies as well as disciplinary or professional standards of competency. They will be used to evaluate student achievement and guide academic advising and curricular and co-curricular assessment and revision.**

Responsibility for these two action plans is placed with the Provost. As specified in the Strategic Plan, committee work for action plan a) is to begin in 2005-06 with adoption in 2006-07 and implementation beginning in 2007-08. Institution-wide learning objectives and competencies are also intended to influence departmental learning objectives that are, for the most part, already under discussion within departments under the University's Assessment Plan.

The task force will review policies and documents, including the following:

- **The University Strategic Plan**
- **Existing core curricula for the University and its individual colleges and schools**
- **Learning goals for individual departments adopted as part of the University assessment program**

¹ Student learning objectives and competencies – General education goals for what all students will learn and practical skills that students will demonstrate in indicated areas, verifiable through assessment measures or techniques.

Composition of the Task Force

Membership of seven to ten individuals will be selected as follows:

- A faculty member or administrator with faculty rank chosen by each of the following APCs: College of Business Administration, School of Education, School of Liberal Arts and Sciences, Westminster Choir College, and Library
- A faculty member or administrator chosen by the APC of the College of Continuing Studies
- Up to three appointees with faculty rank selected by the Provost
- The Provost or designee, who will serve as convener

Preference should be given to appointees who have experience with or a strong interest in curriculum development, especially beyond their individual departments. Appointees should be willing to meet during the Thursday open period or in the early evenings. Other times may be selected for meetings if they are convenient for most members of the task force.

Failure of any APC to appoint a committee member will not preclude the rest of the committee from assembling to conduct its work.

Schedule

The task force will convene no later than Thursday, November 3, 2005. Progress reports will be submitted to the UAPC at the end of each semester or upon request. The UAPC may consider holding campus-based meetings to provide faculty with information about the work of the task force and to receive their comments and suggestions.

The task force is expected to submit a proposal for UAPC consideration during academic year 2006-07 so that some elements will be ready for implementation by academic year 2007-08. Other elements will be phased in as they are adopted by the UAPC and as they become feasible for the University.

(UAPC 05-3)

88. Undergraduate Study Abroad

Name

The name “Rider University Undergraduate Study Abroad” shall be applied to academic programs outside of the continental limits of the United States, administered by the Rider University Center for International Education, and for which students receive academic credit. These programs include those sponsored by Rider University through exchanges, direct enrollment in universities and like entities abroad, and third-party providers. Credit and non-credit bearing faculty and staff-led short-term international travel projects are not included.

Goals

The goals of Rider University Undergraduate Study Abroad are identical to the “International Learning Goals” established by the Rider University Internationalization Strategic Plan, approved on October 15, 2008. According to this plan, the University will graduate globally literate students who:

1. engage in other cultures
2. communicate effectively in cross-cultural environments
3. are sensitive to commonalities and differences within and among cultures
4. understand multiple cultural perspectives
5. are knowledgeable about global forces, human and material
6. contribute responsibly to humane and positive change.

Rider University Undergraduate Study Abroad offers a learning environment of experiential engagement with other cultures. The program also provides students with the following specific opportunities through which the aforementioned learning goals can be achieved:

1. studying courses in their majors offered from a different cultural perspective in the country of destination
2. studying courses in disciplines outside of their majors as well as courses specific to the culture and civilization of the country of destination that are unavailable and/or not experientially contextualized at the home campus
3. participating in internships abroad to enhance job and career opportunities
4. attaining through daily and immersive use the highest possible mastery of the relevant foreign language
5. participating in contemporary foreign cultures and societies to deepen intercultural knowledge and skills.

Program Sites

The Rider University Undergraduate Study Abroad program offers several types of foreign study opportunities for semester and full-year study abroad:

1. **Rider University Exchange Programs:** Students enroll for one or two semesters at a partner university abroad that also sends its students to Rider University. These programs generally are supported by a local overseas advisor employed by Rider University who provides such services as 24/7 cell phone availability, airport pickup, home-stay procurement and/or support as applicable, coordination of first-day activities, assistance with enrollment, assistance as appropriate in medical and other emergencies, and provision of supplementary programming and tours to deepen and enrich cultural contact and immersion.
2. **Direct Enrollment Affiliate Programs:** These programs operate through Rider partner universities abroad. Students directly enroll in the university, typically for one or two semesters. Support services abroad are provided by the host university.
3. **Third-Party Affiliate Provider Programs:** These programs operate through Rider affiliate provider organizers, typically U.S. based. Students enroll in programs either at an academic center of the affiliate provider or a university with whom the provider has

a contractual agreement. Support services are provided through the third-party provider.

Information about specific providers and program details are available on the Study Abroad webpage at www.rider.edu/studyabroad.

Summer Study Abroad

Students may also study abroad in the summer through the Rider University affiliate providers listed above who provide summer programs or through any other provider approved by the Center for International Education. Information about summer programs from providers is available through the provider website links on the Study Abroad webpage. Students may search for other providers through web-based study abroad databases serviced by study abroad providers.

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.

Supervision

Rider University Undergraduate Study Abroad programs are administered through the Center for International Education. An overseas advisor represents the university on site for a number of the exchange programs as described above. The overseas advisors retain frequent contact with the Center for International Education.

The duties of the Center for International Education include program development, maintenance, on-site visits and review; recruitment and advisement; application approval; pre-departure assistance and orientations; program support while students are abroad; re-entry orientation; program assessment; and initial transcript review and processing.

The International Education Council replaces the current International Studies Standing Committee. The International Studies Standing Committee's responsibility to recommend candidates for study abroad has been eliminated. The International Education Council, as approved by the UAPC, serves as the advisory board to the Center for International Education with regard to the academic aspects of the University's international activities including but not exclusive to study abroad.

Fees and Financial Aid

Students who participate in Rider Programs pay Rider tuition. For provider programs in which housing is included, students pay the Rider housing rate.

Student financial aid is applicable to yearlong and semester study abroad programs. Award packages are adjusted as necessary to reflect cost differences between Rider University and the non-Rider host institution. Rider University scholarship awards generally are not applicable for programs in countries where the University has its own exchange and/or affiliate programs.

Additional fee and financial aid information is available on the Study Abroad webpage.

Program Eligibility and Approval

Specific eligibility and approval criteria and processes, application documents and fees and application deadlines can be found on the Study Abroad webpage.

Approval for study abroad is conducted on a rolling basis up to and including the application deadlines by the Center for International Education administrative staff, a representative of the Provost's office, and with support from the offices of Community Standards and Financial Aid, which provide information about students' disciplinary and financial status, respectively. Approval is granted to students who meet the 2.5 grade point requirement, submit required application materials by the deadline, receive supportive letters of recommendation, and meet disciplinary and financial requirements. No student will be approved for study abroad without completion of a "Course Selection Approval" form, obtained from the Center for International Education and including signatures from the student's advisor and academic dean.

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 and an interview with the Director of the Center for International Education 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. An interview with the Director of the Center for International Education is also required.

Responsibilities of the University

The Center for International Education is responsible for the support services delineated above. The Director and overseas advisors at some locations help arrange satisfactory living quarters for the students while abroad, but no specific reservations can be guaranteed. Other support services of overseas advisors are stated above. The Director may make an annual trip to the exchange program sites and selected affiliate sites requiring periodic review to see that the programs are working satisfactorily. The Director, in conjunction with trained Center for International Education staff and in consultation with the relevant college, will ensure the accurate translation of courses and credits of the student transcripts from abroad and their furnishing to the appropriate dean's office for processing and subsequent submission to the registrar for incorporation in the students' transcripts.

If in the judgment of the Director – and overseas advisor, university enrollment and/or third party provider where appropriate – a student fails to make the necessary adjustment to living conditions abroad, or if the student does not comply with program policies of the host institution or provider or of Rider University, the student may be dismissed from the program at any time. Study Abroad Policies are available on the Study Abroad webpage. Program documents signed by students, including a liability waiver, code of conduct and proof of medical insurance at levels of coverage required by the University are available through the Center for International Education. Rider University assumes no liability or responsibility for any refunds or rebate of any charges paid or payable by the student in the event of such termination. Cancellation policy information can be found on the Study Abroad webpage in the Study Abroad Policies.

Rider University assumes no liability or responsibility for personal injury or death or loss or damage to personal property of students participating in the Study Abroad Program. The student (and parent/guardian if the student is under 18 years of age) must sign the aforementioned liability waiver form indicating their understanding and agreement with said policy.

(UAPC 10-4)

89. University Anti-Harassment and Non-Discrimination Policy

All students, faculty, and staff at the University have the right to expect an environment that allows them to enjoy the full benefits of their work or learning experience.

Discrimination

Discrimination involves unfair treatment of a person or group based on prejudice regarding their personal characteristics. Rider University does not discriminate on the basis of race, creed, color, religion, sex, sexual orientation, handicap/disability, age, marital status, national origin or Vietnam-era/disabled veteran, or on any other basis prohibited by federal or state law, in employment or in the application, admission, operation, participation, access and treatment of employees and students, in any of the University's programs and activities as specified by Federal law and regulations. Additionally, it is the policy of Rider University to provide an environment for prospective and current students, job applicants, employees and other third parties that is free from harassment and intimidation on account of an individual's race, creed, color, religion, sex, sexual orientation, handicap/disability, age, marital status, national origin or Vietnam-era/disabled veteran, or on any other basis prohibited by federal or state law.

The Associate Vice President for Human Resources is the University's Affirmative Action Officer and its Title IX Coordinator and the designated coordinator for compliance with this policy. The Affirmative Action Officer/Title IX Coordinator may be contacted at (609) 895-5683 or extension 5683, at his/her office in Moore Library, room 108. He/she is the resource available to anyone seeking additional information or to file a complaint related to Affirmative Action and discrimination. The U.S. Department of Education, Office for Civil Rights (OCR) is the federal agency charged with enforcing compliance with Title IX. Information regarding OCR can be found at: www.ed.gov/ocr.

Harassment

Harassment is any action that may reasonably be expected to threaten, coerce or intimidate an individual or a class of individuals. Where the alleged harassment involves a potential violation of federal or state anti-discrimination laws, the University's Affirmative Action Officer or designee will be called upon to investigate the allegations, using procedures outlined below. 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 education, artistic, or political purposes, or (2) infringe upon the academic freedom of any member of the University community.

Sexual Harassment

It is the policy of the institution that no member of the community may sexually harass another. Sexual harassment is defined as unwelcome sexual advances (including, but not limited to, sexual assault), requests for sexual favors, and/or physical, verbal or written conduct of a sexual nature when:

- 1. Submission to such conduct is made explicitly or implicitly a term or condition of an individual's employment, education, or participation in University programs or activities, or**
- 2. Submission to or rejection of such conduct by an individual is used as a basis for decisions pertaining to an individual's employment, education, or participation in University programs or activities; or**
- 3. Such speech or conduct is directed against another and is abusive or humiliating and persists after the objection of the person targeted by the speech or conduct, or**

4. Such conduct would be regarded by a reasonable person as creating an intimidating, hostile or offensive environment that substantially interferes with an individual's work, education, or participation in University programs or activities.

In the educational setting within the University, as distinct from other work places within the University, wide latitude for professional judgment in determining the appropriate content and presentation of academic material is required. Conduct, including pedagogical techniques, that serves a legitimate educational purpose does not constitute sexual harassment. Those participating in the educational setting bear a responsibility to balance their rights of free expression with a consideration of the reasonable sensitivities of other participants.

Supplemental Definitions:

These supplemental definitions are more likely to be relevant in harassment and discrimination cases involving alleged student misconduct, but will be utilized in cases where employee or third party misconduct is alleged, when appropriate. These supplemental definitions will be used during the Formal Hearing stage in determining charges and sanctions. In situations where incapacitation due to intoxication is a factor, there will be a presumption that the intoxicated individual has impairments to reasoning and judgment that make it impossible for him/her to give consent.

Sexual Assault occurs when the act is intentional and is committed either by a) physical force, violence, threat, or intimidation; b) ignoring the objections of another person; c) causing another's intoxication or impairment through the use of drugs or alcohol; or d) taking advantage of another person's incapacitation, state of intimidation, helplessness, or other inability to provide consent.

Sexual Misconduct occurs when the act is committed without intent to harm another and where, by failing to correctly assess the circumstances, a person believes unreasonably that consent was given without having met his/her responsibility to gain such consent. Situations involving physical force, violence, threat or intimidation fall under the definition of Sexual Assault, not Sexual Misconduct, and will be treated as such under these procedures.

Retaliation Prohibition

Rider University prohibits retaliation against any individual who complains of a violation of the University's Anti-Harassment & Non-Discrimination Policy or assists in providing information about a complaint of discrimination, including complaints of sexual and other unlawful harassment.

Statement on Consensual Relations between Faculty and Students, Athletic Staff and Student Athletes and Employees and Subordinates

Consensual romantic and/or sexual relationships between employees (including faculty and athletic staff) and students with whom they also have an academic, supervisory or evaluative relationship or between an employee and his or her subordinate, are fraught with the potential for exploitation and may compromise the University's ability to enforce its policy against sexual harassment. Employees must be mindful that the authority that they exercise in their interactions

with students and subordinates may affect the decision of a student or a subordinate to enter into or end a romantic or sexual relationship. Even when both parties initially have consented, the development of a sexual relationship renders both the employee and the institution vulnerable to possible later allegations of sexual harassment in light of the significant power differential that exists between faculty members and students, athletic staff members and student athletes or supervisors and subordinates.

In their relationships with students and subordinates, faculty, athletic staff and supervisors are expected to be aware of their professional responsibilities and to avoid apparent or actual conflict of interest, favoritism, or bias. When a sexual or romantic relationship exists effective steps should be taken to ensure unbiased evaluation or supervision of the student or subordinate.

Prompt Reporting

Members of the University community are strongly encouraged to promptly report all experienced or observed incidents of harassment, including sexual harassment/sexual assault, or discrimination. Prompt reporting of such incidents makes investigation of the incident more effective and enhances the ability of the University to investigate and take action on a complaint. Further, pursuant to Title IX, all “responsible employees” must report all experienced or observed incidents of harassment, including sexual assault, or discrimination. A “responsible employee” is someone who has the authority to take action to redress the harassment, who has the duty to report to appropriate university officials sexual harassment or any other misconduct by students or employees, or an individual whom a student could reasonably believe has this authority or responsibility.

Procedure for Reporting and Investigating Complaints of Employee Violations of this Policy

Complaints alleging that an employee or (non-student) third party on campus violated the University Anti-Harassment and Non-Discrimination Policy, whether filed by an employee, a student, or a third party on campus, shall be reported to the Affirmative Action Officer/Title IX Coordinator and handled by the Affirmative Action Officer or his/her designee (The Investigator). Complaints should be filed with the Affirmative Action Officer/Title IX Coordinator, ((609) 895-5683, Moore Library room 108), in writing as promptly as possible. The Affirmative Action Officer (or Investigator) will notify the relevant division head and the president of the union (if the alleged harasser is a bargaining unit member) as soon as possible after receiving the complaint and provide the accused, the complainant, the relevant division head and the union president (when appropriate) with a copy of the complaint and this policy.

Scope of Investigation of Complaints of Employee Violations of this Policy

The Investigator assigned to a complaint will initiate an investigation by notifying the accused that a complaint has been filed against him or her and inform him/her of the nature of the complaint, providing a written copy of the complaint to the accused. The Investigator shall explain to both parties the avenues for informal and formal action, including a description of the process and the relevant avenues of redress to the complainant and the accused and provide them a written summary of the process. The Investigator shall have the authority to take all reasonable and prudent interim measures to protect both parties pending completion of the investigation and during the informal or formal procedures to resolve the complaint.

-Informal Procedures

The informal procedures are designed to resolve complaints quickly, efficiently, and to the mutual satisfaction of all parties involved. Where circumstances allow for this, informal procedures will be initiated as soon as possible and within five working days of the filing of the complaint, absent any unusual circumstances. The Investigator may determine that a complaint is not appropriate for informal resolution. Informal mediation is not appropriate for certain cases, such as alleged sexual assaults, even on a voluntary basis. Upon the consent of all parties to the complaint, the Investigator, with relevant supervisors when appropriate, will seek an outcome through mediation to be conducted by University staff or an external professional engaged by the University. Any resolution through mediation also must be mutually agreed upon by all parties to the complaint. In certain circumstances, the Investigator may use the services of an Employee Assistance Program counselor to assist in resolving an informal complaint. If the accused is represented by a bargaining agent, the accused may have that agent present at any interview with the Investigator. Both the complainant and the accused have the right to bypass or end the informal complaint process at any time in order to begin the formal stage of the complaint process.

Records arising from informal procedures will not be used for any purpose other than those described above unless a complaint subsequently results in a formal hearing or otherwise becomes part of a legal action. Since informal level records represent allegations not supported by formal findings of fact, they will be maintained in a confidential manner separate from any other records for four years. They will be destroyed after that period if no further allegations or formal complaints have been received concerning the same individual. Such records shall not be used as evidence of guilt or innocence in any investigation or hearing involving a future complaint involving the same accused. The accused shall be entitled to include a response to documents contained in the confidential personnel or student file(s), as the case may be.

-Formal Procedures

If the allegation of harassment has not been resolved as a result of the informal procedures or is of the kind in the Investigator's opinion that contraindicates informal efforts, or if either the complainant or the accused request to begin the formal stage of the complaint process, a formal investigation will be initiated.

The accused will be afforded fourteen (14) calendar days from the date that the formal investigation was initiated to provide a written response to the allegations. A copy of any response will be provided to the complainant.

The investigation of all formal complaints shall include interviews of the (i) complainant, (ii) the accused, and (iii) any witnesses and other persons who are identified as possibly having some information related to the alleged incidents, and who agree to be interviewed. The parties will have the opportunity to present witnesses and other evidence for consideration.

The Investigator will investigate the complaint and report the results, conclusions and recommended actions if any to the appropriate vice-president/division head. A summary of the report shall also be provided to the complainant and the accused. After consideration, the vice-president/division head will initiate disciplinary action as soon as reasonably practicable, when in

his/her judgment it is appropriate, and will attempt to take whatever steps are necessary to prevent recurrence of the offending behavior and to correct its discriminatory effects on the complainant and others, if appropriate. The accused, the complainant, and the union president (when appropriate) will be informed of the final decision and any actions to be taken. All investigations shall be conducted as expeditiously as possible and normally shall be completed within (30) weekdays after receipt of the complaint, except where the complainant agrees that a longer period of time would be appropriate or circumstances require it. Weekends, holidays and days when the University has scheduled a recess shall not be counted. With limited exceptions, the same process will apply during the University's summer recess.

The accused shall be entitled to include a response to allegations, investigative findings, and documents included in the confidential personnel or student file(s), as the case may be. Implementation of, and challenge to any disciplinary action will be handled according to applicable procedures, as provided by the relevant collective bargaining agreement and/or employee handbook.

Procedure for Reporting and Investigating Complaints of Student Violations of this Policy

Complaints alleging that a student violated the University Anti-Harassment & Non-Discrimination Policy, whether filed by an employee, student or a third party on campus, should be reported to the Associate Vice President for Human Resources (Moore Library, Room 108, telephone 609-895-5683), who is the University's Affirmative Action Officer and its Title IX Coordinator and the designated coordinator for compliance with this policy and is the resource available to anyone seeking additional information on this policy. Alternatively, complaints may be filed with the Associate Vice President for Student Affairs, who maintains his/her office at BLC 110 and can be reached by telephone at 609-896-5101. Complaints alleging that a student violated the University Anti-Harassment & Non-Discrimination Policy, whether filed by an employee, a student, or a third party on campus, shall be assigned by the Associate Vice President for Student Affairs to a trained senior level University employee who will serve as Investigator for the complaint.

1. Complaints of Sexual Assault/Sexual Misconduct – Campus Bill of Rights

In addition to the procedures set forth in this Policy (both informal and formal), any student who believes he/she has been the victim of a sexual assault or sexual misconduct should feel free to avail himself/herself of all remedies and complaint mechanisms set out in the Campus Bill of Rights for Sexual Assault, such as reporting the alleged incident to law enforcement authorities and/or to the University's Public Safety Department. This Policy does not in any way proscribe a student's rights to complain about conduct which a student believes may be criminal to law enforcement authorities and/or to the University's Public Safety Department. The Campus Bill of Rights for Sexual Assault is found in The Source.

2. University Resources for Complaints about a Student's Violating the University's Anti-Harassment & Non-Discrimination Policy

A student who believes the Policy may have been violated is free to discuss the problem, in confidence, with the University's Counseling Center, a University Chaplain, or the University Health Center. In cases of alleged unlawful discrimination or harassment

(including, but not limited to sexual assault or sexual misconduct, as defined above) the student may wish first to discuss the problem in confidence with the University's Counseling Center, a University Chaplain, or the University Health Center.

Scope of Investigation of Complaints of Student Violations of this Policy

The Investigator assigned to a complaint will initiate an investigation by notifying the accused that a complaint has been filed against him or her and inform him/her of the nature of the complaint, providing a written copy of the complaint to the accused. The Investigator must explain the process and the relevant avenues of redress to the complainant and the accused and provide them a written summary of the process. The accused will be afforded fourteen (14) calendar days in which to provide a written response to the allegations. A copy of any response will be provided to the complainant. The investigation of all formal complaints shall include interviews of (i) the complainant, (ii) the accused, and (iii) any witnesses and other persons who are identified as possibly having some information related to the alleged incidents, and who agree to be interviewed. The parties will have the opportunity to present witnesses and other evidence for consideration. The Investigator shall have the authority to take all reasonable and prudent interim measures to protect both parties pending completion of the investigation and during the informal or formal procedures to resolve the complaint.

Procedural Options for Complaints That a Student Violated this Policy

The University has established the following procedures to address cases of alleged discrimination by a student, whether on grounds of sex or other proscribed criteria, and including, but not limited to, sexual harassment, sexual assault and sexual misconduct.

-Informal Procedures

The informal procedures (mediation) are designed to resolve complaints quickly, efficiently, and to the mutual satisfaction of all parties involved. Where circumstances allow for this, informal procedures will be initiated as soon as possible and within five working days, absent any unusual circumstances. A complainant may elect to terminate a formal complaint process and enter into mediation at any point, including after the commencement of the formal process. Mediation is a voluntary process intended to allow the parties involved in an alleged complaint of discrimination or harassment to discuss their respective understandings of the incident with each other through the assistance of a trained mediator. Informal mediation is not appropriate for certain cases, such as alleged sexual assaults, even on a voluntary basis. Mediation is designed to encourage each person to be honest and direct with the other and to accept personal responsibility where appropriate. Mediation is only offered as an option if both the complainant and the accused student are members of the Rider University community. A trained, senior member of the University staff will work with both parties to determine their willingness to participate in mediation and whether it is appropriate for the case. Both the complainant and the accused have the right to bypass or end the informal complaint process at any time in order to begin the formal stage of the complaint process.

-Formal Procedures

If the allegation of harassment has not been resolved as a result of the informal review or is of the kind in the Investigator's opinion that contraindicates informal efforts, or if either the

complainant or the accused request to begin the formal state of the complaint process, a formal investigation will be initiated. Upon mutual consent, the complainant and the accused may seek to terminate a formal investigation, but the Investigator may nevertheless determine, in his/her judgment and discretion, that the interests of the University community or the law require the continuation of the formal investigation.

A complaint that a student has engaged in unlawful discrimination/harassment or sexual harassment (including, but not limited to, sexual assault or sexual misconduct) in which a Formal Hearing is sought must be made in writing to the Associate Vice President for Student Affairs [BLC 110, 609-896-5101]. It is the responsibility of the complainant to consult with the Associate Vice President for Student Affairs concerning the accused student's intended date of graduation and to file in a timely manner in cases where the University's jurisdiction over the accused might otherwise be lost. Prompt reporting of such incidents makes investigation of the incident more effective and enhances the ability of the University to investigate and take action on a complaint. All investigations shall be conducted as expeditiously as possible and normally shall be completed within (30) weekdays after receipt of the complaint, except where the complainant agrees that a longer period of time would be appropriate or circumstances require it. Weekends, holidays and days when the University has scheduled a recess shall not be counted. With limited exceptions, the same process will apply during the University's summer recess.

Generally a Formal Hearing will take place before the Student Anti-Discrimination/Harassment/Sexual Assault/Sexual Misconduct Board (the "Board"). Complainants and accused students have the right to be present during any formal hearing. If a complaint is filed within sixty (60) calendar days of the accused student's intended graduation, during a University recess or the Summer Session, or in other circumstances where the Associate Vice President for Student Affairs determines that the complaint cannot otherwise be resolved in a timely manner, procedural options may be limited. In particular, a Hearing under these circumstances may instead take the form of an administrative hearing by a designated Student Affairs employee appointed by the Associate Vice President for Student Affairs and Dean of Students. If a Formal Hearing takes place, the hearing procedures set forth in the Investigation Procedures addendum to this Policy for the Student Anti-Discrimination/Harassment/Sexual Assault/Sexual Misconduct Board (the "Board"), will apply.

The investigative and hearing procedures, outcomes and appeal rights and process are detailed in the Investigative Procedures addendum to this policy found in The Source.

(Board of Trustees 2011)

90. Visiting Scholars

Definition—Visiting scholars are normally faculty members from other institutions of higher education who specialize in disciplines offered at Rider or are professional authorities in such disciplines. Their purpose in seeking a "visiting scholar" designation is to conduct scholarly work at Rider or provide expertise in their disciplines or professions to the relevant department or program, not to teach Rider students. (All visitors who will teach courses at Rider must be appointed through the provisions of the Agreement between Rider University and the AAUP.) Alternate designations (such as Visiting Artist or Visiting Executive) may be used, if appropriate to the visitor's credentials and the purpose of the visit.

Faculty titles, such as Instructor or Professor, are not permissible. Designations of “visiting scholar” are usually made for visits that extend for a period of at least one month.

Academic Review—A proposal for hosting a visiting scholar must be made to the Provost by a faculty member(s) with the approval of his/her department and dean. Ordinarily, the visitor will be hosted by a faculty member(s) in the department of the visitor’s academic discipline. If not, the department that houses the visitor’s discipline must be consulted and be willing to endorse the visit. The host faculty member(s) must specify:

- the duration of the visit
- the type of research or other activity the individual wishes to conduct at Rider
- the value of the visit to the faculty member(s), department, students, or the University
- the facilities, resources, or other support that the individual will expect at Rider.

Approval for Foreign Nationals—If the proposed visitor is a foreign national, the individual authorized to process appropriate forms must be notified and provided with necessary information (e.g., the visitor’s date and place of birth, duration of the visit, the visitor’s source of funding). Rider is not authorized to grant visas to visiting scholars for more than six months.

Notification—After visiting scholars are approved by the Provost and, as relevant, all necessary paperwork for international visitors is completed, the Provost will notify the Office of Public Relations and any offices or departments relevant to the visitor’s activities on campus (e.g., the Library, Security,

Office of Information Technology). As a courtesy, the Provost will also notify Human Resources and the AAUP.

(Deans’ Council, July 2000, revised June 2001, March 2003, August 2003)

91. Withdrawal, Course (EOP Students)

All EOP students are required to notify the EOP Director (or the EOP Director's designee) before dropping a course. (CAPC 93-8)

92. Withdrawals from the University

1. Withdrawal from the University effective during the term

Withdrawals from the University effective during a term may be approved during the first eleven weeks of classes (Registrar will provide withdrawal deadlines for every term). A University withdrawal form is completed and filed (or written/signed notification of intent to withdraw is received). Withdrawals from the University are not approved after the withdrawal deadline except when involuntary (for such reasons as medical incapacity) as judged by the Dean in consultation with the Dean of Students (DOS). All grades are entered on transcript as “W.”

2. Withdrawal from the University effective other than during the term

Withdrawals from the University effective other than during an enrolled term may be approved by the Dean of the College (or by the DOS) upon receipt of a University withdrawal form (or written/signed notification of intent to withdraw). Students who have failed to complete registration by the registration deadline for a regular term may be withdrawn by the Dean (or by the DOS). The student is sent a notice of the action. The effective date is retroactive to a date prior to the beginning of classes. If students are withdrawn for failure to complete registration, courses will be dropped from the transcript.

3. Dropping a course in the first two weeks

Courses may be dropped by a student prior to the end of the second week of classes of a semester (or proportionate time for shorter terms) by submitting the appropriate form to the Dean's Office/Registrar (or by electronic means with confirmation of the transaction). Dropped courses are removed from class rosters and do not appear on transcripts.

4. Course withdrawal from the third to the seventh weeks

Students may withdraw from courses from the third week through the seventh week of semesters (or proportionate times for shorter terms) by submitting completed course withdrawal forms to the Dean's Office/Registrar.

5. Course withdrawal from the eighth week to the last two weeks of class

In the semester's eighth week up to the last two weeks of classes in a semester, students may withdraw from courses with the written consent of the course instructor and receive a grade of "W." (Proportionate times are used for shorter terms.)

6. Course withdrawal in the last two weeks of the term

Students may withdraw from courses during the last two weeks of classes or finals (or proportionate times for shorter terms) only for documented involuntary reasons (such as medical incapacity) with the approval of the Dean (in consultation with the Dean of Students).

7. Leaves of absence

Students who withdraw from the University for medical incapacity, active military service, family crisis, or to pursue a specific academic or professional alternative may apply for a leave of absence. The Dean (in consultation with the Dean of Students) may grant the leave upon receipt of appropriate documentation. Medical leaves are for one year. Military leaves are renewed up to four years. Academic status is the same upon return provided that appropriate programs and courses are offered or can be substituted. Medical clearance is required for DOS approval for return.

8. 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.

9. Graduate students and Continuing Studies students

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

(UAPC 97-2)