

**RHODE ISLAND COLLEGE**  
**MANUAL OF ACADEMIC POLICIES AND PROCEDURES**  
**COMMITTEE ON ACADEMIC POLICIES AND PROCEDURES**  
*UPDATED MARCH 2025*

---

**Table of Contents – Clickable for Navigation**

**1. ADMISSIONS**

- 1.1 Undergraduate Degree Candidates
- 1.2 Graduate Degree Candidates
- 1.3 Non-Degree Undergraduates
- 1.4 Bachelor's/Master's Early Admission Track

**2. ACADEMIC ADVISEMENT**

- 2.1 Responsibilities for Advising
- 2.2 Resources for Advising

**3. COURSE CREDIT -- USES AND TYPES**

- 3.1 Transfer Credits Earned Prior to Matriculation at Rhode Island College
- 3.2 Credits Taken at Other Institutions After Matriculation at Rhode Island College
- 3.3 Undergraduates Taking Graduate Courses
- 3.4 Graduate Credit for Graduate Students Enrolled in 400-Level Courses
- 3.5 Academic Forgiveness Policy (5-Year Rule)
- 3.6 Repeating Courses
- 3.7 Test Credits
- 3.8 Prior Learning Assessment (PLA)
- 3.9 Continuing Education Units (CEU)
- 3.10 Independent and Directed Study
- 3.11 Certificate Programs

**4. COURSE LOAD**

- 4.1 Undergraduate
- 4.2 Graduate
- 4.3 School of Social Work

**5. REGISTRATION**

- 5.1 Registration Procedures
- 5.2 Pre-registration
- 5.3 Course Registration: Financial Obligations and Aid
- 5.4 Schedule Conflicts
- 5.5 Auditing a Course
- 5.6 Adding or Dropping a Course or Section
- 5.7 Course Withdrawals
- 5.8 Leave of Absence During a Semester, W/L and W/M Grades

- 5.9 Withdrawal from the College (not planning to return)
- 5.10 Interinstitutional Agreement
- 5.11 Joint Registration at Other Colleges

## **6. DECLARATION/CHANGE OF MAJOR, CONCENTRATION OR MINOR**

- 6.1 Declaring or Changing a Major
- 6.2 Exploring Majors
- 6.3 Intended Majors

## **7. GRADING**

- 7.1 General Guidelines
- 7.2 Grading Standards
- 7.3 Grading System
- 7.4 Incomplete Grade (I)
- 7.5 Change of Grades
- 7.6 Grade Point Average
- 7.7 Credit/No Credit (CR/NCR) Option
- 7.8 Mid-Semester Grades (Undergraduate)

## **8. EXAMINATIONS**

- 8.1 Exemption of Seniors
- 8.2 Scheduling
- 8.3 Conflicts
- 8.4 Examination Overload

## **9. ACADEMIC STANDARDS**

- 9.1 Academic Integrity
- 9.2 Course Failure
- 9.3 Time Limitations for Graduation (Undergraduate)
- 9.4 Academic Standing
- 9.5 Dismissal from an Academic Program
- 9.6 Academic Disruptive Conduct

## **10. GRADUATION REQUIREMENTS AND RESIDENCY REQUIREMENTS**

- 10.1 Undergraduate Degrees
- 10.2 Graduate Degrees
- 10.3 General Education
- 10.4 College Writing Requirement and Mathematics Milestone
- 10.5 Awarding of Degrees
- 10.6 Post-humous Degrees
- 10.7 Academic Honors (Undergraduate)

## **11. ACADEMIC GRIEVANCE PROCEDURE (UNDERGRADUATE AND GRADUATE)**

- 11.1 Purpose
- 11.2 Definitions
- 11.3 Procedure for Handling Complaints
- 11.4 Procedure for Handling Student Grievances

11.5 General Provisions

**12. REINSTATEMENT TO THE COLLEGE**

12.1 Readmission Through the Office of Undergraduate Admissions

12.2 Reinstatement to Degree Status through Appeal to the Undergraduate Academic Standing Committee (UASC)

12.3 Reinstatement to Degree Status through Appeal to the Graduate Dean

**13. ATTENDANCE REGULATIONS**

13.1 Student Attendance

13.2 Absence from Final Examinations

13.3 Faculty Absence

**14. CLASS LENGTH AND CANCELLATION**

14.1 Class Length

14.2 Cancellation of Classes

14.3 Scheduling Patterns

**15. FIELD TRIPS**

**16. STUDENT RECORDS**

16.1 Transcripts

16.2 Family Educational Rights and Privacy Act Release Form

16.3 Access to Student Records and Files

**17. ELIGIBILITY FOR PARTICIPATION IN INTERCOLLEGIATE SPORTS**

# 1. ADMISSIONS

## 1.1 Undergraduate Degree Candidates

Admission of all undergraduate degree students is authorized by the Office of Undergraduate Admissions. Students may be admitted as freshmen (traditional, Preparatory Enrollment Program, or performance-based admission), transfers, second-degree candidates, readmitted students or international students. Admissions policy is formulated by the Advisory Committee on Undergraduate Admissions Policy, a Council Committee consisting of faculty, administrators and students. Admission guidelines are reviewed and approved on an annual basis.

### (a) Freshman Admission

[First-Year Admission Policies](#) Traditional Freshmen: Freshman admission is designed for students who possess a diploma from an accredited secondary school or expect to receive one before enrolling at the college and can present substantial evidence of the ability to do college work. This category includes a secondary school program or at least 18 college preparatory units, appropriate level of academic achievement, standardized test scores, essay and counselor recommendation. The majority of students offered admission rank in the top 50% of their graduating class.

Home schooled students whose curriculum is not provided by an accredited correspondence school, must submit scores on any three of the following SAT Subject Tests: Literature, American or World History, Math Level C, Biology, Chemistry, Physics or any foreign language. In lieu of SAT Subject tests, these students may submit scores on the GED (minimum score of 50 required). The admissions decision will be based primarily on test scores.

### Preparatory Enrollment Program (PEP)

#### [PEP Program](#)

The Preparatory Enrollment Program (PEP) serves a select number of first-generation or low-income students who demonstrate the potential for academic success and persistence. Program services support the intellectual and social development of students by providing academic instruction and tutoring, faculty mentoring, a peer support network, workshops, learning communities and individual advising.

Student support services begin during the spring and summer months, prior to freshman year. All students participate in a five-week Spring Pre-College Seminar Series led by Rhode Island College faculty, which exposes and engages students in college-level coursework. During the summer, students participate in a First Year Experience Seminar and attend individual advising meetings with their PEP advisor.

### Performance-based admission (PBA)

Performance-Based Admission (PBA) at Rhode Island College is designed for adult students (at least 20 years old) who have a high school diploma or the GED equivalent, **minimal** or no previous college work (maximum of 12 attempted credits) and

do **not** have traditional freshman admissions credentials (such as SAT scores or a full college preparatory program from high school).

Enrolled students are required to work with an advisor from the Office of Academic Advising (OAA) through their first six college courses. The advisor helps the student with academic choices, college procedures and policies, and other questions that may arise while the student is in the program. Upon successful completion of six courses and a minimum 2.0 cumulative GPA within one year, the student will be "released" from PBA and be considered a regular degree candidate at Rhode Island College.

Project ExCEL (Excellence in College for English Learners)

[Project ExCEL](#) Webpage

Project ExCEL is an academic initiative at Rhode Island College aiming to expand college access for talented bilingual students. Because the process of acquisition of academic English for non-native speakers of English is complex and extends over several years, many highly capable, literate and academically talented advanced bilinguals often do not have all the mainstream English courses required for admission to a four-year college or university. In close partnership with high school and other counselors, Project ExCEL at RIC enrolls bright, accomplished bilinguals with established success in academic subjects and provides them the opportunity to pursue a Rhode Island College degree.

(b) Transfer Admission

[Transfer Admission](#) Webpage

Transfer admission is offered to students who have had a successful college experience at one or more institutions. To be considered for transfer admission, a minimum of 24 earned credit hours in a diversified program of study is required. Transfer students must have a minimum overall grade point average of 2.00 (calculated from all colleges attended) for consideration. Transfer applicants with lower than a 2.0 combined cumulative average may be eligible for the Academic Forgiveness Policy if they have earned credits older than 5 years (See 3.5).

Students with fewer than 24 transferable credits will be evaluated according to the standards for freshman admission.

Transfer credit is usually awarded for courses completed at a regionally accredited college in which the student has achieved a minimum grade of C; however Rhode Island College reserves the right of final judgment on any such decision. Students who have been taking courses at Rhode Island College as non-degree students may qualify for admission as internal transfers, provided they have the requisite number of credits and a meet the transfer admission requirements.

(c) The Joint Admissions Agreement (JAA)

[Partnerships with Other Colleges](#)

[Webpage Webpage](#)

This agreement between the Community College of Rhode Island and Rhode Island College enables students to move efficiently from the associate's degree level to the baccalaureate degree level. JAA plans allow students to graduate from CCRI with an Associate's in General Studies with 60 credits that will be applied directly to a specified bachelor's degree program at Rhode Island College. Students sign up prior to 30 credits at CCRI, they must select an approved JAA Transition Plan, graduate with a minimum of a 2.4 GPA and complete their associates degree within five years of their enrollment in this program. They are required to meet with advisors at CCRI as well as at RIC.

(d) Transfer Minors

[Transfer Minors Webpage](#)

The college has created transfer minors designed primarily for, but not limited to, community college transfer students from CCRI and Bristol Community College who have completed designated associate degree programs. All coursework for the minor will have been completed at the student's prior institution before matriculating as a new student or a readmit at the college. Transfer minors consist of 18-24 credits in a focused field of study for which a minor does not exist at RIC and create a stackable credential for transfer students. The transfer minor will be posted on the student's official RIC transcript as an additional "stackable" academic credential.

(e) Second-Degree Candidates

[Second-Degree Candidates](#) Webpage

Persons holding baccalaureate degrees from regionally accredited institutions may apply to Rhode Island College for a second undergraduate degree. This policy assumes completion of all previous baccalaureate requirements, including general education and a 2.00 cumulative grade point average (higher for some programs). Candidates for a second degree must successfully complete a minimum of 30 semester hours at Rhode Island College, no more than 9 credits of which may be completed as a non-degree student. At least 15 of the 30 hours must be taken in the department of the program or major. A plan of study is developed with the academic advisor as part of the application process and is approved by the chair and dean prior to admission. Course/credit proficiency, field experience, prior learning credit, or transfer credit may not be counted towards the 30-credit-hour requirement. Admission to a second-degree program does not guarantee admission to those programs with a secondary admission process (i.e. education, nursing, social work).

*A Rhode Island College graduate who has received a first Bachelor of Arts (Science) degree from the College may receive a second Bachelor of Arts (Science) degree from the College if the second degree is in a different program of study. The second degree will be indicated on the student's transcript, and the student will receive a diploma.*

(f) Candidates for Readmission or Reactivation  
[Returning to RIC Webpage](#)

Undergraduate degree candidates with at least a 2.0 cumulative GPA who withdraw from the college will be eligible to be reactivated by the Registrar's Office as a degree student without completing a formal application for readmission, unless they have taken courses at another institution during their absence or have course credit(s) more than ten years old.

Undergraduate degree candidates who have been dismissed for academic reasons or who have withdrawn and taken courses at another institution, or have any prior courses which are five years old or older, must apply for readmission to degree status. See 3.5 for 2020 Academic Forgiveness Policy (5-Year Rule).

Students offered readmission or reactivation must resolve all previous financial, disciplinary, or any other holds to be eligible to enroll in classes.

(g) International Students  
[International Students Webpage](#)

For purposes of admission, an international student is defined as a student who is studying or wishes to study in the U.S. on a non-immigrant visa. This definition does not include permanent residents (who can supply a copy of both sides of the resident alien card) or refugees.

The policy of the college is to consider for admission international students who have the appropriate academic credentials and sufficient mastery of English as demonstrated by required acceptable scores on the Test of English as a Foreign Language (TOEFL), Pearson Test of English or International English Language Testing System (IELTS).

Rhode Island College requires all students to have any coursework completed outside the U.S. translated and evaluated by an accredited agency. This includes members of NACES and AICE. A Declaration and Certification of Finances Form is required after acceptance and before an I-20 can be issued. Students must show funds available to cover the cost of one year's tuition, room and board, fees and books.

(h) Admission to Professional Programs

While undergraduate students are admitted to the college on the strength of the high school record (for freshmen) or the college experience (transfer candidates), some majors require a secondary admission process which may have additional requirements.

This includes the following programs: the Bachelor of Fine Arts (B.F.A.) degree in studio

art; music majors (audition required); all programs leading to teacher certification; majors in nursing, social work, chemical dependency/addiction studies, medical imaging majors and medical laboratory science. The admission requirements for each of these majors are listed under the individual departments in the *College Catalog*. The [College Catalog](#) webpage.

## **1.2 Graduate Degree Candidates** [Graduate Admissions Candidates](#)

Graduate students are admitted by the office of the dean which oversees the program. Persons holding a baccalaureate degree who are not candidates for an advanced degree may take some courses in a non-matriculating status. See Graduate Manual at [this link](#).

## **1.3 Non-Degree Undergraduates** [Registration information for Non-Degree Students](#)

Individuals who are planning to apply to the college, pursue an interest, or take a course for enrichment may register for regular college courses but must satisfy all pre-requisites for these courses. Individuals must first create an online user account.

### (a) [Visiting Students](#)

College: Students from other institutions of higher education may attend Rhode Island College on a space-available basis as a non-degree undergraduate.

High School (dual enrollment): High school students may register on a part-time basis as non-degree undergraduates for appropriate courses offered at the college. Interested students should discuss this option with a high school guidance counselor. [Information on Dual-Enrollment](#)

National Student Exchange Student  
[Information on National Student Exchange Student](#)

The National Student Exchange (NSE) Program includes over 190 four-year colleges and universities that allow undergraduate students to study for up to one academic year at a college or university in another part of the United States and several U.S. Territories. The program embraces social and cultural experiences as well as academics, offering an opportunity for further self-exploration and examination of educational objectives. In order to qualify for participation, a student should (1) be a full-time student at the home campus, (2) be in the sophomore or junior year during the exchange, and (3) have a minimum cumulative GPA of 2.50 at the time an application is submitted. NSE for Rhode Island College students is managed by the Office of Academic Advising (OAA).

(b) Rhode Island Teacher Education Program (RITE)  
[Information on Rhode Island Teacher Education Program](#)

Students who hold the baccalaureate degree and who have majored in or completed a substantial amount of course work in an appropriate academic area (see list below) may pursue the secondary education teaching certificate in that area through the RITE program. This is not a degree program, and courses taken in this program cannot be used in any graduate degree program at Rhode Island College. This program is designed so that successful applicants can, in most cases, complete the required course work within four consecutive semesters.

Appropriate academic areas are Biology, Chemistry, English, French, General Science, History, Mathematics, Physics, Social Studies, World Languages (concentration in French, Portuguese, or Spanish, PK / K-12 certification)

(c) Certificate Programs

Rhode Island College offers a variety of certificate programs designed to meet the needs of students, community members, and professionals. Programs range from entry-level workforce development and job skills training through undergraduate and graduate studies. Some certificate programs are eligible for financial aid. Three categories of certificate programs are available (also see 3.11):

Certificate of Undergraduate Studies (CUS)

Certificate of Graduate Studies (CGS)

Certificate of Continuing Studies (CCS)

(d) Early Enrollment Program

[Information on Early Enrollment Program](#)

Through the Early Enrollment Program high school students may take designated Rhode Island College courses in their own high schools, taught by teachers approved by RIC faculty liaisons as EEP Instructors. High school and college credit is earned and posted on a Rhode Island College transcript.

The EEP offers nearly 50 courses for college credit. Nearly 200 colleges and universities accept RIC EEP credit. All EEP courses count towards graduation at RIC, with 90% satisfying a Gen Ed, major or minor requirement. The remainder count towards graduation as elective credit. Students with EEP credit planning to attend elsewhere should contact the college or university to which they intend to apply to determine credit transfer.

#### **1.4 Bachelor's/Master's Early Admission Track**

Early Admission Track programs are identified as programs that allow undergraduate students to earn credits toward a graduate degree upon conditional admission. Rhode Island College undergraduate students may apply after earning a minimum of 60 credits.

Each graduate program with an early admission track sets the application process and admission standards.

Successful undergraduate applicants for the early admission track are conditionally accepted into the graduate program, and may begin taking graduate classes after earning at least 90 undergraduate credit hours. Students who have completed their undergraduate degrees and are in good standing with their graduate program will have their program acceptance changed from conditional to final acceptance.

## **2. ACADEMIC ADVISEMENT**

### **2.1 Responsibilities for Advising**

Academic advisement is crucial to a student's success at Rhode Island College. The college believes that the student and the college share responsibility for the overall success of the advising process.

#### Student Responsibilities

##### [Information on Student Advising](#)

- (a) Students can find their assigned faculty advisor through their MyRIC account or by contacting the department chair of their major. Students who are exploring majors and nursing-intended majors are advised by OAA.
- (b) Each semester, advising holds are placed for all degree students. In order to release their advising hold (for fall and spring registration), students must consult/meet with their academic advisor(s) each semester (except for summer).
- (c) To declare or change a major, students should contact the department chair or program director of their planned major. The chair or program director will assign an advisor. Exploring majors should officially declare a major as early in their academic career as possible, but by no later than 45 earned credits or a registration hold will be placed.
- (d) Rhode Island College email is an official form of communication with students. Students should retain all official documents and communications from the college for future reference.

#### College Responsibilities

- (a) Academic advising is a responsibility of faculty, academic departments and the Office of Academic Advising (OAA).

- (b) Faculty advisors are assigned by and accountable to department chairs or program directors and are available at least during scheduled office hours or by appointment.
- (c) Department chairs or their representatives will have information about degree programs, requirements in specific areas and [General Education](#).
- (d) The institution is responsible for providing timely, accurate, and adequate academic information to students in a variety of formats from MyRIC, the web, email, printed materials and advisors.
- (e) The institution, through the Registrar's Office, is responsible for monitoring student progress and reporting on that progress to students. Transcripts and academic requirement reports are available to students, faculty and departments through MyRIC. In addition, the grades of all new undergraduate students and current students with academic deficiencies are reported to OAA.
- (f) Initial advising of entering undergraduate students takes place during orientation in conjunction with OAA. Subsequent advising of degree students is the responsibility of the academic departments/programs and OAA for exploring majors and nursing- intended majors.

## **2.2 Resources for Advising**

- (a) Faculty Advisors
  - i.* All matriculated undergraduate students who have declared a major are informed of the advising process at the orientation program and subsequently assigned an advisor by the department.
  - ii.* Students who do not attend orientation will be assigned an advisor by the major department.
  - iii.* Students in secondary education are assigned an advisor in their major department as well as in Educational Studies.
  - iv.* All matriculated undergraduate students are assigned a faculty advisor in the department of their declared major.
  - v.* Undergraduates who are Exploring majors and nursing intended majors are advised by OAA.
  - vi.* All new graduate students are assigned an advisor by the department in which their program is located when they are recommended for acceptance.

- (b) Office of Academic Advising (OAA)  
[Webpage for Office of Academic Advising](#)

OAA provides academic advising for students for Exploring majors and nursing intended and academic support services including the Writing Center, Math Learning Center, learning and study strategies designed to promote student success.

- (c) *Rhode Island College Catalog*  
[Information Page for RIC College Catalog](#)

The online college catalog contains descriptions of undergraduate and graduate academic policies as well as outlines of degree requirements and course descriptions. Students are encouraged to read the *College Catalog* carefully. Students are normally bound by the requirements in force when the student enters degree candidacy. College catalogs back to 2005 are available online the link above. Every effort is made to ensure that the *College Catalog* is as complete and accurate as possible at the time of publication; however, notice should be taken of the following disclaimers that are included with the publication:

*"This catalog was prepared on the basis of information available at the time of publication. Therefore, specific statements concerning fees, dates, course offerings, admission requirements, financial aid practice and policies, graduation requirements, and other procedures or policies may be subject to change without notice."*

*"Each step of the educational process, from admission through graduation, requires continuing review and appropriate approval by college officials. The college, therefore, reserves the right to change the requirements contained in this bulletin, to determine whether a student has satisfactorily met the requirements for admission or graduation, and to reject any applicant for admission for any reason the college determines to be material to the applicant's qualifications to pursue higher education."*

- (d) Semester Course Offerings  
[Bulletin](#)

Students may view course offerings through Class Search in MyRIC. Before each term, the college publishes an online bulletin listing the course offerings available in the Course Bulletin.

- (e) State Transfer Website  
[Transfer Admissions Webpage](#)

The RI Transfers website, published online by the Office of Postsecondary Education [at this webpage](#) contains the policies for articulation and transfer agreed to by RIC, CCRI and URI as well as a number of other colleges and universities. The *Guide* includes procedures relating to articulation between programs and transfer of students from one college or university to another. In addition, the guide is designed to show students how courses offered at CCRI are accepted at RIC and URI and *vice versa*. The site also shows articulation for AP and CLEP tests.

CLEP and AP equivalencies and which satisfy General Education requirements can be found on [RIC's Prior Learning Assessment webpage](#).

(f) Joint Admissions Agreement (See Section 1.1 (b)  
Advising for JAA students is coordinated by OAA.

(g) Academic Rhode Maps  
[Rhode Maps for all Undergraduate Majors](#)

All majors have an Academic Rhode Map outlining the requirements for the major as well as a recommended semester-by-semester plan for completing the major and degree.

(h) General Education Program  
A description of the college's general education requirements can be found at the [General Education](#) webpage.

### **3. COURSE CREDIT -- USES AND TYPES**

A student shall receive credit only for a course in which that student has been properly registered through the add period.

#### **3.1 Transfer Credits Earned Prior to Matriculation at Rhode Island College** [Transfer Credits](#)

Transfer credit is usually granted for courses completed at a regionally accredited institution in which the student has achieved a grade of 2.0 (C) or better; however, Rhode Island College reserves the right of final judgment on any such decision. In some cases, credits transferred from other institutions may count as elective credit at Rhode Island College but may not necessarily be applied toward the student's major, minor, or general education requirements. Official transcripts for credits earned prior to matriculation at Rhode Island College must be submitted to the Office of Undergraduate Admissions at the time of application in order to be considered for transfer credit.

- (a) Courses presented for transfer from colleges other than Rhode Island College become part of the student's permanent record, but no grades or quality points are assigned. These courses are not used to determine the grade point average. *If an equivalent course transferred from another institution is repeated at Rhode Island College, the student will lose the original transfer credit.* (Approved 3/09)
- (b) Degree credit may be earned through other means as outlined in the *College Catalog* and administered through the Admissions Office, Registrar's Office (for CLEP credit) and the offices of the academic deans. (See Sections 3.7 and 3.8.)

### **3.2 Credits Taken at Other Institutions After Matriculation at Rhode Island College**

#### [Authorization Credit Form](#)

A student desiring to receive credit towards graduation for courses taken at other institutions must, *before the work is undertaken*, have these courses approved by the chair of the department in which credit is sought. The student must submit an *Authorization of Credit Form* to the Registrar's Office prior to the beginning of the course. Credit for courses taken at other colleges will be treated as transfer credits (See Section 3.1).

To obtain transfer credit, a student must arrange to have an official transcript sent to the Rhode Island College Registrar's Office from the institution that offered the course.

### **3.3 Undergraduates Taking Graduate Courses**

Undergraduates may enroll in graduate courses when:

- (a) The student has completed a minimum of 90 credits, and
- (b) A sufficient number of upper-level undergraduate courses in the major is completed, and grades in the preparatory coursework reflect readiness for graduate study.
- (c) The student has been accepted into a bachelor's/master early admission track and has earned at least 90 undergraduate credit hours.
  - i. Undergraduates who have been admitted to a bachelor's/master's early admission track are exempt from 3.3 (a) and (b). These students will be allowed to take a maximum of 15 graduate credits while completing their undergraduate studies, of which up to 9 graduate credits may also count in fulfillment of the undergraduate major program, depending upon that undergraduate program's policy for allowing credit for graduate courses. Graduate credit may not count toward undergraduate minors.
  - ii. Undergraduates who are not admitted to a bachelor's/master's early admission track and who intend to enroll in graduate courses for undergraduate credit must obtain the approval of the course instructor, the department chair, program director and the appropriate dean. The School of Social Work does

not allow undergraduate students to take their 500-level courses.

- iii.* In the event that the per-credit cost for graduate courses exceeds the general fee that the student pays as a full-time undergraduate student, the student shall pay the excess.
- iv.* Undergraduates are not admitted to 600-level courses.
- v.* Graduate courses cannot be counted for credit in satisfaction of both an undergraduate and graduate degree requirement, unless the student has been accepted into a bachelor's/master's early admission track. See policy on bachelor's/master's early admission track programs for credit limits.

### **3.4 Graduate Credit for Graduate Students Enrolled in 400-Level Courses**

Any graduate student enrolled in a 400-level course will be given graduate credit for that course. However, the matter of the applicability of such credit toward an individual student's graduate program rests with the advisor. Normally, not more than three 400-level courses may be included in a graduate student's approved Plan of Study.

### **3.5 Academic Forgiveness Policy (5-Year Rule)**

The Academic Forgiveness Policy allows a fresh start for former undergraduate students from Rhode Island College or elsewhere who have had a minimum of 5 consecutive years absence from RIC and wish to return to complete a first bachelor's degree. The older credits will be evaluated under the college's current transfer model. When the policy is applied, all courses and grades will remain on the student's transcript, but the cumulative GPA will be recalculated and reset.

Courses which are at least 5 years old in which the student earned a grade of "C" or higher will be awarded elective credit or, if appropriate, general education credit. Upper level courses will be reviewed/evaluated by the department chair of the student's major/program who determines if the course(s) may still be applied to the student's program or must be repeated (i.e., change in body of knowledge, etc.). Programs with a secondary admission process are allowed to calculate grades from older courses and may require students to repeat those courses.

At the discretion of the undergraduate admissions office, college credit may be evaluated for academic forgiveness prior to admission or readmission to the college.

Upon application of the Academic Forgiveness Policy:

1. A notation of "Academic Forgiveness" will be recorded on the student's transcript.
2. Courses previously earned at Rhode Island College that are five years or more years older with grades of C-, D-, D, D+, F will not be used/counted for credit

towards graduation or in GPA calculation.

3. Cumulative GPA will be reset to 0.00, calculating only those grades earned following the application of academic forgiveness.
4. All prior grades and courses will remain on the student's academic record and transcript.
5. Once enacted, the reset GPA cannot be reversed.
6. Students with credits that are five years or older could opt not to have the 5-year rule applied (especially in cases where Gen Eds were completed) as long as the student still meets the minimum cumulative grade point average of 2.0 required for admission or readmission to the college.
7. Academic Forgiveness may not be applied to a second bachelor's degree.

Credits awarded by another college through special proficiency procedures are evaluated on an individual basis.

### **3.6 Repeating Courses**

[Registrar's FAQ](#)

- (a) Undergraduate courses may be repeated only once. This policy applies to courses taken for undergraduate credit unless subject to restrictions within undergraduate programs. Any non-academic withdrawal grades do not count as a repeat. Students should review the Graduate Studies Policies and Procedures Manual for rules on repeating graduate courses or courses taken for graduate credit.
- (b) When a course is repeated, whichever grade is higher (original or repeat) will be calculated in the cumulative grade point average. In order for the GPA to be adjusted, courses must be repeated at Rhode Island College. Any previous attempts at the course, and the grades earned, will remain in the transcript.
- (c) A student who wishes to enroll in a course for a third time must appeal to the Undergraduate Academic Standing Committee (UASC) prior to registering for the course. If the UASC approves the second repeat, the grade from the second repeat, if higher, replaces the previous attempts in calculating the GPA. The decisions made regarding repetition of courses by the Undergraduate Academic Standing Committee is final and cannot be appealed.

The form is available at this [link](#).

- (d) Once students have graduated, the undergraduate academic transcript is sealed and courses taken beyond this point will not impact a student's undergraduate GPA.

### **3.7 Test Credits**

Students may increase their opportunities to pursue advanced work or may earn credits toward graduation through appropriate scores on College Level Examination Program examinations ([CLEP tests](#)) which are administered by the College Board. A minimum

score of 50 is required for RIC credit. CLEP scores must be submitted to the Registrar's Office in order to be posted to the student's transcript. CLEP credit is considered test credit and does not count towards the college's residency requirement.

### **3.8 Prior Learning Assessment ([PLA](#))**

The college has a procedure for granting undergraduate credit for prior college-level learning achieved through experience, such as workplace learning or armed service-sponsored training, community service, self-education, law enforcement training, relevant work assignments or artistic development. Credit will be granted only for documented learning that is clearly germane to the student's degree program, not for experience per se. The basis for granting credit will be a portfolio of documentation prepared by the student with the guidance of the related academic department.

- (a) Students who took any Advanced Placement tests (AP) in high school and earned a score of 3 or higher receive credit from Rhode Island College. AP scores should be submitted at the time a student applies to the college. If you did not request that your AP scores be sent to Rhode Island College when you first applied, you can [request your scores](#).
- (b) Students with military experience may be awarded additional college level credit for training and educational opportunities. The college accepts ACE credits documented in Joint Services Transcripts (JTS) and other related military documents classified as upper-level baccalaureate. See [Military Training](#).
- (c) Students with documented [Law Enforcement](#) related training may receive credits as outlined on the prior learning assessment webpages.
- (d) Students applying to the technology education program who have completed a NOCTI Workplace Competency Credential will be awarded 23 elective credits. Contact the undergraduate admissions office.

### **3.9 Continuing Education Units (CEU)** [Continuing Education Webpage](#)

The College offers non-credit continuing education experiences in which the participants may earn continuing education units (CEU). One CEU is earned through ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction. CEU's provide a way for adults, especially those in the professional and technical occupations, to accumulate, to update, and to transfer a record of their educational experiences in non-credit activities. Students who wish to enroll in an educational experience offering continuing education units may range from an adult who has not finished high school to someone who has an advanced degree.

Continuing education units may not be changed to academic course credits, and CEU's do not count as credit toward an undergraduate or graduate degree.

### **3.10 Independent and Directed Study**

Guidelines for the administration of courses in independent or directed study are as follows:

- (a) Faculty seeking to supervise independent studies may do so only with the prior approval of the department chair and appropriate dean.
- (b) Students seeking to take independent study should complete an *Application for Independent Study and/or Directed Study Form* available [at this link](#). If the instructor and department chair approve, the application shall be forwarded to the appropriate dean along with a copy of the faculty's course assignments and load credit for both semesters of the academic year.
- (c) *Normally*, students shall complete an application for independent study by November 15 for the subsequent spring semester or April 15 for the subsequent summer sessions or fall semester.
- (d) undergraduate student shall be permitted more than three or four credit hours of independent study per semester nor a total of more than six credit hours toward the total credits needed for the degree, except for programs where independent study is part of the degree plan.
- (e) Independent study may be offered on topics for which the department does not have a course offering or to provide for a required course which is not offered when necessary for the timely graduation of the student.
- (f) Ordinarily, independent study courses will be offered to undergraduates in the department of their major and to graduate students only in degree programs and in the department or field of that degree program.
- (g) Independent study is appropriate only for students with outstanding academic records and clear evidence of an academic interest that cannot be met in the traditional course structure. Normally, the independent study must be required in the student's program.

### **3.11 Certificate Programs**

- (a) Certificate definition and nomenclature

All certificates at Rhode Island College be categorized as Certificate of Continuing Study (CCS), Certificate of Undergraduate Study (CUS), or Certificate of Graduate

Study (CGS). Note: The Certificate of Advanced Graduate Study (C.A.G.S.) is a graduate degree and is not included in this category. All new certificate programs are required to identify their category, and all existing certificate programs are classified according to this taxonomy. These designations should appear in the college catalog and certificate program websites.

- i.* Certificate of Continuing Studies (CCS): Primarily for non-degree students, where the certificate components consist primarily of courses and/or workshops earning credits not associated with undergraduate or graduate programs at RIC, such as Continuing Education Units (CEUs), college outreach program credit, etc. Admission and retention requirements for most CCS programs are minimal. These certificates typically provide professional development, vocational training, or personal enrichment.
- ii.* Certificate of Undergraduate Studies (CUS): Primarily for undergraduate-level students, where the certificate components consist mostly of RIC undergraduate-level courses. Admission and retention requirements are significant. These certificates typically provide applied academic and/or professional training.
- iii.* Certificate of Graduate Studies (CGS): Primarily for post-baccalaureate-level students, where the certificate components consist mostly of RIC graduate-level courses. Admission and retention requirements are extensive. These certificates typically provide advanced applied academic and/or professional training.

(b) Certificate Program Review

Certificates and minors will not be awarded for the same course work. CUS and CGS programs be reviewed and approved like all other academic programs. CCS programs undergo review by associated and affected academic units, deans, VPAA, and President.

(c) Certificate Program Requirements

**Note:** 16 credit hours are required in CUS programs for the student to be eligible for financial aid; 8 hours are required in CGS programs for the student to be eligible for financial aid. Students in CCS programs are not eligible for financial aid; however, third party tuition assistance for certain CCS programs may be available.

All CCS, CUS, and CGS requirements normally must be completed at Rhode Island College. Departments will provide a list of courses (on a case-by-case basis) that may be substituted for courses already completed at other institutions.

- i.* Certificate of Continuing Studies (CCS): The CCS certificate program will be composed of courses and/or workshops totaling at least 3 CEUs (at least 30 contact hours). The completion requirement for the certificate typically includes a minimum of contact

hours, but other or additional requirements may be specified.

- ii.* Certificate of Undergraduate Studies (CUS): The CUS certificate program will be composed of at least 15 credit hours, primarily consisting of existing RIC courses. The completion requirement for the certificate is typically a 2.0 or greater minimum cumulative GPA unless otherwise specified.
- iii.* Certificate of Graduate Studies (CGS): The CGS certificate program will be composed of at least 15 credit hours, primarily consisting of existing RIC courses at the 500-600 level. The completion requirement for the certificate is typically a 3.0 or greater minimum cumulative GPA unless otherwise specified.

(d) Certificate Program Registration, Transcription, and Graduation

- i.* Certificate program coordinators for CUS and CGS students will notify the Registrar's Office when a student is admitted to a certificate program. CUS or CGS students who are not matriculated will be recognized and coded as non-degree students. The Registrar's Office will establish and use uniform certificate coding procedures.
- ii.* Students completing CUS or CGS programs will have the certificate requirements and the certificate awarded noted on their transcript. They will also receive printed certificates and be acknowledged on appropriate websites by the coordinating department. The coordinating department will track student progress and notify students of impending program completion.

(e) Other Certificate Academic Policies

- i.* Undergraduate and graduate courses completed for certificate program credit prior to admission to graduate and undergraduate programs will be applied to those programs according to policies outlined in the Graduate Studies Manual and/or college catalog. Exceptions to this must be stated in the program design and approved by the appropriate authorizing body.
- ii.* Matriculated students may earn certificates except when specifically prohibited.
- iii.* Matriculated students may earn a certificate *or* a minor in a field, but not both.
- iv.* Standard college tuition and fees will apply to all students for college credit bearing courses used in certificate programs.

## **4. COURSE LOAD**

### **4.1 Undergraduate**

Full time status is defined as students who enroll for 12 or more credit hours during the fall or spring semesters. *Normally*, no student shall be permitted to enroll for more than 18 credit hours in the fall or the spring semester. Maximum course load during the summer is eight credit hours per summer session, or a total of 16 credit hours combined in the two summer sessions. Any exception to exceed the stated limit must be approved by the appropriate dean of the student's school (based on major) or for majors in the Faculty of Arts & Sciences (FAS) and the Feinstein School of Education & Human Development (FSEHD), the associate dean. Students should make the request via email (FSEHD also has a form students must complete). It is helpful if students first discuss an overload plan with their faculty advisor.

## **4.2 Graduate**

In order to be considered full-time, graduate students must register for at least nine credit hours during a fall or spring semester or six credit hours during a summer session, except as indicated below. Any student registered for fewer credit hours is considered part-time. Maximum loads are fifteen credit hours per semester and eight credit hours per summer session.

Students holding appointments as graduate assistants normally register for nine credits, but may register for a minimum of six credits and still be considered full-time. However, such students may not register for more than twelve credits without prior permission from the appropriate academic dean.

## **4.3 School of Social Work**

[School of Social Work Homepage](#)

The School of Social Work has special course load and residency requirements. Contact the school for complete information.

# **5. REGISTRATION**

## **5.1 Registration Procedures**

[Information on Registration](#)

The Registrar and the Registrar's Office staff are responsible for the administration of the registration procedure for class enrollment. Registration appointment times are posted in students' MyRIC accounts for degree students and nondegree students who have created a user account Information regarding tuition, fees and payment arrangements is available online at [this link](#) or by contacting the Bursar's Office.

(a) Degree Candidates (Undergraduate and Graduate)

Degree candidates are assigned a specific time to register and will not be allowed to register before their assigned time.  
Registration appointment times for degree students are posted in their MyRIC accounts.

(b) Non-degree Students (Undergraduate and Graduate)

Non-degree students, both undergraduate and graduate, register later than degree students for spring, summer and fall semesters. Registration dates for non-degree students are posted online in the college's academic calendar and in MYRIC for non-degree students who have created an online account.

## 5.2 Pre-registration

Some departments may offer early registration for their courses. This procedure is usually restricted to departmental majors and allows students to enroll before the normal registration period. Departments will notify students of pre-registration opportunities if they exist. Students, however, must still register at their designated time for course work outside their major.

## 5.3 Course Registration: Financial Obligations and Aid

Academic credit, degrees, grade reports, and transcripts are not granted to students who have not fulfilled all financial obligations to the college.

- (a) Students who have past due balances greater than \$1000 will have a registration hold placed by the Bursar's Office. The Bursar's Office will attempt to assist the students depending on the balance and their ability to pay (students offered financial aid should refer to Section 5.4(c). If a student's registration is cancelled due to non-payment and the student then makes the necessary payment, there is no guarantee that they will be able to re-register for the same course(s) and/or section(s) from which they were dropped.
- (b) Students who are offered financial aid awards to cover the cost of tuition and fees will receive an electronic aid package. Students who decline the aid award (and, therefore, are liable for the tuition and fees themselves) will not have their registrations canceled by the college at the time the aid is declined. The student's responsibility in this case is to drop all courses which will not be paid for by financial aid or by the student. Students who fail to drop courses will be subject to a failing grade.

## 5.4 Schedule Conflicts

- (a) Students may not register for courses with overlapping meeting days/times or schedule a course in any manner that renders full attendance in each course impossible. In rare instances, to ensure a student's ability to complete their program of study in a timely manner, a course

substitution may be allowed. If a required course is not offered when a student needs it to make academic progress or to complete their degree requirements, the student shall consult their academic advisor regarding the substitution of an equivalent course. Upon recommendation of the advisor, acceptability of the substitution shall be determined by the department chair or program director based on the course content and/or learning outcomes.

- (b) Course substitutions may also be considered on the basis of non-scheduling, extenuating circumstances. Recommendation and acceptability of the substitution shall be determined by the department chair or program director.
- (c) In rare cases, when an equivalent course substitution cannot be made, the program or department may waive a course/requirement to ensure a student's ability to complete their program of study in a timely manner. As specified in (e), the student must still complete all other requirements for the degree including number of credits.
- (d) Students requesting a substitution or waiver on the basis of disability should first contact the Center for Disability Access to engage a request for accommodation. If eligible for a substitution or waiver on the basis of disability, the Center for Disability Access will work with the department chair or program director to identify alternatives.
- (e) Students requesting a substitution or waiver on the basis of pregnancy should first contact the Office of Institutional Equity to engage a request for modification. If eligible for a substitution or waiver on the basis of pregnancy, the Office of Institutional Equity will work with the department chair or program director to identify alternatives.
- (f) Even in the case of approved course substitutions and/or waivers, the student must complete all other requirements for awarding of the degree, including number of credits and GPA requirements. If there are additional requirements for program completion and/or degree completion that are dictated by accreditation and licensure standards, these cannot be amended.

Review and approval of substitutions and/or waivers for general education requirements for all students, including Bachelor of Professional Studies students, shall be completed by the Associate Dean of the Faculty of Arts & Sciences. Review and approval of all substitutions and/or waivers for academic program requirements for all students including Bachelor of Professional Studies students shall be completed by the department chair or program director of the student's academic program.

Approved substitutions, or waivers, will be sent to the Registrar's office for entry in the student's academic record and degree audit and copied to the Dean's office of the appropriate school.

## **5.5 Auditing a Course**

- (a) By auditing, a student participates in a course without receiving credit or having the grade point average affected. Auditing requires the permission of the instructor and of the appropriate department chair, who together determine the student's responsibility to the course. A course may be audited only if registration for it has not been closed. Preference must go to those enrolling for credit.
- (b) During the first two weeks of a semester, a course may be added for audit -- and no late registration fee charged -- or changed from audit to credit through the regular Add/Drop procedures. After that time and up to mid-term, a course may be changed from credit to audit. The course, in the latter instance, must be dropped for credit and added for audit.
- (c) Full-time undergraduate students may register as auditors without paying additional fees. Part-time students and nondegree students pay the full per-credit fee. Any refunds will be made only at the student's request and according to the standard college refund schedules.
- (d) Under no circumstances will audited courses be counted for credit toward a degree. NOTE: No student may receive credit for a course for which the student is not officially registered ("sitting in" on a class does not constitute official registration).

## 5.6 Adding or Dropping a Course or Section

### [Related Information on Refunds](#)

- (a) Before the Start of a Semester  
A student may add or drop courses or sections using MyRIC. No consultation or permission is required, but consultation with an advisor and/or the instructor is encouraged. Dropping a course(s) may impact financial aid, scholarships (including HOPE eligibility), eligibility for athletics and/or veterans benefits. No transcript record of enrollment will be maintained for courses dropped during this period. Note: Students in the Bachelor of Professional Studies (BPS) program do not have an add period and have a shortened drop period as listed in the BPS Academic Calendar each semester.
- (b) During the Add/Drop Period  
The first two weeks of the fall and spring semesters constitutes the Add/Drop Period. During the first week (7 calendar days), students who wish to change their registration by adding or dropping a course section may do so using MyRIC. No consultation or permission is required, but consultation with an advisor and/or the instructor is strongly encouraged. No transcript record of enrollment will be maintained for courses dropped during this period.

During the second week (7 calendar days) students are able to add a course only with prior consultation with the instructor and with the approval of the department chair (Amended 5/18). Registration ends at the conclusion of the add period.

Exceptions for individuals requesting registration thereafter may only be processed by

the Registrar by permission of the Dean following the approval of the course instructor and department chair.

Faculty and students should be sent an email three days prior to the last day of the add period to remind them that the last day of the add period is the final day to register for classes, and that after the conclusion of the add period students should not attend nor should faculty allow students to attend classes in which students are not registered.

During the second week students are able to drop a course using MyRIC without approval. No transcript record of enrollment will be maintained for courses dropped during the two-week Add/Drop period. Students are not financially responsible for courses dropped during this period.

- (c) After the two-week Add/Drop Period students may not withdraw themselves. Faculty may approve and submit a grade of W up until 2 weeks following the due date for midterm grades (deadline date for Ws appears in the academic calendar) after which a regular letter grade must be assigned. A W grade may no longer be assigned as a final grade.

## **5.7 Course Withdrawals**

Course withdrawals have potential impact on a student's time to degree, cost of degree, financial aid, scholarships (including HOPE eligibility), eligibility for athletics and/or veterans benefits. Students are strongly encouraged to meet with their instructor and advisor when considering withdrawing from a course. Please note that a course withdrawal occurs after the add/drop period and is not considered a "drop". For the Add/Drop policy, please see article 5.6 in MAPP).

- (a) Students may withdraw from a course using the [Course Withdrawal Form](#) which requires the student's signature. Please refer to the Academic Calendar to see the course withdrawal deadline.
- (b) Students seeking a course or semester withdrawal for extenuating non-academic reasons (medical, and/or call to active duty,) should be referred to the Dean of Students. For situations involving disability accommodations or pregnancy modifications, the Dean of Students Office will collaborate with the Center for Disability Access and the Office of Institutional Equity (Title IX Coordinator) to ensure appropriate options and processes.
- (c) W grades count as an attempt when repeating courses (see Section 3 for Academic Forgiveness Policy and Repeating Courses).
- (d) Once the course withdrawal form is processed, a W grade will be assigned. Faculty may not assign a W as a final grade.

(e) Students may request disability-related accommodations from the Center for Disability Access if needed to facilitate equal educational opportunities in the course withdrawal (for academic reasons) process whether related to an extension for disability-related circumstances or access to supports.

## **5.8 Leave of Absence During a Semester, W/L and W/M Grades**

Taking a leave of absence, and withdrawing from courses, can have a significant impact on a student's financial aid, HOPE scholarship eligibility, athletic eligibility, veteran or military benefits, and time to degree completion. Students are strongly encouraged to meet with their academic advisor along with other appropriate college staff to discuss and understand all potential impacts before requesting a Leave of Absence.

Students seeking to withdraw from all courses for nonacademic reasons (such as personal reasons, pregnancy, medical issues, or active military duty) may submit a request for a leave of absence up until the last day of classes according to the academic calendar. In order to qualify for a leave of absence, students must plan on returning to the college and have documentation to support their reason for the request (except as otherwise allowable by state or federal policy). Students may initiate the request by completing the Leave of Absence form found at [this link](#).

Students completing the Leave of Absence form are required to attest they understand the potential impacts of their request and confirm that they have accessed all applicable resources prior to form submission. The Dean of Students will review all Leave of Absence requests in collaboration and consultation with appropriate college officers. If the request is approved, the student will be withdrawn from all courses and a grade of W/L will be assigned. The W/L grade is not calculated in the student's GPA nor is it counted as a course repeat.

Students may be on Leave of Absence for up to 3 semesters. Students not returning in the subsequent semester will be subject to the College's withdrawal, readmission, and/or reactivation policies depending on the duration of the absence (see section 12).

## **5.9 Withdrawal from the College (not planning to return)**

Withdrawing from the College can have a significant impact on a student's financial aid, HOPE scholarship eligibility, athletic eligibility, veteran or military benefits, time to degree completion, and enrollment in their academic program. Students are strongly encouraged to meet with their academic advisor along with other appropriate college staff to discuss and understand all potential impacts before requesting a withdrawal.

### **Official Withdrawal Process**

Students who wish to withdraw from the college (from all classes), and do not plan on returning, must complete the official withdrawal process prior to the course withdrawal

deadline. This process should be completed before withdrawing from courses in order to protect the student's records and facilitate readmission. Students who wish to withdraw from all courses and who plan on returning to the college, should be advised to complete the Leave of Absence process (see section 5.7). Students who wish to withdraw from all courses due to personal, pregnancy, disability, military, or medical reasons should consult with the Dean of Students Office who may recommend consultation with the Center for Disability Access or Office of Institutional Equity (Title IX Coordinator), as appropriate.

The College Withdrawal form can be found at this [link](#). Students completing the college withdrawal form are required to attest they understand the potential impacts of their request and confirm that they have accessed all applicable resources prior to form submission. The Registrar's Office will process the withdrawal, collaborating with other offices as appropriate, especially if the student receives financial aid, lives in a residence hall, is requesting a refund or is managing a past due balance.

Students who complete the withdrawal process within the add/drop period will not have any grades on their RIC transcript. No record of the courses will appear on the transcript if the student withdraws before the end of the add period Those completing the process after the add/drop period will have W grades on their transcript.

Students who may wish to return to RIC at a later date will be subject to any current reactivation or readmission policies (see Section 12).

## **5.10 Interinstitutional Agreement**

To provide an opportunity for RIC degree students to take courses at one of the other public state institutions (URI or CCRI), without the payment of additional tuition, the following Interinstitutional Agreement regulation has been established by Rhode Island Board of Education:

*"Any full-time student matriculated at one of the public institutions of higher education in Rhode Island may enroll for a maximum of seven (7) credit hours of his/her full-time schedule per semester for study at one of the other public institutions at no additional expense. Each institution will determine and maintain the integrity of the degree to be awarded. Students will be subject to the course selection process applicable at the receiving institution. Summer session and continuing education registrants are not covered under this program."*

The form for interinstitutional study may be found here: [Interinstitutional Study Application](#) In addition to this form, students must also complete in advance, the [Authorization of Credit Form](#)

## **5.11 Joint Registration at Other Colleges**

Providence College and Rhode Island College agree to accept each other's students for enrollment in specific courses under the following conditions:

- i.* The student must present written approval from the department chair of the college in which he/she is primarily enrolled and must obtain approval by both the appropriate department chair and course instructor of the college in which the student seeks enrollment in specific courses.
- ii.* Each college retains the right to review the credentials of any students seeking enrollment in specific courses and to interview the student, if appropriate.
- iii.* Each college shall pay the other the normal tuition for each student enrolling in a specific course. Rhode Island College students must reimburse Rhode Island College for the difference between the cost of tuition at Rhode Island College and that of Providence College.
- iv.* Rhode Island College students need to complete the Authorization of Credit Form located at [this link](#).

## **6. DECLARATION/CHANGE OF MAJOR, CONCENTRATION OR MINOR**

Every Rhode Island College student is expected to matriculate into a degree granting academic program prior to earning 60 credits. It is critical for timely and successful degree progression that students declare a major, along with concentrations (as applicable), and minors as early as possible.

### **6.1 Declaring or Changing a Major**

Students seeking to add a new, or change an existing, major, minor, or concentration should speak with their academic advisor to understand how these changes may impact academic progress and time to degree. Students should contact the department chair or program director of their desired major, minor, or concentration to make any changes.

### **6.2 Exploring Majors**

Exploring majors must declare a major by the time they have earned 45 credits (includes all earned, transfer, and test credits). Students without a declared major will have a registration hold placed.

### **6.3 Intended Majors**

Students may not be in an Intended Major beyond 60 earned credits (including transfer and test credits). In rare cases, incoming transfer students transferring in with 60 or more credits may remain in an intended major for up to two semesters based on an exception allowed by their intended academic department.

## **7. GRADING**

## 7.1 General Guidelines

- (a) Faculty have the responsibility for providing students, on a regular basis, with information regarding their performance in courses.
- (b) Semester grades are reported by the instructor through the online MyRIC system. The schedule of dates when grades are due appears in the academic calendar.
- (c) Mid-semester grades **must** be reported for all undergraduate students.
- (d) Faculty members who terminate their employment at Rhode Island College are requested to post midterm and/or semester grades before leaving.

## 7.2 Grading Standards

[Registrar Office: Grades & Standards Info](#)

- (a) The grade assigned in any course should represent the instructor's considered judgment of the degree to which the student has achieved the goals of the course. In most cases this means the degree of mastery attained in specified subject matters or skills.
- (b) Various methods -- examinations, papers, oral reports, experiments, and participation in discussion -- are commonly used by instructors as means of determining the student's degree of mastery. Attendance or absence may be used for such a purpose if students are so informed in the course syllabus provided by the instructor.
- (c) Each instructor shall provide a syllabus to each student in each course at the beginning of the course. It shall effectively inform the students of their responsibilities with respect to attendance, participation, reading, writing, examination, and other means of evaluation for the course. Syllabi are the intellectual property of their creator. Faculty must submit their syllabi to the Department Chair for each course each semester for archiving and should post their syllabi in the Learning Management System. Department chairs shall periodically review syllabi for completeness and clarity. At minimum, the syllabus must include:
  - Course #, Title, Number of credits, Location
  - Term/Year
  - Course instructor, instructor's email, phone, office location, and office hours
  - Course description (catalog)
  - Student learning outcomes
  - Course materials and/or textbooks

- Assignments and assessments
- Grading and grading policy
- Course schedule
- Policies and procedures
  - Attendance
  - Participation
- Disability accommodation statement or [this link](#) to Center for Disability Access
- Title IX statement or [this link](#) to Office of Institutional Equity

The Faculty Center for Teaching and Learning maintains a library of resources for syllabi development, including sample syllabi, information about learning outcomes, sample disability and other statements, course design, and assessment.

### 7.3 Grading System

#### (a) Grades

For each student in each academic course, one of the following grades is to be reported by the instructor:

<i>A</i>	4.00 grade points per semester hour
<i>A-</i>	3.67 grade points per semester hour
<i>B+</i>	3.33 grade points per semester hour
<i>B</i>	3.00 grade points per semester hour
<i>B-</i>	2.67 grade points per semester hour
<i>C+</i>	2.33 grade points per semester hour
<i>C</i>	2.00 grade points per semester hour
<i>C-</i>	1.67 grade points per semester hour
<i>D+</i>	1.33 grade points per semester hour
<i>D</i>	1.00 grade points per semester hour
<i>D-</i>	0.67 grade points per semester hour
<i>F</i>	No grade points
<i>W</i>	Withdrawn with permission; no credit and no grade points; disregard in computing GPA (see below)
<i>I</i>	Incomplete; no grade points (see below). Incomplete grade turns to an F at the end of the Incomplete timeline if a change of grade has not been issued.
<i>CR</i>	Passing grade (any grade higher than F) in a course in which the student is enrolled on a credit/no credit basis; credit earned is not computed in the GPA
<i>NCR</i>	No Credit earned - not computed in GPA
<i>H</i>	Honors credits earned - not computed in GPA
<i>S</i>	Satisfactory credits earned - not computed in GPA
<i>U</i>	Unsatisfactory; no credit earned - not computed in GPA

*AUD* Notation used for course which was audited: no credit earned - not computed in GPA

(b) Explanation of Some Grades

Other forms of W

W/L Withdrawn with approval (Used for administratively approved leave of absence or course withdrawals) - no credit and no grade points; disregard in computing GPA (see Section 5.7(a)). A W/L does not count as an attempt.

## 7.4 Incomplete Grade (I)

This policy applies to undergraduate students. Graduate students should consult the Graduate Studies Manual.

If circumstances beyond the student's control prevents them from completing assignments or from taking a final examination before the end of a course, a student can request an Incomplete. A student may request an Incomplete if they have participated consistently in the course and completed approximately two-thirds of the course. The remaining work should be reasonable for the student to complete by the required deadline. Incomplete grades can only be assigned in those cases where it is mathematically possible to pass the class by completing the missing work (except where otherwise required by state and federal policy).

Except where otherwise required by state and federal policy, the faculty member retains the right to make the final decision on granting a student's request for an "I" providing the student meets the provisions above, even though the student may meet the eligibility requirements for this grade.

An incomplete is not counted in the determination of academic standing, however, it is counted in attempted credits and may have an impact on eligibility for financial aid, scholarship opportunities (including HOPE), athletic participation and the satisfaction of prerequisite credits. Remedial courses, which do not count towards graduation, may only be taken for an S/U grade.

To request an Incomplete grade, the student must complete the college's *Agreement for Completion of Incomplete (I) Grade* form with their instructor, available at [this link](#). The Agreement form must clearly outline the agreed to conditions for completion of unfinished coursework. Both the instructor and student must sign the Agreement; the instructor must submit the fully executed electronic form to the Registrar's Office with a copy to the Academic Dean's Office overseeing the course, no later than the last day of finals. Both the instructor and student should keep a copy of the signed form.

Instructors who approve an Incomplete must be willing to be available to the student as they complete the remaining work. Sitting in on a class for which the student is not officially registered is not allowed (except in certain cases approved for Title IX accommodations).

The student should not register for the same course in planning the next semester's schedule.

Dates for finishing an Incomplete:

Incomplete grades earned in early spring, spring, or summer semesters must be completed no later than the date grades are due in the fall semester. Incomplete grades earned in the fall semester must be completed no later than the date grades are due in the spring semester.

If the Incomplete grade is not finalized by the agreed-to deadline, the grade will change to what is noted on the Agreement for Completion of Incomplete (I) Grade Form.

The instructor also has the right to set a shorter deadline with the student as deemed appropriate. Any change in due date must be included on the form.

Students may request disability-related accommodations from the Center for Disability Access if needed to facilitate equal educational opportunities in the Incomplete process whether related to an extension for disability-related circumstances or access to supports. In these cases, the Director of the Center for Disability Access will collaborate with the course instructor (or the Department Chair) to establish appropriate options, timelines, and processes.

Students approved for pregnancy modifications or Title IX supportive measures by the college's Director of Institutional Equity will be entitled to an alternate form of extension and means of completion for an Incomplete grade. In these cases, the Director of Institutional Equity (Title IX Coordinator) will collaborate with the course instructor (or the Department Chair) to establish appropriate options, timelines, and processes.

In all cases, students may request an extension of the due date from the instructor. If an extension is approved, the faculty member must notify the Registrar and the Academic Dean's office overseeing the course via email indicating the new due date. If denied, the student may appeal to the department chair, whose decision is final (except in cases where the instructor is also the chair, then the academic dean is the final appeal).

Upon completion of the work, the faculty member must submit a Change of Grade form available through the Registrar's Office

Student Veterans

Student veterans who withdraw from a course and have a W grade are required to return a portion of their benefits. An F does not require a return of benefits. However, the F has a greater impact on academic standing. The federal government allows a one-year grace period if the student veteran has an Incomplete instead of a W. Student veterans will be allowed two consecutive semesters following the course (summer sessions not included) to complete the course requirements for the Incomplete without needing to request permission for an extension, but it should be indicated on the Agreement for Completion of Incomplete (I) Grade form. See also W policy in Section 5.7.

### Graduating Seniors

Degrees cannot be posted or conferred if the student has an Incomplete grade. All incompletes required for graduation must be completed by the last day of spring finals in order to be a May graduate. August graduates may walk in Commencement provided they have no more than 9 remaining credits (including Incompletes) which can be completed by the end of summer session II.

*See also Leave of Absence and Course Withdrawal.*

## **7.5 Change of Grades**

Instructors may change grades that have been reported and saved on the grade roster for three weeks following the grades due date. Grades may be changed after this three week period with the written approval of the instructor and the appropriate dean using the [Change of Grade Form](#).

The time limit on change of grade(s) is two years (by the last day of classes). Entries to a student's academic record prior to graduation, including requests for retroactive withdrawals, shall not be changed after two years for undergraduate students, except in the case of a clerical error. Students requesting a retroactive W within the two-year limit must petition the Undergraduate Academic Standing Committee (UASC).

Grade changes for grades received before graduation will not be permitted after graduation unless the change is based on clerical or procedural errors, and the change is received and posted to the student's record by the last day of classes of the semester following the term in which the student graduated.

## **7.6 Grade Point Average**

A grade point average (GPA) is obtained by dividing the total quality points earned by the number of GPA units.

## **7.7 Credit/No Credit (CR/NCR) Option**

[Credit No Credit Request Form](#)

**Note:** Graduate students are not permitted to take graduate courses under the credit/no credit option.

- (a) No more than one course in any given semester may be taken under the CR/NCR option during a student's degree program.
- (b) The total number of CR/NCR courses to be counted toward graduation cannot exceed six.

- (c) Any course taken as a free elective may be taken under the *CR/NCR* option.
- (d) No courses taken to meet the general education requirements are to be taken with the *CR/NCR* option. Note: A 101 language course is not considered a general education requirement, the 102 course is.
- (e) Courses taken to meet the requirements of a student's concentration, major, minor, or cognate cannot be taken under the *CR/NCR* option.
- (f) For students in the teacher education programs and the nursing program, courses in the professional sequence cannot be taken under the *CR/NCR* option.
- (g) The designation *CR/NCR* is to be used where *CR* is to be given to students who achieve a *D-* (0.67) or above; *NCR* is to be given to students who do *F* (0.0) work. Courses passed with a *CR* count toward graduation but are not figured in the grade point average. Courses graded *NCR* do not count toward graduation and are not computed in the grade point average.
- (h) A student must indicate a choice of *CR/NCR* for a course before the end of the DROP period and may change this option anytime before the end of the DROP period.
- (i) Under no circumstances can a student change the option after the DROP period.
- (j) The Registrar's Office will indicate the student's grade, or *CR/NCR*, according to the option chosen by the student. The student's letter grade will not be recorded or kept if the credit/no-credit option is chosen.

## **7.8 Mid-Semester Grades (Undergraduate)**

Evaluation with feedback to students should be provided in all courses before mid-semester. This mid-term assessment affords students the opportunity to assess their progress in order to seek help if needed to be successful. Sources for such help may include the instructor, the various academic support services, counseling, and/or outside sources. Also, mid-term assessment gives students information on which to base a decision to continue in the course past mid-semester.

At mid-term during the fall and spring semesters, the Registrar's Office will provide information on access to grade rosters for every section listing the name of each student registered for that section. Faculty shall be responsible for the following:

- (a) Assigning appropriate grades for all students in all courses. (Amended 5/18, see Section 7/1(c))
- (b) Assigning W grades for those students who have requested a W (up until two weeks following the due date of mid-semester grades. The deadline is listed in

the academic calendar. This action applies to all students listed on the grade roster.

- (c) Submitting grade rosters via MyRIC.
  - i.* Except for the *W* grade, none of the other grades assigned at mid-semester become part of the student's permanent record. These grades are advisory in nature.
  - ii.* In each semester (15 weeks), the period for entering mid-term grades shall begin approximately on Monday of Week 7, and conclude on Wednesday of Week 9. Due dates are listed in the [Academic Calendars](#).

**Note:** Due to the brevity of the summer sessions, no such mid-semester grades shall be solicited.

- iii.* The Office of Academic Advising (OAA) shall review mid- semester grades for those students with grade point averages below 2.0 strongly suggesting a meeting at OAA to discuss their progress. At this meeting referrals to appropriate help centers and/or other strategies are discussed.
- iv.* Timely deficiency reports can help to motivate students and are useful to their advisors and counselors. These reports are especially important for seniors, as unsatisfactory work may jeopardize their eligibility for graduation. Advisors shall be notified of any deficiency assigned to an advisee and shall also receive reports of any advisee on probation.

## 8. EXAMINATIONS

The college recognizes the necessity for meaningful evaluation procedures. There are many methods for evaluation of students which can vary from department to department. Final responsibility for this matter lies with the departments themselves. Therefore, the specific methods of evaluation used shall be the responsibility of the classroom instructor with approval of the respective department.

The following sections are applicable for those departments that have determined courses for which final examinations are to be administered:

### 8.1 Exemption of Seniors

Faculty may exempt a senior with a grade of *B* or better from a final examination in a course taken in that student's terminal semester. The terminal semester is that in which a senior's name appears on the official graduation list prepared by the Registrar. Faculty shall have sole discretion as to when during the semester a determination is made whether to permit these exemptions. However, no student is to be denied the opportunity

to take the final examination.

## **8.2 Scheduling**

Final examinations shall not normally exceed two hours in length and shall be scheduled by the Associate Registrar. Except in an emergency or by prior approval from the department chair and satisfactory arrangement with the Associate Registrar, no faculty member may change the scheduled time, place, or length of any final examination. In the event of disagreement between the department chair and the Associate Registrar, the disagreement will be resolved by the appropriate dean. When a student is unable to take the regularly scheduled final examination, the student must make appropriate arrangements with the instructor for a make-up examination (see Section 13.2).

## **8.3 Conflicts**

If a student is scheduled for two final examinations at the same hour, the student should observe the following priorities: first preference should be given to any exam for which more than one section of the course is taking a common final; second preference should be given to an examination in the student's major. Neglecting to reconcile conflicts prior to the start of the examination period may result in the denial of a make-up examination. Students should notify their instructors regarding any exam conflicts and the resolution of those conflicts as soon as possible.

## **8.4 Examination Overload**

Students are expected to take no more than two final examinations in a single day. A student scheduled for more than two final examinations in one day should report this to the instructor of each of these courses. If it is not possible to adjust the final examination schedule to correct this matter, the student should follow the procedure outlined in Section 8.3 for the resolution of conflicts.

# **9. ACADEMIC STANDARDS**

## **9.1 Academic Integrity**

### **A. Introduction**

Academic integrity is the foundation of the academic community. Students who violate college rules on academic integrity are subject to disciplinary penalties, including the possibility of failure or removal from a course, disciplinary probation, and/or dismissal from the college. Individual schools may have additional standards and policies related to academic honesty.

## **B. Applicability**

The rules for academic integrity, and the penalties for violations, apply to all undergraduate and graduate, full-time and part-time students at Rhode Island College. Persons who withdraw from the college after allegedly violating these standards, who are not officially enrolled for a particular term but who have a continuing relationship with the college or who have been notified of their acceptance for admission are considered “students.” In such cases a student may be prevented from re-enrolling or may be readmitted with certain restrictions until the case is resolved.

## **C. Prohibited Behavior**

Academic integrity is the foundation of the academic community. Students who violate college rules on academic dishonesty are subject to disciplinary penalties, including the possibility of failure or removal from a course, disciplinary probation, and/or dismissal from the college. Individual schools may have additional standards and policies related to academic honesty.

Examples of violations of academic integrity include (but are not limited to):

- a. Cheating: intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
- b. Fabrication: intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- c. Plagiarism: intentionally or knowingly representing the words or ideas of another as one’s own in any academic exercise. The following are examples of plagiarism:
  - i. Word-for-word plagiarism: This includes
    1. the submission of another student's work as one's own;
    2. the submission of work from any source whatever (print or electronic) without proper acknowledgement by footnote or reference within the text of the paper;
    3. the submission of any part of another's work without proper use of quotation marks.
  - ii. Patchwork plagiarism: This consists of a piecing together of unacknowledged phrases and sentences quoted verbatim (or nearly verbatim) from a variety of sources. The mere reshuffling of other people's words does not constitute original work.
  - iii. Unacknowledged paraphrase: It is perfectly legitimate to set forth another author's facts or ideas in one's own words, but if one is genuinely indebted to the other author for these facts or ideas, the debt

must be acknowledged by footnote or reference within the text of the paper (e.g., the above paragraphs are based largely on Sears, Harbrace *Guide to the Library and Research Paper*, p. 39).

- d. Collusion: Facilitating academic dishonesty intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.
- e. Deception: Providing false information to an instructor concerning a formal academic exercise, e.g. giving a false excuse for missing a deadline or falsely claiming to have submitted work.
- f. Sabotage: Acting to prevent others from completing their work. This includes cutting pages out of library books or willfully disrupting the experiments of others.
- g. Multiple Submissions: Submitting for credit, when a student has not been given permission to do so, any work that is the same or substantially the same as work that has been submitted for credit in another course. Many professors allow re-working or building on prior work; however, multiple submissions are permitted only with the prior permission of the instructor(s), and only when the student acknowledges the multiple submission in the work itself.

#### **D. Adjudicating Alleged Violations of Academic Integrity**

Formal adjudication of alleged violations of academic integrity is conducted by the Academic Integrity Board.

##### a. Initiation of Complaint

Cases of violations of academic integrity should be identified by individual faculty members, and reported to the Provost/V.P.A.A. A student may also report a case to a faculty member or the Provost/V.P.A.A.

##### b. Faculty Role

*i.* The faculty member has two clearly defined roles: first, to establish preventive measures; and, second, to ensure that detected violations of academic integrity are dealt with appropriately and reported.

*ii.* Preventive measures should include a statement to each class by the faculty member outlining expected standards of academic integrity and the necessity for such standards.

*iii.* The faculty member should also maintain reasonable security of all

examination materials and procedures. Generally, the faculty member should employ any reasonable methods to discourage violations of academic integrity.

iv. A faculty member may take action up to and including failing a student accused of a violation of academic integrity. Some often-used penalties include:

1. A low or failing grade on the assignment in which the offense occurred.
2. An additional assignment.
3. Reduction of the final grade up to and including failure.
4. Any combination of the above.

v. In all cases, a report describing the nature of the violation and the subsequent action taken by the faculty member shall be filed with the Provost/Vice President for Academic Affairs using the [Academic Integrity Report Form](#). Additionally, the faculty member may recommend that the Academic Integrity Board recommend further action.

vi. In the case of graduate students, the faculty member will also inform the director of the graduate program of the nature of the violation and the subsequent action taken by the faculty member, and may recommend that the director of the graduate program take further action.

c. Graduate Programs Role

In the case of graduate students, the director of the graduate program may convey the recommendation of a penalty of probation or dismissal from the program to the academic dean of the school in which the student is enrolled. *(Revised/Approved 5/13)*

d. Provost/Vice President for Academic Affairs Role

The Provost/Vice President for Academic Affairs shall maintain a file of any and all reports of violations of academic integrity. At the discretion of the Provost/Vice President for Academic Affairs and depending upon the severity of the infraction, the student may be informed in writing about possible consequences of further infractions.

In the case of multiple infractions, the Provost/Vice President for Academic Affairs will refer the student's name to the Academic Integrity Board for review and possible action.

e. Academic Integrity Board Role

[Academic Integrity Board Webpage](#)

The Council of Rhode Island College created the Academic Integrity Board (AIB), composed of students, faculty and administration. The AIB has authority to establish,

publish and implement procedures for adjudicating alleged violations of academic integrity by students. It is authorized to hear and adjudicate charges against individual students in cases of violations of academic integrity.

The Academic Integrity Board shall consider cases referred to it by a faculty member or the Vice President for Academic Affairs, and has the option to recommend any penalties ranging from those available to the faculty member to placing the student on academic probation or expelling the student from the college.

i. Appeal

Any student accused of a violation of academic integrity may appeal action taken by the instructor in a case to the Academic Integrity Board.

ii. Appeals Procedure

1. Appeals or referrals to the Board will follow the standard procedure of the Board.
2. The Board shall inform the student, the faculty member, and Provost/Vice President for Academic Affairs of its decision.
3. A record of the cases concerning violations of academic integrity will be kept in the Office of the Provost/Vice President for Academic Affairs.
4. A student may appeal the decision of the Academic Integrity Board to the Provost/Vice President of Academic Affairs. Appeals may be considered on the basis of new information or procedural errors.

f. Hearing Procedures

Absent extraordinary circumstances, the Academic Integrity Board (AIB) shall operate in accordance with the following:

1. The student accused will be given written notice of an academic integrity violation.
2. The chair of the board shall schedule the time, date and place of the hearing(s), to be held normally at least five days following the student's notification but normally within thirty days. The chair shall rule on any other procedural matters raised by either party.
3. Any documentary evidence that any witness or party wishes to present at

the hearing shall normally be submitted to the Provost/Vice President for Academic Affairs (VPAA) as far in advance of the hearing as possible. The Provost/VPAA shall forward all evidence to the AIB Chair. The chair will share all evidence with the Board prior to the hearing. The accused may view the evidence prior to the hearing by contacting the chair and arranging to have the materials viewed. Any documentary evidence not submitted in advance of the hearing shall be permitted at the discretion of the chair.

4. An accused student or a complaining witness may request that one or more members of the board be recused for good cause such as a conflict of interest or bias. The fact that one or more members of the board may have previously adjudicated a matter involving the student or witness(s) shall not, in and of itself constitute good cause. The chair shall rule on the request for recusal except when the chair is the subject of the recusal request in which case the remaining members shall make the ruling.
5. Board Hearings shall be conducted in private.
6. The accused student, the party bringing the charges forward, and a person of support for the accused student and the party bringing the charges forward may attend the hearing. A person of support for the accused student and a person of support for the party bringing the charges forward may attend. However, the support person must be a member of the RIC community and may not be a member of the accused family. The support person may only speak to the board with the chair's approval. Attendance of any other witnesses shall be at the discretion of the chair.
7. The board's deliberations concerning the determination of guilt and the imposition of sanctions shall be conducted in executive session.
8. Where more than one student is accused of misconduct arising out of the same incident the accusations against all of the students shall be considered separately. The chair shall rule on any exceptions.
9. All members of the college community are expected to cooperate with the Academic Integrity Board and those who are prospective witnesses shall make themselves available at the hearing as necessary. The parties seeking to call witnesses from the college community shall contact the witnesses as far in advance of the hearing as possible.
10. Hearsay evidence may be admitted at the discretion of the chair.
11. The hearings shall be conducted without the formal procedures that are

followed in a court of law.

12. A recording shall be made of the hearing and a copy shall be provided to the accused student upon request.
13. Following the presentation of the case by the party bringing the charges forward and/or the Board, the accused student shall have the opportunity to respond.
14. Questions directed at the accused and the complainant (if present) will be asked by the board.
15. Normally, the party bringing the charges forward and accused student may not directly question each other.
16. Either side may make a closing argument with the accused student going last.
17. The board's determination shall be made on the basis of whether it is more likely than not that the accused student violated the Academic Integrity Code except where the likely sanction is either suspension for at least a semester or expulsion in which case the standard of proof shall be by clear and convincing evidence.
18. The board shall make its decision(s) on the evidence presented and arguments made at the hearing, in addition to evidence and findings related to previous hearings of the accused and college documents. If the accused student fails to appear, the Board shall proceed with the hearing and consider whatever evidence is presented.
19. Corrective actions may include but are not limited to: expulsion, suspension, academic probation, failure of a course, failure of assignment (s), and/or a prescription of work by an assigned Academic Integrity Advisor. The board may also prevent a student from graduating or being readmitted.
20. Notice of the board's decision, including information regarding any relevant right of appeal, shall be sent to the student, the faculty member, and the Provost/Vice President for Academic Affairs as soon as practicable.

## **9.2 Course Failure**

### **(a) Undergraduate Students**

A student who fails a course is not allowed to take any course to which the failed course is prerequisite until the course has been satisfactorily completed.

(b) Graduate Students

A graduate student with a failing or unacceptable grade in a course that has been retaken or replaced will be awarded no program credit; however, the grade will remain on the student's transcript and will be included in calculating the grade point average.

### 9.3 Time Limitations for Graduation (Undergraduate)

(Note: See the [Graduate Manual](#) for probation and dismissal policies applicable to graduate students.)

Undergraduate students who do not complete all the requirements for graduation within ten years from the date of first matriculation will be considered not to have made satisfactory academic progress and may be academically dismissed.

### 9.4 Academic Standing

Rhode Island College defines good academic standing as a minimum cumulative grade point average (GPA) of 2.0. The academic standing policy applies to all undergraduate students, degree and nondegree, part time and full time. Maintaining good academic standing is crucial to demonstrating progress towards the completion of the degree.

(a) Academic standing is based on the number of credit hours attempted, term and cumulative GPA. Following the posting of grades each fall and spring semester, the Registrar's Office reviews and determines the level of academic standing applicable to each student. Professional programs and some majors may have additional and/or higher academic standards which the student must meet at specific intervals.

The table below outlines each stage of the academic standing policy.

**LEVELS OF ACADEMIC STANDING\***

Academic Standing	Term GPA	Cum. GPA	Att. Credits	Action
Good Standing		≥2.0	1+	Positive service indicator in MyRIC
Academic Warning (AW)	<2.0	≥2.0	1+	Students in good standing in any semester whose subsequent term GPA falls below a 2.0 will be placed on Academic Warning for one semester. <ul style="list-style-type: none"><li>• Required to meet with Academic Coach</li><li>• Academic Standing registration hold on which prevents changing enrollment and/or registering for classes</li></ul>
Academic Notice 1 (AN1)	<2.0	<2.0	1+	Students whose term and cumulative GPA are below a 2.0 will be placed on Academic Notice 1 (AN1). This may be applied only after a student's first semester, Good Standing or Academic Warning, but not for consecutive semesters. <ul style="list-style-type: none"><li>• Required to meet with Academic Coach</li></ul>

				<ul style="list-style-type: none"> <li>Academic Standing registration hold on which prevents changing enrollment and/or registering for classes</li> <li>Financial aid eligibility may be impacted</li> <li>Failure to achieve a 2.0 Term GPA for the following semester will result in Academic Dismissal Review</li> <li>May not hold a leadership position in a student organization.</li> </ul>
Academic Notice 2 (AN2)	≥2.0	<2.0	1+	<p>Students who show positive progress with a term GPA of 2.0 or higher but have less than a 2.0 cumulative GPA will be placed on Academic Notice 2 (AN2). This can only occur after Academic Notice 1.</p> <ul style="list-style-type: none"> <li>Required to meet with Academic Coach-</li> <li>Academic Standing registration hold on which prevents changing enrollment and/or registering for classes</li> <li>Financial aid eligibility may be impacted</li> <li>Failure to achieve a 2.0 Term GPA for the following semester will result in Academic Dismissal Review</li> <li>May not hold a leadership position in a student organization.</li> </ul>
Academic Dismissal Review (ADR)		<2.0	12+	<p>Students with 12 or more attempted credits and a cumulative GPA of less than a 2.0 will be placed on Academic Dismissal Review (ADR). This may be applied only after Academic Notice 1 or 2.</p> <ul style="list-style-type: none"> <li>Student must file an appeal with the Undergraduate Academic Standing Committee (UASC) if they wish to be considered for continuing at the college. The student may meet with an Academic Coach for assistance in preparing their appeal. See appeal process below.</li> <li>Academic Standing registration hold on which prevents changing enrollment and/or registering for classes</li> <li>Financial aid eligibility may be impacted</li> <li>May not hold a leadership position in a student organization</li> </ul>
Review In Progress (REIP)	---	Based on UASC ruling	0+	<p>Students in Academic Dismissal Review whose appeal is approved will be placed on Review in Progress (REIP)</p> <ul style="list-style-type: none"> <li>The student is given a customized number of attempted credits to return to good standing (typically 24 credits or fewer) with parameters clearly set by UASC.</li> <li>Financial Aid eligibility may be impacted</li> <li>May not hold a leadership position in a student organization</li> </ul>
Academic Dismissal (ADIS)	---	<2.0	0+	<p>Students in Academic Dismissal Review who do not appeal or whose appeal is denied will be permanently dismissed and blocked from registering at RIC. This applies to:</p> <ul style="list-style-type: none"> <li>Students who do not meet “Good Standing” within the conditions of their approved “Review In Progress” timeline</li> <li>Students who appealed to UASC and were denied during Academic Review process, twice</li> <li>Non-Degree status is permitted only with the approval of the Undergraduate Academic Standing Committee.</li> <li>See <a href="#">Academic Forgiveness Policy</a> for future opportunity to return</li> <li>The decision of the UASC is final.</li> </ul> <p><i>This standing would be manually entered with direct communication</i></p>

				between the Registrar's Office and the Chair of the Undergraduate Academic Standing Committee
--	--	--	--	---

\* Whenever a student is assigned a status other than good academic standing or is assigned an academic coach, this information will be communicated to the student's faculty advisor. Any academic advice given to a student will likewise be communicated to the student's faculty advisor.

(b) Appeal Process for Students Placed on Academic Dismissal Review (ADR)

Option 1 – Student decides to appeal

The student completes and submits the appeal form to the Undergraduate Academic Standing Committee (UASC). Based on the written appeal, the UASC will make decision on student's status:

- Academic Dismissal Review (ADR)
- Review in Progress (REIP)
- Academic Dismissal (ADIS).

If approved, the student must meet criteria outlined in UASC decision letter which includes Term and Cumulative GPA targets and timeline parameters.

Option 2 – Student does not appeal or the appeal is denied

- Hold remains on account
- Student is dropped from schedule following UASC meeting
- Student may have one more appeal attempt and must wait until following appeal cycle (no mid-semester appeals)
- If a second appeal is approved, the student will follow the approval conditions listed above.

**9.5 Dismissal from an Academic Program**

In certain academic programs, minimum standards for continuance in the program exist as described in the *College Catalog*. In addition to specifying minimum GPAs for such programs, the College reserves the right to deny continuance to any student who is adjudged to lack aptitude or fitness for the stated purpose of that academic program.

**9.6 Academic Disruptive Conduct**

(a) Limitation of Policy

This policy addresses only student class disruptive conduct as defined here. Non-academic student conduct and threatening behavior (on or off campus) are addressed in the Student Code of Conduct and covered by the policies and procedures of the Student Conduct Board.

(b) Classroom Management

This policy acknowledges the need for protection of academic freedom in the classroom, for faculty authority in classroom management, and for faculty and student safety in the classroom.

- (c) Due Process  
This policy respects faculty and student rights to due process in any event emanating from academic disruptive student conduct in the class.
- (d) Related Documents
- **Academic Disruptive Conduct Incident Report Form**
  - **Appeal Form**
- (e) Rationale  
In accordance to the rights and responsibilities of students set forth in the [RIC Student Conduct Code](#), this addresses the policies and procedures for: a) defining academic disruptive conduct; b) students violating academic conduct standards; and c) faculty, staff, and administration for adjudicating students in violation of academic disruptive conduct policies.
- (f) Definitions
- i.* Class: Class or classroom environment includes any formal or informal meeting and method of instruction, whether in person, hybrid, or online, for credit or not for credit. It includes laboratories, field trips, on-line discussion boards or blogs, clinical settings, internship placements, practicum, student teaching sites, and all other academic activities where instruction takes place.
  - ii.* This policy shall not prohibit an outside agency from terminating a student's internship, field placement, clinical experience, or student teaching placement when that student violates the policies of that agency.
  - iii.* Instructor: The person in charge of the class, laboratory, or other instructional settings. However, these procedures apply equally to disruptions in the computer center and laboratories, off-campus clinical settings, practicum or student teaching sites, the Library, student services areas, and other academic support areas such as OAA and The Writing Lab, etc.
  - iv.* Disruptive Student Conduct: Student behavior that interferes with the ability of the instructor to teach and students to learn, or violation of an instructor's established rules of conduct for a particular class. Examples of disruptive student conduct include, but are not limited to:
    - Failing to respect the rights of other students to express their viewpoints
    - Carrying on distracting side conversations
    - Constant questions or interruptions which interfere with the instructor's presentation

- Overt inattentiveness (e.g., sleeping, reading the paper, using laptops for non- class-related activities)
- Entering class late or leaving early
- Use of cell phones in the classroom
- Inordinate or inappropriate demands for time and attention
- Use of sexist, racist, or offensive language
- Verbal abuse or harassment (e.g., taunting, badgering, intimidation)

v. **Threatening Student Conduct:** May result from the escalation of an initial disruptive situation where a student may pose a physical threat to the instructor or other students. This includes behavior that threatens, intimidates, or other inappropriate behavior exhibited toward the instructor or student outside of the classroom environment. Behaviors may include a violation of local, state, or federal law, a violation of Student Conduct Code or violation of Student Bill of Rights. If at any time a student threatens to harm the instructor, or other students or him/herself, the instructor should immediately dismiss the class and inform Campus Security to remove the student.

(g) **Policy on Disruptive Student Conduct**

All students are required to abide by the rules of academic conduct established by the College and by individual instructors in their classes. Instructors have broad discretion to establish rules of conduct in order to responsibly protect their students in exercising their academic freedoms and for their personal safety. For these reasons, students shall not engage in disruptive behavior or negatively impact the classroom learning environment. Therefore, the instructor has the authority and responsibility to maintain order in the classroom. This includes the authority to temporarily remove a student who engages in disruptive behavior and to file a report of academic disruptive conduct for a student who interferes with the learning and teaching environment.

(h) **Procedures for Adjudicating Disruptive Student Conduct**

**Instructor:** The instructor should model appropriate, respectful, and responsible behavior in all interactions with students and is responsible for informing students of the rules of conduct. The class syllabus should be used to inform students in writing of standards and expectations for classroom conduct and possible consequences for disruptive behavior.

When necessary to address a student's academic disruptive behavior, the instructor should follow the actions below:

- i.* Inform the student immediately of the violation of the classroom policy with the specific example of the disruptive behavior and ask that it be stopped.
- ii.* If the student's behavior is mildly disruptive and is the first occurrence, the instructor should consider talking with the student privately after class. The instructor may request that the meeting occur with the presence of the Department Chair.
- iii.* If the disruptive behavior continues, either in the current class or in the future, the instructor should inform the student (preferably in private) that a continuance may result in the submission of a formal written report of the incident.
- iv.* If the student continues the disruptive behavior despite a warning, the instructor should ask the student to leave the classroom and inform the student that a formal written report will be submitted. Following the class, the instructor should file a written report of the incident (See Academic Disruptive Behavior Incident Report Form) to the Department Chair.
- v.* If the student refuses to leave the classroom after being instructed to do so, the instructor should inform the student that the refusal is a separate charge of disruptive behavior and subject to additional action.
- vi.* If the student continues to refuse to leave the classroom, the instructor may choose to adjourn the class or may contact Campus Security to remove the student.
- vii.* Regardless of actions taken, the instructor should document the specifics of the incident immediately and notify the Department Chair.

**Department Chair:** The Department Chair is responsible for consulting with the instructor within 24 hours of the submission of the Incident Report Form. Depending on the severity of the student's disruptive behavior, the Department Chair may elect the following actions:

- i.* Notify and meet with the student preferably before the next class to provide them with a copy of the Incident Report Form. Inform the student that failure to comply with classroom policies may result in dismissing the student from class for the remainder of the semester. The student's signature on the Academic Disruptive Behavior Incident Report Form acknowledges an agreement to the stipulations for their return to class. The instructor will be required to take no further action. A copy of the Incident Report Form will be submitted to the Vice President of Academic Affairs.

- ii.* If the student does not meet with the Department Chair prior to the following class, the instructor has the authority to not allow the student back into the classroom until this condition is satisfied.
- iii.* If the Department Chair dismisses the student for the rest of the semester, the Department Chair has the responsibility to communicate their decision of dismissal, in writing, to the student prior to the next class following the date of the incident. The student has the right to appeal this decision to the Dean within five (5) work days of the receipt of the written dismissal. (see Academic Disruptive Conduct Appeal Form)

**Dean:** If the Department Chair's decision to dismiss the student is appealed, the Dean must respond to the student, Department Chair, and Instructor in writing within five (5) work days of receiving the appeal. The Dean may elect the following actions:

- i.* If the Dean reverses the dismissal, arrangements will be made to allow the student to make up all work missed during the absence from class. These may include;
  - 1. the student returning to class;
  - 2. the student may be placed in another section of the class under a different instructor (with the new instructor's agreement and the Dean's approval); **or**
  - 3. the student is assigned an instructor in an independent study arrangement. In any case, the instructor will be required to take no further action against the student.
- ii.* If the Dean upholds the dismissal, the student may appeal to the Vice President of Academic Affairs within five (5) work days of the receipt of the written notice of the denied appeal.

**Provost/Vice President of Academic Affairs:** The Provost/VPAA is responsible for hearing the appeal of the decision of the Dean regarding dismissal of a student from a class for disruptive behavior. If the Dean's decision is appealed, the decision of the Provost/VPAA is final and may not be appealed further. The decision of the Provost/VPAA must be communicated in writing to the Dean, Department Chair, instructor, and student within five (5) work days of the receipt of the written notice of appeal. The Provost/VPAA may order the student returned to class, may arrange an alternative instructional setting, or may uphold the dismissal. If the student is dismissed from class, the student will receive a final grade of "F" for the course.

## 10. GRADUATION REQUIREMENTS AND RESIDENCY REQUIREMENTS

## [Registrar's Office Graduation Standards](#)

### 10.1 Undergraduate Degrees

The following requirements must be completed by undergraduate degree candidates at Rhode Island College in order to graduate:

1. The General Education requirements.
2. The College Writing Requirement.
3. The College Mathematics Milestone
4. The major requirements listed under each program, and, if applicable, requirements in the minor.
5. Experiential Learning Requirement.
6. A minimum of 120 earned credits.
7. The College Residency Requirement: a minimum of 30 credits must be taken at RIC, a minimum of 15 credits in the major (at least 12 of which must be at the 300-level or above), and a minimum of 9 credits in the minor, if applicable.
8. A minimum of a 2.0 G.P.A. in the major and minor (if applicable).
9. A minimum overall G.P.A. of 2.0 on a 4.0 scale.

### 10.2 Graduate Degrees

- (a) Graduate students must have a 3.0 (*B*) grade point average in order to graduate. Each program has additional graduation requirements and students should contact their program advisor or the Dean of the School in which the program is administered for specific information.
- (b) The master's degree may be earned either through full-time or part-time study or by a combination of both. However, candidates must take at least four-fifths of the credits required for the degree at Rhode Island College. Upon the recommendation of the student's advisor and upon the approval of the appropriate Dean, the number of transfer credits accepted may be increased.
- (c) A program of graduate study must be completed within six years from the time of registration following the acceptance to degree candidacy; otherwise, said candidacy will be terminated. An appeal for an extension requires review and approval by the appropriate department and the appropriate Dean.

**Note:** Credits earned seven or more years prior to the awarding of the degree, six years for the M.S.W., shall not count toward a student's degree requirements unless an exception is granted by the department and the appropriate dean.

### 10.3 General Education

[General Education Webpage](#)

The General Education program at Rhode Island College seeks to provide all undergraduates, regardless of curriculum or major, with a common base of knowledge that is deemed necessary in order for a student to be considered truly educated in today's world. Successful completion of the General Education requirements shall be a requirement for graduation for all undergraduate students from the College. General Education requirements are outlined at the link above.

#### **10.4 College Writing Requirement and Mathematics Milestone**

The Rhode Island College faculty believes that the critical and analytical skills emphasized by the College Writing Requirement and the College Mathematics Milestone serve as a necessary foundation for all undergraduates.

(a) College Writing Requirement

All students are required to complete the College Writing Requirement. In most cases, this requirement is satisfied by the completion of FYW 100, or FYW 100P with a minimum grade of C (B for the Feinstein School of Education and Human Development). Students who pass FYW but do not achieve the minimum grade required will receive the college credit but will not have fulfilled the College Writing Requirement.

This requirement may also be satisfied by:

- i.* Passing the appropriate College Level Examination Program (CLEP)/College Composition, with a minimum score of 50, and by reporting the score to the Registrar's Office; or
- ii.* Passing the course equivalent of FYW 100 with a C or better (B for the Feinstein School of Education and Human Development). Transcripts from the institution at which the student enrolled in the equivalent course should be sent to the Office of Admissions (prior to matriculation) or the Registrar's Office (after matriculation).

Most students will have the opportunity during first year orientation to choose which FYW 100 course best meets their needs. For information on this process, visit [the FYW webpage for current students](#).

Students are urged to fulfill the College Writing Requirement in their first year of study at Rhode Island College. Students who have not fulfilled the College Writing Requirement before the completion of 30 attempted credits at the college will have that noted on their Academic Requirements report and transcript and will have a registration hold until the student registers for the appropriate course.

(b) College Mathematics Milestone  
[Math Learning Lab](#)

Students are encouraged to complete the College Mathematics Milestone by the end of their first year of study at the College. Students who have not fulfilled the milestone will have that noted on their Academic Requirements report and transcript.

Students who do not satisfy the College Mathematics Milestone by the end of their first year (30 or more attempted credit hours at Rhode Island College) will have a registration hold until the student is registered for the appropriate course.

Note: Fulfillment of the College Mathematics Milestone is distinct from and does not substitute for completion of the Mathematics Category of General Education.

Entering students (first-year and transfer) shall have the following options for fulfilling the College Mathematics Milestone:

- i.* All entering students will be required to take the Mathematics Placement Exam prior to or during New Student Orientation. Students who achieve an appropriate placement score will have met the Mathematics Milestone. (This examination is given at least six times each semester and, if necessary, may be repeated once. The examination is administered by the Mathematics Learning Center.)
- ii.* Students who do not achieve a satisfactory grade on the Mathematics Placement Exam (which may be taken twice) must enroll in Mathematics 010 prior to or during their first year at Rhode Island College. Students who fail to earn a satisfactory grade must re-enroll in Mathematics 010 until successful completion.
- iii.* Students who receive transfer credit for a course(s) deemed equivalent to a RIC math course (Math 10, 120, 139, 143, 177 or higher) will have met the Mathematics Milestone.

(c) First Year Seminar

First-year students are required to complete First Year Seminar (FYS 100) within their first 30 attempted credits at Rhode Island College. Students who have not met this requirement will have an FYS hold placed on their registration, preventing them from registering for subsequent classes. Students who are enrolled for an upcoming FYS 100 by the FYS Coordinator will have the hold removed by the FYS Coordinator.

The purpose of FYS is to help former high school students transition into college students. As such, it is crucial that they complete it in their first year, i.e., within their first 30 credits, at RIC. The FYS policy will flag students attempting to enter their second year having not completed FYS and not allow them to register for any other courses until they have received necessary advising and/or counseling and have either registered for or proven completion of FYS.

(d) RIC 100

RIC 100 is a one-credit transition to college course implemented in the fall of 2019 to maximize student success. It is required of all first-year students during their first semester. Students learn how to navigate college in general and RIC specifically, including such topics as time management, wellness, college expectations, note-taking, cultural competency and campus resources.

## 10.5 Awarding of Degrees

Rhode Island College confers undergraduate and graduate degrees three times each year: May, January and August. The Record's Office uses standard dates, i.e. the 15th of the month, as the degree conferral date and that date is recorded on student transcripts when the degree is conferred.

Degrees will be awarded to those students who have: 1) Filed for graduation; and 2) completed all degree requirements by the degree conferral dates. Diplomas are mailed to the student's mailing address.

- (a) Students who have completed degree requirements in May, August or January will have their degree awarded for the appropriate degree conferral period and will receive their diplomas by mail four to six weeks after degrees are awarded.
- (b) Students who anticipate completion of all degree requirements by August 15th, and who plan to complete these requirements during Summer Session I and/or II are permitted to participate in the spring commencement; however, August degrees will not be posted until all work is completed, by the degree conferral date of August 15th.
  - i. Undergraduate students may have no more than nine credits outstanding at the time of the spring commencement.
  - ii. Graduate students may have no more than three courses remaining on their Plan of Study. Credits that remain to be completed cannot be thesis credits.
- (c) Students who have not filed for graduation and/or who have not completed their graduation requirements by the degree conferral date for which they applied, will be moved to the next degree conferral date.

- (d) Clearance of all financial obligations to Rhode Island College is required prior to the issuance of a diploma, certificate, or issuance of a transcript.
- (e) The Registrar's Office will forward to the President for transmittal to the Council on Postsecondary Education listings of individuals expected to complete degree requirements.
- (f) Upon approval by the Council on Postsecondary Education and clearance of financial obligations, the Registrar's Office will make available diplomas, letters certifying conferral, or transcripts as appropriate.

## 10.6 Post-humous Degrees

Posthumous Degrees: Rhode Island College seeks to recognize the academic achievements of undergraduate degree students who were enrolled at the college at the time of their death and to commemorate those achievements for the benefit of the students' families and the campus community. In keeping with the college's standards for academic integrity, this policy is designed to establish consistent criteria and procedures for the awarding of an undergraduate posthumous degree or certificate of attendance. This policy does not apply to the awarding of a posthumous honorary degree. For posthumous recognition of a graduate student see the [Graduate Studies Manual](#).

### Procedures and Criteria

- i.* Upon notification of a student's passing, the provost or his/her designee will review the student's record to determine eligibility for either a posthumous degree or certificate of attendance.

#### Guidelines for Eligibility

- a. The student must have been enrolled at the time of death, unless their continuous enrollment was interrupted by injury, illness, deployment, etc.
- b. The student must have been in good standing with the college at the time of death. For undergraduate students, good standing is defined as both good academic standing, minimum of a 2.0 cumulative GPA (not on probation, suspension, dismissal, expulsion) as well as financial good standing. In the case of a posthumous certificate, the student may be on Probation I.
- c. The student must have satisfied the college's requirements for earned credits in residence.
- d. An undergraduate student must have earned 90 credits to be eligible for a posthumous degree.

- e. In cases where it is determined the student did not meet the credit requirement listed above, a posthumous certificate of attendance may be awarded if the student has completed a minimum of 60. The posthumous certificate recognizes a student's significant progress toward the attainment of a degree. The posthumous certificate will indicate the student's major.
- ii.* The provost or the designee determines if the student qualifies for the awarding of a posthumous degree or certificate of attendance and forwards a recommendation to the president for final approval. The provost or designee may confer with academic leadership, faculty, and/or student's family (where appropriate) and will ultimately forward a recommendation to the president.
- iii.* In accordance with directives from the Office of the Postsecondary Commissioner regarding degree conferrals, the president forwards recommendation to Council on Postsecondary Education for final approval.
- iv.* The Registrar or designee updates the student's academic record and may issue a posthumous diploma or certificate of attendance at the request of family and/or next of kin.

## **10.7 Academic Honors (Undergraduate)**

Rhode Island College recognizes intellectual and creative excellence in four ways: through the publication each semester of the dean's list, through the departmental honors program, through the college honors program, and through the granting of graduation honors.

- (a) **Dean's List**  
Undergraduate students who attain a GPA of 3.25, have minimum of 12 earned credit hours in the Fall and/or Spring semester, and have any course(s) graded on an A, B, C, D, or F basis will have their names placed on the Dean's List in recognition of their scholastic achievement for that academic term. Students who have completed courses evaluated on another grading basis must earn the credits in those courses. Students with any course(s) with a grade of Incomplete (I) will be eligible for Dean's List once the Incomplete (I) has been resolved. Students should contact the Registrar's Office upon resolution of the Incomplete.
- (b) **Departmental Honors**  
Departmental honors programs are designed to challenge the intellectual and academic curiosity of superior students. They afford such students the opportunity to do an independent research, critical, or creative project on a topic of the student's choice and directed by a professor of the student's choice. These projects are normally done in the two semesters of the senior year, although they

may be begun in the second semester of the junior year. The projects normally involve two consecutive semesters of independent study (490 or its equivalent) for a total of six credit hours, although individual departments may require more hours and other course work. Recognition of the successful completion of departmental honors appears on the student's transcript.

The following requirements apply to students seeking departmental honors:

- i. Students must do honors projects in the departments of their intended majors.
- ii. Students must formally apply to do an honors project to their departmental honors committee. In addition to accepting or rejecting honors proposals, those committees decide on retention in the program and award the honors designation. Grades for a student's two semesters of independent study are given by the honors project adviser.
- iii. Students must have a minimum cumulative GPA of 3.0 and a minimum GPA of 3.25 in the major to apply to do an honors project. Some departments may require higher GPAs.

Honors programs are offered in almost all departments in the Faculty of Arts and Sciences, the School of Management, the School of Nursing, School of Education, and the Bachelor of Social Work Program. Students with individualized or interdisciplinary majors may apply to the Director of Honors, who will convene an appropriate faculty committee to direct the honors project.

(c) General Education Honors

General Education Honors is aligned with the General Education Program and is intended primarily for entering freshmen, although students may join the program during the freshman year or as transfers. Students in General Education Honors take at least six of their eleven required General Education courses in specially designed honors classes.

Those classes are kept small (usually twelve to fifteen student), are taught in a seminar rather than lecture format, and are noted as honors classes on the students' transcripts.

Admission to General Education Honors is by invitation of the Director of Honors and the College Honors Committee. Students invited into General Education Honors normally rank in the top 20 percent of their high school class, have taken demanding academic schedules, and have scored at least 1200 on the SAT (critical reading plus mathematics) or a composite score of 26 on the ACT.

Each student's application is looked at individually, however, and other factors are considered such as activities, recommendations, the student's high school

curriculum, and his or her personal statement. Students may also be invited to join on the basis of their performance at the College during their first year or as transfer students, if they have not already completed too many General Education courses.

As with General Education itself, most students will complete General Education Honors by the end of the sophomore year, although they are not required to do so. Students who complete at least six General Education courses in honors and who maintain a minimum cumulative GPA of 3.0 during their matriculation at the college will receive the General Education Honors designation on their transcripts.

(d) College Honors Program

The College Honors Program is a structured sequence designed to provide a full four-year honors experience. The program is comprised of the following three parts: General Education Honors (d above), Departmental Honors (c above), and the Junior-Year Honors Colloquium (HONR 351) and the Junior-Year Honors Seminar (HONR 365). Students who successfully complete the entire three-part sequence receive the College Honors designation, in addition to the Departmental Honors and the General Education Honors designations, on the transcript.

The Junior-Year Honors Colloquium and Seminar are open to continuing and transfer students, whether or not they have done General Education Honors, who have attained junior status with a minimum cumulative grade point average of 3.0. The Colloquium helps prepare students to write their project proposals and then to successfully undertake their departmental honors projects, but the Colloquium is not required in order to do Departmental Honors.

(e) Graduation Honors

Graduating seniors are cited for honors at the annual commencement exercises in accordance with the following criteria:

<i>Summa cum laude</i>	3.85 - 4.00
<i>Magna cum laude</i>	3.60 - 3.84
<i>Cum laude</i>	3.25 - 3.59

Honors are based on the cumulative GPA of the student and reflect the student's total Rhode Island College record. Transfer students and second-baccalaureate degree candidates are eligible for honors at graduation if they have completed 54 or more semester hours of work at Rhode Island College.

## 11. ACADEMIC GRIEVANCE PROCEDURE (UNDERGRADUATE AND GRADUATE)

The filing of an academic grievance does not stay any action under College policy. If a

student's grievance pertains to grading which has resulted in probationary status or dismissal from the College or graduate program, the probation or dismissal will become effective. An undergraduate student may, however, appeal the probation or dismissal to the Academic Standing Committee. A graduate student may appeal to the Graduate Dean or designee. (*Revised/Approved 5/13*)

### 11.1 Purpose

The primary purpose of this procedure is to secure, at the lowest level possible, an equitable solution to the problems of those students who have disputes with either an academic unit, the classroom, or grading conduct of faculty members.

### 11.2 Definitions

- (a) A complaint may be any point at issue between a faculty member and a student in which a student feels that an abridgement of personal rights or benefits has occurred. A complaint may, but need not, constitute a grievance.
- (b) A grievance means a difference, presented in writing, that may arise between a faculty member and a student with respect to, but not necessarily limited to:
  - i. violation of established academic policies and regulations (e.g., examination policies, advisement policies, registration procedures);
  - ii. arbitrary and capricious grading practices;
  - iii. violation of the student's academic freedom, defined in the *Student Handbook* as "...the freedom to inquire, to discuss, to seek evidence, to speak, and to exchange ideas";
  - iv. failure to meet obligations to students (adherence to regular class hours, taking timely action, or correcting errors).
- (c) A grievant shall mean either:
  - i. an individual student or
  - ii. a group of students having the same grievance.
- (d) A working day means any day on which the College is open for the transaction of business. For the purpose of handling grievances, working days during the semester break, the spring recess, and those days between the end of the summer session and the first day of classes of the next semester shall not be used to compute the time limitations contained in this procedure unless mutually agreeable to the parties involved.

### **11.3 Procedure for Handling Complaints**

Student complaints should first be discussed with the faculty member involved and such presentation and discussion shall be entirely informal. Any settlement, withdrawal, or disposition of a complaint at this informal stage shall not constitute a binding precedent in the settlement of similar complaints.

### **11.4 Procedure for Handling Student Grievances**

#### **(a) Step 1. Faculty Level**

- i. The student should first attempt to resolve any academic issues with the faculty member involved. If this does not lead to a resolution, a written grievance must be presented to the faculty member involved within ten working days following their initial discussion, except in the case of final grades and then no later than the tenth working day of the next full semester. This time limit shall not apply if a purely clerical error is discovered.
- ii. The grievance statement must include a summary of not more than one page stating the specific policy or policies violated or the exact nature of the grievance, the specific actions upon which it is based, and the remedy being sought. Supplementary materials may be presented to support the grievance.
- iii. Within ten working days of the receipt of the grievance, the faculty member shall meet with the grievant to discuss the grievance. The grievant and the faculty member may each choose to bring to the meeting one person from the Rhode Island College community who is not a family member of either the grievant or the faculty member. Within ten working days of the meeting, the faculty member shall issue a decision, setting forth the reasons therefore in writing to the grievant.

#### **(b) Step 2. Department Chair Level**

- i. If the grievance is not resolved through Step 1, the grievant may submit the grievance in writing to the appropriate department chair within ten working days of the grievant's receipt of the decision of the faculty member. Within ten working days of the receipt of the grievance, the department chair shall meet with the grievant and the faculty member (either jointly or separately) to discuss the grievance and may discuss the grievance with the departmental advisory committee.
- ii. The grievant and the faculty member may each choose to bring to the meeting one person from the Rhode Island College community who is not a family member of either the grievant or the faculty member.

- iii. The department chair shall issue a decision, setting forth the reasons therefore in writing to the grievant and the faculty member involved within ten working days of the meeting with the parties involved. In the case of grades, the decision of the department chair shall be final, unless upon appeal the person at the next higher level of appeal determines that the cause of the grievance is other than disagreement with academic judgment.

(c) Step 3. Dean's Level

- i. If the grievance is not resolved through Step 2, the grievant may submit the grievance in writing to the appropriate dean within ten working days of the grievant's receipt of the decision of the department chair.
- ii. Within ten working days of the receipt of the grievance, the dean shall meet with the grievant and the faculty member (either jointly or separately) to discuss the grievance.
- iii. The grievant and the faculty member may each choose to bring to the meeting one person from the Rhode Island College community who is not a family member of either the grievant or the faculty member.
- iv. Within ten working days of the meeting with the parties involved, the dean shall issue a decision, setting forth the reasons therefore in writing to the grievant, the faculty member involved, and the department chair.

(d) Step 4. Provost/Vice President Level

- i. If the grievance is not resolved through Step 3, the grievant may submit the grievance within ten working days of the grievant's receipt of the decision of the appropriate dean to the Provost/Vice President for Academic Affairs.
- ii. Within ten working days of the receipt of the grievance, the Vice President shall meet with the grievant and the faculty member (either jointly or separately) to discuss the grievance.
- iii. The grievant and the faculty member may each choose to bring to the meeting one person from the Rhode Island College community who is not a family member of either the grievant or the faculty member.
- iv. Within ten working days of the meeting with the parties involved, the Vice President shall issue a decision, setting forth the reasons therefore in writing to the grievant, the faculty member involved, and the appropriate dean.

- (e) Step 5. President's Level
- i. If the grievance is not resolved through Step 4, the grievant may submit the grievance within ten working days of the grievant's receipt of the decision of the Provost/Vice President for Academic Affairs to the President.
  - ii. Within ten working days of the receipt of the grievance, the President shall meet with the grievant and the faculty member (either jointly or separately) to discuss the grievance.
  - iii. The grievant and the faculty member may each choose to bring to the meeting one person from the Rhode Island College community who is not a family member of either the grievant or the faculty member.
  - iv. Within ten working days of the meeting with the parties involved, the President shall issue a decision, setting forth the reasons therefore in writing to the grievant, the faculty member involved, department chair, the appropriate dean, and the Vice President for Academic Affairs.

#### **11.5 General Provisions**

- (a) Since it is important that grievances be processed as rapidly as possible, the number of days indicated at each level should be considered maximum and every effort should be made by any party to the grievance procedure to expedite the process. Time limits may be extended only by mutual consent and only when the limits are so specified in writing, or for extenuating circumstances as determined by the next higher level of appeal.
- (b) Failure at any step of the procedure to communicate the decision on a grievance within the specified time limits shall permit the grievant or faculty member to lodge an appeal at the next step of the procedure.
- (c) If a grievance is brought against a faculty member who serves as department chair the procedures outlined in Step 2 will be omitted. However, in cases of grievances concerning grades, the appropriate dean shall appoint a committee of three faculty members of that department to hear the matter. The decisions of that committee shall be final, unless upon appeal the person at the next higher level of appeal determines that the cause of the grievance is other than disagreement with academic judgment.
- (d) A faculty member may appeal any decision which is favorable to the grievant to the next highest level within the time limits specified in that step for the grievant.

- (e) Decisions of the President shall be final and binding upon all parties except that no decision shall be in conflict with the collective bargaining agreement between the collective bargaining agent for the faculty and the Board of Governors.
- (f) Appeals under this procedure shall not stay any action resulting from the appealed action or grade.

## **12. REINSTATEMENT TO THE COLLEGE**

There are two ways for undergraduate students to be reinstated to degree status at Rhode Island College after having been dismissed:

1. Readmission through the Office of Undergraduate Admissions, or
2. Readmission through appeal to the Academic Standing Committee (see [Section 12.2](#))

In the case of graduate students, reinstatement to degree status is through appeal to the Graduate Dean or designee after all appeals with the School have been exhausted.

### **12.1 Readmission Through the Office of Undergraduate Admissions**

- (a) Undergraduate degree candidates in good academic standing who withdraw from the College will be eligible for reactivation by the Registrar's Office without completing a formal application for re-admission, unless they have taken courses at another institution during their absence, or have course credits five years old or older (see Section 3.5). Those in good standing who have attended a college elsewhere since leaving RIC or who have RIC credits 5 years or older will apply for readmission through the Admissions Office.
- (b) Students who have been dismissed from Rhode Island College for academic reasons must improve their cumulative GPA at RIC to a minimum of a 2.0 as a non-degree student before applying for readmission. Students are advised to repeat at RIC those courses in which they received a grade of *D* or *F*. Dismissed degree students may take up to 24 credits as a nondegree student at RIC after dismissal. The student will be reinstated if the minimum cumulative GPA reaches a 2.0, otherwise, the student will be blocked from future registration. (see Section 3.5)
- (c) Students who have been academically dismissed who have been away from RIC for a minimum of 5 years, may have the Academic Forgiveness Policy applied, which may make them eligible for readmission (see Section 3.5)
- (d) Students who have been academically dismissed, upon readmission to the College, are not automatically readmitted to a curriculum with additional admissions

requirements. Students must formally apply for readmission to these programs.

## **12.2 Reinstatement to Degree Status through Appeal to the Undergraduate Academic Standing Committee (UASC)**

[UASC Reinstatement Petition](#)

Students may appeal their academic dismissal to the UASC only if an approval for a grade change or retroactive withdrawal brings the student's GPA up to a minimum of 2.0.

## **12.3 Reinstatement to Degree Status through Appeal to the Graduate Dean**

[Graduate Studies Manual](#)

Graduate students may appeal their academic dismissal to the Graduate Dean. See the Graduate Manual for reinstatement policies applicable to graduate students.

# **13. ATTENDANCE REGULATIONS**

## **13.1 Student Attendance**

- (a) Students should attend all class meetings and are responsible for all class work and assignments. At the beginning of each semester instructors will distribute a syllabus which may include attendance and/or class participation as a component of the course grade. Students who incur absences must take the initiative in determining from the instructor what work can be made up.
- (b) Students missing classes, exams, or coursework due to an observance of religious holidays must be allowed to make up the outstanding work without academic penalty. Students are required to inform their instructors of their plans to observe a religious holiday in advance,  
  
so that instructor and student have sufficient time to plan for any necessary alternative arrangements.
- (c) Students with off-campus commitments (such as practicum, clinical, student teaching, internships, etc.) should comply with the following procedures in the event of absences:
  - i.* Student Teaching: notify coordinator of student teaching and cooperating teacher as soon as possible.
  - ii.* Others: notify off-campus supervisor and college instructor as soon as possible.
- (d) All students who incur an extended absence (five consecutive days or more) should call the Office of Student Life so that a notice (not an excuse) can be sent to

instructors.

**Note:** See Section 15: Field Trips

### **13.2 Absence from Final Examinations**

In cases of extreme emergency when a student will be absent from a final examination, the student must notify the instructor of the absence prior to the examination and make alternate arrangements with said instructor. At the instructor's discretion a make-up examination may be scheduled.

### **13.3 Faculty Absence**

When a faculty member does not appear at the scheduled hour of class, students may excuse themselves after waiting 15 minutes from the scheduled start of the class.

## **14. CLASS LENGTH AND CANCELLATION**

### **14.1 Class Length**

- (a) Classes during the academic year meet one or more times a week for a minimum of 50 minutes per credit hour per week, unless otherwise specified in the schedule of courses. Academic departments should adhere to the scheduling blocks and times prescribed by the Registrar's Office.
- (b) One credit hour of classroom instruction is expected to be supplemented by a minimum of two additional hours of student out-of-class work each week for a full semester. Internships, practica, student teaching, studio work, laboratory work, online courses, research, and other academic activities leading to the award of credit may organize student work in configurations which do not precisely match this definition but, are expected to be equivalent to the amount of work required per credit hour in a standard lecture or seminar course as defined above.

### **14.2 Cancellation of Classes**

Classes will be held at Rhode Island College except in cases of extreme emergency as determined by the President, following consultation with appropriate college officials. In making such a determination, the President may consider such factors as the college's ability to clear parking lots and walkways, official state-issued advisories regarding vehicular travel, actions of other area higher education institutions and local school districts, and the availability of public transportation, among other factors.

Should the President determine that conditions warrant cancellation of classes, said

classes may be cancelled for the morning, afternoon, or evening time periods, or for a combination of two or more of those specific time periods. Morning classes are defined as those beginning prior to 12:00 noon; afternoon classes are defined as those beginning from 12:00 pm through 3:59 pm; and evening classes are defined as those beginning from 4:00 pm through the remainder of the day. In consideration of the commuting time necessary for many students, faculty, and staff, every effort shall be made to provide notification of cancellation at least three hours prior to the start of each time period.

**A. Notification of class cancellation.**

1. The Rhode Island College web, [www.our.ric.edu](http://www.our.ric.edu), will feature an announcement on the home page.
2. The message will be carried on the college's recorded telephone announcement that may be accessed by calling (401) 456-9500.

Normally, the college web and the recorded telephone announcement will provide the most timely information on class cancellations.

Other sources of information include:

1. Local radio and television stations broadcast cancellation announcements through the Rhode Island Broadcasters Association consortium. These announcements may be accessed directly from most major television and am and fm radio stations in the area. Many broadcasters also post cancellation announcements on their web sites.
2. The announcement will also be carried on the college's official institutional Facebook page.
3. A campus-wide email notification will be sent to all faculty and staff as well as to the college email address of all students registered for that semester.
4. A campus-wide voicemail will be sent to every voice mailbox throughout the campus system.
5. A text message will be sent through "RICAlert," the Rhode Island College Emergency Notification System. RICAlert text messages are sent to all cell phones and PDAs registered in the system. Students, faculty, and staff may register for this service through MyRIC.
6. Anchor TV and RIC radio station WXIN will be notified by email.

**B. Emergencies – information for students, parents, and the general public.**

1. Provision will be made to meet the dining needs of residence hall students.
2. During emergencies, regardless of whether or not classes are cancelled, other activities scheduled on campus may be cancelled. Contact the sponsoring organization for information.
3. During any period of locally inclement weather that does not warrant college-wide cancellation of classes, a student unable to get to class shall be allowed, at the first

opportunity, to make up any in-class examinations and to submit any assignments that require the student's physical presence on the campus.

### **C. Emergencies – information for employees.**

In the event of cancellation of classes, non-teaching employees are still expected to report to work. Employees who are unable to report to work or complete their work schedule due to adverse weather conditions may, with the approval of their supervisor, utilize personal leave, annual leave, salary deferred pay, or leave without pay to compensate for their absence.

Parking lots K (Student Union loop), D (south of Roberts Hall) and E (south of the Art Center) will be given priority for clearing during snow emergencies resulting in class cancellation. This is to facilitate access to the dining center for resident students and to provide a cleared parking area for non-teaching employees.

In extreme circumstances when the Governor officially orders a complete or partial shutdown of state services and/or orders the closure of state highways, the pay status of employees will be in accordance with the appropriate collective bargaining agreement or as agreed upon between the Board of Education and the unions representing the several bargaining units.

## **14.3 Scheduling Patterns**

- (a) Standardized meeting patterns are important for several reasons. Primarily they exist to facilitate student schedules across departments and faculties, to help create an ideal Final Examination schedule for students (which is based on meeting patterns) and to maximize space utilization across campus. The college's standardized meeting patterns will be published through the Registrar's Office. For a course to be scheduled outside of the standard meeting patterns, a request must be submitted with rationale for approval by the appropriate dean. Any standardized schedule will be developed through the collaboration of deans, directors, department chairs, and the registrar.
- (b) The availability and accessibility of required and elective courses are essential to the timely academic progression of students. Therefore, it is essential that:
  - i.* Deans, directors (as appropriate), department chairs, and the college registrar collaborate in the identification of course offerings necessary to meet student need and the development of the course schedule to ensure sufficient course offerings are available throughout the academic
  - ii.* Department chairs and the registrar collaborate across departments to minimize conflicts in the scheduling of courses required for completion of their major.

- iii. All departments plan and distribute courses across all days of the week and all hours of the day in accordance with the college's standardized meeting patterns to maximize use of campus classrooms and minimize class conflicts for students.
- iv. Departments develop and maintain consistent course offerings and schedules while maintaining the ability to accommodate the needs and circumstances of all students and faculty.
- v. Departments pair classes scheduled to meet 1 day a week with their courses of similar capacity with the same standard time on a corresponding day of the week in accordance with the standard meeting patterns.
- vi. Departments are responsible for having consistent class scheduling practices while maintaining the ability to accommodate the needs and circumstances of all students and faculty. Class scheduling practices must adhere to all college policies and procedures that prohibit discrimination.
- vii. The college registrar manages the course scheduling process, providing guidance to departments, incorporating sufficient time for review, and ensuring timely publication of the final schedule in accordance with registration timelines.

(c) The following guiding principles will be used by the Registrar's Office when working with departments to schedule classroom space and when considering requests for specific classrooms:

- i. The college registrar in collaboration *with* deans, directors, and department chairs is responsible for ensuring that all classrooms are scheduled effectively and efficiently.
- ii. All general purpose classrooms need to be shared to support campus needs.
- iii. Classrooms and other instructional spaces (such as conference rooms) may be allocated to individual departments, but the assignments are not considered permanent. These spaces may be reallocated as the needs, priorities, and demands of the college change.
- iv. Credit-bearing courses, their exams, and required class events have scheduling priority over all other activities that require the use of classrooms.
- v. Classroom assignment practices must adhere to all college and federal policies and procedures that prohibit discrimination.
- vi. Laboratory/Studio rooms are used primarily for regularly scheduled classes that require special equipment or configurations designed to serve the needs of a specific discipline. These special arrangements normally limit or preclude use of the room by other disciplines.

- vii. Hybrid courses should be scheduled to facilitate efficient and maximum classroom space utilization.
- viii. Classroom assignments are published as part of the student's course schedule in MyRIC as well as in the course bulletin. Unpublished and unapproved changes to class meeting locations are a safety issue. Any faculty member seeking to make a change of room must make the request through their department chair. Department chairs may request changes to regular class meeting locations through the Room Change Request process published by the Registrar's Office.

## 15. FIELD TRIPS

Field trips are an appropriate pedagogical method. For the purposes of this section, there are two different types:

1. The use of community resources by students on class assignment which ordinarily does not interfere with the student's responsibilities to other classes.
2. A trip taken by a whole class which extends over several hours or a day or more, and which must be arranged with care to minimize conflict with other College activities.
  - (a) A field trip does not relieve a student of any responsibility to other classes. All missed work must be made up.
  - (b) Field trips should be planned well in advance, and if possible, students should alert their instructors about these trips at the beginning of the semester. A notice of intent, including the names of the students involved, should be sent by the faculty member in charge of the trip to the Office of News and Public Relations at least a week before the trip for publication in the College *Briefs*.
  - (c) Field trips should be planned so as to conflict as little as possible with College activities, academic and otherwise. No field trips shall be scheduled during the seven calendar days preceding the end of classes in a semester.
  - (d) The College shall not be responsible for any expenses incurred as a result of field trips except as might be specifically agreed upon in writing prior to the scheduling of the trip.

## 16. STUDENT RECORDS

## 16.1 Transcripts

Transcripts of grades are issued by the Registrar's Office only at the request of the student. Current students request transcripts via their MyRIC account. Students no longer active at RIC must transcripts online at [this link](#); no phone requests will be taken. The College reserves the right to withhold a student's transcript until all financial obligations to the College have been met.

## 16.2 Family Educational Rights and Privacy Act Release Form

A one-time use FERPA release form is available on the [Registrar Website](#).

This form is to be used if the student wants to approve sharing information with a parent, guardian or someone outside the college community. A new form is needed for each meeting, discussion, etc. (even if on the same topic, since a student may change their mind about what information may be shared). This requires the student to complete and sign the form in person (one-on-one) with the faculty, staff member or administrator before any specific information about the student can be shared. It cannot be emailed, mailed or completed by phone. Parents who call seeking information other than generic (i.e. when do students register, what is the last day of class, when do students meet with their advisor, etc.), may be told their son or daughter must complete a FERPA release form to share more information. For any in person meeting, the parent, family member must wait outside the office until the student completes and signs the form.

## 16.3 Access to Student Records and Files

Family Educational Rights and Privacy Act of 1974 (FERPA)

- (a) Rhode Island College maintains students' records to support its educational and service programs. Its policies and procedures governing the utilization and maintenance of such records are in accordance with state and federal laws and the Rhode Island College Student Bill of Rights.
- (b) An educational record is defined as those records, files, documents, and other materials directly related to a currently or previously enrolled student, which are maintained by the College or one of its agents.
- (c) Educational records for an individual student may include the permanent record and folder, academic advisement materials, and materials in connection with an application for financial aid or placement services.
- (d) Education records do not include personal notes maintained by individual faculty or professional staff members as memory aids; records maintained by the campus security office; records maintained in connection with a student's status as a College employee; medical, psychiatric and counseling records; or

confidential letters and statements provided prior to January 1, 1975.

- (e) The following information from the educational record of a student currently or previously enrolled is considered to be directory or public information: name, address, telephone number, class, field of study, dates of attendance and, for members of athletic teams, height and weight.
- (f) A student may cause the address and/or telephone listing to be removed from the directory or public information category by so informing the Registrar's Office in writing.
- (g) The release of non-directory information by telephone to a third party is prohibited in most instances, except when such information is needed to resolve an emergency, or if the student has provided specific written permission for the release of such information.
- (h) A student has the right of access to the student's own educational records, including the right to secure copies of materials at cost or without charge, in accordance with procedures established by the office having custody of the records. A student may waive this right of access to confidential letters of recommendation in connection with job placement and receipt of awards. Services may not be withheld or prejudice result from a student's decision not to execute a waiver. If the student signs a waiver, that student is entitled to request a list of persons making confidential recommendations or statements.
- (i) Access to educational records in accordance with this policy will be granted upon the request of a student subject to the procedures established by individual offices. Access will be granted at the earliest possible date, but not later than 45 days from the date of the request. Educational records will be reviewed with a student by a member of the professional staff. Medical, psychiatric, and counseling records may be reviewed on behalf of a student by a qualified physician or other professional of the student's choice.
- (j) The public posting of grades either by student name, institutional student identification number, or social security number without the student's written permission is a violation of the Family Educational Rights and Privacy Act of 1974. Even with names obscured, numeric student identifier numbers are considered personally identifiable information.
- (k) Exceptions to the requirement of permission of the student are:
  - i. Members of the faculty and professional staff in connection with their duties at Rhode Island College (except security officers);
  - ii. Parents of legally dependent students whose dependency is carefully and completely documented by notarized copies of Internal Revenue Service tax

returns and other material;

- iii. Officers and organizations authorized by state and federal statute, such as the Educational Testing Service (ETS) and the Department of Health and Human Services which require student data to evaluate and monitor services and programs affecting students at Rhode Island College;
  - iv. Emergency situations where a release is necessary for the protection of the health and safety of the individual student or others;
  - v. Situations governed by a judicial order.
- (l) A log must be maintained in each student's record to document the use of that record by individuals other than members of the faculty, professional staff, or administrator at Rhode Island College. The log must indicate the date of the request, the individual or organization using the record and the purpose for which it was used.
  - (m) A student is entitled to challenge the contents and accuracy (but not the qualitative and subjective aspects such as grades) of his/her educational record and may insert a written explanation.
  - (n) To do so, a statement of objections and a request for a hearing must be filed in writing by the student with the supervisor of the office maintaining the record. If the matter is not resolved at that level, the student has the right to appeal successively to the next level of supervision through the appropriate vice president and the President.
  - (o) This policy will be brought to the attention of the students by publication in the *Student Handbook* and other publications.
  - (p) All concerned are urged to assist in compliance with this policy and the law. Failure to comply can be cause for the withholding of federal funds by the US Department of Education.

## **17. ELIGIBILITY FOR PARTICIPATION IN INTERCOLLEGIATE SPORTS**

For each semester of participation in an intercollegiate sport, a student must be in good academic standing, be enrolled as a full-time degree candidate with a course load of at least 12 credit hours, and have satisfactorily completed at least nine credits in the previous semester of intercollegiate athletic participation.

Students failing to meet these standards will be notified by the Director of Intercollegiate Athletics of their ineligibility to participate in future intercollegiate events. Eligibility to participate will be restored upon satisfactory completion of at least nine credit hours from the last semester of eligibility or successful appeal of the decision.

In the event a student wishes to appeal the decision of the Director of Intercollegiate Athletics, the request should be directed to the Office of the Vice President for Student Affairs. Upon receipt of the request, the Vice President for Student Affairs will convene a hearing committee comprised of the Vice President for Student Affairs or designee, the Director of Intercollegiate Athletics or designee, and the Chair of the Committee on Athletic, Intramural, and Recreational Policy.