ADMINISTRATIVE POLICIES MANUAL
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<td>Clean-Up Procedures for Vomiting or Diarrheal Events</td>
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### Deleted Policies

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<tr>
<td>300-120</td>
<td>Withdrawal after Add/Drop Period</td>
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<td>300-101</td>
<td>Attendance Roster</td>
<td>Attendance rosters are no longer used</td>
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<td>300-107</td>
<td>Optional Practice Training</td>
<td>No need for internal policy</td>
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<td>500-110</td>
<td>J-1 Visa’s</td>
<td>No need for internal policy</td>
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<tr>
<td>500-116</td>
<td>Server Failures</td>
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<tr>
<td>11-100NSG</td>
<td>Admissions – Nursing</td>
<td>Duplicate policy with 59-100</td>
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<tr>
<td>03-106</td>
<td>Designing Examinations and Tests</td>
<td>Outdated, going to include a module in faculty Moodle onboarding policy – Academic Council 7/27/17</td>
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### Policies Being Developed or Pending Approval

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<th>Policy Title</th>
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<td>Campus Effectiveness Plan Committee Policy</td>
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<td>Complaint Policy</td>
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<td>Library Collection Development Policy</td>
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<td>Attendance/Scheduling Policy</td>
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### Suggested Policies

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<tr>
<td></td>
<td>Re-entry/admit Policy</td>
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<td>Program Change Policy</td>
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GOVERNANCE

Reference: 01
Stratford University
Policies and Procedures

01 - 100 Policy Governing Policies

BACKGROUND

Stratford University creates, approves, shares, and implements policy as a means to demonstrate openness and integrity.

POLICY

Policies are official statements that are binding on faculty members, staff, administration, and students. Policy cannot be reduced in scope by any individual university school or office, however; various university schools and offices within the University community can prepare additional guidelines and operating procedures as long as they do not conflict with official published policy and remain consistent with published policy. The Stratford University Board of Trustees requires the University President to establish University policy through a system of shared governance, subject to the approval of the Board.

PROCEDURES


Policies will be in compliance with all applicable Federal and State laws and regulations as well as accreditation requirements and standards.

Policies will have a Title Name, Assigned Policy Number, Approval Date, Effective Date, an indication if it is New or Revised/Replacement policy and the Approver (e.g. ELT, BOT, etc.).

Revised/ Replacement policy will be archived within the university.

Current policies will be published/linked on the University Website to the Policies and Procedures Administrative Manual and not to the university catalog or other university publications such as handbooks, etc. The Compliance Office is responsible to ensure policy approval and posting follows approved procedures.
In the event an expedited or temporary Emergency Policy is deemed necessary by the university President it still requires approval by the Board of Trustees. All temporary emergency policy must contain an expiration date and be marked as “Temporary.”

**Preparer:** Consultant Dr. James Flaggert

**Revision History**

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<td>February 3, 2016</td>
<td>New policy; effective March 14, 2016</td>
<td>Board of Trustees</td>
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Stratford University
Policies and Procedures

01 - 101 Institutional Policy Review Process

BACKGROUND

Stratford University has developed policies and procedures that are designed to support the University mission, provide guidance, lead to consistency in decision-making, and aid in staff training. In today’s fast moving environment, established policy and procedures may need to change or new policies and procedures need to be developed. Thus, there is a need to establish a process, through shared participation, to assist faculty, staff and university administration review, propose and institute policies and procedures that enhance and improve aspects of how the university functions.

POLICY

Policy creation or amendment may be originated by a faculty member, staff member, or administrator, as is appropriate. The policy should be detailed in writing and indicate how a new or changed policy would directly affect and benefit its intended population (e.g., faculty members may draft policy changes regarding curriculum structure or delivery, while registrar staff might draft changes that would improve processes for students.) The intent of each policy proposal and factors driving the new policy or policy amendment should be clearly articulated. All proposals should also outline any resources that would be required for the proposed new/amended policy and/or procedure.

PROCEDURES

Faculty members, staff members, or administrators who propose new or a change in policy create a draft policy and forward it in writing to the appropriate Campus Review Committee or “Deep Dive” team that reviews the proposed policy and, if approved, forwards it to either the Academic or Operations Council. Unapproved policy or determinations of a need for additional clarification are returned to the developer with an explanation of concerns to the policy proposer.

The appropriate University Council reviews the proposed committee forwarded policy and, if approved, forwards it to the Executive Leadership Team (ELT). Unapproved policy or determinations of a need for additional clarification are returned to the submitting committee or Deep Dive chairperson with an explanation of concerns that to be addressed.

Policy that has been approved by the appropriate Council is reviewed for organizational impact by the ELT. The ELT may deny, approve and forward, or return the proposal to the appropriate Council for clarification or amendment. The ELT can authorize campus leadership to approve
certain campus specific policies (such as campus hours and closings, class scheduling, etc.) and conclude the review/approval process. New or changed policy that impacts strategic plans, financial reviews and budgets, new campus locations, new programs approval and program termination must be forwarded to the Board of Trustees for their action. The Board of Trustees may deny, approve and forward for appropriate notification, or return the proposal to the ELT for clarification or amendment.

All University personnel (faculty members, staff, administration and students) will be notified of the approved policy/change through appropriate Stratford channels of communication. If notification to external constituents is warranted, notification will be carried out through appropriate Stratford communications means. All Stratford policies will be available for review on the appropriate University channel such as website, catalog, and or intranet. Hard copies of policy will be housed in the Compliance Office.

NOTE: The University President can create Ad hoc/Special Task Force Teams to recommend options to support innovation, effective campus planning/expansion and achievement of institutional mission objectives that are beyond the duties and functions of the standing committees. These task forces will follow the same upward referral process flow to the University Councils. Appointment to the Ad hoc/Special Task Force Team is made by the university President or designee.

Preparer: Consultant Dr. James Flaggert

Revision History

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Since Stratford University is a comprehensive university offering multiple disciplined programs with several geographically separated campuses it is important to ensure a consistent approach to formation and implementation of policies and procedures related to all university related matters. While various committees are comprised of stakeholders with local interests and observed trends items generated by the various committees need to be reviewed for standardization and practical implementation university-wide. The Operations Council shall be responsible for providing operations related university-wide monitoring and informing the Executive Leadership Team and President with faculty member, staff member, administrator, and student opinion on the wide range of university operations related affairs. The Operations Council examines the recommendations of various existing Committees (and appointed Ad hoc/Special Task Forces) in the formulation of policy in broader university terms normally generated by faculty members or other stakeholders and reviewed by established campus committees.

**POLICY**

The Operations Council is established with membership comprised of Campus Presidents, university staff, and administration to address issues of common concern. The Operations Council is a voting council using Robert’s Rules of Order as a means to conduct orderly meetings. The chairperson of the Operations Council is a Campus President, appointed by the Vice President Faculty and Academic Affairs. The chairperson solicits Operations Council member nominees ensuring adequate representation from key operation departments. Members are appointed for a period of one year and may be reappointed. The one year term limit for voting members are staggered ensuring continuity of the council’s charge. Chairperson recommendations are made to the Executive Leadership Team by the Vice President of Faculty and Academic Affairs for a 2-year term. If a council member leaves his or her council seat prior to their term expiring, the chairperson can appoint a replacement, which most likely will be the backup to complete the term of the original member; any extension of the term beyond the original member’s term limit must be approved by the council’s voting members by majority vote. The Operations Council, including the Campus President, shall consist of no less than seven and no greater than 11 voting members. Voting members include at least 6 members drawn from various disciplines (e.g. Student Accounts, Admissions, Registrar, Student Support, Career Services and Information Technology.)
**PROcedures**

Proposals to add, delete, or modify operations policies and/or procedures are initiated by stakeholders and presented to appropriate committees prior to bringing forth to the Operations Council. Operations Committee chairpersons submit all favorably vetted committee proposals to the Operations Council chairperson for council review. Meeting agendas and the supporting documents from the sponsoring committee are distributed to council members at least one week in advance of the meeting date. Meetings are scheduled by the Campus President as needed with at least one meeting each quarter. If no items are presented to council, the Council can, on its own initiative, task committees to review or examine an existing policy. The Operations Council should also establish and follow a standing policy review schedule to review policies on a regular basis and those germane to Operations items during the quarter (term). For example, Employee Referral Program for Term 1, Campus Safety and Security for Term 3 (to coincide with the Annual Security Report), Holiday Schedule for next calendar year, etc.

Some items generated from the campus based operations committees could also impact Academic Council duties and functions. Thus, Joint Academic/Operations meetings should be conducted to address items that cut across Operations and Academic lines. (e.g. Innovation and Technology application in programs of study).

Just as items can cross Operations and Academic boundaries, items surfaced from a committee can also cross committee boundaries. It is the responsibility of the Council to ensure a campus standing committee has considered conferring and obtaining input from another committee that is a likely stakeholder in any decision.

Operations Council recommendations that require returning it to committee or advancing to the Executive Leadership Team are expected within 15 calendar days of the council meeting. Only those recommendations with a majority vote of approval will be advanced to ELT. It is the responsibility of the Operations Council Chairperson to present the recommendations of the Operations Council to the ELT. Each member of the ELT shall receive a complete copy of the proposal for review at least 48 hours prior to the start of the meeting.

**Preparer:** Policy review team facilitated by Vice President of Faculty & Academic Affairs Dr. Lee Smith with minor editing by University Administration.

**Revision History**

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</table>
| April 12, 2017  | Provost title changed to Vice President  
Campus Director title changed to Campus President | Board of Trustees      |
| March 7, 2018   | VPAA made substantial changes, brought to Academic Council, and followed by BOT approval on March 7. | Board of Trustees      |
BACKGROUND

Since Stratford University is a comprehensive university offering multiple disciplined programs with several geographically separated campuses it is important to ensure a consistent approach to formation and implementation of policies and procedures related to all university related matters. While various committees are comprised of stakeholders with local interests and observed trends items generated by the various committees need to be reviewed for standardization and practical implementation university-wide. The Academic Council shall be responsible for providing academic related university-wide monitoring and informing the Executive Leadership Team and President with faculty member, staff member, administrator, and student opinion on the wide range of university academic related affairs. The Academic Council examines the recommendations of various existing Committees (and appointed Ad hoc/Special Task Forces) in the formulation of policy in broader university terms normally generated by faculty members or other stakeholders and reviewed by established campus committees.

POLICY

The Academic Council is governed by faculty. Supporting staff (e.g. IT, IE/IR, Compliance) serve as non-voting members on the council and are available to offer history, perspective, etc. on council agenda items. The Academic Council is a voting council using Robert’s Rules of Order as a means to conduct orderly meetings. Supporting staff do not have voting rights on the Academic Council. The Academic Council chairperson holds the position of fulltime Faculty including Faculty Lead, or other designations with the primary responsibility of teaching. The chairperson solicits academic council member nominees ensuring adequate representation from each of the Schools. Member recommendations are presented to council and appointed based on a majority vote by council members. Members are appointed for a period of one year and may be reappointed. The one year term limit for voting members are staggered ensuring continuity of the council’s charge. Chairperson recommendations are made to the Executive Leadership Team by the Vice President of Faculty and Academic Affairs for a 2-year term. If a council member leaves his or her council seat prior to their term expiring, the chairperson can appoint a replacement, which most likely will be the backup to complete the term of the original member; any extension of the term beyond the original member’s term limit must be approved by the council’s voting members by majority vote. The Academic Council, including the chairperson, shall consist of no less than seven and no greater than 11 voting members. Voting members include at least 6 faculty members from various disciplines and one LRC/Librarian member.
PROCEDURES

Proposals to add, delete, or modify academic policies and/or procedures are initiated by stakeholders and presented to appropriate committees prior to bringing forth to the Academic Council. Academic Committee chairpersons submit all favorably vetted committee proposals to the Academic Council chairperson for council review. Meeting agendas and the supporting documents from the sponsoring committee are distributed to council members at least one week in advance of the meeting date. Meetings are scheduled by the Chairperson as needed with at least one meeting each quarter. If no items are presented to council, the Council can, on its own initiative, task committees to review or examine an existing policy. The Academic Council should also establish and follow a standing policy review schedule to review policies on a regular basis and those germane to the academic term. For example, Annual Professional Development Plans for Term 1, Graduation for Term 2, Constitution Day for Term 3, etc.

Some items generated from the campus based committees could also impact Operations Council duties and functions. Thus, Joint Academic/Operations meetings should be conducted to address items that cut across operational and academic lines. (e.g., Innovation and Technology application in programs of study).

Just as items can cross Academic and Operations boundaries, items surfaced from a committee can also cross committee boundaries. It is the responsibility of the Council to ensure a campus standing committee has considered conferring and obtaining input from another committee that is a likely stakeholder in any decision.

Academic Council recommendations that require returning it to Committee or advancing to the Executive Leadership Team are expected within 15 calendar days of the Council meeting. Only those recommendations with a majority vote of approval will be forwarded to ELT.

It is the responsibility of the Academic Council Chairperson to present the recommendation of the Academic Council to the ELT. Each member of the ELT shall receive a complete copy of the proposal for review at least 48 hours prior to the start of the meeting.

Preparer: Policy review team facilitated by Vice President of Faculty & Academic Affairs Dr. Lee Smith with minor editing by University Administration.

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<td>2/3/2016</td>
<td>New policy</td>
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<tr>
<td>9/16/2016</td>
<td>COO replaced with Provost, approved by BOT</td>
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<tr>
<td>4/12/17</td>
<td>Provost name changed to President</td>
</tr>
<tr>
<td>3/07/18</td>
<td>VPAA made substantial changes, brought to Academic Council, and followed by BOT approval on March 7.</td>
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An Institutional Review Board (IRB) is a specialized committee, officially established to review and approve research proposals, required by the Health and Human Services (HHS) regulations that safeguards the rights and welfare of human subjects. IRB determines “the acceptability of proposed research in terms of institutional commitments and regulations, applicable law, and standards of professional conduct and practice” (45 CFR 46).

An essential aim of the IRB is to safeguard human subjects from physical or psychological harm by evaluating the ethics of the proposed research and its methodologies in order to endorse informed harmless and voluntary participation by potential subjects.

Stratford university policy is to apply the guidance and regulations applicable under (45 CFR 46.107) to all human research conducted at the university.

The mission of Stratford’s IRB is to safeguard the rights and safety of participating subjects in research conducted by Stratford’s students and faculty. The IRB will provide support and guidance to the university’s research community to ensure that:

- The risks to human subjects are reduced by applying procedures consistent with sound research design and that do not needlessly expose the research participants to risk.
- The benefits - the desired outcomes - of the research overweigh the risks - the probability of harm or injury (physical, psychological, social, or economic) occurring as a result of participation in a research study.
- The selection of human subjects for research participation is impartial.
- Full disclosure of the risks and benefits of research participation is made to the participants prior to their participation.
- Sufficient provisions are in place for the protection of the privacy of human research subjects and confidentiality of data.
- Suitable protections are in place for subjects that may be vulnerable to coercion or undue influence.

**POLICY**

University policy requires the creation of an IRB oversight committee to assure compliance. The HHS regulations (45 CFR 46.107) require that IRBs have at least 5 members from a variety of backgrounds. The experience, expertise and diversity of the IRB members should allow the IRB to provide a complete and adequate review of the research activities conducted at the institution.
The Chair of the IRB is appointed by the Vice Provost for Faculty and Academic Affairs. Board members include Campus Presidents from each Stratford University campus and Online. In addition, the Board will include a minimum of one external constituent.

Research may involve issues about which IRB members lack specific expertise. In these situations, IRBs should identify and invite individuals with specialized knowledge to assist in the review of applications and protocols where the expertise is required.

An essential aim of the IRB is to safeguard human subjects from physical or psychological harm by evaluating the ethics of the proposed research and its methodologies in order to endorse informed harmless and voluntary participation by potential subjects.

The major roles of IRBs in the oversight of research are:

1. Determine that research conducted using human subjects is subject to regulation (45 CFR 46.107)
2. Initial review and approval or disapproval of the proposed research activity
3. Ensuring that the proposed informed consent process meets all of the requirements of 45 CFR 46.116
4. Providing continuing oversight for progress reports and protocols for ongoing research studies

PROCEDURES

It is the principal investigator’s responsibility to make sure that the IRB application and all supporting materials are submitted to IRB@stratford.edu. Stratford’s IRB always confirms receipt of IRB materials. Human subject research should not commence prior to receiving explicit IRB approval from IRB@stratford.edu.

Preparer: Institutional Review Board Chair, Dr. Shakir Ullah

Revision History

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<td>10/05/2016</td>
<td>New policy; effective October 6, 2016</td>
<td>Academic Council</td>
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<tr>
<td>9/8/2017</td>
<td>Campus Deans updated to Campus Presidents</td>
<td>Board of Trustees</td>
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</table>
Background

Since Stratford University is a comprehensive university, offering multiple disciplined programs, through multiple Schools, with several geographically separated campuses it is important to ensure a consistent approach to formation and implementation of policies and procedures related to all university related matters. Each Operations Committee shall be responsible for providing operation related university-wide monitoring and informing the Operations Council with faculty member, staff member, administrator, and student opinion on the wide range of university operations related affairs. The Operations Committee examines and reviews the recommendations of faculty members or other stakeholders, Sub-Committees, and/or Ad hoc/Special Task Forces, in the formulation of policy in broader university terms.

Policy

Each Operations Committee is established with membership comprised of all full- and part-time staff within each office and university administration to address issues of common concern. Administration may include representation from the Office of Institutional Effectiveness and Institutional Research (IEIR), Information Technology, and/or Moodle Expert.

The chairperson of each Operations Committee is the University-wide Director from each respective department. Each Operations Committee will have an assigned Campus President to aide in transparency and dissemination of material.

Each Operations Committee must meet, at minimum, once each calendar quarter (once every three months). Quarter 1 Meeting (January, February, or March) must start no later than 7 AM EST. Due to Daylight savings time, New Delhi is only 10.5 hours ahead and thus it is 5:30 PM their time. This meeting (Q1) must be a video conference call allowing all members of the committee to join from an alternate location. In total, two of the four meetings must be in-person and housed at corporate office (University Administration) and the other two must be utilizing a video conference tool.

Procedures

One Campus President will attend each assigned Operations Committee for dissemination of material. The Campus President is responsible for disseminating all information to Campus Presidents (during Campus President Call) as well as staff during CMT meetings.
There are seven Operations Committees. They include:

<table>
<thead>
<tr>
<th>Operations Committee</th>
<th>Campus President</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admissions</td>
<td>Glen Allen (GA)</td>
</tr>
<tr>
<td>Career Services</td>
<td>Baltimore (BA)</td>
</tr>
<tr>
<td>International Student Office</td>
<td>Falls Church (FC)</td>
</tr>
<tr>
<td>Registrar</td>
<td>Woodbridge (WB)</td>
</tr>
<tr>
<td>Student Accounts</td>
<td>Virginia Beach (VB)</td>
</tr>
<tr>
<td>Student Services</td>
<td>Alexandria (AX)</td>
</tr>
<tr>
<td>Corporate Support (Compliance, IEIR, IT)</td>
<td>Newport News (NN)</td>
</tr>
</tbody>
</table>

Proposals to add, delete, or modify operations related policy and procedures are initiated by stakeholders and presented to their respective committee. Operations Committee chairperson submit all favorably vetted committee proposals to the Operations Council chairperson for council member review. Meeting agendas and the supporting documents are distributed to committee members at least one week in advance of the meeting date. Meetings are scheduled by the Chairperson as needed with at least one meeting each calendar quarter.

Preparer: Manager of IEIR

Revision History

<table>
<thead>
<tr>
<th>Date</th>
<th>Summary of Revision</th>
<th>Approved By</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/23/2018</td>
<td>New policy</td>
<td>Academic and Operations Council</td>
</tr>
</tbody>
</table>
BACKGROUND
Since Stratford University is a comprehensive university, offering multiple disciplined programs, through multiple Schools, with several geographically separated campuses it is important to ensure a consistent approach to formation and implementation of policies and procedures related to all university related matters. Each Academic Committee shall be responsible for providing academic related university-wide monitoring and informing the Academic Council with faculty member, staff member, administrator, and student opinion on the wide range of university academic related affairs. The Academic Committee examines and reviews the recommendations of faculty members or other stakeholders, Sub-Committees, and/or Ad hoc/Special Task Forces, in the formulation of policy in broader university terms.

POLICY
Each Academic Committee is established with membership comprised of all faculty members (full- and part-time) within each School and university administration to address issues of common concern. For the Learning Resource Center (LRC) Academic Committee, membership is comprised of all full- and part-time staff of LRC and university administration to address issues of common concern. Administration for all Academic Committees may include representation from the Office of Institutional Effectiveness and Institutional Research (IEIR), Information Technology, and/or Moodle Expert.

The chairperson of each Academic Committee is the University-wide Director from each respective School/LRC. Each Academic Committee will have an assigned Campus President to aide in transparency and dissemination of material.

Each Academic Committee must meet, at minimum, once each calendar quarter (once every three months). Quarter 1 Meeting (January, February, or March) must start no later than 7 AM EST. Due to Daylight savings time, New Delhi is only 10.5 hours ahead and thus it is 5:30 PM their time. This meeting (Q1) must be a video conference call allowing all members of the committee to join from an alternate location. In total, two of the four meetings must be in-person and housed at corporate office (University Administration) and the other two must be utilizing a video conference tool.
**PROCEDURES**

One Campus President will attend each assigned Academic Committee for dissemination of material. The Campus President is responsible for disseminating all information to Campus Presidents (during Campus President Call) as well as staff during CMT meetings.

There are seven Academic Committees. They include:

<table>
<thead>
<tr>
<th>Academic Committee</th>
<th>Campus President</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Arts and Sciences</td>
<td>Glen Allen (GA)</td>
</tr>
<tr>
<td>School of Business Administration</td>
<td>Baltimore (BA)</td>
</tr>
<tr>
<td>School of Computer Science and Information Technology</td>
<td>Falls Church (FC)</td>
</tr>
<tr>
<td>School of Hospitality and Culinary Arts</td>
<td>Alexandria (AX)</td>
</tr>
<tr>
<td>School of Health Sciences</td>
<td>Virginia Beach (VB)</td>
</tr>
<tr>
<td>School of Nursing</td>
<td>Woodbridge (WB)</td>
</tr>
<tr>
<td>Learning Resource Center</td>
<td>Newport News (NN)</td>
</tr>
</tbody>
</table>

Stakeholders propose to add, delete, or modify academic related policy and procedures to their respective committee. Academic Committee chairperson submit all favorably vetted committee proposals to the Academic Council chairperson for council member review. The Chairperson will distribute meeting agendas and the supporting documents to committee members at least one week in advance of the meeting date. Meetings are scheduled by the Chairperson as needed with at least one meeting each calendar quarter.

**Preparer:** Manager of IEIR

**Revision History**

<table>
<thead>
<tr>
<th>Date</th>
<th>Summary of Revision</th>
<th>Approved by</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/23/2018</td>
<td>New policy</td>
<td>Academic and Operations Council</td>
</tr>
</tbody>
</table>
01 - 107 Campus Effectiveness Committee

BACKGROUND

The Campus Effectiveness Committee (CEC) is responsible for monitoring the administrative integrity of the Campus in accordance to the mission and goals of the University. The Campus Effectiveness Committee examines, completes and reviews student demographics, surveys, Institutional Assessment and Institutional Planning, and Program Improvement Plans as part of the Institutional Effectiveness Plan (IEP).

POLICY

Each Campus Effectiveness Committee is comprised of managers from Operations and faculty leads from each School at the Campus. The Committee also includes representation from the Office of Institutional Effectiveness and Institutional Research (IEIR) and when necessary, representatives from the Office of Compliance, and Information Technology. The Campus President is the chairperson of the Campus Effectiveness Committee.

Each Campus Effectiveness Committee must meet at a minimum once each calendar quarter (once every three months).

PROCEDURES

There are eight Campus Effectiveness Committees. They include:

1. Stratford University – Alexandria Campus
2. Stratford University – Baltimore Campus
3. Stratford University – Falls Church and Online Campus
4. Stratford University – Glen Allen Campus
5. Stratford University – New Delhi Campus
6. Stratford University – Newport News Campus
7. Stratford University – Virginia Beach Campus
8. Stratford University – Woodbridge Campus

As the Chairperson of the Campus Effectiveness Committee, the Campus President schedules meetings with at least one meeting each calendar quarter. Meeting minutes are recorded by the campus’ Administrative Assistant for reporting purposes and to disseminate important information to the rest of the campus.
The Office of Institutional Effectiveness and Institutional Research (IEIR) creates and distributes the template for the Institutional Effectiveness Plan (IEP). The completed IEP is due to IEIR at ieir@stratford.edu by August 31st.

Preparer: Office of IEIR

Revision History

<table>
<thead>
<tr>
<th>Date</th>
<th>Summary of Revision</th>
<th>Approved By</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/22/2018</td>
<td>New policy – submitted by Manager of IEIR</td>
<td>Academic and Operations Council</td>
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</table>

ACADEMICS

Reference: 02
BACKGROUND

Faculty members at Stratford University are expected to be effective teachers and to be accessible to their students. Students in courses expect their faculty member to attend class when it is held. However, it is understood that a faculty member may need time off for illness, emergency, or PTO. To ensure that students are not penalized in their education as a result of a faculty member’s absence, certain procedures are necessary.

POLICY

All faculty members must receive prior approval before missing, rescheduling, or dismissing classes early. If an adjustment is approved, the faculty member must arrange for a suitable substitute or other arrangements for missed classroom time. Exceptions to the policy require Campus President’s approval.

Faculty notify their supervisor immediately when they need coverage for a course. It is the responsibility of the faculty to obtain a substitute teacher. The faculty and the supervisor collaborate closely to assign a qualified substitute for the class. Classes are not cancelled due to the faculty unable to attend. The faculty lead may teach the course if it is in the area of their expertise.

PTO may be taken by a faculty member with prior permission from the supervisor.

For online courses, faculty members may take up to one week’s time away from their course (not logging on) provided that the faculty notifies the students, faculty lead that he/she will be away for a period of time. All course content is posted early to allow students to continue to work in the faculty member’s absence, and the faculty member adjusts student due dates so that no major project is due during the time of the faculty member’s absence or on the first day of his/her return. If an online faculty is away for more than a week, the supervisor will assign a substitute faculty member for the course.

All Baking & Pastry courses and the vast majority of Culinary Arts courses are scheduled for 65 hours per term for lecture and lab instead of the regular 45 hours (or 60 hours for lab courses in the School of Health Sciences) per term. Hence, faculty member’s teaching Culinary Arts and/or Baking & Pastry courses are required to provide more time per course than faculty members in
any other school, and should be relieved of teaching duties for half a term, or a 5-week-session, once per year to be able to take their PTO as well as to complete other assignments at the discretion of their supervisor, including professional development activities.

**PROCEDURES**

Faculty and staff follow the following procedure and timeline to ensure proper adherence to the policy:

1. Faculty notify their supervisor immediately when they must be away from a class. PTOs must be requested at least three weeks in advance and only be approved if they are able to arrange coverage for the class.
2. All faculty maintain detailed lesson plans with all handouts and course materials for their courses. In the event of an absence, the primary faculty provides this material to the substitute member to allow for a smooth transition for the students. Course material must be accessible to the substitute faculty.
3. Online faculty may be away from their courses for up to a week’s time once during a quarter without requiring a substitute. The faculty must request time away and notify the students accordingly.
4. Online faculty on PTO post an extra week’s course content prior to their departure to allow students to continue to work on the course in their absence. For projects that are due, the faculty member extends their due date at least one day beyond their scheduled return to the class to allow students to ask questions of the faculty member prior to submission of the project.
5. Online faculty who are away from a course for more than a week must request permission from their supervisor and assign a substitute for the course. The faculty provides the substitute all of the course content, lesson plans, project guidelines, and grading rubrics to allow for a smooth transition between faculty members.
6. Faculty lead in the School of Culinary Arts and Hospitality Management create an annual plan to ensure a 5-weeks non-teaching period for all full-time faculty teaching Culinary Arts and/or Baking & Pastry courses (does not apply to faculty teaching Hospitality Management courses). During this 5-weeks non-teaching period, professional development activities as well as administrative assignments at the discretion of the designated department representative are to be completed in addition to PTO time. If a campus is scheduling only C-sessions, two FT instructors may teach courses together, alternating for the first and second half of the course, allowing both of them to be relieved from teaching for five weeks (if two FT instructor PTOs cannot be coordinated, and the faculty lead are not able to take over the class, the designated department representative may allow a qualified adjunct faculty member to teach the first/second half of the course according to the Additional Adjunct Pay Request Guidelines).

**Preparer:** Regional Deans Dr. Richelle Resto and Dr. Hermann Bayer
## Revision History

<table>
<thead>
<tr>
<th>Date</th>
<th>Summary of Revision</th>
<th>Approved by</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/1/2007</td>
<td>New policy “Full-Time Instructor Vacations”, prepared by Dean of Culinary Arts. Daniel Traster; effective April 1, 2007</td>
<td>Regional Deans</td>
</tr>
<tr>
<td>10/1/2014</td>
<td>Revised by Regional Deans, Campus Deans, and CUL/HOS School Leads</td>
<td>Regional Deans, Campus Deans, and CUL/HOS School Leads</td>
</tr>
<tr>
<td>07/01/2015</td>
<td>Revised by Regional Deans; policy renamed “Class Coverage”</td>
<td>Regional Deans</td>
</tr>
<tr>
<td>6/17/2016</td>
<td>Minor changes to align with current practice; reviewed by Vice Provost of Faculty &amp; Academic Affairs. Lee Smith and Compliance Manager. Veronica Gogan</td>
<td>Lee Smith, Vice Provost</td>
</tr>
<tr>
<td>9/8/2017</td>
<td>Campus dean, online dean, program dean removed and replaced with campus president or designated department representative as appropriate.</td>
<td>Board of Trustees</td>
</tr>
</tbody>
</table>
02 - 101  Student Course Load

BACKGROUND

Course load limits are established to help ensure the success of each Stratford University student. Stratford University wants to make sure each student is attempting the number of courses he/she is capable of completing successfully. A Stratford University undergraduate student is considered full-time when attempting three (4.5 quarter credit hour) courses per term. A Stratford University graduate student is considered full-time when attempting two (4.5 quarter credit hour) courses per term. Students are expected to prepare for classes each week with a minimum of two to three hours of study for each credit hour.

POLICY

Undergraduate Students

No undergraduate student will ever be permitted to take five or more classes in a term.

Graduate Students

No graduate student will ever be permitted to take five or more classes in a term.

PROCEDURES

An undergraduate student with a GPA of 3.25 or above may take up to 18 credits (4 classes) per term. Students with a GPA below 3.25 will be limited to 13.5 credits (three classes) per term.

There will be no waiver process to allow students to take in excess of 18 credit hours per term.

A graduate student with a GPA of 3.5 or above may take up to 18 credits (4 classes) per term. Students with a GPA below 3.5 will be limited to 13.5 credits (three classes) per term.

There will be no waiver process to allow students to take in excess of 18 credit hours per term.

Preparer: Consultant Dr. Christine Leichliter

Revision History
<table>
<thead>
<tr>
<th>Date</th>
<th>Summary of Revision</th>
<th>Approved by</th>
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<tr>
<td>11/1/2011</td>
<td>New policy; effective October 13, 2014</td>
<td>Regional Deans</td>
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<tr>
<td>10/13/2014</td>
<td>Revised by Consultant. Dr. Christine Leichliter</td>
<td></td>
</tr>
<tr>
<td>5/18/2016</td>
<td>Minor language updates</td>
<td></td>
</tr>
</tbody>
</table>
02 - 102  Student Grade Recognition

BACKGROUND

In recognition of excellence in scholastic achievement, selected undergraduate and graduate students who meet high academic standards are named to the Presidents, Dean's, or Honors Lists each academic quarter. Additionally, students graduating with exceptionally high CGPAs receive special diploma recognition.

POLICY

Stratford University officially recognizes the outstanding academic achievement of students enrolled in graduating from diploma, certificate, associate’s, or bachelor’s degree programs.

Student Grade Recognitions

- Summa cum Laude: Graduating students with a cumulative grade point average of 4.0 receive the Summa Cum Laude honor.
- Magna cum Laude: Graduating students with a cumulative grade point average of 3.5 to 3.99 receive the Magna Cum Laude honor.
- President’s List: Undergraduate students who have a term grade point average of 4.0 and have completed a minimum of 13.5 credits, including at least 9.0 credits in the previous quarter are included on the President’s List.
- Dean’s List: Undergraduate students who have a term grade point average of 3.75 to 3.99 and have completed a minimum of 13.5 credits, including at least 9.0 credits in the previous quarter are included on the Dean’s List.
- Honors List: Undergraduate students who have a term grade point average of 3.5 to 3.74 and have completed a minimum of 13.5 credits, including at least 9.0 credits in the previous quarter are included on the Honors List.

For All Students:

1. In all cases, only letter-awarded grades (e.g. A, A-, B+, etc.) are included in the determination of grade point average or credit load.
2. Part-time students are eligible for recognition.
3. Students must have no outstanding financial obligation to the University.
4. Should a student have an Incomplete (I) grade at the end of the quarter, he/she will not receive any recognition or appear on a recognition list until the course is completed and the quarter GPA or CGPA is determined to be within the qualifying range.

5. A student found in violation of academic integrity is ineligible for appointment to any recognition list for the quarter during which the violation occurred.

**PROCEDURES**

<table>
<thead>
<tr>
<th>Action</th>
<th>Office of Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each quarter, after grades are posted, determine the grade point averages for all students registered in Stratford University credential (diploma or certificate), associate’s, or bachelor’s degree program that meet the student grade recognitions stated in the policy above.</td>
<td>Registrar’s Office</td>
</tr>
<tr>
<td>Submit to the campus president for distribution to the faculty lead the list of potential candidates for recognition.</td>
<td>Registrar’s Office</td>
</tr>
<tr>
<td>Verify the list of potential candidates for the recognition and confirm its accuracy and/or discrepancies to the Registrar’s Office for posting.</td>
<td>Campus President or representative</td>
</tr>
<tr>
<td>Working with Student Success, publish the list on campus, on campus TV screens, and provide a certificate to each student.</td>
<td>Campus President or representative</td>
</tr>
<tr>
<td><strong>Optional:</strong> On receiving confirmation of meeting the recognition produce appropriate personal letters of commendation to each student and/or local media</td>
<td>Campus President or representative</td>
</tr>
<tr>
<td><strong>Optional:</strong> Mail the letters of commendation to the students and notify media.</td>
<td>Campus President or representative</td>
</tr>
</tbody>
</table>

**Preparer** CAO Dr. James Flaggert

**Revision History**

<table>
<thead>
<tr>
<th>Date</th>
<th>Summary of Revision</th>
<th>Approved by</th>
</tr>
</thead>
<tbody>
<tr>
<td>6/5/2008</td>
<td>New policy; effective June 5, 2008</td>
<td>CAO</td>
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<tr>
<td>3/20/2013</td>
<td>Revised by CAO Dr. James Flaggert</td>
<td></td>
</tr>
<tr>
<td>5/18/2016</td>
<td>Minor changes; reviewed by Compliance Manager. Veronica Gogan</td>
<td></td>
</tr>
<tr>
<td>9/8/2017</td>
<td>Campus dean replaced with campus president</td>
<td>Board of Trustees</td>
</tr>
</tbody>
</table>
Stratford University
Policies and Procedures

02 – 105 Withdrawals

BACKGROUND

Stratford University understands that at times it is necessary for a student to withdraw from the university or a class(s). The University recognizes that students may need to withdraw from a course due to circumstances beyond their control and wishes to support students in that position. In keeping with the mission of student success, students will be guided in the direction to make the appropriate decision regarding their withdrawal process.

POLICY

Official Withdrawal/Student Initiated

Pre-Start Cancel: A student may be a “Pre – Start Cancel” only twice in a 365 day period. A new student who intends to withdraw prior to the first day of the term will be considered a “Pre-Start Cancel” and not reflect in any institutionally registered measurement.

Cancel: A new student who intends to withdraw from the University during the first term he/she is registered should submit a cancellation form to the Office of the Registrar. Students who withdraw from the University during their first term on or after the day of the term start, up to the end of the first term unless a grade is posted will be considered a “cancel”. A student may only “cancel” once regardless of how long between terms of enrollment, degrees, or levels. Cancellations and withdrawals of international students is decided by the International Student Office. For “cancel” students, the transcript does not reflect enrollment in any courses, charges are reversed, and any funds returned. Any stipend funds received by the student are owed back to Stratford University. A new student who does not attend classes is cancelled; non-attendance constitutes student-initiation. Students who attend the course to the last class meeting and earn a grade cannot be cancelled. Student Support Services contacts these students to notify them of the cancellation.

Drop: Continuing students may drop all or individual courses from the first day after Add/Drop Period to the end of seventh week in C session, end of fourth week in A session, and end of ninth week in B session. Courses dropped before these dates receive a W grade; courses dropped after these dates receive grades based on student achievements. Withdrawal forms are available in the Office of the Registrar. The last date of attendance is the last recorded date of attendance. Refunds are based on the refund policy published in this catalog.
A student may petition withdraw from a course at any time based on medical need, family emergency, a death in the immediate family, or other significant circumstance resulting in unforeseen hardship for the student. Petitions will be reviewed by academic advisors, who, with the student’s permission, will consult with medical personnel where appropriate. Consultation with faculty members, the student’s advisor, and/or others will be part of the decision process. Petitions will be considered for approval by the Campus President.

Administrative Withdrawal/University Initiated

**Failure to register:** Continuing students who do not register for a subsequent term or who do not return from STNA are withdrawn from the University. This is determined at the end of the Add/Drop Period. The last date of attendance is the last date recorded as present. The transcript does not reflect enrollment and there are no charges.

**Failure to attend:** Continuing students who do not attend the first three course meetings of all courses are withdrawn from the University. This is determined after the third scheduled class is missed. The last day of attendance is the last date recorded as present. The transcript does not reflect enrollment in these courses, charges are reversed, and any funds returned.

**Attendance:** A continuing student who is absent from three consecutive course meetings which are not the first three course meetings is withdrawn. Lab and lecture are considered course meetings. This may be for one or all courses for which the student is registered. If the three consecutive absences occur at or before the end of seventh week in C session, fourth week in A session, or ninth week in B session, the student receives a W grade. If any or all of the absences occur after these dates, grades are awarded based on student achievement. The last date of attendance is the last recorded as present. Refunds are based on the refund policy published in this catalog. Students may appeal this action based on the attendance appeals process published in this catalog.

**No show:** Any student who does not attend the first three course meetings of an individual course is withdrawn from that course. This is determined after the third scheduled class is missed. The transcript does not reflect enrollment in these courses, charges are reversed, and any funds returned. The student who simply does not show up to class, makes no effort to get in touch with the instructor, and is unresponsive to communication from student services and/or the instructor may not appeal; students in other circumstances may appeal following the appeal process.

**Military Withdrawal:**

In accordance with Executive Order 13607, Principles of Excellence, Stratford University allows any service member ordered to perform active military service to withdraw from current courses and granted re-admittance upon returning to the University without incurring any financial penalty. If the student is temporarily unable to attend class or has to suspend studies due to service requirements, Stratford University will take additional steps to accommodate any short absence due to the service commitment. Additional steps can include granting an extension to complete all required assignments.
PROCEDURES

Faculty and staff will follow the following procedure:

1. Counsel students wishing to withdraw from a course after the add drop period regarding the academic consequences (including co-requisite or prerequisite issues) and refer them to financial aid to determine the financial consequences of such an action.
2. Advise at risk students at mid-term of the last date to drop with a W.

   *Note: Advise at risk students at mid-term to seek academic advising for early intervention to help them bring up their grades.*

3. Complete the course withdrawal form as appropriate.
4. Submit a final grade of W for any student withdrawing prior to week 8
5. Submit the final grade earned for any student withdrawing after week 8
6. Students must follow all of the procedures listed in this section to be eligible for a withdrawal grade of W. Failure to do so may result in the student receiving a grade of F (Fail) instead of a grade of W.

Preparer: CAO James Flaggert

Revision History

<table>
<thead>
<tr>
<th>Date</th>
<th>Summary of Revision</th>
<th>Approved by</th>
</tr>
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<tbody>
<tr>
<td>4/18/2011</td>
<td>New policy; effective April 18, 2011</td>
<td>CAO</td>
</tr>
<tr>
<td>10/15/2012</td>
<td>Revised by CAO Dr. James Flaggert</td>
<td>Dr. James Flaggert, CAO</td>
</tr>
<tr>
<td>5/16/2016</td>
<td>Minor changes to align with catalog; title updated; reviewed by Compliance Officer. Megan Higgins</td>
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<tr>
<td>9/8/2017</td>
<td>Campus dean replaced with campus president</td>
<td>Board of Trustees</td>
</tr>
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</table>
02 – 106  Prerequisite Waivers

BACKGROUND

A prerequisite to a course is a course or courses that must be completed as a condition for taking another course. Not all courses have prerequisites. All prerequisites for a course can be found in the course descriptions in the University Catalog. Because each Stratford University student has a unique set of educational and professional experiences, the university recognizes that there are times when a student may not have met the stated prerequisites but who nonetheless has equivalent prior experience to warrant entry into the course or who have as other circumstances that would allow the student to successfully engage in the course. The default position of the university is that prerequisites are essential to a well-functioning learning environment, and waivers will frequently be denied. Prerequisite waivers are thus expected to be very rare occurrences.

POLICY

Students are responsible for successfully completing prerequisites listed in the University Catalog. Under some extraordinary circumstances a student may be permitted to waive a course prerequisite. A prerequisite waiver will only be granted if a student demonstrates that they have prior education and/or experience and/or knowledge equivalent to the prerequisite for which they are requesting a waiver, and if it is in the student’s best interest to proceed without the necessary prerequisite course. Circumstances such as scheduling conflicts or external issue (such as a delay in graduation) will never be sufficient grounds for granting a waiver.

Students should contact their advisor if they have any questions about prerequisites. However, it is the responsibility of the student to plan the selection of course offerings so that all prerequisites for a selected course are successfully completed prior to enrollment. When a student withdraws from a course (regardless of reason), or fails a course, or completes a course, it is the student’s responsibility to adjust their schedule to attempt to remain on-track. These circumstances are not ever are the justification for a waiver.

Students who enter or change academic programs are accountable for the program requirements stated in the catalog at the time of entry or change. When the university changes a program through curricular analysis program review the student has the option to change to the adjusted program or remain with the original program as stated in the catalog at time of entry.
NOTE: Individual faculty members cannot grant waivers nor can they add, delete, or change the prerequisites for a course. Changes to course prerequisites can only be made through the recommendation of the school curriculum academic committee and then only implemented with the approval of University Administration Chief Academic Officer. The Academic Council, notification to proper accreditors, and publication in the University Catalog.

**PROCEDURES**

A request for a prerequisite waiver must be made through the Student Academic Advisor using the Prerequisite Waiver Form. This form will be transmitted to the school faculty lead for consideration. The request must contain a reasonable argument describing why the waiver should be considered. If approved, the waiver form will be placed in the student’s departmental academic file and documented in the SIS input into PowerCampus by the registrar to allow the student to be able to register. Students enrolled in courses without completing the prerequisites or an approved waiver on file will be administratively withdrawn from the course.

Students should be prepared to provide a statement of their prior experience that is equivalent to the course for which the waiver is requested. This experience might include, but is not limited to the following items: a letter of support from a knowledgeable individual that the student has upgraded his/her background to a level equivalent to that provided by taking the prerequisite course; exhibits of exams, reports, authored manuscripts, or other scholarly material; or sufficient prior academic or professional background to justify a waiver. A student who requests a waivers understands the risk associated with such action, and relieves the instructor of having to provide remedial instruction to compensate for lack of preparation on the part of the student.

Granting a waiver does not also grant the student course credit for the waived course. (Credit can, however, be awarded if the student successfully pursues and is awarded PLA.) Granting a waiver for one course does not imply that the waiver also covers other courses using this same prerequisite. Each course and request for waiver must be requested and considered separately. The period of validity of a waiver is for the current quarter. If a student drops or fails a course for which a waiver was approved, the waiver must be reapplied for when the course is retaken.

**Preparer** CAO Dr. James Flaggert

**Revision History**

<table>
<thead>
<tr>
<th>Date</th>
<th>Summary of Revision</th>
<th>Approved by</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/18/2013</td>
<td>New policy; effective October 18,2013</td>
<td>CAO</td>
</tr>
<tr>
<td>5/16/2016</td>
<td>Minor updates; reviewed by Compliance Officer. Megan Higgins</td>
<td></td>
</tr>
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</table>
Stratford University
Policies and Procedures

02 – 107 Credit by Exam

BACKGROUND

Stratford University recognizes that a student may qualify for course credit by experience or previous training substantiated through successful completion of a special examination to establish college credit in some courses. Thus, Stratford University provides opportunities for students to receive college credit by examination through multiple three methods including, but not limited to:

1. College Board Advanced Placement Program (AP)
2. College Level Examination Program (CLEP)
3. DSST (formerly DANTES)

POLICY

Credit by Examination (AP, CLEP, and DSST) may be attempted one time in any approved course. Credit awarded through examination may not be approved in any course in which the student has earned credit. Students must complete one quarter at Stratford University before any Credit by Examination is posted on the transcript. Students considering credit through examination should be carefully advised to avoid duplication of credit (successfully completing both an examination and the residential course equivalent). The examinee must be a student at Stratford University in order to receive transcript credit for an examination test. The student transcript will show CE as the method of credit earned.

The last 25% of courses required for graduation in any degree program must be earned in residence or as an online student and may not be earned through Credit by Examination.

There is no Stratford University fee for these exams; however, the testing agency may impose such a fee and payment of that fee is the responsibility of the student.

PROCEDURES

Advanced Placement - The Advanced Placement (AP) examinations are offered once a year in May, usually in high schools that offer college-level courses based on AP course descriptions. Each high school that gives the examinations sets its own registration deadline (no later than March) and collects fees. Students desiring AP credit should contact their high school counseling center for additional information. If no high school in the vicinity is administering AP
examinations, students should write for information, by February 1\textsuperscript{st}, to AP Services, CN6671, Princeton, NJ 08541, or call (609) 734-3800.

The following Advanced Placement tests are approved for credit by exam by Stratford University:

<table>
<thead>
<tr>
<th>Title of Exam</th>
<th>ACE Recommended Credit (Semester Hours)</th>
<th>SU Course Equivalent (Quarter Hours)</th>
<th>ACE Passing Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art History</td>
<td>6 LL HU</td>
<td>SCI110</td>
<td>3 or above</td>
</tr>
<tr>
<td>Biology</td>
<td>8 LL SC</td>
<td>SCI110</td>
<td>3 or above</td>
</tr>
<tr>
<td>Calculus AB</td>
<td>3 LL MA</td>
<td>MAT275</td>
<td>3 or above</td>
</tr>
<tr>
<td>Calculus BC</td>
<td>6 LL MA</td>
<td></td>
<td>3 or above</td>
</tr>
<tr>
<td>Chemistry</td>
<td>8 LL SC</td>
<td>SCI260</td>
<td>3 or above</td>
</tr>
<tr>
<td>Computer Science A</td>
<td>3 LL EL</td>
<td>CIS103</td>
<td>3 or above</td>
</tr>
<tr>
<td>Chinese Language and Culture</td>
<td>6 LL HU</td>
<td></td>
<td>3 or above</td>
</tr>
<tr>
<td>Economics - Macro</td>
<td>3 LL SS</td>
<td>BUS250</td>
<td>3 or above</td>
</tr>
<tr>
<td>Economics - Micro</td>
<td>3 LL SS</td>
<td>BUS302</td>
<td>3 or above</td>
</tr>
<tr>
<td>English Language</td>
<td>6 LL EN</td>
<td>ENG111</td>
<td>3 or above</td>
</tr>
<tr>
<td>English Literature</td>
<td>6 LL EN</td>
<td></td>
<td>3 or above</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>4 LL SC</td>
<td>SCI210</td>
<td>3 or above</td>
</tr>
<tr>
<td>French Language and Culture</td>
<td>6 LL HU</td>
<td></td>
<td>3 or above</td>
</tr>
<tr>
<td>German Language and Culture</td>
<td>6 LL HU</td>
<td></td>
<td>3 or above</td>
</tr>
<tr>
<td>Government &amp; Politics: Comparative</td>
<td>3 LL PS</td>
<td></td>
<td>3 or above</td>
</tr>
<tr>
<td>Government &amp; Politics: United States</td>
<td>3 LL PS</td>
<td></td>
<td>3 or above</td>
</tr>
<tr>
<td>History - European</td>
<td>6 LL HI</td>
<td></td>
<td>3 or above</td>
</tr>
<tr>
<td>History - United States</td>
<td>6 LL HI</td>
<td></td>
<td>3 or above</td>
</tr>
<tr>
<td>History - World</td>
<td>6 LL HI</td>
<td></td>
<td>3 or above</td>
</tr>
<tr>
<td>Latin: Vergil</td>
<td>6 LL HU</td>
<td></td>
<td>3 or above</td>
</tr>
<tr>
<td>Music Theory</td>
<td>6 LL HU</td>
<td></td>
<td>3 or above</td>
</tr>
<tr>
<td>Physics B</td>
<td>6 LL SC</td>
<td></td>
<td>3 or above</td>
</tr>
<tr>
<td>Physics C/Mechanics or Electricity/Magnetism</td>
<td>4 LL SC</td>
<td></td>
<td>3 or above</td>
</tr>
<tr>
<td>Psychology</td>
<td>3 LL SS</td>
<td>PSY110</td>
<td>3 or above</td>
</tr>
<tr>
<td>Spanish Language</td>
<td>6 LL HU</td>
<td></td>
<td>3 or above</td>
</tr>
<tr>
<td>Spanish Literature</td>
<td>6 LL HU</td>
<td></td>
<td>3 or above</td>
</tr>
<tr>
<td>Statistics</td>
<td>3 LL MA</td>
<td>MAT211</td>
<td>3 or above</td>
</tr>
<tr>
<td>Studio Art</td>
<td>6 LL HU</td>
<td></td>
<td>3 or above</td>
</tr>
</tbody>
</table>

College Level Examination Program (CLEP) – CLEP examinations demonstrate the specific knowledge and skills gained through job experience, outside course work, and specialized independent reading. The examinations require a high degree of knowledge. Information about CLEP examinations is available at [www.CLEP.com/CLEP](http://www.CLEP.com/CLEP)
Students should be advised that CLEP policies and requirements are established independently by each participating institution. Students who plan to transfer to another college should contact that institution for specific information about its policies.

CLEP examinations are not administered at Stratford University and are scored by the College Board. It is the student’s responsibility to locate a testing center. Students who meet minimum score requirements will receive CE credit on their transcripts. Letter grades will not be recorded.

The following CLEP tests are approved for credit by exam by Stratford University:

<table>
<thead>
<tr>
<th>CLEP Exams</th>
<th>Exam credit recommendations are based on the University's current catalog and are subject to change.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title of Exam</strong></td>
<td><strong>ACE Recommended Credit (Semester Hours)</strong></td>
</tr>
<tr>
<td>American Government</td>
<td>3 LL PS</td>
</tr>
<tr>
<td><strong>American Literature</strong></td>
<td>6 LL LI</td>
</tr>
<tr>
<td>Analysis and Interpreting Literature</td>
<td>6 LL LI</td>
</tr>
<tr>
<td>Calculus</td>
<td>6 LL MA</td>
</tr>
<tr>
<td>College Algebra</td>
<td>3 LL MA</td>
</tr>
<tr>
<td>College Algebra-Trigonometry</td>
<td>3 LL MA</td>
</tr>
<tr>
<td>College Composition</td>
<td>6 LL EN</td>
</tr>
<tr>
<td>College Composition Modular</td>
<td>3 LL EN</td>
</tr>
<tr>
<td>College Mathematics</td>
<td>6 LL MA</td>
</tr>
<tr>
<td>English Comp. (with or without Essay)</td>
<td>6 LL EN</td>
</tr>
<tr>
<td>English Literature</td>
<td>6 LL LI</td>
</tr>
<tr>
<td>French (I or II)</td>
<td>6 or 12 LL HU</td>
</tr>
<tr>
<td>Freshman College Composition</td>
<td>6 LL EN</td>
</tr>
<tr>
<td>General Biology</td>
<td>6 LL SC</td>
</tr>
<tr>
<td>General Chemistry</td>
<td>6 LL SC</td>
</tr>
<tr>
<td>German (I or II)</td>
<td>6 or 12 LL HU</td>
</tr>
<tr>
<td>Hist. of the USI: Early Colonization to 1877</td>
<td>3 LL HI</td>
</tr>
<tr>
<td>Hist. of the US II: 1865 to the Present</td>
<td>3 LL HI</td>
</tr>
<tr>
<td>Human Growth &amp; Development</td>
<td>3 LL SS</td>
</tr>
<tr>
<td>Humanities</td>
<td>6 LL HU</td>
</tr>
<tr>
<td>Inform. Syst. and Computer Applications</td>
<td>3 LL EL</td>
</tr>
<tr>
<td>Introduction to Educational Psychology</td>
<td>3 LL EL</td>
</tr>
<tr>
<td>Introductory Business Law</td>
<td>3 LL EL</td>
</tr>
<tr>
<td>Introductory Psychology</td>
<td>3 LL SS</td>
</tr>
<tr>
<td>Introductory Sociology</td>
<td>3 LL SS</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>6 LL SC</td>
</tr>
<tr>
<td><strong>Pre Calculus</strong></td>
<td>3 LL MA</td>
</tr>
<tr>
<td>Principles of Financial Accounting</td>
<td>3 LL EL</td>
</tr>
<tr>
<td>Principles of Macroeconomics</td>
<td>3 LL SS</td>
</tr>
<tr>
<td>Principles of Management</td>
<td>3 LL EL</td>
</tr>
<tr>
<td>Principles of Marketing</td>
<td>3 LL EL</td>
</tr>
</tbody>
</table>
DSST – The DSST Program (formerly known as the DANTES Program) is a credit-by-examination testing program provided by Prometric Inc. Colleges, universities, and corporations use DSST to measure knowledge in a particular subject area. Based on the achievement of a passing examination score, candidates can receive college credit and continuing education credit to speed themselves to competency and life changing credentials. Nontraditional returning adults, corporate trainees, as well as military members use DSST on a regular basis.

**DSST Scoring At a Glance**

<table>
<thead>
<tr>
<th>Testing Version</th>
<th>Scoring Range</th>
<th>Minimum Passing Score</th>
<th>B-Grade Equivalent Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion Referenced</td>
<td>200-500</td>
<td>400</td>
<td>434</td>
</tr>
<tr>
<td>Norm Referenced</td>
<td>20-80</td>
<td>44-49</td>
<td>48-55</td>
</tr>
</tbody>
</table>

The following DSST tests are approved for credit by exam by Stratford University:

<table>
<thead>
<tr>
<th>DSST Exams</th>
<th>ACE Recommended Credit (Semester Hours)</th>
<th>SU Course Equivalent (Quarter Hours)</th>
<th>ACE Passing Score</th>
</tr>
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<tbody>
<tr>
<td><strong>Exam credit recommendations are based on the University's current catalog and are subject to change</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Title of Exam</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art of the Western World</td>
<td>3 LL HU</td>
<td></td>
<td>400</td>
</tr>
<tr>
<td>Astronomy</td>
<td>3 LL SC</td>
<td></td>
<td>400</td>
</tr>
<tr>
<td>Business Law II</td>
<td>3 UL EL</td>
<td>BUS200</td>
<td>400</td>
</tr>
<tr>
<td>Business Ethics and Society</td>
<td>3 UL EL</td>
<td>BUS360</td>
<td>400</td>
</tr>
<tr>
<td>Business Mathematics</td>
<td>3 LL EL</td>
<td>MAT111</td>
<td>400</td>
</tr>
<tr>
<td>Civil War &amp; Reconstruction</td>
<td>3 UL EL</td>
<td>HUM230</td>
<td>400</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>3 LL EL</td>
<td></td>
<td>400</td>
</tr>
<tr>
<td>Environment &amp; Humanity: The Race to Save the Planet</td>
<td>3 LL EL</td>
<td>SCI210</td>
<td>400</td>
</tr>
<tr>
<td>Ethics in America</td>
<td>3 LL HU</td>
<td>HUM110</td>
<td>400</td>
</tr>
<tr>
<td>Foundations of Education</td>
<td>3 LL EL</td>
<td></td>
<td>400</td>
</tr>
<tr>
<td>Fundamentals of College Algebra</td>
<td>3 LL MA</td>
<td>MAT210</td>
<td>400</td>
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<td>Course</td>
<td>Credits</td>
<td>Department/Code</td>
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<tr>
<td>-------------------------------------------------</td>
<td>---------</td>
<td>-----------------</td>
<td></td>
</tr>
<tr>
<td>Fundamentals of Counseling</td>
<td>3 LL EL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Anthropology</td>
<td>3 LL SS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Here's to Your Health</td>
<td>3 LL SC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>History of the Vietnam War</td>
<td>3 LL EL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Human Resource Management</td>
<td>3 UL or LL EL</td>
<td>BUS210</td>
<td></td>
</tr>
<tr>
<td>Human/Cultural Geography</td>
<td>3 LL EL</td>
<td>HUM250</td>
<td></td>
</tr>
<tr>
<td>Introduction to Business</td>
<td>3 LL EL</td>
<td>BUS100</td>
<td></td>
</tr>
<tr>
<td>Introduction to Computing</td>
<td>3 LL EL</td>
<td>CIS103</td>
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</tr>
<tr>
<td>Introduction to Law Enforcement</td>
<td>3 UL EL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction to the Modern Middle East</td>
<td>3 LL PS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction to World Religions</td>
<td>3 LL HU</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lifespan Developmental Psychology</td>
<td>3 LL SS</td>
<td>PSY220</td>
<td></td>
</tr>
<tr>
<td>Management Information Systems</td>
<td>3 UL EL</td>
<td>CIS103</td>
<td></td>
</tr>
<tr>
<td>Money &amp; Banking</td>
<td>3 UL or LL EL</td>
<td>BUS415</td>
<td></td>
</tr>
<tr>
<td>Organizational Behavior</td>
<td>3 LL EL</td>
<td>BUS100</td>
<td></td>
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<tr>
<td>Personal Finance</td>
<td>3 LL EL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Geology</td>
<td>3 LL SC</td>
<td>SCI210</td>
<td></td>
</tr>
<tr>
<td>Principles of Finance</td>
<td>3 UL EL</td>
<td>BUS310</td>
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<tr>
<td>Principles of Financial Accounting</td>
<td>3 LL EL</td>
<td>BUS112</td>
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</tr>
<tr>
<td>Principles of Physical Science I</td>
<td>3 LL SC</td>
<td>SCI210</td>
<td></td>
</tr>
<tr>
<td>Principles of Public Speaking</td>
<td>3 LL HU</td>
<td>ENG211</td>
<td></td>
</tr>
<tr>
<td>Principles of Statistics</td>
<td>3 LL MA</td>
<td>MAT211</td>
<td></td>
</tr>
<tr>
<td>Principles of Supervision</td>
<td>3 LL EL</td>
<td>BUS135/HOS270</td>
<td></td>
</tr>
<tr>
<td>Rise &amp; Fall of the Soviet Union</td>
<td>3 UL or LL EL</td>
<td>BUS135/HOS270</td>
<td></td>
</tr>
<tr>
<td>Substance Abuse</td>
<td>3 UL EL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technical Writing</td>
<td>3 LL EL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Western Europe Since 1945</td>
<td>3 LL EL</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Preparer:** Regional Deans (Dr. Richelle Resto and Dr. Hermann Bayer)

**Revision History**

<table>
<thead>
<tr>
<th>Date</th>
<th>Summary of Revision</th>
<th>Approved by</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

42
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<th>Revision Description</th>
<th>Author(s)</th>
</tr>
</thead>
<tbody>
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<td>New policy; effective March 12, 2012</td>
<td>Regional Deans</td>
</tr>
<tr>
<td>8/3/2015</td>
<td>Prepared by Consultant, Dr. James Flaggert</td>
<td>Dr. James Flaggert, Consultant</td>
</tr>
<tr>
<td>5/16/2016</td>
<td>Minor changes; reviewed by Compliance Officer, Megan Higgins</td>
<td></td>
</tr>
<tr>
<td>3/10/2017</td>
<td>Updated DSST scores to reflect their new benchmarks</td>
<td></td>
</tr>
<tr>
<td>8/23/2017</td>
<td>Updated course numbers, course/test equivalencies reviewed/updated by Dr. Roblyn Lewter</td>
<td></td>
</tr>
</tbody>
</table>
BACKGROUND

In the field of education, giving credit to authors of information is extremely important. Providing students with copies of work created by someone else other than a Stratford University employee without providing compensation to the author of that work may violate copyright regulations. There are allowances in the law for small amounts of material to be duplicated for education, but instructors must take care to work within the law when providing information to students and to provide proper citation to authors when duplicated material is provided.

POLICY

GENERAL

Stratford University recognizes the importance of balancing its educational mission while respecting author rights that exist in any material protected by the copyright laws of the United States. Thus, all resources and materials used by Stratford University faculty, staff and students are used in accordance with the provisions of the United States Copyright Act of 1976 as amended, the Digital Millennium Copyright Act of 1998, and the Technology, Education and Copyright Harmonization Act of 2002, unless licenses or agreements exist which allow for exceptions.

FACULTY AND STAFF

The responsibility for ensuring compliance with applicable copyright law, guidelines and principles lies with University faculty and staff. Only lawfully obtained copyrighted works will be used by faculty and staff, when representing Stratford University. Faculty and staff will make an initial good faith determination as to whether or not the work they wish to use falls within one of the exceptions to the copyright laws as it applies to a for-profit university.

Stratford University assumes no legal responsibility for independent application of copyright laws and principles made by University faculty or staff not acting in good faith. If faculty and staff determine, in good faith, that their use of material falls outside of copyright laws and principles, they will obtain permissions in order to respect the rights of copyright owners.
STUDENTS

Students are expected to adhere to the Stratford University Honor Code and all other applicable policies, and apply academic integrity as well as all copyright laws, guidelines, and principles to their activities and studies. Stratford University assumes no legal responsibility for student violations of copyright laws and principles unless completed as an employee of Stratford University.

FAIR USE

Fair use is a legal principle that provides certain limitations on the exclusive rights of copyright holders. The Copyright Act of 1976 recognizes the need for educators, scholars and students to use copyrighted materials without permission from the copyright holder. This provision is called fair use. Specifically, fair use doctrine offers a means of balancing the exclusive right of the copyright holder with the public’s interest in dissemination of information affecting areas of universal concern, such as art, science, history, or industry.

The fair use provision of the Copyright Act allows reproduction and other uses of copyrighted works under certain conditions for purposes such as criticism, comment, news reports, teaching, scholarship, and/or research. The guidelines that follow provide principles for those who wish to use and/or digitize copyrighted works under fair use rather than by seeking authorization from the copyright owners for noncommercial educational purposes.

The key determiner of fair use is the amount of a selected work that is disseminated without permission from the copyright holder. In determining whether the use is within the fair use doctrine, the following four factors must be considered:

Four factors of fair use:

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

Essentially, fair use is allowed as long as the use does not affect the economic viability of the materials. Economic viability is affected if the use in question captures the “essence” of the copyrighted work. Stratford University is a for-profit institution and must weigh the four factors of fair use while keeping its commercial aspect in mind. When in doubt legal advice shall be sought.
PUBLIC DOMAIN AND COPYRIGHTED WORKS

Works in the public domain may be used freely by anyone, for any purpose, without copyright permission from anyone - because no one owns exclusive rights in these works.

When Works Pass Into the Public Domain

<table>
<thead>
<tr>
<th>Date of Work</th>
<th>Protection in Effect from</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Created 1-1-78 or after</td>
<td>When work is fixed in tangible medium of expression</td>
<td>Life + 70 years (or if work of corporate authorship, 95 years from publication, or 120 years from creation, whichever is first)</td>
</tr>
<tr>
<td>Published 1922 or earlier</td>
<td>Now in public domain</td>
<td>None</td>
</tr>
<tr>
<td>Published between 1923-1963</td>
<td>When published with notice</td>
<td>28 years + could be renewed for 67 years; if not so renewed, now in public domain</td>
</tr>
<tr>
<td>published 1964-1977</td>
<td>When published with notice</td>
<td>28 years for first term; now automatic extension of 67 years for second term</td>
</tr>
<tr>
<td>Created before 1-1-78 but not published</td>
<td>1-1-78, the effective date of the 1976 Act which eliminated common law copyright</td>
<td>Life + 70 years or 12-31-2002, whichever is greater</td>
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<td>Created before 1-1-78 but published between then and 12-31-2002</td>
<td>1-1-78, the effective date of the 1976 Act which eliminated common law copyright</td>
<td>Life + 70 years or 12-31-2047, whichever is greater</td>
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</table>


PERMISSIONS AND PAYMENTS

All permissions to use copyrighted material will be in writing. Instructors are responsible for keeping the original record of all permissions to use copyrighted material. Payment for any use of copyrighted material is the responsibility of the program department.

COMPLIANCE

Faculty, staff, and students who knowingly violate copyright laws, guidelines or principles, are personally liable for any claims of copyright infringement.

DEFINITIONS
**Copyright:** Refers to the set of exclusive rights granted to the creator of an original “work of authorship” in any form by the federal Copyright Act (17 U.S.C. §§101 et seq.). These rights include reproduction, distribution, performance, display, and creation of derivative works. These rights are not unlimited; exemptions and limitations pursuant to the statute provide for uses of copyrighted works in specific circumstances.

**Copyright Infringement:** The unauthorized use of copyrighted works in violation of the exclusive rights granted to the author of an original work.

**Digital Millennium Copyright Act (DMCA):** A 1998 amendment to the Copyright Act of 1976, establishes certain limitations of copyright infringement liability for online service providers (OSP), including colleges and universities, when certain requirements are met by the OSP. The Act contains a number of other provisions including prohibitions on circumvention of technological protection measures among others. The DMCA requires the University to register an agent designated to receive notices of alleged infringement and to take certain actions in response such notice in order to take advantage of the limitations on liability.

**TEACH Act:** The Technology, Education, and Copyright Harmonization (2002) Act updates copyright law for distance education. If numerous and specific requirements are met by the individual faculty member and the institution, the Act permits the digital transmission of copyrighted works for educational purposes without obtaining permissions in limited situations.

**Fair Use:** Provided for in 17 U.S.C. §107, fair use is determined by examining four factors; the purpose of the use, the nature of the work used, the amount of the work used, and the effect the use will have on the potential market for the work. All four factors must be examined before a “good faith” determination can be made regarding the fair use of a copyrighted work.

**PROCEDURES**

Instructors and staff will follow the following procedure and timeline to ensure proper adherence to the policy:

1. Department leads will place signs by all copiers stating the requirement for all users of the copiers to adhere to copyright law.
2. Instructors will not distribute more than a miniscule portion of any published work to their classes as photocopies without permission of the holder of the copyright. If large portions of a work are required for a class, students will purchase them from either the school bookstore or an outside source.
3. No employee will provide a code to the copier for students to make copies that would violate copyright law. Additionally, no employee will permit students to make copies of computer software for their own use unless such rights have been purchased in advance.
4. No school employee will duplicate computer software for personal or school use unless given prior permission by the information technology department contact, who will only give permission if such rights have been previously purchased by the school.

**Preparer:** Librarian Laura De Leon

**Revision History**

<table>
<thead>
<tr>
<th>Date</th>
<th>Summary of Revision</th>
<th>Approved by</th>
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<tbody>
<tr>
<td>4/1/2007</td>
<td>New policy “Copyrights and Citations”, prepared by CAO, Daniel Traster; effective April 1, 2007</td>
<td>Vice Provost</td>
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<tr>
<td>5/16/2016</td>
<td>Moderate changes for compliance; prepared by Librarian, Laura De Leon</td>
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BACKGROUND

Stratford University uses the Learning Management System Moodle to teach online classes and to support the teaching and learning in hybrid classes. Extensive knowledge of Moodle is necessary for online students as all activities for online classes take place in Moodle.

Campus based students may also take online classes upon approval of their advisors. Therefore, all Stratford University students require extensive knowledge of Moodle as they would need to be able to submit their assignments, discussions and check their progress through Moodle whether they are enrolled in an online class or a campus class.

Therefore, all new students need to attend a Moodle orientation class regardless of whether they start as residential students or online.

POLICY

The University requires that all new students to Stratford University register for a University-wide standardized orientation course upon admission to the University and during their first term. This five week course teaches students how to use Moodle, navigate the system, order books, in addition to a module on basic writing requirements for each Stratford University course. This course is a non-credit, tuition-free online Moodle orientation class (MDL099) and is be delivered to students through a coordinated effort of University Administration, Admissions, Registrar and assigned campus facilitators. The coordination is crucial because students are required to be enrolled in the orientation class immediately upon their admission to provide them with a chance to complete the orientation during their first term at the University.

Each campus administers its own standardized orientation class which is facilitated by a campus designated facilitator. All MDL099 classes will cover the following material:

1. On overview of the Moodle system
2. System and technical requirements for using Moodle
3. Password recovery
4. Course navigation and format through Moodle
5. Finding and using important documents, books, and learning material through Moodle
6. Attendance, Time Management and viewing assignments and grades in Moodle
7. Attending and using Adobe Connect sessions
8. Automatically graded quizzes  
9. Use of Office 365  
10. How to submit discussions and remain actively engaged in an online classroom  
11. What is plagiarism in an online classroom

The MDL099 training facilitator will incorporate the following material and techniques in carrying out the course.

1. Course Syllabus  
2. Course Description  
3. Welcome note by designated campus facilitator including profile image  
4. Introductory welcoming forum  
5. Reading materials  
6. Demonstration videos  
7. Exercises to practice the use of different activities in the platform  
8. Tips for success in hybrid and online classes  
9. Final feedback forum  
10. Certificate of accomplishment for students who complete all activities

The designated facilitators may add additional information that will help orient the students to the course, explain their responsibilities in detail, and assist students in succeeding in the class. In addition, campuses could hold their own face-to-face orientation for new students as a supplement to the standardized online orientation.

**Roles and Responsibilities:**

The designated facilitators for MDL099 are responsible to communicate with students enrolled. They are expected to give the students all necessary support to help them succeed in completing the orientation.

Students are expected to actively participate in the online MDL099 orientation class. They must complete all required activities to obtain the certificate of accomplishment which is a requirement to enroll in online classes.

Campus presidents assign a dedicated facilitator for each MDL099 course based on the qualifications. The campus presidents are responsible to find ways to account for the time facilitators spend in the orientation class.

Admissions officers at the different campuses inform all new students of the MDL099 orientation course requirement and completion timeframe. The registrar enrolls the students in PowerCampus.

Registrars at each campus will create the orientation class in PowerCampus 5 weeks prior to the start of classes for the next quarter. Registrars will also enroll new students in PowerCampus upon being notified by Admissions of names and credentials of newly enrolled students.
PROCEDURES

The following procedures should be observed from the time a new student is admitted to the time that the student completes the online orientation class:

Step 1: Admissions officers will:

- communicate the name of a new student to the campus registrar immediately after the student is admitted to the campus provide the new student with adequate information about the online orientation class. The following campus-specific information should be provided for new students:
  - URL to access Moodle: http://online.stratford.edu. The students can use the user account that will be sent to them by IT in email or text message upon admission. Admission officers tell new students to check their email or text message for their account.
  - contact information for the facilitator of the respective campus as given below:
    - Name of designated campus facilitator
    - Email of facilitator:
    - Phone Number of facilitator:
  - documentation that explains the Moodle orientation class.

Step 2: Registrar will:

- create course shells for the Moodle orientation class 5 weeks before start of regular classes.
- enroll campus facilitators as instructors to the orientation class.
- enroll new students received from admissions into the orientation classes.

Step 3: Facilitators will:

- regularly check the online orientation class for new students;
- communicate with new students and encourage them to participate;
- check activities completed by students and evaluate as necessary;
- help students download their certificate at the end;
- communicate to instructional technology specialist any technical problem related with the facilitation of the class

Preparer: Instructional Technology Specialist Dr. Zelalem Hailu

Revision History

<table>
<thead>
<tr>
<th>Date</th>
<th>Summary of Revision</th>
<th>Approved by</th>
</tr>
</thead>
</table>

51
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<thead>
<tr>
<th>Date</th>
<th>Action Description</th>
<th>Responsible Party</th>
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<tbody>
<tr>
<td>5/9/2013</td>
<td>New policy; effective May 9, 2013</td>
<td>CAO</td>
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<tr>
<td>3/21/2014</td>
<td>Revised by Instructional Technology Specialist, Dr. Zelalem Hailu</td>
<td></td>
</tr>
<tr>
<td>5/24/2016</td>
<td>Major revisions to align with current practice; reviewed by Online Dean, Golnoosh Hakimdavar</td>
<td></td>
</tr>
<tr>
<td>9/8/2017</td>
<td>Replaced campus dean with campus president</td>
<td>Board of Trustees</td>
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</table>
BACKGROUND

The Satisfactory Academic Progress (SAP) policy fulfills the requirements expressed by the Higher Education Act (HEA), U.S. Department of Education, and the Accrediting Council for Independent Colleges and Schools (ACICS). Students must maintain a satisfactory level of academic progress toward completing a degree in order to remain enrolled at the University and/or receive financial assistance via federal student aid or military benefits.

POLICY

The purpose of SAP assessment is to determine whether a student is making satisfactory progress towards the successful completion of a degree. The standards against which all students are measured include qualitative and quantitative standards. Every student’s academic record is reviewed regularly. This review is cumulative and includes all courses taken at the student’s current academic level in their current program. The University conducts assessments on all credits for all students, regardless of whether the student is a federal student aid recipient. The Office of the Registrar and the Office of Student Financial Services generate and monitor respective SAP reports. After grades are posted, student cumulative grade point average and rate of progression are calculated to determine if a student is making Satisfactory Academic Progress.

Qualitative Measurement

Qualitative measurement is determined by a student’s cumulative grade point average (CGPA) and is calculated by dividing the quality points by the total attempted credits except repeated courses only include the last attempted grade. Quality points are determined for credits earned by multiplying the course grade point by the course credit value; sum the quality points for all courses. To meet the qualitative standards, students must meet the minimum CGPA as determined by the benchmarks below.

Quantitative Measurement

The quantitative measurement is the rate of progression (ROP) and determined by overall completion percentage. Minimum completion percentage is calculated by dividing the credits earned by the credits attempted rounded to the nearest whole percent. This is assessed each academic term. To meet the quantitative standards, students must have a minimum ROP as
determined by the benchmarks below. Federal guidelines establish students must progress through their program which allows them to graduate within 150% of the published number of program credits. This is called the maximum time frame (MTF). For example, an associate’s program is 90 credits multiplied by 150% is 135 credits; student must graduate from the program with not more than 135 attempted credits. Students may not exceed the maximum time frame, even if the student did not receive financial assistance.

If a student enrolls in a subsequent program, the MTF is reset to the second program. Transfer courses, credits by exam, previous experience credits, and failed courses applicable to the subsequent program are deducted from the MTF of the subsequent program. The MTF reset is granted for subsequent programs regardless of whether the student graduated from the previous program. For instance, a student in a bachelor’s degree program is allowed 270 credits (180 credits x 150%) to complete the program. If the student does a program change to a second bachelor’s program and transfers 27 credits, the MTF for the second program is an additional 270 credits, but the 27 transfer credits are used toward the 270 credit allotment leaving 243 credits for the student to complete the second program.

**SAP Conditions**

**Transfer Credits, Credits by Exam, Previous Experience Credit:** Approved transfer credits from another institution, credits by exam, and previous experience credit affect ROP only. They are not calculated in CGPA. These are counted as both attempted and earned credits for purposes of evaluation intervals.

**Pass/Fail Credits:** Courses graded on a pass/fail basis are not included in CGPA calculation, but affect the ROP calculation.

**Course Withdrawals:** If a student withdraws from a course and receives a W, the grade is excluded from the CGPA calculation, but is part of the ROP calculation and affects the MTF.

**Incompletes:** An incomplete grade is a transition grade to allow the registrar to close the term and issue grade reports. During the period the incomplete is on the transcript, it is not calculated in either CGPA or ROP calculations until a letter grade is assigned.

**Remedial Courses:** Remedial courses do not affect CGPA or ROP calculations.

**ESL Courses:** ESL courses do not affect CGPA or ROP calculations.

**Audited Courses:** Audited courses do not affect CGPA or ROP calculations.

**Standard Term of Non-Attendance:** Standard Terms of Non-Attendance do not affect CGPA or ROP calculations.
Repeated Courses: Courses which earn a grade, including failed grades, and are subsequently repeated are included in CGPA and ROP calculations. Courses are counted as attempted each time the course is taken. All grades remain on the transcript, but only the last grade is included in the CGPA.

Program Change: A program change occurs when a student moves programs at the same academic level without graduating; for instance, from one associate’s program to a second. Only courses applicable to the second program are applied and subject to CGPA and ROP calculations. This includes transfer credits, credits by exam, previous experience credit, and failed courses. Qualitative and quantitative measurements are based on the second program benchmarks. Students may change programs twice, i.e. enroll into three programs without graduating. A student who changes a program for a second time, into a third program, must have completed 67% of the program prior to changing.

Program Upgrade: A program upgrade occurs when a student moves from a lower-level to higher-level program without completing the lower-level program. For instance, a student moves from an associate’s program to a bachelor’s program. Only courses applicable to the second program are applied and subject to CGPA and ROP calculations. This includes transfer credits, credits by exam, previous experience credit, and failed courses. Qualitative and quantitative measurements are based on the second program benchmarks. In cases where a student downgrades from a higher-level to lower-level program, the same process is followed.

Second Degree: A student who graduates may enroll in a second program. Only courses applicable to the second program are applied and subject to CGPA and ROP calculations. This includes transfer credits, credits by exam, previous experience credit, and failed courses. Qualitative and quantitative measurements are based on the higher-level program benchmarks.

Undergraduate to graduate progression does not carry CGPA or ROP calculations. A student who graduates from an undergraduate program and enrolls in a graduate program begins a new SAP calculation based on their graduate student status.

Academic SAP Policy

Academic SAP reports are generated at the end of each term for each student. The CGPA and ROP must be at or exceed the benchmark associated with the evaluation interval. If a student does not meet the CGPA and/or ROP benchmarks at the end of the term, the student is placed on a SAP status in the subsequent term. Evaluation intervals are based on the total attempted credits. Attempted credits include transfer credits, credits by exam, previous experience credit, and failed courses. The CGPA includes failed courses and the ROP calculation includes transfer credits, credits by exam, previous experience credit, and failed courses.

Undergraduate: Undergraduate students in programs with 72 credits or fewer must maintain a 2.0 CGPA and a 67% ROP at all times. All undergraduate degrees with more than 72 credits are assessed using the same evaluation intervals and benchmarks. Undergraduate students in the
evaluation interval of zero to 71 attempted credits must have a minimum CGPA of 1.5 and a ROP of 50% at the end of each term. Students in the evaluation interval of 72 or more attempted credits must have a minimum CGPA of 2.0 and a ROP of 67%. When an undergraduate student transfers 72 or more credits, the student is always evaluated at the 72 or more attempted credit evaluation interval.

<table>
<thead>
<tr>
<th>Academic</th>
<th>Students are evaluated at the end of each term</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Undergraduate students in programs with 72 credits or fewer must maintain a 2.0 CGPA and a 67% ROP at all times.</td>
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<tr>
<td></td>
<td><strong>Benchmark</strong></td>
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<tr>
<td></td>
<td>Evaluation Interval</td>
</tr>
<tr>
<td></td>
<td>Minimum CGPA</td>
</tr>
<tr>
<td>0-71 Stratford undergraduate attempted credits</td>
<td>1.5 CGPA</td>
</tr>
<tr>
<td>72+ Stratford undergraduate attempted credits</td>
<td>2.0 CGPA</td>
</tr>
<tr>
<td>Evaluation intervals are based on attempted credits which include transfer credits, credits by exam, previous experience credit, and failed courses.</td>
<td>CGPA and ROP calculations include transfer credits, credits by exam, previous experience credit, and failed courses.</td>
</tr>
</tbody>
</table>

**Graduate:** Graduate students in the evaluation interval of zero to 27 attempted credits must have a minimum CGPA of 2.5 and a ROP of 50%. Graduate students in the evaluation interval of 28 or more attempted credits must have a minimum CGPA of 3.0 and a ROP of 67%. When a graduate student transfers 27 or more credits, the student is always evaluated at the 28 or more attempted credit evaluation interval.

<table>
<thead>
<tr>
<th>Academic</th>
<th>Students are evaluated at the end of each term</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Undergraduate students in programs with 72 credits or fewer must maintain a 2.0 CGPA and a 67% ROP at all times.</td>
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<td></td>
<td><strong>Benchmark</strong></td>
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<tr>
<td></td>
<td>Evaluation Interval</td>
</tr>
<tr>
<td></td>
<td>Minimum CGPA</td>
</tr>
<tr>
<td>0-27 Stratford graduate attempted credits</td>
<td>2.5 CGPA</td>
</tr>
<tr>
<td>28+ Stratford graduate attempted credits</td>
<td>3.0 CGPA</td>
</tr>
<tr>
<td>Evaluation intervals are based on attempted credits which include transfer credits, credits by exam, previous experience credit, and failed courses.</td>
<td>CGPA and ROP calculations include transfer credits, credits by exam, previous experience credit, and failed courses.</td>
</tr>
</tbody>
</table>

A student may be placed on the following academic SAP status and must take the required action associated with the status. A student who is placed on an academic SAP status and meets the requirements in the subsequent term returns to good standing status. A student who does not meet the requirements in the subsequent term is placed on the next status. If a student has a break in enrollment of more than one term and is re-admitted or re-enters into the same program, the previous status(es) apply. If the student changes or upgrades to a different program, no previous status is applied and the process for program changes applies.
**Good Standing:** Students are in good standing when the minimum CPGA and ROP is met or exceeded. Students in good standing are eligible to register for courses and receive financial assistance.

**Alert:** Students are placed on alert status in the first term the CGPA and/or ROP falls below the minimum.

**Warning:** Students are placed on warning status the second term the CGPA and/or ROP falls below the minimum. This status requires students to have their course schedule approved by the academic advisor and meet with an academic advisor monthly.

**Probation:** Students are placed on probation status the third term the CGPA and/or ROP falls below the minimum. This status requires students to have their course schedule approved by the academic advisor and meet with an academic advisor bi-weekly.

**Dismissal:** Students are placed on dismissal status the fourth term the CGPA and/or ROP falls below the minimum. Students who are academically dismissed are no longer active students of the University and are ineligible for financial assistance. Students who reach the maximum timeframe are dismissed and no longer eligible to enroll or receive financial assistance. F-1 students dismissed for failing to meet SAP requirements have their student status terminated.

**Financial Assistance SAP Policy**

The Department of Education defines an academic year as a minimum of 30 weeks and a predetermined number of earned credits. Undergraduate programs with 72 credits or fewer must maintain a 2.0 CGPA and a 67% ROP at all times and are evaluated each term. Undergraduate students in programs with more than 72 credits are measured every 36 credits earned at Stratford University. Evaluation checkpoints do not include transfer credits, credits by exam, previous experience credit, and failed courses. At the first evaluation checkpoint of 36 earned credits, undergraduate students in programs with 72 more or credits must have a minimum CGPA of 1.5 and a ROP of 50%. At the second evaluation checkpoint of 72 earned credits and all subsequent checkpoints, these undergraduate students must have a minimum CGPA of 2.0 and a ROP of 67%. The CGPA and ROP calculations include transfer credits, credits by exam, previous experience credit, and failed courses. A student who is unable to meet either the quantitative (ROP) or qualitative (CGPA) standard by graduation becomes ineligible for federal student aid or military benefits.

**Probation**

Students who fail to meet financial assistance SAP requirements and who have successfully appealed are placed on probation for one term. After probation, the student must meet SAP requirements to remain eligible for financial assistance. Under no circumstances can a student be granted two consecutive probationary periods. However, a student may be placed in a probationary status two or more times during their program, if the probationary periods are not
consecutive. If a student is withdrawn for any reason during the probationary term, the student is not granted a second probationary term.

<table>
<thead>
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<th>Financial Assistance - Undergraduate</th>
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<tr>
<td>Undergraduate students are evaluated at each 36 Stratford-earned credit hour increment</td>
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<tr>
<td>Undergraduate students in programs with 72 credits or fewer must maintain a 2.0 CGPA and a 67% ROP at all times and are evaluated each term.</td>
</tr>
<tr>
<td>Undergraduate students who transfer in courses and have 72 credits or fewer to complete a degree at the University must maintain a 2.0 CGPA and a 67% ROP at all times and are evaluated each term.</td>
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**Evaluation Checkpoint**

<table>
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<tr>
<th>Benchmark</th>
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<tbody>
<tr>
<td>Minimum CGPA</td>
</tr>
<tr>
<td>36 Stratford-earned undergraduate credits</td>
</tr>
<tr>
<td>72+ Stratford-earned undergraduate credits</td>
</tr>
</tbody>
</table>

Evaluation checkpoints are based on Stratford-earned credits only and do not include transfer credits, credits by exam, and previous experience credit.

**Satisfactory Academic Progress Appeal**

Students have the right to appeal academic or financial assistance statuses where exceptional circumstances can be demonstrated. Appeals must be submitted in writing to the campus president, describe any mitigating circumstances the student feels deserve further consideration, and within fourteen days after grades for the term in question have been issued. The appeal is forwarded to the SAP Appeals Committee, to review the written records, collect other information as necessary, and issue the final determination. The SAP Appeals Committee consists of members of the campus community chosen by the campus president. Exceptional or mitigating circumstances may include extended illness of an immediate family member (parent, spouse, sibling, or child), extended illness or personal injury of the student, or death of an immediate family member (parent, spouse, sibling, or child). If a student should warrant subsequent statuses, each successive appeal should cite a different reason for re-entry. Students may not appeal ineligible statuses for two consecutive terms. Students are required to indicate why their enrollment and/or financial assistance should not be terminated and provide reasons for failing to meet the SAP requirements. Students are also required to supply documented evidence in support of their appeal. The decision of the campus president and/or SAP Appeals...
Committee is made within ten business days of receiving the letter of appeal. This decision is final.

Re-Entry after SAP Dismissal

If an appeal is granted, the SAP Appeals Committee determines the provisions for re-entry on a case-by-case basis. Any student who returns based on an appeal of dismissal has SAP evaluated on a term-by-term basis until the student is meeting SAP standards; a student may be ineligible for financial assistance until such time SAP standards are met. The Office of Student Financial Services can assist students with determining eligibility for financial assistance.

Students who have lost eligibility for financial assistance may elect to continue their education on extended enrollment status if they have not been dismissed under the Academic SAP policy. Students on extended enrollment are not eligible for financial assistance and are responsible for all financial arrangements with the University. While in an extended enrollment status, students must seek to correct academic deficiencies by taking remedial courses, retaking failed courses, or practicing previously learned skills. Credits taken during an extended enrollment status count towards maximum time frame calculations. Students on extended enrollment status may reestablish SAP by improving their CGPA and/or ROP to meet the required minimums. Neither a period of absence from the University, nor paying for courses out-of-pocket is considered sufficient to reinstate financial assistance eligibility.

The purpose of SAP assessment is to determine whether a student is making satisfactory progress towards the successful completion of a degree. The standards against which all students are measured include qualitative and quantitative standards. Every student’s academic record is reviewed regularly. This review is cumulative and includes all courses taken at the student’s current academic level in their current program. The University conducts assessments on all credits for all students, regardless of whether the student is a federal student aid recipient. The Office of the Registrar and the Office of Student Financial Services generate and monitor respective SAP reports. After grades are posted, student cumulative grade point average and rate of progression are calculated to determine if a student is making Satisfactory Academic Progress.

PROCEDURES

Once it has been determined that a student is not meeting SAP requirements a series of steps are to be taken to document this.

1. Based on the SAP report, letters will be developed to be sent out to students either by mail and/or email to inform them of their status and the steps they need to take. A copy of this letter should also be placed in the students file. Letters should be sent out no later than the end of week 2.

2. A stop is automatically put on the students account once the SAP report is run to ensure they speak with their advisor or financial aid representative (depending on which SAP
they are falling under) before registering again to have a full understanding of what SAP means.

3. For academic SAP, students are required to meet with their advisor at different intervals depending on the status they are currently falling under. This must be documented with an advising form and placed in the student academic file.

4. For financial SAP, students who become ineligible for aid will need to provide another form of payment upon notification.

5. Students being academically dismissed will be dropped from their current registered courses and notified as such.

Preparer CAO Dr. James Flaggert

Revision History

<table>
<thead>
<tr>
<th>Date</th>
<th>Summary of Revision</th>
<th>Approved by</th>
</tr>
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<tbody>
<tr>
<td>10/15/2012</td>
<td>New policy; effective October 15, 2012</td>
<td>CAO</td>
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<tr>
<td>5/18/2016</td>
<td>Updated to align with catalog; reviewed by Veronica Gogan</td>
<td></td>
</tr>
<tr>
<td>9/8/2017</td>
<td>Replaced campus dean with campus president</td>
<td>Board of Trustees</td>
</tr>
</tbody>
</table>

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Grades provide the foundation on which student satisfactory academic progress, meeting of prerequisite requirements, and completion of graduation requirements are based. Inaccurate or late grade submission can result in financial and academic penalty to the students. Therefore, the proper maintenance, documentation, calculation, and submission of student grades are critical to the operation of the university, to student satisfaction, and to accreditation requirements.

Stratford University faculty members will maintain accurate and current records of student performance and resulting grades for all students in their courses. The following grading scale is used to determine a letter grade for the course associated with a point value:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
<th>Quality Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>93.00 – 100</td>
<td>A</td>
<td>4.00</td>
<td>Excellent</td>
</tr>
<tr>
<td>90.00 – 92.99</td>
<td>A-</td>
<td>3.67</td>
<td></td>
</tr>
<tr>
<td>87.00 – 89.99</td>
<td>B+</td>
<td>3.33</td>
<td>Good</td>
</tr>
<tr>
<td>83.00 – 86.99</td>
<td>B</td>
<td>3.00</td>
<td></td>
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<tr>
<td>80.00 – 82.99</td>
<td>B-</td>
<td>2.67</td>
<td></td>
</tr>
<tr>
<td>77.00 – 79.99</td>
<td>C+</td>
<td>2.33</td>
<td></td>
</tr>
<tr>
<td>73.00 – 76.99</td>
<td>C</td>
<td>2.00</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>70.00 – 72.99</td>
<td>C-</td>
<td>1.67</td>
<td></td>
</tr>
<tr>
<td>67.00 – 69.99</td>
<td>D+</td>
<td>1.33</td>
<td></td>
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<tr>
<td>63.00–66.99</td>
<td>D</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>60.0 – 62.99</td>
<td>D-</td>
<td>0.67</td>
<td>Poor</td>
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<td>Failing</td>
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<tr>
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<td>I</td>
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<tr>
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<td>W</td>
<td>0.00</td>
<td>Withdrawal</td>
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Graduate Grading Scale:
### Score Range | Grade | Quality Points | Description
---|---|---|---
93.00 – 100.00 | A | 4.00 | Excellent
90.00 – 92.99 | A- | 3.67 |
87.00 – 89.99 | B+ | 3.33 |
83.00 – 86.99 | B | 3.00 | Average
80.00 – 82.99 | B- | 2.67 |
77.00 – 79.99 | C+ | 2.33 |
73.00 – 76.99 | C | 2.00 | Poor
70.00 – 72.99 | C- | 1.67 |
67.00 – 69.99 | D+ | 1.33 |
60.00 – 66.99 | D | 1.00 | Very Poor
Below 60.00 | F | 0.00 | Failing
Incomplete | I | 0.00 | Incomplete
Withdrawal | W | 0.00 | Withdrawal

### PROCEDURES

Faculty members and staff will follow the following procedure and timeline to ensure proper adherence to the grade policy:

1. Faculty members will maintain a grading schema for each component of a student’s grade (projects, class participation, etc.) as well as a percentage breakdown depicting how those components are combined to determine a student’s final grade. The grade breakdown will be included in the syllabus for the course.

2. Faculty members may grade student work and performance based on predetermined grading rubrics. Those grades will be calculated and recorded by the faculty member within one week of the student submission or performance of the work.

3. At the conclusion of the course, faculty members will calculate each student’s final grade according to the grade percentages printed in the course syllabus.

4. Faculty members will convert the numerical final grades to final letter grades.

5. Incomplete or “I” Grade: The grade of I (incomplete) is a transitional and or a temporary grade indicating that the student has, for justifiable good reason/s, not complete all of the course work or assignments but that there is a possibility that he or she will pass the course when all the requirements have been met.
   a. The student must request an incomplete from the faculty member before the final grades are due by completing a “Request for a Grade of Incomplete form”. (copy attached) Included with the form should be documentation (if applicable) of the extenuating circumstance for which the work could not be completed.
   b. If the written request is not made, the faculty member will submit a final grade based on work completed to that point.
   c. If the faculty member grants the request, the student must complete the necessary work by the date specified by the faculty member, which will be no later than five
weeks after the end of the quarter involved. Faculty members must complete their portion of the form and submit to the Office of the Registrar to insert the grade of I before final grades are due.

d. If the required work is not completed by the final and agreed upon deadline, the temporary grade of Incomplete (I) will become an F, which will be computed into the student’s grade point average.

6. The following situations do not merit award of an incomplete grade:
   a. Those students who never attended any class and have no contact with the faculty member.
   b. Those students who never completed any assignments and or participated in the classroom discussions and took the mid-term and or final examinations although they attended some of the classes.
   c. Those students who never requested an incomplete grade for the reasons beyond their control. The incomplete grade makes the assumption that there are some unfinished tasks that student must complete by a certain deadline.

7. Faculty members will submit final grades via the self-service portal in accordance with the deadline set by their campus. Emails are sent to the faculty members during the final weeks of each term with this information. Grades will be submitted in letter form according to the numerical guidelines listed in the University catalog.

8. Department leads will review grade breakdowns and final grade submissions to check for unusual grading patterns for the course. In the event of errors, the department lead will speak with the faculty member immediately to rectify any errors and submit changes to the registrar.

9. Faculty members may submit final grade changes to the registrar in writing via grade change form after the conclusion of the course. (copy attached) Grade changes may be based only on grade calculation errors or submission of make-up work by the student. Department leads may change a student’s grade, but only to correct a final grade calculation error made by the faculty member using the same form.

10. In the event that a faculty member does not submit a grade for a student by the required deadline, the registrar will email the designated person about the missing grades. The program leads will follow up with the faculty member and ensure that the faculty member submits final grades immediately. If the self-service portal has closed for grade submission, the faculty member will submit the grades by email to the Office of the Registrar.

11.1 Grade changes

All grade changes must be submitted on the official Grade Change form available at the departmental office or from the registrar. There are no exceptions to this requirement for completion of the grade change form. Also, for security purposes, the Registrar's office can accept grade change forms only from the faculty member in person, by mail, or hand carried to the registrar by the department lead. **Students are not permitted to hand carry any grade forms to or from the Registrar.** The grade change form must specify the reason for the change and must be signed by the faculty member and department lead. Grade changes are not permitted after one term from when the course was taken without a Campus President’s approval. There may be reasons that justify a later change of grade, but they must be of an unusual nature and
considered most exceptional. Any exception must receive the campus president’s approval. After the grade change form has been completed, the original copy is permanently filed in the student file.

11.2 Grade disputes

A grade appeal must be initiated by the student within three weeks of receiving the grade by submitting a written request to the faculty member. If the issue is not resolved, the written request must be submitted to the designated department representative. If after a review by the designated department representative the issue remains unresolved, a committee of uninvolved faculty or staff is selected by the campus president for the grade appeal hearing. The student and the faculty member may present information. The committee notifies the student and the faculty member of its findings in a timely manner. All decisions are final. Grade changes may result in the loss of federal student aid (FSA) eligibility because regulations may limit the time within which aid may be re-awarded or disbursed. Stratford University adheres to a schedule that allows grades to be submitted during the subsequent term. Because of this, students evaluated after grade submissions may have their FSA eligibility recalculated and may need to adjust their payment arrangements.

See SAP Policy for more information about grade calculation into ROP and CGPA.

Preparer: CAO Dr. K. Habib Khan

Revision History

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<td>New policy; effective March 22, 2009</td>
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<tr>
<td>12/06/2009</td>
<td>Revised by CAO, Dr. K. Habib Khan</td>
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<td>5/16/2016</td>
<td>Minor changes; reviewed by Compliance Officer, Megan Higgins</td>
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<td>9/8/2017</td>
<td>Replaced campus dean with campus president, updated department deans to department leads</td>
<td>Board of Trustees</td>
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BACKGROUND

(NOTE I: independent studies are only authorized for a student needing an on-ground core class, that is not offered on the quarter schedule, to achieve his/her required course load, or to graduate.

NOTE II: Currently, the Veteran Administration considers independent studies being online courses.)

An independent study is based on the same syllabus, textbooks, and course learning outcomes as the corresponding regular on-ground/online course. The instructor facilitating an independent study has to hold the same credentials as required for the corresponding course.

An independent study course involves a higher level of independence and self-direction on the part of the student. Based on the syllabus of the corresponding course, an accordingly credentialed faculty member outlines required readings and other assignments, tests, other course requirements, evaluative criteria, midterm and/or final exams, and examination dates. The instructor prepares and populates the course Moodle shell for hybrid instruction. An independent study follows the same timeline as the corresponding on-ground/online course.

Because independent study classes are the exception and not the rule, the number of courses that a student will be allowed to take independently should be limited. Graduate students are expected to show a higher level of academic self-direction and originality than are undergraduate students.

Most Stratford University independent studies involve one student working one-on-one with a faculty member using the Moodle class shell and meeting in person at least bi-weekly. If lab work is required in an independent study course (matching the requirements/learning outcomes of the corresponding regular course), this lab work has to be done in person (or in form of a virtual lab if applicable) under supervision of the accordingly qualified and credentialed faculty member.

Because Stratford University encourages and emphasizes the importance of completion of a standardized curriculum, the independent study course’s learning outcomes have to match the corresponding on-ground or online course and the University may grant none, or, at best, only a limited number of independent studies per term per campus (e.g. one independent study for a
student population of 100; i.e. a maximum of three for a campus with a population of 300 to 400 students). In other words, there must be a compelling reason for why a student is granted an independent study instead of scheduling the corresponding class on campus. Conducting an independent studies requires the written permission of the Campus President.

**POLICY**

1. An independent study course must have a syllabus based on the syllabus of the corresponding on-ground/online class with the following distinguishing criteria:
   - The course number on the syllabus has the addition “IS”; e.g. “HCA407 IS”
   - Class section on the syllabus reads “Independent Study”
   - Class schedule reads “weekly Moodle meetings and in person by appointment”
   - Instructional Methods reads “Independent Study”
2. An independent study must be based on a learning contract. The syllabus will then be provided to the student after the learning contract has been approved.
3. Students are expected to meet at least bi-weekly with the instructor. Students should expect to spend at least the same amount of time for an independent study course as he/she would spend for an in-class course.
4. Independent study includes the same homework submissions by the student as the corresponding on-ground/online course.
5. Each independent study must be approved by the student’s advisor or program lead and the campus president.
6. Independent study credit is only given for an independent study course based on the syllabus of the corresponding on-ground/online course as explained above; it is not given for other student activities (such as for an on-campus job or workplace activities). Credit for work related experience falls under the University’s Prior Learning Assessment and Recognition (PLAR) policy (11 – 104).
7. If an independent study is approved in place of a corresponding on-ground/online course, the tuition is the regular tuition for a course for the term in question.
8. An accordingly credentialed and qualified adjunct faculty facilitating an independent study in place of a corresponding on-ground/online course, is paid 50% of the regular adjunct pay course in the term in question.
9. Though following the academic term timeline, an independent study course does not count towards a campus’ class count or an instructor’s teaching load of the according term.
10. Attendance and grades are submitted through the Self Service system.

**PROCEDURES**

The student may request an independent study from his/her academic advisor, who contacts the program lead and campus president for instructor availability and authorization. If approved, the student completes the Independent Study Contract (attached) and submit the contract to the program lead.
If not already included in the contract, the faculty member facilitating the independent study adjusts the corresponding course syllabus for the independent study and provides it to the student at the beginning of the according term.

The approval and registration process must be completed in accordance with the regular university registration schedule.

Preparer: COO, Dr. James Flaggert

Revision History

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<td>10/24/2007</td>
<td>New policy; effective October 24, 2007</td>
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<td>8/1/2010</td>
<td>Revised by COO, Dr. James Flaggert</td>
<td>Dr. James Flaggert, COO</td>
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<td>4/28/2016</td>
<td>Expanded definitions; reviewed by Manager of IEIR, Melissa Lanctot</td>
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<tr>
<td>9/8/2017</td>
<td>Replaced campus dean with campus president</td>
<td>Board of Trustees</td>
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INDEPENDENT STUDY CONTRACT

SU ID# __________________

Name of Student (Last, First, M.I.): _________________________________

INDEPENDENT STUDY PROJECT INFORMATION

Proposed Title: ______________________________________________________

Description of project: _____________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

Quarter ______ Beginning Date ________________ Ending Date __________

Goals and objectives of this learning experience: ________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

Topics to be covered: ________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________
Readings, research, or activities to be completed: 


Methods of evaluation of this learning experience: 


Personal long-term and short-term goals and how this independent study will help the student meet those goals: 


Student's Signature ___________________________ Date ____________

Instructor's Statement: I agree to offer this course in accordance with the Stratford University policy 300-108

Instructor’s Signature ___________________________ Date ____________
02 – 119 Curricular Practical Training

BACKGROUND

Curricular Practical Training (CPT) is alternative work/study, internship, cooperative education, or any other type of required internship or practicum that is offered by sponsoring employers through cooperative agreements with the school. To this effect, Stratford University only offers “for-credit” CPT that is an established part of a student’s degree program.

POLICY

General Requirements and Information:

1. Students must maintain lawful F-1 status to apply for permission to engage in CPT.
2. Student must be enrolled for one academic year on an F-1 visa before they are eligible to apply, as per CFR 214.2(f) (10) and CFR 214.2(f) (10) (i). Exceptions to the one academic year requirement are provided for students enrolled in graduate studies that require immediate participation in curricular practical training.
3. The CPT employment must have a valid purpose in the student’s program of study.
4. The student must be enrolled as a full time student (9 credit hours for Graduate programs and 13.5 hours for Undergraduate programs on-campus) in the current academic quarter at Stratford University. In addition, after approval from DSO, the student must also be enrolled in the CPT course and pay the tuition required.
5. The DSO will authorize CPT for a specific employer and for a specific period of time as approved by the campus president.
6. Students may not engage in CPT and a work-study position concurrently.
7. A student must complete the CPT class requirements prior to the expected program completion date on the I-20. The I-20 cannot be extended for the sole purpose of CPT.
8. Using more than 12 months of full-time CPT will make a student ineligible for OPT.
9. The student must be in good academic standing and must maintain a satisfactory academic performance (Minimum 3.5 CGPA on a scale of 4.0 for Graduate Programs and 3.0 for Undergraduate Programs).
10. Students applying for CPT must have their application approved by the Student Accounts Office at the beginning of each quarter in order to certify that all tuition and any outstanding debts have been paid in full to the university. This verifies that the student will not be depending on their CPT participation to pay for their expenses while on their F-1 visa.
11. CPT internships for both graduate and undergraduate students are “for credit”; therefore the student must be registered for the CPT course during the term in which the CPT is being issued by the DSO and will be required to pay the tuition for the class. The CPT experience will enable students to apply concepts learned in their academic program so that they are better prepared for their careers. The CPT course will require midterm and final progress reports submitted by the employers and the students (separately) as well as a weekly journal completed by the student relating their CPT employment experience to their degree program. These reports and journals will be submitted to the professor of the CPT course and will be used to calculate the student’s final grade.

12. According to the new updates from Student and Exchange Visitor Information System (SEVIS), all work authorizations will be closely monitored by DHS. An official may be making a visit to verify offer of employment and physical location of the student. Effective immediately, only one Curricular Practical Training Course (CO-OP Edu for Graduate level and Undergraduate level) will be offered. This will eliminate CIS 501-503.

13. Students at Stratford University who enter or return to the university after January 1, 2007 must also present evidence of completion of the Stratford University English Enhancement Program before their CPT can begin. CPT applicants may alternatively provide an original TOEFL or IELTS score sheet issued within two years of their CPT application date that meet minimum Stratford University admission requirements. Advisor may waive the English requirement based on students current GPA.

14. CPT is limited to the location mentioned on the offer letter and the job location must be within 250 miles of the campus attended by the student.

15. Projects or employment considered ineligible under the CPT program include:
   a. In-house projects in consulting agencies: This inhibits the ISO from verifying the exact location and nature of the employment, as the student would be able to change projects under the same consulting company name. Students undergoing training under the “in-house projects”
   b. Telecommuting: The CPT experience involves the close supervision of an expert in the student’s field of study and telecommuting does not allow this.

16. Once the CPT application period closes, about two weeks prior to the registration period, the student may not submit additional documents nor change any employment or application details. The procedure for verifying the project/employment information will have already begun, and late submissions will not be accepted.

17. Stratford University expects students to attend classes. If a student engaged in CPT is not abiding by the university’s attendance policy, they will not be eligible to reapply for or extend their CPT after that quarter. A student must complete the CPT class requirements prior to the expected program completion date on the I-20. The I-20 cannot be extended for the sole purpose of CPT.

**Curricular Practical Training Course Credit:**
CO-OP education course will be one credit course and the student will have an option of either taking this course for 4.5 credit as their final project or take 1 credit hour course for 4 quarters. Final .5 credits will be for the final report at the end of the CPT course. CPT instructor will be required to make a visit to the internship site.

**PROCEDURES**

- Students must enroll in an appropriate CPT class once they are approved for CPT.
- Student will be required to complete CPT workflow through their self-service portal and upload required documents such as:
  - Students must submit an offer letter from an employer, on the company’s official letterhead, that accurately describes the job title and duties, indicates the start date and end date of the employment (within the confines of the respective quarter), verifies the physical job/project location and how many hours per week the student will be working. The letter should also include the student’s direct supervisor’s full name and work contact information and the full name and contact information for the person who will be submitting the midterm and final reports on behalf of the employer, if not the same person.
  - Copies of all immigration documents (copy of passport, visa and I-94)
- If the DSO determines that the student is eligible for the Curricular Practical Training, the CPT information will be entered in the student’s SEVIS record and a new I-20 with the CPT authorization will be generated and issued to the student prior to his/her first day of the internship.
- The CPT course instructor will then contact the work site supervisor to confirm the student’s internship. This contact may be in the form of a site visit or a telephone contact.

**Failure to Comply with Regulations:**

It is the students’ responsibility to successfully maintain a full course load while participating in the CPT program and comply with all non-immigrant regulations and employment restrictions that apply to F-1 students. The student should also regularly verify that his or her address and contact information is up-to-date with the university and SEVIS systems. Working without the proper authorization is a serious violation of an F-1 student’s status, so failure to comply with these responsibilities, may result in ineligibility for benefits normally granted to F-1 students and, in some situations, the termination of a student’s record. All F-1 students must consult the International Student Office prior to accepting any employment in the United States.

**Preparer: Director of CSIT** Keith Morneau

**Revision History**

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<td>New policy; effective April 1, 2007</td>
<td>Director of International Programs</td>
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<td>10/30/2007</td>
<td>Prepared by Dean of Graduate Studies, Dr. James Flagger, reviewed by Director of International Programs, Feroze Khan</td>
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<tr>
<td>10/8/2015</td>
<td>Rewritten by Director of CSIT, Dr. Keith Morneau</td>
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<td>5/23/2016</td>
<td>Minor updates to align with current practice; reviewed by International Student Office Manager, Neha Kuhar</td>
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<td>9/8/2017</td>
<td>Replaced campus dean with campus president</td>
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BACKGROUND

Students whose participation in a course is interrupted by a military commitment, critical illness, the results of a natural disaster, or other exceptional circumstance may find the standard course timeframe insufficient to enable them to successfully complete their coursework, or they may find themselves unable to pursue coursework for an extended period of time.

POLICY

Students who are unable to participate in their classes, due to exceptional circumstances, will be eligible for a Deployment/Special Circumstance Withdrawal.

- Students who are unable to participate for fewer than 180 days may be eligible for special extensions.
- It is the student’s responsibility to notify the appropriate campus’ Registrar’s Office, and for military students and Veterans, the appropriate Campus Military Student Office must be notified.
- For military students using Tuition Assistance, it is also recommended that the appropriate Educational Student Office be notified (ESO).

Eligibility:

The following are important eligibility rules and regulations:

- Students must have missed or be in danger of missing their course/coursework due to exceptional circumstances, which can be explained by supporting documentation.
- Students who document their need for a special extension or withdraw in advance must contact the Registrar’s Office prior to any scheduled departure.
- Official documentation submitted by the student must confirm that the dates of the deployment and/or special circumstances coincide with the time frame of the course.

- The maximum allowable time of the Deployment/Special Circumstances extensions is 180 days from the end date of the course.
- Military and Veteran students must also submit the appropriate documentation to the Campus Military Student Office for the student’s record (i.e. copy of current military order or correspondence from commanding officer).
Roles:

Role of the Student:

- Requests for these special extensions and withdrawals must be submitted in writing, via email, letter, etc., by the student; written requests must also be submitted to the Military Student Service Office for military students as well.
- It is the sole responsibility of the student to provide timely and accurate documentation to the proper offices so that exceptions or withdrawals can be handled in a timely fashion.

Role of the Professor:

- Professors will approve and accommodate deployment extensions if cleared by the Registrar’s Office.

PROCEDURES

Approval for extension and/or withdrawal due to exceptional circumstances is not automatic. The Registrar’s Office reviews each case and independently makes each decision.

- If the Registrar grants permission for the extension, the student must then contact his/her instructor(s) and create a written completion plan for all outstanding coursework.
- If a withdrawal is granted, the fee for the course will be waived. Students in the military must also contact their ESO to inform them of the withdrawal and apply for a waiver of indebtedness for their tuition assistance.
- Students on any type of course extension will see a grade of "I" for their incomplete course(s). Professors will submit a grade change to the Registrar’s Office when the student has completed submitting coursework or the extension period has ended.

Military Students

Once a determination about the withdrawal is made and approved by the Registrar’s Office, tuition and fees will be waived and any tuition and fees paid to the University will be refunded to the appropriate Military Disbursement Office, and the student’s academic record will reflect this change.

Re-Instatement

Military students who have been approved through a military obligation withdrawal and students who have been approved through a special circumstance withdrawal can notify Stratford University upon their intent to return, and a meeting will be scheduled with their program lead to discuss their schedule and to ensure a smooth transition back into their program.

Preparer: Certifying Office Rosemarie Moreno
## Revision History

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<td>5/16/2016</td>
<td>Minor updates; name changed to previous version; reviewed by Compliance Officer, Megan Higgins</td>
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02 - 121 Late Assignments Policy

BACKGROUND

It is the expectation that students, in order to experience optimum academic success, must complete all assignments, by the assigned due date. As assignments are not always turned in on time, Stratford University needs a University-wide policy on the acceptance of late assignments.

POLICY

Stratford University has two different types of assignments: 1) threaded discussion board posts and 2) assignments (other than discussion board posts).

Threaded discussion board posts are not accepted after the due date. It is critical that students submit threaded discussion board posts (original and post response) on time, as other students’ grade and attendance rest on everyone participating.

Assignments (other than discussion board posts) are accepted late with a penalty. The penalty increases with the number of it is days late. All outstanding assignments must be submitted no later than the last day of class. No assignments are accepted after the last day of class.

PROCEDURES

Threaded Discussion Board Posts

Threaded discussion board posts (original and post response) are due on the date assigned by the instructor by 11:59 p.m. EST (unless the student has made arrangements with the instructor prior to the original due date). Late post(s) (original or post response) are not awarded any points.

Assignments (Other than Discussion Board Posts)

Assignments are due on the due date assigned by the instructor by 11:59 p.m. EST (unless the student has made arrangements with the instructor prior to the original due date of the assignment).
• One day late: Papers submitted one calendar day late (one minute through 24 hours) after the original due date are accepted with a five percent total reduction in grade for late submission.

• Two days late: Papers submitted two calendar days late (24 hours and one minute through 48 hours) after the original due date are accepted with a ten percent total reduction in grade for late submission.

• Three days through seven days late: Papers submitted three calendar days through seven calendar days late (48 hours and one minute through 168 hours) after the original due date are accepted with a 20 percent total reduction in grade for late submission.

• Eight or more days late (168 hours and one minute and beyond): Papers submitted eight or more calendar days beyond the original due date are accepted with a 50 percent total reduction in grade for late submission.

All outstanding assignments must be submitted no later than 11:59 p.m. EST the last day of class. No assignments are accepted after the last day of class.

Preparer: Dr. Lee Smith, Vice Provost, Faculty and Academic Affairs

Revision History

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<td>New Policy, approved by Academic Council. Effective with the release of the APM update March 2017.</td>
<td>Academic Council</td>
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BACKGROUND

This policy ensures students complete a sufficient number of credits at the University to confer a degree.

POLICY

Students must complete all courses in their program as outlined in the University catalog. Students must meet the minimum graduation requirements and may not exceed the maximum allowed transfer credit. Additionally, students must complete their final course in attendance at the University; students may not transfer in courses at the end of their program.

**Maximum Allowed Transfer Credit:** Students must earn the minimum percent of their degree at Stratford University for their program level to fulfill degree requirements.

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<th>Transfer Credits Allowed</th>
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<td>22.5 quarter credits</td>
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<tr>
<td>Bachelor</td>
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<td>45 quarter credits</td>
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<td>Master</td>
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<tr>
<td>Doctorate</td>
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**Undergraduate Graduation Requirements**

- Complete all required classroom modules, externship hours (if applicable), and all program requirements
- Achieve a minimum GPA of 2.0
- Complete at least 25% of the program credits at the University
- Satisfy all financial obligations
- Complete an academic check out form signed by the designated department representative

1 2.8 for Bachelor of Science in Nursing students
Graduate Graduation Requirements

- Students must complete required courses in the program of study
- Complete all required classroom modules, externship hours (if applicable), and all program requirements
- Achieve a minimum GPA of 3.0
- Complete at least 50% of the program credits at the University
- Satisfy all financial obligations
- Complete an academic checkout form signed by the designated department representative

Doctoral Graduation Requirements

- Students must complete the required courses in the program of study at the University
- Complete all required classroom modules, externship hours (if applicable), and all program requirements
- Achieve a minimum grade of 2.0 in each course and a cumulative grade point average of 3.0
- Fulfill all degree requirements within five calendar years from beginning the first course
- Satisfy all financial obligations
- Complete an academic checkout form signed by the designated department representative

PROCEDURES

The registrar audits transfer credit evaluations when inputting into PowerCampus. Additionally, degrees are audited before transcripts are given to students or diplomas awarded.

Preparer: Veronica Gogan

Revision History

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<tr>
<td>6/30/2017</td>
<td>Added to Administrative Policy Manual from catalog, recurring and reviewed</td>
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BACKGROUND

Stratford University is committed to the dissemination of knowledge in works created by all persons employed by or attending Stratford University. The purpose of this policy is to encourage teaching, research, and the free and open exchange of ideas for the community.

DEFINITIONS

Academic department: Includes, but is not limited to, faculty, campus presidents, and Vice President of Academic Affairs

Commissioned work: Work done by a third-party and/or by contract

Copyright: An original work of authorship which has been fixed in a tangible medium from which it can be perceived, reproduced, or otherwise communicated

Employees: An individual employed by the University in an administrative or operational capacity

Faculty: An individual employed by the University to deliver educational content, including full-time and adjunct

Intellectual property: Any work including, but not limited to, inventions, copyrightable works, trademarks, tangible research property, or scholarly works

Scholarly Work: Works authored within one’s discipline in connection with teaching, research, or scholarship. Examples include lecture notes, case examples, course materials, textbooks, works of nonfiction, novels, journal articles, scholarly papers, software, visual works of art, and other artistic creations, among others, regardless of the medium in which those works are fixed or disseminated

Students: An individual enrolled in a program at the institution

Tangible research property: Tangible items produced in the course of research including such items as biological materials, drawings, databases, prototypes, and equipment

Trademark: A distinctive word, design, graphic, symbol, or combination thereof that distinguishes and identifies goods and services of one party from those of another

Work for Hire: Work prepared by an employee within the scope of his or her employment

POLICY

Stratford University asserts sole ownership rights over work for hire and is entitled to all patents and copyrights conceived or developed by all persons employed by the University within the
scope of their employment. In accordance with normal academic practice, the University does not claim ownership of any scholarly work produced by faculty, employees, or students in the course of their employment, research work, or in the course of studies at the University unless agreed otherwise. When a member of the University community authors a scholarly work, that individual owns the copyright of the work and may voluntarily cede or license it to a publisher or distributor. Even though Stratford University may provide some support in the way of facilities, materials, equipment, or personnel, individual ownership of the copyright in such works is appropriate.

When an individual authors a work for hire project, the University claims ownership of the work. Ownership of the copyrights in items created as commissioned work or by contract are determined in accordance with the terms of agreement with the third party and applicable law. An agreement regarding copyright ownership must be signed by the University, the third party, and the appropriate individuals before acceptance of outside funding.

In the case of work for hire or scholarly work that includes students, which may result in work the author wants to publish, written approval from participants is strongly encouraged prior to the start of the project.

Students own the copyright in the works they create. In cases of a collaborative project, all the holders jointly have nonexclusive rights to use the work. In addition, if there is any question whether work for hire or commissioned work applies to works created by a student, a written agreement between the student and representative of University should be signed before the student begins work.

On occasion, the University may grant its copyright to one or more individuals or may agree to joint ownership of the copyright. If an individual wishes to own the copyright in a work defined as commissioned work, the issue should be raised in writing before work begins. The arrangement on which the individual and the University agree must be documented in writing. The arrangement should include which party covers the cost of copyrighting the work. If no such writing exists, the general rules of the above sections apply.

**PROCEDURES**

The academic department oversees work for hire by faculty and student scholarly work. Procedures concerning work for hire, scholarly work, and commissioned work are managed in the manner listed in the applicable policy section above.

Administration of this policy shall be the responsibility of the Vice President of Faculty and Academic Affairs. Questions should be directed to the Vice President of Faculty and Academic Affairs regarding the application, interpretation, or implementation of the policy, or regarding disagreement among authors concerning assignment of rights or sharing of royalties. Disagreement with any determination made by the Vice President of Faculty and Academic Affairs is reviewed by the Executive Leadership Team to determine a resolution.

**Preparer:** Dr. Lee Smith, Vice President for Faculty and Academic Affairs and Veronica Gogan, Compliance Manager

**Revision History**
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BACKGROUND

Graduation is the action of receiving or conferring an academic degree (including diplomas and certificates). Each Stratford University campus participates in a yearly commencement ceremony that usually takes place in June. Commencement is the culminating event of a student’s academic career at Stratford University. All graduates, their families, and friends are invited to attend the commencement ceremony pending availability of space. Stratford University encourages students to understand deadlines and requirements thoroughly so that approval to take part in commencement is not delayed. A student’s participation in the commencement ceremony does not guarantee or automatically imply graduation from Stratford University. A diploma will be issued only when all academic requirements are complete and all financial accounts are cleared.

POLICY

Students must “apply” for graduation by completing an Academic Checkout form two weeks prior to graduation. All students must be cleared and certified to graduate by their Advisor and the Registrar. Degree candidates are expected to participate in the commencement ceremony, arrive on time for the procession and ceremony, and be respectful of the recognition event.

Stratford University degree candidates who have completed all academic requirements for the June conferral date are eligible to participate in the commencement ceremony. Students who expect to finish by the end of the term following the commencement ceremony are eligible to participate in the ceremony if the below requirements are met. Students who do not meet the requirements will have to wait until the next year’s ceremony. Only in extreme circumstances may this policy be waived. Students may only walk once for the same degree.

Degree candidates are responsible for reviewing their academic records to verify that all requirements have been met. Students should contact their Advisor with questions regarding academic standing or graduation requirements. All degree candidates should contact Student Financial Services to confirm the status of their accounts.

Earning a Degree

A student has earned their degree only if the following are true:

4. Completed all graduation requirements with regards to classes, grade point average, and credits earned.
5. Completed an Academic Checkout form.
6. Paid all balances owed to the school.

**Walking at Graduation**

A student can walk across the stage at graduation only if the following are true:

5. The student has met all of the school's graduation requirements with regards to classes and credits or,
6. The student is deficient 13.5 or less credits, has registered and paid for the remaining credits for the term immediately following graduation, and
7. Paid all balances owed to the school or,
8. Has an approved payment plan.

NOTE: Walking in the Commencement Ceremony does not mean a student has graduated.

**Cap, Gown and Tassel**

Wearing appropriate academic regalia is mandatory for participation in commencement ceremonies. All Culinary Arts and Baking & Pastry students are required to wear their culinary uniform in lieu of a cap, gown, and tassel. All other degree candidates are required to wear their cap, gown, and tassel.

**Commencement packet**

Commencement packages include cap, gown, tassel, culinary uniform, guest invitations and instructions. The packages are only provided if the graduation fee is paid and may be picked up from Student Support Services. Note that because of the limited seating at the commencement site and the number of degree candidates participating, the University can only guarantee a limited number of tickets for each student participating.

**Commencement program**

Students must complete a legible Academic Checkout form to have their name printed in the commencement program. Student names will only appear in the commencement program if they have completed their academic checkout by the deadline and have met all eligibility criteria. Student names will be listed alphabetically according to their degree program. The University is not responsible for name spelling errors.

**Student Loans**
Students who have received a loan from the University must complete an "exit interview" prior to graduation. Students who do not complete the exit interview before graduation will not receive their diploma or official transcript.

Commencement Photographs

Stratford’s professional graduation photographer will take photos of each graduate as he or she shakes the hand of the Campus President. Family and guests may not be near the stage during the ceremony to take photos. Guests are encouraged to remain in their seats, relax and enjoy the ceremony. Photos will be available after the ceremony.

Latin Honors

Among undergraduate students in each school a percentage will be awarded degrees Summa cum Laude or Magna cum Laude. The “break points,” which are the cumulative grade point averages (CGPA) corresponding to each of these categories are 3.5 to 3.99 for Magna cum Laude and 4.0 for Summa cum Laude. Graduate degree students will be awarded degrees With Honors for a 4.0 CGPA. These break points are subject to change and will be determined by the Registrar in consultation with the Campus Presidents. Students falling in the designated percentile ranges on the basis of their CGPA will be certified for degrees with the corresponding Latin honors. Students who, by virtue of strong academic performances during their final semester, advance their GPAs beyond a breakpoint will be awarded degrees with the correspondingly higher Latin honor. Students whose academic performance during the final semester causes their GPAs to fall below a break point will retain the Latin honors as originally determined. In no case will undergraduate students be awarded Latin honors for grade point averages below 3.0 or for graduate students lower than a 4.0 CGPA. This is a university-wide policy. Potential graduates who participate in the commencement ceremony prior to completing all academic requirements will not be eligible for Latin honors until final degree completion.

Diploma and Transcripts
Diplomas may be picked up, or mailed at the request of the graduate, within three months after their official date of conferral. Students are responsible for making sure that the Registrar's Office has a correct address. Official transcripts reflect the awarding of the degree and the date of conferral and, therefore, can be issued only after the official conferral date. Students may obtain a transcript by contacting the Registrar’s office.

**PROCEDURES**

*Eligibility for Graduation, Clearance and Financial Holds*

Within two terms of the expected conferral term, students should make an appointment with their Academic Advisor for a preliminary degree requirements completion assessment to make sure they can graduate as expected. Before this is accomplished students must:

- Have all grades posted in their academic record from the previous term.
- Have all remaining courses for graduation on their schedule.
- Take care of all incomplete (I) grades on their transcript.
- Make sure all transcripts from other schools are posted on their Stratford transcript.

At the end of their final term students must complete the Academic Checkout Form in its entirety and be cleared by all departments to participate in the commencement ceremony. Once the form is received, the Registrar will verify that all remaining grades are satisfactorily earned and posted. The academic clearance process for graduation can be finalized only after all grades have been submitted and recorded. Students who do not have all grades recorded cannot be cleared.

Students who want to participate in the commencement ceremony but will not complete their requirements until the next term must register for the courses they need to graduate, pay for the remaining courses, and be able to complete all courses in the term immediately following commencement ceremony. The completed academic checkout form becomes part of the student record.

All graduating students should notify their instructors of their intent to graduate. Students may not graduate with outstanding incompletes on their record. International students should contact the International Student Office to update their status.

The University cannot distribute diplomas or official transcripts to students with financial obligations. It is imperative that students resolve all financial obligations prior to graduation through Student Financial Services.

*Commencement Ceremony Check-in Procedures*
Students should report to the graduation location as noted in their commencement package for official check-in and lineup by program. The formal procession will begin promptly as indicated.

All students will receive invitations through Student Support Services prior to the ceremony. If students would like to order personalized announcements, they may do so.

Participating faculty members must wear academic regalia to the ceremony and should arrive at the site for official check-in and lineup as directed by their Campus President. Information concerning the check-in and lineup location will be provided by e-mail to all faculty members.

Students, staff and faculty members will be responsible for carrying all of the items they bring with them on graduation day. Purses/bags will not be allowed in the procession. Please leave all cameras, purses, wallets, etc with your family/friends before you arrive to sign-in. Stratford University is not responsible for lost items.

NOTE: Actual official diplomas and degrees will not be distributed at the commencement ceremony. They will be mailed to the student or may be picked up from the Registrar’s office.

Preparer: Antonio Taylor, Erin Higginbotham, Lisa Shutt

Revision History

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BACKGROUND

Many Stratford University program require an externship or clinical as part of the program requirements. It is imperative appropriate paperwork is on file for protection of the University, students, and sites.

Definitions:

Extern: any student enrolled in an externship, internship, or clinical course

Externship: Paid or unpaid, off-site, hands-on experience in the student’s discipline; may also be referred to as internships or clinicals

Externship coordinator: Assigned Stratford employee to oversee externship experience process

Stratford employee: Anyone who receives compensation from Stratford University

Affiliation agreement: Agreement between the site and Stratford University

Externship agreement: Agreement between the student and Stratford University

Administrator: Person responsible for students at externship site

POLICY

Departments that require externship experiences must designate an externship coordinator who is accountable for the process of identifying sites, assigning sites or assisting students in finding sites, site evaluation, and assigning grades.

Affiliation agreements must use the Stratford template; only Dr. Shurtz may sign affiliation agreements as a representative of Stratford University. Affiliation agreements must be sent to Accounting and Compliance.

PROCEDURES

1. Student finds or is assigned to an externship site.
2. The facility agrees to provide the student with a minimum number of hours listed in the student’s program.
3. All sites must be reviewed and approved by the externship coordinator.
4. Affiliation agreements are required for unpaid externship. Paid externship do not require affiliation agreements. Students must sign a standard externship agreement regardless if the externship is paid or unpaid.
5. Students must sign the externship agreement before being registered for the course and after the Affiliation Agreement is in place. Externship coordinators are responsible for maintaining and tracking Externship Agreements. The Externship Agreement is used to maintain the standards of the student’s portfolio, project, or their performance which is reviewed and graded for credit.


Preparers: Jeff VanMeter, Chef Noree Hatheway

Revision History

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<td>11/30/2017</td>
<td>New policy; approved</td>
<td>Academic Council</td>
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FACULTY

Reference: 03
Stratford University is an institution committed to providing a quality learning experience to its students. To this end, the University employs faculty members who are current and remain current in their field, are committed to student learning, and who demonstrate excellent teaching skills. Stratford University provides faculty members on-going guidance for improvement and feedback on their performance through a structured evaluation process.

Stratford University academic supervisors will conduct annual evaluations for their full time and adjunct faculty members who have been teaching with Stratford University for 90 days or more. All faculty members will receive a classroom observation visit during their first class taught and whenever student and other feedback indicate another visit is in order. Adjunct faculty will be evaluated at least once a year. Evaluations and classroom observations will be documented and become part of the faculty member’s record. In all cases evaluations will be discussed between the supervisor and the instructor.

The forms for annual faculty observations and classroom observations are provided by the University. The annual evaluation is based on observation of the faculty member’s teaching and classroom management, collaboration experiences over the course of the evaluation year. Also considered in the annual evaluation are student course evaluations, use of the University reporting systems, assessment of completed faculty development, and an overall evaluation of the job performance.

**PROCEDURES**

Academic supervisors will follow the following procedure and timeline to ensure proper adherence to the policy:

1. **Classroom/online course observations:** Academic supervisors conduct classroom visits and observe faculty’s performance in class. Online class supervisors log in and review the management and progress of the online class. Following the visit they complete a written report of the instructor’s performance using the classroom instructional observation form.

   In all cases, classroom evaluations are discussed between the observing supervisor and the faculty member. Faculty members whose performance indicates a deficiency are required to
correct the deficiency as explained by the supervisor during the feedback session. Actions to correct the deficiency are documented. In the event the deficiency is not corrected to the satisfaction of the supervisor, the faculty member is not eligible to teach additional classes for the University.

2. **Annual evaluations:** Annual evaluations are conducted by the faculty member’s direct supervisor or designee, depending on the size and structure of the campus. The supervisor’s evaluation of the faculty member is then submitted to the appraiser’s supervisor for review and final approval.

3. **Feedback and filing:**
   a. The direct supervisor meets with the faculty members to discuss the evaluation report. Documented feedback is recorded with areas for improvement, as well as strengths, noted.
   b. Both the supervisor and faculty members sign and date all evaluations.
   c. The evaluations, once signed, are submitted to the appraiser’s supervisor for final approval and, once approved, are sent to the Human Resources department and filed in the faculty member’s file.
   d. A copy of the signed evaluation is provided to the faculty members and maintained by the supervisor.

**Preparer:** COO Dr. James Flaggert

**Revision History**

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<td>New policy</td>
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<td>5/22/2009</td>
<td>Revised by COO Dr. James Flaggert</td>
<td>James Flaggert, COO</td>
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<tr>
<td>9/22/2015</td>
<td>Updated by Regional Deans, Dr. Richelle Resto and Dr. Hermann Bayer</td>
<td>Regional Deans</td>
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<tr>
<td>6/17/2016</td>
<td>Minor changes to align with current practice; reviewed by Lee Smith</td>
<td>Lee Smith, Vice Provost</td>
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BACKGROUND

The University requires faculty to provide their credentials to be maintained in their file. This expectation ensures faculty are appropriately credentialed for their teaching assignments.

POLICY

Faculty provide documentation of their degrees and certifications which are maintained in their academic files. When determining acceptable qualifications, the University gives primary consideration to the highest earned degree in a discipline (in combination with Board certification if required by programmatic accreditation). For exception credentials, the university also considers competence, effectiveness, and capacity, including undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, documented excellence in teaching, and/or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes.

PROCEDURES

The University uses the following credential requirements:

1. **Faculty teaching Arts & Sciences courses at the undergraduate level:** doctorate or master’s degree in the teaching discipline or master’s degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).
2. **Faculty teaching associate’s degree courses designed for transfer to a baccalaureate degree:** doctorate or master’s degree in the teaching discipline or master’s degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline). For faculty in the School of Culinary Arts & Hospitality Management teaching Culinary Arts, Baking and Pastry Arts and/or Hospitality Management courses designed to transfer to a baccalaureate degree, the credential requirements under 3. apply.
3. **Faculty teaching associate degree courses not designed for transfer to the baccalaureate degree** (Medical Assisting, Pharmacy Technician, Medical Billing &
Coding) AND faculty in the School of Culinary Arts & Hospitality Management teaching Culinary Arts, Baking and Pastry Arts and/or Hospitality Management courses designed to transfer to a baccalaureate degree: bachelor’s degree in the teaching discipline, or associate’s degree and demonstrated competencies in the teaching discipline.

4. **Faculty teaching baccalaureate courses:** doctorate or master’s degree in the teaching discipline or master’s degree with a concentration in the teaching discipline (minimum of 18 graduate semester hours in the teaching discipline).

5. **Faculty teaching graduate and post-baccalaureate course work:** earned doctorate/terminal degree in the teaching discipline or a related discipline.

6. **Graduate teaching assistants:** master’s in the teaching discipline or 18 graduate semester hours in the teaching discipline, direct supervision by a faculty member experienced in the teaching discipline, regular in-service training, and planned and periodic evaluations.

_Campus Presidents and program leads are responsible to hire only faculty holding the required credentials in compliance with the above listed qualifications a. through f._

**Exception credentials:**

In case a faculty member does not hold the required formal qualification – as well as for all graduate teaching assistants – a decision for an exception credential can be made unanimously by the according faculty lead and the Campus President, based on the criteria listed in this memorandum. If an exception credential is granted, a **Faculty Credential Exception Form** (template attached to this memorandum) has to be kept in the faculty member’s file.

The Faculty Credential Exception Form has to list outstanding scholarship, extensive work experience in the field, professional licensure/certifications or other achievement that adequately qualifies a faculty member to provide instructions in a specific discipline. The form has to be signed by the Campus President as well as the according program lead.

**Preparer:** Regional Deans Dr. Richelle Resto and Dr. Hermann Bayer

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<td>4/1/2007</td>
<td>New policy “Faculty Files and Credentials”, prepared by Dean of Culinary Daniel Traster; effective April 1, 2007</td>
<td>Regional Deans</td>
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<tr>
<td>10/12/2015</td>
<td>Revised by Regional Deans, Dr. Richelle Resto and Dr. Hermann Bayer</td>
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<td>6/17/2016</td>
<td>Minor changes to align with current practice; reviewed by Vice Provost, Dr. Lee Smith</td>
<td>Dr. Lee Smith, Vice Provost</td>
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<td>9/8/2017</td>
<td>Replaced campus dean with campus president</td>
<td>Board of Trustees</td>
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BACKGROUND

Although faculty members may possess strong technical knowledge of their field or instructional knowledge on how to teach, it is important that faculty be versed in these skills and continue to improve their ability to teach in their subject matter. Even the best faculty members need ongoing self-education to maintain currency in the field.

POLICY

Stratford University faculty members are required to complete a professional development plan at the time of hire and each year thereafter. The instructor must plan at least one professional growth activity for the plan year. As the instructor completes plan activities, they will provide acceptable documentation of the completion of those activities for filing in their faculty file. Included on the development plan are scheduled in-services for the plan year. Instructors are required to attend at least one per plan year. Documentation will be provided by the University upon completion.

Although there is no maximum number of professional development activities, an instructor must complete at least one professional growth activity each year to remain employed by the University.

PROCEDURES

Faculty members will follow the following procedure and timeline to ensure proper adherence to the policy:

1. All new faculty members will complete a professional development plan according to the guidance of the assigned personnel at their campus. At least one professional growth activity is required to be planned for the plan year. The department chair/campus president and instructor sign the plan and it is filed in the instructor’s faculty file.
2. Throughout the year the instructor should be completing professional growth activities and in-services for their plan. If a previously planned activity cannot be completed the instructor should ensure it is replaced with another. Once an activity is completed, acceptable documentation should be given to the assigned employee for filing in the faculty file. Acceptable documentation for professional growth includes, but is not limited to, certificates of completion, an email of completion, transcript of completed hours, name badge from the event and accompanying handouts, etc. All documentation
should include the instructor’s name, date of the event (within the plan period), and title of event. A registration email or form is not considered proof of completion. Documentation for in-services will be a certificate of completion provided by the University.

3. At the instructor’s annual evaluation (and every subsequent annual evaluation) the assigned employee/faculty member will review the instructor’s plan from the previous year, their completion of professional growth activities and in-services should determine what other professional development should occur in the following year.

4. As part of the instructor’s annual evaluation, the instructor and assigned employee/faculty member will create a new professional development plan for the upcoming year to be filed in their faculty file, and the cycle repeats.

5. Faculty members who do not complete their planned professional development activities and in-services will replace them with similar activities prior to their annual evaluation or provide an explanation as to why those activities were not completed. Faculty members who regularly do not complete their professional development plan will be evaluated accordingly in their annual evaluation.

6. Faculty members who do not complete and document any professional development activities or in-services will not be eligible for continued employment with Stratford University.

7. The assigned employee/faculty member will audit faculty files quarterly and provide a report to the department chair/campus president to verify that each instructor has a current, signed professional development plan in their file and documentation of professional growth activities and in-services.

Preparer Dean of Culinary Daniel Traster

Revision History

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<td>4/1/2007</td>
<td>New policy; effective April 1, 2007</td>
<td>Dean of Culinary</td>
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<tr>
<td>5/16/2016</td>
<td>Moderate updates; reviewed by Compliance Officer, Megan Higgins</td>
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<tr>
<td>9/8/2017</td>
<td>Replaced campus dean with campus president</td>
<td>Board of Trustees</td>
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STUDENT ACCOUNTS & ACCOUNTING

Reference: 04
BACKGROUND

Higher education is a rich and rewarding experience that requires not only a personal commitment, but also a financial one. Stratford University understands the importance of financial aid in helping students achieve their educational goals, and its staff of trained Student Account Officers and Managers are prepared to counsel students and help them determine the amount of aid they qualify for, evaluate whether loan terms are reasonable, and if the student can reasonably expect to be able to make the required loan payments once repayment begins.

POLICY

Stratford University financial aid policy is designed to facilitate attendance by students with relatively limited resources. It bases its financial aid standards on the National Association of Student Financial Aid Administrators (NASFAA) Standards of Excellence guidelines.

PROCEDURES

To serve our students and provide them with appropriate professional customer service the following procedures are to be adhered to:

1. **Entrance Counseling**

All new students that are processing for enrollment at the University must complete Federal Direct Loan entrance counseling prior to receiving any disbursements from Federal student loans. This counseling should typically take place within 48 to 72 hours prior to the commencement of the new student(s) program of study.

2. **Financial Aid Briefing**

All new students, upon completion of the admissions interview, must undergo a financial aid briefing with a Student Account Officer or Manager. New students are provided loan entrance counseling and accurate information regarding the application process and their eligibility for State/Federal financial assistance, alternative financing, and institutional payments plans. Upon completion of the briefing, the Student Account Officer or Manager will schedule an appointment for the student to return with all of the necessary supporting documentation unless; the prospective student has the documentation available at the time of the briefing. If the
prospective student has all of the necessary documents and desires to enroll, the Student Account Officer or Manager will process the information immediately.

3. **Processing of Federal Student Aid**

- During this process, the Student Account Officer or Manager will review financial aid applications and disclosure statements for completeness and accuracy.
- Upon completion of the review of the application, the Free Application for Federal Student Aid (FAFSA), the Student Account Officer or Manager will create the student’s cost of attendance budget to determine the financial needs of the student based on federal guidelines and the qualification of the student.
- After completely packaging the student for their first academic year, the student will be notified prior to the beginning of each subsequent academic year of their financial aid awards. The student and their families will also be advised that they are expected to reapply, using the FAFSA, for aid each award year (prior to July 1st) and to keep the University informed of changes in their financial status.

4. **Auditing Processes**

   A. All student financial aid files, current and new students, will be audited prior to the first disbursement of Federal Student Aid for each academic year to ensure all information contained therein is current and accurate. All student file folders should have a check-list form cover sheet indicating inventory of documents in the folder for verification purposes. The audit review process is conducted by an internal Financial Aid Auditor, who is an independent auditor who reports directly to the Corporate Director of Financial Aid in University Administration.

   B. The audit of student files will also address student information pertaining to each academic year and the following information will be processed in accordance federal guidelines:

       a. Re-packaging of students that are within the last quarter of their academic year or nearing the close-out of the financial aid award year.

       b. Re-processing students that are Federal Pell Grant eligible to ensure the awarded amounts are disbursed in accordance federal and institutional guidelines and to ensure all awards are processed within the aforementioned federal and institutional guidelines.

       c. Re-processing of Federal Work-Study awards to ensure students receive their authorized disbursements each financial aid award year and academic year.

5. **Estimated Timelines:**

New and Continuing Students:
• Financial aid estimated awards for students that have submitted a FAFSA will be available to potential students within one week of submitting their admissions applications.
• Counseling for new students will include a detailed explanation to students to ensure they understand their rights and responsibilities as they pertain to the financial aid process.
• Review of financial aid documents will occur upon receipt. All financial aid documents are reviewed for accuracy and completeness. Following this review, the student is advised of any other documents that may be required. Follow up with students with missing documents is conducted to complete the process.
• Upon completion of the FASFA, the institution will receive and Institutional Student Information Record and an “Expected Family Contribution” (EFC). Upon receipt of the EFC, students are given an estimated award letter and a full program financial aid worksheet which will estimate the student’s financial aid awards through the end of their chosen program as well as for their current/subsequent academic year. In the event that the student ISIR requires verification of information, the student is informed to provide the required supporting documentation as required by federal regulations and the Higher Education Act of 1965.

Students who do not complete the financial aid process (e.g., do not submit all required documents) by the end of the second week of their first term of enrollment in their current academic year may be packaged as cash paying students and notified of their payment plan options.

**Financed/Packaged** – A student is considered financed (also referred to as “packaged” or “financially complete”) when the following has occurred:

• His/her eligibility has been determined, and
• His/her ISIR has been received, and
• His/her Federal Direct Stafford Loan Master Promissory Note (MPN) has been completed online and a copy provided to Stratford University.
• Verification has been completed and all required documents are received, and
• Parent Loan or private alternative loan applications have been certified.
• He/she has been notified of an accepted, required cash payment plan (if other financial aid does not cover the students anticipated charges).

****At the beginning of each term, 100% of continuing students enrolling for that term should be packaged and approved to receive financial aid disbursements. At the end of each term, 100% of new students should be packaged and approved to receive financial aid disbursements. Both new and continuing students who submit all required financial aid documents should understand how the combination of financial aid and their cash payments will meet their educational expense. Those who have not completed the financial aid process should be provided with a cash payment plan no later than two weeks after the given term has begun.
**Preparer:** Financial Aid Director Carla Johnson

**Revision History**

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<th>Date</th>
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<td>8/15/2007</td>
<td>New policy; effective August 15, 2007</td>
<td>Financial Aid Director</td>
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<td>5/25/2014</td>
<td>Revised by Financial Aid Director, Michael Hargrave</td>
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<td>5/13/2016</td>
<td>No changes made; reviewed by Financial Aid Director, Michael Hargrave</td>
<td>Michael Hargrave, Financial Aid Director</td>
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ADMINISTRATION

Reference: 05
BACKGROUND

On May 24, 2005 the U. S. Department of Education announced that all educational institutions receiving federal funding must provide an educational program pertaining to the United States Constitution on September 17 of each year in commemoration of the signing of the Constitution on September 17, 1787.

Stratford University celebrates September 17th of each year as Constitution Day. In the event September 17 falls on a weekend or Federal holiday federal regulations allow Constitution Day to be celebrated the preceding or following week.

POLICY

In honor of Constitution Day the University will host educational programs on the Constitution on Constitution Day. While required to only have one activity, several activities should be planned and welcomed. The intent of this effort is to highlight the importance of learning about America's Founding Fathers and documents, as well as the inspirational figures who have since helped our nation live up to the ideals contained within the Constitution. Thus, at a minimum, the University will do four things:

1. Ensure all faculty and staff are aware of and participate in this special day.
2. Display Constitution related materials within the Stratford University facilities.
3. Post notices on the Stratford University Website and within the classroom platform.
4. Provide for educational activities for Stratford University students that help them to learn more about our Constitution and government.

PROCEDURES

The University will appoint a lead project manager to manage the Constitution Day activities. This manager is responsible to ensure a deeper appreciation and understanding of our nation's founding document will spread through University families, organizations, and communities. The manager will form and chair a committee to coordinate all Constitution Day activities. The committee will include a representative from each University department. The role of the committee is to include:

1. Placement of appropriate banners at selected Stratford University buildings.
2. Placement of Constitution related documents in foyers, break rooms, entryways, etc.
3. Creation of a general flyer to inform the entire University community about Constitution day. A listing of events and a message from the University Provost will be included in the flyer.

4. Coordination of Website hosting of Constitution related information to include appropriate links.

5. Construction or selection of Stratford University student educational activities posted within the classroom platform or online student lounge to include items such as a quiz students can take or an essay competition with recognition or a token award for participation and involvement.

6. Internal faculty and staff activities such as competition between departments with awards for the department that displays the most knowledge of the Constitution.

7. Hosting community activities such as inviting local school children to the Stratford University campus to hear a reading on the pre-amble or to learn about life in the 18th century as presented by University employees.

8. Special events such as non-native born employees’ discussion of what the Constitution means to them and their families.

9. Appropriate media releases and archival activities.

**Preparer:** Dean of Graduate Studies Dr. James Flaggert

**Revision History**

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<td>1/7/2007</td>
<td>New policy, prepared by CAO, Dr. James Flaggert; effective January 7, 2007</td>
<td>Dean of Graduate Studies</td>
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<td>5/13/2016</td>
<td>Reference removed; reviewed by Manager of IEIR Melissa Lanctot</td>
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BACKGROUND

Laptop computers provide important functionality for specific purposes, allowing Stratford University faculty and staff to have a computing resource at hand in meetings/classes, enabling those who travel on University business to be maximally functional and productive while away, and those who occasionally work at home to eliminate duplication of resources, files, etc. Along with the privilege of using University owned laptop computers, comes additional responsibility to safeguard them from potential theft or damage. If a laptop is stolen or lost there are additional security implications for any data that might have been stored on that laptop, as well. This policy addresses actions that must be taken in order to minimize the risk of the theft of University-owned laptops and the associated costs to the University Community.

Stratford University may decide to provide laptop computers to faculty and staff members whose professional responsibilities are in accordance with the guidelines in this document. The ultimate decision for laptop assignments is made by the campus and/or University Administration leadership. A decision to approve and provide a laptop is based upon identifiable need, justification, and available budget. The purpose of the employee laptop program is to enhance and enrich teaching, learning and research, and facilitate administrative duties, as well as school communications; however, issuance of a laptop computer is never automatic or guaranteed.

All University-owned laptops are governed by this policy including systems made available as primary workstations, checked out through the IT department, or assigned within a departmental office. The purpose of this policy is to govern the use and liability of University-owned laptop equipment. This policy should be read and thoroughly understood prior to acquiring and using laptop equipment.

POLICY

This policy is applicable to all current University staff, faculty, or administrators, and students who are using laptops loaned to them by a University department. University-owned laptops are for university use only and may not be used for personal projects or entertainment. University-owned laptops may be used for the following work-related purposes, including but not limited to:

- Using the laptop as the primary workstation computer on campus.
- Using the laptop on a university trip, such as to a conference, workshop, etc.
• Using the laptop to make a presentation on or off campus.
• Using the laptop for any other work related task.

**PROCEDURES**

If your laptop is lost or stolen you must immediately report the disappearance to a police department and promptly notify appropriate University IT personnel.

As a borrower you:

• should NOT attempt to install software or hardware, or change any system configuration without prior consultation with appropriate University IT personnel;
• are expected to protect the university laptop from damage and theft;
• may be monetarily responsible for any hardware or software damage inflicted to the laptop due to negligence on your part;
• agree to refrain from attempting any system changes including operating system, registry settings, etc.;
• are required to report any problems experienced with the laptop during their loan period.

Should an employee leave university employment the laptop must be returned. All unreturned laptops will be reported as stolen to local police authorities.

Should you have problems with your laptop, you will need to bring it to your on campus office or the IT office for hardware repair, software installation, or problem diagnosis. IT staff will not visit your home or go to off-campus locations to provide services.

All users are personally responsible for the security and safety of their assigned laptop and will be fully liable if stolen, lost, destroyed or not returned.

Departments that have loaned departmental laptops to students for use will be liable for the replacement cost of the unit should it become stolen, lost, or damaged while in the students’ possession, or is not returned.

Failure to follow this policy and these procedures may result in loss of computer privileges and/or other disciplinary actions.

**Additional Notes:**

Due to their size and portability, laptop computers are especially vulnerable to theft. Laptop computers present a special security threat. They are often the highly sought-after targets of thieves who may receive minimal compensation in quick street sales for the device, but whose data contents potentially expose the University, its students, and employees, in certain instances, to both civil and criminal penalties as well as other legal action. Below are expectations on how to protect your laptop from being stolen.
1. Do not leave a laptop in an unlocked vehicle, even if the vehicle is in your driveway or garage, and never leave it in plain sight. If you must leave your laptop in a vehicle, the best place is in a locked trunk. If you do not have a trunk, cover it up and lock the doors.
2. Be aware of the damage extreme temperature can cause to computers.
3. Carry your laptop in a nondescript carrying case or bag when traveling.
4. Do not leave a meeting or conference room without your laptop. Take it with you.
5. The equipment may not be transported as checked luggage on public transportation (airplanes, trains, buses, etc.). Employees should keep the laptop in their possession at all times while traveling.
6. Lock the laptop in your office or classroom during off-hours if you are not taking it with you.
7. If you do not have an office, then you should put the laptop in a locked closet or cabinet.
8. Precaution and common sense goes a long way in controlling your theft exposure.
9. Each user of a University-owned laptop is responsible for the security of that laptop, regardless of whether the laptop is used in the office, at one's place of residence, or in any other location such as a hotel, conference room, car or airport. Users are expected to provide reasonable care and effort to protect the laptop.

Appropriate caution should be taken to protect data, including any personally identifiable information such as: student/faculty/staff/alumni/vendor Name, Address, SSN, account number, credit card number, etc. which if lost or stolen could be used for Identity theft. The user is responsible for the security of all Stratford University data stored on, or carried with, the laptop.

**Preparer:** Dean of Graduate Studies Dr. James Flaggert

**Revision History**

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<th>Date</th>
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<td>10/10/2008</td>
<td>New policy; effective October 10, 2008</td>
<td>Dean of Graduate Studies</td>
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<tr>
<td>6/2/2016</td>
<td>Moderate changes to align with current practice; reviewed by CIO, Kevin Coughenour</td>
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Stratford University
Policies and Procedures

05 – 106  Student Record Handling and Storage Policy

BACKGROUND

Stratford University maintains student records during and after a student’s enrollment and abides by all components of the Family Education Rights and Privacy Act of 1974 to ensure confidentiality of and access to students’ personal records. Educational records mean those records, files, documents, and other material containing information directly related to a student. Educational records do not include working papers concerning students, such as informal notes and other temporary notes of a similar nature in the sole possession of the faculty or staff and are not accessible or revealed to any other person. The University complies with ACICS Criteria 3-1-303(f) and §18 VAC 90-20-110 to protect all student records from fire, water damage, or other possible loss.

POLICY

The University stores student files in fire-rated filing cabinets or rooms in the Office of Registrar. Each University campus has adequate filing space for the respective student population. When appropriate, filing rooms have sprinkler systems.

The University abides by ACICS and DOE guidelines in regards to the length of time files are to be kept.

PROCEDURES

Student academic files are kept on campus for 3 years. Financial aid files are required to be maintained 3 award years after the students last award year that they were awarded or attended. So, for example, if a student last received Direct Loan or Pell Grant funds in Q1 of 2014, they would have been in the 2013-14 Award year therefore the University would have to keep them until the end of the 2016-17 award year or June 30th of 2017. Once this time period has ended files are sent to the University’s offsite storage facility, Access, to be kept indefinitely. Files are able to be retrieved at any time by the assigned person(s) and delivered to the University within 24-48 hours.

The University withholds all student information from third parties unless the student requests, in writing, for the information to be released. The student enrollment agreement provides an area for the student to either check that they do not want their information released to anyone or an area where they can list those persons they give permission to release information to. This should be checked before releasing any student information to anyone except the student. Student
records shall not be left unattended in public areas. Filing cabinets and/or file rooms are to remain locked. Filing rooms with floor-mounted filing storage shelves are to be closed when not in use or during non-business hours.

**Preparer:** Compliance Manager Veronica Gogan

**Revision History**

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<td>6/28/2013</td>
<td>New policy; effective June 28, 2013</td>
<td>CAO</td>
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<td>5/16/2016</td>
<td>Minor updates; reviewed by Compliance Officer, Megan Higgins</td>
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BACKGROUND

Stratford University is committed to using its best efforts to provide faculty, staff, and students with an environment that is free from threats, intimidation, and violence.

POLICY

Threats are unacceptable under any conditions. Individuals found to engage in behavior in violation of this policy are subject to disciplinary action, up to and including termination or expulsion and criminal prosecution.

To promote an atmosphere that encourages learning and productive employment, the University does not tolerate the following conduct including, but not limited to:

- Injuring another person physically
- Engaging in threatening behavior that creates a reasonable fear of injury to another person
- Engaging in threatening behavior that subjects another individual to undue emotional distress
- Possessing, brandishing, or using a weapon that is not required by the individual’s position while on school premises or engaged in school business
- Intentionally damaging property
- Threatening to injure an individual or to damage property
- Committing injurious acts motivated by, or related to, domestic violence or sexual harassment
- Retaliating against any individual who, in good faith, reports a violation of this policy

Threatening Behavior Includes, but is not limited to:

- physical actions short of actual contact/injury (i.e., moving closer aggressively, waving arms or fists, yelling in an aggressive or threatening manner),
- general oral or written threats to people or property (i.e., "you better watch your back" or "I'll get you"), including the use of any electronic means,
- threats made in a "joking" manner,
- stalking behavior,
- hate speech, or
• implicit threats (i.e., "you'll be sorry" or "this isn't over yet").

**Violent Behavior** Includes, but is not limited to:

• any physical assault, with or without weapons,
• behavior that a reasonable person would interpret as being potentially violent (i.e., throwing things, pounding on a desk or door, or destroying property),
• specific threats to inflict harm (e.g., a threat to shoot a named individual), or
• use of any object to attack or intimidate another person.

**Employee** Any full- or part-time employee of the University, including, but not limited to, classified, hourly, faculty, adjunct faculty, and student workers.

**Student** Any person enrolled full-time or part-time in any program of studies at Stratford University.

**Visitor** Any authorized non-employee or student utilizing Stratford facilities for a Stratford sanctioned event.

**Workplace/Educational Setting** Any location, either permanent or temporary, where faculty, staff, or students perform any work-related duty or are involved in educational activities.

**PROCEDURES**

Stratford University requires all employees to report any known or suspected activity that threatens the safety and security of the workplace. Any employee or student aware of a threat, intimidating conduct, or act of violence while conducting Stratford business or on Stratford property must report the incident to campus leadership. Emergencies should be reported to the 911.

Everyone is encouraged to be alert to the possibility of violence. Reports are handled in a confidential manner. Reporting acts in good faith, real or implied, will not be retaliated against or subjected to harassment. Falsifying reports or providing misleading information will be handled as incidents of unacceptable conduct. Individuals making such false or misleading reports will be subject to disciplinary action, up to and including termination or expulsion. As appropriate, local police or other parties work with University leadership to assist with managing a threatening or violent situation.

The following procedures will be followed to address reports or complaints made:

1. The campus president makes, keeps, and maintains logs of crimes reported. The logs are available for public review. The written report includes:
   a) Date
   b) Time
   c) General location
   d) Nature of complaint
e) Action taken by campus president  
f) Recommendations to higher authorities

This report is submitted to the Office of Human Resources for filing or further action. In the event that outside assistance such as local law enforcement should be called in, the campus cooperates with the agencies and investigations to the best of their abilities and within the scope of school policies.

2. The campus leadership has the authority to monitor and control all persons on the campus property to determine their legitimate presence, and to:
   a) Escort unauthorized persons to the proper office or off of campus property  
   b) Report any suspicious activity or criminal activity to the campus leadership  
   c) Control the actions of persons violating company rules or local, state, or federal laws  
   d) Cooperate with local, state, or federal law enforcement if necessary

3. While on campus property, students are encouraged to:
   a) Travel in groups or pairs  
   b) Stay or walk in well lighted areas  
   c) Report suspicious activities or persons  
   d) Lock vehicles and personal belongings

4. Stratford University prohibits the possession of weapons while on the campus property or when involved in any campus sponsored activity.

Victims of Domestic Violence in the University Environment

Employees or students who are the victims of domestic violence, or who believe they may be the targets or victims of such violence, are encouraged to promptly notify their supervisor, an appropriate administrator, human resources, or the local police. Confidentiality will be maintained to the extent allowed by law.

Campus President Responsibilities

Management shall respond immediately when notified of a threat or violent incident. Effective response includes a full and prompt investigation which may include notifying law enforcement. As a result of the investigation, the campus president determines the appropriate disciplinary action and communicates resolution with the impacted parties. Campus presidents are encouraged to schedule violence prevention training for supervisors and managers and to provide similar training for other staff as appropriate.

Preparer: COO Dr. James Flaggert

Revision History

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<td>1/7/2007</td>
<td>New policy; effective January 7, 2007</td>
<td>Operations Council</td>
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<td>3/17/2009</td>
<td>Changes made by Dr. Flaggert, COO</td>
<td>Dr. Flaggert, COO</td>
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<td>6/21/2016</td>
<td>Reviewed for alignment with current practice and current regulations by Veronica Gogan and Lee Smith, approved by Operations Council on July 19, 2016</td>
<td>Dr. Flaggert, COO</td>
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<tr>
<td>7/21/2017</td>
<td>Campus director changed to campus president per the Board of Trustees decision on 4/12/2017</td>
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BACKGROUND

An articulation agreement is a formal agreement between two educational institutions defining how courses or programs taken at one school can be used toward academic requirements at another school. Articulation agreements are beneficial for all parties involved, the students and Universities/schools.

POLICY

The origin of articulation agreements should reside at the program-level, initiated by faculty or designated program representatives. The campus president, then university director should review, and approve the agreement. The university director informs the academic council and notifies the COO, who in turn updates the ELT which includes the marketing team.

PROCEDURES

Until a Stratford-approved template is created, leads can use existing versions as templates. Existing versions are housed in the compliance department. Agreements may be with community colleges or vocational programs after high school among others.

For agreements with community colleges at least the following should be specified:

- Name of the first institution
- What program the student completed at the other school?
- What programs are eligible at Stratford to receive credit?
- How many courses are transferred from the first school and how many courses the student has to complete in order to fulfill the Stratford program requirements?
- Dates effective/determination process

With a vocational program after high school:

- Name of the vocational program
- Matching courses and credit hours should be specified
- Any specific terms of the agreement, for instance, special project or assignment to determine preparedness or faculty evaluation of the program or facilities of the first institution)
• Dates effective/determination process

**Preparer:** Compliance Manager Veronica Gogan

**Revision History**

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<td>Regional Deans</td>
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<td>5/18/2016</td>
<td>Reviewed for accuracy; no changes; reviewed by Veronica Gogan</td>
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<td>9/8/2017</td>
<td>Replaced campus dean with campus president, replaced regional dean with university director</td>
<td>Board of Trustees</td>
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Stratford University
Policies and Procedures

05-109 Record Keeping Policy

BACKGROUND

Stratford University record keeping policy is designed to govern all other record policies to ensure records are easily accessible and safely kept. The University definition of a record is any means of information stored in any medium. In the University setting, this is generally in the form of student, staff, or faculty files. Student educational records include, but are not limited to, admission, academic, education, visa, financial, and disciplinary information. Educational records mean those records, files, documents, and other material containing information directly related to a student. Educational records do not include working papers concerning students, such as informal notes and other temporary notes of a similar nature in the sole possession of the faculty or staff and are not accessible or revealed to any other person. Staff and faculty files include, but are not limited to, employment, credential, evaluation, job description, agreements, and disciplinary information.

POLICY

All records are to be easily accessible and safely kept in the capacity best suited for the institution within the guidelines and stipulations of the accreditor and laws enacted by the federal government in secure locations accessible only by those deemed as responsible custodians in accordance with governmental agencies’ and accreditor standards for a minimum of five years.

PROCEDURES

Student files are kept in a multitude of fashions in order to ease transition between application, enrollment, registration, continuing their education, graduating and within the time frame necessary to support accreditor rules and guidelines as well as all government agencies and their supporting standards and laws. All records have a process to which they reach their designated custodianship whether electronic or otherwise. Specifically, for electronic record keeping each department has their own set structure for maintaining student records. The international student office of Stratford University is the only department at this time utilizing their online record keeping process. All other records are maintained by individual campuses. Student records are maintained at the campus level both student and faculty/staff. The process by which all student records goes from:
Admissions records initial application and works to enroll student creating student record.

Student accounts records all necessary paperwork concerning government agencies’ auditing standards. Student account records are maintained electronically in SharePoint and maintained in a secure location at the campus.

The registrar records complete student records where they are held. Records meet accreditor and government agencies regulations and standards.

Military student records are maintained at a campus level in the Office of the Veterans Affairs by certifying officials.

Faculty and staff, library (LRC), student support, career services, and disability (ADA) records are maintained by administrative staff at the campus or university administration office in a secure location in adherence with all government agencies and accreditor regulations and guidelines.

International Student Office (ISO) records are entirely kept online through the following process: the online application is received by ISO department at the campus level, staff reviews the application in Velocify, issues conditional acceptance, student reports to campus, records are completed in Power Campus, all documents collected from student additionally needed and scanned to A drive on the servers, from A drive the documents are uploaded to FSA ATLAS, student pays tuition or financial aid whichever is appropriate for the situation, registrar checks the documents and then sends schedule to student where they are enrolled and their documents have all been electronically saved and uploaded within our secure server through this process.

Preparer: Compliance Officer: Jeff VanMeter

Revision History

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<td>5/11/17</td>
<td>Approved by Academic Council with minor edits on 4/14/17</td>
<td>Operations Council, Academic Council</td>
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MARKETING

Reference: 06
ACADEMIC ADMINISTRATION

Reference: 07
07 – 100  Academic Program Review

BACKGROUND

The Academic Program Review process is a part of Stratford University’s assessment system. The Academic Program Review process helps to ensure academic quality by identifying Program Learning Outcomes (PLOs), strengths, areas for improvement, opportunities for improvement, and potential roadblocks.

POLICY

Stratford University’s Academic Program Review (APR) process requires each degree, certificate, and diploma program to be reviewed on a revolving three-year cycle. The process helps the University explore the quality, effectiveness and feasibility of the academic program. The Office of Institutional Effectiveness and Institutional Research (IEIR) collects the data from every campus offering the program. Based on the Curriculum Review Questionnaires, Academic Committees make recommendations to continue, modify or discontinue the program.

The Office of IEIR manages the APR process and publishes a three-year review schedule. Campus Presidents or University Directors may recommend specific programs for review, out of their review cycle, an Academic Program Analysis (APA). APA requests are due to the Office of IEIR no later than the end of Term 3. This will ensure an out-of-cycle review for the following year.

PROCEDURES

Academic Program Analysis (APA) requests are due to the Office of IEIR at ieir@stratford.edu by the end of Term 3. Approved APAs will follow the same procedures as APRs (listed below).

Step 1: The Office of IEIR alerts the University Directors, Campus Presidents, and Faculty Leads in Term 5 of the prior calendar year for all the academic programs scheduled for review, this will include approved APAs.

Step 2: The Office of IEIR distributes the Curriculum Review Questionnaires and APR Update template to the University Directors (UD). The UD s are responsible for forming an APR Committee. The Office of IEIR will collaborate with the UD s to host the “Welcome to APRs” luncheon at University Administration (UA) during Term 1 (ideally towards the beginning).

Step 3: Each program under review must submit an APR Update by Week 3 of each term to ieir@stratford.edu.
Step 4: The Curriculum Review Questionnaires are due by the end of Term 4 to the Office of IEIR at ieir@stratford.edu.

Step 5: The Office of IEIR will review and submit the proposed changes to the Office of Licensure and Accreditation at compliance@stratford.edu. The Office of Licensure and Accreditation determines if the program changes are modifying less than or more than 25% of the program. The Office of Licensure and Accreditation will inform the Office of IEIR at ieir@stratford.edu.

Step 6: The Office of IEIR will review and submit the proposed changes to Academic Council for the Quarter 1 (Q1) Meeting of the following year.

Step 7: The Office of IEIR will communicate to the APR Committee the decision of the Council. The APR Committee has two business days to review the decision and communicate next steps to the Office of IEIR at ieir@stratford.edu.

- If the APR Committee agrees with the decision:
  - If modifying less than 25% of the program, the decision of the Academic Council is sufficient to modify.
  - If modifying more than 25% or discontinuing the program, the Academic Council forwards the APR to the Executive Leadership Team (ELT) and then forwards to the Board of Trustees (BOT).

- If the APR Committee does not agree with the decision:
  - The APR Committee can appeal the decision by scheduling a meeting with the Chair of the Academic Council.

Step 8: The Office of IEIR sends the final approved modification(s) to the University Directors, Campus Presidents, and Faculty Leads. It is the responsibility of the University Director to ensure implementation of all modifications to their respective program(s).

Preparer: Office of IEIR

Revision History

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<td>New policy, prepared by Curriculum Specialist Dr. Monica Minor-Exum; effective June 25, 2015</td>
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<td>10/07/2015</td>
<td>Revised by Curriculum Specialist, Dr. Monica Minor-Exum</td>
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<td>5/20/2016</td>
<td>Moderate updates including procedure and language updates; removed addenda, revised by IEIR Manager, Melissa Lanctot</td>
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<tr>
<td>9/14/2017</td>
<td>Reviewed, aligned with current practice</td>
<td>Academic Council, Operations Council</td>
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BACKGROUND

The institution places primary responsibility for the content, quality, and effectiveness of its curriculum with its faculty. Faculty members shall develop the curriculum, approve curricular offerings, and evaluate the effectiveness and currency of the curriculum. The administration shall develop processes to assist faculty in the oversight of the curriculum, develop the resources for academic offerings, and determine if curriculum proposals appropriately forward the University’s mission and strategic objectives.

POLICY

The faculty at Stratford University are primarily responsible for the content, quality, and effectiveness of its curriculum. This is accomplished through curricular activities in three main areas. These include:

- New Degree Program Proposal and Development;
- Program Review and Revision; and
- Course Development.

PROCEDURES

New Degree Program Proposal

When faculty identify a new degree program, the faculty writes a one-page proposal that is delivered to the University Director. If the proposal is within the mission of the department and the University and it is determined that further investigation should occur, it is presented at the department’s Academic Committee meeting. The faculty proposing the new degree program chairs a selected team (ny the respective University director) to conduct a self-study for the proposed new degree program. Once the faculty team has completed the self-study, it is presented at the Academic Committee meeting. The Academic Committee reviews the proposal and self-study and votes to approve, deny, or send back for revisions.

If the Academic Committee approves the proposal, the program is sent to the Academic Council through the University portal, https://inventivethinking.stratford.edu/. The Academic Council review the proposal, self-study, and recommendation from the Academic Committee and votes to
Program Review and Revision

Stratford University’s Academic Program Review Policy details the requirements for program review. The process helps the University explore the quality, effectiveness, and feasibility of the academic programs. The Academic Program Review process is managed by the Office of Institutional Effectiveness and Institutional Research (IEIR), yet is driven by the faculty.

Course Development

Faculty at Stratford University design and develop teaching material, assessments, rubrics, learning activities, assignments, and curate learning resources for courses. The courses and course material are then available through the Learning Management System, Moodle, for other faculty to use. Curriculum design and development is completed by faculty with the guidance and assistance of instructional designers and department leadership. Stratford University assigns responsibility for curriculum development and review to faculty academically qualified in the field. These teams are created through the Academic Committee within each department.

University Directors provide oversight for each Academic Committee. Within the Academic Committee, are sub-committees. One subcommittee is the Continuous Improvement Sub-Committee (referred to as a Curriculum Hub). This Hub is tasked with the development of courses and course material. The Hubs are composed of faculty subject matter experts. The faculty are trained in design and development of programs and courses.

Each faculty member on the design and development team is provided the Curriculum Manual and completes a Curriculum Development Training (CD101). The teams then work with instructional designers to develop the course. Once a course is completed and approved by the Hub, University director, and instructional designers have reviewed it for all necessary components, the course is uploaded to Moodle. A faculty member pilots the course, working closely with the design team making necessary revisions. Once the pilot is completed and the course is approved for university-wide release, other faculty teaching the course are trained and encouraged to collaborate on further development and revision.

All faculty are encouraged to participate in continuous quality improvement of content, quality, and effectiveness of the curriculum.

Preparer: Curriculum Specialist Dr. Monica Minor-Exum

Revision History
Stratford University

Policies and Procedures

07 – 102 Launching New or Revised Academic Programs

BACKGROUND

Stratford University strives to offer a variety of graduate, undergraduate, associate, and certificate programs in emerging and high employment demand fields. All new and revised programs must be approved by our accrediting body before they are launched. University Administration has designed a process for launching new and revised programs to ensure all campuses are offering the programs as approved.

POLICY

The accrediting body will approve new/revised program applications and alert campuses of the approval. Campuses are not permitted to implement new/revised programs, processed through accreditation review, until receipt of a launch announcement facilitated by academic leadership. The launch announcement will be scheduled with stakeholders (marketing, curriculum, compliance, campus presidents, program leads, registrars, admissions, IT) to initiate rollout requirements.

PROCEDURES

Step 1: Accreditation approval

The accreditation approval letter will be sent to Stratford University administration and campuses where the program will be offered. UA marketing team will be informed of the approval and will implement marketing plans.

Step 2: University Administration Announcement

UA Academic team will send new/revised program accreditation approval announcement and schedule a conference call with all stakeholders. UA curriculum team will prepare catalog...
addendum, syllabi, and degree maps. UA compliance office will send the announcements and appropriate forms to power campus, IT, United States Department of Education, and Veterans Administration.

**Step 3: UA Launch Meeting**

The launch meeting will normally take place two quarters before the campus implementation date. The UA Academics will facilitate a conference call with stakeholders to discuss the new/revised program, marketing and disseminate the following- catalog addendum, syllabi, updated application and degree maps.

**Step 4: Campus Implementation**

After the launch meeting, campuses will have two quarters to implement the program. Each campus will establish an implementation plan which outlines the process for recruiting, academic advising and registering students into the new/revised program.

For revised programs, campuses should do the following:

1. Alert all students of the program revisions
2. Advise students on the course map and transition process
3. Assist students with completing a program change form ([http://www.formstack.com/forms/STRATFORDEDU-request_for_program_change](http://www.formstack.com/forms/STRATFORDEDU-request_for_program_change)). The program change form should indicate switching from the old program to revised program. The form is required to give consent for enrollment into the revised program.

*Note: Students who have completed 75% or more of the old program may be granted the option to remain in the old program. This option must be approved by the academic advisor.*

Campus Presidents facilitate the implementation plan and ensure all department chairs/program leads, admissions, registrars, student accounts, career services and student supports are actively involved in the process.

**Preparer:** Curriculum Specialist Dr. Monica Minor-Exum

**Revision History**

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<th>Summary of Revision</th>
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<td>3/21/2013</td>
<td>New policy, prepared by Curriculum Specialist, Dr. Monica Minor-Exum; effective March 21, 2013</td>
<td>Regional Deans</td>
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<tr>
<td>1/22/2015</td>
<td>Revised by Curriculum Specialist, Dr. Monica Minor-Exum</td>
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<td>6/3/2016</td>
<td>Moderate changes to align with current practice; reviewed by Vice Provost, Lee Smith</td>
<td>Lee Smith, Vice Provost</td>
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<tr>
<td>9/8/2017</td>
<td>Replaced campus dean and director with campus president</td>
<td>Board of Trustees</td>
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Stratford University
Policies and Procedures

07 – 105  Program Discontinuation

BACKGROUND

Stratford University has established an academic program review process where all programs are reviewed triennially to ensure academic quality. However, there are occasions when a program at a specific campus is not meeting student needs and should be considered for discontinuance.

POLICY

Campuses must have the approval of the Board of Trustees (BOT) in order to stop offering an academic program. A campus can request, through the Academic Council, to discontinue a program due to insufficient demand, changes in faculty, or financial constraints. The campus must be able to show actual data of how the program is not meeting the needs of students. This data should come from campus accountability report, input from students, faculty and program advisory board members. Before discontinuing a program, the following variables must be considered:

<table>
<thead>
<tr>
<th>Discontinuation Variables</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stratford University Mission</td>
<td>To what extent does the program promote the mission or curriculum of the school</td>
</tr>
<tr>
<td>Quality of the program</td>
<td>To what extent can the program attract and retain enough students</td>
</tr>
<tr>
<td></td>
<td>To what extent do the faculty offer and maintain a current and rigorous program</td>
</tr>
<tr>
<td></td>
<td>To what extent are adequate resources available to maintain the breadth, depth and coherence of the program</td>
</tr>
<tr>
<td></td>
<td>To what extent are the students performing academically in the program</td>
</tr>
<tr>
<td>Fiscal impact</td>
<td>To what extent is the program cost effective relative to other programs within the department or comparable institutions</td>
</tr>
<tr>
<td></td>
<td>(student/faculty ratio, cost of FTE, external funds)</td>
</tr>
</tbody>
</table>
Demand for the program | To what extent the present and projected demand for the program is sufficient  
| Number completed applications for admissions  
| Number of students who completed  
| Number of graduates placed by career services

**PROCEDURES**

The request is submitted to the Academic Council (AC) who will review the application form and supporting documentation. The AC will determine if the data supports the request to discontinue and whether the program discontinuance request should go forward. If it does and is approved by the BOT an action letter will be sent to students, governmental agencies, the local community, and ACICS and campus on the approval status.

Campuses are responsible for offering the program and reporting student enrollment data until the last student has transitioned or graduated from the program.

**Step 1: Submission**

The Campus President must submit the following documents through channels to the AC with an information copy to the Operations Council seeking their comments:

a) Discontinuation Request Application
   - Rationale why the program is being discontinued based on the variables of discontinuation and its impact on students, faculty, departments, campus and university.

b) 2 years of programmatic CAR data

c) Proposed teach out plan to include
   - A draft correspondence letter to students & faculty explaining the reason for discontinuation and outlining options for transferring to another program or campus.
   - A draft individual student degree plan indicating the sequence and quarter each course will be taken until program completion.

**Step 2: Academic Council Review**

The AC shall review discontinuation request, in conjunction with information from the Operations Council, other senior administrators such as the university directors and Chief Financial Officer, to determine how well the request addressed the discontinuation variables, any
inconsistencies with the strategic plan and economic conditions affecting the program of study. If approved by the Academic Council the request will be processed through channels to the BOT.

**Step 3: Approval**

If approved by the BOT an action letter will be send by the Compliance Office to students, governmental agencies, the local community, and ACICS and campus with an approval. Compliance will ensure that the various notifications are made (Accrediting bodies, Website, Catalog, VA, Marketing, etc.)

NOTE: Prior to submission the following signatures approving the discontinuance (or formal minutes of the BOT meeting where approval was granted) are required to be on file in the Compliance Office:

Approval Signatures

___________________________________________________
Academic Council / Operations Council     Date

___________________________________________________
Chief Operating Officer     Date

___________________________________________________
Executive Leadership Team        Date

___________________________________________________
President         Date

___________________________________________________
Board of Trustees      Date

**Preparer:** Curriculum Specialist Dr. Monica Minor-Exum

**Revision History**

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<td>2/19/2013</td>
<td>New policy; effective February 19, 2013</td>
<td>Regional Deans</td>
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<td>10/7/2015</td>
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<tr>
<td>5/16/2016</td>
<td>Reviewed for accuracy, no changes; reviewed by Melissa Lanctot</td>
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<tr>
<td>9/8/2017</td>
<td>Replaced campus dean with campus president, replaced regional deans with university directors</td>
<td>Board of Trustees</td>
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Stratford University
Policies and Procedures

07 – 106  Textbook Selection and Adoption

BACKGROUND

It is the expectation of the faculty member that textbooks, when assigned to students in a particular course, are to be purchased by each student in the course. Therefore, Stratford University students are expected to have obtained their course textbooks prior to the start of their classes. Students can only do this if the course textbook is identified by the university in a timely manner and properly posted in the current course syllabus.

However, with sensitivity towards our students’ struggle to meet increasing college costs, including the rising price of textbooks and frequent non-substantive edition changes, a policy on textbooks was determined to be needed. This necessity for Stratford University to develop an improved textbook policy was confirmed by an internal university administrative audit and a review of student and faculty complaints.

POLICY

The development of textbooks and other educational material is a natural and desirable outcome of intellectual activity and should be encouraged. In addition, the selection and production of educational materials by faculty is essential to providing quality instruction, and the freedom to choose educational materials is central to the principle of academic freedom. Therefore, the ultimate decision on the use of such materials should properly rest with the faculty member.

Faculty leads shall recommend to their respective Academic Committee the most appropriate textbooks and course materials for the content and objectives of each course within their respective schools. Faculty members may recommend not to require a textbook and work strictly from handouts, postings, and other resources provided the faculty member complies with all copyright laws and program accreditation if relevant. Textbook changes are periodically necessary. However, utmost foresight should be employed when deciding a textbook change. Textbooks shall generally be selected or retained based on the following criteria:

1. Reading Level
2. Program level
3. Timeliness of content
4. Accuracy of content
5. Comprehensiveness of content
6. Congruence of content
7. Level of duplication
8. Cost effectiveness (cost vs. quality)

SPECIAL NOTE: It is recognized that potential for conflicts of interest are present when textbooks and other educational materials produced by faculty members are required, recommended, or suggested for a class in which the faculty member is teaching and where the sale of such materials produces financial gain for the faculty member. Thus, the production of educational materials such as class notes, workbooks, answer sheets, or custom texts intended for use either exclusively or primarily at the University shall be provided to students and ensure no royalties or additional fees are assessed. If faculty or faculty units feel that special circumstances exist that should allow the assessment of royalties or similar fees for these materials, they are required to obtain prior approval from their Campus President and the Chief Academic Officer or designee. Faculty members should always strive to minimize costs of all materials to the students.

PROCEDURES

Faculty leads will follow the following procedure and timeline to ensure proper adherence to the policy:

1. Faculty members inspect available textbooks (which can be ordered as examination copies from publishers through their websites often at no charge to the faculty member) for the courses that they teach and discuss course materials with their faculty leads.
2. The faculty leads shall vet all textbook recommendations through the specific program’s Academic Committee. All textbook changes are implemented through the Non-substantial Academic Change Policy.
3. Ten weeks prior to the textbook implementation, the university textbook coordinator shall confirm and communicate textbook changes to all Campus Presidents and faculty leads and update the course syllabus templates. Any errors books must be reported immediately to the university textbook coordinator for corrective action.
4. The textbook information in the course syllabus templates includes:
   a) Book title
   b) Book author(s)
   c) Edition and/or publication year
   d) Publisher
   e) ISBN

Preparer: Textbook Coordinator Elise Straub

Revision History

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<td>5/16/2016</td>
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<tr>
<td>9/8/2017</td>
<td>Replaced campus dean with campus president</td>
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BACKGROUND

Stratford University provides syllabi to all students in order to communicate course requirements and expectations. The syllabus serves as a learning agreement between the student and faculty member that reflects the most recent trends, developments, and instructional materials for the subject area.

POLICY

The syllabi are developed with standard areas that are reviewed and updated during program review cycle or when situations demand. Faculty members teaching the course are responsible for updating the other areas.

The course syllabus outlines the course requirements, learning outcomes, responsibilities students must accomplish and other important information serving as a guide directing the learning experience of the students in the course.

Each course syllabus will contain the following:

<table>
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<tr>
<th>Standard Areas (ONLY UPDATED BY UNIVERSITY ADMINISTRATION)</th>
<th>Other Areas (UPDATED BY Faculty Member)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Course number and title</td>
<td>• Date &amp; quarter (term)</td>
</tr>
<tr>
<td>• Number of credits</td>
<td>• Faculty member contact - name, email</td>
</tr>
<tr>
<td>• Prerequisite(s) and/or co-requisites</td>
<td>• Office hours, location, phone, fax</td>
</tr>
<tr>
<td>• Course description</td>
<td>• Campus weather/emergency cancellation phone number</td>
</tr>
<tr>
<td>• Course learning objectives</td>
<td>• Instructional methods</td>
</tr>
<tr>
<td>• Textbook information</td>
<td>• Learning resources</td>
</tr>
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<td>• Moodle Learning Management</td>
<td>• Assignments &amp; out-of-class homework requirements</td>
</tr>
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<td>• Library Usage</td>
<td>• Topical course outline</td>
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<tr>
<td>• University-wide policies and procedures</td>
<td>• Grading assessment criteria</td>
</tr>
<tr>
<td>• Date master syllabus reviewed/revised</td>
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</table>

Faculty members may add additional information into the syllabus that will help orient students to the course and learning objectives, explain their responsibilities in detail, and assist students in
succeeding in the class. Syllabi are distributed and reviewed with students during the first course meeting.

**PROCEDURES**

The course syllabi templates are housed in Moodle. Faculty update syllabi by inputting course-specific information (e.g. faculty bio, contact information, supplemental assignments).

Faculty submit updated syllabi to their supervisor one week prior to the start of the term. The submission informs the supervisor the syllabi has been reviewed and completed by the faculty and is ready for delivery. The supervisor reviews the syllabi for approval. An unapproved syllabus is returned to the faculty for amendments.

**Preparer:** Curriculum Specialism Dr. Monica Minor-Exum

**Revision History**

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<td>Vice Provost</td>
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<td>8/25/2016</td>
<td>Reviewed and edited by Vice Provost, Dr. Lee Smith</td>
<td>Dr. Lee Smith, Vice Provost</td>
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Stratford University
Policies and Procedures

07 – 108 Learning Management System Use

BACKGROUND

Stratford University uses Moodle to support the delivery of academic course content. Moodle is the world’s fastest growing, open source Learning Management System, delivering a superior education platform to millions of users worldwide. To assist the University in maintaining compliance with applicable policy, procedures, and law, this policy addresses important considerations in the use of the Learning Management System (LMS) at the University.

POLICY

This policy applies to all faculty members, staff, students, and others who use the LMS. For the purpose of this policy, an LMS is defined as:

1. Software for delivering, tracking, and managing Stratford University course instruction that
2. Contains personal data (e.g., name, ID number, email address), regardless of how these data are populated in the LMS

The “Managing Unit/Moodle Administration” is defined as the University division vested with the day-to-day operations of the LMS.

PROCEDURES

User Credentials

All users of LMS must authenticate with unique user credentials. To ensure a secure and consistent environment, users should never allow the use of their credentials by others. Moodle usernames and passwords will be issued by the IT department which is also the responsible body to maintain all users in the University’s Active Directory.

If guest users require approved access to Moodle courses, the Moodle administrator can manually create a user account with the approval of the program lead. Such accounts will be deleted at the expiry of the approval period.

Termination of Moodle Accounts
Termination of user accounts is managed by the IT department, which manages the University’s Active Directory of users. Based on the policy IT department follows, the user accounts will be disabled and users will no longer have access to Moodle, as well as other University applications.

IT has the authority to disable access or remove users for inappropriate behavior, per University’s policies that define appropriate conduct for employees and students.

Development Courses

All course development work is created on the production site. Access is given to developers, subject matter experts, and reviewers as needed. New instructors who complete training will first have a course created. Faculty may also use these courses for developing content for teaching and research purpose.

“Live” Courses

There are two modes of delivery of live courses using Moodle. The first mode of delivery is purely online where all course activities are delivered through the LMS. The second mode is hybrid or blended where the LMS is used to supplement face-to-face classroom sessions.

ONLINE COURSES: All online course shells will be imported from a template by the Moodle administrator 2-3 weeks before the start of the quarter. This will allow Faculty to work on their courses well in advance of quarter start date. Instructors should finish setting up their courses one week before the start of the quarter. Course schedule and instructor assignment must be completed in time to comply with the above requirement of allowing online instructors at least six weeks for content development and organization period. If faculty wants to re-use content from previously taught course they will have to import content from their previous course.

Students will be given access to their Online Classes within 45 minutes upon approval of registration, outside of any issues. At any given time, the LMS will have the courses available, which are offered during the current active quarter, previous quarter; for the first 5 weeks in the current active quarter; or until weeks 8-10 of the next quarter. Student’s access to completed online courses will be available unless requested.

HYBRID COURSES: Instructors can choose to use a Stratford University developed course or create their own course shell for hybrid classes in the designated area for the campus and program.

A set of training courses are available on the Moodle site that will guide the faculty about the process of setting up courses in Moodle. The URL for the hybrid live courses is: http://online.stratford.edu. Once the faculty member is logged into Moodle, they click on the Online Orientation/Faculty Orientation to access the set of courses.

Data Retention
Course content will be maintained on the production system after the completion of the course. Content is not permanently removed from any of our LMS servers. Faculty members can obtain access to course in long-term storage if needed by requesting access from the Moodle Administrator.

The prior quarter courses will be accessible to students with “I” grades for the first five weeks of the current quarter. Students with incomplete status could access their past course if it is from the previous quarter. Stratford University policy on “I” grades is that they must be cleared during the first 5 weeks of the next quarter. Registrar will make sure that all outstanding grade issues of the prior quarter are cleared before the end of the current quarter.

User logs are accessed by registrar and financial aid office through permissions when disputes arise regarding the activity of a student in a particular course. Anyone with the correct permission can pull any course log files on the system. To reduce server loads, when possible, logs should be pulled in the morning since the LMS is heavily used in the evenings.

Technical Difficulties with LMS:

Faculty members and staff will follow the following procedure and timeline to ensure proper adherence to the policy:

1. When an online student notifies an instructor that the student is dealing with technological difficulties, the instructor will determine whether or not he/she is capable of helping the student personally. If the instructor can advise the student personally (and for all WebCT issues, the instructor should be able to help the student), then the instructor should do so.
2. If a student is unable to communicate via email due to the technology problem, then the instructor will speak with the student via phone to facilitate problem resolution.
3. When an instructor is unable to help the student, the instructor will direct the student to contact the Stratford University help desk via email at servicedesk@stratford.edu
4. Upon receipt of a request for help from a student, the help desk will contact the student within 24 hours and offer assistance as much as possible with the student’s technology problems.

Preparer: Instructional Technology Specialist Dr. Zelalem Hailu

Revision History

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<td>New policy; effective June 1, 2011</td>
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<td>6/3/2016</td>
<td>Moderate changes to align with current practice; reviewed by CIO, Kevin Coughenour</td>
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07 - 109 Definition of a Credit Hour

BACKGROUND

Academic credit has provided the basis for measuring the amount of engaged learning time expected of a typical student enrolled not only in traditional classroom settings but also laboratories, studios, internships and other experiential learning, and distance and correspondence education.

In accord with SACSCOC’s credit hour policy statement as well as in accord with federal regulations, a credit hour at Stratford University is the amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an equivalency that reasonably approximates:

1. Not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week for ten weeks for one quarter hour of credit, or
2. At least an equivalent amount of work as required outlined in item 1 above for other academic activities including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

POLICY

Stratford University courses are delivered in three formats: hybrid education, distance education, and externships/clinicals:

a) Hybrid education courses are comprised of face-to-face lecture and/or lab and threaded discussion contact hours.
b) Distance education courses consist of online lecture and/or lab and threaded discussion contact hours.
c) Externship/clinical courses take place outside the classroom and do not require threaded discussion contact hours.

One quarter credit is equivalent to ten contact hours of lecture instruction, twenty contact hours of laboratory instruction, thirty hours of externship experience, or ten hours of threaded discussion contact hours (threaded discussion contact hours are dedicated to student-to-student, student-to-faculty, and student-to-content interaction to demonstrate critical thinking and are always delivered online via the Learning Management System (LMS), Moodle. Threaded discussion contact hours take a minimum of one hour per week and are not homework assignments).
For every hour spent in class under direct faculty instruction, students spend a minimum of two hours for out-of-class activities, studying, homework, and/or completing assignments.

The following academic credit analysis is showing the distribution of lecture, lab, and threaded discussion contact hours for courses with and without lab components in Stratford University’s three Schools and their conversion from contact (clock) hours into credit hours:

**Academic Credit Analysis**

<table>
<thead>
<tr>
<th>Class Type</th>
<th>Quarter Credit</th>
<th>Total Contact Hrs. (clock hours)</th>
<th>Lecture Contact Hrs. (clock hours)</th>
<th>Lab Contact Hrs. (clock hours)</th>
<th>Thread. Disc. Contact Hrs. (clock hours)</th>
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<tr>
<td>Lecture</td>
<td>4.5</td>
<td>45</td>
<td>36</td>
<td>0</td>
<td>9</td>
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<tr>
<td>Computer Lecture/Lab</td>
<td>4.5</td>
<td>55</td>
<td>26</td>
<td>20</td>
<td>9</td>
</tr>
<tr>
<td>Health Science Lecture/Lab</td>
<td>4.5</td>
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**Explanation of the lab-course-structure at Stratford University:** Since the lecture part in lab courses is less than in non-lab courses, *some of the required lab hours are delivered during the 4.5 standard clock hours of an on-ground class session* (or 45 hours per a 10-week term). *Required additional lab clock hours outside of the standard 45 hours per a 10-week term* are:

- Schools of Culinary Arts: 20 additional clock hours (25 lecture etc. contact hours & 40 lab hours =65 | equals 45 + 20 =65)
- School of Health Science: 15 additional clock hours (30 lecture etc. contact hours & 30 lab hours =60 | equals 45 + 15=60)
- School of Information Technology: 10 additional clock hours (35 lecture etc. contact hours & 20 lab hours =55 | equals 45 + 10=55)

The additional lab clock hours outside of a standard on-ground session are delivered in three possible ways:

- As lab-time extending a standard class session of 4.5 clock hours.
- As separately scheduled lab sessions in addition to 10 standard class sessions per term.
- As virtual lab sessions in addition to standard class sessions.
1. **Explaining the GENERAL course structure to students:**
   In the “Instructional Methods” section of every syllabus the general course structure is explained in combination with displaying the Academic Credit Analysis Spreadsheet (above) by using the following language “Stratford University courses are delivered in three formats: hybrid education, distance education, and externships/clinical. Hybrid education courses are comprised of face-to-face lecture and/or lab and threaded discussion contact hours. Threaded discussion contact hours are dedicated to student-to-student, student-to-faculty, and student-to-content interaction to demonstrate critical thinking and are always delivered online via the Learning Management System (LMS), Moodle. Threaded discussion contact hours take a minimum of one hour per week and are not homework assignments. Ten hours of threaded discussion contact hours are equivalent to one credit hour. Externship/clinical courses take place outside the classroom and do not require threaded discussion contact hours. Distance education courses consist of online lecture and/or lab and threaded discussion contact hours.”

2. **Explaining the SPECIFIC course structure to students in syllabi:**
   In the “Instructional Methods” section of every syllabus the following language is used to explain the specific course structure and total number of contact hours in a course to students: “COURSE #, TITLE will meet for XX lecture contact hours, XX lab contact hours, XX externship/clinical hours, and XX threaded discussion contact hours.”

3. **Documenting additional lab hours in syllabi:**
   The “Course Outline” section in a syllabus is listing extended clock hours, specific days, time, and duration of the required lab work in that course.

4. **Explaining homework breakdown for each class session in syllabi:**
   Homework assignments - including the assigned hours per assignment to document the required clock hours equaling the according credit hours in a course - are to be listed in a course syllabus’ Course Outline/Lesson Plan section as shown in the example below (taken from a MED120 class syllabus; hour breakdown in red letters):
<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topics Covered/Activities</th>
<th>Homework &amp; expected time to complete</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1-mm/dd/yy</td>
<td>Introduction/Programmed Word Building/Body Structure Description of written assignments</td>
<td>Read Chapters 1-4 (6hrs) Moodle: Review lecture notes (1hr) View Flash Cards/activities (2hrs)</td>
</tr>
<tr>
<td>Week 2-mm/dd/yy</td>
<td>Quiz on Chapters 1&amp;2 Integumentary System Respiratory System</td>
<td>Read Chapter 5 (3hrs) Moodle: Review lecture notes (1hr) View Flash Cards/activities (6hrs)</td>
</tr>
<tr>
<td>Week 3-mm/dd/yy</td>
<td>Jeopardy Chapters 1-4 Cardiovascular System</td>
<td>Read Chapter 6 (3hrs) Moodle: Review lecture notes (1hr) View Flash Cards/activities (6hrs)</td>
</tr>
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**Preparer**: Regional Deans

**Revision History**

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<tr>
<td>5/31/2015</td>
<td>New policy</td>
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LIBRARY

Reference: 08
BACKGROUND
The Learning Resource Center (LRC) facilities are available on each campus to provide support for the Stratford University mission. This policy is set forth in order to

- protect the rights of individuals using LRC materials and resources.
- protect the rights of LRC employees as they conduct LRC business without interference.
- to preserve LRC materials.

POLICY
Campus LRCs are open to any current student holding a current Stratford University identification badge as well as current faculty and staff members. Alumni may access the LRC facilities with limited privileges including use of the LRC resources within the facility only.

Due to limited space and resources individuals not affiliated with Stratford University, including children, shall not have access to its facilities and resources.

PROCEDURES

USER CONDUCT – GENERAL EXPECTATIONS
While in the LRC, users are expected to act in the following manner:

- sign the LRC visitation binder when entering the LRC
- avoid disturbing other users
- refrain from eating and drinking (or bringing in open drink containers) in the LRC
- pay for lost or damaged material
- attend to one’s own personal items. LRC staff is not responsible for lost or stolen items.

USER CONDUCT – INAPPROPRIATE BEHAVIOR
The LRC establishes a minimum level of user behavior. Stated below is a list of inappropriate behavior; however, the list is not all inclusive. Users are expected to refrain from:
- accessing unauthorized areas of the LRC as well as remaining in the LRC after closing or when requested to leave during an emergency situation.
- talking on cell phones while in the LRC.
- sending, receiving, or displaying text or graphics that may be reasonably construed as obscene and offensive.
- solicitation of LRC staff or other users including but not limited to, requesting money and handing out unauthorized surveys.
- playing electronic or other audio devices without headphones
- shouting and creating excessive noise
- using threatening or vulgar language
- any type of harassment (including sexual harassment)
- damaging or mutilating LRC property by marking, underlining, removing pages or portions of pages, or in any other way damaging or defacing library materials or other LRC property including equipment and furniture
- sleeping in the LRC
- loitering or congregating at the LRC for any purpose, other than the use of the LRC
- removing or attempting to remove LRC materials or property without checking them out or without authorization. Theft or attempted theft of LRC materials may be cause for prosecution.
- using alcohol or illegal drugs anywhere within Stratford University including the LRC
- smoking or using any smokeless tobacco or products
- interfering with other individual’s use of the LRC or LRC employees’ performance of their duties
- violating any local, state, or federal statutes

**VIOLATION OF POLICY**

Immediate violations may be handled by LRC staff and/or campus personnel. The Stratford University Honor Code provides the framework for which violations to this policy are handled.

**AUTHORITY**

This policy may be supplemented, altered, added to, or changed by the Stratford Librarian’s Committee using the process set forth in the *Stratford University Institutional Policy Review Process*.

**REVIEW SCHEDULE**

This policy will be reviewed at minimum, on an annual basis or as necessary

**Preparer:** Laura De Leon
## Revision History

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<td>11/19/2015</td>
<td>Edits based off of previous LRC policies and manuals.</td>
<td>Stratford Librarians’ Committee</td>
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<tr>
<td>4/14/2017</td>
<td>Content of the previous Use of the LRC Policy adapted to fit current document format.</td>
<td>Academic Council</td>
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08 - 101 Use of Computers and Electronic Networks in the Learning Resource Center

BACKGROUND

Computers and electronic access to the Internet are made available to Learning Resource Center (LRC) users in order to support the educational mission of Stratford University. Users are expected to use all resources in a legal and ethical manner.

POLICY

Individuals currently enrolled at Stratford University and holding a Stratford University identification badge; as well as current faculty and staff, are eligible to use the computers and Internet in the LRC. Student applicants and alumni may use the computers with limited privileges. Children are not allowed to use the computers.

PROCEDURES

USER RIGHTS

Individuals using LRC provided resources or the Internet may expect certain rights. However, these rights may be subject to limitations imposed by licensing and payment agreements with database providers.

- Users are expected to operate computers in a proper manner and with respect for other users’ privacy and quiet contemplation.
- Users have a right to confidentiality and privacy in the use of computers to the extent possible given certain constraints such as proximity of other users and staff.

USE OF EQUIPMENT AND NETWORKS

The LRC requires that individuals using LRC provided resources and the Internet do so within the guidelines of acceptable use. The following activities are unacceptable:

- use of the Internet for any purpose which results in the harassment of other users or the promotion of violence and/or hatred
- destruction of or damage to or unauthorized alteration of the LRC’s computer equipment, software, or network security procedures
- use of the Internet which in any way violates a local, state, or federal law
- use of LRC resources in any way which violates licensing and payment agreements between the LRC and network/database providers
- unauthorized duplication of material which would result in copyright infringement
- violation of the network system security
- sending, receiving, or displaying text or graphics that may be reasonably construed as obscene and offensive.

The LRC reserves the right to delete personal files saved on computers. Stratford University is not responsible for any loss or damages incurred due to failure to log out of personal accounts while on public computers. Individuals who express opinions and positions using Stratford networks must make it clear that these opinions and positions are that of the individual and not Stratford University.

USE OF PERSONAL DEVICES

Individuals may use personal storage devices; however, they must provide their own device.

- The LRC is not responsible for any loss or damage to personal storage devices when downloading material due to system malfunction.
- Virus scans will be performed on all user devices.
- The LRC assumes no liability for loss or damage to user’s data or for any damage or injury arising from the invasion of user’s privacy.
- The user is responsible for assuming payment of fees for any fee-based services.

VIOLATION OF POLICY

LRC staff reserves the right to terminate an individual’s use of a computer for any reason including disruptive or destructive behavior. Individuals using computers and the Internet are subject to local, state, and federal laws governing interactions that occur on the Internet. Immediate violations may be handled by LRC staff and/or campus personnel. The Stratford University Honor Code provides the framework for which violations to this policy are handled.

AUTHORITY

This policy may be supplemented, altered, added to, or changed by the Stratford Librarian’s Committee using the process set forth in the Stratford University Institutional Policy Review Process.

REVIEW SCHEDULE

This policy will be reviewed at minimum, on an annual basis or as necessary.
Preparer: Laura De Leon

Revision History

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<td>Content of previous Use of Computers and Electronic Networks in the LRC Policy adapted to fit current document format.</td>
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Pursuant to the following:

- Code of Virginia, Title 2.2, Subtitle II, Part B, Chapter 37
- Code of Maryland, Title 23, Subtitle 1, Section 23-07

Stratford University LRCs abides by state statutes that indicate that the records and transactions of a user are not made available to any party except in compliance with the law. The Stratford University LRCs do not make available lists of registered users except in compliance with the law.

This policy may be supplemented, altered, added to or changed by the Stratford Librarian’s Committee using the process set forth in the Stratford University Institutional Policy Review Process.

This policy will be reviewed at minimum, on an annual basis or as necessary.

Preparer: Laura De Leon

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<td>Stratford Librarians’ Committee</td>
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<td>4/18/2017</td>
<td>Content of the previous Confidentiality of User Records Policy adapted to fit current document format. – Laura De Leon</td>
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<tr>
<td>1/2/2018</td>
<td>Added to APM</td>
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BACKGROUND

Interlibrary Loan is available to all faculty and students that are in good standing, at US Stratford campuses. This policy is set forth in order to:

- Establish procedure for fulfilling Interlibrary Loan requests between campuses.
- Provide guidelines for delegation of responsibilities, including the extent to which campuses are expected to render Interlibrary Loan services.

POLICY

STAFF

Interlibrary Loan Requests made directly to the LRC Management group are reviewed by the campus-wide Interlibrary Loan officer. Requests made directly to a campus librarian are to be processed where possible according to procedure, notifying Interlibrary Loan officer of transactions processed.

LRC RESPONSIBILITIES

LRC staff ensure that:

- Items will be requested in a timely manner and processed upon receipt.
- Requests will be treated ethically.
- User confidentiality will be maintained at all times.
- Stratford LRC staff will adhere to all copyright laws and guidelines.

USER RESPONSIBILITIES

Users whose patron record is in good standing may request no more than two items at one time. Users:

- May be responsible for all fees associated with the request.
- Must abide by the conditions of the loan as set forth by the lending campus library.
- Are responsible for returning items promptly or asking for a renewal.
• Are responsible for the safe return of items to their campus library.
• Are responsible for paying for any damages that occur to the item.

ITEMS AVAILABLE FOR LOAN

Items in the Stratford University LRC’s circulating collections are available for interlibrary loan. Reserve and Reference items are available for interlibrary loan at the discretion of the Campus Librarian. All items are subject to recall from the lending library.

MAILING AND POSTAGE

Each campus may use mailing services as pertain to its local business policies. The University-wide guidelines for mailing and postage are:

- Items will be shipped between campuses at standard mailing rates. Students or faculty requesting expedited shipping must pay for the full shipping cost prior to the request being processed.
- If it is less expensive to acquire a copy of an item requested for ILL via Amazon.com or other common vendor, than postage between campuses, the campus where the request originated should purchase the item.
- When ILL items are returned to a borrowing campus, it is the responsibility of the home campus to postmark items back to lending campus within three business days.

PROCEDURES

AUTHORITY

This policy may be supplemented, altered, added to or changed by the Stratford Librarian’s Committee using the process set forth in the Stratford University Institutional Policy Review Process.

REVIEW SCHEDULE

This policy will be reviewed at minimum, on an annual basis or as necessary.

Preparer: Brett Hamilton

Revision History

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BACKGROUNDBACKGROUND

In order to help assure compliance with Stratford University’s accrediting bodies, demonstrate the LRC’s contribution to the University Mission, and support each campus’ LRC Committee in evaluating and improving services and collections, each campus should keep (at minimum) a body of records.

POLICY

SIGN-IN COUNTSSIGN-IN COUNTS

Individual LRCs maintain sign-in sheets or a sign-in book in which users are directed to sign whenever using LRC resources. Sign-in sheets should be archived for accrediting bodies or other relevant parties. Sign-in sheets are electronically tabulated each quarter for use by LRC, individual campus or University administrative staff.

Retention Schedule – maintain paper sign-in sheets for the current year plus a minimum of three (3) years.

INVENTORIES OF PRINT MATERIALINVENTORIES OF PRINT MATERIAL

Using the reporting features of the Integrated Library System (ILS), LRC staff will maintain a periodic inventory of print holdings, reflecting an equitable distribution of resources supporting programs offered at the campus as determined by the LRC Committee. Individual LRCs shall maintain a list of currently subscribed to print periodicals, with ongoing confirmation of issues received. Inventories of print items shall be completed on a yearly basis.

Retention Schedule – maintain inventories for the current year plus a minimum of three (3) years.

CIRCULATION STATISTICS

In order to comply with accrediting agencies, LRC staff shall maintain circulation statistics on a monthly basis and report statistics to individual campus or University administrative staff.
**Retention Schedule** – maintain monthly circulation statistics for the current year plus a minimum of three (3) years.

**WORKSHOP DOCUMENTATION**

LRC staff shall maintain sign-in sheets for workshops or other group instruction sessions conducted by LRC staff whether on-campus or electronically. Sign-in sheets shall include the following information:

- event title
- time and date
- course number and/or name
- handouts distributed and/or presentation materials.
- LRC staff instructor

Workshop sign-in sheets shall be electronically tabulated each quarter for use by LRC, individual campus or University administrative staff.

**Retention Schedule** – maintain quarterly statistics for the current year plus a minimum of three (3) years.

**ACQUISITIONS**

LRC staff will maintain invoice records of collection materials purchased, along with ongoing records of budget expenditures as determined and organized by each campus’ leadership.

**Retention Schedule** – maintain Acquisition records for the current year plus a minimum of three (3) years.

**CONTINUING EDUCATION**

LRC staff shall maintain documentation of training completed by all library workers. This includes:

- Documentation of professional development activities completed by professional staff
- Documentation of training completed by para-professional or non-professional staff.

**Retention Schedule** – maintain continuing education documentation for the current year plus a minimum of three (3) years.

**LRC COMMITTEE**
LRC staff will maintain minutes of LRC Committee meetings, and/or documentation of recommendations for services and collections by faculty. Documentation should capture and demonstrate staff and faculty input on collection development and LRC services.

**Retention Schedule** – maintain records for the current year plus a minimum of three (3) years.

**ANNUAL REPORT**

The Annual Report shall be comprised of statistics and activities of a specified fiscal year; as well as any other information deemed necessary by accrediting agencies, and/or individual campus or University administrative staff. The Annual Report shall be completed no later than two (2) months after the end of the fiscal year.

**Retention Schedule** – maintain Annual Reports for the current year plus a minimum of three (3) years.

**OTHER SUPPORTING DOCUMENTATION**

LRC staff will maintain copies of the following documents:

- The University’s Collection Development Policy
- The campus’ own Collection Development Plan
- The LRC Handbook
- Copies of LRC literature developed and distributed by the LRC

**Retention Schedule** – maintain other documentation for the current year plus a minimum of three (3) years.

**PROCEDURES**

**AUTHORITY**

This policy may be supplemented, altered, added to or changed by the Stratford Librarian’s Committee using the process set forth in the *Stratford University Institutional Policy Review Process*.

**REVIEW SCHEDULE**

This policy will be reviewed at minimum, on an annual basis or as necessary

**Preparer:** Laura De Leon

**Revision History**
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<td>Added to APM</td>
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BACKGROUND

The LRC is committed to developing the information literacy skills needed for academic and professional success. All resources and materials provided for use by the LRC are to be used in accordance with the provisions of the United States Copyright Act of 1976 as amended, the Digital Millennium Copyright Act of 1998, and the Technology, Education and Copyright Harmonization Act of 2002, unless licenses or agreements exist which allow for exceptions.

POLICY

LEGAL ISSUES AND STANDARDS

Copyright restrictions: The copyright law of the United States (Title 17, United States Code) governs the making of copies and other reproductions of copyrighted material. Any individual who uses a photocopy or reproduction for purposes in excess of "fair use" may be liable for copyright infringement.

A notice of the copyright law of the U.S. will be placed in view of any photocopier in the Library.

All interlibrary loans are transacted in accordance to the copyright law of the United States (Title 17, United States Code) and CONTU Guidelines.

FAIR USE

Fair use is a legal principle that provides certain limitations on the exclusive rights of copyright holders. The Copyright Act of 1976 recognizes the need for educators, scholars and students to use copyrighted materials without permission from the copyright holder. This provision is called fair use. Specifically, fair use doctrine offers a means of balancing the exclusive right of the copyright holder with the public’s interest in dissemination of information affecting areas of universal concern, such as art, science, history, or industry.

The fair use provision of the Copyright Act allows reproduction and other uses of copyrighted works under certain conditions for purposes such as criticism, comment, news reports, teaching, scholarship, and/or research. The guidelines that follow provide principles for those who wish to
use and/or digitize copyrighted works under fair use rather than by seeking authorization from the copyright owners for noncommercial educational purposes.

The key determiner of fair use is the amount of a selected work that is disseminated without permission from the copyright holder. In determining whether the use is within the fair use doctrine, the following four factors must be considered:

Four factors of fair use:

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

Essentially, fair use is allowed as long as the use does not affect the economic viability of the materials. Economic viability is affected if the use in question captures the “essence” of the copyrighted work. Stratford University is a for-profit institution and must weigh the four factors of fair use while keeping its commercial aspect in mind. When in doubt legal advice shall be sought.

PUBLIC DOMAIN AND COPYRIGHTED WORKS

Works in the public domain may be used freely by anyone, for any purpose, without copyright permission from anyone - because no one owns exclusive rights in these works.

Before distributing or showing any copyrighted works, copyright law will be checked to ensure compliance with copyright standards.

WHEN WORKS PASS INTO THE PUBLIC DOMAIN

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<thead>
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<th>Protection in Effect from</th>
<th>Term</th>
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<td>Created 1-1-78 or after</td>
<td>When work is fixed in tangible medium of expression</td>
<td>Life + 70 years (or if work of corporate authorship, 95 years from publication, or 120 years from creation, whichever is first)</td>
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<tr>
<td>Published 1922 or earlier</td>
<td>Now in public domain</td>
<td>None</td>
</tr>
<tr>
<td>Published between 1923-1963</td>
<td>When published with notice</td>
<td>28 years + could be renewed for 67 years; if not so renewed, now in public domain</td>
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published 1964-1977 When published with notice
1-1-78, the effective date of
the 1976 Act which
eliminated common law
copyright
28 years for first term; now automatic
extension of 67 years for second term

Created before 1-1-78
but not published
Life + 70 years or 12-31-2002,
whichever is greater

Created before 1-1-78
but published between
then and 12-31-2002
1-1-78, the effective date of
the 1976 Act which
eliminated common law
copyright
Life + 70 years or 12-31-2047,
whichever is greater


PROCEDURES

ASSESSMENT

The Campus Librarians will assess the effectiveness of the copyright policy through:

- Discussion on the bi-weekly teleconference
- Periodic review of U.S. Copyright Law as applied to print, electronic and new formats of information and other resources.

AUTHORITY

This policy may be supplemented, altered, added to or changed by the Stratford Librarian’s Committee using the process set forth in the Stratford University Institutional Policy Review Process.

REVIEW SCHEDULE

This policy will be reviewed at minimum, on an annual basis or as necessary

Preparer: Arthur McKinney

Revision History

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<td>4/18/2017</td>
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Stratford University
Policies and Procedures

08 - 106 Customer Service Policy

BACKGROUND

The Stratford University’s LRCs strive to offer excellent services which include a quality and welcoming environment and a collection of print and electronic resources that are varied and current. Staff strives to provide accurate, efficient, and courteous library service to all users in light of the principles outlined below.

POLICY

PRINCIPLES

The Customer Service Policy is the foundation for all LRC staff interactions with the Stratford community. All LRC policies are interpreted in light of the principles outlined below:

- The LRC offers the same quality of service to all regardless of age, race, sex, nationality, educational background, physical limitations, or any other criteria, which may be a source of discrimination
- Users are treated politely, promptly and with respect.
- When a staff member is unable to comply with a request, the user will be offered an alternative if one is available.
- LRC staff members are familiar with library policies and services and are able to articulate them and to explain the rationale behind them.

ETHICS

The needs and requests of users will be taken seriously and treated with respect. Equal consideration and treatment will be given to users in a non-judgmental environment.

All interactions and transactions with the user will be considered confidential and will be discussed only in a professional context. Discussion of confidential user issues will be handled discreetly, preferably in a non-public area.

Staff members will not offer personal opinions when answering user queries
PROCEDURES

ATTITUDE – HELPFUL, FRIENDLY MANNER

The manner in which a person looks, speaks and acts conveys an attitude, just as the tone of voice and choice of words affect a message. Each LRC staff member is a representative of Stratford University and is expected to act in a friendly, helpful manner, which ensures that the user will walk away believing that his/her experience at the LRC was a positive one. A friendly, helpful attitude ensures a positive experience even when the message conveyed is not a pleasant one. The impression made on a user profoundly affects the LRC’s image and on-going support.

AUTHORITY

This policy may be supplemented, altered, added to or changed by the Stratford Librarian’s Committee using the process set forth in the Stratford University Institutional Policy Review Process.

REVIEW SCHEDULE

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<tr>
<td>1/2/2018</td>
<td>Added to APM</td>
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BACKGROUND

The purpose of this policy is to provide a framework for a uniform standard of high quality reference service that is consistent with available resources as well as the educational goals of Stratford University. The goal for LRC staff is to meet the information and research needs of the Stratford community accurately, efficiently and with a high level of customer service. Staff provides instruction to users with the intent to make users more self-sufficient in the use of LRC resources.

POLICY

ETHICS

Reference services and materials are available to the Stratford community regardless of the individual’s age, race, sex, religion, social or economic status, or protected class.

LRC staff members will treat each query with respect insofar as the level of assistance required and the topic of the question. Names of users and the transactions which occur between users and staff are confidential and not discussed outside of a professional context.

AVAILABLITY

Reference service is available during normal LRC hours via in-person attendance, email and telephone. Additionally users may email questions outside of normal LRC hours. Email requests will be handled on a timely basis.

RESTRICTIONS ON REFERENCE SERVICE

While LRC staff may guide users to sources, staff will not evaluate nor interpret information such as legal, medical, tax, financial, and statistical information for class assignments.

Reference materials generally do not circulate; however, a reference title may circulate at the discretion of the LRC librarian.
PROCEDURES

AUTHORITY

This policy may be supplemented, altered, added to or changed by the Stratford Librarian’s Committee using the process set forth in the *Stratford University Institutional Policy Review Process*.

REVIEW SCHEDULE

This policy will be reviewed at minimum, on an annual basis or as necessary

Preparer: Laura De Leon

Revision History

<table>
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<tr>
<th>Date</th>
<th>Summary of Revision</th>
<th>Approved by</th>
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<tr>
<td>11/19/2015</td>
<td>Formulation of reference policy.</td>
<td>Stratford Librarians’ Committee</td>
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<td>04/18/2017</td>
<td>Content of the previous Use of the LRC Policy adapted to fit current document format. – Laura De Leon</td>
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<tr>
<td>1/2/2018</td>
<td>Added to APM</td>
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</table>
BACKGROUND

The purpose of cataloging material is to allow for intellectual access to the items in the Stratford University’s library collections. To further access, Stratford University provides users with an integrated library system (ILS). Materials are organized for access by students, faculty and staff to facilitate physical browsing as well as access via the online catalog. In doing so, staff strikes a balance between following nationally recognized standards for bibliographic entry versus adapting records to best meet the needs of local users.

POLICY

Record Inclusion into the ILS – Cataloging staff will make every effort to obtain standardized records for inclusion in the local ILS. OCLC is the primary source of record for inclusion. If no electronic record is available, staff will ensure that cataloging standards are followed when entering records.

Bibliographic Entry - Cataloging staff use the most recent version of AACR2 and USMARC format by supplying MARC coding and tagging, as documented in MARC 21: Bibliographic format.

Subject Headings - Cataloging staff will select subject headings, according to the Library of Congress guidelines, making every effort to determine accurate, unbiased terms as established by the latest edition of The Library of Congress Subject Headings.

Call Numbers – United States cataloging staff will select classification numbers which best identify the subject matter at hand, using the Library of Congress Classification System as prepared by Library of Congress Cataloging Policy and Support Office. International campuses’ cataloging staff will select classification number which best identify the subject manner at hand using the Dewey Decimal Classification System.

PROCEDURES

Cataloging staff will perform tasks as efficiently and quickly as possible without forgoing adherence to the above standards. Record selection for inclusion into the ILS will be performed
by degreed librarians. Item entry and database cleanup will be performed by all cataloging staff. Cataloging staff will use best practices and guided tutorials for training purposes.

AUTHORITY

This policy may be supplemented, altered, added to or changed by the Stratford Librarian’s Committee using the process set forth in the Stratford University Institutional Policy Review Process.

REVIEW SCHEDULE

This policy will be reviewed at minimum, on an annual basis or as necessary

Preparer: Laura De Leon, Arthur McKinney

Revision History

<table>
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<th>Date</th>
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<td>10/16/2015</td>
<td>Edits from previous procedural documents.</td>
<td>Stratford Librarians’ Committee</td>
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<td>11/2/2017</td>
<td>Content of the previous Use of the LRC Policy adapted to fit current document format.</td>
<td>Laura De Leon</td>
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<td>11/30/2017</td>
<td>Adopted</td>
<td>Academic Council</td>
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Information Literacy Instruction Policy

BACKGROUND

Information Literacy is defined as the ability to locate, critically evaluate, manage, and ethically use information from a variety of sources, both print and electronic, for problem solving, decision making, and research. (Taken from the Association of College and Research Libraries website)

Part of the mission of the LRC is “to serve as an extension of the classroom by helping students, staff and faculty develop the information literacy skills needed for academic and professional success.” Information Literacy at Stratford University is a means for students, faculty, and staff to develop library research skills, information literacy ability and competent information use as a part of lifelong learning.

POLICY

In order to achieve the mission, LRC staff teaches Information Literacy Instruction (ILI) sessions to students to further their critical thinking skills as well as become efficient and effective users of LRC resources. The Stratford LRC realizes its’ mission by following the Information Literacy Competency Standards for Higher Education as outlined by the Association of College and Research Libraries. Those Standards include:

1. The information literate student determines the nature and extent of the information needed.
2. The information literate student accesses needed information effectively and efficiently.
3. The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.
4. The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.
5. The information literate student understands many of the economic, legal and social issues surrounding the use of information and access and uses information ethically and legally.
PROCEDURES

USERS

ILI is available to Stratford University students, staff and faculty. It may take the form of individual instruction, as well as class sessions within the LRC or classroom whether on campus or by technological means.

INFORMATION LITERACY INSTRUCTION CONTENT AND FORMAT

ILI sessions are designed to introduce users to the resources available at Stratford University LRC and to assist in the development of research strategies that will enable users to pursue their research goals or other information needs. Librarians will work closely with faculty to determine information literacy goals in their discipline and identify the best way to meet these goals. ILI sessions will adapt to varying learning styles and changing technology.

Sessions may include but are not limited to an overview of the library’s services and collections; including print and electronic resources as appropriate to the type and level of class. Sessions also include a discussion of library research skills and search strategies as well as APA formatting to avoid plagiarism and advance the ethical use of information.

LRC staff shall provide all ILI sessions in a meaningful and engaging manner.

OFF CAMPUS INSTRUCTION

Stratford University students, staff and faculty have direct access to the collections and database resources of the LRC at each campus. Instruction on use of the databases is available on a 24/7 basis through LibGuides that are authored by the Campus Librarians and available on the LRC website. All students, faculty, and staff have additional access to LRC services through LRC and direct email as well as via phone during scheduled library hours. Individual appointments are also available. Librarians conduct most library sessions in an electronic classroom, where each student has access to a computer. This creates an environment for active learning.

ASSESSMENT

The Campus Librarians will assess the effectiveness of INI sessions through:

- Regular collection and evaluation of statistics on group and individual instructions.
- Regular collection and evaluation of instructional assessment data.
- Regular faculty interviews for outreach, collaboration, and collection development.

AUTHORITY

This policy may be supplemented, altered, added to or changed by the Stratford Librarian’s Committee using the process set forth in the Stratford University Institutional Policy Review Process.
REVIEW SCHEDULE

This policy will be reviewed at minimum, on an annual basis or as necessary.

Preparer: Laura De Leon

Revision History

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<tr>
<th>Date</th>
<th>Summary of Revision</th>
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<tr>
<td>10/30/2015</td>
<td>Edits based off of previous manuals and policy information.</td>
<td>Stratford Librarians’ Committee</td>
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<tr>
<td>6/29/2017</td>
<td>Content of previous Information Literacy Instruction Policy adapted to fit current APM document format. Edits based on feedback from 4/14/2017 Academic Council Meeting – Arthur McKinney &amp; Laura De Leon</td>
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<tr>
<td>7/27/2017</td>
<td>Passed by the Academic Council</td>
<td>Academic Council</td>
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</table>
The Stratford University LRC Collection development policy is intended to tie development directly to LRC & University missions, guide staff when selecting & deaccessioning materials, facilitate effective planning (budgeting for new programs, etc.), and establish guidelines & expectations for the University community.

Each campus is expected to maintain its own Collection Development Plan, which falls within University-wide policy and reflects priorities based on programs offered and local needs.

**POLICY**

**SCOPE**

In order to ensure proper breadth and depth for LRC collections, Librarians use IFLA Collection depth indicator definitions:

- IFLA Collection depth indicator definitions:
  - 0 = out of scope
  - 1 = minimal information level
  - 2 = basic information level
  - 3 = study or instructional support level
  - 4 = research level
  - 5 = comprehensive level

- Campuses shall focus on maintaining collections mainly satisfying levels 2-4 with exceptions at librarian discretion and based on program needs (e.g., Master’s programs will require materials at 4&5; Associates at 2&3)
- Each campus Development plan shall state a brief description of collection scope, major formats collected, and depth

**ACQUISITIONS**

The following criteria are generally used when considering acquisitions for an LRC collection:

- Relevance to interests and needs of Campus Programs
• Critical professional review, in addition to reputation and qualifications of the author, publisher, or producer
• Relevance to the existing collection’s strengths and weaknesses
• Suitability of format to Library circulation and use
• Date of publication
• Price, availability and Library materials budget, including ratio of budget allocated to each program comparable to rough enrollment estimates (guideline—based on program needs, faculty input & librarian discretion)

In addition:

• The University is striving towards moving away from textbooks toward materials to supplement coursework & facilitate research
  • Majority of policies specify no textbooks except under special circumstances
  • Campus librarians exercise discretion regarding textbooks

FACULTY AND STAFF INPUT

Faculty input & materials requests are encouraged on continual basis. This is facilitated chiefly through each campus’ LRC Committee comprised of at minimum a faculty representative from each school supported by the campus, but all staff and faculty are encouraged for input.

Faculty and staff are required to provide brief rationale for acquisition (applicable courses/skills, learning outcomes, professional development, etc.)

Specific documentation on requests is maintained at the discretion of the campus librarian, but should include at minimum LRC Committee input. Each campus should hold an official LRC Committee meeting annually.

BUDGETING

The LRC’s acquisitions budget is established by campus librarians in consultation with faculty, campus leadership, and university administration on an annual basis. The LRC, faculty and campus leadership collaborate to determine the resources required to offer a quality education experience for the student body, support individual academic programs, and support new initiatives for the upcoming year. The proposed budgeted resources are allocated by the LRC based on material format, and submitted to the Executive Leadership Team for approval. Factors considered in determining level of support for academic departments and programs include total enrollment, academic curriculum offered, faculty, average cost of materials, historic support levels, and program standards.

While the budget opens each year based on the prior year’s spending priorities, the LRC annually re-allocates funds to adjust for changes in the average cost of materials, university priorities, academic programs, faculty research focus, pedagogy, and distributed education needs.
RESERVE MATERIAL

A Reserve collection may be maintained in order to ensure a limited number of items for students and faculty is readily available. All items are placed on Reserve in accordance with the U.S. Copyright Law.

WEEDING AND WITHDRAWAL

The following criteria are used in selecting materials for withdrawal:

- Damage or poor condition
- Number of copies in the collection
- Relevance to the needs and interest of the campus
- Current demand and frequency of use
- Accuracy and timeliness
- Availability elsewhere including other libraries and online
- Deemed to be of an enduring nature

Collection weeding is conducted periodically and at the discretion of the campus Librarian.

DONATIONS

Donations shall be accepted with the understanding that items become the property of the university to be used at our discretion. This means:

- Items may or may not become part of the collection
- Items that are not accessioned will be donated to organizations that serve needy students
- Standard borrowing policies apply to donor
- Current textbooks accepted at librarian discretion (based on program needs, comparable resources, etc.)
- Old editions of textbooks only accepted under special circumstances (rare edition, canonical, etc.)

PROCEDURES

PRINT PERIODICAL SUBSCRIPTIONS:

Each campus manages and pays for print periodical (magazines, journals, newspapers, etc.) collection using the online service EBSCONET. Subscriptions are added or discontinued on an annual basis by the Campus Librarians with input from the campus’ LRC Committees, using the criteria described in the Policy sections of this document. New Campus Librarians are trained on usage of EBSCONET by a Librarian at another campus.
ONLINE DATABASES AND RESOURCE SUBSCRIPTIONS:

The University’s online resources are continually evaluated by the Campus Librarians along with the campus LRC Committees. Individual campus contributions to the overall cost of the University’s online resources are determined by the licenses and terms of use of the products subscribed to, taking into account campus Full Time Enrollment populations where appropriate. Subscription payments are organized and executed with assistance from the University’s accounting department and University Affairs. Access to online resources is organized and executed in consultation with the University’s Information Technology staff.

PRINT COLLECTIONS:

Most of the campus’ LRC print collections are acquired through online retailers, using the selection criteria described in the Policy sections of this document. Selection of materials and payment is organized and executed by the Campus Librarians with input from the campus’ LRC Committees. The University’s print collections may be browsed through the Stratford University website at http://www.stratford.edu/library/search-your-collection.

AUTHORITY

This policy may be supplemented, altered, added to or changed by the Stratford Librarian’s Committee using the process set forth in the Stratford University Institutional Policy Review Process.

REVIEW SCHEDULE

This policy will be reviewed at minimum, on an annual basis or as necessary.

Preparer: Laura De Leon, Brett Hamilton

Revision History

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<th>Date</th>
<th>Summary of Revision</th>
<th>Approved by</th>
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<tr>
<td>11/19/2015</td>
<td>Edits and additions to the previous Collection Development Policy.</td>
<td>Stratford Librarians’ Committee</td>
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<tr>
<td>2/3/2017</td>
<td>Content of previous Collection Development Policy adapted to fit Stratford policy document format (APM) with additions of budgeting and procedural information – Brett Hamilton</td>
<td>Stratford Librarians’ Committee</td>
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<tr>
<td>7/27/2017</td>
<td>Budget area reviewed by Natasha Walker</td>
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<tr>
<td>11/30/2017</td>
<td>Adopted</td>
<td>Academic Council</td>
</tr>
</tbody>
</table>
HUMAN RESOURCES

Reference: 10
Faculty members may be hired as adjunct or as full-time. The difference in hire status reflects the amount of work and time commitment expected of the instructor as well as the intention of future course assignments for that instructor by the University.

Adjunct faculty members teach courses, prepare syllabi and course material, grade student work, submit final grades, and participate in faculty meetings. Adjunct faculty are paid per course.

Full-time faculty teach a minimum of four courses per term. Additionally, full-time faculty participate in department and University-wide activities to support school operation, participate in curriculum development activities, and take part in community outreach and student recruitment activities. Faculty with significant administrative responsibilities may be given a course release(s) to account for the additional responsibilities. Full-time faculty members are paid an annual salary and receive benefits. The requirements for faculty are the same whether teaching on-campus or online.

Faculty and staff adhere to the following procedures and timeline to ensure proper adherence to the policy:

1. Supervisors notify faculty at the time of hire of their status as full-time or adjunct. Supervisors also notify faculty of their compensation and course assignments.
2. Faculty receive a copy of their job description from human resources. Faculty sign their job description and return it to Office of Human Resources to be filed.
3. Supervisors may adjust an instructor’s status by initiating the change through the Office of Human Resources.
4. Full-time faculty who are not given a full course load during a term are assigned supplemental responsibilities.
5. Full-time faculty are responsible for reporting their time in the HR Information System. Adjuncts are paid through Apps based on course assignments.
Preparer Dean of Culinary  Daniel Traster

Revision History

<table>
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<th>Date</th>
<th>Summary of Revision</th>
<th>Approved by</th>
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<tr>
<td>4/1/2007</td>
<td>New policy; effective April 1, 2007</td>
<td>Vice Provost</td>
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<tr>
<td>6/17/2016</td>
<td>Minor changes to align with current practice; reviewed by Vice Provost, Dr. Lee Smith</td>
<td>Dr. Lee Smith, Vice Provost</td>
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</table>
BACKGROUND

Full-time faculty are paid at an annual salary decided at time of hire and subject to normal annual pay adjustments that depend on employee performance. Adjunct faculty are paid according to the class/subject matter/circumstances encountered as stated below.

POLICY

General Policy

1. A “normal” class size can be 24 students with exceptions for laboratory courses and those required by regulation (e.g. OSHA, accreditation standards, nature of instructional content, physical space limitations, State Board requirements).
2. Campus presidents have the authority to increase or decrease the “normal” class size based on their campus circumstances and discussions with affected department representatives.
3. Campus presidents are held to budgetary requirements as they pertain to instructional staff spending. This is determined by the staffing plan and discussions with the CFO (or representative).
4. All faculty members must meet the education and/or experience requirements established by the University.

The pay scale for full-time faculty is based on compensation studies approved by the executive leadership team. The pay scale is available in the Office of Human Resources.

1. When laboratory time is required and laboratory fees collected from the students’ an additional stipend can be approved.
2. All adjuncts are considered W-2 employees.

PROCEDURES

Instructors adhere to the following procedure to ensure pay is managed properly:

1. Full-time faculty approve their time in the HR Information System.
2. Adjuncts are paid through Apps based on course assignments.
3. Direct Deposit is used for all faculty members. (Only in rare and unusual circumstances will checks be prepared by the payroll office and distributed to employees).

Supplemental Faculty Pay

The supervisor, in consultation with the campus presidents decide if supplemental faculty pay is required for a primary full-time faculty’s absence. If a supplemental pay is required, the supervisor determines if resources are available to:

1. Hire a replacement adjunct faculty for the period of absence
2. Task another faculty to teach the class or teach the class themselves.

Preparer CAO Dr. James Flaggert

Revision History

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<th>Date</th>
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<td>Vice Provost</td>
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<td>5/15/2012</td>
<td>Revised policy</td>
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<td>10/5/2012</td>
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<tr>
<td>6/17/2016</td>
<td>Minor changes to align with current practice; reviewed by Vice Provost, Dr. Lee Smith</td>
<td>Dr. Lee Smith, Vice Provost</td>
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<tr>
<td>9/8/2017</td>
<td>Replaced campus dean with campus president</td>
<td>Board of Trustees</td>
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10 – 102  On Campus Employment

BACKGROUND

From time to time Stratford University will provide international students with employment opportunities to allow them to gain work experience and learn additional skills while completing their education at Stratford. International Student On-Campus positions are student-facing and provide direct support to other international students to assist them in overcoming barriers and achieving their academic objectives.

POLICY

Stratford University offers a limited number of international student on-campus employment opportunities annually to 2.5 workers for every 100 international students. International on-campus workers (IOW) must meet eligibility requirements, follow application procedures and adhere to position limitations consistent with Stratford policy and federal regulations to be awarded an IOW position.

PROCEDURES

Eligibility:

All international students must obtain authorization from the Principal Designated School Official (PDSO) or his/her designee. The international student must remain in valid F-1 status at all times and must meet all student financial obligations through scheduled payments or arrangements with Student Accounts Office to be eligible to work in an IOW position. Any student who falls out of status (i.e., falls below the full-time course load requirement, 9 credits for Graduate & 13.5 Credits for Under Graduate requirements) at any time during their on-campus employment must stop working immediately. Students must have a Social Security Number in order to work at Stratford.

Position Requirements:

All IOW positions are limited to no more than 20 hours per week consistent with regulations. If a student works only 15 hours in a calendar week, the remaining 5 hours are lost – they may not roll forward to be added to the 20 hour limit the following week. IOW positions are also limited in duration to three quarters – 30 weeks – and are awarded on a rotation basis to allow more students the opportunity to gain skills and work experience through the Stratford International
On-Campus Worker Program. In some cases, positions can be extended or “renewed” if no other applicants step forward or if a unique project of extended length is involved.

All assignments under the IOW program will be student facing, interacting with other international students, to facilitate, assist, guide and participate in activities with a direct benefit to or impact on the international student population. Typical assignments shall be focused primarily on supporting the campus president, academic departments, the library, the International Student Office (ISO), the Student Support Services department or Welcome Center. Assigned work may not be administrative or physical activities for the sole benefit of Stratford University operations.

Application and Selection:

All IOW vacancies will be opened in the Stratford job requisition system (iCIMS) and posted to the Stratford career site. Additionally, all open IOW positions will be posted in common areas throughout the campus where the position is available. Interested international students must complete the on-line application on the Stratford University Career site at: www.stratford.edu/careers. The hiring manager will review, select and arrange for qualified candidates to meet with an interview committee consisting of at least the hiring manager and a member of the International Student Office. Upon selection, an offer of employment will be requested in iCIMS by the hiring manager and made by the Human Resources department to the candidate deemed most qualified for the position, defining the terms, conditions and duration of employment. An IOW may not begin work prior to returning the signed offer and authorization from HR. Doing so is a serious violation of Stratford University policy.

Pay /Remuneration:

Stratford University IOW’s receive scholarship awards, applied directly to tuition, which shall be equal to or greater than prevailing minimum wage laws. The rate of award is currently averaging $10.00 per hour.

Standard Process/Procedures:

1. Position is opened in Stratford University open position requisition (iCIMS).
2. Job Vacancy Announcements are placed on-line and on campus.
3. Students who are interested in the posted job must:
   a. Obtain authorization from the PDSO or designee
   b. Apply by submitting on-line application. Students may be required to take a profile or other test as part of the employment process.
4. Qualified applicants will be directed to the hiring manager and ISO to interview
5. The selecting official will make a hiring recommendation in iCIMS.
6. HR office will notify the selected student in writing of the terms of the job offer.
7. Non-selected students will be told by the hiring manager they were not selected
8. Supervisors must complete the Supervisor’s Orientation Checklist for each hire and file the completed form with the HR office.
9. Complete the Evaluation of International On-Campus Worker at the end of the engagement period.

** Working at Stratford requires that a Social Security Number from the U.S. Social Security Administration. Students without a Social Security number should apply at http://www.socialsecurity.gov/pubs/10181.html for information.

Preparer: VP of Human Resources Bridget Heekin

Revision History

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<td>New policy; effective February 9, 2007</td>
<td>Human Resources, VP</td>
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<td>3/1/2014</td>
<td>Revised by VP of HR Bridget Heekin</td>
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<td>5/20/2016</td>
<td>Reviewed; no changes; reviewed by International Student Office Manager, Neha Kuhar</td>
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<td>9/8/2017</td>
<td>Replaced campus dean with campus president</td>
<td>Board of Trustees</td>
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Attachment 1 – On-campus Supervisor’s Orientation Checklist

Attachment 2 – Evaluation of International On-Campus Worker
## International On-Campus Worker Orientation Checklist

<table>
<thead>
<tr>
<th>ITEMS TO BE REVIEWED</th>
<th>Yes</th>
<th>No</th>
</tr>
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<tbody>
<tr>
<td>1. Mission and Vision of Stratford and the department, as defined in the Deep Dive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Tell the history of Stratford</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. What is unique about Stratford – products, services, values, and philosophy</td>
<td></td>
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<tr>
<td>c. Who benefits directly and indirectly from the department’s products or services</td>
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<tr>
<td>d. What the organization's current objectives are</td>
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<tr>
<td>e. How the duties of the job will contribute to the university’s objectives</td>
<td></td>
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<tr>
<td>2. Explain the Organization Structure</td>
<td></td>
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<tr>
<td>a. Who reports to whom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Who will supervise them and the phone number to call with issues and questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. What everyone in the department is responsible for</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Who and how are decisions made</td>
<td></td>
<td></td>
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<tr>
<td>e. The best person to go to with questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Outline important rules, practices, policies and expectations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Duty hours, attendance and timesheets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. When to go to your supervisor and when to escalate issues.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Dress code</td>
<td></td>
<td></td>
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<tr>
<td>d. Proper use of equipment</td>
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<td>e. Standard forms and their purpose</td>
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<td>f. Confidentiality, including FERPA</td>
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<td>g. Safety; What to do in case of accident/illness</td>
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<td>h. Security – facilities and information</td>
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<tr>
<td>i. Maintaining neat work environment</td>
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<tr>
<td>j. Professionalism in human relations and communications</td>
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<tr>
<td>4. Define the IOW's Responsibilities</td>
<td></td>
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</tr>
<tr>
<td>a. Provide and review the job description and Student Worker Evaluation Form.</td>
<td></td>
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<tr>
<td>b. Review the projects will they be assigned to and who will train/assist them</td>
<td></td>
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<tr>
<td>c. Identify the training they will need to receive, if applicable.</td>
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<tr>
<td>d. Define and provide the necessary resources</td>
<td></td>
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<tr>
<td>e. Categorize what tasks require the supervisor’s approval and which do not</td>
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<tr>
<td>5. Monitor the IOW’s activities to ensure understanding of expectations</td>
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</tr>
<tr>
<td>a. Make yourself visible and available</td>
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<tr>
<td>b. Ensure that a team member routinely checks on them daily the first few weeks</td>
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<tr>
<td>c. Provide specific feedback on performance and constructive criticism where needed</td>
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<tr>
<td>d. Correct any problems or misunderstandings immediately or they will persist</td>
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<tr>
<td>e. Encourage the IOW to ask questions</td>
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<tr>
<td>f. Set a weekly time to meet with the IOW for them to report on their projects</td>
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</tbody>
</table>

Employee Signature ____________________________   Date: ________________

Supervisor Signature____________________________   Date: ________________
### EVALUATION OF INTERNATIONAL ON-CAMPUS WORKER

**Student Name:**

__________________________________________

**Supervisor Name:** ________________________

**Date of Engagement:** ____________________

**Department** _____________________________

**Key:**

5 Exceptional (Always demonstrates this ability; consistently exceeds expectations)
4 Commendable (Usually demonstrates this ability; sometimes exceeds expectations)
3 Fair (Sometimes demonstrates this ability; meets expectations)
2 Uncomplimentary (Seldom demonstrates this ability; rarely meets expectations)
1 Unsatisfactory (Never demonstrates this ability; does not meet expectations)

#### A. Ability to Learn

| 1. Asks pertinent and purposeful questions |   |
| 2. Seeks out and utilizes appropriate resources |   |
| 3. Accepts responsibility for mistakes and learns from experiences |   |

#### B. Reading/Writing/Computation Skills

| 1. Reads/comprehends/follows written materials |   |
| 2. Communicates ideas and concepts clearly in writing |   |
| 3. Works with mathematical procedures appropriate to the job |   |

#### C. Listening and Oral Communication Skills

| 1. Listens to others in an active and attentive manner |   |
| 2. Effectively participates in meetings or group settings |   |
| 3. Demonstrates effective verbal communication skills |   |

#### D. Creative Thinking and Problem Solving Skills

| 1. Breaks down complex tasks/problems into manageable pieces |   |
| 2. Brainstorms/develops options and ideas |   |
| 3. Demonstrates an analytical capacity |   |

#### E. Professional and Career Development Skills

| 1. Exhibits self-motivated approach to work |   |
| 2. Demonstrates ability to set appropriate priorities/goals |   |
| 3. Exhibits professional behavior and attitude |   |

#### F. Interpersonal and Teamwork Skills

| 1. Manages and resolves conflict in an effective manner |   |
| 2. Supports and contributes to a team atmosphere |   |
| 3. Demonstrates assertive but appropriate behavior |   |

#### G. Organizational Effectiveness Skills

| 1. Seeks to understand and support organization’s mission/goals |   |
| 2. Fits in with the norms and expectations of the organization |   |
| 3. Works within decision-making channels |   |
H. Basic Work Habits
   1. Reports to work as scheduled and on-time
   2. Exhibits a positive and constructive attitude
   3. Dress and appearance are appropriate for the organization

I. Character Attributes
   1. Brings sense of values and integrity to job
   2. Behaves in ethical manner
   3. Respects diversity (religious/cultural/ethnic) of co-workers

J. Overall Performance
   For the period of _______________________ to _________________

K. Open Category: Industry-Specific skills

1. 
2. 
3. 

L. Comments:

This assessment was reviewed with Student Worker on (Month/Day/Year) _______________________

Evaluator’s Signature: _______________________________ Date __________

Students Signature: _______________________________ Date __________
Stratford University
Policies and Procedures

10 – 103 Graduate Assistants

BACKGROUND

Students in courses expect to receive their education from a qualified faculty member. However, on occasion an instructor may use a teaching assistant to help with the operation of a course. To ensure that students do not receive a lower-quality education as a result of a teaching assistant in the class, the responsibilities of the teaching assistant and the instructor must be carefully divided.

POLICY

Stratford University faculty members may request the use of a teaching assistant from the department lead. The teaching assistant must be a student who previously took the course and passed with a grade of “A” and who has agreed to work as a teaching assistant.

Faculty members will completely control the delivery of course content and the evaluation of students. Teaching assistants may grade exams only according to the rubrics designed by the instructor, and they may deliver lecture material only if it is previously approved by the instructor. At no time will the teaching assistant run the class in the absence of the instructor or determine grades without review by the instructor. For online courses, all course content must be created by the instructor, although a teaching assistant may post that content on the WebCT platform for the instructor.

PROCEDURES

Faculty members and staff will follow the following procedure and timeline to ensure proper adherence to the policy:

1. Faculty members desiring a teaching assistant will request permission to use a teaching assistant from the lead. The instructor will request a specific student and verify that the student is willing to work as a teaching assistant. The department lead will only approve the request if the student has previously completed the course and received an “A” and if the student agrees to the terms of the teaching assistant role.

2. Teaching assistants will assist faculty members with photocopying, supply acquisition, and facilitating lab activities. Teaching assistants may grade student exams using a key created by the instructor. Essays and projects may only be graded by the instructor. The instructor will review all teaching assistant grading work to verify its accuracy. Only the instructor will calculate students’ final grades for the course.
3. Faculty members will require teaching assistants to deliver at least one of the class lectures and/or facilitate a class discussion under the oversight of the instructor; however, the lecture material and/or lesson plan must be reviewed and approved by the instructor prior to the class. The instructor will be present at all times during the teaching assistant’s operation of the class.

4. For online courses, teaching assistants may post lecture content for the instructor provided that the content was created by the instructor. Teaching assistants will be required to determine case studies and questions to post on discussion boards for at least one week of the course and respond to student postings; however, the instructor will approve all thread initiations prior to their posting and comment on student postings personally as well.

5. The instructor will provide the teaching assistant with a written evaluation of his/her performance at the end of the course and provide a copy to the department lead as well. Serving as a teaching assistant may be used as credit for a Current Topics elective course if the student registers for Current Topics prior to the start of the quarter and if the teacher provides the student with a detailed syllabus for his/her job as a teaching assistant prior to the start of the course. The student’s grade will be determined by the instructor according to the guidelines outlined in the syllabus.

Preparer Dean of Culinary Daniel Traster

Revision History

<table>
<thead>
<tr>
<th>Date</th>
<th>Summary of Revision</th>
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<tr>
<td>4/1/2007</td>
<td>New policy, “Teaching Assistants”; effective April 1, 2007</td>
<td>Vice Provost</td>
</tr>
<tr>
<td>5/19/2016</td>
<td>Updated title; “Graduate Assistants” reviewed by Vice Provost, Dr. Lee Smith</td>
<td>Dr. Lee Smith,</td>
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<td></td>
<td></td>
<td>Vice Provost</td>
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</table>
ADMISSIONS

Reference: 11
Stratford University’s mission is to prepare students for the career field of their choice. For this reason, the university is open admissions. This ensures that all students that wish to succeed with higher education are allowed the opportunity to higher education. After verifying required documents, required for admissions, students are able to begin a successful academic career with Stratford University.

The application process requires the following steps for domestic undergraduate and graduate students. Interested students may submit documents in person, via fax, email, or U.S. post. For application documents, please contact the Office of Admissions at the appropriate campus.

- All applicants must complete an Application for Admission and pay the non-refundable application fee. This may be completed on the University’s website or in the Office of Admissions.
- Complete the Enrollment Agreement which includes emergency contact information, acknowledgement of University policies, and student information release.
- Meet language requirement, if English is not the primary language.
- For undergraduate students: See additional requirements below.
- For graduate students: See additional requirements below.
- For Post-Graduate and Doctoral students: See additional requirements below.
- Submit official transcripts from all colleges or universities attended, if applicable. All degrees in a language other than English, must be translated by an ACICS approved translation service.
- Discuss course selection with an admissions officer and/or designated department representative.
- Select a payment option and follow up with the appropriate department.
- Complete registration
- Attend New Student Orientation
- Attend course(s)
PROCEDURES

**Undergraduate Students**

**High School**

Students still enrolled in high school must submit a current academic transcript and upon completion of high school must submit their final transcript prior to enrollment at Stratford University.

Incoming high school student with no previous college experience are required to complete the ACCUPlacer test for placement purposes into English and Math before they begin.

**Adult Learners**

Students of all ages and backgrounds may apply to Stratford University as long as they meet the admissions requirements. All interested students should contact the Office of Admissions at their desired campus. Student eligible for domestic undergraduate admission to Stratford University must have a high school diploma (this can be from a foreign school if it is equivalent to a U.S. high school diploma as determined by the University Office of Admissions); has the recognized equivalent of a high school diploma, such as a general educational development or GED certificate; has completed homeschooling at the secondary level as defined by state law; or has completed secondary school education in a homeschool setting which qualifies for an exemption from compulsory attendance requirements under state law, if state law does not require a home-schooled student to receive a credential for their education.

For Virginia campuses, permissible documentation of high school graduation or equivalent may include a copy of or original high school transcript or diploma, GED transcript or certificate; documentation of homeschooling following the guidelines of the state in which the homeschooling was completed; or a college transcript or honorable discharge DD-214 indicating high school completion. The University recognizes a completed associate’s degree or higher from an institution accredited by a DOE recognized accreditor as equivalent to U.S. high school graduation and must be documented with an official transcript.

For Maryland campuses, students must provide a high school transcript indicating a GPA of 2.0 or a GED transcript or certificate with a score of 450 or higher. This admission criterion may be waived by the department representative, (e.g., faculty lead, campus president) for an individual student; additional documentation provided by the student may be required. Homeschooled students must provide documentation of homeschooling following the guidelines of the state in which the homeschooling was completed. The University recognizes a completed associate’s degree or higher from an institution accredited by a DOE recognized accreditor as equivalent to U.S. high school graduation and must be documented with an official transcript.

For domestic students with an international high school diploma, it must be found to be equivalent to a U.S. high school diploma. An evaluation may be required at the University’s discretion.
If not submitting official transcripts for English or Math transfer credit, students must complete the ACCUPlacer test for placement purposes. See ACCUPlacer policy for more details.

It is the student’s responsibility to provide this documentation within 30 days of the first day of the term in which the student begins if it cannot be submitted prior to submission. A student who does not or cannot provide the documents may be dismissed from the University. If a student’s current legal name is different than what is on the high school documentation, the student must provide a written statement indicating the difference and reason for the difference.

**Graduate Students**

Students applying for admission to a graduate program must submit official bachelor’s degree transcript, official master’s degree transcript, or equivalent accompanied by a translation if the documents are in a language other than English. An official evaluation may be required at the University’s discretion. If an official evaluation is required the international degree must be equivalent to a complete U.S. bachelor’s degree.

For acceptance student must meet one of two criteria; a 2.5 GPA on a 4.0 scale for undergraduate work supportive of their field of study or evidence of graduate potential demonstrated by relevant professional work experience related to the field of study. This requires evaluation of work experience by the designated department representative, a personal interview, or submission of employment documentation or resume is required. The student may be required to complete undergraduate foundation courses.

**Post-Graduate and Doctoral Students**

Students applying for the post-graduate or doctoral programs must submit an official master’s transcript in specified field of student dependent on the program they are applying for admission to. Candidates for the Certificate of Advanced Studies in Business Futures and the Doctor of Business Administration must have an earned master’s in business administration, management, or related field(s) that demonstrates exposure to managerial functions; or a master’s degree in an unrelated field with significant business/managerial experience. Candidates for the Certificate of Advanced Studies in Enterprise Architecture and the Doctor of Information Technology must have an earned master’s in the computing field such as information technology, software engineering, or related fields that demonstrates exposure to information technology.

Student must also provide a GMAT or GRE exam score; this requirement may be waived for an applicant by the Doctoral Program Steering Committee’s Admissions Sub-Committee, a resume outlining a minimum of five years of significant professional work experience in the related field of study; this requirement may be waived or altered for an applicant by the Doctoral Program Admissions Sub-Committee, a 750 word Statement of Purpose indicating the applicant’s interest in pursuing the advanced degree and the relation- ship to their future goals, a 750 word research and writing sample; a specific topic is provided for each cohort, and two letters of recommendation that demonstrate capability to succeed at doctoral-level studies using the form provided by the University.
A TOEFL score of 550 or equivalent on an internationally recognized test is also required if English is not the student’s primary language.

Acceptance into the program requires student have a 3.0 GPA on a 4.0 scale for the master’s degree in the student’s field of study, approval and acceptance by the Doctoral Programs Steering Committee’s Admissions Sub-Committee, and successful completion of BUS801 Qualitative Research and Academic Writing with a grade of 3.0 or higher.

**English as a Second Language (ESL) Students**

ESL students must follow the process for admissions with the exception that students may enroll who have not completed high school, however if transitioning to a degree program, once completed with the ESL program the student must meet all the guidelines of either the undergraduate admissions process or graduate admissions process. If students are using the ESL program as a gateway to a degree program, they must obtain conditional acceptance through the Office of Admissions. Students who wish to apply for the ESL program without applying for a degree program may do so by contacting the appropriate admissions office. Incoming students take the Oxford Online Placement Test on a computer in the learning resource center. It tests students’ abilities in listening, reading, sentence meaning, and language use to measure all language skills. Based on their scores, candidates may register for the courses that match their language level abilities.

**Non-Degree Seeking Students**

Students may enroll as a non-degree student to fulfill prerequisites for another program, update job skills, for personal enrichment, raise their cumulative grade point average, or to explore a new career field. Non-degree seeking students must complete the same admissions process as degree seeking students and be aware they are not eligible for federal student aid.

**Undeclared Bachelor’s Students**

Students may enroll as an undeclared bachelor’s student which allows the student up to one academic year to earn credit while exploring academic options with dedicated advisement and guidance from University faculty and staff. Undeclared students must complete the same admissions process as declared students. For additional information see Undeclared Bachelor’s Degree Seeking Students Policy.

**Online Students**

The University does not differentiate admission, program requirements, or graduation between online programs and on-campus programs. The admission process for an online programs is the same as for an on-campus programs.

**Re-Admit Students**
Students returning to the University after five or more terms of non-enrollment are considered re-admitted students. (A student on STNA is considered to be enrolled.) These students are required to complete the admissions process at the time of return. This includes application and enrollment agreement. Students must also complete the Re-entry/Re-admit form located in the students Self-Service Portal or on the University website. Re-admitted students are encouraged to meet with an advisor to determine how their program of interest may have changed since they were last enrolled. Students being re-admitted are expected to follow the curriculum requirements in the catalog in effect at the time of re-admittance. Students enrolled at Stratford University in the previous 12 months do not need to complete the admissions process again, they are considered a re-entry. See Re-Entry/Re-Admit Policy for more information.

Acceptance

Notification of Acceptance

Stratford University issues decision letters to students after they have completed their application process and provided the appropriate documentation. Students are accepted into the program for which they have applied. Unless otherwise requested, decision letters are mailed to the address provided on the application.

Conditional Acceptance

Students who cannot complete the admissions process prior to the Add/Drop Period may be eligible for conditional acceptance. Conditional acceptance applies only for the first term of enrollment. A student who has not submitted the remaining document is not allowed to register for subsequent terms. This is awarded at the discretion of the director of admissions. Reasons for conditional acceptance may include, but are not limited to, waiting for official college or high school transcripts or completing the placement tests. Students are responsible for submitting all required documents or their acceptance will be revoked.

Preparer CAO Dr. James Flaggert

Revision History

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<tr>
<th>Date</th>
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<tr>
<td>10/15/2012</td>
<td>New policy, replaces catalog and memo; effective October 15, 2012</td>
<td>CAO</td>
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<tr>
<td>5/16/2016</td>
<td>Significant changes to align with catalog</td>
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<tr>
<td>9/8/2017</td>
<td>Replaced campus dean with campus president</td>
<td>Board of Trustees</td>
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Stratford University welcomes applications from international students and believes the education we offer our students is greatly enhanced by the richness of the interaction between students with international backgrounds. Stratford University often develops innovative means to meet the educational needs of our International Students. Among these new innovations is the use of E-documentation for acceptance purpose. Stratford University accepts: first time international applicants (overseas), transfer applicants from other universities (already in the USA on F-1 visa), as well as students applying for a Change of Status.

The purpose of this relatively new innovation is to make the admissions process simpler and quicker for our International Applicants. In some instances, an average time to process applications from overseas took almost 30 days or more due to missing documents that needed to be mailed from students’ home countries. Until the documents were complete, the application was placed on hold by the International Student Office (ISO). This process required a lot of time to be spent on processing each application. The application will still be placed on hold if incomplete.

**POLICY**

**Definitions:**

**International students:** are applicants who are not US citizens or permanent residents. All applications received from International Students are processed by ISO. Applications/inquiries received from overseas applicants are processed at ISO-UA (University Administration). All applications/inquiries received from visa holders within the United States are processed by ISO-Campus.

**F-1 Visa Holders:** In the United States, the F-visas are non-immigrant student visas that permit students from other countries to pursue education in the United States. F-1 visas are only issued in U.S. embassies and consulates outside the United States.

**Undergraduate Admissions Requirements (in addition to domestic student admissions requirements)**
• Admission Application: - Application forms should be filled online (preferred) or could be a PDF application and emailed with the supporting documents.

• Application Fee: application fee can be paid online at the time of completing the application form or by sending a check to ISO by mail. Applicants may submit a request to International Student Advisor who may waive application fee on case by case basis.

• English Requirements: International students are required to submit proof of English language proficiency. Stratford University requires a minimum TOEFL (IBT) of 79 or TOEFL (CBT) of 213 or a minimum IELTS of 6.5 or a minimum PTE score of 53 to consider a student for full admission. Applicants who score lower than the minimum may be considered for conditional admission. Students test out of the ESL program with an Oxford Online Placement Test score of 80. Exceptions: Citizens of UK, Canada, Australia and New Zealand may be eligible for a waiver of proof of English language proficiency. Such applicants who have studied one or more years of higher education in these countries as well as US may be eligible for a waiver of proof of English language proficiency. Such applicant should provide a copy of the student visa and diplomas/transcripts for verification. Students who are already in the US and will be joining Stratford University as a transfer student may be exempt from the language testing requirements. Change of status applicants will not be required to submit proof of English proficiency.

• Financial Requirements: All international students must provide a notarized bank statement/balance certificate as well as an Affidavit of Support (AOS) or letter from their sponsor (if applicable) issued within the last 6 months. The amount reflected on these documents should be sufficient to cover tuition and estimated living expenses for one academic year at Stratford University. The sources of support must be from dependable sources. Stratford University is unable to assume financial responsibility for its students. Unfortunately, there is no financial aid available for students from abroad. Therefore, it is the responsibility of the student to meet all expenses incurred while in the United States.

• Note: If needed, Applicants may be requested for original affidavit of support and bank statement to be mailed prior to issuing I-20. Exception: If verified by Funds-V, original will only be required at the time of reporting with all other supporting documents.

• Transcripts: All International applicants are required to submit electronic copies of their high school diploma/certificate of successful completion. Also submit transcripts from other colleges or universities attended. These transcripts must be in English and must bear the official seal of the issuing college or university.

• Recommendation Letters (OPTIONAL): Provide two recommendation letters attesting to ability to succeed in college and highlighting examples of the strengths and weakness of the candidate.

• Immigration Documents: All applicants are required to submit the copy of a valid Passport. Applicants applying within the United Stated of America will also need to submit copy of visa and I-94.

• Interview: Applicants applying from overseas may be interviewed before a Form I-20 is issued to them. This personal interview may be conducted in person or through video conference.
Graduate Admissions Requirements

In addition to the above documents and those for domestic graduate admission, Graduate applicants will be required to submit the following documents:

- Competency based test (CBT): If Stratford University is the first University an international student attends in the U.S., a GMAT is required for all graduate business programs and GRE is required for all other graduate programs. Initial international students not meeting this requirement will not be considered for admission. Exceptions: For initial applicants with prior, verifiable Master’s degree, CBT may be waived by ISO.
- Transfer students from accredited US colleges and universities may have the GMAT/GRE requirement waived. Change of status applicants will not be required to submit GRE/GMAT requirement.
- Resume: All International Applicants applying to our graduate degree programs will be required to submit an updated copy of their resume.

Conditional Acceptance:

Applicants not meeting the admissions requirements may be issued conditional acceptance. Conditional acceptance requires completion of an English Placement Test and applicants must follow the recommendations of the placement test scores before entering their academic program. Conditional acceptance can only be granted by the ISO.

PROCEDURES

The following procedures will be followed:

All the admissions application documents should be scanned as one multi-page PDF (the size of the PDF file should be within 5MB) and sent to the International Student Office (ISO) (isouaadmissions@stratford.edu) for initial applicants and to campus ISO (isofc@stratford.edu) for transfer applicants. The students will be required to produce their supporting documents on the reporting day to the campus ISO. Failure to produce original documents may result in termination of their SEVIS status. The final decision will be made by the PDSO.

Initial Applications (applicants applying from overseas)

The Form I-20 and acceptance letters will not be issued until all of the required documents are completed. Once the acceptance letter and I-20 are issued the student will need to apply for an F-1 visa at the nearest U.S. embassy or consulate in their home country. The American Consulate may issue an F-I Visa, which will be attached to the applicant's passport.

Transfer Applications
F-1 transfer students must have the same documents as initial applicants except GRE/GMAT and TOEFL/IELTS. F-1 Student transferring to Stratford University from another institution in the United States will also need to complete a transfer verification form and submit their documents to the International Student Office after they have received their acceptance documents. Transfer students may not begin their studies at Stratford University before their transfer to Stratford University has been completed. All courses accepted for transfer must meet Stratford University policies before transfer credit can be awarded.

Transfer students must provide copies of their official transcripts before a Transfer Credit Evaluation (TCE) can be completed. The TCE needs to be completed before a student registers for classes to avoid duplication of coursework and extension of graduation dates.

Notification of Admission

Notification of admission varies but, in general, from the date the admission application is complete, it can take 1-2 weeks for a decision to be made. Acceptance letter and other information will be sent to the applicants by the ISO. The package includes; acceptance letter, and Form I-20. These documents are sent via mail. Applications received from within the US may be processed within 24-48 hours.

Pending Applications

Students who are making progress completing their application process and simply lacking documents or have files with incomplete information are classified as “pending” students. No acceptance letters may be sent to pending students until their file is complete. ISOUA makes exceptions on case by case basis and sends conditional acceptance letters (no I-20) to certain cases, such as students waiting for provisional certificate or for a student loan.

Rejected Applications

Students who do not meet minimum admission standards will not be accepted into Stratford University. Students in this category will be notified of their denial of acceptance.

Preparer: VP of International Programs Feroze Khan

Revision History

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<tr>
<th>Date</th>
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<tbody>
<tr>
<td>7/10/2007</td>
<td>New policy, prepared by Dean of Graduate Studies Dr. James Flaggert; effective July 10, 2007</td>
<td>Regional Deans</td>
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<tr>
<td>9/3/2015</td>
<td>Revised by VP International Programs, Feroze Khan</td>
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<tr>
<td>5/19/2016</td>
<td>Review and updated for accuracy</td>
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11 – 100 NSG Admissions - Nursing

BACKGROUND

The health and welfare of the public are the domain of nursing. Therefore, it is important that students selected to enter nursing education are of the highest quality. Across the nation, there are more applicants for nursing programs than can be accommodated. In order to select the best candidates, the School of Nursing uses a number of assessment methods in addition to the admission requirements stated in the university catalog. These assessments include the ATI Test of Essential Academic Skills, reference letters and personal statements. Admission is limited to 20 students per quarter by the Virginia Board of Nursing.

POLICY

Freshman: In addition to the University admissions process, applicants seeking entry to the nursing program must submit the following:

- Proof of graduation from high school indicating a cumulative GPA of 3.0 or higher. Applicants who have completed the GED or equivalent must establish a GPA prior to enrolling.
- A passing score report on the most recent version of the ATI Test of Essential Academic Skills (TEAS)
- Two letters of reference
- A personal statement
- A criminal background check at student expense.

Transfer Students: In addition to the University admissions process, applicants seeking entry to the nursing program must submit the following:

- A score report on the most recent version of the ATI Test of Essential Academic Skills (TEAS), U.S. bachelor degree with a CPGA or 2.8 or higher, or a U.S. graduate degree
- A minimum cumulative GPA of 3.0 (students with a cumulative GPA of 2.8 and an otherwise strong application may, at the discretion of the committee, be admitted in a probationary status)
- Two letters of reference
- A personal statement
- A criminal background check at student expense.
Post-Licensure Students: Applicants who hold an active RN license and wish to receive a bachelor’s degree may apply for the Bachelor of Science in Nursing program as post-licensure transfer students. Post-licensure students must have a current RN license and complete a criminal background check at the student’s expense.

Nursing applications must meet the deadlines posted by the School of Nursing. Typically, the deadlines are three weeks prior to the start of the term for which the student is applying.

All Stratford nursing students are required, at their own expense, to provide documentation of Hepatitis B vaccination. Hepatitis B vaccination requires a series of two to three doses; the dosage series must be started before registering for clinical courses. (If the student already has immunity or if the vaccine is contraindicated for the student, this too must be documented.)

Students enrolled in a clinical course are also required to provide documentation of the following prior to the first day of class:

- Measles/Mumps/Rubella – 2 doses, 4-8 weeks apart
- Varicella Zoster (Chicken Pox) 4-8 weeks apart or reliable history of the disease
- Tetanus/Diphtheria (TDAP)- every 10 years
- Influenza Vaccine –required yearly
- Tuberculosis screening by PPD and/or X-ray yearly (students with a positive PPD and an initial negative X-ray can be followed with an annual physician screening)
- Drug testing – Drug screening is required prior to entry into clinical courses and some agencies may require additional drug screening. All drug screen testing is at the student’s expense.

PROCEDURES

Faculty and staff will follow the following procedure:

7. Students will submit all materials to the designated admissions officer by the date posted in admission materials.
8. The admissions officer will collect transcripts and pertinent information and place them in the applicant file.
9. Completed files will be given to the director of the nursing program 1 week prior to the meeting of the admissions committee.
10. The committee will assign each applicant points following the guidelines developed by the admissions committee.
11. Students with the highest points will be selected and notified in writing of their acceptance.
12. Students not selected will be informed in writing, advised regarding means to strengthen their application and will be encouraged to reapply.

Preparer: Director of Nursing Dr. Sharron Guillett
## Revision History

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<td>New policy, replaces handbook; effective July 1, 2012</td>
<td>CAO</td>
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<td>5/16/2016</td>
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BACKGROUND

Stratford University is committed to the academic success of its students. Mathematics and English are critical subjects’ students use in the majority of collegiate courses. The placement tests used by the University are provided by ACCUPlacer, a division of College Board. Academic advisors use the tests in conjunction with academic history to determine if a student is ready for college-level courses or if he/she will need preparatory courses. The tests may be used by the University to guide students toward additional academic support. ACCUPlacer results do not affect admission to Stratford University. It is a placement test.

POLICY

In order to qualitatively show preparedness for college-level courses, the University has implemented ACCUPlacer placement tests for undergraduate students who have not demonstrated satisfactory experience in mathematics or English. Students who are required to take arts and sciences courses in their programs must take the placement test.

The test is administered by a department other than the Admissions Office. Whenever possible, the test should be proctored in the University Learning Resources Center by library personnel or in the University testing center. Minimum scores are dictated by the mathematics and English course prerequisites which can be found in the University catalog. Students who do not meet the minimum scores for placement into credit earning courses are enrolled into remedial courses to ensure preparedness for college-level courses. Students may elect not to take the placement test and enroll directly into the remedial courses. The decision to opt-out of the placement test must be made in writing and included in the student’s academic file. Remedial courses are charged full tuition, but earn no academic credit.

Students may take the test up to three times. There is no time limit for the test.

The tests are available during learning resource center/testing center hours. Students may direct questions about the test to the Office of Admissions or their academic advisor.

Online students who are not able to come to campus to take the placement tests need to contact the Office of Admissions. Students may take the placement test via an online proctored exam or
at a remote testing site. The student completes the appropriate test and the scores are immediately available to the University by College Board.

**PROCEDURES**

The University recognizes three distinct types of undergraduate students as they relate to the ACCUPlacer. The Admissions Office, the learning resource center/testing center, and the Registrar’s Office are responsible for ensuring the procedures for each category of student is followed. The procedures outlined here will define each department’s role. The procedures for administering ACCUPlacer differ for each of these groups of students.

The three categories of student are those who meet the University’s basis of admissions and have:

1. no eligible college-level transfer credit
2. eligible college-level transfer credit *not* in mathematics or English
3. eligible college-level transfer credit which includes mathematics and English

Incoming students who have no eligible college-level transfer credit must take the ACCUPlacer tests before being enrolled into courses for their first quarter. The Admissions Office is responsible for informing the student of this requirement. The ACCUPlacer proctor or designated representative is responsible for ensuring the student’s score is placed into PowerCampus after he/she has taken the test. The Admissions Officer and Registrar’s are responsible for ensuring the ACCUPlacer test score sheet is placed in the student’s academic file. Students may repeat the test for an alternate score. The Registrar’s Office must not register a student who has no college-level transfer credit without verifying both of the student’s ACCUPlacer scores are in PowerCampus. In the event a student is registering during Add/Drop Period or for any other reason, the ACCUPlacer requirement is not to be waived.

Students who have transfer credit in areas other than mathematics or English must take the placement test within their first term of enrollment. The campus Admissions Office is responsible for informing the student of this ACCUPlacer requirement and including with the student’s file an official or unofficial transcript with potential college-level transfer credit. The official transcript is required for credit to be transferred, but an unofficial transcript is sufficient for temporary verification of college-level work. Students who cannot provide their official or unofficial transcript will be required to take the ACCUPlacer before registering. The student is responsible for taking the ACCUPlacer test(s) before registering for their second quarter of enrollment. The Registrar’s Office will put students who have transferred college-level course(s) which are not English or mathematics while the transcripts are being evaluated, on a hold. Once a student has completed the test(s), the librarian or designated representative, will put their scores into PowerCampus and remove the hold, regardless of the score. The registrar will run a report and remove students who have taken the test(s) whose hold has not been removed.
Incoming students who have eligible college-level transfer credit for mathematics and English are not required to take the ACCUPlacer tests. The Admissions Office must submit with the student’s file an official or unofficial transcript showing college-level English and mathematics courses. The official transcript is required for credit to be transferred, but an unofficial transcript is sufficient for temporary verification of college-level mathematics and English courses. The Registrar’s Office will put students on hold while the transcripts are being evaluated. The registrar who puts in transfer credit for ENG111 or MAT111 or higher will remove the hold. The registrar will run a report and remove students who show transfer credit for ENG111 or higher and MAT111 or higher.

Students who do not meet the prerequisites for ENG111 may enroll in ENG099.

Students who do not meet the prerequisites for MAT111 may enroll in MAT099.

As remedial courses, ENG099 and MAT099 carry no degree credit, but each has 45 contact hours/4.5 remedial credits. Per the IFAP handbook, “If the remedial classes are non-credit or reduced-credit, you [the University] must determine how many credit hours they are worth to count toward the student’s enrollment status.” (2013 IFAP Handbook, Remedial Courses) As remedial courses for all programs requiring arts and sciences credits, ENG099 and MAT099 are eligible for Title IV funding. When a student is enrolled in at least 9 credits which may be regular courses, remedial courses, or a combination, he/she is considered to be a part-time student. Contact hours for these courses are documented via the syllabus and by student attendance. ENG099 and MAT099 are graded as a standard course, but as it is not a degree credit course, it is not calculated within Satisfactory Academic Progress.

Preparer: Veronica Gogan

Revision History

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BACKGROUND

It is common practice for students to transfer courses they completed at one institution to another institution and apply those transfer credits to a specific degree program. However, once a student meets all Stratford University academic entrance requirements there is an expectation that students who are earning a degree at Stratford University will take their courses at Stratford. There is a reason for this. A degree from Stratford is more than a simple collection of courses. We instill critical thinking into our general education arts and sciences courses to a level that other universities may not follow and we instill a strong sense of work ethic into our programs as evidenced by our quarter schedule. This noted, it is possible for students to transfer in classes completed at other institutions while a matriculated student at Stratford University with prior permission from their advisor of record subject to the policy and conditions stated below. During any given term, degree-seeking students enrolled at Stratford are expected to devote their full time and attention to their Stratford studies and take courses only at Stratford and not “overlap” with any other institution.

POLICY

A matriculated Stratford University student in good standing may be approved to take courses (maximum three classes) at another accredited institution on a transient one-time basis only. Students must have been in attendance at Stratford University for one academic year before being permitted to apply for transient status. While in transient status the student must be on approved leave of absence or standard term of non-attendance. Students cannot take classes at Stratford University and another institution at the same time. Since Stratford University “quarters” often do not match with more traditional school terms care must be taken to insure there is no overlap of attendance. Also, students on financial aid must fully understand the implications of leaving Stratford to attend classes elsewhere as a transient student.

The student, not the advisor, initiates the process by completing a “Transient Form” that, when approved by the advisor and signed and stamped by the Office of the Registrar, certifies the student is in good standing, eligible for transient status and eligible to return to Stratford University. On the Transient Form, the academic student and advisor will list courses and credits approved to be taken elsewhere with attached course descriptions. Credits earned elsewhere without a fully executed Transient Form may not be accepted for credit at Stratford. Courses taken in transient status may not be used to fulfill core requirements.

Students will be given transfer credit for those approved course/s listed on the transfer credit evaluation form provided a grade of ‘C’ or better is earned (with the exception of courses which require a higher grade). Approval to take courses on a pass/fail basis will not be allowed.
Students may not take courses for transfer credit at another institution while on suspension or expulsion from Stratford. Additionally, students may not enroll in courses at another institution for which they have not met the Stratford prerequisites. Students may not receive transfer credit from another institution for Stratford core courses.

Students may not transfer in more than 75% of their undergraduate program coursework or 50% of their graduate coursework. Permission to transfer credit in transient status is not granted to undergraduate students whose grade point average is less than 2.0 and graduate students with less than a 3.0.

International students on visa status are not permitted to take classes away from Stratford in transient status.

Transient schools should be contacted by the campus president of the student desiring transient status to see if the school is willing to establish an articulation agreement with Stratford University.

**PROCEDURES**

The student should determine which school they wish to attend and then apply to it as a 'transient student'. (See the specific school's web site for information on their application process and deadlines.) Before meeting with their Stratford University academic advisor, the student should determine the class/es they plan to take at the transient school, and then print a copy of the semester schedule showing that the classes are being offered. This information can typically be found on the school's web site. Some schools may also print a paper schedule.

The student should then bring the course descriptions and semester schedule to their academic advisor to ensure transfer equivalency. All transient paperwork must be completed in person. The student and the advisor will then complete a 'Stratford University Transient Form.' The completed Transient Form will be taken to the Registrar's Office for final approval and filing into the student’s record.

Upon completion of the transient course/s the student must have an official transcript sent to Stratford University directly from the transient school before transfer credit can be posted. No transfer credit will be evaluated without the official transcript. The grades from other schools will not affect the student’s Stratford University GPA for academic action such as honors, warning, or suspension since the course completion is simply listed as transfer credit.

In sum, to be considered for transient status the student should:

- obtain an application for admission from the other institution,
- fully understand the implications of term scheduling so no overlap occurs,
- fully understand the implications if on financial aid,
- apply as a “Transient Student,”
- submit a request through their advisor;
If the request is approved, and once the student completed the transient course work, submit a written request to the other institution’s Registrar’s Office to send an official transcript to the Stratford University registrar so transfer credit can be awarded. No credit will be awarded without an official transcript that mirrors the approved courses.

**Preparer:** COO Dr. James Flaggert

**Revision History**

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<td>9/8/2017</td>
<td>Replaced campus dean with campus president</td>
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BACKGROUND

Occasionally students enter a particular program at the University, then find they are either: a) not prepared to meet the requirements of the program and successfully complete, or b) no longer interested in the program in which they originally enrolled. Considering the best interest of the student, this policy provides the student the opportunity to be accepted into the University in an “undeclared status,” and allows him/her up to one academic year to earn university credit while exploring academic options with dedicated advisement and guidance from university faculty/staff.

POLICY

Upon acceptance to Stratford University, an undeclared degree-seeking bachelor’s student will be enrolled into the Undergraduate Bachelor Program using Arts & Sciences CIP Code 24.0102.

Undeclared students can earn up to 40.5 credits which includes any credits transferred to Stratford University, after which time the student must declare a program and matriculate into a designated program by meeting the requirements of that program. Students wishing to transfer-in credits must meet with an advisor to determine their eligibility for Undeclared Bachelor Student status.

Regular sessions with an assigned advisor are mandatory for Undeclared Students. The student will be assigned an advisor who will approve all registration requests to guide students to explore program possibilities as well as fulfill general education requirements. They will also monitor student progress and keep detailed records. It is imperative that student’s be aware of the courses they take under the undeclared status as to which will transfer to the final program they choose and which will not, based on program requirements.

In order to matriculate into a specific program, the student must meet the requirements of that program including the minimum cumulative GPA required by that program. In addition, the student may be required to pass a standardized exam as appropriate to the major as well as complete other “readiness” activities/courses as identified by the program. In some instances, there may also be limits on the number of courses that can be taken online (as opposed to on-ground) preparatory to declaring the major. Transfer credits will be evaluated and will be applied appropriate to the requirements of that specific program.
Students who enroll as an Undeclared Bachelor Student will be asked to sign a disclosure statement that indicates that they understand the structure of the undeclared status and that includes a waiver that the Undeclared Student is not guaranteed placement into the program of his/her choice unless all requirements and admissions standards are met.

PROCEDURES

The following steps will be followed:

a. Advisers for Undeclared Students will be designated by individual campuses to conform with that campus’s operating procedures.

b. Admissions officers will:
   a. generate acceptance letters to Undeclared Students identifying their enrollment status, and;
   b. will provide Undeclared Students with a disclosure statement that indicates the student’s understanding of the requirements for the Undeclared Student.

Preparer: Consultant Dr. Christine Leichliter

Revision History

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Prior Learning Assessment and Recognition (PLAR) is a competency-based assessment process that seeks to recognize and give formal credit for college-level learning that is acquired informally, non-formally, and formally. For example, the learning may have been acquired experientially through work and life experience, workplace training, or unrecognized education attained abroad. Through the PLAR process, prospective students have their prior learning assessed according to course or program outcomes and formal credit awarded as appropriate.

- **Formal learning**—credit courses and programs offered at post-secondary institutions
- **Non-formal learning**—non-credit courses, on-the-job training, and professional workshops
- **Informal learning**—life and work experience

The three processes for assessing and recognizing these forms of learning are

- **Transfer credit**—awarding credit at one institution for courses completed at another institution (formal learning assessment).
- **Credential recognition**—recognizing a completed in-province, out-of-province, or international certificate, diploma, or degree (formal learning assessment).
- **Prior learning assessment and recognition (PLAR)**—assessing and recognizing a person’s knowledge and skills, acquired through non-formal and informal learning, in relation to a certain goal (for example, receiving credit in a post-secondary program, meeting professional licensure/certification requirements, or obtaining employment). A PLAR assessment will include an eportfolio.
Prior learning assessment and recognition (PLAR) is a process that gives the student the opportunity to obtain academic credit for one or more courses in a certificate, diploma, or degree. Students must demonstrate that they have acquired the necessary skills and knowledge through demonstrated learning. This may include work, training, independent study, volunteering, travel, hobbies, and family experiences. PLAR may not be used for capstone or externship courses.

The Stratford University PLAR program conforms to the Council for Adult and Experiential Learning (CAEL) standards (http://www.cael.org/ten-standards-for-assessing-learning) below:

1. Credit or competencies are awarded only for evidence of learning, not for experience or time spent.
2. Assessment is integral to learning because it leads to and enables future learning.
3. Assessment is based on criteria for outcomes that are clearly articulated and shared among constituencies.
4. The determination of credit awards and competence levels are made by appropriate subject matter and credentialing experts.
5. Assessment advances the broader purpose of equity and access for diverse individuals and groups.
6. Institutions proactively provide guidance and support for learners’ full engagement in the assessment process.
7. Assessment policies and procedures are the result of inclusive deliberation and are shared with all constituencies.
8. Fees charged for assessment are based on the services performed in the process rather than the credit awarded.
9. All practitioners involved in the assessment process pursue and receive adequate training and continuing professional development for the functions they perform.
10. Assessment programs are regularly monitored, evaluated and revised to respond to institutional and learner needs.

**PROCEDURES**

In order to gain credit through PLAR, the following steps must be taken:

- A student meets with the advisor to assess the sufficiency of the prior learning
- Enroll in the PLA100 eportfolio course. There is a $200 fee for this course and portfolio review. (This may result in receiving CR for multiple courses.) The University does not guarantee transferability of credits awarded through prior learning.
- Complete the initial request for PLA credit form. This form is submitted in the course in Moodle.
- Obtain a copy of the syllabus from the PLA100 instructor.
• Complete the eportfolio through the PLA100 course meeting all requirements for documentation as required.
• As soon as the eportfolio is completed and approved by the course faculty, it is submitted to the PLA committee of certified PLA reviewers that decide whether the eportfolio demonstrates significant documentation and discussion of Prior Learning required for college level credit.
• When necessary, additional subject matter experts may be included in the final decision.
• Once approved the registrar of the appropriate campus is notified. Credit for prior experiences, also known as Prior Learning Assessment and Recognition (PLAR), may be awarded as prior learning credits. These credits are posted on the transcript as CR. These credits are not counted under the qualitative measurement of GPA; however, they are counted as attempted credits under the quantitative measurement, which includes the completion percentage and the maximum time frame requirement.

A non-refundable fee ($200 per class) must be paid when the student enrolls in PLA100. A maximum of 22.5 quarter-credits (5 classes) towards an associate’s degree and a maximum of 45 quarter-credits (10 classes) towards a bachelor’s degree may be granted for life experience. Graduate-level previous experience credit is typically not awarded, however, in compelling situations, credit for prior experiences may be awarded. A maximum of 27 quarter-hour credits (6 classes) towards a master’s degree may be granted for life experience. Credit given for prior experience cannot be used as a substitute for a course previously taken for which a passing grade was not received.

All other credit awarded is based on an assessment of the knowledge, skills, or competencies acquired. In order to be considered, the student must provide clearly organized and documented evidence proving the knowledge is equivalent to college-level learning. To be considered for credit for previous experience the following applies:

• The student must be enrolled at the University.
• The student must explain how the prior learning relates to the student’s degree program, what experience was gained, and what specific courses the student is requesting credit for.
• The credit requested must be course-equivalent and applicable to the student’s program of study.

It takes between three and nine weeks to prepare a PLAR portfolio, depending on how much time and effort can be devote to it. Students many be enrolled in other courses while preparing for PLAR with advisor approval.

Preparer: James Flaggert, CAO

Revision History

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Stratford University
Policies and Procedures

11 – 105 Transfer Credit

BACKGROUND

Stratford University has established a transfer credit policy which is consistent with accreditation and state requirements. The policy is designed to facilitate the transfer of students and credits into Stratford University and encourage students to advance as far through the educational system as they can in pursuit of their goals. It will provide equitable treatment for initial entrants and transfer students, and ensure that students will not be required to repeat course work completed at an acceptable level of performance at a previously attended institution.

Decisions concerning the acceptance of Stratford University credits by any institution other than Stratford University are made at the sole discretion of the receiving institution. Stratford University makes no representation whatsoever concerning the transferability of any credits to any institution other than Stratford University.

POLICY

The University distinguishes between the acceptance of transfer courses for University transfer credit and the application of credit toward University degree requirements. This means all courses available for transfer credit to Stratford University may not apply to the program in which the student has enrolled. Transfer credit will be evaluated and assigned a Stratford University course number based on the closest match between the originating course and the Stratford University course descriptions.

The evaluation of transfer courses to determine the award of University transfer credit is a process initially driven by an assessment of the institutional source and the educational quality of the course work. Thus, transfer credits are determined for eligibility by the timeliness, relevance of content in relation to the comparable Stratford University course, acquired skills, and knowledge obtained from the course(s).

Transfer credit is entered on the official Stratford University transcript. Grades received for transferred courses are not shown nor are they included in the calculation of the student’s cumulative grade point average.

A maximum of 75% of the degree requirements for undergraduate coursework (67.5 credits for associate’s level and 135 credits for bachelor’s level) and 50% for graduate coursework (27 credits) is allowed in transfer. Further restrictions apply to previous experience transfer. Remedial and developmental courses are not transferable.
PROCEDURES

TRANSFER CREDIT FOR:

A. Coursework:

In order to receive credits for coursework from other institutions, students must present “official” transcripts from each post-secondary school. The transcripts must be sent directly to Stratford University. Transfer credits from courses completed at institutions other than Stratford University are noted on the transcript with a posting of “TC”. Transfer courses are not counted under the qualitative measurement of GPA; however, transfer courses will be counted as attempted credits under the quantitative measurement, which includes the completion percentage, maximum time frame requirement, and rate of progress (ROP) for purposes of SAP. Transfer credits may be awarded for courses taken from nationally or regionally accredited institutions recognized by Council for Higher Education Accreditation (CHEA). Transferred courses must be three or more credits, completed with a grade of C or higher, and coincide with the University’s program outline. Courses with other grades may be transferred in at the discretion of the campus president. Credits based on clock hours are not transferrable to Stratford University. Credits must normally be earned before enrollment into Stratford University. Additional documentation in the form of course descriptions, syllabi, or a competency tests may be requested if needed to assure that the transferred course is equivalent to one of the courses required for completion of a degree or diploma at Stratford University.

Students may transfer credits earned from another program within Stratford University after approval of the designated department representative.

Once transcripts are received in the Registrar’s Office, they will be evaluated by the appropriate university official (experienced registrar, designated department representative, or campus president) and credits accepted as appropriate. The student will then be notified of the transferability of each course as well as how the credits will apply to his/her degree program. The acceptable credits will then be posted on the Stratford University transcript. Decisions on transfer credit evaluations may be appealed to the Campus President who will convene a committee to review the appeal.

Although all coursework will be considered for transfer, credits will be acceptable for transfer only under the following conditions:

- Only passing grades will be accepted. Courses graded with non-standard letter systems, such as Pass/Fail, will be not considered for transfer.
- Grade Point Averages (GPA) from other schools do not transfer. Grades from all schools are listed on the original school’s transcript but are not included in the Stratford University GPA.
- Only work which applies to a course of study at Stratford University will be accepted.
• Credits from vocational or technical schools are accepted if they were taken as part of an Associate degree.
• Transcripts from accredited schools must be evaluated but not necessarily accepted.
• Nursing Program: clinical courses are not transferable and a minimum of B- is required for any other NSG courses transferred in as well as for the required science courses.

B. Previous Experience, PLAR:

Please see separate Prior Learning Assessment and Recognition policy for detailed information.

C. Credit by Exam:

Please see separate credit by exam policy for detailed information.

D. Transfer of Credit from Non-Accredited Institutions

Credits earned at non-accredited institutions of higher learning may be presented for evaluation and acceptance at Stratford University. Any student anticipating the transfer of credits from a non-accredited institution should request that an official transcript be sent from the institution in question to the Registrar. Where equity is found to exist with courses offered by Stratford University, the transfer credit may be accepted at full or adjusted value toward satisfaction of the corresponding Stratford University course. These will be reviewed on a case-by-case basis.

E. International Transfer Credit

International students, US citizens and permanent residents who attended universities outside of the United States must submit an evaluation of their academic records. Transcripts must be reviewed by a NACES or AICE recognized evaluator. Students should request a course-by-course evaluation including a grade point average (GPA) and have an official copy sent directly to Stratford University. Transcripts will need to be translated into English before an evaluation can be processed. The educational documentation varies based on the country of study as well as the highest level of education the student has completed outside of the United States. It is recommended that students visit various NACES and AICE approved credential evaluators’ websites to obtain information about what types of documentation are required to submit to obtain an evaluation report. International students, US citizens and permanent residents who attended universities outside of the United States must also submit course descriptions of their completed university work. The course descriptions must come from either the school's website or official catalog.

F. Joint Services Transcripts-Military Experience

JST is the Joint Services Transcript that has replaced the Coast Guard Institute Transcript, the Army/American Council on Education Registry Transcript System (AARTS) and the Sailor/Marine American Council on Education Registry Transcript (SMART). JST is an
academically accepted document approved by the American Council on Education (ACE) to validate a service member's military occupational experience and training along with the corresponding ACE college credit recommendations. [https://jst.doded.mil](https://jst.doded.mil). An official JST can be downloaded by the registrar and then evaluated for transfer credit.

Military Credits are entered into PowerCampus as either TC or CR. A JST is broken up into two sections; military courses and military experience. Those military courses that apply will be transferred into the University as TC. The military experience that applies will be transferred in as CR.

**Preparer:** Compliance Officer Megan Higgins

**Revision History**

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BACKGROUND

The University requires students to have a proof of graduation in order to be admitted to the University. Proof of graduation includes a high school diploma; the recognized equivalent of a high school diploma, such as a general educational development or GED certificate; completed homeschooling at the secondary level as defined by state law; or has completed secondary school education in a homeschool setting which qualifies for an exemption from compulsory attendance requirements under state law, if state law does not require a homeschooled student to receive a credential for their education.

Each state defines a high school diploma differently and most states award “other” diplomas which can meet more or fewer requirements than the standard diploma.

The University policy is intended to be inclusive of the “open enrollment” acceptance policy. However, proof of graduation is used as a tool to determine student preparedness and academic potential. When students do not have a “standard” diploma, the appropriateness of the diploma must be determined.

POLICY

When students present a U.S. diploma, which is anything other than “standard” or “above standard,” acceptance determination is at the discretion of a committee. The committee is made up of the student support officer, director of admissions, and campus president-appointed academic designee for the program for which the student is applying. The student must present the “other” diploma and a recommendation letter from someone who can speak on the student’s behalf based on an academic or professional relationship, who is a non-family member. It is recommended the committee discuss the student’s academic background with the student prior to meeting on the student’s acceptance status.

PROCEDURES

Students with “other” high school diplomas must go through the admissions process as normal. However, the committee must make a determination before students are accepted. Possible admissions decisions include denial or accept. The committee keeps notes on the conversation and decision, which are placed in the student’s file. The committee decision is final and is
transferred to other campuses if the student so applies. After improvement of academic record or one year from original application date, whichever comes first, students may be reconsidered.

Preparer: Compliance Manager Veronica Gogan

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IT & HELP DESK

Reference: 12
INTERNATIONAL SERVICES

Reference: 13
Stratford University
Policies and Procedures

13 – 100  SEVIS Leave - International Students

BACKGROUND

Stratford University recognizes that at some point in their university career an international student may need to take some time away from their studies. Common reasons students take leaves include: vacation period, medical problems, family responsibilities, or other extenuating circumstances such as a disaster in their home country requiring return.

POLICY

A leave is intended to provide a short-term break from a student’s studies. Before a leave can be approved international students must speak with their campus president and Stratford University International Office about the immigration-related ramifications of taking a leave before the leave will be approved. International students who take leaves must be aware of how this might affect their visa status and practical training eligibility. Financial difficulty alone does not warrant a leave. A leave will be granted for a specific period of time. If the student is to be outside of the U.S. for a period longer than five months, there is a possibility that SEVIS will mandate that we terminate the F-1 status.

Students who go on leave:

1. must notify their university DSO and obtain approval
2. are required to complete a request form to preserve their current catalog rights
3. will be expected to return to full-time registered status after the approved period of leave.
4. must meet any conditions set for a return from leave, such as a letter of clearance from the student’s physician for medical leave.
5. are expected to respond to all communications and mailings

Students who do not return and do not apply for an extension will be considered to have withdrawn from degree candidacy.

There are three types of leave:

**Vacation Leave:** Vacation leave is permitted once a student has completed three quarters of continuous study. Vacation leave is for one academic quarter. Transfer students must complete at least one of these quarters at Stratford University in order to be eligible for a vacation leave. However, the combined transfer and Stratford attendance must equal at least one academic year.
Normally, this means two semesters at the initial school plus one quarter at Stratford University or one semester at the initial school with two quarters at Stratford University. Attendance credit for transfer students must be verifiable.

**Medical Leave:** Requests must be accompanied by a statement from a medical doctor explaining why the student must interrupt enrollment.

**Personal Leave:** Is defined as a planned interruption or pause in a student's regular education during which the student temporarily ceases formal studies and must leave the U.S. Such activities may be for the purpose of allowing time to address personal matters such as a family responsibility or a siblings wedding. Students who request a personal leave must take the entire quarter off, not simply expect to take a couple of weeks off during regularly scheduled academic study periods. All personal leave is a period of non-enrollment. Students who request leave must:

- have successfully completed at least one quarter of studies;
- be expected to return to Stratford University and intend to complete their studies at the end of the leave period;
- not have any outstanding financial obligations to Stratford University;
- not remain in the United States while on a personal leave;
- must provide evidence in the form of a paid and issued round trip airline ticket. The ticket must be in the student’s name. Reservations alone are not acceptable.

**PROCEDURES**

The student will:

- apply for leave as early as possible before the quarter you wish to begin your leave;
- meet with department lead and DSO to review the requirements you will need to fulfill upon your return;
- resolve all outstanding issues pertaining to financial standing;
- formally apply for a leave by completing the Stratford University Leave Form prior to the end of the registration period;
- attach any required documentation to the LOA form;
- submit completed and signed leave form to Registrar’s Office;
- not go on leave until the above procedures have been followed;
- failure to either register or be approved for leave will result in termination of status.

Students must leave the country within 14 days of the quarter start date and may only return 30 days before the next quarter start date, but they cannot exceed the period approved in your leave.

No leaves can be approved retroactively. If a student left the university and did not have an approved official leave, they will need to apply for re-admission. And, upon readmission, the student will be obligated to follow new academic policies.
Posting of I-20’s

I-20’s will be posted in the following manner:

1. Annual Leave (Vacation Leave): (Name of Student) has been granted leave and will return the following quarter starting XX/XX/XXXX.
2. Leave of Absence (Personal Leave): (Name of Student) has been granted a leave of absence to travel outside the U.S. and return the following quarter to continue her studies at Stratford University.
3. Medical Leave: (Name of Student) has been granted medical leave from __________ until __________. Medical leave was granted based on the information provided by her physician.

Preparer COO James Flaggert

Revision History

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<td>Revised by COO, James Flaggert</td>
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Stratford University
Policies and Procedures

13 – 101  Transfer/Withdrawal – International Students

BACKGROUND

We at Stratford University value the welfare of our International Students. Starting from when the student first applies through the University Administration and then reports to the main campus, a lot goes into making sure that the student is delighted during his duration of stay at Stratford University. If a student then decides to transfer out, extensive overhead cost incurred by the Stratford University staff will be covered by the minimal administrative fee charged during the withdrawal process.

POLICY

Students who wish to withdraw must initiate the transfer process by completing the withdrawal form, paying an administrative fee of $1000, submitting the proper documentation, and turning everything into the International Student Office before the end of week 8. Failure to do so may result in late fee charge of one quarter's tuition. It is important that before a student decides to withdraw or cancel his/her enrollment or if he/she is dismissed from Stratford University, the student must first speak with an International Student Advisor at the International Student Office. Stratford University will not fill the transfer eligibility form. We will contact the DSO in case there is an issue with student’s record.

Note: Students at Stratford University are required to complete at least one quarter before transferring out. If a student decides to transfer before completing one quarter of study, his/her SEVIS record will be transferred in terminated status. Transfer requests submitted after or during Add/Drop period of the quarter will not be processed in status. Those records will be transferred in terminated status.

PROCEDURES
Eligibility for transfer, and withdrawal;

Students who wish to transfer out must follow the procedure below:

1. Speak with an International Student Advisor
2. Complete the International Student Withdrawal form
3. Pay any financial obligations owed to school, including an administrative cost of $1000 for transfers and withdrawals. This fee must be paid prior to a SEVIS transfer.
4. An international student who is willing to withdraw and transfer must have an acceptance letter and a completed transfer form from the institution he/she will be attending. The acceptance letter must have a start date.

All documentation MUST be turned in no later than the end of week 9 of the quarter prior to the quarter he/she wishes to withdraw from. Failure to complete any of these above steps by the end of week 9 prior to the quarter he/she wishes to withdraw from could result in the termination of their I20 and a Late Withdrawal Fee equivalent to one quarter’s tuition.

Processing time: Student should be aware that processing time is 3-5 business days for processing of the transfer request. The DSO will notify student once a SEVIS record has been transferred.

Preparer: VP of International Programs Feroze Khan

Revision History

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<td>12/30/2015</td>
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<td>Replaced campus dean with campus president</td>
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ATHLETICS

Reference: 14
Stratford University
Policies and Procedures

14 – 100 Student Athlete Health Insurance

BACKGROUND

Stratford University Athletics does not provide primary or supplemental Student-Athlete Insurance policies for injuries sustained while participating in intercollegiate athletics.

In order to ensure our student-athletes have health care, it is recommended by Stratford University and Athletics that all student-athletes obtain primary health coverage in the Newport News and Virginia Beach area, or any other Stratford location that hosts sports teams. Every student athlete should be covered under a personal or family health insurance policy.

POLICY

All student-athletes are required to provide an active, unexpired copy of primary health insurance coverage to Athletics each academic year prior to the athletic team season in order to be eligible for participation. If the policy expires during the athletic season a copy of the renewed or new policy must be provided. It is the responsibility of the student athlete to ensure no lapse in coverage.

PROCEDURES

All student-athletes will be required to provide proof of primary health insurance to the Athletic Director each academic year. This includes a photocopy of the front and back of an insurance card. Failure to do so prior to participating in the first practice session or competitive game activity will result in loss of eligibility.

- It is the responsibility of the student-athlete and/or the policyholder to keep insurance information current and notify the Athletic Director immediately when changes occur
- It is the responsibility of the student-athlete to know and abide by the rules and regulations of his/her primary insurance policy
- In the event a student-athlete is injured during official competition or practice, it is the responsibility of the student-athlete and/or policyholder to submit all claims to their primary insurance carrier.

Student-athletes must have the following forms on file each academic year:
• Stratford University Athletics Consent Form/Assumption of Risk and Release of Liability Agreement
• Medical Insurance Information Form
• Insurance Card (copy of front and back) indicating active (unexpired) insurance

Preparer: Lisa Sedlock

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<td>New policy; effective April, 2018</td>
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ONLINE PROGRAMS

Reference: 49
BACKGROUND

Online courses facilitate the educational process through student-instructor interaction. Students’ communication with their instructors and academic staff is facilitated through all modes of communication at hand that would allow maximum engagement of the student. Lack of regular correspondence is the equivalent of the teacher not showing up to class or to work in a traditional classroom. Building a positive rapport with online students is key to student success and to an overall friendly and positive classroom environment. Therefore all communication including phone calls should be returned promptly and a summary of the conversation should be posted in the Moodle classroom (under individual ‘messages’ to students).

POLICY

Stratford University faculty members must have a dedicated telephone number, which is answered solely by them, and an email address listed in their Moodle shell and course syllabus. Faculty members must initiate email with all students at least once per week by posting a general topic in the news section of Moodle and/or submitting a group email through Moodle to all of their students about the topic of the week. Faculty members must respond to student emails within 24 hours of receipt of the email or telephone call at least five of the seven days each week. This communication includes responding to emails, telephone calls, text messages, Moodle messages and questions on assignments. The same response time applies to communication with staff.

Faculty members are also required to save emails from all student conversations for at least ten weeks following the conclusion of the course. The campus president or faculty leads may ask for email documentation on response to student concerns for lack of communication. Faculty members who cannot document consistent responses to student emails within 24 hours of receipt of a student’s email will be subject to disciplinary action or may not be invited to teach in the future quarters. It is expected that adjunct faculty will submit all their grades seven days after the submission of the assignment in Moodle. Midterm and final grades must be posted by end of the day (Easter Time 7:00 PM) on Monday following week 5 and week 10.

All faculty must have two hours of office hours posted in their classrooms. This is aside from the time that they are responding to student questions. They cannot post available by appointment, it must a specific time posted. They may be available through Adobe Connect or telephone.
Faculty can merge several of their office hours with their Adobe Connect sessions but office hours by phone cannot be in lieu of their Adobe Connect session.

Communication with your colleagues, faculty and students needs to be accurate and complete. In addition to the above requirement, all course related communication via text message or emails shall be reposted on Moodle as a response to the student.

Attention to Detail:

At Stratford University we are responsible for handling confidential information about students, their grades and their progress. Thus, outmost level of attention to communication style, professionalism and respect for the student’s confidentiality must be maintained in compliance with FERPA requirements.

All written communication with students, staff and other faculty must be written with attention to English language grammar, spelling and use of appropriate (correct) use of words.

A questions forum must be created for each class. This could be a "Q & A" or "Virtual Office" for students under each week to clarify doubts/ask questions.

All instructors must post more than one substantial and insightful comment each week to at least 70% of the students in all the gradable assignments and/or discussion forums. The comments must stimulate additional conversation and thought thereby prompting students to think critically.

PROCEDURES

Faculty members will follow the following procedure and timeline to ensure proper adherence to the policy:

1. For the first week of class, faculty members email all students a “welcome to the course” email and ask students to respond to verify that all student emails are working. Faculty members hold five Adobe Connect sessions either in addition to office hours or as a part of their office hours. The dates of the Adobe Connect sessions must be posted the first week of class and all the sessions must be recorded.

2. Faculty members must email all students, either as a group or post to Moodle, no later than Tuesday of each week to announce upcoming deadlines and to offer assistance to students. Faculty members will respond to all student emails within 24 hours of receipt of the students’ emails and telephone calls at least five of the seven days each week. The same requirements apply when the instructor traveling, unless he/she has explicitly requested for a course substitute. Faculty members must adopt a positive and professional tone when communicating with students.

3. All communication must take place through the Moodle classroom in order to keep a record of your communications.
4. Feedback should be in depth, but no excessive; feedback should also be added in the grade book on Moodle.

5. Faculty members will save all received and sent emails from each course taught for a period of ten weeks past the conclusion of the course. Additionally, all emails should be documented in Moodle. At the request of a department lead, an instructor may be asked to submit copies of some or all of these emails to the campus president.

6. Faculty members who generate complaints of non-response to student emails and who cannot provide documentation of rapid response to student emails will be subject to disciplinary action.

Preparer: Dean of Culinary Daniel Traster

Revision History

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<td>Moderate revisions to align with current practice</td>
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<tr>
<td>9/8/2017</td>
<td>Updated campus dean with campus president; online dean with campus president</td>
<td>Board of Trustees</td>
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 BACKGROUND

Stratford University strives to provide a uniform and consistent learning environment for students whether the classes are held through distance learning or on-campus. In order to simulate the educational experience, courses are conducted through competency-based, project-oriented content. Most courses are pre-designed for content by designated subject matter experts however certain elements in an online course are left to the instructors to adapt the course for to the particular term and to incorporate the professor’s experience and expertise in the course.

 POLICY

Stratford University faculty members will review and update previously approved online course shell for each course taught by Sunday at midnight ahead of the start of the quarter. Each course will be updated at a minimum by the following required elements:

1. Course syllabus and outline with a list of assignment due dates
2. The instructor’s email address and a phone number where they would personally respond to the telephone calls must be posted on the main page of Moodle and in the Syllabus
3. Instructors bio and photograph must be posted on the front page of Moodle
4. Announcements for each class week under the News section in Moodle
5. Weekly discussion board questions
6. Response to at least 60% of the discussion responses from students each week
7. A drop box for assignments with due dates and thorough assignment instructions and grading rubrics for each assignment
8. text
9. Links to outside sources and additional instructional material when necessary
10. Access for each student to determine his/her current grade in the course
11. Post grades within seven days of the assignment due dates
12. Weekly assignments including discussion board postings, quizzes, written assignments submitted to the instructor, and/or major exams

Faculty members may add additional information that will help students succeed and learn.
All material for the course will be completed by the instructor and posted on the course site no later than Sunday 11:59 p.m. each week for all assignments, lectures, and other content to be completed during the following two weeks. Students must have the ability to work at least one week ahead of schedule, if they choose, to allow students to manage their school time during busy periods.

**PROCEDURES**

Faculty members and department leads will follow the following procedure and timeline to ensure proper adherence to the policy:

1. Faculty members will post a completed, approved syllabus, list of assignment due dates, instructor contact information, and any content that the students will need to access during the first four weeks by 11:59 p.m. on the Sunday before the start of the quarter.
2. Campus presidents and department faculty leads will access all online courses on Mondays to verify that all of the required content for the week is posted and accessible. Faculty members must be immediately notified of any missing information that needs to be posted.
3. Faculty members will make any adjustments required by the campus president within 24 hours of notice by the campus president.
4. Faculty members will continue to make postings for each week no later than the end of the day on Sunday for the following two weeks. Faculty members will also keep all student grades current within seven days of all graded performance measures.
5. Campus presidents and department faculty leads will continue to verify instructor course postings and grade currency on Mondays and notify faculty members of any missing items through the end of the course.
6. Faculty members who do not meet the required deadlines for grades and postings for two consecutive quarters will not be rehired for future teaching assignments.

**Preparer:** Dean of Culinary Daniel Traster

**Revision History**

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<td>Replaced campus dean with campus president</td>
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SCHOOL OF HOSPITALITY & CULINARY ARTS

Reference: 53
BACKGROUND

Per Health Department regulations, no outside food is allowed in the kitchen or classroom.

POLICY

Outside food and drink may be consumed in the lounge area before and after class or during break. Beverages are allowed in the kitchen and classroom, and must be in closed containers with secure lids. Gum chewing is prohibited.

Tasting of food produced in class is part of the learning experience and will take place under the direction of the instructor. All food produced at Stratford University will remain at the school unless otherwise instructed. No student will be allowed to remove food without permission of the instructor. Any food product eaten or removed without permission will be considered a violation of school policy and will be treated as misconduct.

PROCEDURES

In order to be allowed to remove food from class, the following criteria must be met:

1. Students must receive advance permission from the instructor
2. The food must not be potentially hazardous as defined by ServSafe

The student assumes all responsibility and liability for any food removed from University premises. Students will not be allowed to bring outside containers into class for the removal of food.

Violations of any portion of this policy will result in point deductions from the daily grade and possible administrative action.

Preparer: Jon Kerbaugh

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53 - 101 Clean-Up Procedures for Vomiting or Diarrheal Events

BACKGROUND

The 2013 FDA Food Code requires that all food establishments have a procedure for responding to vomiting and diarrheal events. This requirement is specified under Regulation 2-501.11 and states:

A FOOD ESTABLISHMENT shall have procedures for EMPLOYEES to follow when responding to vomiting or diarrheal events that involve the discharge of vomitus or fecal matter onto surfaces in the FOOD ESTABLISHMENT. The procedures shall address the specific actions EMPLOYEES must take to minimize the spread of contamination and the exposure of EMPLOYEES, consumers, FOOD, and surfaces to vomitus or fecal matter (Food and Drug Administration, 2013).

POLICY

Effective cleaning of vomitus and fecal matter in a food establishment should be handled differently from routine cleaning procedures.

PROCEDURES

Vomiting and diarrheal accidents should be cleaned up using the following recommended steps:

1. Segregate the area.
2. Wear disposable gloves during cleaning. To help prevent the spread of disease, it is recommended that a disposable mask and/or cover gown (or apron) be worn when cleaning liquid matter.
3. Wipe up the matter with towels and dispose into a plastic garbage bag.
4. Mix a chlorine bleach solution that is stronger than the chlorine solution used for general cleaning [the Centers for Disease Control and Prevention recommends 1000-5000 ppm or 5 tablespoons of household bleach (5.25%) per gallon of water]. Note: quaternary ammonia is not an effective sanitizer for Norovirus (Center for Disease Control, 2017).
5. Apply the bleach solution and allow it to remain wet in the affected area for at least 10 minutes. Allow to air dry. Dispose of any remaining sanitizer solution once the accident has been cleaned up.
6. Discard gloves, mask, and cover gown (or apron) in a plastic bag.
7. Take measures to dispose of and/or clean and disinfect the tools and equipment used to clean up vomit and fecal matter.
8. Properly wash hands.
9. Discard any food that may have been exposed.
10. Minimize the risk of disease transmission through the prompt removal of ill employees, customers and others from areas of food preparation, service, and storage.

**Preparer:** Darryl Campbell, Campus Director, Baltimore

**Revision History**

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SCHOOL OF NURSING

Reference: 59
Background

The health and welfare of the public is within the domain of nursing. Therefore it is important that students selected to enter nursing education are of the highest quality. Across the nation, there are more applicants for nursing programs than can be accommodated. In order to select the best candidates, the School of Nursing uses a number of assessment methods in addition to the admission requirements stated in the university catalog. These assessments include the ATI Test of Essential Academic Skills, reference letters and personal statements. Stratford University does not deny students from receiving an education; however, the Virginia Board of Nursing (VBON) may deny students from sitting for the NCLEX after the BSN program is complete due to student criminal activity on record. Special consideration is given to military students and students currently enrolled in other programs at Stratford. Admission is limited by the Virginia Board of Nursing.

Policy

Students seeking admission to the nursing program must follow the admission process outlined in the university catalog AND submit passing scores for the TEAS test. A score of 69 or higher on the TEAS reading component is needed to apply to the BSN program. Applicants who hold a Baccalaureate degree, or higher, from an institution of higher education in the United States are exempt from the TEAS exam. The TEAS may be taken up to three times in 12 months, with a minimum of 30 days between attempts; two letters of reference, and a personal statement about their desire to attend Stratford’s School of Nursing. Students complete a criminal background check to submit with the admission materials. Students are encouraged to contact the State Board of Nursing to discuss possible ramifications of activities revealed in the criminal background check. The top twenty candidates at Falls Church and top 15 at Woodbridge will be selected by an admissions committee comprised of members determined by the committee charter.

Procedures

Faculty and staff will follow the following procedure:

1. Students will submit all materials to the designated admissions officer by the date posted in admission materials.
2. The admissions officer collects transcripts and pertinent information and places them in the applicant file.
3. Completed files are given to the director of the nursing program prior to the meeting of the admissions committee.
4. The committee assigns each applicant a point score following the guidelines developed by the admissions committee.
5. Students with the highest total points are selected and notified in writing of the committee’s decision.
6. Students not selected are informed in writing, advised regarding means to strengthen their application and may be encouraged to reapply.

7. All students interested in the Bachelor of Nursing Program should follow the Stratford University admissions process outlined in the catalog:
   a. **Freshmen:** In addition to the University admissions process, applicants seeking entry to the nursing program as freshmen must submit the following:
      - Proof of graduation from high school indicating a cumulative grade point average (GPA) of 3.0 or higher. Applicants who have completed the GED or equivalent must establish a GPA prior to enrolling
      - A proficiency level score of 69 or higher on the reading section of the ATI Test of Essential Academic Skills (TEAS)
      - Two letters of reference from an academic or professional source
      - A personal statement regarding the reasons for choosing nursing as one’s profession
      - A criminal background check at student’s expense
   b. **Transfer Students:** In addition to the University admissions process, applicants seeking entry to the nursing program must submit the following:
      - Proof of a cumulative GPA of 3.0 or higher on previous college transcripts.
      - Students who do not meet the overall cumulative GPA of 3.0 may be considered for admission with evidence of a cumulative GPA of 3.0 or higher in the most recent college year attended with a minimum of 12 credits
      - Science courses and nursing pre-requisite courses GPA shall be taken into consideration for nursing admission
      - A proficiency level score of 69 or higher on the reading section of the ATI Test of Essential Academic Skills (TEAS). Applicants who hold a Baccalaureate degree, or higher, from an institution of higher education in the United States are exempt from the TEAS exam.
      - Two letters of reference from an academic or professional source
      - A personal statement regarding the reasons for choosing nursing as one’s profession
      - A criminal background check at student’s expense
   c. **BSN Completion Students:** Applicants who hold an active United States Registered Nurse (RN) license and wish to receive a bachelor’s degree in nursing
may apply for the Bachelor of Science in Nursing program as a BSN completion student. Admission to this program requires:

- Proof of an unencumbered license to practice as a registered nurse in the United States. RN students must possess a current active RN license by examination or endorsement.
- An associate’s degree or diploma from a school of nursing
- Submission of all official transcripts from colleges and nursing programs attended
  - Proof of a cumulative GPA of 3.0 or higher on previous college transcripts.
  - Students who do not meet the overall cumulative GPA of 3.0 may be considered for admission with evidence of a cumulative GPA of 3.0 or higher in the most recent college year attended with a minimum of 12 credits
- Two letters of reference from an academic or professional source
- A personal statement regarding the reasons for pursuing a baccalaureate degree
- A criminal background check at student’s expense

**Preparer:** Dr. Sharron Guillett

**Revision History**

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<td>Revised by School of Nursing, modified TEAS score, GPA, and completion language.</td>
<td>Academic Council</td>
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BACKGROUND

Admission to the Stratford University Nursing Program is competitive and the admissions committee attempts to select students with the best chance for success. Students who are not successful i.e. fail to complete a course within two attempts or fail two nursing courses, are dismissed in accordance with the Progression Policy. Faculty recognize that lack of success is due to a number of factors, some of which may have been beyond the student’s control. Therefore, all students are given the opportunity to appeal the dismissal and request readmission. A successful appeal will demonstrate insight, awareness of the factors contributing to the lack of success and a plan for addressing and resolving those factors.

POLICY

Students who are dismissed for academic reasons may submit an appeal for readmission. A student may be readmitted to the nursing major one time.

Students seeking re-admission must write an appeal letter to the admissions committee demonstrating insight, awareness of the factors contributing to the lack of success and a plan for addressing and resolving those factors. The letter is due within 30 days of notification of dismissal.

The following will negatively impact the student’s appeal for readmission:

1. Academic integrity violations
2. Failure of the same course twice (See Grading and Progression Policies)

PROCEDURES

Faculty and staff will follow the following procedure:

1. Students seeking readmission will write and submit a formal, signed letter to the nursing department that meets the above criteria at least one month prior to the quarter in which they wish to be readmitted
2. Letters are submitted to the admissions committee
3. Letters are reviewed and discussed. The student’s grades and working file will be taken into consideration for faculty annotations, integrity violations, and disposition of appeal.
4. Students are notified in writing of the committee decision. Copies of notices are placed in the student file

**Preparer:** Dr. Sharron Guillett

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<td>Reviewed 5/29/2015 by School of Nursing</td>
<td>Dr. Sharron Guillett</td>
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<td>Reviewed by School of Nursing, minor change to deadline of appeal</td>
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BACKGROUND

Assessment skills including vital signs and medication administration are basic nursing skills. The nursing student will become proficient only through frequent practice. These skills are taught in NSG120 Foundations of Evidence-Based Nursing Practice course with practice in the skills laboratory. These skills are then practiced throughout their clinical courses. When students are out for a quarter or more from clinical nursing they may not be practicing those skills warranted to maintain expected levels of proficiency. It is not beneficial for the student to return to a clinical rotation without the expected level of proficiency in clinical skills.

POLICY

Students who miss one or more quarters after completing NSG120 or between nursing clinical courses must demonstrate competence in previously learned skills’ including nursing assessment, vital signs and medication administration, before beginning the new quarter.

Rationale:

Students who have been out for one or more quarters from clinical courses may experience a decline in their abilities to perform clinical skills. Performance of a skill at a level less than proficient may negatively impact clinical performance.

PROCEDURES

Faculty and staff will follow the following procedure:

1. Students who are not in clinical or NSG 120 immediately prior to beginning a clinical rotation will receive information about required skills check-offs in the readmission letter or from their advisor when returning after term absence.
2. The student is responsible for establishing a time for practicing required skills within the timeframe necessary to prepare for beginning clinical course.
3. The student is responsible for scheduling a check-off time with the laboratory coordinator in the nursing program.
4. The student must bring another student or person to use for demonstration of skills.
5. The student is required to satisfactorily demonstrate skill in taking vital signs (temperature, pulse, respirations, and blood pressure using the two step method), completing head to toe physical assessment, and administering medications (oral and parenteral).

6. The laboratory coordinator or other nursing faculty will evaluate the student’s skills utilizing the NSG 120 skills check-off forms, and may or may not use the video camera for the assessment.

7. Unsatisfactory demonstration of any skill requires additional instruction and practice.

8. Students may not attend clinical until proficiency is demonstrated.

Preparer: Susan Gardella

Revision History

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BACKGROUND

All nurses and those aspiring to become nurses are expected to act in accordance with Nursing Code of Ethics published by the American Nurses Association. This code requires nurses to practice with moral integrity. It is essential that nursing students understand and embrace the code of ethics and the values underpinning that code especially the value of honesty. Truth telling is essential to preserve and protect the patients under our care we care for.

POLICY

Any student found guilty of academic misconduct in any form (see university catalog) will receive a written reprimand that will be placed in the student file. The academic consequences of the misconduct will be determined by the instructor. The consequences for repeat offenders will be suspension or dismissal.

PROCEDURES

Faculty and staff will follow the following procedure:

1. Post academic integrity policy in the nursing handbook and in all syllabi.
2. The School of Nursing Action Form will be completed by the faculty member and student involved in accordance with the university catalog.
3. The form and supporting documentation will be placed in the student’s working file.
4. The student is informed of the right to appeal as outlined in the nursing student handbook.
5. Students with a second offense will be required to meet with the director of the nursing program to determine disposition.
6. Students are informed of their right to appeal in accordance with the university catalog.

Preparer: Dr. Sharron Guillett

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BACKGROUND

The practice of nursing has a direct impact on the health and well-being of the nation. It is therefore essential that schools of nursing establish and maintain high standards for academic achievement. The Virginia Board of Nursing recommends that the passing standard for nursing courses be set at 80 percent.

POLICY

Students must achieve an 80% (B-) in all nursing courses (courses with the prefix NSG) as well as core science courses (Microbiology and Biochemistry), and a 73% C in all non-nursing courses. Grades are carried out to two decimal points and are not rounded up. Achieving a grade below 80%, including a grade of 79.99% in nursing courses will result in a course failure. A failed course may be repeated once. (See progression policy). Students achieving less than 80% in core sciences and less than 73% in non-nursing courses will have to repeat those courses in order for them to be applied toward the nursing degree. Students may request a grade review once and are to follow grade appeal policy outlined in the university catalog.

Students in courses that have theory and laboratory/clinical components must achieve an 80% average in each of these course components. Failing one component of the course (either theory or lab/clinical) will result in failure of the entire course.

PROCEDURES

Faculty and staff will follow the following procedure:

1. Post the university grading scale in all syllabi.
2. Post the passing grade for nursing courses in all nursing syllabi.
3. Explain the nursing grading policy to all students during orientation and publish the information in the student handbook.
4. Calculate the course grade to two decimal places.
5. Submit the final grade to the registrar.
6. Complete a course report detailing grades given and listing any course failures.
7. Complete an Action Form and place in the student working file.
8. Meet with laboratory instructors to determine the need to repeat that portion of the course.

Preparer: Dr. Sharron Guillett

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**BACKGROUND**

Nurses are a patient’s last line of defense. Therefore it is imperative that every possible measure be taken to ensure the competence of the future nursing work force. Stratford University provides a competency based nursing program that is built on the liberal arts and demonstration of competency in academics.

**POLICY**

Students accepted to the nursing program are expected to maintain a cumulative grade point average (GPA) of 2.8. Students unable to demonstrate competency may be suspended or dismissed from the nursing program.

1. Students who are taking nursing courses and the GPA falls below a 2.8 must improve the GPA within two terms or be dismissed from the program.
2. Students who have been accepted to the nursing program, but have not begun nursing courses, and the GPA falls below a 2.8 may not register for nursing courses until the GPA is at or above 2.8.

**PROCEDURES**

Faculty and staff will follow the following procedure:

1. Students meet with an academic advisor to create a personal progression plan. The plan is placed in the student’s working file and is updated quarterly.
2. Progression requirements are published in the Nursing Student Handbook and reviewed with the student in NSG 100, and following any revision.
3. Students failing at midterm are counseled to determine source of difficulty and explore options for success. The midterm counseling report is filed in the student’s working file.
4. Students failing two courses are dismissed from the nursing program. If the GPA is within acceptable limits for the university they may continue to take non nursing courses.
5. Students interested in continuing in a program other than nursing must complete a change of program form and are to meet with the appropriate school director for guidance.
6. Students are informed of the right to appeal and referred to the appeal process in the university catalogue.
**Preparer:** Dr. Sharron Guillett

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Stratford University
Policies and Procedures

59 - 106  Clinical Attendance Policy

BACKGROUND

Nurses are a patient’s last line of defense. Therefore it is imperative that every possible measure be taken to ensure the competence of the future nursing workforce. Clinical experiences in health care facilities provide students with opportunities for 600 direct patient care hours under the supervision of Stratford University nursing faculty. Attendance and participation is essential to provide competency to the graduating nurse. Absences from clinical courses are especially difficult to make up.

POLICY

Students are expected to attend all clinical days scheduled. If a student anticipates missing a clinical for personal reasons, the student should consider postponing the course and should meet with the Program Director prior to registration. Students must satisfy all clinical hour requirements in a given clinical before progressing to the next clinical. Missing a clinical day may result in course failure. Students who miss the first clinical will not be allowed to continue in the course.

Students who encounter an emergency requiring that they miss a clinical must contact the clinical instructor at least one hour before the missed clinical. The student must provide documentation of the emergent situation within 48 hours or as directed. The clinical instructor and the Program Director will jointly evaluate the gravity of student situation and extenuating circumstances to determine what action will be taken. Possible actions include halting progression.

Clinical days that are cancelled by Stratford University due to university closure will be made up based upon availability of the instructor, clinical availability, or simulation.

Rationale: Students must meet the clinical hours required by the State of Virginia for licensure. Failure to meet the standard jeopardizes student ability to apply concepts learned in the classroom. Additionally, Stratford is an attendance taking school and attendance is considered one piece of professional behavior. However, unforeseen closures due to disasters or weather should not prevent the student from progressing.
PROCEDURES

Faculty and staff will follow the following procedure:

1. Clinical requirements are published in the Nursing Student Handbook and reviewed with the student prior to the first clinical course.
2. Compliance with annual clinical requirements is noted on the progression plan and reviewed with the student quarterly.
3. Clinical faculty will determine how clinical hours will be completed and provide objectives.
4. Students who encounter an emergency requiring that they miss a clinical must contact the clinical instructor at least one hour before the missed clinical and provide appropriate documentation.
5. Clinical faculty will notify the Program Director of student absences the same clinical day and include total clinical hours earned/total clinical hours available.
6. Students with more than one clinical day absent will meet with the Program Director and may be given an “incomplete” grade which will delay progression.
7. Clinical performance is graded pass/fail. Clinical failure is considered course failure.
8. If clinical hours are to be made up via simulation the clinical simulation hours are 1:1

Preparer: Dr. Sharron Guillett

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59 - 107 Withdrawal from Class

BACKGROUND

Withdrawing from a course after the add drop period has significant financial and academic consequences; therefore, students should be encouraged to complete the courses they are enrolled in. The University recognizes that students may need to withdraw from a course due to circumstances beyond their control and wishes to support students in that position. However, the University is also aware that students often withdraw from courses in order to avoid a course failure. Such withdrawals should not be permitted once the final exam has been taken or the final course grade has been determined.

POLICY

Students who wish to withdraw from a course after the add drop period with a W must do so prior to the 8th week of the quarter. (Students taking A or B session courses must withdraw prior to week 5). Students who need to withdraw from all courses should consult the policy for withdrawing from the university.

Approval for a student to withdraw from a class will always be at the discretion of the lead or designated delegate. If approved, the grade "W" will be recorded on the student’s transcript for that class. "W" grades do not count toward a student's degree, grade point average, or academic progress for purposes of financial aid eligibility. However, for progression purposes in the nursing program, the course will be considered a “failed attempt” if the student is failing at the time of withdrawal. Additionally, if the student is administratively withdrawn, the policies of the University will be followed in terms of assigning a W or a grade, AND, administrative withdrawal counts as an attempt on the course for progression purposes in the nursing program. If a student is actively participating in a course and has submitted deliverables, it is considered an attempt on the course, regardless of the week withdrawn for progression purposes in the nursing program.

The courses from which a student wants to withdraw might be co-requisite with other courses they are taking, or prerequisite to other courses required for the next term. After reviewing these parameters with their faculty lead or designated delegate, a student may drop individual classes.

Extenuating circumstances – A student may petition for a withdrawal from a class at any time based on medical need, family emergency, and death in the immediate family or other significant
circumstance resulting in unforeseen hardship for the student. Petitions will be reviewed by academic advisors, who, with the student’s permission, will consult with medical personnel where appropriate. Consultation with instructors, the student’s advisor and/or others will be part of the decision process. Petitions will be considered for approval by a faculty lead.

The withdrawal date, in accordance with federal and state guidelines, is recognized as the date the student notifies Stratford University of the intent to withdraw. If the student leaves without notification the date of last attendance will be documented as the withdrawal date. Normally there is no tuition adjustment associated with a class withdrawal after the published add/drop period.

PROcedures

Faculty and staff will follow the following procedure:

1. Counsel students wishing to withdraw from a course after the add drop period (week 1) regarding the academic consequences (including co-requisite or prerequisite issues) and refer them to Student Accounts to determine the financial consequences of such an action.
2. Advise at risk students at mid-term of the last date to drop with a W.
3. Complete the course withdrawal form as appropriate.
4. Submit a final grade of W for any student withdrawing prior to week 8.
5. Submit the final grade earned for any student withdrawing after week 7.
6. Students must follow all of the procedures listed in this section to be eligible for a withdrawal grade of W. Failure to do so will result in the student receiving a grade of WF (withdraw failing) instead of a grade of W.

Preparer: Dr. Sharron Guillett

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BACKGROUND

Nurses are a patient’s last line of defense. Therefore it is imperative that every possible measure be taken to ensure the competence of the future nursing workforce. Stratford University provides a competency-based nursing program that is built on the liberal arts and progresses logically from basic skills to those that are more complex, from care of the individual to the care of communities, from roles of care delivery to advocacy and leadership. Lower level competencies must be mastered before progressing to higher level competencies.

POLICY

1. Students are expected to follow the progression plan outlined in the University catalog. Students unable to demonstrate mastery of concepts and competencies in two nursing courses will be dismissed from the nursing program.
2. Students are required to complete all pre-requisites and 70% of the pre-core foundational courses (PSY320, HUM110, ENG elective, MED110, HUM410 or 250, and SCI360) prior to entering the core nursing courses. Deviations require Program Director approval.
3. Students are required to complete all program electives except the last Pool 1 or 2 elective prior to enrolling in NSG430.
4. Students must demonstrate competence in nursing knowledge by scoring above a level 1 OR remediating a score at or below level 1 on the ATI proficiency exam associated with the course.
5. Students may attempt a course twice. Withdrawing from a course after the add/drop (week 1) period is considered an attempt.
6. Students registering for in clinical courses must furnish evidence of the following:
   - Current CPR card
   - Criminal background check
   - Recent History and physical
   - Current immunizations including influenza
   - Negative TB test or chest X-ray
   - Negative drug screen
   - Appropriate attire (Stratford uniform and insignia)
7. Students who fail to provide evidence of the above items will not be allowed into the clinical setting. The student may be forced to withdraw from the course which may have a negative impact on progression.

**PROCEDURES**

Faculty and staff will follow the following procedure:

1. Students meet with an academic advisor to create a personal progression plan. The plan is placed in the student’s working file and is updated quarterly.
2. Clinical requirements are published in the Nursing Student Handbook and reviewed with the student prior to the first clinical course.
3. Compliance with annual clinical requirements is noted on the progression plan and reviewed with the student quarterly.
4. Students failing a course at midterm are counseled to determine source of difficulty and explore options for success. The midterm counseling report is filed in the student’s working file.
5. Students take proctored proficiency exams during final exam week. Students that score below the standard on the proficiency exam must follow the remediation plan for tested material in order to progress.
6. Course failures are documented in the student record, and additionally, on the course report form, the course failure report form, and the advising notes.
7. Students are informed that a second course failure will result in program dismissal.
8. Students failing two courses are dismissed from the nursing program. If the GPA is within acceptable limits for the university they may continue to take non nursing courses.
9. Students interested in continuing in a program other than nursing must complete a change of program form and meet with the appropriate faculty lead for guidance.
10. Students are informed of the right to appeal and the appeal process.

**Preparer:** Dr. Sharron Guillett

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BACKGROUND

To identify the policy and procedure for students who have, or are returning from, an illness, pregnancy, or alteration in health to include infectious/communicable disease, surgery, and hospitalization.

POLICY

Students are responsible for managing their own health, reporting alterations in health that impact participation in classes and clinical, and complying with School of Nursing health requirements and those of the assigned clinical agency where applicable. If the clinical agency has stricter requirements than the School of Nursing, the clinical agency policy will be followed. Furthermore, students will comply in all aspects of any Stratford University-wide policy.

A. Students are required to immediately report all health alterations that would prevent them from being able to perform the duties outlined in the Functional Expectations in the School of Nursing Student Handbook to their current course faculty.

B. Students are required to immediately report all diagnosed communicable or infectious diseases, or exposure to them, that would prevent them from being able to participate in clinical or classroom learning to their current course faculty.

C. A student who had surgery for any reason, was hospitalized, or is returning after a pregnancy event must submit a signed release from a licensed independent healthcare provider regardless of the time missed.

D. The release form must specifically state that the student may participate in classroom and clinical experiences without restrictions.

E. Students are not permitted to wear any type of apparatus while attending any clinical experience that may interfere with infection control, lifting, or mobility. An apparatus is defined as, but not limited to; a cervical collar, splint, sling, any type of cast, any type of boot, or any type of immobilizer.
F. Students who require accommodations under the Americans with Disabilities Act which involve assistive devices appariti must demonstrate ability to safely perform all required duties.

**PROCEDURES**

**Preparer:** Dr. L. Kennedy

**Revision History**

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Transfer credits from other institutions of higher learning are awarded based on the policy of Stratford University. Additional policy governing awarding transfer credits to students in the nursing program are outlined below.

POLICY

1. Clinical hours are not eligible for transfer credit.
2. Nursing courses are eligible for transfer credit as a nursing elective on a case-by-case basis as evaluated by the program lead, provided the grade received is a minimum of a B-.
3. Microbiology (SCI250) and Biochemistry (SCI360) require a B- in order to receive transfer credit. The microbiology course must have a lab component in order to receive transfer credit.
4. Pathophysiology may receive transfer credit on a case-by-case basis as evaluated by the program lead; minimum grade of B-.
5. Pharmacology courses must be nursing pharmacology, with a minimum grade of B-. Students with previous nursing pharmacology coursework must pass NSG220 and then can take a standardized exam. Reaching the established benchmark on the exam will exempt the student from taking NSG225.
6. Nutrition courses may receive transfer credit on a case-by-case basis as evaluated by the program lead; minimum grade of B-. Students who have taken a nutrition course are eligible to take the standardized nutrition exam. Reaching the established benchmark will exempt the student from taking NSG 460 Nutrition, provided the student completes 4 hours of psychomotor skills lab. Transfer credit will be awarded once all requirements are completed.

PROCEDURES

Preparer: Dr. L. Kennedy

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59 - 111  Re-Entry to Nursing Program

BACKGROUND

Re-entry to the nursing program is not used for dismissals for failure to progress related to academic performance. Rather, a re-entry is used for students who have had 3 or more terms away from active attendance. The purpose of a re-entry evaluation is to ensure that the student meets all current requirements including a current criminal background check, the cGPA, and is placed appropriately into the core nursing courses. Students requesting re-entry will be evaluated by the Admissions and Appeals Committee during their regular term meeting.

POLICY

Students who are requesting re-entry are required to do the following:

- Write a letter seeking re-entry that specifies the reasons the student stopped attending or withdrew.
- Request an updated criminal background check via CastleBranch.
- Complete other written or skills assessments deemed necessary to adequately evaluate placement into the core courses
- Update/verify clinical requirements in CastleBranch.
- If approved to re-enter, abide by the requirements identified by the Admissions Committee relative to coursework or remediation.

PROCEDURES

1. Students seeking readmission will write and submit a formal, signed letter to the nursing department that meets the above criteria at least one month prior to the quarter in which they wish to re-enter.
2. Letters are submitted to Student Support and forwarded to the Nursing Admissions Committee.
3. Letters are reviewed and discussed. The student’s grades and working file will be taken into consideration for faculty annotations, integrity violations, and general academic performance.
4. Students are notified in writing of the committee decision. Copies of notices are placed in the student file.
Preparer: Dr. L. Kennedy

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