

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The University of La Verne abides by the Family Educational Rights and Privacy Act (FERPA) of 1974, as amended. Students have the right to inspect and review information contained in their education records, to challenge the contents of their education records, to have a hearing if they consider the outcome of the challenge to be unsatisfactory, and to submit explanatory statements for inclusion in their files if they feel the decisions of the hearing panels are unacceptable. The University's Registrar coordinates the inspection and review procedures for student education records, which include admissions, personal, academic, financial, cooperative education, and placement records. The Dean of Student Affairs oversees the review of records pertaining to social judicial matters.

Students wishing to review their education records must make written requests to the Registrar listing the item(s) of interest. Records covered by the Act will be made available within 45 days of the request. Students may have copies of their records, at their own expense, with certain exceptions (e.g., a copy of a transcript upon which a "financial hold" has been placed or copies of transcripts from other schools). Education records do not include records of instructional, administrative, and educational personnel, which are the sole possession of the maker and are not accessible or revealed to any individual (except temporary substitutes); University security records; student health records; employment records; or alumni records. Health records may be reviewed by physicians of the student's choosing. In addition, students may not see financial information submitted by their parents, any confidential letters or recommendations to which they have waived their rights of inspection and review, or education records containing information about more than one student. In the latter case, a student will be permitted access only to that part of the record pertaining to him or her.

Students who believe that their education records contain information that is inaccurate, misleading, or otherwise in violation of their privacy or other rights may discuss their problems informally with the Registrar, either in person or in writing. If the Registrar agrees with a student's requests, the appropriate records will be amended. If not, the student will be informed and may request a formal hearing. This request must be made in writing to the Registrar who will inform the student of the date, place, and time of the hearing before a panel selected by the University. The student may present evidence relevant to the issues raised and may be assisted or represented at the hearing by one or more persons of the student's choice, including attorneys, at the student's expense. Decisions of the hearing panel are final and based solely on the evidence presented at the hearing. The panel's written judgment will be delivered to all parties concerned. If the decision is in favor of the student, the education records will be corrected. If the decision is not satisfactory to the student, he or she may place with the education records statements commenting on the information in the records or statements setting forth any reasons for disagreeing with the decisions of the hearing panel. These statements will be placed in the student's education records, maintained as part of the records, and released whenever the records in question are disclosed. A student who believes that the decisions of this adjudication process were unfair or not in keeping with FERPA may make a written request for assistance to The University's President. Students who still believe that their rights have been abridged may file complaints with the U.S. Department of Education, Washington, D.C.

No one outside the University may have access to, nor will the University disclose, any information from a student's educational record without the written consent of the student. Exceptions are the University personnel, officials of other institutions in which the student seeks to enroll, persons or organizations providing the student's financial aid, accrediting agencies carrying out their accreditation functions, persons in compliance with a judicial order, and persons in an emergency to protect the health or safety of the student or other persons. Within the University community, only members acting in the student's educational interest, individually or collectively, are allowed access to student education records. These members include personnel from the Offices of the Provost/Vice President of Academic Affairs, the Chief Financial Officer, Registrar, Financial Aid, Admissions, and Academic Advising, as well as academic personnel within the limitations of their need to know.

At the discretion of University officials, the following directory information will be provided: student's name, major field of study, dates of attendance, and degrees and awards received. A student wishing to withhold this directory information must complete the Privacy Request Form at the University's Office of the Registrar or at the Regional Campus of registration. This may be done at any time and is valid until rescinded in writing to the Office of the Registrar.

(Source: University Registrar website, <https://laverne.edu/registrar/ferpa/>)

ACADEMIC REQUIREMENTS AND POLICIES

UNIVERSITY CATALOG

The catalog is published annually by July 1. Catalog policies become effective on day one of fall semester. All degree seeking students are bound by the academic policies in the catalog that is in effect at the time of first enrollment. Academic advisors should have a digital or physical copy of every catalog year for reference, reflecting the different class standings of their advisees; not all advisees will be following the same academic policies from any single catalog year. Academic advisors are expected to review every new catalog to stay abreast of new or revised academic and financial policies that take effect that academic year. Acknowledging the catalog of record and associated academic and residency policies will facilitate and streamline the advising experiences for you and your students because you'll be speaking the same language and same requirements. When students are in doubt, your guidance will help teach your students the importance of taking ownership of their education, building a level of predictability about the path to graduation, and strengthening a sense of control over their academic plans to degree completion.

In many cases, academic or advising mistakes can be avoided when advisors reference the correct catalog that applies to the individual students they are advising. In short, academic, residency, major, minor, and degree requirements might vary year to year, student to student. Academic advisors can easily reference the catalog of record on the top portion of each student's degree evaluation (CAPP or MyDegree Tracker).

All students have the right to change catalogs. Students can make changes online (Office of Academic Advising) or in-person in Woody Hall. Students can change catalogs with exceptions:

- Students can change catalogs only once.
- Students cannot select a catalog that is based on a year prior to first enrollment. For example, John cannot select a fall 2016 catalog if he first enrolled in fall 2017, even if the academic policies in 2016 might be more advantageous.
- Students cannot select a catalog year that has not yet been published.
- Students cannot mix catalogs.

Students might find it more advantageous to follow new academic policies. However, we encourage students to review academic differences between two or more catalogs in consultation with their academic advisor prior to changing catalogs. The students' degree audit, MyDegree Tracker, has a built-in "what-if" tool to help students to explore other majors or minors with completed course work and published degree requirements.

APPLICATION FOR GRADUATION

The Office of the Registrar runs degree completion reviews of all students who reach junior standing and have applied for graduation. Every semester thereafter, the Office of the Registrar reviews degree completion standing for juniors and seniors and communicates with students and academic advisors. One-time fees associated with the application for graduation are automatically assessed to the student's fee bill. As noted elsewhere in this handbook, students should apply no later than the second semester of the junior year.

EARNING A DEGREE

The Office of the Registrar posts degrees when it certifies that individual students have completed all appropriate residency, semester hours, general education, and major requirements. Students must also have earned a 2.0 GPA or higher in the major, or minor, and overall. Specific degree policies are summarized in this handbook and in the University Catalog.

STANDARDS

STUDENT CONDUCT –

Refer to University Catalog for procedures

Information regarding social behavior standards and judicial procedures is available in the University Catalog. La Verne's Student Misconduct Judicial Officer may contact academic advisors from time to time or request assistance from the Office of Academic Advising. The Dean of Students is the university's repository of student conduct cases and documents. Student conduct findings against the student may impact academic standing and GPA in specific classes and overall if sanctions require students to stop attending classes for a considerable time or permanently. Questions or inquiries can be directed to the Dean of Students.

ACADEMIC HONESTY

Each student is responsible for performing academic tasks in such a way that honesty is not in question. Unless an exception is specifically defined by the instructor, students are expected to maintain the following standards of integrity:

1. All tests, term papers, oral and written assignments and recitations must be the work of the student presenting the material.
2. Any use of wording, ideas or findings of other persons, writers or researchers requires the explicit citation of the source; use of the exact wording requires a “quotation” format.
3. Deliberately supplying material to a student for purposes of plagiarism is also culpable.

A faculty member who has proof that academic honesty has been violated may take appropriate disciplinary action, including the refusal of course credit. If a faculty member has reason to suspect academic dishonesty but is unable to prove it, he/she may require additional and/or revised work from the student. A faculty member shall bring to the attention of the appropriate dean all violations of academic honesty. Faculty might also communicate with the Office of Academic Advising for assistance; the Office of Academic Advising is the university’s repository of academic dishonesty cases and documents. Academic deans are notified and have the right to impose probation or suspend or expel any student who violates the academic honesty policy. Student rights in cases of violations of academic honesty are discussed in the Rights and Responsibilities section of the University of La Verne Catalog.

A student wishing to appeal a decision resulting from a violation of academic honesty notifies the dean within three (3) days of the decision. The dean forwards the appeal to the Department Chairperson for review and decision. The next course of appeal is the Provost. A student who intends to appeal the decision of the Department Chairperson to the Provost must do so within five (5) days of the decision. All decisions are in writing. Academic dishonesty findings may impact academic standing and GPA in specific classes and overall; the University Registrar will record decisions and grades on the students’ academic transcripts. A second offense will result in expulsion.

ACADEMIC STANDING

Dean’s List - a student who is enrolled full time and has earned a minimum grade point average of 3.75 at the completion of a term is eligible for the Dean’s List. A student must have 12 semester hours per academic semester worth of letter grades to be considered for the Dean’s List.

Good Standing (GS) – a student who is enrolled full time and maintains a 2.0 institutional and overall grade point average is considered a student in good academic standing.

Academic Warning (AW) - a student is placed on academic warning when he/she has a grade point average of below 2.0 for a semester, but the overall grade point average remains above 2.0.

Academic Probation (AP) - a student is placed on academic probation when he/she has earned below a 2.0 grade point average in any term resulting in the cumulative grade point average falling below 2.0. *First semester students who fail to earn a 2.0 GPA or higher will be placed on AP immediately.* A student placed on academic probation is required to:

- a) raise his/her grade point average above 2.0.
- b) meet with his/her academic advisor.
- c) enroll in a maximum of 14 semester hours. The student or academic advisor may appeal to the Office of Academic Advising to exceed the 14 semester hour limit.

Academic Disqualification (AD) - A student on academic probation who fails to earn a 2.0 La Verne grade point average for two consecutive terms will be academically disqualified.

Notification to Students on Academic Probation (AP), Warning (AW), or Disqualification (AD)

The Office of Academic Advising sends academic standing letters after grades post after fall and spring semesters to students who have not made satisfactory academic progress. Copies are sent to academic advisors. See the Progress Reports section for expected academic advisor expectations when you receive notifications about at-risk students who are your advisees.

APPEALS

Effective academic advisors know, understand, and interpret academic policies. They understand appeal processes that may impact students' academic progress or standing to complete a degree. Finally, advisors know and effectively use campus support services to refer students in need. Academic advisors might be asked from time to time to support appeal decisions on behalf of their advisees by submitting signatures on appeal forms, degree completion plans, or confirmed dates of attendance or withdrawals. Students rely on academic advisors to help them understand university policies or to navigate complex university rules related to appeals. We don't expect academic advisors to be experts on financial aid matters or payment plans but we expect advisors to understand that these exist. Academic advisors serve as trusted stewards between students and institutional services.

This section briefly reviews key policies and appeal processes that academic advisors should be familiar with when/if advisees need to handle academic or financial concerns.

APPEALS OF UNIVERSITY (ACADEMIC) POLICIES

Students may appeal for exceptions to University policies (based on the catalog) through the Undergraduate Appeals Committee. The committee is comprised of faculty representatives from the Colleges of Arts & Sciences, Business, and Education. The appeals committee meets on a weekly basis during the fall and spring semesters, with fewer meetings in winter and summer months.

Some of the regular policy appeals sent to the Appeals Committee include, but are not limited to:

- Extension of time to complete degree,
- Extension of time to complete “Incomplete/In Progress” courses,
- Late (current semester) registration activity (initial registration, adds, drops, withdrawals),
- Retroactive (outside the current semester) registration activity (initial registration, adds, drops, withdrawals),
- Overload of course work,
- To accept a credit (“CRD”) grade in a major course,
- To accept transfer work that was not evaluated,
- To challenge degree requirements,
- General academic exceptions not listed above.

The student is expected to obtain the advisor’s signature and collect supporting documentation including statements of support and medical or legal documentation, etc. An advisor’s signature does not mean the advisor supports the appeal but it does note that the appeal process was discussed.* If the student is requesting a late or retroactive drop or withdrawal they must have a statement from the instructor indicating the last day of attendance in the course.

The University Registrar has some administrative discretion to make appeal decisions on behalf of the appeals committee.

*Your signature does not constitute the support of an appeal, it simply represents the fact that a discussion on the topic took place. If you support the appeal, you should provide a short statement on the form or on a separate letter.

GRADE APPEALS

Students wishing to appeal course grades should first contact the instructor of the course to appeal the grade. A successful appeal will require a “Change of Grade” form to be submitted by the instructor to the University Registrar in Woody Hall. [Academic advisors cannot submit Change of Grade forms]. If the student is dissatisfied with the appeal outcome with the instructor, s/he can appeal to the department/program chair and may continue appeals to the dean of the college and ultimately to the Provost. Provost decisions are final. Specific language and deadlines are published in the university catalog.

GRADE CHANGE

A change may be accepted by the University Registrar if the appeal is made within four weeks and if the instructor concludes that the original grade that was issued was an error based on work completed at the time the original grade was issued.

DECLARING A MAJOR or MINOR

MAJOR

When a student is ready to declare a major he or she may select an established major. An established major is one that is published in the university catalog. If a student chooses to design a major he or she must do so with faculty advisement and departmental approval. Academic advisors must submit a major contract as soon as possible to the University Registrar to build the major on a degree evaluation. Freshmen are encouraged to select a major at admission but must declare a major prior to enrollment in their junior year. Rising juniors with undeclared majors may be prevented from registering because of an advising hold on their record. Transfer students with junior standing at the point of entry must declare a major. All students who reach junior status can change majors but should do so in consultation with their prospective major advisor. However, students with junior standing cannot change their declared major to one that is “undeclared”. Undeclared students with junior standing will not be allowed to register for classes or make changes to their course schedules until they declare a major from the list of established majors found in the university catalog. A major consists of not less than 40 semester hours. At least 24 semester hours must be upper division. Most seniors are required to pass a set of comprehensive examinations in their major and/or complete a senior project or seminar. No course can be applied toward a major unless a grade of C- or better was received.

Undecided students may initiate the process of declaring a major by submitting an Advisor/Major Change form online to the Office of Academic Advising by the end of the sophomore year. This allows the Office of Academic Advising to enter the selected major in the Banner System and provides a means for tracking students. To obtain a bachelor's degree from the University of La Verne, a student must complete all appropriate residency, semester hour, general education, and specific major requirements. To qualify for graduation, the student must have a cumulative grade point average of 2.0 or better in the major and overall.

Double Major

Students are permitted to pursue double majors. Students who pursue double majors must complete all requirements in both majors. Double majors are designated as B.A. or B.S. and students must choose a single designation. Specific conditions for completing a double major are published in the University Catalog.

MINOR

Students may declare a minor with the approval of the appropriate academic department if the student has completed 20 semester hours of upper division course work in that field or if the student has completed 24 semester hours in which 16 of the 24 semester hours are at the upper division level. Individual departments may require specific courses and/or additional work. Courses declared as part of the major cannot be applied toward the minor.

GRADING POLICIES

Grades are based on work completed at the end of a scheduled term or semester. The undergraduate grading policy is as follows:

LETTER GRADES

A = 4.0 Quality Points	B- = 2.7 Quality Points	* D+ = 1.3 Quality Points
A- = 3.7 Quality Points	C+ = 2.3 Quality Points	* D = 1.0 Quality Points
B+ = 3.3 Quality Points	C = 2.0 Quality Points	F = 0 Quality Points
B = 3.0 Quality Points	C- = 1.7 Quality Points	

*Students who receive a grade “D” in a course receives unit credits for that course only once when it is repeated unless the course is listed as a repeatable course in the student’s catalog year. The subsequent grade results in subject credit only. Major or minor courses must earn a C- or higher. The subsequent grade—whether it is lower or higher—will replace the old grade in the GPA calculation.

Calculating the Grade Point Average. Multiply the quality points by the number of semester hours for each course. Add the quality points together and divide by the GPA hours.

GRADING CODES

CRD - Courses for “Credit” do not compute in the grade point average. Students must earn the equivalent of a “C-” grade or better to receive CRD for the course. A maximum of four semester hours of CRD/NCR may be taken in any semester, with a maximum capacity of 16 credit hours.

NCR - Students who select the CRD/NCR option and earn a “D” grade or below will receive NO CREDIT for the course. The NCR will not calculate in the grade point average.

INC - A grade of INCOMPLETE will be awarded only when a student has petitioned, in writing, prior to the last day of the term. The course instructor must determine that illness or other extenuating circumstances justifies an “INC” grade.

IP - IN PROGRESS grades are reserved for directed studies, independent studies, fieldwork, senior project or graduate culminating activities where the completion date is beyond the term of registration.

W - Students may WITHDRAW from courses during the first half of the term with a mark of W on the transcript. The W (withdrawal) will **not** calculate in the grade point average. A student who fails to withdraw from a course may receive a NCR or F grade. A student who misses the withdrawal deadline must appeal to the Undergraduate Appeals Committee for a retroactive (“late”) withdrawal.

WF – A student who abandons a course and does not formally withdraw from the course risks earning an F grade or WF grade. A WF calculates into the grade point average like an F grade.

Grade Point Rehabilitation

Students might desire or be required to repeat courses for elective, general education, major, or minor credit if grades of D or F are earned. Letter grades of D will earn units only once; successfully repeated courses will only earn subject credit. Students might also desire to repeat courses to rehabilitate a grade point average. University policy allows students to repeat courses. Students who repeat courses can rehabilitate a grade point average if the subsequent grade is higher than the previous grade. The new grade will replace the old grade in the grade point average.

Financial aid policy limits the number of times that courses can be repeated for aid eligibility. Students are aid eligible if they repeat F grades multiple times. If a student earned a D grade in courses that need C- or higher then she or he can repeat the course only once to be aid eligible; if the student earned another D grade, then the course would not be aid eligible in a third attempt.

Final Grade - Grade changes to the University Registrar may not be submitted if students submit additional work or repeated examinations after the end of the course to improve a final grade. If instructors expect additional work or a repeat examination then an IP or INC should be submitted on the grade report to the University Registrar. Check with the University Registrar for specific policies to change a final grade. See Grade Appeals above for brief description of grade appeal or change.

PROGRESS REPORTS

Early observations of student behaviors might signal problems later in the semester. Research suggests that the first six weeks are crucial in students' perceptions about their future or sense of belonging at their chosen school (this is especially true of first semester freshmen and transfer students (Tinto, 1994). By intervening early, we can save students who would otherwise drop, withdraw, or walk away from school. The Office of Academic Advising coordinates early alert and outreach efforts in collaboration with instructors to identify students who are exhibiting at-risk behaviors.

Academic advisors play a key role in early alert efforts when they are notified by instructors or the Office of Academic Advising that one or more of their advisees are exhibiting at-risk behaviors that need immediate attention. The worse possible action an academic advisor can take when he or she receives one or more notifications is... to do nothing. Intrusive student outreach by the academic advisor—and everyone else in the students' circle of contacts—is the first step in addressing these concerns. Effective uses of referrals by academic advisors to campus support resources might help students to improve class attendance, correct disruptive classroom conduct, or improve academic performance.

We know you C.A.R.E. As academic advisors you might be the only meaningful institutional contact to a student that could have a major influence in their decisions to persist beyond the first year (Light, 2001). Your willingness and desire to connect with advisees and acknowledge them as individuals can make the difference in whether they feel a sense of belonging on campus (Cervantes, 2008). Responding to early alert

Connect

Acknowledge

Respond &

Engage

notification and engaging students in a positive and meaningful way might determine whether they are retained, whether they improve attendance or effort, or whether they graduate. The Office of Academic Advising uses the following interventions to identify and help at-risk students, including campus-wide efforts to ensure a safe campus to all students.

EARLY ALERT NOTIFICATION

Instructors use the online Early Alert Notification to inform us of traditional undergraduates who have demonstrated early signs of distress (behavioral or attitudinal) that might put them “at-risk” of withdrawing, struggling, or failing your course(s) later in the semester. The Early Alert form is part of the Maxient Software suite that centralizes reporting and recordkeeping of student behavior records. The Office of Academic Advising partners with the Dean of Students and other campus support offices who all use Maxient to help connect the dots when administrators might have varying levels of contact with the same student(s). Using this software allows us to coordinate outreach efforts. The Early Alert portal is prominently displayed on a banner called “Faculty Early Alert” on our website (<http://www.laverne.edu/advising>).

Instructor feedback about specific student behaviors, excluding the assignment of a midterm grade, are used to coordinate the efforts of various offices to follow-up with students who are having difficulties. This outreach may signal to students that they need to take corrective actions to their behaviors if they are habitually late or absent from classes, for example. Students will be notified automatically about instructors’ concerns when they file a report. The Office of Academic Advising will also reach out to students with cold calls or emails about instructors’ concerns.

MIDTERM FACULTY FEEDBACK REPORT

Between the 6th and 11th week of the semester faculty will be asked to file midterm grades in *MyLaVerne* for students who have earned a C or below and might be “at-risk” of failing the course(s). This means faculty might not file midterm reports for all students, only those whom they deem “at-risk,” including those who might be “borderline C students.” Faculty might include students whom they identified earlier in the Early Alert Notification, but did not show improvements in attitude or behaviors and are now showing it in their midterm grades. The midterm notification might include new students who are struggling but were not demonstrating signs of distress earlier in the semester.

When faculty file a midterm grade report in *MyLaVerne*, this action will automatically trigger emails to individual students, their academic advisors, and our office. Students will be able to view their midterm grade(s) online. The Office of Academic Advising will also reach out to students who receive more than one failing midterm report.

**CARE Team
(Campus Assessment,
Response and Evaluation):**

The CARE Team is dedicated to assisting students who may be in distress or who may be experiencing challenging and/or difficult life circumstances. If you encounter a student exhibiting unusual or stressful behavior, report the concern to the Student Health Services, (909) 448-4441, <http://www.laverne.edu/health>. In an emergency, call 911.

**BIT Team
(Behavioral Intervention Team):**

The Behavioral Intervention Team (BIT) addresses students, faculty, and staff whose behavior or psychological health condition may be disruptive, harmful, or pose a direct threat to themselves or to the health and safety of the University community. BIT members determine appropriate resources and implement a coordinated response with the goal of providing assistance to the individual, while mitigating risk to keep the La Verne community healthy and safe.

Please see the BIT website for additional information on how to identify a person of concern. Please report any person of concern by using the website at: <https://laverne.edu/bit/> and accessing the form provided on the site. You can also contact the Dean of Students at (909) 448-4053. In an emergency, call 911.

Title IX Sexual Misconduct Mandated Reporters:

All University of La Verne staff and faculty are considered mandated reporters. As such, as an academic advisor (staff or faculty), and if you are notified of any incident of sexual misconduct, you are mandated to report the incident to the Title IX Manager. Sexual misconduct includes, but is not limited to: sexual assault (e.g., forcible rape, non-forcible rape), sexual contact (e.g., unwanted touching of or by breasts, buttocks, groin or genitals), sexual harassment, dating violence, domestic violence, sexual exploitation (e.g., non-consensual or abusive sexual advantage of another) and/or stalking. Please see the <https://laverne.edu/title-ix> for additional information on the University's Sexual Misconduct Policy and Complaint Procedure. You may report any incidents of Sexual Misconduct to the Title IX and Employee Relations Manager at (909) 448-4078.

**LEAVE OF ABSENCE, WITHDRAWAL,
REINSTATEMENT, and READMISSION**

LEAVE OF ABSENCE

A leave of absence is a temporary leave from the University of La Verne when students deem it necessary to take breaks from full-time study prior to or during a semester. A Leave of Absence handbook is available on our website (<http://www.laverne.edu/advising>).



A student may elect to take a leave of absence for many reasons to handle life issues that might interfere with his/her academics. Examples of life issues are:

- Family or personal reasons or hardships,
- Religious obligations,
- Financial or work-related reasons or hardships,
- Medical emergencies due to illness or accident,
- Military service (there is NO time limit for students who enlist or are deployed), or
- Volunteer service.

University policy allows traditional undergraduates to take leaves of absence for up to two consecutive semesters (fall/spring), except in cases of military enlistment or deployment. Leaves of absence for military service have no time limit and students may return at any time. Students may be asked to submit proof of enlistment or deployment. If students anticipate not being able to return immediately after a leave of absence expires, except for military service, should contact the Office of Academic Advising without delay. Otherwise, the students may be required to reapply for admission.

A leave of absence is specifically designed to help students to transition back to La Verne immediately after the leave of absence expires without reapplying for admission. Following these guidelines will assure rights granted to students by the catalog of entry and it will ease access to financial aid and housing.

First-time freshmen or transfers can take a leave of absence after the 2nd week of classes. A leave decision is governed by established tuition refund policies. *First-semester students cannot file leaves of absence prior to the start of their first semester at La Verne.* If a first-semester student cannot attend before the start of classes, students should instead update their admission applications with the Admissions Office to defer by one semester.

A leave of absence does not automatically cancel students' courses. We expect students who consider a leave of absence to first meet with an academic advisor, followed by the Registrar to drop courses. In short, students are personally responsible for dropping courses. Students might receive marks of *W* for all withdrawn courses based on the date of this transaction. Students may not take a leave of absence and be concurrently enrolled in any courses at La Verne. If students feel compelled to withdraw from specific courses, but stay enrolled in others, they may do so throughout the withdrawal period but may not file a leave of absence for the same semester. The leave of absence handbook identifies offices that students may need to visit as they transition out of La Verne. Leave of absence students may continue to access university libraries, but only with the consent of the Registrar and Library if the student is working on an incomplete (INC) for a course. However, access to the library terminates if the student withdraws or abandons his/her studies.

International students who file leaves of absence must meet with the International Advisor in the Office of International Services and Engagement to determine how a Leave of Absence will impact the F-1 student visa. U.S. Immigration and Customs Enforcement requires that all persons with student visas to be enrolled in at least 12 semester hours (or full-time status). Thus, a leave of absence for reasons other than medical should seriously be considered given its potential implication

on F-1 status. If a student files a leave of absence for any reason other than medical, students will be required to return to their country of origin until they are ready to return to school.

WITHDRAWAL

If students intend to withdraw and do not plan to return, then a notice of withdrawal is appropriate. The leave of absence form is used. Students should meet with each of the departments that are listed on the form and get signatures to ensure they are leaving in good standing. Students should resolve any holds on the record, including financial balances, and returned library books to facilitate access to, and purchase of transcripts. Students who take leaves of absence or withdraw must move out of university housing immediately. Withdrawn students are not eligible to use library or campus services. Students and advisors can access the Leave of Absence (LOA) and Withdrawal Handbook from the “Downloads” section of our website. The handbook includes the LOA/Withdrawal form.

REINSTATEMENT BY APPEAL

Academically disqualified students will not be allowed to attend La Verne for one academic year unless they are granted permission after a first-time disqualification by appeal to and by the Associate Vice President of Academic Support & Retention Services. Students who have been reinstated after disqualification by appeal will be suspended for one academic year without appeal if they fail to earn an overall GPA of 2.0 every semester until he or she removes himself/herself from academic probation.

Students who leave due to academic disqualification (AD) may appeal for academic reinstatement after a one-year absence. Students who exceed the one-year limit to appeal might be required to reapply for admission. Academically disqualified students who wish to return to La Verne are expected to enroll at another college for at least one semester—one year is ideal—demonstrating academic success on final transcripts. Students who earn a GPA of 3.0 from another college during suspension will strengthen their appeals for academic and financial reinstatement, which are separate processes. If the student is reinstated by appeal, then he or she reenters on academic probation (AX). Academic probation (AP) policies apply; financial aid eligibility is not guaranteed when a student is academically reinstated; students must appeal to the Office of Financial Aid if they wish to have their aid reinstated.

ACADEMIC REINSTATEMENT AFTER A PROLONGED ABSENCE

If a student has not been enrolled for two (2) or more consecutive semesters will be inactivated by the University Registrar. Reinstatement after inactivation can also be obtained by students who are in good [academic] standing who might have stopped out but are within 32 semester hours of completing a degree. Students who wish to be reinstated to complete a degree within one academic year or less must appeal to the Undergraduate Appeals Committee for an “extension of time to complete a degree.”

An appeal for an extension of time to complete a degree requires a cover form, a student statement, and an academic plan with an end date that has been approved by the academic advisor in

the major. Students who fail to meet the appeal conditions for degree completion may appeal for another extension but risk denial. A subsequent appeal denial will require students to reapply for admission, pursuant to updated catalog and degree requirements.

READMISSION AFTER PROLONGED ABSENCE

A student who has attended the University of La Verne and has not been enrolled for one semester may register for the following semester. If a student has not been enrolled for two (2) or more consecutive semesters will be inactivated by the University Registrar and must reapply for admission with the Office of Undergraduate Admissions if they need more than 32 semester hours to complete a degree. Readmission will be based on current admission requirements. The student will be required to meet catalog and graduation requirements that are in effect at the time of first enrollment. Official transcripts of all academic work taken during an absence must be submitted to the Office of Undergraduate Admissions; these transcripts will be routed to the University Registrar. Readmission does not automatically reinstate financial aid; students must apply to the Office of Financial Aid.

FINANCIAL AID AND ACADEMIC ADVISING

Financial Aid is awarded to qualified students based on financial need and/or academic merit. Because federal and state regulations play such a vital role in determining eligibility for financial aid, it is advisable to involve the Office of Financial Aid in the advisement process when students share problems with you about financial or aid hardships. We are not asking academic advisors to handle financial affairs with their advisees. Rather, we ask that you take meaningful and constructive steps to bridge the communications gap, if it exists, between the student and the Office of Financial Aid. In short, effectively used referrals to connect students to campus offices, like the Office of Financial Aid, can directly and effectively help your advisee(s) to address their concerns, including, possibly retaining them.

Students must be enrolled full-time to receive full financial aid benefits. Students reach full-time status when they register for at least 12 semester hours; flat tuition rates apply for full-time enrollment of 12 to 18 semester hours. It is important that all financial aid recipient students enroll in at least 12 semester hours each semester to fully access their financial aid; ideally, students should enroll in at least 16 semester hours every semester to ensure that they can graduate within 8 semester with exactly 128 semester hours. If a student falls below full-time standing, the financial package will be adjusted accordingly.

Although nearly 90% of traditional undergraduates are financial aid eligible, knowing for sure—just ask—may help you to ensure that advisees who depend on financial aid are maintaining full-time standing to remain aid eligible. Certain grants and scholarships are renewed using the overall GPA achieved in the previous academic year. Students apply for financial aid by completing the following steps:

- 1) Complete the Free Application for Federal Student Aid form (FAFSA).
- 2) Submit all documentation as required by the Financial Aid Office.
- 3) Adhere to all deadlines established by federal and state agencies.

Financial Aid is awarded on a “first come, first serve” basis. (Not by class standing.) Please encourage your advisees to complete the financial aid process as early as possible and meet all established deadlines!

Federal Work-Study (FWS) (Student Employment)

Eligible financial aid recipients might earn funds that help to subsidize part-time employment on campus under the Federal Work-Study (FWS) program. The program encourages campus employment and is available to full-time or part-time undergraduates, graduate, and professional students. FWS funds are administered by the Office of Financial Aid in collaboration with Human Resources. Students are treated as university employees and are afforded all the rights and protections that staff and faculty get under local, state, and federal employment laws. Of interest to academic advisors is that FWS can be a meaningful aid option for advisees who might be struggling financially and are eager to find employment. Financial aid-eligible students might have been awarded FWS or were awarded FWS but declined it. Knowing that FWS exists might be helpful to academic advisors in referring students who are struggling financially to the Office of Financial Aid to inquire about this aid option.

Another reason for knowing about student employment generally, FWS-specifically, is that an undergraduate’s academic load should be proportional to the hours a student works on a weekly basis. When students struggle academically, and they work, sometimes knowing how many hours they work on a weekly basis can lead to a meaningful discussion about the value of employment when it is balanced with reasonable work hours and a proportional number of hours they should study (Smith, n.d.). The effects of employment to students’ academic success can be addressed if students are made aware about the correlation between the numbers of hours worked versus the number of hours studied (Lederman, 2009). Reducing or limiting workloads can help students to improve their grades—assuming the students are taking advantage of the extra hours to study. By law, all university-employed students cannot work more than 20 hours a week during the fall or spring semesters. In the summer months and in-between semester students can work up to 28 hours weekly.

Non-university employers who hire university students are not bound by these work limits and might expect our students to work more than 20 hours a week. In cases when advisees might be employed outside the university—and there might be a possibility of employer flexibility—academic advisors can help guide struggling students to consider reducing the number of hours they work on a sliding scale. The following credit load and work load scale can be used to guide advisors’ discussions with employed students:

Outside Work Per Week	Load Recommended
14 or fewer hours	15–18 credit hours or fewer
15–20 hours or fewer	12–14 credits
21–30 hours or fewer	10–12 credits
More than 30 hours	6–10 credits

(Source: Seattle Pacific University: <http://spu.edu/catalog/undergraduate/20167/academic-policies-procedures/schedule-load>)

Weekly Study Hours vs Employment Hours

Following the work-study theme, academic advisors can have a meaningful impact in students’ academic success when both parties agree to academic success plans. Academic success plans may include memos of understanding, academic contracts, 2-and 4-year course plans, agreements of frequent communication, and student effort commitments, balancing work hours and study hours, to name a few. Student effort, motivation, and goal setting are discussed in greater detail (and heavily referenced) in other handbooks (*Selecting a Major* and *Academic Probation: Understanding AP & How to Reboot*). These handbooks have been written directly to student audiences and both are accessible online in our “Forms and Downloads” section of our website. We encourage academic advisors to read these handbooks to supplement what has already been written in this handbook.

Of interest in this section is to highlight the importance of studying an appropriate number of hours on a daily and weekly basis. We feel that study hours can (and should be) quantified and tracked. We created a brochure that demystifies the process of studying and quantifies the numbers of hours that students should study on a weekly basis. This brochure, *Academic Expectations: Study Plan & Study Cycle* is available in the same handbooks section of our website. Our goal is to teach students that they should be more intentional—and strategic—about how and why they study. Students who are intentional about their study habits have been shown to improve grades by one-third (Che et. al., 2017).

We expect students to study a minimum number of hours per week based on the number of semester hours they are attempting. We expect students to study a minimum of 2 hours for every credit hour of enrollment. If a course is worth 4 semester hours then students should study at least 8 hours a week for this course. A full-time enrolled student (say, 16 semester hours) should study at least 32 hours a week! Aside from the obvious rewards that come with a strong GPA, financial aid eligibility is closely tied to satisfactory academic progress. Specifically, students must earn at least 67% of attempted units (credits/semester hours) every semester to maintain aid eligibility. Students who fail to make satisfactory academic progress risk losing their financial aid. Students who are on financial aid probation are also held to compliance policies and aid limits, including aid termination. The following sections describe these issues in more detail.

ENROLLMENT IN DEGREE-REQUIRED COURSES ONLY

To remain compliant with the Department of Education, California Bureau for Private Postsecondary Education and Veteran Affairs, the University of La Verne must carefully monitor student degree progress and all courses applied to a student's degree. Each of these agencies have statements within their regulations to address the institution's responsibility to:

1. Monitor a student's degree progress,
2. Provide advisement to ensure timely degree progress and,
3. Ensure students only enroll in those courses required for their declared degree program.

Please discourage students from enrolling in classes that are not required for the completion of their degree. Here are some examples of situations we have encountered that have required the university to act. In some of these cases the university was required to return funds to the appropriate agency:

- Student enrolled in additional courses to improve their GPA for graduate school. These courses are not required for the student's degree. The degree is posted and now the student has courses they may not be able to pay for if financial aid is returned.
- Student has an IP/INC in a course that will complete their bachelor's degree for the fall semester. The student continues to enroll in spring term as an undergraduate so they can participate in the May ceremony (cleared for the winter ceremony but did not attend). The student completes the IP/INC during the spring semester, the degree is posted. Student is enrolled in courses not required for their degree is now at risk to have funds being returned, leaving the student with an outstanding balance.
- Transfer student wants to be eligible for school honors and needs 1 more semester hour in residency for honors only. Has completed all degree requirements by transferring the final requirements. The course the student enrolled for honors is not needed for degree completion. School honors is not a degree requirement. The degree is posted and the aid received for the course enrolled to earn school honors is returned.

The DPE (aka the Degree Evaluation) is the best tool for both students and advisors to use to determine degree requirements. Please utilize this audit when meeting with students to select classes and plan enrollments. Students and advisors can download the audit from Degree Audit in MyPortal.

Students should be discouraged from enrolling in courses that are not directly required for degree completion. However, students can take non-degree bearing courses and pay out-of-pocket. Students who wish to take additional courses for personal reasons can do so by clearly stating their intent, in writing, to the Office of the Registrar, Student Accounts, and Financial Aid prior to enrollment. Below are two of the regulations the university must comply with in awarding and disbursing aid.

Supporting Documentation:

Department of Education – Financial Aid Handbook 2016-17

- If a student is enrolled in courses that do not count toward his degree, certificate, or other recognized credential, they cannot be used to determine enrollment status unless they are eligible remedial courses. This means you cannot award the student aid for classes that do not count toward his degree, certificate, or other recognized credential. Also, federal student aid can be awarded only for learning that results from instruction provided or overseen by the school. It cannot be awarded for any portion of a program based on study or life experience prior to enrollment in the program, or based on tests of learning that are not associated with educational activities overseen by the school.

Veteran Affairs - Course Applicability

- Only courses that satisfy requirements outlined by the curriculum guide or graduation evaluation form can be certified for VA purposes. A curriculum guide or graduation evaluation form should be kept in the student's file and courses certified should be checked. If a student takes a course that does not fulfill a program requirement, it cannot be certified for VA purposes. Excessive free electives, for example, cannot be certified.

Example:

Radio 426 is required to be taken twice for degree completion requirements but students are advised to register in the course two additional times to meet professional and career development goals. Should students be encouraged or discouraged to take the course?

Our Take: there is no way a first-time freshman can take ONLY GE and Broadcasting with Radio (as an example) and reach 128 units for the degree or, in some cases, the 44-upper division residency requirement. Many students would be short about a semester's worth of electives to reach 128 units to earn a La Verne degree. Transfer students might need closer advising scrutiny but might have wiggle room to take electives to reach the 44-upper division residency policy. Individual cases will vary. Thus, in many cases "Radio Broadcasting" majors would be OK in taking the additional two courses (for 4 total units)—as electives—to help reach the unit limit of 128 to earn a ULV degree or to reach the 44-upper division residency requirement.

In either case, though, we recommend closer advisor scrutiny and advanced planning to design, with your advisees, 2- or 4-year course plans that include in them two additional Radio 426 courses—as electives to help reach 128 units or to meet the 44-upper division residency requirement. Scheduling these courses into a 2- or 4-year academic plan with your advisees' knowledge and consent will help them to plan for these courses as electives to reach either the 128-unit minimum or 44-upper division residency. Planning with advisees will help them to avoid taking unrelated courses for elective credit toward the degree, leaving no room for an additional 4 units of Radio 426. If advisees veer from a course plan and consume non-Radio 426 electives and circle back to take Radio 426 later that exceed the units needed to earn 128 units or the 44-upper division requirement then technically they would be violating the spirit of the financial policy that we referenced.

We have 2-year and 4-year student educational plans within MyDegree Tracker, our online degree audit. We also have PDF worksheets to help get ideas written on paper. Online documentation and videos are available on the University Registrar and Office of Academic Advising websites.

Financial (AID) Appeals

The Office of Student Accounts handles billing (tuition, fees, or refunds); it communicates with students about making payment arrangements or settling financial accounts prior to the start of each semester. Students who fail to make payment or billing arrangements risk:

- Frozen accounts and denied registration,
- Denied access to transcripts or diplomas,
- Being dropped from classes for non-payment,
- Being referred to collection agencies,
- Negative marks on credit reports.

Instructors are expected to deny entry to students who have been dropped from classes for non-payment unless written exceptions have been approved by Student Accounts or the Registrar.

Financial aid appeals (loans, grants, institutional, federal, or state aid) are handled by the Office of Financial Aid in Woody Hall. The Office of Financial Aid communicates with students concerning financial aid matters, including timely completion of the Free Application for Federal Student Aid application (FAFSA) no later than March each year to be fully eligible for financial aid for the following academic year. This office will also communicate with students who have been selected for financial verification requiring students to submit tax documents to verify aid eligibility. Students who fail to submit required documents risk suspension of financial aid funds until verification is completed.

SATISFACTORY ACADEMIC PROGRESS (SAP) APPEALS

The Office of Financial Aid communicates with students after each semester who have not made satisfactory academic progress (SAP). In short, SAP provisions expect students to earn a minimum number of attempted semester hours each academic year to stay on track. More specifically, students must earn at least 67% of attempted semester hours each year to be considered making “satisfactory academic progress.” Students who fail to meet academic standards may be required to appeal for aid reinstatement. This appeal includes a student-written statement, supporting documentation, and an SAP contract that is filled out by the academic advisor in consultation with the advisee. The SAP contract is a course plan that indicates the number of semester hours needed for, and length of time to degree completion. Academic advisors should include course or subject area flexibility in SAP forms that will help students to have course or subject area options that meet the spirit of the course plan. The more prescriptive you are in SAP forms the less flexibility you’ll give students. Be flexible where possible, be specific where needed in course and subject planning when filling out SAP forms.

150 Percent Rule

The Office of Financial Aid also enforces the Department of Education's degree completion rules governing aid eligibility. One such rule is called the "150 percent rule" stating that financial aid recipient must complete a degree prior to reaching 150 percent of the number of semester hours needed to complete a degree. This rule applies to all attempted units; thus, for a degree that is worth 128 units, students must earn a degree prior to reaching 192 units/credit/semester hours. This rule applies to all college level, vocational, and transfer courses. This rule applies to students who have not previously received financial aid. Although students may appeal to exceed this rule. Academic advisors might be asked to submit a course completion plan, like the SAP contract, as part of the student's appeal for extended financial aid support. Students whose SAP or 150% rule appeals are denied may be allowed to continue their education if they are able (or willing) self-finance their education. Financial aid recipient might decide to defer their La Verne education or withdraw from college without financial aid. Academic advisors can facilitate a student's transition out of La Verne in such cases by guiding them through the withdrawal or leave of absence process.