



RISE University- Graduate Catalog

2024-2025

Version 1.0



Rise University

4415 Fortran Ct, San Jose, California
95134
(408) 205-3055

TABLE OF CONTENTS

About Rise University	2
California Bureau for Private Postsecondary Education (BPPE).....	2
Statement of Non-Discrimination	3
Fees Schedule	4
Online Classroom Student Access.....	5
Facilities and Equipment	5
Student Services and Educational Resources.....	7
Federal Financial Aid Programs	10
Academic Policies and Procedures	10
Student Tuition Recovery Fund	19
Payment Plan Options.....	21
Academic Integrity	21
Enrollment	26
Cancellation, Withdrawal and Refund Policy	32
Program and Course Credit Hours	37
Transfer Credits, Course Substitutions, and Waivers.....	38
Grades	39
Culminating Project.....	42
Graduation Policies	46
Graduate Assistantships	50
Financial Information	51
Student Records and Privacy.....	57
Student Complain	62
Degrees	64

ABOUT RISE UNIVERSITY

Rise University is one of the many manifestations of the mission of Rise Education System to promote a holistic development of the individual. Rise University is a private non-profit established in 2022. Rise University aims to provide accessible, quality education to a multi-cultural, global learning community through online/distance learning.

Rise University is committed to educational excellence by promoting the development of the whole person and valuing life-long learning. To that end, faculty and students support each other in the search for and communication of truth, thoughtful innovation, care of the environment, community service, and social justice.

Rise is an online university with headquarters in San Jose, CA. The headquarters is located in an 80,000 Sq. ft. campus with an address of 4415 Fortran Ct, San Jose, California 95134.

GOVERNANCE STRUCTURE

Rise University is governed by the Board of Directors of Rise Education System. The Board of Directors consists of 5-7 individuals and have the following officers: Chair, Treasurer and Secretary. The University benefits from an Advisory board of experts that help the organization achieve its goals and grow. The University administration is led by the University President who is responsible for administering the policies set by the Board of Directors.

The President is the chief executive officer of the University and derives authority from and is responsible to the Board of Trustees. The President's primary responsibility is to provide vision for the University and continuous leadership and direction for the planning and operation of all aspects of the University's programs and services in conformity with Board policies, accreditation agency rules and regulations, and State law.

The provost is the chief academic officer of the University and has responsibility for the University's academic and budgetary affairs. The provost collaborates with the President in setting overall academic priorities for the University and allocates funds to carry these priorities forward. The University Deans and Directors report to the provost. The University has multiple offices that are directed by various directors. Schools are led by the Deans and Deans are responsible for faculty in their schools.

CALIFORNIA BUREAU FOR PRIVATE POSTSECONDARY EDUCATION (BPPE)

Rise University is a private institution, in the process of application for approval by the California Bureau for Private Postsecondary Education to operate in the state of California as a degree granting institution. Approval to operate means that the Bureau has determined and certified that an institution meets minimum standards established by the Bureau for integrity, financial stability, and educational quality, including the offering of bona fide instruction by qualified faculty and the appropriate assessment of students' achievement prior to, during, and at the end of its program.

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at the following:

Address: 1747 N. Market Blvd. Ste 225 Sacramento, CA 95834
P.O. Box 980818, West Sacramento, CA 95798-0818

Telephone and Fax #'s: (888) 370-7589 or by fax (916) 263-1897
(916) 574-8900 or by fax (916) 263-1897

Web site Address: www.bppe.ca.gov

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling Toll-free telephone #: (888) 370-7589 or by completing a complaint form, which can be obtained on the bureau's Internet Web site: www.bppe.ca.gov

APPROVAL

Rise University is in the application process for licensing and approval by the Bureau for Private Postsecondary Education in the state of California, as mandated by CEC §94909(a)(12).

BANKRUPTCY STATEMENT

- Rise University being part of Rise Education System is financially solvent and does not have a pending petition in bankruptcy;
- It is not operating as a debtor in possession;
- It has not had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.C. §§ 1101 et seq.).

STATEMENT OF NON-DISCRIMINATION

Rise University admits students of any race, color, gender, creed, or national origin to all rights, privileges, programs, and activities generally accorded or made available to students. It does not discriminate on the basis of race, color, gender, creed, or national origin in employment or in its administration of its educational policies, admission policies, financial aid programs, athletics, or other school-administered programs.

FEES SCHEDULE

Please note that the fees outlined below are non-refundable. We kindly ask all students to carefully review the fee structure and ensure timely payment according to the following schedule:

Application Fee	\$0
Student Tuition Recovery Fund (STRF) Fee	\$2.50**
Academic Resources (per year)	Free
Application/Transfer Credit Evaluation	Free
Change of Program	\$50
Course Extension or Repeat	\$50
Duplicate Diploma	\$50
Graduation	\$200
Late Tuition Fee	\$50
Leave of Absence	\$25
Registration (per program)	Free
Reinstatement	Free
Returned Checks/Credit Card Charge Back	\$20
Transcript, Official or Unofficial	Free
Master's program tuition fees	\$4000

* Application fee is non-refundable.

**State of California is currently assessing the STRF fee of \$2.50 – non-refundable.

Please note that the fee structure outlined above is subject to change, and any modifications will become effective on the date enacted. We encourage students to stay updated with the latest fee information and make payments accordingly.

ONLINE CLASSROOM STUDENT ACCESS

At Rise University, we place a high priority on ensuring that our faculty and resources are readily accessible, providing our students with the support they need at any time. Our online learning environment, accessible around the clock including holidays, is designed to accommodate the diverse schedules and needs of our students globally. We recognize the critical importance of continuous learning, which is why we conduct maintenance and software updates with the least possible interference in the educational process.

A pivotal aspect of the learning experience at Rise University is the exceptional dedication and expertise of our faculty members. Their commitment plays a vital role in fostering an enriching online learning environment. Through multiple communication channels like email, chat, and discussion boards, our faculty and students remain closely connected, encouraging active engagement and collaborative learning.

To optimize our online learning experience, Rise University utilizes a user-friendly platform. This system allows students easy access through our website, ensuring a seamless entry into their virtual learning space. Once logged in, students are presented with a comprehensive overview of their enrolled courses for the term. This access enables interactive engagement with both instructors and fellow students. Our platform is regularly updated with study materials, including presentations, PDF notes, online quizzes, and case studies, providing students with easy and immediate access to their course resources.

At Rise University, we are steadfast in our commitment to delivering an enriched and accessible online learning experience, aiming to empower our students to achieve academic excellence and success.

FACILITIES AND EQUIPMENT

In our online program, students exclusively engage in virtual learning environments. The learning resources, which encompass a fully digital library and various online learning platforms (specified below in the technology resources), are easily accessible to our students through their digital devices.

The university maintains an office at a physical campus located at 4415 Fortran Ct, San Jose CA 95054, primarily for administrative purposes and storage. The office has fireproofed and locked cabinets, a desk, printer, 5 computers, bookshelves and the other necessary items for administrative and registrar/Director of Admission needs. These facilities are utilized by Rise Education System, and Rise University operates as a DBA of this entity.

TECHNOLOGY REQUIREMENTS

We strive to ensure that our students have the necessary technology and skills to successfully engage in online learning. To support a smooth learning experience, we have outlined the technology requirements and provided access to student services and educational resources. Here are the details:

LEARNING MANAGEMENT SYSTEM:

Our online courses utilize the Canvas learning management system. We recommend using the following browsers for optimal performance: Chrome, Firefox, Edge, and Safari. These browsers should be the current or first major releases.

DEVICE AND OPERATING SYSTEM:

Canvas is compatible with various devices, including Windows, Mac, Linux, iOS, Android, and others, as long as they have a modern web browser. Please ensure that your operating system is capable of running the latest compatible web browsers. It is important to keep your operating system up to date with the latest recommended security updates and upgrades.

RECOMMENDED COMPUTER SETTINGS

PC

- Processor: Intel Core 3 or newer
- RAM: 4 GB
- Available Hard Drive Space: 1 GB
- Operating System: Windows 10 or newer
- **Software:**
 - Office Suite: MS Office 2013 or newer
 - Browser: The most recent version of the following: Chrome, Firefox, Internet Explorer or Microsoft Edge
 - Plug-Ins: The most recent version of Adobe Reader, Adobe Flash and Java

MAC

- Processor: Intel Core 3
- RAM: 4 GB
- Available Hard Drive Space: 1 GB
- Operating System: 10.7 or newer
- **Software:**
 - Office Suite: MS Office 2013 or newer
 - Browser: The most recent version of the following: Chrome, Firefox or Safari
 - Plug-Ins: The most recent version of Adobe Reader, Adobe Flash and Java

INTERNET REQUIREMENTS

A minimum download speed of 1.5 Mbps is required for admission, which is typically associated with basic DSL or cellular/satellite connections. A faster connection, such as cable or fiber service, will enhance the online experience. Wi-Fi connection is generally acceptable, provided it meets the speed requirements mentioned above.

SKILL REQUIREMENTS

Students need to possess basic computer skills, such as:

- Using a web browser and word processor.
- Sending and receiving email.
- Locating and attaching files to an email.
- Copying and pasting.

STUDENT SERVICES AND EDUCATIONAL RESOURCES

Rise University offers a range of student services designed to support students in achieving their educational goals. We strongly encourage students to take full advantage of these services throughout their educational journey. Our dedicated staff is available to provide assistance and support when needed.

By meeting the technology requirements and utilizing the available student services and educational resources, students can enhance their online learning experience and make the most of their education.

CONSULTING AND GUIDANCE

At Rise University, we understand the unique challenges faced by online learners and are committed to providing comprehensive support for our diverse student body. Our Consulting and Guidance Services are tailored to meet the needs of students navigating their academic and professional journeys from afar. Based in the heart of California, we bring a blend of innovative technology and personalized support to each student. Our services include one-on-one academic advising, career counseling, and access to a wide range of online resources and workshops. These are designed to enhance academic skills, provide career guidance, and support personal growth. Our dedicated team of experienced advisors and counselors are available via video conferencing, email, and phone, ensuring that every student, regardless of their location, receives the guidance and support they need to succeed. We strive to empower our students to achieve their educational and career goals with confidence and clarity. Here's how we assist our students.

COMPREHENSIVE ORIENTATION PROGRAM:

- Introduction to Rise University's online platform and resources.
- Equip students with tools and information for effective navigation of their academic journey.

CLARIFYING CAREER AND ACADEMIC GOALS:

- Personalized consultations with dedicated advisors.
- Assistance in aligning students' academic choices with career aspirations and long-term objectives.

COURSE SELECTION AND PROGRAM PLANNING:

- Guidance in selecting courses that match students' interests and career goals.
- Development of a well-rounded program plan for an optimized learning experience.

PROACTIVE STUDENT ENGAGEMENT:

- Emphasis on regular communication with department advisors.
- Encouragement for students to actively seek assistance and advice, rather than waiting for challenges to arise.

STUDENT EMPOWERMENT AND OWNERSHIP:

- Encouraging students to take control of their educational journey.
- Support in making informed decisions to maximize their educational experience at Rise University.

LIBRARY LEARNING RESOURCES

Rise University is dedicated to providing students with extensive library resources to support their academic endeavors. Our library resources are made available through the Library and Information Resources Network (LIRN), a consortium of more than 140 educational institutions serving over 500 campuses. By accessing LIRN, students gain access to a wealth of online library resources.

LIRN offers a comprehensive collection that includes more than 60 million resources, such as journal articles, encyclopedias, books, magazines, newspapers, and audio/video clips. These resources cover a wide range of subjects and are designed to support various academic programs.

The core collection within LIRN consists of databases from reputable sources such as Gale/InfoTrack, ProQuest, Informa, E-Library, RCL Web, Credo, and Books in Print. These databases provide students with access to a wealth of online research materials, including complete articles with graphics and full-text content. The resources are available 24 hours a day, allowing students to engage in research and learning at their convenience.

By utilizing the library resources provided through LIRN, students at Rise University can enhance their academic studies, conduct comprehensive research, and access authoritative information to support their coursework. The extensive collection of resources ensures that students have the tools they need to excel in their studies and deepen their understanding of their chosen subjects.

We encourage all students to explore the LIRN collection and take full advantage of the rich variety of resources available to them. The library resources provided through LIRN are an invaluable asset for academic success at Rise University.

LIBRARIAN SERVICES

Through our LIRN Librarian Service, professional librarians at LIRN can collaborate with the faculty and connect with the students to ensure that they get the research assistance and information literacy instruction they need to enter the workplace with a complex understanding of information resources and search strategies.

BOOKSTORE

Our university's online library serves as a valuable resource for accessing the necessary materials. Through the online library, students can find a wide range of textbooks, reference books, e-books, and other relevant materials needed for their studies. This convenient and digital approach allows students to access the materials from anywhere and at any time, making the learning process more flexible and convenient.

By utilizing the online library, students can explore the collection of resources, search for specific textbooks or reference materials, and access them digitally. This eliminates the need to purchase physical books or rely on traditional bookstore options.

Additionally, our university prioritizes affordability and aims to provide cost-effective solutions for students. We encourage students to explore alternative options such as e-books, open educational resources (OER), and library resources to reduce the financial burden associated with purchasing textbooks.

Furthermore, our academic advisors and faculty members are available to assist students in finding the required materials and navigating the online library resources. They can provide guidance on accessing specific textbooks or suggest alternative resources to support students' learning needs.

PLACEMENT SERVICES

At Rise University, we are passionately focused on equipping our students with the essential knowledge and skills needed to excel in their chosen careers. Although direct placement services are not part of our offerings, we provide extensive career support and resources to empower our students in their job searches and ongoing career development.

Our university prides itself on offering personalized career advising, where students receive one-on-one guidance to develop a strategic career plan that aligns with their personal goals and aspirations. Our skilled career advisors assist students in crafting effective resumes that showcase their qualifications and achievements, providing insightful feedback to enhance and distinguish their resumes for potential employers.

To further prepare our students for the job market, we offer mock interview sessions. These sessions are designed to mirror real-life interview scenarios, providing a valuable opportunity for students to practice and refine their interviewing skills, thereby boosting their confidence and preparedness for actual job interviews.

Recognizing the critical nature of job search preparation, our career services team offers guidance on effective job search strategies. This includes advice on networking, using job search platforms, and leveraging industry-specific resources. Our objective is to arm our students with the tools and know-how required to confidently navigate the competitive job market.

It's important to note that while we strive to provide comprehensive career support, employment opportunities are influenced by individual student qualifications, experience, and prevailing market conditions. Furthermore, students should be aware of the importance of accreditation in certain employment sectors. While our degree programs are designed to

deliver a robust education, students aiming for positions with specific requirements, such as those in the State of California, should be cognizant of the accreditation criteria that might apply. We encourage our students to thoroughly research and understand the accreditation requirements relevant to their career objectives.

At Rise University, our commitment is to support our students' career aspirations through individualized advising, a wealth of resources, and thorough preparation for their professional endeavors. Our goal is to empower our students to achieve their career ambitions and excel in their professional lives.

HOUSING ACCOMMODATIONS AT RISE UNIVERSITY

As a premier online distance learning institution, Rise University is dedicated to providing flexible and accessible educational opportunities to a global student body. Our commitment is to deliver high-quality, comprehensive learning experiences entirely online, eliminating the need for physical classroom attendance.

Given our focus on online education, Rise University does not offer campus-based housing facilities and does not have dormitory facilities under its control.

Our students are responsible for arranging their own housing accommodations and looking for availability of housing located reasonably near the institution's facilities. Students are also responsible for finding information about the cost of housing and other details that best fit their circumstances and preferences.

Rise University has no responsibility to find or assist a student in finding housing.

FEDERAL FINANCIAL AID PROGRAMS

Please be aware that we do not participate in federal financial aid programs at this time. Students enrolled in an unaccredited institution approved to operate are not eligible for federal financial aid programs.

ACADEMIC POLICIES AND PROCEDURES

GRADUATE ADMISSION

1.1 CATEGORIES OF ADMISSION

GRADUATE ADMISSION: GENERAL REQUIREMENTS FOR ADMISSION

All students applying to graduate programs at RISE University, whether degree-seeking or non-degree-seeking, must provide evidence of an earned Baccalaureate degree from an accredited institution or the equivalent of a U.S. bachelor's degree from an internationally recognized institution. This requirement applies uniformly across all graduate programs without exception.

- **Documentation Required:**

- Official transcripts from each college or university previously attended, which must be sent directly to the Registrar's/Director of Admission Office.
- Proof of English competency, as detailed under the English Competency requirements.

Non-degree Seeking Students

Non-degree-seeking students who wish to enroll in graduate-level coursework must meet the following requirements:

1. **Evidence of Academic Qualifications:** Submit proof of an earned Baccalaureate degree from an accredited institution of higher learning, consistent with the general admission requirements for degree-seeking students.
2. **Proof of English Competency:** Demonstrate English proficiency as outlined in the English Competency requirements.

Non-degree-seeking students may register for a cumulative total of no more than fifteen (15) credit hours of graduate coursework under the normal grading system. These students are expected to adhere to graduate standards of scholarship. Credits earned in this status may be applied toward a degree if the student subsequently gains admission to a graduate program, subject to the approval of the program director and the Dean's office.

1.2 GENERAL REQUIREMENTS AND APPLICATION PROCEDURES

GENERAL REQUIREMENTS FOR ADMISSION

- Evidence of an earned Baccalaureate degree from a degree-granting institution accredited by a national or regional accrediting agency recognized by the U.S. Department of Education if post-secondary education was completed in the United States, or the equivalent of a U.S. bachelor's degree from an international institution that is officially recognized by that country.
- Official transcripts from each college and university previously attended. These transcripts must be sent directly from the college or university to the Registrar's/Director of Admission Office.
- **English Competency:** All candidates for a post-baccalaureate degree are expected to demonstrate English competency, as detailed under the English Competency requirements.

At least one of the following as specified by the discipline:

- A nationally recognized entrance test specified by the discipline.
- Evaluation by one or more professionals in the intended field of study.
- Professional certification of a degree of equal or higher level than that sought from an accredited institution of higher learning.
- Letters of Recommendation.

- Other admission criteria as specified by the discipline may include but not limited to:
 - A minimum number of credit hours in the discipline with a specified GPA minimum.
 - Other specialized tests with acceptable performance.
 - An interview with faculty or admissions personnel.
 - A writing sample.

Please review program descriptions for specific admissions requirements.

APPLICATION PROCEDURES

The student must submit to the Admissions Office the credentials listed below. Credentials submitted late can cause a delay in acceptance and registration.

- A formal application.
- Official transcripts from each college or university previously attended. These transcripts must be sent directly to the Registrar's
 - /Director of Admission Office from the college or university.
- Report of the nationally recognized entrance test as designated by specific programs is sent directly to the Registrar's/Director of Admission Office. Students should check with individual programs for specific requirements.
- Consultation with a program advisor regarding additional admissions requirements.

When the Admissions Office receives the required credentials, completed applications are sent to the program coordinator for evaluation and recommendation for action. The Office of Admissions notifies the applicant by letter concerning action taken on the application. If accepted, the student is assigned an advisor from the program.

Credentials submitted for admission become the property of Rise University and will not be returned. Admissions decisions are good for one year for most programs. If the application is canceled, the applicant must reapply.

The University reserves the right to refuse admission to an applicant, or to request the withdrawal of a student already in the program, for reasons considered adequate by the administration.

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

The transferability of credits you earn at Rise University is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the degree you earn in the educational program is also at the complete discretion of the institution to which you may seek to transfer. If the degree that you earn at this institution is not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason, you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending Rise University to determine if your degree will transfer.

TRANSFER CREDIT EVALUATION

For master's degree programs, we have established the following policy:

Maximum Credit Transfer: Up to 20% of the total credits required for program completion can be applied from credits transferred to Rise University. This means that if a program requires 52 quarter credits, a maximum of eight (8) credits can be transferred.

Our aim is to ensure that the majority of the coursework is completed allowing you to fully engage with our program and benefit from our unique educational experience. By limiting the number of transferred credits, we encourage students to actively participate in our curriculum and take advantage of the knowledge and skills offered through our courses.

Please note that the evaluation of transferable credits is subject to our credit transfer policies, as well as the specific requirements and standards of your chosen program. Our registrar/Director of Admission will carefully review your transcripts and determine the eligible credits for transfer based on these guidelines.

We are committed to providing a fair and transparent credit transfer process, allowing you to make the most of your previous academic achievements while ensuring a comprehensive and meaningful educational journey.

For the current academic year, Rise University has not entered into an articulation or transfer agreement with any other college or university.

GENERAL REQUIREMENTS FOR THE DOCUMENTATION OF COURSEWORK AND/OR CREDIT HOURS

Coursework and credit hours are evaluated on the basis of the following criteria:

- **Recent Credits:** Credits earned within the past seven years are given priority during the evaluation process. However, older credits may still be considered based on the subject area and the applicant's professional work history.
- **Academic Catalog and Course Documentation:** To assess the transferability of credits, we require an academic catalog from the institution where the credits were earned, along with the syllabus and/or course outline for each course. This documentation helps us determine the content and rigor of the courses taken.
- **Credit Transfer Value:** The credit transfer value should be equal to or less than the value of the equivalent course at Rise University. This ensures that the transferred credits align appropriately with our program requirements and curriculum.
- **Transcripts from Non-U.S. Institutions:** If you have completed coursework at a non-U.S. institution, official transcripts must be evaluated by a foreign credential evaluation.

ACADEMIC COURSE CREDIT REQUIREMENTS

When evaluating academic course credit for transfer, we consider the following criteria:

- **Accredited Institutions:** Credit earned from colleges and universities that are accredited by agencies recognized by the U.S. Department of Education (ED) is accepted.
- **Minimum Grade Requirement:** A minimum grade of "C-" or higher is required for the course to be eligible for transfer credit.
- **Comparable Course Content and Level:** The course content and level must be comparable to the courses offered in our program. This ensures that the transferred credits align with the educational standards and requirements of our curriculum.
- **Quarter to Semester Credit Conversion:** For courses with quarter credits (QC), we convert them to semester credits (SC) by multiplying 1 QC by 0.67 to determine the equivalent semester credit. This conversion allows for consistency in credit calculation.
- **Accreditation Consideration:** Credit transfer will not be denied solely based on the accreditation of the sending institution. We evaluate the course content and level rather than focusing solely on the institution's accreditation status.

CREDIT BY EXAMINATION

We recognize the following programs and exams for credit by examination:

- **Advanced Placement (AP) Program - College Board:** Students who have taken Advanced Placement courses and achieved a qualifying score on the corresponding AP exams administered by the College Board may be eligible for college credit.
- **College Level Examination Program (CLEP):** CLEP exams provide an opportunity for students to demonstrate their mastery of college-level material. Successful completion of CLEP exams can result in college credit.
- **DSST Program (DANTES Subject Standardized Tests):** DSST exams allow students to earn college credit by demonstrating their knowledge in specific subject areas.
- **American Council of Education (ACE) - College Credit Recommendation:** We consider college credit recommendations provided by the American Council of Education (ACE) for certain courses or examinations.
- **Excelsior College Examinations:** Excelsior College Examinations are recognized for credit transfer. These exams assess students' knowledge and understanding in various subject areas.
- **Other Accepted Industry Certification or Institution-Developed Tests:** We also consider credit for industry certifications or institution-developed tests that align with the content and level of our courses. These certifications and tests should be recognized as meeting academic standards.

COURSES OFFERED OUTSIDE AN INSTITUTIONAL SETTING

We acknowledge the following programs and transcripts for courses taken outside of a traditional institutional setting:

- **American Council of Education (ACE) Center for Adult Learning and Education (CAEL) recognized programs:** We recognize the value of learning gained through ACE CAEL recognized programs and may award college credit based on the recommendations provided by ACE.
- **Army/American Council on Education Registry Transcript (AARTS):** We consider the AARTS transcript, which provides a record of military training and education completed by Army personnel, for potential college credit.
- **Coast Guard Institute (CGI):** The Coast Guard Institute offers a range of training programs, and we recognize the CGI transcript for the evaluation of potential college credit.
- **Military Training Transcripts:** We acknowledge the official transcripts of military training for all branches of the armed forces. These transcripts provide documentation of the training and education completed during military service.
- **Sailor/Marine American Council on Education Registry Transcript (SMART):** The SMART transcript provides a record of training and education completed by sailors and marines, and we consider it for potential college credit.
- **Community College of the Air Force (CCAF):** We recognize the CCAF transcript, which documents the completion of career and technical education courses by Air Force personnel, for potential college credit.

By accepting these transcripts and credentials, we acknowledge the value of learning obtained through non-traditional educational settings and military training. Our goal is to provide a seamless pathway for individuals who have gained knowledge and skills outside of traditional academic environments to earn college credit and advance their educational goals.

NOTICE TO PROSPECTIVE DEGREE PROGRAM STUDENTS

This institution is in the application phase for being approved by the Bureau for Private Postsecondary Education to offer degree programs. To continue to offer this degree programs, this institution must meet the following requirements:

- Become institutionally accredited by an accrediting agency recognized by the United States Department of Education, with the scope of the accreditation covering at least one degree program.
- Achieve accreditation candidacy or pre-accreditation, as defined in regulations, by January 2026, and full accreditation by July 2027.
- Prospective and current students should also be aware that a degree from an unaccredited program or institution may not be recognized for certain employment positions. This includes, but is not limited to, positions within the State of California. It is essential for students to understand that some employers require a degree from an accredited institution as a condition of employment. Ineligibility for Federal Financial Aid:

- Students enrolled in an unaccredited institution, such as Rise University, are not eligible for federal financial aid programs. This includes grants, loans, and work-study programs sponsored by the federal government. Students should consider this factor in their financial planning for their education.

If this institution stops pursuing accreditation, the following will happen:

- The institution must stop all enrolment in its degree programs, and.
- Provide a teach-out to finish the educational program or provide a refund.

An institution that fails to comply with accreditation requirements by the required dates shall have its approval to offer degree programs automatically suspended.

INTERNATIONAL ADMISSIONS

The University welcomes the applications of international students. An international student is defined as a student that does not hold US citizenship or permanent residency and requires a visa to enter the United States. Rise University does not offer visa or visa services, as all our classes are conducted 100% online. We strive to create an inclusive and supportive learning environment that values cultural diversity. Our dedicated admissions team is available to assist international applicants throughout the enrollment process, providing guidance on required documentation and answering any questions they may have. This allows students from around the world to participate in our programs without the need for travel or relocation.

INTERNATIONAL GRADUATE ADMISSIONS

International graduate students must submit the following to the International Admissions Office.

- A signed International Student Application. The application must be signed by the student, not by a parent, guardian or agency. Applications are available online on the Admissions webpage.
- Official transcripts from all universities/colleges attended and proof of graduation. All official transcripts must be translated into English before they are submitted.
- For consideration of transfer credit, course descriptions officially translated into English and a detailed course or course by course evaluation are required. A list of evaluation agencies is available from the Office of International Admissions.
- Proof of English Proficiency: A minimum total score of 60 on the paper-delivered Test of English as a Foreign Language (TOEFL PBT), or 71 on the Internet Based Test (iBT); 6.5 on the International English Language Test (IELTS); 50 on the Pearson Test of English Academic Score Report; 100 on the Duolingo English Test; or 55 on the 4-skill Michigan English Test (MET), or 650/LP on the Michigan Examination for the Certificate of Competency in English (ECCE), or 650/LP on the Michigan Examination for the Certificate of Proficiency in English (ECPE).
- Report of the Graduate Record Examination (GRE), Miller Analogies Test (MAT), or the Graduate Management Aptitude Test (GMAT) by the testing agency to the university, as designated by the specific graduate program.
- Immigration and Financial Requirements.
- Two letters of recommendation.

ENGLISH PROFICIENCY REQUIREMENTS FOR INTERNATIONAL STUDENTS

English is the only language of instruction for all courses. All international students are required to submit proof of English proficiency to be fully admitted to the University and be eligible to register for courses.

- A minimum total score of 60 on the paper-delivered Test of English as a Foreign Language (TOEFL PBT), or 71 on the Internet Based Test (iBT); 6.5 on the International English Language Test (IELTS); 50 on the Pearson Test of English Academic Score Report; 100 on the Duolingo English Test; or 55 on the 4-skill Michigan English Test (MET), or 650/LP on the Michigan Examination for the Certificate of Competency in English (ECCE), or 650/LP on the Michigan Examination for the Certificate of Proficiency in English (ECPE).
- A minimum score on the College Board Accuplacer ESL Exam Series as follows:
 - ESL Language Use: Score of 85
 - ESL Listening: Score of 80
 - ESL Reading: Score of 85
 - ESL Sentence Meaning: Score of 90
 - ESL Write placer: Score of 4
 - Comprehensive Score for all exams of 350
 - A minimum grade of Pre-1 on the Eiken English Proficiency Exam;
 - A minimum B-2 English proficiency level identified within the Common European Framework of Reference (CEFR) standards and assessed through various ESOL examinations, including the University of Cambridge;

A. transcript indicating completion of at least 30 semester credit hours with an average grade of “C” or higher at an institution accredited by an agency recognized by the United States Secretary of Education and/or the Council for Higher Education Accreditation (CHEA), or accepted foreign equivalent that is listed in the International Handbook of Universities where the language of instruction was English. An average grade of B or higher is required for the master’s degree.

B. Transcripts not in English must be evaluated by an appropriate third party and translated into English or evaluated by a trained transcript evaluator fluent in the language on the transcript. In this case, the evaluator must have expertise in the educational practices of the country of origin and include an English translation of the review”

THIRD COUNTRY NATIONALS

Any student (regardless of nationality) who completes secondary education or a Bachelor/Master’s degree in Australia, Canada (excluding Quebec), New Zealand or the United Kingdom will be exempt from submitting English proficiency scores. Other English-speaking countries will be reviewed on a case-by-case basis in accordance with the requirements listed above.

EXEMPTIONS FOR INTERNATIONAL STUDENTS STUDYING IN THE UNITED STATES

- Earned a bachelor's or master's degree from a regionally accredited US institution.

GRADUATE COURSEWORK

Applicants can submit official transcripts indicating the completion of at least 12 credits of graduate coursework with a grade of "B" or higher from a regionally or nationally accredited degree-granting university or college. Coursework from other accredited institutions may be considered on a case-by-case basis. All credits will undergo review before being accepted as evidence of English proficiency.

READMISSION

Students who have not been actively enrolled in university courses and wish to return must complete a Readmission Application for review. Previous admission to a graduate program does not guarantee Readmission.

Master's level students returning to university who have attended other institutions of higher education since they were last enrolled at Rise University must submit an official transcript from each institution. Eligibility for readmission of any former student depends on the student's academic status at the end of the last Rise University semester of enrollment and performance on any subsequent college or university work attempted.

A student is considered inactive due to the following reasons:

- Student has not been enrolled for more than two semesters.
- Student withdrew from the university.
- Student was academically dismissed.
- Student was on an approved leave of absence.
- Students who are readmitted should expect to meet the published degree requirements in place at the point of their re-entry. Courses older than seven years at the time of re-matriculation cannot be used toward the degree, except with prior written approval from the program director and the Dean's office at the time of readmission.

DISMISSAL APPEAL PROCESS

- If a student has been dismissed and wishes to seek reinstatement, they have the opportunity to appeal the dismissal by submitting a written petition to the university.
- The appeal petition should be accompanied by documented evidence of any mitigating circumstances that contributed to the decline in academic performance.
- It is important to note that the appeal must be received by the university within 30 days of the date on the dismissal notice. This timeframe allows for a timely review and consideration of the appeal by the appropriate authorities.
- The appeal process provides a platform for students to present their case and provide additional information that may not have been previously considered. It is essential for the

student to include any relevant supporting documents or explanations that shed light on the circumstances surrounding their academic performance.

- Upon receiving the appeal petition, the university will carefully review the provided documentation and consider all the relevant factors in reaching a decision. The appeals committee or designated authority will assess the merits of the appeal and determine whether reinstatement is appropriate based on the presented evidence and the university's policies. We understand that each student's situation is unique, and we strive to approach the dismissal appeal process with compassion and fairness. We encourage students to provide complete and compelling information in their appeal petition to give themselves the best chance for a successful outcome.

APPEAL APPROVAL

- If the appeal is approved by the university authority, the student will be granted the opportunity to re-enroll in the next term. However, as a condition of re-admission, the student must successfully complete the first course upon re-enrollment. During this period, the student will be placed on academic probation and will be expected to demonstrate improved academic performance.
- While on probation, the student will be closely monitored to ensure that they are making satisfactory progress towards meeting the academic standards of the university. The probationary period serves as a supportive framework that encourages the student to actively engage in their studies, seek academic support if needed, and take proactive steps towards improving their performance.
- During this time, it is crucial for the student to fully utilize the resources and support services available to them, such as academic advising, tutoring, and study skills workshops. By successfully completing the first course and meeting the requirements of the probationary period, the student demonstrates their ability to meet the academic standards and regain good standing within the university. This achievement signifies their commitment to academic success and paves the way for continued enrollment and progress towards their educational goals.

STUDENT TUITION RECOVERY FUND

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 1747 N. Market Blvd. Ste 225 Sacramento, CA 95834. P.O. Box 980818, West Sacramento, CA 95798-0818, (916) 574-8900 or (888) 370-7589.

To be eligible for STRF, you must be a California resident or are enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.

You were enrolled at an institution or a location of the institution within the 120-day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120-day period before the program was discontinued.

You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.

The institution has been ordered to pay a refund by the Bureau but has failed to do so. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.

You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.

You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of no collection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

PAYMENT PLAN OPTIONS

While we do not currently support federal or state student aid or loan programs, we offer various payment plan options and encourage students to explore alternative financing resources. Here are the details regarding payment plans and financial obligations:

PRIVATE LOANS AND OTHER RESOURCES:

Eligible students have the option to acquire private loans, military tuition assistance, employer tuition reimbursement, veteran's education benefits, or any other financial resource to cover their educational expenses. It is important to note that any loans obtained from third parties are the sole responsibility of the student, including the repayment of the loan amount along with any accrued interest.

LOAN REPAYMENT:

Students who choose to take out educational loans to pursue their degree or master's program are responsible for repaying the full loan amount, including any interest accrued. It is important to note that any refunds received by the student may be applied towards reducing the outstanding loan balance. If a student has received financial aid from a federal student financial aid program, they are obligated to repay any amount not covered by the program.

FINANCIAL OBLIGATIONS:

Students are required to make full payment of tuition and fees upon completion of each course. Transcripts, diplomas, and other university privileges will only be issued once all financial obligations have been met. Failure to meet these obligations may result in the suspension of these privileges.

We are committed to assisting our students in finding suitable financial solutions and managing their financial responsibilities. If you have any further questions or need guidance regarding payment options, our administrative office is available to provide assistance and support. We strive to ensure that all students have a clear understanding of their financial obligations and access to the resources needed to pursue their education.

ACADEMIC INTEGRITY

Forms of Academic Dishonesty (these include, but are not limited to:)

A. Cheating: Cheating is the use of inappropriate or prohibited materials, information, sources, or aids in any academic exercise. It includes willful direct use of another's work on

one's own submissions (e.g., looking off of another's quizzes, examinations, lab reports, etc.). Cheating also includes submitting papers, research results and reports, analyses, artworks, etc. as one's own work when they were, in fact, prepared by others.

B. Plagiarism: Plagiarism is the use of another person's words, ideas, or results without giving that person appropriate attribution. To avoid plagiarism, every direct quotation must be identified by quotation marks or appropriate indentation and both direct quotation and paraphrasing must be cited properly according to the accepted format for the particular discipline or as required by the instructor in a course. Plagiarism may be willful, as when a student knowingly copies a source without attribution, or negligent, as when a student fails to cite sources properly. Both willful and negligent instances of plagiarism are subject to penalty—in part because professors must judge the result of a student's work, not his or her intentions, and in part because students are expected to know and follow the standards for proper citation of sources. Plagiarism includes but is not limited to the following:

- I. The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or part, without proper acknowledgement that it is someone else's.
- II. The reuse or repurposing of any previously submitted version of one's own work- product or data into a "new" product without requesting permission from the current instructor (also known as "self-plagiarism").
- III. Submitting as one's own work a report, examination paper, computer file, lab report or other assignment that has been prepared by someone else. This includes research papers purchased from any other person or agency.
- IV. The paraphrasing of another's work or ideas without proper acknowledgement.

C. Fabrication: Fabrication is the invention or falsification of sources, citations, data, or results, and recording or reporting them in any academic exercise. This includes but is not limited to making up or fabricating data as part of a laboratory, fieldwork, clinical documentation, or other scholarly investigation; knowingly distorting, altering or falsifying the data gained by such an investigation; stealing or using without the consent of the instructor data acquired by another student; representing the research conclusions of another as one's own; and undermining or sabotaging the research investigations of another person.

D. Facilitation of Dishonesty: Facilitation of dishonesty is knowingly or negligently allowing one's work to be used by other students or colluding/unauthorized collaboration with another student without prior approval of the instructor or otherwise aiding others in committing violations of academic integrity. A student who facilitates a violation of academic integrity can be considered to be as culpable as the student who receives the impermissible assistance, even if the facilitator does not benefit personally from the violation.

E. Falsification of Academic Records: Knowingly and improperly changing grades on transcripts, grade sheets, electronic data sheets, class reports, projects, or other academically related documents.

F. Academic Sabotage: Academic sabotage is deliberately impeding the academic progress of others, which may include the destruction or disruption of another individual's work.

- G. Violation of Research or Professional Ethics:** Violations in this category include both violations of the code of ethics specific to a particular profession and violations of more generally applicable ethical requirements for the acquisition, analysis, and reporting of research data and the preparation and submission of scholarly work for publication.
- H. Violations Involving Potentially Criminal Activity:** Violations in this category include theft, fraud, forgery, or distribution of ill-gotten materials committed as part of an act of academic dishonesty.

II. Levels of Violations

Any violation of academic integrity is a serious offense and is therefore subject to an appropriate sanction or penalty. Academic integrity violations at Rise University are classified into two levels: non-separable and separable. Non-separable violations are less severe violations for which the possible sanctions do not include suspension or expulsion from the University; separable violations are more severe violations for which the possible sanctions include suspension or expulsion.

Whether a given violation is classified as non-separable or separable depends on a number of factors, including, but not limited to the nature and importance of the academic exercise; the degree of premeditation or planning; the extent of dishonest or malicious intent; the academic experience of the student; and whether the violation is a first-time or repeat offense.

The following sections include some examples of violations of separable and non-separable violations. This list is not exhaustive, and classification of a given violation as separable or non-separable is heavily dependent on the specific facts and circumstances of the violation.

A. Non-separable Violations

Non-separable violations are less severe violations which, if a first offense, The recommendations for sanctions at each level are not binding but are intended as guidelines for the University community. For both non-separable and separable violations, the severity of the sanction(s) imposed should be proportional to the severity of the violation committed.

Professional schools or programs may have codes of professional conduct with sanctions for violations that may be more severe than those recommended under this Policy. Students in those programs will adhere to those standards.

A. Non-separable Violations

Sanctions for non-separable violations include, but are not limited to, one or more of the following:

- No credit for the original assignment.
- A failing grade on the assignment.
- A lower grade on the assignment.
- A replacement or resubmission of the assignment.
- Required participation in a noncredit workshop or seminar on ethics or academic integrity.
- An assigned paper or research project related to ethics or academic integrity.
- Disciplinary warning or probation.
- A failing grade for the course.

B. Separable Violations

Sanctions for separable violations include, but are not limited to, one or more of the following, and may, but need not, involve suspension or expulsion:

- A failing grade for the course.
- Loss of eligibility for University-related curricular, co-curricular and employment opportunities.
- Enforced withdrawal from the university.
- Dismissal from a discipline or program.
- Disciplinary suspension for one or more semesters.
- Permanent expulsion from the University with a permanent notation of disciplinary expulsion for violation of academic integrity on the student's transcript.

IV. Reporting Violations of Academic Integrity

A. When a faculty member encounters a violation of academic integrity, they should address the matter with the student, after collecting whatever evidence may be available and relevant. The faculty has the right to ask the student to provide evidence about the sources used or other reasonable requests to establish the boundaries of the violation based on the work conducted by the student.

B. The initial determination as to whether a non-separable violation of academic integrity has occurred and the sanctions that are to be imposed are at the discretion of the faculty member when the violation occurs within the context of a course. A faculty member may impose course-related sanctions, as outlined in Section III. A above.

C. If the faculty member determines a violation of academic integrity has occurred, and has imposed a sanction, the faculty member must provide the student with appropriate documentation of the incident and file a report utilizing the university centralized reporting system. The report should be filed as soon as possible, and no later than five business days after sharing the decision with the student.

D. Once a report is filed, copies of the report will be shared with the Academic Dean.

V. Adjudication Process After a Finding of an Academic Integrity Violation

A. Procedures for Investigating Claims of Academic Dishonesty and Assessing Sanctions
Sanction Assessed by Faculty.

Before any sanction by a faculty member is assigned, the instructor must meet with the student about the violation (see Section IV-C).

If a student who is confronted by a faculty member for engaging in academic dishonesty openly admits to wrongdoing, the instructor will:

1. Inform the student of the imposed sanction for the course.
2. Inform the student a report has been filed.
3. Provide the student with a copy of this policy and inform the student that an administrator may be following up with them as there may be additional sanctions if there have been other reports of academic integrity concerns.

When Guilt Is Not Admitted:

If a faculty member determines a violation of academic integrity has occurred, and the involved student does not admit wrongdoing, the faculty will:

1. Inform the student of the recommended course sanction.
2. Inform the student a report has been filed.
3. Provide the student with a copy of this policy and inform the student that an Administrator will be following up with them for the next steps.

B. Processes Once a Report is Filed

When cases alleging academic dishonesty are filed, a copy is forwarded to the Academic Dean. If this is a single/first-time violation, the faculty sanction will be the only sanction and no other actions will be taken.

If a student does admit guilt, and there is a history of multiple violations, the Academic Dean with oversight of the student's major or program may convene an Academic Honor Board. If a student does not admit guilt, the Academic Dean with oversight of the academic course/activity where the report violation occurred will oversee the concern. In all cases, the Dean must inform the student within ten business days of the intent to convene the Board.

C. Academic Honor Board Review

The Dean will convene an Academic Honor Board. The board will comprise of two faculty from the college/school, selected by the academic dean, and two students, selected from a list of students previously identified by the college/school faculty to serve as volunteers on the Academic Honor Board. A list of such students eligible to serve on the Academic Honor Board shall be available from the Dean's office upon request. The Dean will serve as chairperson of the board; however, he/she will only vote to break a tie in cases where the board is split. The college/school dean is responsible for any substitution to the board in order to obtain a quorum of five members. All members of the Academic Honor Board shall be bound by the provisions of the Family Educational Rights and Privacy Act.

The accused may request that a student or faculty member not serve on the Honor Board if he/she feels that the individual may be biased, prejudiced, or have a conflict of interest. Some substantiation of the claim may be required, and the final decision shall rest with the college/school dean.

A student is presumed innocent until proven guilty by the preponderance of evidence, or until guilt is admitted or a simple majority vote of the board members is reached.

In order to assure a student's right to due process, the procedure of formal inquiry by the Academic Honor Board will include:

1. Securing a written statement describing the nature and circumstances of the alleged offense from the student, faculty, or staff member making the allegation.
2. Securing a written statement describing the incident from the accused student.
3. Interviewing separately the accused student, and the faculty/staff member alleging the dishonesty in order to clarify and to expand upon the written statements.
4. Interviewing any witnesses or other persons claiming knowledge of the incident.
5. Securing, examining, and retaining any physical evidence related to the incident.

Using written statements, interviews, and available physical evidence, the Academic Honor Board will decide the validity of the alleged incident of academic dishonesty. If academic dishonesty has been verified, the Academic Honor Board will determine appropriate sanctions to be imposed. The Academic Honor Board will consider the recommended sanction from the faculty, as well as consider additional educational and/or disciplinary sanctions, including academic suspension or dismissal from the University. The decision of the Board will be communicated in writing to the student by the Dean with oversight of the Board.

D. Appeals of Disciplinary Sanctions Assessed by Academic Honor Board

Any student who feels he/she has not been accorded justice by the Academic Honor Board may appeal to the Provost for review of the decision. If the Provost determines that there should be a review, he/she convenes a Committee on Academic Integrity which is comprised of two senior faculty members and one selected student. The Committee shall be bound by the provisions of the Family Educational Rights and Privacy Act. The Committee shall determine whether the process followed by the Academic Honor Board was fair and impartial and that adequate consideration was given to evidence and information presented.

- Timetable – Appeals of Academic Honor Board decisions must be submitted in writing to the Committee on Academic Integrity within ten working days of the Honor Board's decision.
- Following a review of the appeal, the Committee on Academic Integrity will determine whether to uphold or modify the decision of the Academic Honor Board.

The decision of the Committee on Academic Integrity shall be considered final. A written statement shall be sent to the student in question no later than three business days after the committee's final decision is reached.

ENROLLMENT

CONTINUOUS ENROLLMENT

Graduate students must maintain continuous enrollment with the university during the academic year. Continuous enrollment is defined as attending fall and spring semesters. Failure to maintain continuous enrollment will result in a student being declared inactive and subsequently dismissed from the program. Students who have been dismissed from a program for failure to comply with the continuous enrollment policy for two consecutive semesters and who wish to continue in the program must complete a new application for admission as a new

student. New student applications are reviewed by individual programs and may or may not result in acceptance into the program even if an earlier acceptance was granted.

FULL-TIME AND PART-TIME ENROLLMENT (COURSE LOAD POLICY)

Post-baccalaureate students are categorized as full time or part time based on their credit hour enrollment. Full-time enrollment is six (6) credit hours per semester, including the 8- and 16- week fall and spring semesters, the 5- and 10-week summer semesters, and the May Semester. Enrollment in less than six (6) credit hours is considered part time in any of these semesters. With an advisor's permission, a post- baccalaureate student may enroll for as many as fifteen (15) credit hours in very exceptional cases. More than fifteen (15) hours taken in one semester requires the approval of the Academic Dean. Under certain circumstances, a full-time course load can be defined differently with the approval of the Academic Dean.

TIME LIMIT FOR COMPLETION OF MASTER'S PROGRAMS

After admission, all requirements for the master's degree must be completed within seven (7) years. Students whose degrees are taken primarily through part-time study have the option of requesting an extension from the Academic Dean. Extensions beyond established time limits for such legitimate reasons as illness, injury, or hardship may also be granted by the Academic Dean. In such situations, the student and academic unit must demonstrate how the student will bring up-to-date the content knowledge from courses taken more than seven (7) years before the projected date of graduation.

ADVISING AND REGISTRATION

Upon acceptance to a program, graduate students must meet with their academic advisors before each term to discuss progress toward meeting degree requirements. The academic advisor's formal approval is required to permit registration. Students must make payment arrangements with the Business Office no later than the end of the registration period.

AUDITING COURSES

Admitted and non-admitted students may register for lecture courses as auditors. Auditing courses are available to non-student, part-time or full-time students. Auditors who are non-students or are enrolled in a part-time status pay 50% of regular tuition for lecture courses and any associated course fees; however, full tuition is charged for limited enrollment, private instruction and studio courses. No credit is awarded for audited courses. If a student desires credit, he or she must repeat the course and pay the regular tuition.

An auditor may attend lecture classes but does not submit papers or take examinations. Auditors may participate in class discussion only upon invitation of the instructor. Audited courses are not applicable towards a degree, and permission to audit does not constitute admission to the university. A course that has been audited is not part of the official academic record of the university.

Audit courses follow the deadline for "Last day for 100% Refund" for any graduate courses. Deadlines may be found in the Schedule of Classes.

Full-time students may audit one lecture course (3-4 hours) per session (fall, spring, summer) at no cost. Any course fees associated with this enrollment will be the responsibility of the student.

The deadline for changing enrollment in a course from graded to audit status is published in the Academic Calendar.

The following regulations apply to auditing:

- Students are not allowed to audit practice, tutorials, internships, theses, clinicals, computer or science labs, and similar courses.
- Students seeking to audit a course must obtain written approval from the instructor.
- Auditors pay full tuition for limited enrollment, private instruction and studio courses, and will be charged 50% of regular tuition for all other courses. Auditors pay all course fees.
- Full-time students at Rise University may audit one course (3 credit hours) per term free, with the exception of courses specified above. Additional audit courses are charged as described above.

ATTENDANCE AND CLASS ABSENCES

CLASS ABSENCES

Unless otherwise stated in the course syllabus or outline, or unless an absence is excused in accordance with this policy, students are expected to attend and participate in all scheduled class meetings. Students taking online courses are expected to show active participation in the course as defined in the course syllabus or outline. Faculty are expected to communicate class attendance and participation requirements in the course syllabus or outline. Students are responsible for meeting the attendance and participation requirements in each course. If there are any questions or concerns about the requirements, students should speak directly to the faculty at the beginning of the semester.

NOTIFICATION TO FACULTY

1. **Planned Absences.** Students must notify instructors in writing at least two (2) weeks prior to planned absences, such as participation in an official university function, observance of a religious holy day, or active military service. If the absence is for the observance of a religious holy day, see Class Absences for Religious Observances policy below. If the absence is for military service, the student should provide each instructor with a copy of the military orders (see item 2.b. regarding extended absences due to military service).
2. **Illness or other extenuating circumstances.** Students should notify the instructor directly of absence due to illness or other extenuating circumstances.

MAKING UP MISSED WORK

1. With instructor permission, make-up exams and assignments will be scheduled by the instructor within a reasonable time. Make-up exams and assignments will be equivalent to and no more difficult than the original assignments.
2. A student who misses multiple class periods should seek advice from the instructor about the advisability of continuing in the course or requesting an Incomplete grade (if the student is otherwise eligible for an Incomplete).

WITHDRAWING FROM A COURSE

Students who are not able to attend a course are responsible for dropping the course by the appropriate deadline. Instructors may not automatically drop a student from a course. Students who do not attend and who do not officially drop the course will receive a failing grade for the course.

DISPUTES AND APPEALS

If there are disagreements about absences that cannot be resolved between the student and the instructor, the student should contact the Office of the Dean of the college or school that has oversight of the respective course.

CLASS ABSENCES FOR RELIGIOUS OBSERVANCES

Rise University welcomes persons of diverse backgrounds and is therefore committed to providing reasonable accommodations for students wanting to attend religious observances even though they may conflict with university class meetings, assignments, or examinations. This policy is intended to ensure that both faculty and students are fully aware of their rights and responsibilities in the accommodation of students' religious observances.

1. NOTIFICATION OF FACULTY

Students must inform instructors in writing at least two weeks before the religious holy days or religious activities, but preferably at the beginning of the semester, to enable planning and coordination of class assignments and examinations. In some professional schools the Dean's approval will also be required.

2. MAKING UP MISSED WORK

- a. With instructor permission, make-up exams and assignments will be scheduled to be completed before the religious observance if possible or within a reasonable and specified time after the observance;
- b. Make-up work must be equivalent to and no more difficult than the original assignments;
- c. It is not appropriate to excuse a student from make-up work and consequently reduce the student's grade;

- d. Students are not required to prove attendance at religious observances in order to complete make-up work and complete a course;
- e. Because of time limitations at the end of the semester, this policy does not apply to the final exam period; students do have the option of requesting an incomplete grade (IP) for the course if the religious observance occurs at the end of the semester.

DISPUTES AND APPEALS

Should disagreements arise over any aspect of this policy, the student or instructor should contact the Office of the Dean of the college or school that has oversight over the respective course.

LEAVE OF ABSENCE

The Graduate Leave of Absence Policy assists graduate students who must temporarily withdraw from their programs. Reasons for requiring a leave typically include bereavement, illness, care giving, maternity, paternity, and call to active military duty. Students who are granted a leave of absence are declared inactive but not dismissed from the university; however, being declared inactive may affect loans or financial aid, health insurance, and access to university resources including libraries, computers, the Wellness Center, advising, dissertation/thesis committees, and other resources.

- A leave of absence will not be granted retroactively.
- Leaves of absence must be submitted with the appropriate supporting documentation.

To request a leave of absence, students must submit an application for a leave of absence to their graduate advisor, which then must be forwarded to the Academic Dean for review and approval.

MATERNITY AND PATERNITY LEAVE OF ABSENCE

Students who must interrupt study temporarily because of the birth of a child, adoption, foster care, or any related conditions may be granted a maternity and paternity leave of absence, contingent upon the submission of documentation. This documentation must confirm that a student is unable to engage in graduate study and should include a recommendation about when a student could be expected to re-enroll in studies.

MILITARY LEAVE OF ABSENCE

A student who must interrupt study temporarily to fulfill a compulsory military obligation for a specific length of time will be granted a military leave of absence to fulfill that obligation. The student seeking a military leave of absence must provide the Dean's office notification in writing that the student will be on leave due to military obligations pending documentation upon return.

MEDICAL AND COMPASSIONATE LEAVE OF ABSENCE

A student who must interrupt study temporarily because of physical or psychological illness or care for family members due to health or medical issues may be granted a medical

and compassionate leave of absence, contingent upon the submission of documentation from a health care professional. This documentation must confirm that the student is unable to engage in graduate study; such documentation may include a statement about when the student may be expected to resume studies.

PERSONAL LEAVE OF ABSENCE

Students who must interrupt study temporarily for reasons other than those described above may request a personal leave of absence. Reasons may include financial status or other critical matters in one's family, changes in one's outside employment, and other situations as required by applicable law.

LEAVE OF ABSENCE ELIGIBILITY AND CRITERIA

REQUESTING A LEAVE OF ABSENCE

Complete the Leave of Absence form and submit along with any required documentation to the graduate advisor; if approved, the leave request is sent to the Dean's office for review and approval; the office will then notify the student, the student's advisor, the department and school, and the registrar/Director of Admission if the request is approved. Students who do not secure a leave of absence in advance of the semester for which they will be on leave will not be guaranteed readmission.

ELIGIBILITY

A Leave of Absence is granted only to students who a) have completed at least one full semester at Rise Academy and are in good academic standing, with a minimum GPA of 3.0, and b) are in good administrative standing, as defined by the criteria of continuous enrollment and the Master's program continuation criteria.

LENGTH OF LEAVE

The leave of absence may encompass up to twelve (12) months.

EXTENSION OF LEAVE

Extension of a leave of absence beyond the three (3) consecutive semesters (fall, spring, summer) may be possible given the individual circumstances faced by the student, and requires a new application for a leave of absence.

CONSEQUENCES OF NOT FILING FOR AN EXTENSION OF LEAVE

Students who do not file a request for extension of leave will be dismissed from the program.

RETURNING FROM A LEAVE OF ABSENCE

To return after leave, students must submit an application for readmission and any extra documentation required for the type of leave as noted above.

Graduate students who leave the university for more than one semester must submit the Graduate Application for Readmission to the Dean's office no less than four (4) weeks before the semester begins. Students applying for readmission following a Medical

Withdrawal must also submit a letter of approval, to the appropriate office, from their health care professional confirming that the student is capable of returning to graduate study and proposing any medical limitations. Readmission may require that the student meet all the current qualifications (see the Graduate Catalog current at the time of application) for reentry to that program.

SCHEDULE ADJUSTMENT

Students are expected to complete all courses for which they register unless they specifically and officially alter their original registration. Students may not attend class without first registering for that class. All registration issues must be resolved by the Friday before finals. In no instance will an enrollment be created for students who complete course work without registering for the class. Registrations may be altered through three processes: adding a class or classes, dropping a class or classes, or withdrawing from the University.

CANCELLATION, WITHDRAWAL AND REFUND POLICY

ADD PROCEDURE

After a student has registered for classes, he/she may change his/her schedule by either adding or dropping a class or classes. In each instance, an official form, the add slip, must be completed by the student and approved by the student's advisor. In instances where the intended class is closed, the instructor's and Dean's signatures are also required. No add is considered official until the Registrar's/Director of Admission Office receives the approved form. The last day to add a class for any given semester is printed in the Schedule of Classes.

REFUND

If you have completed 60 percent or less of the course of instruction and have not canceled, you may be eligible for a pro rata refund.

The refund amount is calculated based on the number of hours of instruction you have not received but have already paid for, divided by the total number of hours of instruction for which you have paid. This ensures that you are only responsible for the educational services you have received and any unreturned equipment.

We understand the importance of timely processing of refund requests and strive to handle them promptly. If you have any questions or require further clarification regarding our refund policy, please reach out to our administration office for assistance.

DISTANCE EDUCATION SPECIFIC PROVISIONS FOR INSTRUCTION NOT IN REAL TIME:

This institution offers distance educational programs where the instruction is not offered in real time. The student has the right to cancel and obtain a refund of charges paid through attendance at the first-class session, or the seventh day after enrollment, whichever is later. The student has the right to cancel the agreement and receive a full refund as described above before the first lesson and materials are received. Cancellation is effective on the date written

notice of cancellation is sent. If the institution sent the first lesson and materials before an effective cancellation notice was received, the institution shall make a refund within 30 days after the student's return of the materials.

An institution must transmit all of the lessons and other materials to the student if the student has fully paid for the educational program, and after having received the first lesson and initial materials, requests in writing that all of the material be sent. If the institution transmits the balance of the material as the student requests, the institution must remain obligated to provide the other educational services it agreed to provide, such as responses to student inquiries, student and faculty interaction, and evaluation and comment on lessons submitted by the student, but shall not be obligated to pay any refund after all of the lessons and material are transmitted.

STUDENTS' RIGHT TO CANCEL

We value your decision to enroll at our institution and understand that circumstances may arise where you need to cancel your enrollment. As a student, you have the right to cancel your enrollment and receive a refund of charges paid within a specific timeframe. You can exercise your right to cancel and obtain a refund of charges paid through attendance at the first-class session, or within seven days after enrollment, whichever is later.

To initiate the cancellation process, you are required to provide written notice of cancellation. Please address the notice of cancellation to the following address:

Ms. Sarah Hussein, Registrar/Director of Admission.

Phone number: (408)946-5900

Email: sarah.hussain@riseschools.education

It is important that you send the notice of cancellation to the address stated above, which is also indicated at the top of the first page of the Enrollment Agreement.

If a student withdraws from the university before the commencement of any courses, we will provide a refund of the tuition and fees for the courses that were not commenced. However, please note that the refund does not include the non-refundable Student Tuition Recovery Fund assessment amount for California residents.

If a student pays the tuition and fees of an educational program through a loan, then he/she is liable to repay the complete amount of the loan along with the interest, except the amount of any refund. If a student gets qualified for a loan by the federal or state government and due to some reason, he/she goes into default, both of the following may occur:

1. The federal or state government or a loan guarantee agency may take action against the student, including applying any income tax refund to which the person is entitled to reduce the balance owed on the loan; or
2. The student may not be eligible for any other federal student financial aid at another institution or other government assistance until the loan is repaid.

The drop slip is required when students want to drop a class or classes and remain enrolled in at least one course for the semester. See the “Withdrawal” section for withdrawing from the university completely. To drop a class or classes, the student needs his/her advisor’s signature.

No drop is considered official until the Registrar’s/Admission Office receives the approved form. The last day to drop for any given semester is printed in the Schedule of Classes. The last day to drop a class and receive a refund is also printed in the Schedule of Classes. Students who drop a course or courses after the last day to drop a course with a refund will be charged for the course they drop. Students who drop a course or courses before the “Last Day to Drop a Course with a “W” will receive a grade of “W.” After this final date, the calculation of the final grade will reflect requirements for the entire course.

WITHDRAWAL PROCEDURE

An official withdrawal indicates a student’s desire to be removed from all classes in which he/she is enrolled for a semester. Students may withdraw from the University without academic penalty through the Friday before finals. In this case, the student will receive a grade of “W” for all courses attempted. In no instance may a student withdraw from classes after finals have begun.

CONSEQUENCES OF WITHDRAWING:

A withdrawal affects both a student’s bill as well as any financial aid the student may have received. Students may or may not be eligible for a refund or a reduction of charges based upon the date of the withdrawal. The refund schedule defines the amount of tuition and fees (if any) to be refunded based on the date of withdrawal. A separate Return of Title IV calculation must be processed on any financial aid the student has received and may result in the student having a balance with the University after withdrawing.

- A student’s withdrawal from the University will be considered as occurring the day the student turns in the withdrawal form to the Office of Student Success (for undergraduate students) or to the Office of Graduate Studies and Research (for graduate, doctorate, and professional students). The student must obtain a signature from the appropriate office before the student’s withdrawal will be considered official.
- If you attend class in any semester and then withdraw or earn zero credit after aid has been disbursed, you may be required to return any funds received, including funds credited to pay tuition and fees.
- Financial aid must be used for educationally related expenses during your dates of enrollment. Federal regulations require the Financial Aid Office to calculate the amount of aid you “earned” for the number of days you attended. Any “unearned” aid for when you did not attend classes or were not enrolled must be repaid.
- If you withdraw before the start of the semester or never attend any classes, 100% of aid disbursed to you must be repaid. If a repayment is owed, you will be billed by the Business Office. You may not register and are not eligible for further aid until

repayment is made in full. Additionally, we may also report you to a collection agency until we receive full funds and your balance is cleared.

- Exit interviews are required to complete the withdrawal process. If you received a Perkins loan, complete the exit interview online at www.uasexit.com. If you received the Stafford and/or Graduate PLUS loans, complete an exit interview by contacting the Administration office.

Students who stop attending without properly withdrawing from the university will receive a grade and will be responsible for full payment of all tuition, fees, and other charges. The return of title IV calculation may require you to return some of the aid you received. Students are responsible for their grades and all charges whether they attend class or not.

WITHDRAWAL FROM THE UNIVERSITY

Students who find it necessary to leave the university during a semester must complete the formal withdrawal process. Students who complete a semester and then are not able to return for the following semester must complete the withdrawal process only if they have already registered for the next semester. Students who withdraw from courses before the “Final Date for Withdrawing with a W” (see semester schedule) shall receive a grade of W.

Students who fail to follow the proper withdrawal procedure will receive an F in all courses except in the cases of 1) an approved Medical and Compassionate Withdrawal, 2) an approved Maternity and Paternity withdrawal, and 3) a Military Withdrawal. As in the case of adding or dropping courses, informal notice to an instructor and/or advisor does not cancel registration or the student’s financial obligation to the university.

MEDICAL AND COMPASSIONATE WITHDRAWAL

A medical or compassionate withdrawal request may be made in extraordinary cases in which serious illness or injury (medical) or another significant personal situation (compassionate) prevents a student from continuing his or her classes, and incomplete (IP grade) or other arrangements with the instructors are not possible. Graduate students with an approved Medical and Compassionate Withdrawal shall receive a grade of W for all the courses they withdraw from, regardless of the “Final Date for Withdrawing with a W.” Students who wish to re-enroll must submit the Graduate Application for Readmission to the Dean’s office no less than four weeks before the semester begins.

MATERNITY AND PATERNITY WITHDRAWAL

Students who must withdraw because of birth of a child, adoption or foster care, or any related conditions may be approved for Maternity and Paternity Withdrawal, contingent upon the submission of documentation from a health care professional. This documentation must confirm that a student is unable to engage in graduate study and should include a recommendation. Graduate students with an approved Maternity and Paternity Withdrawal shall receive a grade of W for all the courses they withdraw from, regardless of the “Final Date for Withdrawing with a W.” Students who wish to re-enroll must submit the Graduate

Application for Readmission to the Dean's office no less than four weeks before the semester begins.

MILITARY WITHDRAWAL

A student who must interrupt study temporarily to fulfill a compulsory military obligation for a specific length of time will be granted a military leave of absence to fulfill that obligation. The student seeking a military leave of absence must provide the Dean's office with written documentation from the appropriate military authorities, including dates of the period of obligation. Graduate students with an approved military withdrawal shall receive a grade of W for all the courses they withdraw from, regardless of the "Final Date for Withdrawing with a W." Students who wish to re-enroll must submit the Graduate Application for Readmission to the Office of Graduate Studies no less than four weeks before the semester begins.

READMISSION AFTER A WITHDRAWAL

Graduate students who withdraw from the university for more than one semester must submit the Graduate Application for Readmission to the Dean's office no less than four (4) weeks before the semester begins. Students applying for readmission following a Medical Withdrawal must also submit a letter of approval, to the appropriate office, from their health care professional confirming that the student is capable of returning to graduate study and proposing any medical limitations. Readmission may require that the student meet all the current qualifications (see the Graduate Catalog current at the time of application) for reentry to that program.

STUDENT RESPONSIBILITY STATEMENT

In general, students are expected to register for class, attend regularly, and complete the course requirements, for which they will receive a grade. The responsibility for enrollment, attendance, completing course requirements and meeting institutional academic and financial obligations is placed solely with the student.

We consider your registration a contractual relationship with the University and identify your responsibilities below:

- You are responsible for knowing and following the policies, deadlines, and procedures outlined in this publication and other publications related to your registration and/or the conferral of your degree.
- You may not attend a class for which you are not registered.
- You will receive credit for only those classes for which you officially register.
- Your enrollment and/or your attendance in a class indicate your intent to receive credit and acceptance of all University charges for the semester.
- You are responsible for canceling your registration if you do not plan to attend class or complete the course requirements for which you registered. You are responsible for your financial obligations with the University regardless of your payment method and regardless of whether you attend class or not.
- You are responsible for making arrangements to pay for your charges and doing so by the deadline posted in the schedule of classes.

STUDY AT ANOTHER INSTITUTION

After matriculating at the University as a degree-seeking student, a student must obtain prior written approval to transfer any additional credits from other institutions. The “Request to Study at Another Institution” form is available on-line at the Registrar's /Director of Admission Office web page and must be approved before enrolling for credit elsewhere. Transfer work approved on this request will be accepted and applied toward the degree indicated if the grade earned is a “C” or higher. It will be the student’s responsibility to furnish the Registrar’s/ Admission Office with an official transcript reflecting completion of the course work.

Students who study at institutions outside of the United States must also provide official university transcripts translated into English. These records must include grades and/or scores received. A course-by-course/detailed course foreign credential evaluation and course descriptions in English are required for all non-US transcripts to determine transfer credit eligibility. A list of evaluation agencies is available from the International Admissions Office.

All institutional policies will be observed when considering all requests to study at another institution. Acceptance of credits approved through study at another institution will not decrease the hours required through institutional policies.

Transfer credit may not be awarded if the student enrolls in classes at another institution without first gaining approval to transfer those hours back to Rise University.

PROGRAM AND COURSE CREDIT HOURS

CREDITS FOR GRADUATE PROGRAMS AND COURSES

Every graduate degree must have a minimum of 30 hours of courses at the graduate level. No course can be counted for credit in more than one degree.

Selected Topics courses (numbered 6399) may be offered in any discipline and are repeatable as topics change. If those courses are in disciplines that do not offer a graduate program, they need the approval of a program director and the Academic Dean. Tutorials (Independent Study, numbered 6398) are available in some disciplines. No more than six (6) hours of independent study course work may apply toward a degree without permission from the dean of the college or school.

DEFINITION OF A CREDIT HOUR

The semester credit hour is a unit by which an institution measures its course work. The value of a credit hour can be determined by time, the educational experience, and outside preparation by the student.

The following constitutes the definition of a credit hour for various modes of instruction offered at Rise University.

1. Each credit hour requires at least 15 contact hours, in addition to a minimum of 30 hours of student homework.
2. For online and blended courses, credit hours are assigned based on learning outcomes that are equivalent to those in a traditional course setting; the combination of direct instruction plus outside work will equal 45 hours for each hour of credit.
3. Laboratory courses, with little outside work, require a minimum of 45 contact hours. If moderate outside work is required, 30 contact hours are required.
4. Internships, clinical, and field experiences award credit based on established standards and precedents for specific disciplines; in some cases, the ratio of clock to credit hours is specified by regulatory or accreditation agencies.

TRANSFER CREDITS, COURSE SUBSTITUTIONS, AND WAIVERS

PREVIOUSLY COMPLETED GRADUATE COURSE WORK

TRANSFER CREDITS

Generally, students may transfer a maximum of 6 credit hours to a degree program at Rise Academy. Additionally, students must meet the residence requirement in which a minimum of 18 hours of the degree plan, exclusive of prerequisites, must be earned at Rise University. The number of credit hours transferred to a Rise University degree plan may vary from program to program. Programs may determine the allotted amount of transfer credit hours not to exceed the institutional maximum of 6 hours.

Students eligible to transfer credits are those who have previously completed graduate course work at other degree-granting institutions accredited by a national or regional accrediting agency recognized by the U.S. Department of Education if post-secondary education was completed in the United States, or the equivalent at an international institution that is officially recognized by that country.

Transferred units must come from courses that are equivalent to or closely related to those required by the Rise University degree. Credit hours cannot be transferred if they were previously used to satisfy a degree program, nor can they be used to satisfy more than one program.

Transfer credit is allowed only for courses with a grade of "B" or better. Credit hours normally taken in an undergraduate program may not be transferred as graduate credit. Generally, graduate transfer credit that is more than seven (7) years old may not be used to complete a degree. Transfer for work of older courses may be considered depending on the nature of the course. This older coursework must be submitted to program faculty for consideration, and the program director will make a recommendation about the transfer of credit to the Academic Dean. The Dean will send notice of acceptance or rejection to the Registrar/Director of Admission, who will make appropriate changes to the student transcript.

A Rise University student who wishes to take courses at another institution with the intention of transferring them to Rise University must have the approval of the program director and the Dean before registering for such courses.

Transfer of credit requests are recommended by the program director to the Dean for final approval. The Dean then finalizes the decision and sends notice of acceptance or rejection to the Registrar/Director of Admission for appropriate changes to the student transcript.

Exceptions to this policy require the approval of the Dean.

COURSE SUBSTITUTION

A course substitution is requested when transfer of certain courses into Rise University do not fulfill a degree requirement or are needed to fulfill credit hours. Course substitutions are discussed during academic advising. Approved from the Advisor and Dean are required.

WAIVER OF COURSE REQUIREMENTS

Courses taken toward the post baccalaureate degree that are equivalent to the courses for a Rise University program of study may satisfy the program course requirements, but not the credit hour requirements, of the degree. The program director submits the student petition for a course substitution to the Dean of the College or School for review. If it is accepted, the Registrar/Director of Admission is notified to make appropriate changes to the student's degree plan. Credit hours will still need to be obtained through taking another course or courses within the discipline.

GRADES

GRADUATE SYSTEM OF GRADING

The following grading system applies to courses taken for completion of graduate degree requirements.

Letter Grade	Percentage	Grade Point Average	Description	Related Policies and Procedures
A	93 - 100	4.0	A superior grasp of the subject matter of the course, initiative and originality in assessing problems and ability to relate knowledge to new situations.	Students who complete their master's degree programs with a 4.0 average graduate "With distinction."
A-	90 - 92	3.7		
B+	87 - 89	3.3	Satisfactory performance in control of the subject matter and ability to apply principles with intelligence.	A cumulative GPA of 3.0 or better is required for graduation.
B	83 - 86	3.0		
B-	80 - 82	2.7		
C	70 - 79	2.0	Less than satisfactory performance, and may disqualify the student for further study. Students who earn the grade of "C" will receive an academic warning letter and may need to repeat the course based on the recommendation of the program director and/or advisor based on program requirements.	Academic Warning and/or Dismissal based on the amount of earned Cs
F	0 - 69	0.0	Failure in the course or withdrawal without following proper procedures. Student who earns the grade of a "F" will be academically dismissed.	Academic Dismissal
IP	--	--	In Progress indicates when a student's achievement in the course has been satisfactory, but certain prescribed work is incomplete or the student was unable to take the final examination.	A student's registration will be blocked if there are six (6) or more credit hours of graduate classes with a grade of IP. It is the student's responsibility to complete all requirements for the removal of the IP grade within one year, or sooner as specified by the instructor. If the IP grade is not removed within the time specified, the IP will be changed to a grade of "F."

Letter Grade	Percentage	Grade Point Average	Description	Related Policies and Procedures
W	--	--	Indicates withdrawal within the period specified in the semester calendar.	Withdrawal from a course.
P	--	--	Pass indicates satisfactory performance at B- or better.	
S	--	--	Satisfactory completion of course requirements. Grade counts toward graduation requirements but not toward GPA calculation.	
U	--	--	Unsatisfactory; however, does not impact GPA	
N	--	--	Grade not reported	
NG	--	--	No Grade Required	
H	--	--	Honors	

A cumulative GPA of 3.0 or better is required to maintain good academic standing and meet graduation requirements.

CULMINATING PROJECT

COMPLETION OF A MASTER'S PROGRAM

All candidates for the Master's degree must complete one of the following: a comprehensive examination, a capstone course, or a thesis, as required by the discipline. In some disciplines a combination of the above may be required.

COMPREHENSIVE EXAMINATION

Candidates choosing the Comprehensive Examination option for Master's degrees must pass a comprehensive examination in their major field within six (6) months of completion of the course work for the degree. All students who take a comprehensive examination must register for it. A \$10 examination fee may be required each time the examination is taken. The Comprehensive Examination may be attempted a maximum of three times at the discretion of the Comprehensive Examination Committee. Comprehensive Examinations are usually identified by the number CE90 and do not carry credit hour credit. Consult the Program Director for individual discipline regulations.

CAPSTONE COURSE

Capstone courses provide an integrative learning experience and synthesis of knowledge which combine theory and research in the discipline. The courses build upon previous coursework and include application of theory to practical issues in the field. Capstone courses are usually numbered 63CS. Enrollment requires approval by the student's Academic Advisor.

THESIS

Depending on the nature of the graduate degree, programs may require a thesis as a required culminating experience.

Each academic unit requiring a master's thesis shall clearly describe its policies to the students, their advisors, committee chairs, committee members, and the Office of Graduate Studies in formal written statements.

In addition, each academic unit and its respective college or school, through the student's major advisor or chairperson and committee members, shall be responsible for the content and quality of the student's work and final project. Approval of the substance of the thesis shall rest solely with the advisor or chairperson and committee members.

The Office of Graduate Studies shall be responsible for approving proper format and style of the final product. The academic unit shares preliminary responsibility for document preparation by the student through its published guidelines and through faculty advising.

THESIS CREDIT AND CONTINUOUS ENROLLMENT

A master's thesis is traditionally six (6) credits—the course numbers are 63TP (Thesis Proposal) and 63TR (Thesis Research)—and must be completed within two (2) years after completion of course work and within seven (7) years of matriculation into the program. Following a student's first enrollment in thesis credits the student is required to enroll in each semester or session continuously until all thesis requirements are completed satisfactorily and approved by the appropriate bodies. Continuous enrollment is defined as enrollment in all fall and spring semesters from the initial enrollment to the semester in which the student graduates. If the student plans to graduate in the summer, the student must be enrolled in that session. A student unable to complete the thesis within the first six (6) hours of registration will be required to continue to enroll per the continuous enrollment policy; however, only six (6) thesis credit hours will count toward meeting the program requirements for the degree.

Access to Library Services. For students not enrolled in summer sessions, pre-enrollment in the subsequent fall semester is necessary for access to library resources during summer sessions.

THESIS COMMITTEE

A master's thesis committee shall be appointed for each student undertaking a thesis as partial fulfillment of the requirements for a master's degree. The purpose of the thesis committee is twofold: (a) to provide the range of expertise necessary to advise a student in the conduct of the master's thesis and (b) to ensure that evaluation of the thesis represents a consensus of professionals in the student's chosen discipline.

The master's thesis committee is charged with supervising and evaluating the master's thesis, a task that includes, but is not limited to, the following responsibilities: (a) advise the student on selecting and/or developing a master's thesis topic; (b) review and approve a proposal for the master's thesis; (c) provide consultation regarding progress on the thesis; (d) evaluate the final document; and (e) in those academic units requiring a public defense, evaluate the public defense of the thesis.

In addition to the previously described responsibilities that are generic to all thesis committee members, the chairperson of the committee assumes the following additional responsibilities:

(a) in those academic units where this responsibility is not discharged through other processes, advise the student regarding selection of thesis committee members; (b) routinely monitor student progress on the thesis; (c) call thesis committee meetings; (d) evaluate the readiness of the thesis proposal and of the thesis for committee review and action; and (e) inform the

student of the need to adhere to Rise University policies, procedures, and document formatting instructions.

Each thesis committee shall consist of a minimum of two (2) members or associate members of the Graduate Faculty of Rise University; the committee chairperson must be a full member of the Graduate Faculty. At least one (1) of the committee members must be from the academic unit or academic program in which the student is pursuing the master's degree. The appointment of a master's thesis committee is a three-stage process requiring, first, a mutual agreement between the master's student and the prospective committee members; second, a formal appointment by the academic dean; and third, notification of and approval by the Academic Dean of this appointment.

Each academic unit offering a master's degree in which the thesis is either required or optional may approve and disseminate additional guidelines concerning master's thesis committees, including the qualifications for committee membership, the procedures used to select and appoint committee members, and the specific functions and responsibilities of these committee members. Additionally, each unit is encouraged to disseminate an updated list of faculties who qualify to serve on master's thesis committees and their respective areas of expertise.

SCHEDULING AND PUBLICIZING THE THESIS DEFENSE

The master's candidate and the candidate's advisor are responsible for scheduling the public defense with all members of the thesis committee, notifying the academic unit office, and reserving the room, and notifying the Dean's Office. A block of two hours should be reserved, and defenses scheduled in the same academic unit should not conflict in time.

The candidate shall prepare a structured abstract and complete the form required to schedule the public defense. The abstract and the form must be submitted to the Office of Graduate Studies at least 10 working days (two weeks) prior to the public defense.

RESOLUTION OF DIFFERENCES WITHIN COMMITTEE OVER THESIS APPROVAL

In cases where committee members differ on the approval of a thesis document and/or its public defense, it shall be the responsibility of the committee to undertake every reasonable effort to resolve these differences and come to a unanimous decision.

In case a student wishes to appeal a negative decision by the thesis committee, the student shall first take the appeal to this same committee, which shall hear the appeal and render a decision.

In cases of a negative, but non-unanimous, committee decision, and the student wishes to appeal, a review committee shall be established consisting of the Dean and the chairperson or director of the academic unit. The review committee shall seek to resolve the controversy without rendering a decision on the thesis. The review committee's handling of such a case is limited to procedural actions, such as reconstituting the committee if the case merits it.

UNIVERSITY REQUIREMENTS AFTER DEFENSE

Document Preparation for Format Review. Students may not offer a thesis to the Dean's office review until it has been approved by the committee or supervisor, as indicated by signatures of all committee members or supervisor on the official approval forms.

Deadlines for Format Review. All these must be submitted to the Dean's office for format review by the established deadline for the student's desired graduation date:

- October 1 for anticipated December degree conferral.
- March 1 for anticipated May degree conferral.
- July 1 for anticipated August degree conferral.

Students should expect format review to take no less than three weeks. Failure to meet these deadlines may result in delayed degree conferral.

Enrollment in **GRAD 6010**. Students who have completed all program requirements and a successful public defense but have not completed document formatting requirements and/or other thesis clearance requirements must enroll in **GRAD 6010** (a zero-credit course) during the graduating semester. Enrollment in this course during completion of the format review process allows continued access to university resources and satisfies the continuous enrollment requirement.

Thesis Clearance. A clearance form is required for theses. Clearance requirements include:

- Thesis approved for formatting and publication.
- Approved thesis submitted to The Athenaeum.
- Closure of IRB protocols.

Completed clearance forms confirming the completion of all program and university requirements are submitted by the Dean's office and must be received by the Registrar's/Director of Admission by these dates:

- November 1 for anticipated December degree conferral.
- April 1 for anticipated May degree conferral.
- August 1 for anticipated August degree conferral.

Failure to meet these deadlines may result in delayed degree conferral.

Deposit of Student Work. The submission of the thesis to the university in partial fulfillment of degree requirements grants the university the one-time, non-exclusive right to publish the thesis.

University and student rights regarding thesis submission and publication are outlined below.

University Rights. Rise University retains non-exclusive distribution, reproduction, and archival rights to theses submitted to the Rise University in partial fulfillment of requirements for a post-baccalaureate degree. Such rights entitle Rise University to reproduce, archive, and distribute theses, in whole or in part, in and from an electronic format, as it sees fit. Distribution is subject to a release date stipulated by the student and approved by the university.

Student Rights and Responsibilities. As the owner of the thesis copyright, students have the exclusive right to reproduce, distribute, make derivative works based on, publicly perform and display their work, and to authorize others to exercise some or all of those rights. As a condition of graduation, each student's thesis must be published electronically. As part of the publishing process, students have several options regarding when others may access their document. These options include:

No embargo—Immediate availability. After degree conferral, the full text of the thesis will be immediately and freely available and searchable online via The Athenaeum.

Embargo—Restrict online publication for a designated period. Embargoes may be selected for 6 months, 1 year, or 2 years. Students may place an embargo on electronic access to their full thesis through The Athenaeum if there is legitimate reason to do so. Patents or future publication, for example, might be jeopardized by providing unrestricted access. Should a student elect to restrict online publication of their work, the document metadata—including names of student and advisors, and thesis title and abstract—will be available via The Athenaeum; however, the full document will be unavailable for viewing or download until the selected embargo period has ended.

Indefinite embargo—Restrict online publication indefinitely. Students may place an indefinite embargo on access to their full document. In this case, the document metadata—including names of student and advisors, and thesis title and abstract—will be available, but the full document will be unavailable indefinitely. Indefinite embargoes require the written approval of the Dean. The indefinite embargo restriction can be lifted at the request of the author at a later date.

GRADUATION POLICIES

A "B" average (3.0) is required for graduation. To be listed as a candidate for a degree, the student must meet all program and university requirements by the end of the graduating semester.

CATALOG FOR GRADUATION

Candidates for the master's degree may obtain the degree according to the requirements of the catalog in effect when they enroll at the university or from the catalog for any subsequent year thereafter. Candidates must complete requirements within seven years for a master's degree from the date of first entry. After the expiration of that period, degree candidate will be held to the requirements of the current catalog. Whenever required courses are discontinued, the College/School Dean may authorize substitutions.

In instances where students are readmitted into programs that have substantially changed requirements for the degree or major, the catalog selection is at the discretion of the program advisor.

Academic regulations and institutional policies apply to all students, regardless of the degree programs, and provide direction for consistent application of institutional policies. The provisions of this Catalog, thus academic regulations and institutional policies are subject to change without notice. Changes in Graduate Catalog academic and/or institutional policies, other than course requirements and GPA policies for a degree, become effective immediately upon approval by the proper University authorities and are not subject to the "Graduate Catalog of Graduation" rule cited above.

GRADUATION COMPLETION POLICIES

Each student must notify the Registrar/Director of Admission of his or her intent to graduate by completing an Application for Graduation provided to the student online by the Registrar/Director of Admission. After receiving the application, the Registrar's/Director of Admission Office will prepare a degree audit that will reflect any outstanding requirements that must be completed.

The following policies apply:

1. Once the Registrar's/Director of Admission Office receives the application for graduation, communication between the Registrar's/Director of Admission Office and the student is by e-mail to the university assigned email account.
2. A non-refundable graduation fee will be assessed to all applicants for graduation to cover administrative costs of graduation.
3. Refer to the "**Credit by Examination, Certification, or Correspondence Policies**" for policies related to earning credit in that manner.
4. For students whose culminating project is the dissertation or thesis:
 - An application for graduation should be submitted once a candidate has been approved to defend the dissertation or thesis. The date of the defense will determine the anticipated degree conferral semester.
 - The dates of the commencement ceremony and degree conferral will depend on when the defense is successfully completed, the final document is submitted for format review, and when the student has received dissertation or thesis clearance approval from the Dean's office.

5. Deadlines related to Graduation:

- Applications for graduation for December are due by May 1 unless the date falls on weekend in which case the deadline will be the immediately following Monday.
- Applications for graduation for May are due by October 1 unless the date falls on a weekend in which case the deadline will be the immediately following Monday.
- Applications for graduation for August are due by April 1 unless the date falls on a weekend in which case the deadline will be the immediately following Monday.
- Applications received after the posted filing deadline will result in an additional late fee and will not guarantee a timely review of the applicant's file or ensure the distribution of tickets for Commencement. Filing deadlines are listed in the graduation packet posted on Blackboard and in the Academic Calendar. Students are responsible for notifying the Registrar's /Director of Admission Office if there are changes in their plans to graduate. Failure to do so may result in additional late fees.
- Students are responsible for keeping their address information with the university accurate to ensure the timely delivery of their diploma.
- The deadline for changing the graduation date is the Friday of the first week of the semester during which you initially plan to graduate. A change of graduation form is required.
- All official transcripts must be on file in the Registrar's/Director of Admission Office /Director of Admission before the final graduation audit will begin.
- All course substitution forms (where applicable) must be on file in the Registrar's/Director of Admission Office the first week of the semester during which graduation is planned.
- Courses in which incomplete grades were previously assigned must be completed by the Friday of the first week of the semester during which graduation is planned.

6. Students cannot receive a grade of "D," "F," "W," or "IP" in their major, minor, concentration, specialization, support work, or teaching field. Receiving such grade will change the date of graduation to the next conferral period.

7. To participate in Commencement exercises, you must register for and remain enrolled in all required courses necessary for graduation prior to or during the fall or spring semester in which you intend to graduate. You cannot receive a grade of "W" in courses used to satisfy degree requirements. Receiving such grade will change your date of graduation to the next conferral period. Dropping a course or courses will remove you from candidacy and will prevent you from attending the Commencement ceremonies.

8. Students completing degree requirements during the summer participate in the December Commencement ceremonies.
9. Transcripts or test scores for courses taken at other institutions during the final semester of enrollment at Rise University must be in the Registrar's/Director of Admission Office at Rise University no later than two weeks after the end of the semester. Transcripts received beyond this deadline will result in a change of graduation date.
10. Your account balance must be clear by the posted deadline, or you will not be permitted to participate in the Commencement Ceremonies. Refer to the deadlines posted on-line, at the graduation link, on the Registrar's/Director of Admission Office web page.
11. Diplomas are not ordered until all degrees are posted, and the student's account balance is cleared.

PARTICIPATION IN COMMENCEMENT CEREMONIES

To participate in Commencement exercises, a student must have registered for and remain enrolled in all required courses necessary for graduation prior to or during the semester in which he/she intends to graduate. Students who do not graduate at the close of the term for which they applied must re-apply for graduation. Changing the date of graduation after graduation plans have been set may result in a change of graduation fee. The student must not have "holds" imposed by any department or office to participate in the Commencement ceremonies or graduate. All course work must be completed before the last day of the semester during which the student intends to graduate. Grades of IP will prevent the conferral of a degree until the next conferral period.

Students who complete degree requirements during the summer months graduate in August and participate in the December Commencement ceremonies.

GRADUATION APPLICATION DEADLINES TO HAVE NAME PUBLISHED IN CEREMONY PROGRAM

A student can apply for graduation up to the last day of the semester. However, the following deadlines must be adhered to if a student wants their name to be published in the graduation ceremony program.

- March 1 for May Ceremony
- October 1 for December Ceremony

GRADUATION WITH DISTINCTION FOR MASTER'S DEGREE

Students who complete their master's degree programs with a 4.0 average graduate "With distinction."

GRADUATE ASSISTANTSHIPS

ABOUT ASSISTANTSHIPS

A Graduate Assistant is a graduate student who is hired by Rise University to assist faculty or administrators with their respective duties.

Graduate assistants are graduate students, first and foremost. Graduate assistantships provide financial assistance and educational and professional developmental opportunities for graduate students. Graduate Assistants support the university in its teaching, research, administrative, and service missions.

The primary goal of an assistantship is to augment the student's educational objectives and to assist in the prompt and successful completion of the student's degree program. The student and the school/college share a central responsibility in the student's education.

Graduate Assistants enhance the university mission:

- Students perform services to the university (faculty/department/office/other students).
- Work performed enhances students' individual education goals.
- Work performed contributes to students' professional development.
- Students gain valuable academic experience.

ELIGIBILITY

Open to full-time and part-time graduate students who are enrolled in their programs as defined by enrollment policy, who are in good academic standing, and who satisfy continuous enrollment policies.

Other eligibility conditions may be applied depending on the type and location of work performed. If the student's GPA falls below a 3.0 during any portion of the academic year, the student may be terminated by the department from the assistantship during that academic year.

Students employed by the university in faculty (including adjunct faculty appointments) or staff positions are not eligible for assistantships.

Graduate Assistants may not concurrently work for more than one department/school/ college regardless of funding type.

Eligibility for student employment ends upon graduation.

ASSISTANTSHIP CATEGORIES

GRADUATE TEACHING ASSISTANT (GTA)

The primary duties of this category are to support classroom instruction. These duties include such responsibilities as instruction of students in a course setting, grading student assignments, leading lab or discussion groups in a course setting, developing academic instructional materials, proctoring exams, holding office hours, and tutoring students. Other duties may include contribution to departmental collaborative development and revision of curriculum materials. Graduate assistants with instructional responsibilities are eligible for teaching appointments only in their discipline or related discipline areas of study.

GRADUATE RESEARCH ASSISTANT (GRA)

The primary duties of graduate assistants in this category are research-related, but these duties vary depending on the type of research project. Duties include assisting faculty members in research and creative activities or being responsible for carrying out research or creative activities under direct supervision by faculty; performing administrative or editorial activities related to the research or creative activity; and developing, under supervision, curricular or instructional materials. The GRA's time is restricted to research activities, not for routine clerical work or for any other purpose for which the faculty member is responsible.

GRADUATE MANAGEMENT ASSISTANT (GMA)

Graduate assistants in this category may work in Rise University offices or departments, providing valuable support to the office or department mission or purpose. The duties may include, but are not limited to, clerical and office support, advising, academic advising, academic mentoring, programmatic activities, and generally do not involve teaching or research, although there may be components of those activities inherent in the office structure.

FINANCIAL INFORMATION

TUITION AND FINANCIAL REGULATIONS

Rise University is an independent institution and receives no direct support from state or federal taxes. Subsequently, all of the instructional and operating costs of the University are paid by student tuition. The difference between such costs and the amount paid by the student is subsidized by income from endowment, grants for special projects, and gifts from alumni and other friends who recognize the value of our educational program. The University endeavors to arrange loans, discounts, grants-in-aid, employment, and scholarships to enable students to continue in an academic program.

TUITION

Tuition, fees, and other charges vary from year to year. The exact rates are printed in the Schedule of Courses each semester. They may also be obtained from the Admissions or Business Offices web pages. A non-refundable confirmation fee will be assessed to all new full-time students and full-time re-admitted students.

PAYMENTS

Payment Options: Other than Financial Assistance, the University accepts cash, checks, and credit cards for payment of tuition and fees.

- Cash and checks for the payment of tuition and fees are accepted at the Business Office. All checks must include the student's name, student ID, and specific term to insure proper credit to account.
- Credit/Bank Card payments are accepted online only. The following credit/bank cards are accepted: Master Card, Visa, American Express and Discover.
 - A convenience fee of 2.75% (4.75% for international cards) will be charged for all credit and debit card payments.
 - ACH Electronic Check Transfer:
 - Requires a bank account and routing number.
 - No convenience fee.
- The University offers students a Tuition Payment Plan. Enrollment students may choose to pay their bill in monthly installments by enrolling in the deferred payment plan online in their E-Payment center. Once enrolled in the payment plan, installments are due the 1st of each month. Late fees in the amount of \$250 will be assessed to all past due balances on Nov. 5th (Fall semester) and Apr. 5th (Spring semester).

Failure to remit these payments will result in withholding of credits, transcripts, diplomas, and late payment fees each month for not submitting tuition payments as agreed. However, this will not exempt students from liability for those charges.

Students must enroll in a new payment plan each semester.

If you need any additional information, please contact the Business Office.

PAYMENT POLICY

1. Payment arrangements must be finalized by the eighth calendar day from the first-class day of the semester.
2. ALL FEES ARE SUBJECT TO CHANGE WITHOUT NOTICE.
3. Students who have not met their total financial obligations to the University will not be permitted to enroll for a subsequent academic term.
4. Withdrawal without proper notice entails failure in all courses for the semester and the student is held liable for the full payment of tuition, fees and other charges.
5. Students must pay their financial obligation in full to the University to have diplomas and transcripts released. In addition, if payment is not made in full, students may be prohibited from participating in the graduation ceremony.
6. The student agrees to assume liability for any debt incurred during his/her attendance at the University. In the event of a delinquency or default, the student will pay all reasonable costs of collection including but not limited to attorney fees and necessary court costs.

The University does not send out paper bills; all bills are available online. The bill will serve as a full accounting of the student account activity for the period. Each student must review their bill promptly and notify the Business Office immediately of any errors or omissions on the bill.

Students should report any disputed items to the Business Office within 60 days after the disputed items appear on the student's statement. If the student fails to report a disputed item, he/she may not claim any liability on the part of the University in connection with the University handling of the item (items) in dispute.

ACCOUNT STATEMENTS AND DISPUTES

The University will notify the student that an electronic bill/statement is available to view. The bill/statement will serve as a full accounting of the student account activity for the period. Each student should review their bill/statement regularly and notify the Business Office of any errors or omissions in the statement.

Report any disputed items to the Business Office within 60 days after the disputed items appear on the student's statement. If the student fails to report a disputed item, he/she may not claim any liability on the part of the University in connection with the University handling of the item (items) in dispute. Before the University will consider making a refund or credit to the student because of a claimed discrepancy, the student must give the University a written statement identifying the concerns; the request will require the student's name, student ID, term (fall, spring, summer).

RETURNED ITEMS/INSUFFICIENT FUNDS

When the bank for whatever reason returns a check, a \$30 nonrefundable returned check service charge is assessed. The student is given ten days from the date of notice to make full payment by cash, money order/cashier's check, or credit/bank card. The University reserves the right to refuse payment by personal checks for future payments. Returned checks not paid will be submitted for collections.

FUNDS NOT YET RECEIVED AT THE TIME OF THE WITHDRAWAL

If a student withdraws before federal funds are received and/or disbursed, the Office of Financial Assistance will determine the amount(s) to be returned according to each funding source guideline. The Office of Financial Assistance will notify the student and the Business Office of any changes.

A student receiving financial assistance should meet with a financial aid advisor before withdrawing or reducing hours to determine the impact on the student's award.

FINANCIAL ASSISTANCE

The University is committed to helping students fund their decision to attend the University through scholarships, work opportunities, and loan assistance.

The primary purpose of student financial assistance is to provide resources to students who would otherwise be unable to pursue a post-secondary education. Financial assistance programs are designed to supplement a family's efforts to meet educational costs. The financial assistance philosophy at the University is to meet the direct costs or financial need of all eligible students until funds are exhausted.

Students applying for financial assistance are considered for all programs for which they are eligible. Financial assistance is awarded on a first come, first serve basis.

NOTE: There is an April 1 priority deadline every year for early awarding when gift funds are at their optimal level.

SATISFACTORY ACADEMIC PROGRESS

The Higher Education Amendment of 1965, as amended, mandates institutions of higher education to establish minimum standards of "Satisfactory Academic Progress" for students receiving financial aid. Rise University makes its standard applicable to all federal, state, and institutional financial assistance programs for the purpose of maintaining a consistent policy for all students receiving financial aid.

TO MAKE SATISFACTORY ACADEMIC PROGRESS (SAP), STUDENTS MUST MEET ALL OF THE FOLLOWING STANDARDS:

ACADEMIC STANDARDS:

Students must maintain a cumulative GPA minimum requirement at the end of each academic year for all credit hours attempted, including transfer work (Undergraduates, 2.0; Graduate students, 3.0; Professional students, the GPA set by their respective programs). If the cumulative GPA drops below the minimum requirement, the student will no longer be eligible for financial aid.

MAXIMUM TIME FRAMES:

The number of credit hours a student attempts may not exceed 150% of the number of credit hours required for graduation in their program of study, as published in the University Catalog. It must also be mathematically possible to complete degree requirements within 150% as published in the University Catalog.

That is, if the published number of hours required for graduation is 120, a student may not attempt more than 180 credit hours ($120 \times 1.5 = 180$) and continue to receive financial aid. All periods of enrollment must be considered, even those for which the student did not receive financial aid, as well as hours transferred in from another school. If the number of attempted hours reaches 150% of the hours required for graduation, or it is mathematically impossible for the students to graduate before attempting 150% of the required hours, the student will no longer be eligible for financial aid.

Attempted hours include all registered hours per semester whether or not the student earns a grade or receives credit.

The following are considered hours attempted, but not completed:

- "D" or "F" grades for graduate students
- "AU" Audited courses
- "W," "U," or "IP" grades

Completed hours include all semester hours for which the student earns a grade:

- "A" through "D" grades for undergraduate students
- "A" through "C" grades for graduate students
- "P" or "S" passing with credit
- All transfer hours accepted for credit

ENROLLMENT STATUS:

During the academic year (Summer, Fall and Spring) a student who receives financial aid must successfully complete a minimum of 67% of all attempted coursework. If the number of completed hours drops below 67% of attempted hours, the student will no longer be eligible for financial aid. (See completion definitions above).

Examples:

If a student attempts (registers for) 30 credit hours in an academic year, they must complete a minimum of 21 credit hours ($67\% \times 30 = 20.1 = 21$) in order to make SAP for the year. NOTE: All partial credit hours earned will be rounded down to the nearest hour.

If a student attempts 36 credit hours, they must complete a minimum of 25 credit hours ($67\% \times 36 = 24.12 = 25$) to be making SAP.

If at the end of the second year, a student has attempted 60 credit hours, they must have completed a minimum of 41 credit hours ($67\% \times 60 = 40.2 = 41$) to be making SAP.

The calculation of earned hours divided by attempted hours will be rounded up/down according to traditional rounding rules to determine if the student has met the 67% minimum.

REVIEW POLICY

At the end of each Academic Year (Spring semester), the Office of Financial Assistance will review the progress of each financial aid recipient for SAP. Students will be reviewed to ensure that they are meeting the following criteria:

1. Cumulative GPA of 3.0 or higher (graduate students), or cumulative GPA meeting the requirements set forth by their respective programs (medical/professional students).
2. Successful completion of at least 67% of all attempted coursework for all periods of enrollment (cumulative) even those for which the student did not receive financial aid.
3. Total attempted hours do not exceed 150% and that it is mathematically possible to complete degree requirements within 150% of the published length of the program of study.

FINANCIAL ASSISTANCE TERMINATION

In the event that the student does not meet the requirements for SAP, they will be placed on Financial Aid Termination. This means that the student will not be eligible for any type of federal, state, or institutional aid until they have returned to Satisfactory Academic Progress or submitted an appeal to the Office of Financial Assistance for possible reinstatement.

CONDITIONS FOR REINSTATEMENT

Students whose eligibility for financial aid has been terminated may appeal the decision in writing to the Office of Financial Assistance if they believe that they had extenuating circumstances which led to their unsatisfactory progress. The Office of Financial Assistance will notify the student in writing of the decision.

Appeals for the reinstatement of financial aid eligibility must include:

1. The student must complete the Satisfactory Academic Progress Recovery Packet available in the Office of Financial Assistance.
2. A letter from the student documenting the extenuating circumstances; for example, personal illness, medical problems, or death in the family. This letter should provide a detailed explanation of the situation. If the student has exceeded the maximum time frame and is appealing based on a change of major, he or she should state the reason for the change and submit a new printout which indicates the number of hours remaining to be taken in the new major. This information should be included with the SAP Recovery Packet.

Students whose appeals are approved will be placed on an academic plan for a specified length of time and must meet the SAP requirements or be meeting the requirements of the academic plan by the ending of each semester in order to continue receiving financial assistance. Students who are meeting neither requirement by the end of a semester will be placed on Financial Aid Termination and will not be eligible for further aid until they are once again meeting the initial SAP requirements.

Students who have been placed on Financial Aid Termination because they do not meet the SAP requirements may do the following if they decide not to appeal, or if their appeal is not approved:

1. Students may attend the University without financial assistance until they meet the SAP requirements for both cumulative GPA and cumulative completion requirements.
2. Apply for various alternative loan programs available to help meet the costs of tuition.

STUDENT RECORDS AND PRIVACY

EDUCATIONAL RECORDS

Rise University maintains educational records for all current and former students who officially enrolled. Student records at the University are subject to the provisions of the Family Educational Rights and Privacy Act of 1974, as amended. Students have the right to file a complaint with the U.S. Department of Education concerning compliance issues. The name and address of the appropriate office is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

STUDENT RECORD RETENTION POLICY

We recognize the importance of maintaining student records in a responsible and secure manner. In compliance with the Title 5 California Code of Regulations §71920, we have established a student record retention policy that ensures the proper storage and retention of pertinent student records.

Rise University will retain the relevant student records for a period of 5 years from the student's date of completion or withdrawal. This includes academic records, enrollment information, and any other records required by the regulation. By retaining these records, we are able to meet legal and regulatory requirements and provide necessary documentation when needed.

Our record retention policy aims to balance the need for maintaining student information with the importance of privacy and data protection. We ensure that all student records are stored securely and access is limited to authorized personnel only.

If students require access to their records within the retention period, they can request the necessary information by following the established procedures. We strive to process such requests in a timely manner, typically within 45 days, in accordance with applicable laws and regulations.

At the end of the 5-year retention period, student records will be securely disposed of in a manner that ensures confidentiality and privacy. This disposal process follows industry best practices and applicable legal requirements.

Student's Record	Retention Period
Student's application for admission	Five years
Transcripts from prior colleges/universities attended	Five years from admissions date and three years after graduation date
Registration forms	Five years
Add/drop forms	One year
Rise University transcripts	Permanently
Application for graduation	One year
Change of grade form	Permanently
Grade report forms	Five years

RECORD KEEPING

Educational records are those records directly related to a student for the purpose of recording the educational endeavor of the student. They do not include law enforcement or related conduct records, employment records, medical records, alumni records, or faculty advisor/instructor notes. Educational records may be stored in many media and are not limited to an individual file.

ORGANIZATION AND MAINTENANCE OF RECORDS:

The records required by Article 9 of the Act or the relevant chapter are organized and maintained through our online Student Information System. This system serves as a centralized repository for all academic and financial records. Student files typically contain information such as personal details, academic transcripts, enrollment history, financial transactions, enrollment application, copy of birth certificate, copy of social security card, and other relevant documentation. The records are stored electronically, and the Student Information System ensures that academic and financial records are appropriately separated.

The university employs Canvas as a learning management system, which tracks various aspects of student engagement and performance within courses. Additionally, digital forms, such as JotForm, are utilized to collect admission information and class registration details. Admission information collected through digital forms may include personal details, educational background, and other pertinent information required for the admission process. Class registration forms may capture details such as course selections, schedules, and any additional preferences relevant to the registration process.

The university also has a hard copy of students' records stored in a fireproof filing cabinet located in the administration building room. Personal information is updated at the beginning of each school year and/or as received throughout the semester.

The university places a strong emphasis on data security. Access to the Student Information System and other platforms is restricted to authorized personnel, including staff, faculty, and students who must log in using University credentials. The IT administrator manages user credentials to ensure secure access. The vendor providing the Student Information System employs robust security measures to safeguard the integrity and confidentiality of the stored records. Student records are maintained through an online database as well as in a physical location onsite in a fireproof cabinet in the office of the Administration Building. These records are continuously updated and kept organized.

The provost also has access to these files to monitor progress and better support their individual needs. Anyone needing access to these files would need clearance from the Provost. These files are readily available during the day but must not be taken from the Administrative Building at any time.

CUSTODIAN OF RECORDS AND PHYSICAL LOCATIONS:

The custodian of records, responsible for overseeing the security and maintenance of student records, can be reached at the provided physical address, email address, and telephone number.

Student records are maintained through an online database as well as in a physical location onsite in a fireproof cabinet in the office of the Administration Building. These records are continuously updated and kept organized.

The provost also has access to these files to monitor progress and better support their individual needs. Anyone needing access to these files would need clearance from the Provost. These files are readily available during the day but must not be taken from the Administrative Building at any time.

The physical addresses and telephone numbers provided in this context would likely pertain to the administrative offices responsible for overseeing record-keeping processes and coordinating with the IT department. The custodian of records plays a crucial role in managing access and ensuring the integrity of student information.

The online university also employs a comprehensive digital infrastructure, utilizing a secure Student Information System, learning management system (Canvas), and digital forms (JotForm) to manage and maintain student records. The security measures in place, coupled with the role of the custodian of records, demonstrate a commitment to maintaining the confidentiality, integrity, and accessibility of student information in compliance with regulatory requirements. A back-up of these files is undertaken on a regular basis.

At the University office, a cumulative file for each student is maintained in the active file by the

Registrar//Director of Admission who is the university's official custodian of student data and records. Ms. Sarah Hussein, Registrar/Director of Admission. Phone number: (408)946-5900

EDUCATIONAL RECORDS FEE

Upon matriculation, all students are charged a one-time educational records fee of \$40.00 to cover administrative costs associated with the creation and maintenance of the students' educational record.

EDUCATIONAL RECORD REVIEW

Students have the right to inspect and review their educational record. All requests must be in writing to the Registrar/Director of Admission and must identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the students of the time and place where the records may be inspected. If the University official to whom the request was submitted does not maintain the records, that official shall advise the student of the correct official to whom the request should be addressed. The response from the University official will be within 45 days of the receipt of the request for access.

EDUCATIONAL RECORD REVISION

The student may request an amendment to the educational record if they believe it is inaccurate or misleading. Note that grades assigned by faculty do not relate to the educational records amendments. The student should write to the Registrar/Director of Admission to request the amendment. The request must clearly identify the portion of the record he/she wants changed, specifying why it is inaccurate or misleading. If the University does not amend

the record as requested, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

EDUCATIONAL RECORD AND STUDENT CONFIDENTIALITY

Rise University will not disclose any personally identifiable information about students (except directory information listed below) without the written consent of the student.

Directory information at the University has been identified as:

- Student's Name
- Participation in officially recognized activities and sports
- Address
- Telephone Listing
- Weight and height of members of athletic teams
- Electronic mail address
- Photograph
- Degrees, honors, and awards received
- Date and place of birth
- Major field of study
- Dates of attendance
- Grade level
- The most recent educational agency or institution attended

Each student has the right to restrict the release of any or all of this information by submitting a written request to the Registrar's/Director of Admission Office. School officials with legitimate educational interests may have access to educational records, without the students' consent, if the record is needed in order to fulfill his or her professional responsibilities. School officials are identified as: a person employed by the University in an administrative, supervisory, academic or research, or support staff position, a person or company with whom the University has contracted, a person serving on the Board of Trustees, or a student serving on an official committee, or assisting another school official in performing his or her tasks.

TRANSCRIPTS

Students may obtain a transcript of academic records from the Registrar's/Director of Admission Office after initiating a request through the "Transcript Requests" link online on the Registrar's/Director of Admission Office web page. Online transcript request submission and fulfillment are managed by a third party. The University reserves the right to withhold transcripts from students who have not met all conditions for admission or who have outstanding financial obligations, whether the transcript is issued through the third party or by the Registrar's/Director of Admission Office directly.

The typical turn-around time for responding to transcript requests submitted online is one to two business days. Same-day, in-person transcript fulfillment is also available. The fee for this service is \$10.00. Same-day, in person service is not available during peak periods.

Refer to the Registrar/Director of Admission Office webpage for more information about transcript processing. Students should also note the following regarding transcripts:

- Rise University is not authorized and therefore, is unable to issue copies of domestic transcripts or test scores received from other institutions to students or other institutions. Exceptions exist for academic documents issued by institutions/entities outside the United States. These exceptions will be handled on a case-by-case basis and are at the discretion of the Registrar's/Director of Admission Office.
- Official documents submitted to the University become the property of the University and cannot be returned. Students should contact the issuing institution for official copies of work completed before attending the University.

STUDENT COMPLAIN

STUDENT COMPLAINT POLICY

Rise University is committed to fostering a learning environment that promotes academic excellence and personal development. Students are encouraged to voice their complaints and concerns in a manner that is respectful of the dignity of the individual, if any, who is the subject of the complaint. It is the policy of the University that students with complaints are treated honestly and fairly, and that their complaints be handled in a timely manner with regard to resolution of the issue(s) presented. Any student may express a concern or complaint by following these procedures. Please note that the university explicitly prohibits any member of the Rise community from harassing or retaliating against students who file complaints.

GENERAL GUIDELINES

Complaints are most effectively and efficiently managed by first expressing them to the individual, if any, who is the subject of the complaint. Students are strongly encouraged to first discuss their complaint directly with any such individual involved.

If the complaint involves a policy, procedure, or area of responsibility of a specific administrative department, it should be directed to the supervisor or manager of that department. In each instance of a departmental complaint, the appropriate individual will investigate the complaint, seek a solution, and report back to the student in writing within 10 school days. The department supervisor/manager will keep a record of the decision.

For more information about how to process a complaint or to appeal a decision, the student should contact the appropriate office below.

Offices to Contact for Different Kinds of Complaints.

A. COURSE WORK COMPLAINTS

Students who have complaints about what they believe to be unfair treatment involving their academic work should contact the appropriate College/School Dean.

B. OTHER ACADEMIC COMPLAINTS

Students who have complaints about academic advisement or other issues related to academic policies, procedures, or deadlines should contact the Dean's Office. Students who believe they have received unfair treatment involving their academic work must first meet with their instructor. Unfair treatment applies to any act which may be perceived as either prejudiced or arbitrary in the evaluation of a student's performance, or in the imposition of sanctions without regard for due process. If the complaint is not resolved to the satisfaction of the student, the student shall have the right to appeal a decision in writing to the Dean of the school or college, or a person designated by the Dean, where the instructor resides. The Dean's decision is final and there is no further appeal to another administrative officer. Students may obtain the formal appeals form from the office of the Dean in whose college/school the instructor resides.

C. ADMINISTRATIVE DEPARTMENT COMPLAINTS

Students, who have complaints about the policies, procedures, or deadlines of an administrative area of the University, or the personal treatment they have received from an administrative area of the University, should contact the appropriate major office.

VIOLATIONS OF THE STUDENT CODE OF CONDUCT

Members of the Rise community, including students, may file a complaint against any student for alleged violations of the Rise University Student Code of Conduct by contacting the Administration. The Student Code of Conduct can be viewed online.

GENERAL CONCERNS OR COMPLAINTS

Students who have a general complaint regarding university policies, procedures, or personnel should contact the administration or report their concerns online.

HARASSMENT COMPLAINTS

Students who believe that they have been subjected to harassment or treated in a way that violates university's anti-harassment policy (i.e., harassment related to an individual's race, color, sex, religion, national origin, sexual orientation, citizenship status, or disability) by another student, a university employee, a contractor, or a visitor to the campus, should immediately report the alleged harassment to the Director of Human Resources.

TITLE IX COMPLAINTS

Unlawful discrimination has no place at Rise University. It violates the University's core values, including its commitment to equal opportunity and inclusion, and will not be tolerated. The University prohibits sexual misconduct, that can include: (1) sex and gender-based discrimination; (2) sexual and sex and gender-based harassment (including a hostile environment based on sex or gender); (3) sexual assault; (4) sexual exploitation; (5) stalking; and (6) relationship violence (including dating and domestic violence).

DEGREES

GENERAL REQUIREMENTS

The nature of the master's degree varies according to the subject and the discipline in which it is granted. Candidates for the master's degree are expected to assume responsibility for knowing policies governing their program, registration, change of schedule, withdrawal, and other University policies and procedures. For information about their curriculum and graduate policies, students may contact their program director or Dean's office. University policies and procedures are presented in the Academic Policies and Procedures section. Refer to the respective program for specific degree requirements.

TIME LIMIT FOR COMPLETION OF MASTER'S PROGRAMS

After admission, all requirements for the master's degree must be completed within seven (7) years. Students whose degrees are taken primarily through part-time study have the option of requesting an extension from the Dean's Office. Extensions beyond established time limits for such legitimate reasons as illness, injury, or hardship may also be granted by the Dean. In such situations, the student and academic unit must demonstrate how the student will bring up-to-date the content knowledge from courses taken more than seven (7) years before the projected date of graduation.

CONFERRAL OF DEGREES AND APPLICATION FOR GRADUATION

All candidates for the master's degree must complete a formal application for the degree, which must be filed in the Registrar's/Director of Admission Office. To avoid late fees, students must complete an Application for Graduation by the dates stated in the official Academic Calendar published each year by the Registrar/Director of Admission. Degrees are conferred in December, May, and August. Commencement ceremonies are held in December and May.

MORE INFORMATION

To view the general requirements for admission to a master's program, please review the **Graduate Admissions** of the Catalog.

To view the academic policies and procedures governing attendance in post-baccalaureate programs, please review the **Academic Policies and Procedures** Section of the Catalog.

To view details of policies regarding final projects that a master's program may require, please review the **Culminating Projects Policies and Procedures** of the Catalog.

DEGREES

Degrees: Master of Education
College/School: School of Education

The Master of Education degree program is for students who want to concentrate their core work in Educational settings. The Master of Education consists of 30 hours of graduate course work.

Degree plan concentration areas include:

- Teaching and Holistic Education
- Educational Administration and Leadership
- Organizational Leadership and Evaluation

ADMISSION REQUIREMENTS

Applicants to the Master of Education program will be considered for enrollment if they satisfy the **General Requirements and Application Procedures** for graduate admissions at Rise University.

Degree-seeking students should apply and provide official transcripts from all colleges and universities attended and documentation indicating the achievement of a baccalaureate degree. Minimum 2.5 GPA requirement in all coursework.

Non-degree-seeking students should apply and provide official transcripts from all colleges and universities attended. If still enrolled, applicants should provide a letter from his or her current institution indicating enrollment and good academic standing.

DEGREE PLAN

A. TEACHING AND HOLISTIC EDUCATION (30 HOURS):

This concentration prepares graduates to become teachers and educators that promote the holistic development of the child.

Core Classes:

- EDUC 6301 Theories of Learning
- EDUC 6302 Philosophical Foundations of Education
- EDUC 6303 Research Methods and Tools
- EDUC 6304 Effective Teams and Groups
- EDUC 6305 Capstone

Concentration Classes:

- EDUC 6311 Introduction to Teaching and Holistic Education
- EDUC 6312 Developmentally Appropriate Curriculum & Environment
- EDUC 6313 Assessment in the Classroom
- EDUC 6314 Exceptionalists and Multicultural Issues in Education
- EDUC 6315 Practicum in Teaching and Holistic Education

B. EDUCATIONAL ADMINISTRATION AND LEADERSHIP (30 HOURS):

This concentration prepares graduates to become K-12 school administrators and principals that promote the holistic development of the child. Students in this concentration are strongly preferred to have a minimum of 2 years of K-12 work experience.

Core Classes:

- EDUC 6301 Theories of Learning
- EDUC 6302 Philosophical Foundations of Education
- EDUC 6303 Research Methods and Tools
- EDUC 6304 Effective Teams and Groups
- EDUC 6305 Capstone

Concentration Classes:

- EDUC 6321 Introduction to Educational Administration and Leadership
- EDUC 6322 School, Finance, Policy, and Law
- EDUC 6331 Introduction to Organizational Leadership and Culture
- EDUC 6333 Organizational Change
- EDUC 6325 Practicum in Educational Administration and Leadership

C. ORGANIZATIONAL LEADERSHIP AND EVALUATION (30 HOURS):

The Organizational Leadership and Evaluation concentration prepares graduates to become catalysts of effective organizational change and leadership within educational institutions, businesses, public systems and social agencies.

Core Classes:

- EDUC 6301 Theories of Learning
- EDUC 6302 Philosophical Foundations of Education
- EDUC 6303 Research Methods and Tools
- EDUC 6304 Effective Teams and Groups
- EDUC 6305 Capstone

Concentration Classes:

- EDUC 6331 Introduction to Organizational Leadership and Culture
- EDUC 6332 Concepts of Leadership
- EDUC 6333 Organizational Change
- EDUC 6434 Program Evaluation Theories and Methods
- EDUC 6325 Practicum in Organizational Leadership and Evaluation

GRADUATE CERTIFICATES

With the approval of the appropriate College or School Dean, certificates may be presented to students in recognition of their attendance at special not-for-credit seminars or continuing educational professional development and in recognition of their earning credit hours in Rise University courses offered in a particular field or fields.

The announcement of the receipt or awarding of a certificate will not appear on the transcript, even when the certificate attests to earning credit hours for Rise University courses. When appropriate, for-credit courses taken to earn a certificate may be considered as fulfilling the requirements of a degree program only if the student applies to, meets admission requirements of, and is accepted into the degree program.

Candidates for the graduate certificate are expected to assume responsibility for knowing policies governing their program, registration, change of schedule, withdrawal, and other University policies and procedures. For information about their curriculum and graduate policies, students may contact their program director or the Dean's Office.

All students taking graduate courses and seeking a certificate must apply for admission to graduate studies. Applicants may have to meet additional requirements set by the school or college from which the certificate is being issued. See specific program of interest for requirements and procedures.

To view the general requirements for admission to a certificate program, view this section of the catalog: Graduate Admissions.

To view the academic policies and procedures governing attendance in post-baccalaureate programs, view this section of the catalog: Academic Policies and Procedures.

The Graduate Certificates acknowledge that the student has completed at least 15 credit hours in the field. Students interested in a Graduate Certificate must be admitted to Rise University as a non-degree seeking student or admitted into the graduate degree program.

When the coursework is completed for the certificate, students must file a request for the certificate, accompanied by a copy of the transcript, with the Dean's Office. Courses taken for the certificate may be accepted as work toward a master's degree if the student is accepted into a master's degree program at Rise University.

GRADUATE CERTIFICATE IN TEACHING AND HOLISTIC EDUCATION (15 HOURS)

- EDUC 6304 Effective Teams and Groups
- EDUC 6311 Introduction to Teaching and Holistic Education
- EDUC 6312 Developmentally Appropriate Curriculum & Environment
- EDUC 6313 Assessment in the Classroom
- EDUC 6314 Exceptionalists and Multicultural Issues in Education

GRADUATE CERTIFICATE IN EDUCATIONAL ADMINISTRATION AND LEADERSHIP (15 HOURS)

- EDUC 6304 Effective Teams and Groups
- EDUC 6321 Introduction to Educational Administration and Leadership
- EDUC 6322 School, Finance, Policy, and Law
- EDUC 6331 Introduction to Organizational Leadership and Culture
- EDUC 6333 Organizational Change

GRADUATE CERTIFICATE IN ORGANIZATIONAL LEADERSHIP AND EVALUATION:

- EDUC 6304 Effective Teams and Groups
- EDUC 6331 Introduction to Organizational Leadership and Culture
- EDUC 6332 Concepts of Leadership
- EDUC 6333 Organizational Change
- EDUC 6434 Program Evaluation Theories and Methods

GRADING, EVALUATION RESPONSE TIME AND GRADING SCALE

At Rise University, we recognize the significance of grading as a fundamental aspect of the learning process. Our dedicated faculty members and qualified graders meticulously evaluate students' performance based on objective and subjective questions, spreadsheets, homework assignments, and examinations. When determining grades, we consider factors such as accuracy, presentation, analysis, organization, swiftness, and overall quality to provide a comprehensive assessment of students' achievements.

EVALUATION RESPONSE TIME

We understand the importance of timely feedback in the learning process. Therefore, we have established the following schedule for returning graded assignments:

- Multiple-choice or other assignments administered within the Student Learning Center (SLC) will be returned within one (1) day.
- Writing, spreadsheet, or other assignments that do not require extensive feedback will be returned within five (5) days.
- Essays, detailed spreadsheets, or assessments that require in- depth analysis and feedback will be returned within ten (10) days.
- Graduate capstone courses, term papers, and similar assessments will be returned within fourteen (14) days.

GRADING SCALE

Grades are assigned based solely on the quality of work and the level of understanding demonstrated in the assessments. Faculty members post grades through the Student Learning Center (SLC), where students can access their grade reports. Please note that results will not be provided via phone or email.

If a student wishes to request a review of their grades, they must submit a written statement with the date and signature to the Student Affairs department within two weeks of receiving the grade report.

DEPARTMENTAL BENEFITS FOR STUDENTS

TEACHING AND HOLISTIC EDUCATION

For a Master's in Education with a specialization in Teaching and Holistic Education, the relevant Standard Occupational Classification (SOC) codes from the U.S. Department of Labor may include a range of occupations that focus on education, teaching, and potentially administrative roles in educational settings. Here are some of the SOC codes that might be relevant:

1. **25-2021 - Elementary School Teachers, Except Special Education:** This code could be relevant for graduates focusing on holistic education at the elementary level, incorporating comprehensive teaching methods.
2. **25-2022 - Middle School Teachers, Except Special and Career/Technical Education:** For those specializing in teaching students in middle school with a holistic approach.
3. **25-2031 - Secondary School Teachers, Except Special and Career/Technical Education:** This code is for educators in high schools who apply holistic education principles in their teaching.
4. **21-1012 - Educational, Guidance, School, and Vocational Counselors:** Considering the focus on emotional, social, and ethical development, graduates might also find opportunities in counseling roles within schools.
5. **11-9032 - Education Administrators, Elementary and Secondary School:** For those moving into administrative roles that promote and implement holistic education policies and practices in schools.
6. **25-9031 - Instructional Coordinators:** Professionals who develop curricula and oversee teaching standards, including the integration of holistic education methods.

OCCUPATIONAL OBJECTIVES

The Master's in Education with a specialization in Teaching and Holistic Education equips graduates with the skills and knowledge to pursue a career path that emphasizes holistic approaches to teaching and learning. This specialization prepares educators for a range of roles that support the emotional, social, ethical, and academic development of students in an integrated manner. The following Standard Occupational Classification (SOC) codes from the U.S. Department of Labor are pertinent to the career trajectories of graduates:

1. **25-2021 Elementary School Teachers, Except Special Education:** Graduates are prepared to employ holistic teaching methods at the elementary level, focusing on creating comprehensive and inclusive learning experiences that cater to the diverse needs of students.
2. **25-2022 Middle School Teachers, Except Special and Career/Technical Education:** This program equips educators with the ability to apply holistic education principles in middle school settings, fostering environments that encourage emotional and social development alongside academic achievement.
3. **25-2031 Secondary School Teachers, Except Special and Career/Technical Education:** Educators are trained to integrate holistic education practices in high school teaching, supporting student development across a range of dimensions.
4. **21-1012 Educational, Guidance, School, and Vocational Counselors:** Considering the program's focus on the holistic development of students, graduates may also find opportunities in counseling roles within schools, where they can contribute to the emotional, social, and ethical guidance of students.
5. **11-9032 Education Administrators, Elementary and Secondary School:** Graduates interested in leadership roles can move into positions that allow them to advocate for and implement holistic education policies and practices within elementary and secondary schools.
6. **25-9031 Instructional Coordinators:** This specialization prepares professionals to develop curricula and teaching standards that incorporate holistic education methods, ensuring that educational content and practices support the comprehensive development of students.

Graduates of this program are ideally positioned to lead and support educational initiatives that prioritize the whole child, implementing strategies that enhance student self-confidence, academic achievement, and well-being. They will be adept at creating and sustaining positive school environments that reduce the impact of inequities and promote inclusive education for all students. By integrating emotional reflection and strong student-teacher relationships into their teaching practices, graduates will make significant contributions to the field of education, ensuring that students receive a well-rounded and supportive educational experience.

EDUCATIONAL ADMINISTRATION AND LEADERSHIP

For a Master's in Education with a specialization in Educational Administration and Leadership, the relevant Standard Occupational Classification (SOC) codes from the U.S. Department of Labor would focus more on leadership, administrative, and management roles within educational institutions. Here are SOC codes that would likely be applicable:

1. **11-9032 - Education Administrators, Elementary and Secondary School:** This code applies to individuals who oversee all aspects of the administration at elementary and secondary schools, including strategic planning and operational management.
2. **11-9033 - Education Administrators, Postsecondary:** For those who aim to work in leadership roles within colleges, universities, and other postsecondary institutions, focusing on overall leadership and administration.
3. **11-9031 - Education Administrators, Preschool and Childcare Center/Program:** This classification could apply to graduates who move into leadership positions within early childhood education settings.
4. **11-9039 - Education Administrators, All Other:** This is a catch-all category for education administrators in roles that don't fit neatly into the other specific categories, potentially including specialized educational leadership positions.
5. **25-9031 - Instructional Coordinators:** Individuals who work closely with curriculum development and instructional standards across schools or school districts might fall under this classification, especially if their role includes leadership in implementing educational strategies and improvements.
6. **25-4011 - Archivists:** In some contexts, educational leaders may also be involved in overseeing educational resources and archives, especially in institutions with significant historical collections.
7. **25-2022 - Middle School Teachers, Except Special and Career/Technical Education:** While primarily for teachers, individuals with this Master's specialization might also engage in roles that involve curriculum leadership and administrative responsibilities at the middle school level.
8. **21-1012 - Educational, Guidance, School, and Vocational Counselors:** For those in educational leadership who are also involved in student counseling, guidance, and support services as part of their administrative role.

OCCUPATIONAL OBJECTIVES

The Master's in Education with a specialization in Educational Administration and Leadership is designed to equip educators with the skills and knowledge necessary for leadership roles within educational institutions. Graduates are prepared for a variety of positions that involve strategic planning, operational management, curriculum development, and leadership in educational settings. The following Standard Occupational Classification (SOC) codes from the U.S. Department of Labor are relevant to the career paths of graduates:

1. **11-9032 Education Administrators, Elementary and Secondary School:** Graduates are prepared to manage and lead elementary and secondary schools, overseeing all aspects of school administration from strategic planning to operational management.

2. **11-9033 Education Administrators, Postsecondary:** This program also prepares individuals for leadership roles in colleges, universities, and other postsecondary institutions, focusing on governance, policy, and the overall administration of higher education.
3. **11-9031 Education Administrators, Preschool and Childcare Center/Program:** For those interested in early childhood education, this specialization enables leadership within preschools and childcare centers, focusing on program development and administrative oversight.
4. **11-9039 Education Administrators, All Other:** This catch-all category encompasses graduates in unique and specialized educational leadership roles not specifically categorized elsewhere, including roles in non-traditional educational settings or specialized programs.
5. **25-9031 Instructional Coordinators:** Graduates may work as instructional coordinators, leading curriculum development, and instructional improvement efforts across schools or districts, applying leadership in educational strategies and program implementations.
6. **25-4011 Archivists:** In roles that intersect with educational leadership and resource management, graduates may oversee educational archives and collections, particularly in institutions with significant educational materials or historical documents.
7. **25-2022 Middle School Teachers, Except Special and Career/Technical Education:** While primarily a teaching role, graduates with this specialization may take on additional responsibilities in curriculum leadership, administrative tasks, or program development at the middle school level.
8. **21-1012 Educational, Guidance, School, and Vocational Counselors:** This program also prepares educational leaders to contribute to student counseling, guidance, and support services, integrating administrative roles with direct student engagement and support.

This Master's program is tailored for those aiming to transition into significant leadership and administrative roles within the educational sector. Graduates will emerge as leaders capable of shaping educational policies, enhancing student achievement, and leading institutions towards operational excellence. They will be well-equipped to navigate the complexities of educational administration, from strategic planning and budgeting to supervising staff and managing resources, ensuring that educational institutions serve their communities effectively.

ORGANIZATIONAL LEADERSHIP AND EVALUATION

For a Master's in Education with a specialization in Organizational Leadership and Evaluation, the focus is on roles that involve leading organizational change, evaluating and developing programs, and enhancing the effectiveness of institutions across various sectors. The relevant Standard Occupational Classification (SOC) codes for this specialization would span a range of areas including educational leadership, management, and analysis roles. Here are SOC codes that might be relevant:

1. **11-3121 - Human Resources Managers:** This code could apply due to the focus on organizational theory and motivational theories, especially in roles focusing on leadership development and organizational culture.

2. **11-9033 - Education Administrators, Postsecondary:** For roles that involve leadership and administrative responsibilities in colleges, universities, and professional schools, focusing on program development and evaluation.
3. **11-9131 - Postmasters and Mail Superintendents:** While more specific, this code could apply to leadership roles within specific operational contexts, where organizational leadership skills are applied to manage and improve services.
4. **11-9199 - Managers, All Other:** This is a broad category that could encompass various management roles in organizations where leadership and organizational evaluation skills are critical, including educational institutions, businesses, and social agencies.
5. **13-1151 - Training and Development Specialists:** Specialists in this category might focus on developing and implementing training programs based on organizational and leadership development theories.
6. **13-1161 - Market Research Analysts and Marketing Specialists:** For graduates applying their skills in program evaluation and development to assess the effectiveness of educational or training programs within organizations.
7. **15-1211 - Computer Systems Analysts:** In contexts where organizational change involves significant updates to information systems, graduates might work to evaluate and implement effective technological solutions.
8. **19-3099 - Social Scientists and Related Workers, All Other:** This broad category could include roles focused on evaluating and applying leadership theories in organizational contexts, particularly in public systems and social agencies.
9. **25-9031 - Instructional Coordinators:** For those focusing on the development and evaluation of educational programs and curricula within institutions.
10. **25-1011 - Business Teachers, Postsecondary:** Graduates might also teach organizational leadership, evaluation, and related subjects at the college or university level.

OCCUPATIONAL OBJECTIVES

Graduates of the Master's in Education with a specialization in Organizational Leadership and Evaluation are equipped to assume leadership and evaluative roles within a broad spectrum of educational institutions, businesses, public systems, and social agencies. Their training in organizational theory, leadership, and program evaluation prepares them for a variety of positions aimed at enhancing the effectiveness and efficiency of organizations. The relevant Standard Occupational Classification (SOC) codes and potential career paths for graduates include:

1. **11-3121 Human Resources Managers:** Graduates may take on roles focusing on leadership development, organizational culture enhancement, and motivational strategies within organizations.
2. **11-9033 Education Administrators, Postsecondary:** This specialization prepares students for administrative responsibilities in higher education, including program development, evaluation, and strategic planning in colleges, universities, and professional schools.
3. **11-9131 Postmasters and Mail Superintendents:** Although specific, graduates could apply their leadership skills in operational contexts, managing and improving mail and delivery services.

4. **11-9199 Managers, All Other:** A broad category encompassing various management roles in educational institutions, businesses, and social agencies where leadership and organizational evaluation skills are paramount.
5. **13-1151 Training and Development Specialists:** Focusing on the development and implementation of training programs that are informed by organizational and leadership development theories.
6. **13-1161 Market Research Analysts and Marketing Specialists:** Applying skills in program evaluation to assess and enhance the effectiveness of educational or training programs.
7. **15-1211 Computer Systems Analysts:** In roles where organizational change involves technological updates, graduates might evaluate and implement information system solutions.
8. **19-3099 Social Scientists and Related Workers, All Other:** Including roles that involve applying leadership and organizational theories to evaluate and improve organizational practices, particularly in public and social sectors.
9. **25-9031 Instructional Coordinators:** Specializing in the development and evaluation of educational programs and curricula within educational institutions.
10. **25-1011 Business Teachers, Postsecondary:** Graduates may also pursue academic careers, teaching organizational leadership, evaluation methods, and related subjects at the collegiate level.

This program prepares students for a diverse range of leadership and evaluation roles, equipping them with the necessary skills to drive effective organizational change and enhance institutional effectiveness. Graduates are well-positioned to pursue careers that make a significant impact on the organizations they serve, leveraging their comprehensive understanding of organizational dynamics, leadership principles, and evaluation techniques.