

ACADEMIC POLICIES

Student Rights and Responsibilities

Within any community of over 300 students, faculty, and staff it is important that expectations and responsibilities are communicated. This section is designed to provide clarification on what it means to be a student at Adler University. The rights identified below are steeped in our values, which include social interest, pluralism, and courage.

Students have the right to express their own ideas, beliefs, and associations. Students can ask questions and appropriately express their opinions without affecting their academic evaluations, as long as such expressions do not interfere with the normal operations of classes or infringe on the rights of other people in their class. Professional comportment is expected in all aspects of student experience. Respect for others is fundamental and is expected at all times regardless of the issue or the location, including cyberspace.

Students have the right to join associations and are free to promote their common interests. This includes the right to become affiliated with any recognized student organization without discrimination or prejudice regarding race, colour, ethnicity, religion, national origin, age, disability, marital status, parental status, family relationship status, sexual orientation, sex, gender, gender identity, or other status protected by local, state or federal law in its education settings.

Students have the right to participate in student governance through the Adler Student Association. The ASA strives to enhance the university community and the overall student experience. Student engagement and involvement are vital to establishing a thriving academic community. Students are encouraged to actively engage the ASA for creating a strong student community that values and appreciates all perspectives. In addition, the ASA is a vital conduit in communicating student concerns, issues, and ideas to the administration.

Students have the right to advising that balances individual student responsibility and accountability with support from the university in understanding degree and program requirements. The advising process should extend well beyond administrative tasks to include the development of an active professional mentoring relationship. This mentoring relationship will be built upon students' openness to engage in active communication with faculty that will enrich their development as students and as professionals.

General Student Grievance and Appeal Procedure

Adler University, Vancouver Campus has adopted this general student grievance and appeal procedure to resolve concerns that students may have about the implementation of Adler University policies and procedures. The primary objective of this student grievance procedure is to ensure that student concerns are dealt with promptly and resolutions reached in a reasonable manner. This general student grievance/appeal procedure will be followed except in cases where there is a specific appeal procedure governing a specific policy (e.g., an appeal of a grade of "C" or lower).

Before pursuing this general student grievance/appeal procedure, every reasonable effort must be made by the student to resolve issues with the faculty, staff, or administrators concerned. Faculty, staff, and administrators should respond promptly to answer questions and/or to resolve problems or complaints brought to their attention by students.

Informal Procedure

Following an unsuccessful initial attempt to resolve an issue directly with the individual involved, the next step of the student appeal procedure is for the student to discuss the issue with their Academic Advisor. These discussions should be held as soon as possible. Students are also invited to seek confidential support and assistance from the Manager of Student and Alumni Services.

If the student feels that a satisfactory reasoning has not been provided for the issue in dispute, the student should proceed to the formal appeal procedure.

Basis for Formal Grievance or Appeal

A student has the right to appeal issues of academic status, disciplinary action, or dismissal if the student believes:

1. There is procedural error identified that indicates a breach (of a substantive nature) of institutional processes or procedures.
2. There is new information, of a substantive nature, that was not available at the time the decision was made. (New information may require documentation.)
3. The initial decision was biased.

The University reserves the right to temporarily restrict students from attending classes, training, or University-sponsored activities, events or programs while a grievance or appeal is under review. This restriction may apply throughout related appeal processes.

Formal Grievance or Appeal Procedures

Students who wish to make a formal appeal for reasons stated above must present an appeal, in writing, within 10 business days of when the initial decision was made. The appeal should be directed to the Program Director of the academic program in which he/she is enrolled. Students must submit an appeal clearly stating the grounds of the appeal and any supporting statement or documentation. The Program Director will decide if a meeting with the student is necessary. The Program Director will render a written decision to the student within 10 business days of receipt of the appeal letter. The School reserves the right to extend the decision date depending on the circumstances in order to conduct a full review. This extension will not exceed 30 business days.

If this grievance/appeal does not resolve the concern, the student can appeal the decision to the Campus Dean, in writing, within 10 days of the Program Director's decision. The Dean can, at his/her discretion, convene an appeal review committee to review any appeal. The Dean's decision is final.

A log of student grievances is maintained by the Manager of Student and Alumni Services. The information in the log is kept confidential and includes:

1. The date the complaint was submitted
2. The nature of the complaint
3. The steps taken to resolve the complaint
4. The final decision regarding the complaint, including referral to outside agencies, and date of decision
5. Any other external actions initiated by the student to resolve the complaint, if known by Adler University (e.g., lawsuit).

The log of student grievances may be made available for outside review by the BC Ministry of Advanced Education, and other organizations as required by law. However, steps will be taken to ensure the anonymity of any student who files a complaint.

The purpose of an outside review can include but is not limited to:

1. Establishing that Adler University processes complaints in a timely manner,
2. Demonstrating fairness and attention to student concerns, and
3. Identifying any pattern in the complaints that suggests problems with institutional quality.

Grade Appeal Policy

Adler University assigns primary responsibility and authority for grading and any other evaluation comments to the instructor of record and respects the instructor's professional judgment in the area of student evaluation. In most cases, the instructor's decision is final.

However, students have the right to appeal certain grades or evaluative comments made by a faculty member. Grounds for an appeal must be based on an alleged violation of a written school policy or extenuating circumstances such as illness or family emergency.

Only grades of "C" or lower can be appealed and these may be appealed only if a grading standard was not set or not followed by the instructor.

Finally, if a student is appealing a grade for a course that is a pre-requisite for a class, he/she cannot register for or attend subsequent classes until the grade for the pre-requisite has been resolved.

Step One – Appeal to the Class Instructor:

A student who feels that a "C" or lower grade is inappropriate due to the reasons stated above has the right to appeal to the instructor. To dispute a grade, a student must present a written letter of appeal to the instructor. This appeal must clearly state the basis for the appeal (including a copy of the written school policy if the basis is an alleged violation of policy), the facts the student believes support his/her claim, and the requested remedy.

This appeal must be filed within 30 days of the posting of the grade on WebAdvisor.

The student must also inform his/her Academic Advisor of the concern at the time of the appeal.

Instructors are expected to meet with students who have expressed concern about grades or comments and explain the established standard and why the earned grade was recorded. If this standard has been set and followed, no further appeal is appropriate.

If the standard was not set or not followed, it is incumbent upon the instructor to do whatever is practical to resolve the issue by presenting the student with his/her rationale for the evaluation and grade.

After reviewing all materials submitted, the instructor will respond in writing within 30 days of receipt of the student's correspondence.

If the instructor for the course is the Program Director or the Director of Clinical Training, the appeal should be presented to the Campus Dean. The Dean's decision is final.

If the instructor is the Campus Dean, students can appeal to the President. The president's decision is final.

Step Two – Appeal to the Program Director

If Step One does not resolve the concern, the student may, within ten (10) calendar days of the instructor's response, present an appeal to the Program Director.

Students should write a letter of appeal with the following information: name, mailing and email address, course number, title and section; semester and year taken; instructor's name, and a clear statement of the grade change requested, basis for the appeal (as noted above), and the facts that support the request.

The Program Director will decide if a meeting with the student is necessary and will conduct an investigation that may include consulting the parties involved, gathering all pertinent information, and/or reviewing relevant facts.

The result of the review will be summarized in writing by the Program Director and placed in the student academic file.

If the Program Director is the instructor for the course, the appeal should be presented to the Campus Dean. The Dean's decision is final.

If the student feels that the evaluative comment is inaccurate, misleading or in violation of the privacy or other rights of the student, the student may also insert a written statement in the record.

Academic Honesty

Adler University seeks to establish a climate of honesty and integrity. Any work submitted by a student must represent original work produced by that student. Any source used by a student *must* be documented through required scholarly references and citations, and the extent to which any sources have been used must be apparent to the reader. The University further considers resubmission of work done partially or entirely by another, as well as resubmission of work done by a student in a previous course or for a different professor, to be academic dishonesty. It is the student's responsibility to seek clarification from the course instructor about how much help may be received in completing an assignment, examination, or project and what sources may be used. Students found guilty of academic dishonesty including plagiarism shall be subject to disciplinary action which may range from a failing grade for the assignment and/or course to the potential for immediate dismissal from the program and Adler University.

For the purposes of this policy, *academic misconduct* refers to any action that involves illicit, unauthorized, fraudulent, or inappropriate behaviors designed to aid in whole or part with the completion of required work at Adler University. *Plagiarism* is the submission, in whole or part, of unoriginal material, represented as original and as the work product of the individual student.

Four types of plagiarism are defined in this policy:

- Resubmission of work done for one course, assignment, or task for another. Defined as *auto-plagiarism*, this form of plagiarism does not typically involve the submission of the work of others, but, instead, consists of representing as original work that has been previously submitted.
- Minimally rephrasing, paraphrasing or revising the work of others without proper citation or credit. Referred to here as *indirect plagiarism*.
- Substantial utilization of the published or unpublished work of others without permission, citation, or credit. Known as "cut and paste" or "patchwriting," this form of plagiarism is referred to as *direct plagiarism*.
- Purchasing or otherwise acquiring a work in its entirety and submitting it as one's own is considered the most extreme and egregious form of plagiarism; referred to in this policy as *fraudulent plagiarism*.

Research misconduct involves the misrepresentation of data or material in research, and is defined as follows:

- *Data fabrication* involves the intentional production of study or research data and representing such data as genuine.
- *Data falsification* involves the intentional alteration of study or research data and representing such data as genuine.
- *Data manipulation* involves the suppression or changing of study data to facilitate a desired outcome.
- *Withholding data or materials* involves the refusal to make available for inspection, raw data and sources for student research.
- *Misrepresentation of how much effort was expended, or the extent of original contribution made to a research project* in which multiple contributors took part.

For the purpose of this policy, acts of academic misconduct are grouped into four (4) categories, enumerated in descending order of perceived severity and perceived seriousness per event.

- I. **Severe Academic Misconduct** consists of fraudulent plagiarism, extensive "cut and paste" plagiarism, data fabrication, and/or data falsification

- II. **Significant Academic Misconduct** consists of direct plagiarism, significant or repeated indirect plagiarism, and/or data manipulation.
- III. **Moderate Academic Misconduct** consists of indirect plagiarism, inadvertent direct plagiarism and/or withholding data or resources in research.
- IV. **Simple Academic Misconduct** consists of auto-plagiarism, inadvertent indirect plagiarism, and misrepresentation of contribution to research.

Academic misconduct may result in referral to the Program Director by the relevant Instructor and Academic Advisor, if applicable. Depending on the severity of academic misconduct, the level of training, and circumstances associated with the misconduct, consequences will range from failure on specific assignments or required supplemental education to dismissal from the student's program and Adler University.

A self-guided training tutorial on plagiarism and academic misconduct is available on the Consortium of Institutional Training Initiatives (CITI) website (www.citiprogram.org). Students should select the Adler University institutional page to access this tutorial.

Adler University Copyright Policy

It is the policy of Adler University to comply with federal copyright law and all related law codified at 17 U.S.C. §101 et seq. All faculty, staff, and students must adhere to University copyright policy and are expected to seek consultation and advice from the Library when using the copyrighted works of others in the course of instruction.

Adler University is committed to fostering an environment that provides for the fair use of copyrighted works to achieve the goals of teaching, service, and research while remaining in compliance with applicable laws. Adler University users of copyrighted works are accorded the rights and privileges pursuant to 17 U.S.C. §§107 (Fair Use), 108 (Reproduction by Libraries and Archives), 109 (First Sale Doctrine and Transfers), 110 (Teaching Exception), and other statutory exemptions and limitations to the exclusive rights granted to the owner of a copyright protected work.

It is the policy of Adler University to inform and educate faculty, students and staff regarding federal copyright law, the rights of copyright owners, the legal obligation of the School to comply with applicable law, and the rights of the University community to use copyrighted works.

Under Adler University Copyright Policy, faculty, staff, and students retain all rights in copyrightable materials they create, except when special circumstances or contractual arrangements prevail, including:

- Work which is "work for hire" under copyright law, or for which the author was commissioned in writing by the School to develop the materials as part of the author's regularly compensated duties;
- Conditions restricting copyright privileges are contained in grant or contract funding.

Professional Communication Skills

Excellent communication skills are a necessity for today's practitioners and are foundational to their professional success. In order to ensure that Adler University students will be ready to become tomorrow's leaders, written and oral communications are evaluated throughout students' educational and training experiences, from admission to graduation.

Adler University offers all students opportunities to develop their communication skills through academic coursework and support services. The University conducts workshops, individual consultations, and other events on academic and professional communications and students who wish to improve their skills in these areas are encouraged to participate in these opportunities.

Student Conduct and Comprehensive Evaluation

The University requires that students demonstrate the highest standards of academic, personal, and professional conduct. The determination of students' performance is not limited to grades or grade point average, but includes all factors involved in students' academic and clinical progress and professional development (e.g., cognitive, emotional, psychological, interpersonal, technical and ethical). All students are required to sign a copy of this document indicating that they have received and reviewed this statement. This signed document is retained in the student file to indicate each student's acceptance of the comprehensive evaluation policies employed by the University. In light of this policy, in addition to assigning a grade, instructors also may submit a written evaluation of students' performance in any or all of the above areas of development and functioning, including strengths, weaknesses, and recommendations for any additional work that may be needed. The professional and ethical areas described below are also subject to evaluation.

Performance in courses, practica, internship, and qualifying examinations (not all of these are in each program) assess a broad range of areas of competency that are expected of students as they progress toward their degrees. The conduct and performance of students in all aspects of their education and training may be used to assess their academic and professional suitability. Performance in individual classes may not be predictive of performance in professional training situations or on qualifying examinations. Professional and ethical conduct is required in interactions with faculty, administrators, other students, clinical/professional supervisors and staff members. Professional and ethical conduct includes, but is not limited to, demonstration of sufficient: (a) interpersonal and professional competence (e.g., the ways in which students relate to peers, faculty, allied professionals, clients, the public, and individuals from diverse backgrounds or histories); (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on peers, faculty, allied professionals, clients, the public, and individuals from diverse backgrounds); (c) openness to the processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by the successful completion of remediation plans; or by participating in personal therapy in order to resolve issues or problems, as appropriate to the individual and the program).

Students are expected to fulfill academic and professional requirements in an ethical and honest manner. This expectation includes proper acknowledgment and appropriate use of the ideas and written works of others, submission of one's own work to fulfill course requirements, and honesty during the completion of in-class and take-home examinations. Failure to comply with the highest standards of academic integrity and conduct, including engaging in plagiarism or receiving improper assistance, will result in disciplinary action, and may lead to dismissal from the University.

A student may be subject to disciplinary action or immediate dismissal from the University when excessive course withdrawals or class absences interfere with fulfillment of course requirements, when the student's behaviour has been disruptive or is detrimental to the learning environment, when the student's physical health or emotional stability interferes with course work or clinical training, or when the student's conduct has been judged to be in violation of professional or ethical standards.

Students are expected to refrain from engaging in professional activities, which are unethical or unlawful, those for which they are not qualified, or those for which they lack the required credentials. Adler students shall not maintain a private practice or engage in rendering psychological services on either a fee or not-for-fee basis unless they are legally and professionally qualified to do so. The phrase "psychological services" is broadly defined to include psychometrics, psychotherapy, counselling, guidance, hypnosis, research, or other related activities. Students engaged in activities which are unlawful or unethical or for which they are not qualified or lack appropriate professional supervision are subject to dismissal from the University.

This policy is applicable to settings and contexts in which evaluation would appropriately occur (e.g., coursework, practica, supervision), rather than settings and contexts that are unrelated to the formal process of education and training (e.g., non-academic, social contexts). However, irrespective of setting or context, when a student's conduct clearly and demonstrably (a) impacts the performance, development, or functioning of the student, (b) raises questions of an ethical nature, (c) represents a risk to public safety, or (d) damages the representation of psychology to the profession or public, appropriate representatives of the program may review such conduct within the context of the program's evaluation process.

Duty of Care to the Public and to Society

This ethical and legal duty makes the assessment of students' clinical competency and suitability of particular importance for students in the MAC, MCP and PsyD programs. The University reserves the right to take disciplinary action or dismiss a student at any time when a student's academic or clinical performance, ethical judgment/standards, attendance, financial delinquency, emotional stability, or personal conduct are significantly detrimental to the educational goals and purposes of the institution or interfere with the learning environment for other students. Students who fail to meet academic or clinical requirements or who violate standards of professional, academic, or personal conduct may be referred for review by their Academic Advisors or Program Directors, or face immediate dismissal.

Students with questions as to whether a particular course of action meets the University's expectations for student conduct may receive guidance from their Academic Advisor or the Manager of Student and Alumni Services.

Basic Student-Trainee Competencies

Adler University expects that socially responsible practitioners will demonstrate competence within and across a number of dimensions. Faculty, training staff, supervisors, and administrators have a duty and responsibility to evaluate the competence of students across multiple aspects of performance and functioning. In consequence, ongoing evaluation addresses student progress not only in the academic arena, but also in other areas of professional development related to skills and attitudes.

Students at Adler University must demonstrate a basic set of core interpersonal, personal, and intellectual skills, as well as attitudes and values, representing the baseline competencies of socially responsible practitioners. It is expected that students will further develop these competencies as they progress through the program. These core skills and attitudes include the following:

- a) *Interpersonal skills: The student demonstrates the ability to listen to and to be empathic with others, to form relationships, and to interact respectfully with others in spite of differing experiences, values, backgrounds, or points of view.*
- b) *Expressive skills: The student demonstrates the ability to appropriately communicate ideas and feelings in oral, non-verbal, and written forms.*
- c) *Cognitive skills: The student demonstrates appropriate problem-solving ability, critical thinking skills, organized reasoning, intellectual curiosity, and flexibility.*
- d) *Affective skills: The student demonstrates an ability to tolerate and manage internal states, uncertainty, and interpersonal conflict.*
- e) *Reflective skills: The student demonstrates the ability to examine and consider personal motives, attitudes, behaviors, and their effect on others. A reflective skill of special relevance is the ability to be open to and to integrate feedback.*
- f) *Personal skills: The student demonstrates a strong work ethic, motivation to learn, personal organization, punctuality, and appropriate self-presentation.*
- g) *Attitudes: The student demonstrates the desire to help and advocate for others, to be open to new ideas, and to act with honesty and concern for ethics.*

It is the responsibility of the faculty to determine the readiness of each student to advance.

Satisfactory Academic Progress

Students must maintain satisfactory academic progress to maintain good academic standing. To maintain satisfactory progress, students must first remain consistently registered until completion of all degree requirements. Students who fail to maintain active matriculation (i.e., register each term) will be administratively withdrawn from the University and Administrative Withdrawal will be indicated on the transcript.

Students are considered to be making satisfactory academic progress if they are taking a course load that ensures steady movement toward degree completion within the maximum time limits for degree completion, and if they are meeting all academic and professional practice (e.g., clinical) standards. All students must maintain a cumulative grade point average of 3.0 on a 4.0 scale in order to be in good academic standing, to participate in practica and internship (doctoral students), and to graduate.

Masters students should complete a minimum of twelve (12) credit hours every twelve months and must satisfactorily complete all of the requirements for graduation within five years of the date of first registration following admission to the program.

Doctoral students are expected to take coursework as scheduled in the sequence on a full-time basis (i.e., as outlined in the Program Curriculum); it is also expected that all requirements for graduation be satisfactorily completed within seven years of the date of first registration following admission to the program. Students enrolled in doctoral research project or internship, are considered to be maintaining minimum credit requirements for satisfactory academic progress. These requirements constitute the minimum enrollment necessary to be considered in good academic standing. Students who fail to maintain good academic standing are subject to a student comprehensive evaluation review and possible remedial or disciplinary action.

Students whose overall grade point average falls below a "B" (3.0), or who have received two grades of "C" or "I", or a single grade of "NC", "D", or "F," are not in good academic standing and are subject to a student comprehensive evaluation review and possible remedial or disciplinary action.

Only two grades of "C" and no grades of "D", "F", or "NC" may be counted toward completion of degree requirements. A maximum of six (6) credit hours may be repeated to remediate deficient grades and, thus, qualify for graduation. Both the original course grade and the repeated course grade will be calculated in the overall GPA, and both will appear on the transcript. Students, who receive more than any combination of six (6) credit hours of "C" or who receive a single grade of "NC", "D", "F" in any course or program requirement, are subject to immediate dismissal.

Ongoing Student Review

Students are reviewed by the faculty on an ongoing basis. This comprehensive review is conducted by the Academic Advisor in conjunction with program faculty. As part of this review, Academic Advisors review grade sheets for all advisees as well as training evaluations as relevant, and initiate formal review processes for students or whose grades, performance evaluation or feedback regarding conduct suggests a formal comprehensive conduct and evaluation review is warranted. Ongoing review may involve a formal annual academic performance review for every student depending on the program.

After gathering and reviewing relevant evaluation information, Academic Advisors meet with Advisees to review and discuss academic progress and evaluative feedback and to develop, if warranted, an appropriate remediation plan. This plan could involve informal activities (e.g., accessing the services of the Writing Advisor) as well as more formal response and requirements (e.g., being placed on academic probation and assigned remedial activities).

As previously noted, students retain the right to appeal review decisions made by Academic Advisors.

Attendance Policy

Students are responsible for regular and punctual attendance during each class session. Students who expect to miss or arrive late for a class must notify the instructor in advance. Students whose absence or tardiness affects the quality of their work or the work of the class may be given a lower grade. Students who miss more than two classes in a semester, for courses that meet once/week over a 14-week semester, will receive a grade of "F" (Fail). For courses that meet on a weekend intensive format, which involves three or fewer class meetings in a semester, missing one class will result in a grade of "F" (Fail). For courses that meet once every other week (e.g., 7 full-day class meetings) over a 14-week semester, students who miss more than one class in a semester will receive a grade of "F" (Fail). Due to the unique structure of the practicum seminar courses, students who miss more than one class session in a semester will receive a grade of "No Credit" or "NC" and be referred to the Training Department for review.

Summer term –Students who miss more than 6 hours of classroom instruction in the summer semester, for courses that meet once/week over a 12-week semester, will receive a grade of "F" (Fail). For courses that meet on a weekend intensive format, which involves three or fewer class meetings in a semester, missing one class will result in a grade of "F" (Fail). For courses that meet once every other week (e.g., 6 full-day class meetings over a 12-week semester), students who miss more than 6 hours of classroom instruction in a semester will receive a grade of "F" (Fail).

Students who receive a grade of "F" (Fail) for any course must repeat the course.

Leave of Absence

Students may take a Leave of Absence (LOA) due to illness or other extenuating circumstances by completing a Leave of Absence Form, securing the required signatures, and submitting it to the Registrar's Office. A Leave of Absence may be granted for up to three terms (one calendar year). If a student has accepted a practicum or internship prior to requesting a leave, or is completing a practicum/internship at the time of the request, the student must contact the Director of Training and Community Service prior to submission of the form to their Academic Advisor. The Leave of Absence will be noted on the student's transcript for each approved term until the student returns to the university. Approval of a Leave of Absence does not extend the deadline for completion of course work or other course requirements.

Vancouver Campus students from the United States (U.S.) with financial aid from the U.S must follow Adler University's LOA policy specific to the Chicago Campus. This policy is outlined in their *Financial Aid and Student Accounts Handbook*. Because federal regulations state that LOA is only to be granted for a specific set of circumstances, any leave identified as ineligible per Title IV regulations may not be approved by the Director of Financial Aid and must be reported to the National Student Loan Data System as a Withdrawal. Students are required to speak with the Office of Financial Aid on the Chicago Campus before requesting a LOA in order to receive full explanation of the procedure and the results of the LOA.

Students who do not return from a Leave of Absence by the agreed upon term, will be administratively withdrawn from the University. In order to be readmitted, administratively withdrawn students must submit a new application for admission no sooner than one year after the date upon which they were withdrawn and, if admitted, must follow the program requirements in effect at the time of the new admission.

Administrative Withdrawal

Once enrolled, students are expected to maintain satisfactory progress and register each term until completing the program in which they have been admitted. Students who fail to register for each consecutive term until completion of their degree program may be administratively withdrawn from the University unless they have obtained an approved leave of absence.

Students may be administratively withdrawn as a result of failure to maintain satisfactory academic progress, failure to adhere to University policy and procedures, or failure to maintain professional conduct. In such cases, the Academic Advisor will consult the Program Director to consider appropriate next steps (if Academic Advisor and the Program Director are the same person, the Program Director will consult with Campus Dean). *Administrative Withdrawal* will be noted on the transcripts of students who have been administratively withdrawn. Students who have been administratively withdrawn and wish to be re-considered for matriculation must submit a new application for admission no sooner than one year after their administrative withdrawal and, if admitted, must meet the program requirements and policies in effect at the time of the new admission. Students readmitted to the University may be eligible to receive up to 24 credits for coursework completed either at Adler University or another institution.

For Vancouver Campus students from the United States with financial aid from the U.S., in the event a student is administratively withdrawn from the University, the Office of Financial Aid is required by Federal Law to recalculate a student's eligibility for financial aid awards. A calculation is used to determine the amount of "earned" and "unearned" aid based on the effective date of the administrative withdrawal. If a student completes 60% or less of credits taken during a term, the Office of Financial Aid determines the amount of "earned" aid based on the proportion of credits successfully completed within the term. If a student successfully completes more than 60% of the credits taken in a term, s/he is considered to have earned 100% of the awards disbursed for the term. "Unearned" awards must be returned to the lender. The student is responsible for repaying the University for any balances owed as a result of the return of financial aid funds.

Withdrawal in Good Standing

Students may withdraw from Adler University in good standing by completing the Student Withdrawal Form and submitting it to the Registrar's Office. To withdraw in good standing, students must be in good academic standing at the time of withdrawal, have completed all requirements for courses and practicum/clinical work for which they are registered, have made full payment of all outstanding tuition and fees, and not be subject to pending disciplinary, ethical, or academic inquiries. Withdrawal in good standing is noted on the transcript.

Former students who wish to return to the University after withdrawing in good standing must submit a new application for admission and, if admitted, must follow the regulations and program requirements in effect at the time of the new admission. Students readmitted to the University may be eligible to receive up to 24 credits for coursework completed either at Adler University or another institution.

Adler University Policies and Procedures are subject to change without notice. The most up to date Adler University policies are all available online on the [Adler Connect Portal](#).