

# UMD Academic Policies 2019-2020

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# Academic Space Allocation Guidelines

Effective: **November 19, 2011**

Last Updated: **November 19, 2011**

Policy Owner: **Academic Affairs**

Academic space assignment is the purview of the Executive Vice Chancellor for Academic Affairs. Academic space will be used as fully and efficiently as possible. The Minnesota Facilities Model (MFM) space allocation recommendations will be a baseline reference in evaluating requests for space and in justifying the assignment or justification of additional campus space.

Highest priority for the use of space in areas housing classrooms and academic unit offices will be for instruction, offices, and teaching and research laboratories/studios. Student instructional space, including computer laboratories, will be maintained, and expanded if necessary, to satisfy the demand (number of classes, class size, physical requirements, etc.) for such space. Non-instructional space will be assigned according to the general criteria for space allocation presented below. Library and NRRI space will be assigned by the respective directors.

## Criteria for use of Non-Instructional Space in Academic Units

1. Office space (and research space as appropriate) will be first assigned to full time faculty.
2. Office space for full-time professional staff supporting academic activities will be provided as the next priority.
3. Remaining office space will be assigned to part-time faculty, teaching/research assistants, visiting faculty, and staff supporting outreach activities. Except under unusual circumstances these individuals will be assigned shared office space.
4. Administrative units and personnel most contingent to the space will have highest priority for its use, according to need.
5. Space for externally funded research and creative activities will be allocated after the above needs have been met. Priority in allocation of space for such (funded) activities will be as follows (highest to lowest priority):
  - Projects that provide direct or indirect cost funds to the campus and identify faculty members as principal investigators or managers.
  - Mission-related grant projects supervised by UMD faculty or professional staff.
  - Outside projects that provide direct or indirect funds to the campus.
6. Whenever possible, space will be provided for student groups, student study and lounge areas, and staff lounge areas.

## Academic Standing

Effective: ***September 1, 2011***

Last Updated: ***Approved by EPC February 9, 2011; amended and approved by Campus Assembly April 12, 2011***

Policy Owner: ***Academic Affairs***

### **GOOD ACADEMIC STANDING**

Students who have a cumulative University of Minnesota GPA of 2.0 or higher are in good academic standing in the University.

### **ACADEMIC INTERVENTION or WARNING**

Students in good standing with the University but who are not making satisfactory progress as defined by the specific degree program, or whose academic performance declines significantly, may be identified for academic intervention and be required to meet with an academic advisor before registration. Colleges who use academic intervention with students who are not making satisfactory progress in their program may change a student to an undeclared or pre-major code.

### **ACADEMIC PROBATION.**

Students with a cumulative University of Minnesota GPA less than 2.0 are placed on academic probation.

### **ACADEMIC DISMISSAL**

Students who fail to achieve a cumulative University of Minnesota GPA of 2.0 during the probationary semester are subject to dismissal from the University. Students with a first-term GPA below 1.0 are subject to dismissal from the University without probation.

### **READMISSION AFTER DISMISSAL**

Students dismissed from the University, who can demonstrate improved academic capability, may petition to be readmitted on a probationary basis after the lapse of at least one semester.

# Appropriate Student Use of Class Notes and Course Materials

Effective: **April 29, 2009**

Last Updated: **Approved by EPC February 27, 2002; Amended and approved by EPC April 29, 2009**

Policy Owner: ***Academic Affairs***

## Overview

The faculty of the University of Minnesota encourages students to take and share notes in their classes, laboratories, and the many other instructional settings in which they participate as they pursue their education at the University. Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. The faculty recognizes that collaborative note-sharing and discussion helps students learn.

## Explanation

However, the organization, preparation, and presentation of materials in a class or other instructional setting represent the intellectual effort of the instructor. Instructors have an interest in protecting this intellectual effort and in assuring the accuracy of any public representations of their course lectures and presentations. The classroom should also be a place where instructors feel free to share with students the full range of information available in their subject areas, including results of new research as it is produced, without concern that such new knowledge will be shared prematurely outside the University learning community. Broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community.

- Students may not distribute, via the Internet or other means, lecture notes or instructor-provided materials, except to other members of the same class or with the express written consent of the instructor.
- Instructors have the right to impose additional restrictions on course materials in accordance with copyright and intellectual property law and policy. (See Board of Regents Policy: [Copyright](#), Board of Regents Policy: [Commercialization of Intellectual Property Rights](#) and Administrative Policy: [Copyright Ownership](#).)
- While students hold the copyright to their own notes from a course, students may not engage in the sale or widespread distribution of transcript-like notes or notes that are close to verbatim records of a lecture or class presentation. Students may share notes with other students in the same class.
- The provisions of this policy are enforceable as University rules under the Board of Regents Policy: [Student Conduct Code](#).
- If the faculty of a department or collegiate unit, as a group, or individual faculty in a particular course, have assented to or authorized the distribution of lecture notes or instructor-provided materials, such action does not violate this policy.



# Class Scheduling Guidelines

Effective: **March 16, 2009**

Last Updated: **March 16, 2009 revised November 12, 2014**

Policy Owner: **Academic Affairs**

## Overview

These guidelines are for the purpose of maximizing the use of instructional space, improving student access to classes, and minimizing campus congestion. The guidelines are designed to apply to most situations, but special circumstances may justify exceptions to these guidelines.

All classes in all terms must comply with policies governing credit standards (academic work per credit and instructional time per credit).

## Definitions

**Classroom:** an auditorium, lecture room, or seminar room usable by various disciplines for instructional purposes. General purpose classrooms are rooms that are centrally scheduled by the scheduling office and may or may not have fixed demonstration equipment.

**Teaching/Class Laboratory:** a room with specialized equipment or use that is assigned to a department and used for regularly- or irregularly-scheduled instruction.

**Scheduled Use:** use of a room for classes with official department identifiers and course numbers for scheduled class and section meetings. Optional meetings, open labs, and tutorial sessions are not included in scheduled use.

**Station Occupancy Rate:** the percentage of student stations occupied when room is in use. In practice it is computed as the percentage of stations in a room theoretically occupied according to the official enrollment of the course/section. General purpose classrooms are considered "full" at 65% occupancy (Minnesota Facilities Model).

**Time Utilization Rate:** is the percentage of time that a room is used/scheduled during a specified block of time. The normal block of class time is defined as 8 a.m. to 5 p.m. Monday through Friday. General purpose classrooms are considered fully used at 71% time (Minnesota Facilities Model).

**Full Use:** General purpose classrooms are defined as fully used when the product of the time and station rates equal 46% (Minnesota Facilities Model).

## Guidelines and Protocols

1. Classes will be scheduled each week of the term in 50 minute time blocks (plus a 10 minute break), in configurations appropriate for the class and in a manner to minimize class conflicts for students.
2. Classes will start on the hour (8, 9, 10, etc.) Monday through Friday, except as noted below.
3. Three-credit classes can be scheduled on two days (Tuesday and Thursday) instead of over three days by using 75-minute time blocks on each day. These classes must be scheduled between 8 a.m. and 11 a.m. or between 2 p.m. and 5 p.m.; class periods on this schedule would be 8:00-9:15, 9:30-10:45, 2:00-3:15, and

3:30-4:45. Departments should attempt to schedule two, three-credit courses within the three-hour block to use a classroom most efficiently.

4. Non-standard class times will be scheduled before 9 a.m. or after 3 p.m.

5. Exceptions to these schedule patterns may be allowed for pedagogical reasons and in a manner that will minimize possible conflicts in student schedules. Exception requests should be submitted through the college schedule coordinator to the VCAA office for approval. [Non-Standard Request Form](#)

6. Departments will schedule classes for students on a five-day per week (Monday through Friday) basis.

7. No more than 55% of a department's class time shall be scheduled during the prime time hours. This measurement is based on the TOTAL hours, and/or fraction, of instruction by the department between the hours of 8 a.m. and 5 p.m. Prime time hours are defined as the hours between 9 a.m. and 2 p.m.

Reference UM Report: Course Scheduling- Peak vs Non-Peak Minutes

8. When classes cannot be placed, the campus scheduler will work with the department schedule coordinator to reschedule classes. Classes will be rescheduled first in departments which violate prime-time and/or other class schedule pattern rules.

9. If space becomes available in prime time for class placement, classes will be placed in the following order of priority: technology needed, location preference (from the scheduling software preferences), and best fit between class size and room capacity.

10. Academic offerings have priority on the space into which they have been scheduled. Departments should be certain that academic offerings are not displaced from departmental rooms by meetings, conferences, or other occasional activities.

11. The Room Scheduling Office ([rooms@d.umn.edu](mailto:rooms@d.umn.edu)) should be notified immediately if a class is cancelled or if there are any changes in when, where, or how a class is scheduled or delivered so that affected parties can be notified and/or the room can be rescheduled for other activities.

12. Enrollment capacities (and therefore requested room capacities) will be limited to 10% above the *actual* previous term enrollment.

13. Classes with enrollment capacities equal to or less than 10 should be scheduled in departmental conference rooms whenever possible.

14. After priority scheduling, departmental classrooms will be available for general purpose scheduling before departmental meetings.

15. The availability of a larger classroom must be verified before faculty give students permission to enroll in a class beyond assigned room capacity.

16. Scheduling of teaching laboratories is the responsibility of the department and collegiate unit to which the lab is assigned. Departments are expected to achieve acceptable use of laboratory space (with a "full-use" goal of 44% time utilization and 80% station occupancy). Under-utilized laboratories are subject to reassignment by the EVCAA office.



## Course Enrollment Limits and Cancellation

Effective: *April 30, 2012*

Last Updated: *Approved by EPC December 14, 2011; approved by Campus Assembly April 17, 2012*

Policy Owner: *Academic Affairs*

### **Enrollment limits for course sections**

Departments or programs may set minimum and maximum enrollment limits for any course or any section of a course. Enrollment limits are subject to approval by the dean.

### **Cancellation of low-enrollment courses**

1. Each collegiate unit must maintain a policy regarding the cancellation of low-enrollment courses or sections. These policies may differ across colleges and may allow variations by department. Any such policy must, at a minimum, take into account (a) the effect of cancellation of a course or courses on student academic progress and graduation, (b) the need for a course to contribute to appropriate program breadth and curriculum, (c) commitments made to instructors that a course would be offered, and (d) institutional commitments to outside organizations.
2. In the event that a course is canceled, preferably it would be canceled before the beginning of the term, but no later than the second class meeting of the term.

# Course Numbering Definitions and Requirements

Effective: *September 1, 2011*

Last Updated: *Approved by EPC December 15, 2010; approved by Campus Assembly April 12, 2011; revision approved by Teaching & Learning committee 5-6-15; revised by TLC 3-20-19; approved by EVCAA 5-22-19*

Policy Owner: *Academic Affairs*

## Semester Courses

Semester courses will have four digit numbers. The first number designates the course level.

0xxx Courses that are remedial and do not carry credit toward any University degree; however, they may be assessed tuition in the same way as courses that carry credit.

1xxx Course content designed primarily for undergraduate students in their first year of study.

2xxx Course content designed for undergraduate students in their second year of study.

3xxx Course content designed for undergraduate students in their third year of study.

4xxx Course content designed for undergraduate students in their third or fourth year of study; graduate students may enroll in such courses if approved for graduate credit.

5xxx Course content designed for graduate students; advanced undergraduate students may enroll in such courses. 5xxx courses should not be required courses in undergraduate programs.

6xxx Courses for post-baccalaureate students in professional degree programs.

7xxx Courses for post-baccalaureate students in professional degree programs.

8xxx Courses for graduate students.

9xxx Courses for graduate students.

**Note: 1xxx and 2xxx courses:** 1xxx and 2xxx courses are to be at the introductory collegiate level. They should have few, if any, prerequisites. Notable exceptions are where there is a sequence of courses at the introductory level (e.g., one-year sequence of science, math, writing, world language, art).

**Note: 3xxx and 4xxx courses:** 3xxx and 4xxx courses are considered to be upper division, are to be of a more advanced level, and should require a higher level of sophistication. They may require previous work at the college level (lower division courses or a credit total as a prerequisite)

**Note: Use of 4xxx Courses in Graduate Programs:** a maximum of nine 4xxx course credits may be counted for a graduate degree but a graduate program may restrict the use of 4xxx courses in the program (e.g., by stipulating that no more than y credits of 4xxx courses may be counted or by stipulating that only certain 4xxx courses may be counted). Such restrictions may be applied both for 4xxx courses in the major field and for 4xxx courses outside the major field.

**Note: 6xxx and 7xxx Courses:** 6xxx and 7xxx courses are to be used primarily for post-baccalaureate professional programs.

## Thesis Credit Courses

All thesis credit courses shall use the following numbering conventions.

8666 Doctoral Pre-thesis Credits

8777 Thesis Credits: Masters

8888 Thesis Credits: Doctoral

### **Graduate Active Status Courses**

GRAD 0999 Active status: 0 credit - student pays basic computer network access fee each semester of enrollment.

8333 FTE: Master's - student is considered a full-time student for assistantship loan deferments, veterans benefits, and other considerations.

8444 FTE: Doctoral - student is considered a full-time student for assistantship loan deferments, veterans benefits, and other considerations.

### **Other Courses**

Generally, these courses may be repeated for credit.

xx91 Independent Study

xx92 Directed Reading

xx93 Directed Study

xx94 Research

For xx91, xx92, xx93 and xx94 course content, the student and faculty member will develop a written contract that includes the number of credits, nature of work to be accomplished, time expectations, the name of the faculty member who is responsible for the final grade, and the number of periodic meetings between the student and faculty member.

xx95 Special Topics: Umbrella course number for specific topics or issues which are timely in nature. An abbreviated course proposal must be submitted for each new class title under the Special Topics umbrella course. A department wishing to offer a specific Special Topics title more than twice must submit a course proposal through the standard course approval process to convert this title to a regular course.

xx96 Field Study: The student will work in a mentored/supervised status in a professional setting. Clear guidelines will be available as to the student's responsibilities and grading procedures will be established. One credit requires a minimum of 40 hours of work in a supervised setting over the course of the term. Graduate students are expected to work a greater number of hours per credit.

xx97 Internship/Externship: The student will work as an intern in a professional setting. Clear guidelines will be available as to the student's responsibilities and grading procedures will be established. One credit requires a minimum of 40 hours of work in a supervised setting over the course of the term. Graduate students are expected to work a greater number of hours per credit.\

xx98 Used for Internships.

xx99 Used for projects and seminars.

## **Dual-listed courses**

A course is dual-listed when the course content is offered at both the 4xxx and 5xxx course level. Courses that legitimately meet the needs of undergraduate programs, but are often also used as required or elective graduate courses may be dual-listed. The course will have the same subject designation, but be offered with both 4xxx and 5xxx course numbers. Students registered at either level meet at the same time and place, with the same instructor. Separate syllabi are prepared for each course level and will evidence respective evaluation criteria and outcomes for the level of the course.

## **Cross listed courses**

A cross listed course consists of a single course offered for registration under two or more distinct subject designators and course numbers. Cross-listed courses must be at the same level (e.g. 1000-level, 3000-level, etc), have the same content, title, description, outcomes, same or equivalent prerequisites, and be offered for the same number of credits. Course proposals and syllabi for the cross-listed courses must be discussed and approved by both departments, collegiate curriculum committee(s), and dean(s) prior to review by Academic Affairs. A compelling case based on course content and outcomes must be made on the Course Proposal for cross-listing a courses. The decision by a department to discontinue a cross-listed course is unilateral for both teaching departments and must be communicated in writing and routed through the usual curriculum process. Students register for only one of the cross-listed courses (e.g., either Soc 1xxx or Anth 1xxx; Stats 3xxx or Math 3xxx). Each semester departments must coordinate adding cross-listed courses to the UMD Schedule of Classes.

## Credit for Prior Learning Policy

Last Updated: ***Approved by Teaching and Learning Committee: 10-07-2015; revised 2-24-2016; approved by EVCAA 8-25-16***

Policy Owner: ***Academic Affairs***

The University of Minnesota Duluth recognizes that significant learning can take place in many forms outside of the traditional classroom; i.e., “nontraditional learning.” Such learning may have resulted from participation in certain government, military, employment or other non-graded activities/courses. Actual credit-based coursework as well as AP, CLEP, IB, DSST and other standardized exams do not fall within this policy.

Requests for consideration must comply with the following:

1. If granted, credit for prior learning may or may not include UMD academic credit and/or course requirement waivers.
  - a. Evaluations for academic credit or waiver of program requirements will be conducted by the academic department(s) affected.
  - b. Evaluations for general, non-program-specific credit or waiver of UMD requirements will be conducted by the Associate Vice Chancellor for Undergraduate Education.
2. If academic credit is assigned or program requirements are waived, the following fees apply:
  - a. For academic credit, the student must pay the UMD-approved credit by examination fee. See <http://onestop.umn.edu/finances/fees>
  - b. If program requirements are waived rather than credit assigned, no fee is charged.
3. No more than 30 credits will be awarded for nontraditional requests. Actual credit-based coursework as well as AP, CLEP, IB, DSST and other standardized exams do not fall within this policy.
4. No more than one-half of any program, including majors and minors as well as the Liberal Education Program may be waived in lieu of a non-traditional award.
5. Students must meet all UMD policy requirements, including fulfilling the Liberal Education Program and having a minimum of 120 credits to graduate.
6. Credits based upon Prior Learning Assessments by UMD generally do not transfer to other schools outside of the University of Minnesota system without reevaluation by their faculty in accordance with their academic policies. Credits based upon Prior Learning Assessments made by other institutions do not transfer to UMD without reevaluation by our faculty in accordance with UMD academic policies.
7. Any request for prior learning assessment must be made within one year of matriculation or completion of the experience(s) in question.

# Credit Standards for Instruction and Student Work

Effective: **September 1, 2011**

Last Updated: **Approved by EPC on December 15, 2010; Approved by Campus Assembly April 12, 2011**

Policy Owner: **Academic Affairs**

Credit standards are fundamental to the integrity of University degrees, transferability of courses, curricular transparency, workload assignments, and accountability to state and federal agencies. Therefore, consistency in assigning credit hours to courses is critical.

Long-standing credit hour standards as defined by national organizations for reporting and accountability are becoming inadequate as instruction is increasingly delivered online. This policy maintains the semester credit hour as the standard while broadening its applicability to online and partially online courses. The policy will be reviewed and adjusted as national, state, and accreditation agencies redefine standards for higher education.

1. The number of credits assigned to an individual course is a function of the breadth and depth of subject matter deemed appropriate by the program faculty to achieve the outcomes of the program or the liberal education category, and approved through the regular curriculum review process.

2. Curriculum guidelines permit programs to define the delivery mode(s) approved for a course as follows:

- Classroom (100% face-to-face)
- Partially online (4 or more face-to-face class periods per term)
- Primarily online (1-3 defined face-to-face meeting dates per term)
- Online (no face-to-face meetings)

The pedagogy should be appropriate for the delivery mode selected for the section of a course.

3. For classroom delivery mode (assuming a 15-week semester)

- For lecture and discussion course components, 750 minutes will be scheduled, according to classroom scheduling guidelines, per credit hour. This typically is scheduled in fifteen (15) 50-minute periods. The course will be designed and expectations established so that the *average* student will need to study and/or engage in out of class learning activities an average of two hours outside of class for every hour in the classroom in order to achieve satisfactory performance.
- Study and/or engage in out of class learning activities include but are not limited to: completing online modules, reading text, viewing recorded lectures, completing assignments, synchronous or asynchronous discussion with the instructor or other students, taking exams, group projects, or service learning.
- For course components such as laboratory, rehearsal and studio, a minimum of fifteen (15) 50-minute periods will be scheduled, according to classroom scheduling guidelines, per credit hour. This component will be designed and expectations established so that the *average* student will need to devote an average of three hours total per credit hour to a combination of scheduled time and time to study and/or engage in learning activities outside of the scheduled time in order to achieve satisfactory performance.

4. For partially online delivery mode, the course will be designed to utilize both classroom and online delivery

so that the combination requires the student to spend an average of 150 minutes per week per credit.

5. For primarily online or online delivery modes, the course will be designed and expectations established so that in order to achieve satisfactory performance, the *average* student will need to spend an average of 150 minutes per week per credit for a 15 week-semester or 45 hours per credit per course engaged with the course material in a combination of ways (see 3b above). Completion of laboratory experiences conducted using either digital technology or purchased supplemental materials will require additional time and should be designed with expectations that the time required is comparable to completion of similar activity in a laboratory space.

6. For course components that designate individual study or research, the scope of the study or research will be established to require the *average* student to work an average of three hours a week per credit for 15 weeks.

7. For course components that designate a working/learning experience, e.g., internship, student teaching, practicum, field work, in general, 1 credit requires 40 hours of work in a supervised setting over the course of the term. Full-time (40 hours per week) field study courses should equate to 14 credits (43 hours/cr).

8. Any departure from these standards must be justified in the course proposal and approved by the college curriculum committee, and collegiate and campus administrators.

9. The breadth and depth of graduate level work is expected to require additional time to achieve satisfactory performance.

10. For dual listed courses in which, for example, undergraduate students register for the 4xxx level course and graduate/professional students register for the 5xxx level course, workload expectations will be higher for the graduate/professional students. See [Course Numbering Policy](#)

## Degrees with Distinction and Degrees with Honors

Effective: **January 3, 2011**

Last Updated: **Approved by EPC January 27, 2010; amended and approved by Campus Assembly November 9, 2010**

Policy Owner: **Academic Affairs**

Baccalaureate degree candidates who have done outstanding work may be awarded special honors upon completion of all degree requirements through graduation with Latin honors, conferral of campus honors, conferral of department honors, or any combination of these.

Latin honors are designated as *summa cum laude*, *magna cum laude*, or *cum laude*. Fifteen (15) percent of students graduating in a collegiate unit will be awarded Latin Honors. Within each college Latin honors shall consist of no more than 3 percent *summa cum laude*, 5 percent *magna cum laude*, and 7 percent *cum laude*. The collegiate unit in which the student is enrolled determines the grade point average requirements for each level of Latin honors.

UMD offers a Campus Honors Program. Students are invited to apply to the program based on class rank, ACT scores, Advanced Placement courses, leadership experience and extracurricular activities. Requirements for graduation with Campus Honors include: a cumulative GPA of 3.3 at graduation; completion of at least three Honors designated courses; completion and presentation of an Honors Capstone project; participation in a minimum of six Honors Program activities events each academic semester.

Departmental honors programs are created by individual departments and approved by the dean. These departments are responsible for a) identifying the criteria for departmental honors, and b) students who, upon graduation, have met all of the requirements of the departmental program.

When the baccalaureate degree is conferred, these achievements are noted, as appropriate, on the student's transcript in the following ways

- *Latin honors: summa cum laude, magna cum laude, or cum laude*
- *Campus Honors: UMD Honors*
- *Departmental honors: Distinction*

In addition, the achievement of Latin honors and departmental honors are noted on the diploma.



## Establishing, Enforcing, and Waiving Prerequisites

Effective: **May 19, 2014**

Last Updated: **July 23, 2009 amended April 8, 2014**

Policy Owner: **Academic Affairs**

### **Procedure/Annotations**

Course proposals should indicate whether there is a prerequisite. Prerequisites are enforced by the registration system at the point of registration; students will not be able to register unless the prerequisite course is on the student academic record. Note: transfer credit is not included on the academic record that feeds into the registration system. Students who completed the prerequisite from a transfer institution may not be able to register without instructor or department permission. A specific grade in a prerequisite cannot be enforced at the time of registration; however, faculty may list in the syllabus and verbally confirm in class the need for a specific minimum grade in a prerequisite course.

1. Departments and colleges should be selective in determining prerequisites for courses. Prerequisites should not be set for a course except in progressive, sequence courses or where departments can clearly demonstrate that a student will not be able to complete the course successfully without first completing the prerequisite course work.
2. Where prerequisites have been set, catalogs and course materials must list them and advise students to take only those courses for which the prerequisites have been met.
3. Where prerequisites have been set, instructors may require that any student who has not taken the specified prerequisites for the course must withdraw. Instructors may, however, grant permission, on an individual basis, for a student to take a course without having taken the prerequisite(s).

## Exams for Credit or Proficiency

Effective: **November 22, 2011**

Last Updated: **Approved by EPC October 12, 2011, Approved by Campus Assembly November 22, 2011; revised by EPC 10-31-12, approved by Campus Assembly May 14, 2013.**

Policy Owner: **Academic Affairs**

Certain examinations are accepted for credit toward or exemption from equivalent degree program requirements.

### College Level Examination Program (CLEP)

Students may earn college credit for successful completion of some CLEP examinations which have been reviewed by faculty and determined to assess the content of certain UMD courses. The [list of approved CLEP exams](#) is maintained and posted by the Registrar.

### Advanced Placement (AP) and International Baccalaureate (IB)

High school students may earn college credit by receiving satisfactory examination scores (3, 4, or 5) on the College Entrance and Examination Board Advanced Placement Program examination, or scores (of typically 5, 6, and 7) on the International Baccalaureate examination. Academic departments evaluate whether the material in the AP exam is substantially similar to that of an existing course, and if so, will award credits for that course. If the material is judged not to be substantially similar to an existing course, the academic department will assign general departmental credits. Academic departments may also provide an alternative method for evaluating proficiency in order to award academic credit. The [list of approved AP and IB exams](#) and the associated academic credit awards are maintained and posted by the Registrar.

### Departmental Examinations

Academic departments have the discretion to offer any currently-enrolled, undergraduate degree-seeking student an exam to either demonstrate proficiency or earn course credit. Departments may establish eligibility criteria for an exam for proficiency or credit. The format of these exams is at the department's discretion (e.g., final examination, oral tests, written papers or projects). A student may not take an exam for credit for a course in which s/he is currently enrolled or one already completed for any grade basis (i.e., A-F, S-N, or AUD status). No department is required to offer exams for proficiency or credit.

#### 1. Exam to earn course credit

A departmental exam for credit may be used to earn credit for a course. Credit(s) earned by departmental exam do not earn GPA points and are reflected only within the student's cumulative credit totals on the transcript (not within the term in which the student completed the exam). Credits earned through examination are not considered as regular, residence, or transfer credits.

The academic department giving the examination will determine the minimum standards for successful completion of an exam for credit. Students are required to pay the credit by special examination fee for exams to earn course credit.

Work of "C-" quality or better will earn credit with a 'T' posted on the transcript to indicate credit by exam. If the work on the examination is below this level, no notation is made on the transcript. Only credits, not

grades, are granted upon successful completion.

Procedures to take an examination for credit are found at:

[http://www.d.umn.edu/registrar/credit\\_by\\_exam.html](http://www.d.umn.edu/registrar/credit_by_exam.html)

## 2. Exam to demonstrate proficiency

A departmental exam for proficiency may be used to fulfill prerequisites for advanced courses or satisfy other requirements. An exam for proficiency does not yield any course credit or grade. The academic department giving the examination will determine the minimum standards for successful completion of an exam for proficiency. Courses satisfied through proficiency examination do not reduce the total credit requirements for graduation or in the major field.

If proficiency is demonstrated, a notation is made on the student's transcript that reads, "Course X satisfied by proficiency examination."

The department determines whether there is a fee for proficiency testing and administers the fee.

## Exams Outside of Regular Class Time

Effective: **September 3, 2013**

Last Updated: **Approved by Campus Assembly on May 14, 2013**

Policy Owner: **Academic Affairs**

It is expected that for most courses, examinations will be given during the regularly scheduled class period. For instances where the instructor deems it necessary for additional exam time beyond the normal class period, the following guidelines apply:

- Department head approval is required for any instructor who wants to schedule an exam in an undergraduate course outside of the regular class time.
- Every semester, a list of undergraduate courses in which exams have been scheduled outside of class time should be sent to the collegiate associate dean or dean for review.
- Faculty must indicate on the course syllabus and any other course information that examinations will be scheduled outside of regular class time. The date and time of the exams should be listed.
- When an exam is scheduled outside of a regularly scheduled class period faculty should cancel a normal class meeting time. The cancelled time slot may be used as an optional review period.
- Accommodation must be provided to any student who encounters an academic conflict, such as between an examination scheduled outside of regular class time and the regular class period of another course, or between two exams scheduled to be held simultaneously outside of regular class time.
- Exams in graduate classes (5xxx and above) may be scheduled at the instructor's prerogative. The course syllabus should describe the nature of the examinations and the scheduling policy.
- Having students vote on rescheduling an exam outside of normal class hours at a different date or time than what appears on the syllabus is not allowed.

## Excused Absences

Effective: *January 3, 2011*

Last Updated: *Approved by EPC April 28, 2010; amended and approved by Campus Assembly on November 9, 2010, amended and approved by TLC 11-15-17; approved by EVCAA 1-24-18, amended and approved by TLC 3-20-19; approved by EVCAA 4-30-19*

Policy Owner: *Academic Affairs*

Students are expected to attend all scheduled class meetings. It is the responsibility of students to plan their schedules to avoid excessive conflict with course requirements. However, there are circumstances that lead to excused student absence from the classroom.

1. Students may not be penalized when legitimate and verifiable circumstances lead to their absence from attending class or taking a final exam. These are:
  - illness, physical or mental, of the student or a student's dependent(s);
  - medical conditions related to pregnancy, including time away from class for lactation;
  - participation in NCAA intercollegiate athletic events (does not refer to or include recreational sports, intramural sports, club sports, or other special interest sport clubs or organizations. Student athletes must provide instructors the team schedule during the first week of the semester.);
  - subpoenas;
  - jury duty;
  - military service;
  - bereavement, including travel related to bereavement;
  - religious observances; and
  - participation in formal University-wide system governance, including Board of Regents meetings, by students selected as representatives to those governance bodies.
2. Voting in a regional, state, or national election is not an unavoidable or legitimate absence.
3. Instructors are expected to accommodate students who wish to participate in party caucuses, pursuant to Board of Regents resolution (see December 2005 Board of Regents Minutes, p. 147.)
4. In addition, there are other circumstances not mentioned above that lead to absence from class. These requested absences may be excused at the instructor's discretion; students must provide written documentation to verify the reason for the absence.

### **Notification, Verification Of Absences, And Make-Up Work**

5. Students must notify their instructors of circumstances identified in (1) or other circumstances leading to a request for makeup work as soon as possible and provide information to explain the absence. Some situations will be sufficiently urgent that arrangements for makeup work cannot be made prior to the date of an absence. In such cases, arrangements should be made as soon as possible following the student's return.
6. The instructor has the right to request, and the student must provide if requested, verification for absences.
7. The instructor may not penalize the student and must provide reasonable and timely accommodation or

opportunity to make up missed work, including exams or other course requirements that have an impact on the course grade if the student:

- Was absent due to circumstances identified in (1);
- Has complied with the notification requirements; and
- Has provided verification if the instructor has requested further information.

8. Instructors are not obligated to accommodate a student who has missed so much of the critical components of a course, even for legitimate reasons, that arrangements for makeup work would not be reasonable.

Instructors should take all factors into consideration when determining whether to grant an excused absence and how to make arrangements for makeup work that has an impact on the course grade. If a student has missed a component of the course that cannot be made up in exactly the same manner, the instructor may substitute another activity or assignment in order to assess the missed components. If no substitution can be devised, the missing component(s) cannot be factored into determining that student's final grade for the course.

### **Appeals Process**

The first step of any resolution should be between the parties involved. Department head involvement may be requested to assist in finding a resolution. If the course instructor is the department head then the student should request assistance from the collegiate associate dean. If satisfactory resolution cannot be found at this level, an appeal can be made first to the Collegiate Dean and then to the Office of the Executive Vice Chancellor of Academic Affairs.

### **Special Situations**

For the health or safety of a campus, the senior academic officer for the campus or the officer's designee may waive the requirement that students provide verification from a health care provider for illness.

## **DEFINITIONS**

### **Dependent**

A person, typically a qualifying child or other relative, other than the taxpayer or spouse, who entitles the taxpayer to claim a dependency exemption for tax purposes.

### **Medical provider**

A licensed mental health or medical professional including registered nurses (RNs).

### **Bereavement**

Bereavement refers to a period of mourning. For purposes of this policy, (a) bereavement is defined by the student, but (b) the terms of the excused absence, including length of time a student may be excused and makeup work must be negotiated with the faculty member.

## Final Examinations

Effective: **January 3, 2011**

Last Updated: **Approved by EPC April 28, 2010; amended and approved by Campus Assembly on November 9, 2010; revised and approved by TLC on 4-26-17; revised by TLC 2-20-19; approved by EVCAA 5-22-19**

Policy Owner: **Academic Affairs**

All classes that normally permit undergraduates to enroll, including online courses, should include a final graded component or end of term evaluation (such as a typical exam) that assesses the level of student achievement of one or more course objectives. Instructors are encouraged to design the final component or evaluation to be comprehensive and culminating.

1. "Final graded component" or "end of term evaluation" may include a written final examination, project, composition or performance, demonstration of laboratory skills, or presentation. The date of the final graded component should be included on the course syllabus.
2. All final graded components are to be administered or due at the time and place according to the final exam schedule and not during the last week of class. Final Exam Week is part of the regular semester calendar.
3. Online exams must be administered or due during final exam week and not during the last week of class.
4. Final graded components such as group projects, final speeches, presentations, etc. may begin before final exam week but cannot conclude before the scheduled final exam time.
5. For courses that end at a time other than the end of the term, including summer terms, final graded components are to be administered or due on the last scheduled day of the course.
6. Final exams will normally be scheduled in a two hour block. In order to accommodate transition time, no final exam should be scheduled for longer than one hour and fifty minutes.
7. Instructors may not hold a regular class period during the final examination period and may not hold a class during the first hour of the examination period and then conduct the final examination during the remaining hour.
8. No University-sponsored extra-curricular events, which require the participation of students, may be scheduled during finals weeks. Exceptions to this policy may be granted **ONLY** by the Executive Vice Chancellor for Academic Affairs. Instructors must provide an alternative and timely opportunity for students to complete course requirements they were unable to complete because of an absence permitted by this policy.

Exemptions to this policy can only be granted by the appropriate department head and college or school dean. Exemption documentation must be kept on file in the dean's office. Instructors are responsible for informing students of approved deviations from the published final examination schedules.

1. Requests for exemption must be initiated by the instructor of record for the course and forwarded through the department head to the college dean for action. Such requests are considered on a semester-to-semester basis.

2. Requests for permanent exemption for a course for which regular final graded component is inappropriate, such as independent study or seminar courses, should be initiated by the sponsoring department and forwarded to the college dean for action. Such requests, once granted, remain in effect until modified by action of the department.

### **Examinations Scheduling Procedures**

UMD policy provides that no student may be required to take more than two final examinations on the same day. The regular final examination and the common examination schedules are constructed to minimize conflicts.

Conflicts are resolved according to the following policy. Regular final examinations take priority over common final examinations and both take priority over examinations that have been shifted to a time deviating from the published examination schedule. When three or more regular final examinations fall on the same day for an individual student, the first and last scheduled examinations on that day take priority over others. When one regular final examination conflicts with two or more common final examinations, the first scheduled common final examination on that day takes priority over other common final examinations. When three or more common final examinations fall on the same day, the first and last scheduled examinations on that day take priority over others. When one or more common final examinations are scheduled at the same time, priority is given to the earliest class time as determined by the regular class schedule.

In cases where a student has three final exams (or graded components) in one day and one of those is for an online course, the graded component for the online course should be considered the “middle” exam and thus, upon request from the student, rescheduled. In cases where a student has three final graded components in one day and two of those are for online courses, upon request from the student, one of the graded components for one of the online courses should be rescheduled. In cases where a student has three final graded components in one day and all of those are for online courses, upon request from the student, one of the exams for one of the online courses should be rescheduled.

Students will notify their instructors as soon as possible during the term but no later than one week before the start of final exams during the regular school year or three days before the start of final exams during summer term of final exam conflicts.

### **Final Examination Conflicts**

UMD policy provides that no student may be required to take more than two final examinations on the same day. The regular final examination and the common examination schedules are constructed to minimize conflicts.

Conflicts are resolved according to the following policy. Regular final examinations take priority over common final examinations and both take priority over examinations that have been shifted to a time deviating from the published examination schedule. When three or more regular final examinations fall on the same day for an individual student, the first and last scheduled examinations on that day take priority over others. When one regular final examination conflicts with two or more common final examinations, the first scheduled common final examination on that day takes priority over other common final examinations. When three or more common final examinations fall on the same day, the first and last scheduled examinations on that day take priority over others. When one or more common final examinations are scheduled at the same time,



priority is given to the earliest class time as determined by the regular class schedule.

In cases where a student has three final exams (or graded components) in one day and one of those is for an online course, the graded component for the online course should be considered the “middle” exam and thus, upon request from the student, rescheduled. In cases where a student has three final graded components in one day and two of those are for online courses, upon request from the student, one of the graded components for one of the online courses should be rescheduled. In cases where a student has three final graded components in one day and all of those are for online courses, upon request from the student, one of the exams for one of the online courses should be rescheduled.

Students will notify their instructors at least one week before the start of final exams during the regular school year or three days before the start of final exams during summer term of final exam conflicts.

### **Makeup Examinations**

When a student is excused from a final examination because of a conflict of more than two exams scheduled on the same day, a makeup examination will be scheduled during the final examination period on a day and at a time of mutual convenience to the student and faculty member concerned. If mutual agreement cannot be reached, the faculty member may specify any time during the final examination period that does not create additional conflict with the rest of the student’s scheduled examinations.

# Grading and Transcripts

Effective: **January 3, 2011**

Last Updated: **Revised by the Teaching & Learning Committee March 15, 2017, approved by EVCAA November 22, 2017**

Policy Owner: **Academic Affairs**

This policy may be modified from time to time but existing transcripts will not be modified when there are changes in policy. Changes to the grading and transcript policy will be reflected on the legend on the back of the official transcript.

## A. Establishment and Use of University Grading Systems

1. There are two distinct grading systems at the University of Minnesota Duluth, A-B-C-D-F (with pluses and minuses as permitted by this policy; see chart below) and S-N. The S-N system is a self-contained alternative to the A-F system and the two may not be combined for a particular student in a particular course. Students may receive grades or symbols only from the grading system under which they have registered for a course. This policy does not require any instructor to use pluses and minuses.
2. There are, in addition, registration symbols identified and described in this policy that carry neither grade nor credit.
3. No college or program is required to offer a course on the S-N grading system.
4. Any unit may choose to limit grades in a particular course to the A-F or the S-N system.
5. When both grading systems are available to a student, he or she must declare a choice of system as part of the initial registration for the course. The choice may not be changed after the end of the second week of classes (the first week in summer sessions).
6. Except as provided in this policy in Section A (7), no college may use any grading systems other than the ones established by this policy.
7. The UM Medical School Duluth is exempt from the provisions of this policy, but will report their grading systems, and any changes therein, to the Office of Academic Administration.
8. The No Grade (NG) grading basis is used for courses where no grade is required, i.e. thesis courses or courses that have no credit value.

## B. Permanent Grades for Academic Work

1. The list below identifies the possible permanent grades that can be given for any course for which credit is to be awarded. These grades will be entered on a student's official transcript and carry the indicated grade points. (UMD does not award A+ grades, nor are D- grades permitted).

Grade	Grade Points	Definition
A	4.000	Represents achievement that is outstanding relative to the level necessary to meet course requirements
A-	3.667	
B+	3.333	

B	3.000	Represents achievement that is significantly above the level necessary to meet course requirements
B-	2.667	
C+	2.333	
C	2.000	Represents achievement that meets the course requirements in every respect
C-	1.667	
D+	1.333	
D	1.000	Represents achievement that is worthy of credit even though it fails to meet fully the course requirements
S		Represents achievement that is satisfactory, which is equivalent to a C or better. The S grade will not carry grade points but the credits will count toward the student's degree program if allowed by the college or program.
F	0.000	Represents failure and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I (see Section C). The F carries 0 grade points and the credits for the course do not count toward any academic degree program. The credit hours for the course will count in the grade point average.
N		Represents no credit and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I (see criteria for I grade). The N carries no grade points and the credits for the course do not count toward any academic degree program. The credit hours for the course do not count in the grade point average.

1. These definitions might not apply to grades awarded to students enrolled in graduate, post-baccalaureate, and professional programs, but the grade points are the same no matter the level or course of enrollment.
2. Instructors are permitted to hold graduate and undergraduate students who are in the same class to different standards of academic performance and accomplishment. The syllabus must make clear what the different standards will be for the different groups of students who may be enrolled in the class.
3. These are the general University standards. In connection with all symbols of achievement, instructors will define for a class, at one of its earliest meetings and as explicitly as possible, the performance that will be necessary to earn each grade.
4. Grades for academic work are based on the quality of the work submitted including when a grade is reduced by the instructor for academic dishonesty. Instructors have the responsibility and authority to determine how final grades are assigned.

### C. Incompletes

There will be a symbol I (incomplete) awarded to indicate that the work of the course has not been completed. The I will be assigned at the discretion of the instructor when, due to extraordinary circumstances (as determined by the instructor), the student who has successfully completed a substantial portion of the course's work with a passing grade was prevented from completing the work of the course on time.

1. The assignment of an I requires a written agreement between the instructor and student specifying the time and manner in which the student will complete the course requirements. In no event may any such written agreement allow a period of longer than one year to complete the course requirements, except as provided in section C (7).
2. Work to make up an I must be submitted to the instructor (or the department head) within one year of the last day of final examinations of the term in which the I was given for all students except graduate and professional students. If not submitted by that time, the I will automatically change to an F (if the student was registered on the A-F system) or an N (if the student was registered on the S-N system) for the course. If an I changes automatically to an F or an N, the instructor has the discretion to reinstate the I for one additional year only.
3. For graduate and professional students, an I remains on the transcript until changed by the instructor or department head. Under non-academic exceptional circumstances, more than one year may be permitted to complete the I, when noted in the written agreement.
4. When an I is changed to another symbol, the I is removed from the record. Once an I has become an F or an N, under the provisions of the preceding paragraph, it may subsequently be converted to any other grade, upon petition by the instructor (or the department if the instructor has left the University) to the college.
5. A student does not need to be registered at the University in order to complete the work necessary to convert an I to a grade with credit in the time and manner previously agreed upon between the student and the instructor. The instructor is expected to turn in the new grade within four weeks of the date the work was submitted by the student. (Depending on the timing of when the work is turned in and the ability of the instructor to award a grade, an F or an N may appear temporarily on the transcript.)
6. Students may have a degree conferred with an I for a course(s) that is not required for the degree. A permanent grade may replace the I and be calculated in the degree GPA within 30 days from the end term in which the degree was conferred. Otherwise, the degree GPA is frozen upon graduation but the cumulative GPA will reflect the change in GPA as a result of the grade change.
7. When students are called to active military duty, and reach agreement with their instructor(s) to take an incomplete, they will have up to one calendar year following their discharge from active duty to complete their incomplete(s).
8. Receipt of an I in a course does not create an entitlement for a student to take the course a second time.

### D. Scholastic dishonesty

Scholastic dishonesty in any portion of the academic work for a course may be grounds for awarding a grade of F or N for the entire course, at the discretion of the instructor. This provision allows instructors to award an F or an N to a student when scholastic dishonesty is discovered; it does not require an instructor to do so. Students who enroll for a course on the A-F grading system will receive an F if such grade is warranted; students who enroll for a course on the S-N system will receive an N if such grade is warranted. (See Board of Regents Policy: [Student Conduct Code](#), Academic Integrity, for a definition of scholastic dishonesty.)

## E. Other Transcript Symbols

1. **Credit by Exam.** There will be a symbol T posted as a prefix to the original grade, to indicate credits awarded by test.
2. **Auditing a course.**
  - a. There will be a symbol V, visitor, indicating registration as an auditor or visitor, which will carry no credit and no grade.
  - b. Students auditing a course are required to pay full tuition but do not take exams and are not required to do homework. An auditor is entered on the class roster (grade report), is counted as filling a seat in a controlled entry course, and is counted in an instructor's student contact hours.
  - c. Students may not sit in on a course without registering for it.
  - d. A student will be allowed to take a previously audited class for a grade.
3. **Withdrawing from a course.**
  - a. If a student cancels registration in a course during the first two weeks of classes, there will be no record of that course registration entered on the student's transcript.
  - b. There will be a symbol W, withdrawal, entered on the transcript irrespective of the student's academic standing in that course, if the student withdraws from the course during the third through tenth week of class or during the second or third weeks of summer sessions.
  - c. Except as provided in the preceding section, withdrawal after the deadlines will require approval of the college and may not be granted solely because a student is failing the course; there must be extenuating non-academic circumstances justifying late withdrawal.
4. **Continuation course.** There will be a symbol X, indicating a student may continue in a continuation course in which a grade cannot be determined until the full sequence of courses is completed. The instructor will submit a grade for each X when the student has completed the sequence.
5. **No Grade.** There will be a symbol, NG, posted for courses in which no grade is required.
6. **No grade reported.** There will be a symbol NR, administratively assigned to indicate that a grade was not reported for the course. The NR does not carry any GPA points.

## F. Repeating Courses

Students may retake a course in which they received a grade of a C- or lower or an N. Those wishing to retake a course in which they earned a grade of a C or higher or an S must obtain department approval before registering for the course through a Permission to Retake a Course (or Equivalent Course) form.

1. **Within the University of Minnesota System.** Students may choose either to retake the UMD course at UMD or to take an approved equivalent course anywhere else within the University of Minnesota system. The latter requires department approval prior to registration through a Permission to Retake a Course Using an Equivalent Course form. Only the last grade recorded is used in calculating the University of Minnesota GPA. Only the most recently completed credits can be applied toward graduation requirements.
2. **Outside the University of Minnesota System.** UMD students may take an equivalent course at an institution outside of the University of Minnesota system to replace a course previously completed at UMD only if department approval is granted before registering for the course through a Permission to Retake a Course Using an Equivalent Course form. Although this course may be used to meet UMD degree requirements, its grade will not be included in the student's University of Minnesota GPA. Only the most recently completed credits can be applied towards graduation requirements. A notation will be added to the transcript that the UMD course was repeated at another institution.
3. When a student repeats a course before receiving his/her degree, (a) both grades for the course will

appear on the official transcript, (b) the course credits will not be counted more than once toward degree and program requirements, and (c) only the last enrollment for the course will count in the student's grade point average. This does not apply to courses (1) using the same number but where students study different content each term of enrollment and (2) to courses designated as "repetition allowed."

4. If an undergraduate student repeats a course after his/her degree has been awarded, the original course grade will not be excluded from the degree GPA nor will the new grade be included in the degree GPA.
5. Bracketing is the practice of not including a course in the calculation of a student's GPA and not counting the course as satisfying any degree requirements, including electives, because a student has repeated a course. When a student repeats a course, all prior attempts are bracketed and only the most recent attempt counts. An F grade earned in a course may not be bracketed with an N grade earned when the course is repeated. Any grade earned in a course may be bracketed with an S grade earned when a course is repeated.
6. When a student enrolled in the Graduate School repeats a course, provision 3 applies, but all grades for the course will be counted in the student's grade point average.

#### **G. Other Provisions**

1. **Zero-credit courses.** Courses that carry zero credits do not count in either term or cumulative grade point averages. Such courses carry normal tuition and fee charges.
2. **Releasing transcripts.** The University's official transcript, the complete and chronological record of the student's enrollment and academic performance, will be released by the University only at the request of the student or in accord with state or federal statutes.
3. **Grade point average.** Every student will have calculated, both at the end of each grading period (quarter or semester) and cumulatively, a grade point average, which will be the ratio of grade points earned divided by the number of credits attempted with grades of A-F (including pluses and minuses). Both the term and cumulative grade point average will appear on each student's record.
4. **Final grade due date.** Final grades will be submitted to the Registrar no later than three business days following the date of the last scheduled final examination for the term.
5. **Transcript Text.** Text notations may be entered to the transcript to describe specific events. Any requests for a new category of notation to be included on the transcript must be approved by the Registrar in coordination with Academic Affairs.

# High School Preparation Requirements

Effective: *January 3, 2011*

Last Updated: *Approved by EPC on April 28, 2010; amended and approved by Campus Assembly on November 9, 2010; revised and approved by EPC March 7, 2012; approved by Campus Assembly April 17, 2012*

Policy Owner: *Academic Affairs*

These University undergraduate admission requirements were prepared and adopted in conjunction with the University system and Minnesota State Colleges and Universities.

## 1. ENGLISH

Four years, including writing, literature, and speech. Within the writing component, students may elect work in composition, creative writing, journalism, or research writing. Literature may include both American and world literatures; speech may include both public speaking and debate.

## 2. MATHEMATICS

- For any student seeking admission before fall 2015: Three years consisting of two years of algebra, one of which must be intermediate or advanced algebra, and one year of geometry.
- For any student seeking admission fall 2015 and thereafter: Four years, including two years of algebra, one of which must be intermediate or advanced algebra, and one year of geometry.

## 3. SCIENCE

Three years, including at least one course each in the biological and physical sciences, and all three units to incorporate significant laboratory experience. The biological and physical science requirements would most commonly be met by courses in biology, chemistry, and physics. Other courses could include advanced biology, human anatomy and physiology, botany, zoology, geology, and advanced chemistry and physics.

## 4. SOCIAL STUDIES

Three years, including one year each of geography and American history. Geography need not always be taught as a full year course, and may in fact be incorporated in a significant way into other studies; transcripts should indicate specifically which courses meet the geography requirement.

## 5. WORLD LANGUAGE

Two years of a single second language.

## 6. ARTS

One year in the visual or performing arts including instruction in the history and critical interpretation of the art form. Courses in the arts should offer students the opportunity to experience the arts directly as creators/performers and as critical, informed observers.

## Recommended

Study in mathematics and science is highly recommended.

Students should consult their college/program policies for more specific requirements.

In exceptional cases, UMD admits students deficient in these requirements with the expectation that any deficiencies will be made up before 60 credits, including transfer credits, are earned. Any student admitted as an exception to this policy will be unable to graduate until the requirement is fulfilled.



## Holdings on Records and Registration

Effective: **June 29, 2009**

Last Updated: **June 29, 2009**

Policy Owner: **Academic Affairs**

The University may impose holds on student records for financial, judicial, or academic reasons.

Holdings may be placed on a student's record under the following circumstances:

- In order to assist the student, advisers may at any stage during a student's academic career impose a hold on his or her record that affects the student's ability to register when appropriate for advising purposes.
- The University may place a hold on a student's record for a violation of Board of Regents Policy: *Student Conduct Code* or for failure to meet financial obligations to the University (for example, unpaid bills, library fees, unreturned keys).
- Academic Affairs may designate other appropriate reasons for the University to place a hold on a student's record.

A hold ordinarily will prevent a student from obtaining an official transcript or registering for courses or making changes to courses for which they have already registered.

To remove a hold from a student record, the student must first pay the debt owed; correct the deficiency or problem; or be cleared by the Office of Student and Community Standards.

## Inactive Courses

Effective: ***Reviewed and posted, March 23, 2009***

Last Updated: ***March 23, 2009***

Policy Owner: ***Academic Affairs***

If a course is described in our catalog, there is a reasonable expectation that it would be scheduled on a regular basis. The University catalog will not include courses that have not been offered in the past two years and are not scheduled in the upcoming year.

Courses that do not meet the scheduling criteria outlined above will be changed to inactive status in the Electronic Course Authorization System (ECAS) and as a result, will not appear in the online catalog. If a department plans to put an inactive course back into rotation, its status can be changed to active by memo to EVCAA.

# Leave of Absence and Readmission for Undergraduates

Effective: **January 11, 2017**

Last Updated: **Approved by Teaching & Learning committee 11-2-16; approved by EVCAA 11-22-16**

Policy Owner: **Academic Affairs**

Undergraduates are expected to maintain continuous registration from the time they matriculate until they graduate. Students who will not maintain continuous registration for any reason should consult with an adviser about whether to request a leave of absence because there may be financial aid or re-enrollment implications if a student leaves without a leave of absence.

1. Students in good academic standing will ordinarily be granted a leave of absence upon request. The term of the leave must be specified and may not exceed two years. (Study abroad may or may not require a leave of absence.)
2. All colleges will have a process for implementing this policy.
3. Students who follow the college process and whose leave is approved in accordance with this policy need not apply for re-admission when they return, and students may return before the expiration of the leave. Whether the student returns early or at the expiration of the leave, colleges may condition the timing of re-admission to a program on availability of space. Re-admission may be denied based on crimes or other serious misconduct occurring during the leave that would have been grounds for suspension or expulsion had the student engaged in the conduct while enrolled (see Board of Regents Policy: [\*Student Conduct Code\*](#).)
4. Undergraduates who fail to register for two semesters (excluding summer) and who have not been granted a leave of absence or whose leave of absence has expired will be placed on "inactive" status. Students who are placed on Inactive status must obtain permission to be re-admitted to a program. Students in good academic standing at the time they became Inactive normally should be allowed to return to Active status. Students on Inactive status must contact their college office for approval to regain Active re-enrollment status before registering for another term.
5. At the time of matriculation, students should be informed about both the consequences of Inactive status and the University's policy, including whether re-enrollment after a period of Inactive status is dependent on availability of space in the program.
6. A student who has left the University without a leave of absence for more than two consecutive semesters (not including summer session) may be held to new program requirements upon his or her return. A student returning after one year or less will be allowed to follow the program requirements.

## FORMS/INSTRUCTIONS

[Application for Readmission](#)

## FREQUENTLY ASKED QUESTIONS

1. Who should a student contact about taking a leave of absence?

A student should contact her/his academic advisor and follow the process for the college in which the student is enrolled. Information is found at: <http://www.d.umn.edu/onestop/degree-planning/re-enroll.html>.

2. If a student is on a leave of absence and has questions about returning or extending the leave, who should the student contact?

The student should contact the college student services office for the college in which the student was enrolled at the time of taking the leave.

3. If a student is inactive (i.e., not on an approved leave of absence) and would like to inquire about resuming her/his studies, who should the student contact?

The student should contact the college student services office for the college in which the student was enrolled at the time of last enrollment. The student should provide current contact information, and the student's U of M ID number, and indicate that the student is inquiring about readmission.

4. Can an undergraduate student on a leave of absence from the University of Minnesota enroll in college courses at another institution during the leave?

Yes, a student on an approved leave of absence can take courses at another institution during the leave. However, a student on leave from one University of Minnesota campus is not permitted to take classes at another University of Minnesota campus during the leave.

## Maintaining Course Records

Effective: ***April 30, 2012***

Last Updated: ***Approved by EPC on November 30, 2011; approved by Campus Assembly April 17, 2012***

Policy Owner: ***Academic Affairs***

1. Student work which has not been returned to the student by the end of the semester should be retained by the instructor for a minimum of 30 days into the next semester (not including summer, so a request in the spring would require a unit to hold the work until 30 days into the following fall semester) in order to permit students the opportunity to retrieve or review their work, as appropriate. After the retention period, such student work must be discarded securely (following applicable University document-destruction procedures).
2. Instructors must follow state and federal privacy laws in retaining and returning student work. (For example, student work may not be left in hallways or other public places where anyone may see it.)
3. Academic departments must retain grade books or their equivalents for a minimum of one year or, if a grade is appealed, until the end of the appeal. Instructors leaving the University must give all grading records to the department.
4. Academic units must also be aware of and follow Administrative Policy: [Managing University Records Retention](#).

## Mid-Term Grade Alerts for Academic Performance

Effective: ***June 1, 2009***

Last Updated: ***June 1, 2009; revised by the Teaching & Learning Committee March 12, 2014; approved by EVCAA May 6, 2014; revised by the Teaching & Learning Committee November 19, 2014***

Policy Owner: ***Academic Affairs***

1. Instructors in all 1-XXX and 2-XXX courses will provide a mid-term grade alert for students who, on the basis of performance to date in the course, appear to be in danger of receiving a grade of D, F, or N. Such notification will be provided no later than the end of the eighth week of the semester and earlier if possible, to allow students to improve their classroom performance or to withdraw by the tenth week. Mid-term grade alerts will not be recorded on transcripts.
2. Instructors are encouraged to provide mid-term grade alerts for all other courses.
3. The provision of mid-term grade alerts is a courtesy to the student. Failure to receive a mid-term grade alert does not create the right for a student to contest a grade in a course.

## Satisfactory/Non-satisfactory (S/N) Grading Policy

Effective: **January 13, 2016**

Last Updated: **Approved by TLC 11-18-15; approved by EVCAA 11-20-15**

Policy Owner: **Academic Affairs**

**Limits on the use of S/N grades (see Grading and Transcripts Policy for definitions of S and N).**

1. The maximum number of University of Minnesota S/N credits permitted within the total of University credits in the degree is 20 credits.
2. No unit will allow S/N grading in major course work unless the S/N grading system is preset by the unit for specific courses.
3. For a student who completes only the minimum number of 30 credits at the University, no more than 8 of the 30 credits may be taken S/N.
4. Subject to the overall University policy contained in #1 above, colleges, campuses, and programs may specify what courses or proportion of courses taken by its students or its prospective students must be on the A/F or S/N grading system, not to exceed 20 required S/N credits
  - a. In exceptional cases only, such as may occur with a student coming to UMD specifically to obtain student teaching credit, #4 is intended to over-ride #3. Students should always consult with their advisors before registering for S/N graded courses.

# Student Academic Complaint Resolution

Effective: **November 22, 2011**

Last Updated: **Approved by EPC on October 12, 2011, Approved by Campus Assembly November 22, 2011; Revised and approved by Teaching & Learning Committee 3-11-15; approved by EVCAA 4-30-15**

Policy Owner: **Academic Affairs**

## Scope and Purpose

This procedure implements [Board of Regents Policy: Conflict Resolution Process for Student Academic Complaints](#) and outlines the resolution process. Academic complaints are complaints brought by students regarding the University's provision of education and academic services affecting their role as students. Academic complaints must be based on a University rule, policy, or established practice claimed to be violated. (This policy does not limit the University's right to change rules, policies, or practices.)

This procedure does NOT apply to student complaints regarding:

- University employment
- Disciplinary action under [Board of Regents Policy: Student Conduct Code](#) (with the exception of academic dishonesty)
- Grades
- Applicant complaints regarding University admission decisions

This policy provides a process that allows for both informal and formal resolutions of conflicts. Resolutions may include student reinstatement or other corrective action for the benefit of the student, but may not include monetary compensation or take disciplinary action against any employee of the University. If, as a result of the outcome of a student complaint, discipline is being considered, the appropriate disciplining member of the administration or his/her designee who will follow the procedures in the relevant contracts, and where applicable, will conduct a separate investigation.

## Informal Resolution

The first step of any resolution should be at the lowest level, between the parties involved (usually the student and faculty member) or the parties and an appropriate administrator (usually the Department Head) at that lowest level. If the issue is not resolved informally, the student may seek formal resolution.

## Formal Resolution

Each college unit designates an academic complaint officer (generally the Associate Dean) who reviews formal complaints, interviews the parties involved, and recommends a course of action to the Dean, who provides a formal resolution. In the case of involved units without an established faculty, the complaint officer will be a member of that staff.

Steps (listed in the order in which they should occur):

- The complaint should be filed in the collegiate unit in which the incident occurred.



- The complaint must be submitted in writing to the college Associate Dean, identifying the complainant, the respondent(s), the incident, the rule/policy/established practice claimed to be violated, and a brief statement of the desired outcome.
- The Associate Dean conducts the investigation and makes a recommendation to the Dean of the college (or Director in units without an established faculty), who provides a formal resolution.
- If the complainant is not satisfied with the Dean's/Director's decision, an appeal may be made to the appropriate Associate Vice Chancellor of Academic Affairs who will review materials from the investigation.

The decision of the Associate Vice Chancellor of Academic Affairs is final.

Complaints arising from actions of college Deans will be resolved as outlined below (listed in the order in which they should occur):

Steps:

- The complaint must be submitted in writing to the appropriate Associate Vice Chancellor of Academic Affairs identifying the complainant, the respondent(s), the incident, the rule/policy/established practice claimed to be violated, and a brief statement of the desired outcome.
- The Associate Vice Chancellor conducts the investigation and recommends a course of action to the Executive Vice Chancellor, who provides a formal resolution.
- If the complainant is not satisfied with the decision of the Executive Vice Chancellor, an appeal would go to the UMD Chancellor who will review materials from the investigation.

The decision of the Chancellor is final.

### **Timelines**

- All complaints must be filed within fifteen (15) business days after the incident causing the complaint occurred. A response to the complaint must be filed within ten (10) business days.
- The Dean (or Associate Vice Chancellor if the respondent is a Dean) shall provide a formal resolution, if required, within thirty (30) business days of the date formal action is requested.
- Appeals of the Dean's (or Associate Vice Chancellor's if the respondent is a Dean) actions must be filed within fifteen (15) business days.
- The Executive Vice Chancellor (or Chancellor if the respondent is a Dean or Associate Vice Chancellor) shall provide a final resolution, if required, within thirty (30) business days of the receipt of an appeal.
- Timelines may be adjusted if there are compelling reasons for delay offered by any of the parties.

# Student Academic Integrity

Effective: **November 22, 2011**

Last Updated: **Approved by EPC October 12, 2011; Approved by Campus Assembly November 22, 2011; Revised and approved by Teaching & Learning Committee 3-11-15; approved by EVCAA 4-30-15; Revised and approved by EVCAA 12-8-18**

Policy Owner: **Academic Affairs**

## Introduction

Academic dishonesty tarnishes UMD's reputation and discredits the accomplishments of students. UMD is committed to providing students every possible opportunity to grow in mind and spirit. This commitment can only be fulfilled in an environment of trust, honesty, fairness, respect, and responsibility. As a result, academic dishonesty is regarded as a serious offense by all members of the academic community. All faculty, staff, and students are expected to maintain the highest levels of academic integrity.

## Scope and Purpose

This policy addresses violations of academic integrity by one or more members of the UMD student academic community. This policy is consistent with the Board of Regents Student Conduct Code. "(1) Scholastic Dishonesty: Scholastic dishonesty means plagiarism; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying of data, research procedures, or data analysis."

## Prohibited Content

All forms of academic dishonesty are prohibited, including (but not limited to):

- submitting false records of academic achievement
- cheating on assignments or examinations
- submitting sentences or ideas as your own without proper acknowledgment or citation (plagiarizing)
- altering, forging, or misusing a University academic record or forging the signature of any member of the University community
- taking, acquiring, using, or circulating test materials without faculty permission
- acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement
- facilitating academic dishonesty by knowingly assisting another student to violate the Student Academic Integrity Policy, such as providing course work for another student to turn in as their own effort or taking an exam for another student
- presenting as one's own a plot, succession of ideas, or list/outline of another without proper

acknowledgment

- attending a class, completing an assignment, or taking a quiz/test in the name of another student
- altering or viewing computer records, dispensing or releasing information gained via unauthorized access, modifying computer programs or systems, or interfering with the use or availability of computer systems or information (refer to UMD policy)
- purchasing or otherwise presenting work as your own when it was done by another person
- submitting the same paper or work (or generally similar papers or work) to meet the requirements of more than one course without the approval and consent of faculty
- depriving another student of necessary study or research materials or in any way impeding another student's work and pursuit of education
- submitting falsified data, such as bibliographic resources and experimental data or altering graded academic work/quizzes/tests and resubmitting them in order to get a higher grade
- use of electronic devices for the unauthorized assistance in academic work, quizzes, or tests
- distributing or selling video, audio, or transcript-like notes of lecture or course presentations.

### **Procedure for Handling Violations**

Academic dishonesty violates the Board of Regents Student Conduct Code. Violations of academic integrity will be adjudicated by faculty and academic administrators in a fair and timely manner. As per University of Minnesota policy (Resolving Alleged Student Conduct Code Violations), a preponderance of evidence (i.e., more likely than not) is used in adjudicating violations. In addition, the UMD Student Conduct Officer maintains a record of violations, and will notify the student of the appeal process. The Student Conduct Officer provides privacy of records in accordance with state and federal laws.

Upon a suspected violation of this policy, the process is as follows:

- Fair and timely notice (within 10 business days) of the allegation(s) is provided to the student via email.
- The faculty member will schedule a meeting with the student about the violation, at which evidence supporting the allegation(s) will be presented to the student. Students and faculty are encouraged to find agreement at this level – considered the “informal level.”
- The student has the right to have at least one advisor present with them when presented with the faculty member’s allegation(s), while if desired, the faculty member has the right to have their department head or associate dean with them when presenting the allegation(s) to the student. According to the Office of Student Conduct and Conflict Resolution, an advisor refers to an “individual who advises the complainant or respondent, as permitted by campus procedures, through the disciplinary process. An advisor may be an attorney, union representative, advocate, support person, or any other individual of the student’s choosing with the exception of those who are witnesses with information about facts material to the underlying case.” “...Parties may have up to two advisors present during the hearing, but these advisors cannot actively participate in the hearing process.” Students may call witnesses; however, witnesses are no longer eligible to serve as the student’s advisor.

- If the faculty member decides to take action, the faculty member is responsible for imposing a sanction, and must file the Report of Academic Dishonesty with the UMD Student Conduct Officer who advises the student of the appeal process, and that this event has been noted as a Student Conduct Code violation.
- If the student refuses to meet or disagrees with the faculty member, the faculty member completes the Report of Academic Dishonesty form, including the sanction imposed, and forwards it to the Student Conduct Officer who advises the student of the appeal process, and that this event has been noted as a Student Conduct Code violation.

Examples of faculty sanctions include but are not limited to:

- additional work
- grade reduction on an assignment/quiz/test, including an F
- grade reduction in the class, including an F
- re-examination
- other sanctions deemed appropriate by faculty member

Faculty members are encouraged but not required to notify the department head when sanctions are imposed.

A student who disagrees with the allegations or the sanctions may utilize the appeals process outlined below.

### **Multiple Violations**

Academic integrity violations are adjudicated by faculty and academic administrators; however, they are considered as violations of the Student Conduct Code and are monitored by the UMD Student Conduct Office. A student with multiple academic integrity violations will be reported to UMD Academic Affairs where the Associate Vice Chancellor for Undergraduate Education may recommend any possible sanctions available under the Student Conduct Code, including but not limited to:

- warning/reprimand
- withdrawal of University funding
- suspension from the University for a given period of time
- permanent expulsion from the University
- other sanctions deemed appropriate by the academic affairs officer

### **Timeline for Single Violation**

1. The faculty member must request a meeting with the student within ten (10) business days of becoming aware of the offense. This request must be presented fairly and reference specifically Board of Regents Policy: Student Conduct Code. Students and faculty are encouraged to find agreement at this informal level.
2. All reports of academic dishonesty should be filed by the faculty member within ten (10) business days of imposing the sanction.
3. A student who disagrees with the faculty member's allegations and/or sanction(s) has ten (10) business days from the date the Report of Academic Dishonesty was submitted to begin the appeals process.

4. The first step of the appeals process is to speak with the faculty member's Department Head. If the faculty member is the Department Head the student should meet with the Associate Dean of the College. Within ten (10) business days after speaking with the student, the Department head or Associate Dean of the College provides a written decision to the student concerning the appeal.
5. A student who disagrees with the written decision of the Department Head or Associate Dean of the College may use the Student Academic Complaint Resolution policy to further appeal.

Any of these timelines may be adjusted by mutual consent. Winter, spring, and summer breaks are taken into account.

### **Timeline for Multiple Violations**

1. If the Office of Student Conduct identifies the student as having more than one academic integrity violation reports on file, the student will be referred to the Associate Vice Chancellor for Undergraduate Education (AVCUE), who will review the reports and contact the student within ten (10) business days of receiving those reports, requesting a face-to-face meeting with the student.
2. The student has five (5) business days from the AVCUE's request to respond. If the student does not respond or refuses to meet with the AVCUE then the AVCUE has the option to impose additional penalties on the student and simply inform him or her of those penalties. In such cases the student will have lost the option to appeal the AVCUE's decision.
3. If the student agrees to meet with the AVCUE a time will be found that is convenient to both. Materials will be reviewed and options discussed. The AVCUE will make a decision and inform the student within five (5) business days after the meeting of that decision. If the student disagrees with the AVCUE's decision she or he may appeal to the Executive Vice Chancellor for Academic Affairs. The appeal must be in writing (email is acceptable) and must detail the basis of the appeal. Simply disagreeing with the decision is not an acceptable basis for appeal. The appeal must be filed within five (5) business days of the AVCUE's decision. The Executive Vice Chancellor for Academic Affairs' decision will be communicated within ten (10) business days of receiving the appeal.

The decision of the Executive Vice Chancellor for Academic Affairs is final.

Any of these timelines may be adjusted by mutual consent. Winter, spring, and summer breaks are taken into account.

## Syllabus Policy

Effective: **January 3, 2011**

Last Updated: **Approved by EPC April 28, 2010; amended and approved by Campus Assembly November 9, 2010, updated & approved by EVCAA April 28, 2017; revised by TLC 10-31-18; approved by EVCAA 1-10-19**

Policy Owner: **Academic Affairs**

During the first week of class, regardless of delivery mode, each instructor is required to provide a course syllabus in written or electronic form to every student in each section of each course taught (including individualized courses). In order to help students complete the course to the best of their abilities, the syllabus must contain:

1. Course subject designator, number, section (if applicable), credit hours, and title, and the current semester.
2. Class meeting times and location(s).
3. Instructional staff (including TAs) names and contact information: office hours, office location, and e-mail address.
4. Course pre-requisites and/or co-requisites, as applicable.
5. Required and supplemental course materials such as textbook(s), online readings, software, and computer use.
6. If the course is in the Liberal Education Program, a statement of the category (or categories) that the course fulfills.
7. Student learning outcomes for the course, which includes Liberal Education Program category student learning outcomes as applicable.
8. Type of each graded course component (e.g. exams, quizzes, homework, papers, presentations, participation in discussion, blogs, attendance) with the relative weight and the identification of student learning outcomes measured by each component. Approximate dates should be included recognizing that certain revisions may occur if necessary.
9. Final exam date, time, and location (when available). If a “common” final exam is to be given, date, time, and location should be announced as soon as the common exam is officially scheduled.
10. Special outside-of-class requirements as applicable (e.g. field trips, performances, service learning, exams outside of regular class time).
11. Attendance requirements and penalties for non-attendance.
12. Statement on participation by students needing academic accommodations, and availability of disability support services.
13. Statement about the availability of mental health and stress management support at UMD Health Services.
14. Instructor’s policies on late and make-up work, extra credit, and appropriate and inappropriate use of technology in the classroom.

Additionally, it is recommended that all syllabi include links to the following policies:

1. [Student Academic Integrity](#) policy
2. [Appropriate Use of Class Notes & Course Materials](#) policy
3. [Excused Absence](#) policy
4. [Final Exam](#) policy
5. [Teaching & Learning: Instructor & Student Responsibilities](#) policy

6. Grading & Transcripts policy
7. Sexual Harassment, Sexual Assault, Stalking and Relationship Violence policy
8. Equity, Diversity, Equal Employment Opportunity, and Affirmative Action policy
9. Academic Freedom and Responsibility policy
10. Disability Services policy

Recommended syllabus statements can be found at: [Recommended Policy Statements for Syllabi](#)

## Syllabi, Recommended Policy Statements for

The following academic policies relate to specific aspects of teaching and learning. In addition to including a reference to these policies as part of the syllabus, instructors are encouraged to discuss elements of the policies particularly applicable to their courses.

Instructors may:

- *Copy the exact language provided below, or*
- *Include references to the policies, or*
- *Include statements on the following policies in the syllabus.*

### **Student Conduct Code:**

Appropriate classroom conduct promotes an environment of academic achievement and integrity. Disruptive classroom behavior that substantially or repeatedly interrupts either the instructor's ability to teach, or student learning, is prohibited. Student are expected adhere to [Board of Regents Policy](#).

### **Teaching & Learning: Instructor and Student Responsibilities:**

UMD is committed to providing a positive, safe, and inclusive place for all who study and work here. Instructors and students have mutual responsibility to insure that the environment in all of these settings supports teaching and learning, is respectful of the rights and freedoms of all members, and promotes a civil and open exchange of ideas. Reference the full policy [here](#).

### **Academic Integrity:**

Academic dishonesty tarnishes UMD's reputation and discredits the accomplishments of students. Academic dishonesty is regarded as a serious offense by all members of the academic community. [UMD's Student Academic Integrity Policy](#)

### **Final Exams:**

All 1xxx-5xxx courses offered for undergraduate credit should include a final graded component or end of term evaluation that assesses the level of student achievement of one or more course objectives. All final graded components are to be administered or due at the time and place according to the final exam schedule and not during the last week of class. Reference the full policy [here](#).

### **Excused Absences:**

Students are expected to attend all scheduled class meetings. It is the responsibility of students to plan their schedules to avoid excessive conflict with course requirements. However, there are legitimate and verifiable circumstances that lead to excused student absence from the classroom. These are subpoenas, jury duty, military duty, religious observances, illness, bereavement, and NCAA varsity intercollegiate athletics. Find complete information [here](#).

### **Appropriate Student Use of Class Notes and Course Materials:**

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Find additional information [here](#).



## **Students with Disabilities**

It is the [policy](#) and practice of the University of Minnesota Duluth to create inclusive learning environments for all students, including students with disabilities. If there are aspects of this course that result in barriers to your inclusion or your ability to meet course requirements such as time limited exams, inaccessible web content, or the use of non-captioned videos, please notify the instructor as soon as possible. You are also encouraged to contact the Office of Disability Resources to discuss and arrange reasonable accommodations. Call [218-726-6130](tel:218-726-6130) or visit the [Disability Resources](#) web site for more information.

## **Sexual Harassment**

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. Reference the full policy [here](#).

## **Equity, Diversity, Equal Opportunity, and Affirmative Action**

The University provides equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. The UMD Department of Human Resources & Equal Opportunity is available to all UMD employees, students, and participants in University-related activities to discuss issues or concerns regarding [University policies](#) or practices involving [potential bias, discrimination, harassment or retaliation](#) that an individual may have experienced or observed. Reference the full policy [here](#).

## **Mental Health and Stress Management**

Feelings such as anxiety, anger, depression, low self-esteem, or tension are a normal part of being human and can affect anyone. Sometimes these feelings are temporary and can be eased by rest, relaxation, exercise, good nutrition and the support of trusted friends. At other times, stressors, relationships or past family experiences cannot be managed so easily and become overwhelming. If this happens, and you find it hard to function, you may want to seek professional help. Counseling Services are available at UMD Health Services to assist you. If you are in need of mental health support when Health Services is closed, or in case of an emergency, please contact The Birch Tree Center's Crisis line at 218-623-1800 or go to the emergency room/urgent care at either St. Luke's Hospital or St. Mary's Hospital. If an ambulance is needed, call 911. If the emergency is non-life-threatening and you do not have a means of transportation, call Campus Police at 218-726-7000). If you have needs that Counseling Services does not treat, they have a case manager who helps connect students to referrals as well as navigating issues with insurance. You can learn more about the broad range of confidential mental health services available on campus at [UMD Health Services](#).

# Teaching and Learning: Instructor and Student Responsibilities

Effective: **January 3, 2011**

Last Updated: **Approved by EPC on April 14, 2010; approved by Campus Assembly November 9, 2010; revised by TLC March 12, 2014; approved by EVCAA May 6, 2014; revised by TLC November 19, 2014; revised by TLC 4-17-19; approved by EVCAA 5-22-19**

Policy Owner: **Academic Affairs**

UMD is committed to providing a positive, productive, safe, and inclusive learning environment for all students and instructors. Teaching and learning at the university take place in a variety of educational settings including on-campus lecture halls and classrooms, laboratories, field sites, and online. Instructors and students have mutual responsibility to ensure that the environment in all of these settings supports teaching and learning, is respectful of the rights and freedoms of all members, and promotes a civil and open exchange of ideas.

## I. Instructor Responsibilities

### A. Provide a respectful teaching and learning environment.

Instructors are responsible for modeling and maintaining a respectful and productive learning environment. To this end, instructors should articulate classroom behavior expectations at the beginning of the term and reinforce them as necessary. Instructors are expected to take appropriate and immediate steps to curtail disruptive classroom behavior. Such steps may include speaking to the offending student, asking the offending student to leave the classroom, or calling 911. A guide to help instructors respond to behavioral disruptions is located under [Teaching Resources](#).

### B. Deliver a course that is consistent with the course proposal including the course description, content, objectives, and level.

### C. Provide information about courses

1. Instructors are responsible for providing accurate and timely information about their courses to enrolled and prospective students and to the University community.
2. Instructors must provide a course syllabus to enrolled students during the first week of classes. This syllabus may be in written or electronic form and should contain information that students need to know in order to complete the course to the best of their abilities. The UMD [Syllabus Policy](#) describes the required and recommended content of a syllabus. Instructors are also required to provide a copy of the syllabus to the department offering the course for every course, every semester.
3. The instructor must inform the class in a timely manner if changes to the syllabus information are made. No major change (e.g., adding a research paper or major examination) should be imposed after the second week of the semester.
4. Instructors must ensure that all locations where class descriptions are located (e.g., class URL, UMD Catalog, department web pages) are updated as necessary to help students make decisions about course registration.

#### **D. Provide students with access to and feedback on their work**

1. To help students achieve the course objectives to the best of their abilities, instructors are responsible for regularly evaluating student work, returning student work with clear and constructive feedback, and clarifying this feedback as needed. So that the student can benefit from this feedback, evaluations should be communicated to the student promptly.

Term papers and comparable projects are the property of students who prepare them (see Board of Regents Policy: [Copyright](#)). Instructors who desire to retain a copy for their own files should state their intention to do so.

2. Instructors are required to provide graded feedback to their students no later than the end of the sixth week of fall and spring terms, or earlier if possible, to enable students to assess their progress in the course prior to the deadline for withdrawing from the course at the end of the tenth week of the term.

3. Instructors are required to provide midterm alerts to students in their 1xxx- and 2xxx-level courses who are performing at the D, F, or N level, in accordance with the [Midterm Grade Alert policy](#).

4. Instructors must turn in grades within three business days after the last day of final examinations

#### **E. Comply with FERPA data privacy regulations**

1. Instructors must be knowledgeable about and comply with regulations governing privacy of student information (FERPA). [http://privacy.ahc.umn.edu/pdf/real\\_ferpa.pdf](http://privacy.ahc.umn.edu/pdf/real_ferpa.pdf)
2. Instructors are responsible for maintaining security of student work including examinations both before and after exams are given.

#### **F. Observe scheduled class times**

Instructors are expected to meet their classes at the scheduled times, to be prepared for all class sessions, and to start and end classes at the scheduled times. When instructors know in advance that they will be unable to attend particular class sessions, they are responsible for working with their academic unit to make appropriate alternate arrangements. Instructors should notify their students via email when unanticipated illness or emergencies prevent them from conducting class.

#### **G. Schedule and observe office hours and appointment times**

Instructors shall post a reasonable number of office hours per week at a time convenient for students and shall be available during such hours for the purposes of consultation with students.

#### **H. Report scholastic dishonesty**

If a faculty member decides to take action and impose a sanction that affects a student's grade, the violation must be reported to the UMD [Office of Student Conduct and Conflict Resolution](#), which is responsible for investigating and adjudicating incidents of scholastic dishonesty.

#### **I. Administer student evaluation according to UMD procedures**

Instructors are required to administer summative student evaluations in their courses according to [UMD Procedures](#).

## **J. Adhere to the [UMD Policy on Final Examinations](#)**

### **II. Student Responsibilities**

#### **A. Promote a respectful teaching and learning environment.**

Students are responsible for conducting themselves in a manner that (a) is respectful of the instructor and other students in the classroom; (b) is civil in language, tone and behavior; and (c) is receptive to ideas and other points of view. The UM [Board of Regents Student Conduct Code](#) describes the behavior expectations of students and applies to all UM students: "Disruptive classroom conduct means engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning." Making hostile, threatening, discriminatory or disparaging remarks toward or about the instructor, other members of the class or groups of people will not be tolerated.

#### **B. Meet course prerequisites**

Students are responsible for meeting the course prerequisites prior to registering for a course unless they have permission from the instructor.

#### **C. Be Informed of and meet all course requirements**

Students are responsible for the information contained in the syllabus and for meeting all course requirements, observing all deadlines, examination times, and other course procedures.

#### **D. Attend class**

Students are expected to attend all meetings of their courses.

Students must attend the first class meeting of every course (e.g. lecture, lab, discussion) in which they are registered unless (a) they obtain approval from the instructor before the first meeting or (b) they provide notice to the instructor they must miss class in accordance with UMD's [Excused Absence Policy](#). Otherwise, they may lose their place in class to other students.

Students are responsible for being on time and prepared for all class sessions.

#### **E. Be informed of and abide by UM Board of Regents and UMD academic integrity policies**

Students are required to do their own assigned work. If it is determined that a student has violated either the [Board of Regents Student Conduct Code: Scholastic Dishonesty](#) or UMD's [Student Academic Integrity Policy](#) an "F" or an "N" may be given for the assigned work and /or the course, and the student may face additional sanctions from the University.

#### **F. Other**

1. Students are responsible for seeking academic help in a timely fashion.

2. Students who need disability accommodations are responsible for working first with UMD Disability Resources and then with the instructor at the beginning of the course.

3. Students who have concerns or complaints about a course should first meet with the instructor to articulate their dissatisfaction with and desired improvement in the course. If the issues are not resolved, they should meet with the department head. In unusual circumstances, the department head may be the first level of recourse.

4. Guests, including children, may not be brought to class without prior permission from the instructor.

## Transfer of Undergraduate Credit

Effective: **September 1, 2011**

Last Updated: **Approved by EPC March 30, 2011; approved by Campus Assembly April 12, 2011; revision approved by Teaching & Learning committee 11-5-14; approved by EVCAA 12-15-14**

Policy Owner: **Academic Affairs**

1. Institutions from which credit is transferred must have regional accreditation in order for their courses to be considered for transfer to the University.
2. Courses that are eligible for acceptance in transfer to UMD may transfer as direct course equivalent credit (e.g., Hist 1304), elective credit (e.g., Hist 1xxx), or undesignated elective credit (e.g., Tran 1xxx). Transferred college-level credits that do not have direct course equivalents at UMD may count toward liberal education requirements or toward total credits.
3. UMD does not accept remedial or non-credit-bearing courses for transfer.
4. Academic departments may determine whether transfer electives satisfy specific program curricular requirements. The applicability of transfer credit toward the Liberal Education Program is determined by the Associate Vice Chancellor for Undergraduate Education.
5. The University will accept transfer courses with a D grade or higher.
6. Students may initiate a Transfer Course Evaluation (TCE) request for any course not listed in Transferology..
7. Students who transfer to the University with an Associate of Arts (AA) degree or who have completed the Minnesota Transfer Curriculum (MnTC) will have fulfilled the University's entire Liberal Education Program requirement. Courses at the transfer institution used to complete the AA or MnTC do not necessarily transfer as equivalent UMD courses.

# Undergraduate Admission

Effective: **January 3, 2011**

Last Updated: **Approved by EPC October 13, 2010; approved by Campus Assembly November 9, 2010; revised by SEM subcommittee December 2018; approved by EVCAA May 2019.**

Policy Owner: **Academic Affairs**

1. Undergraduate students are admitted to a college at the University of Minnesota Duluth campus to pursue a baccalaureate degree. The Office of Admissions is responsible for undergraduate admission decisions.
2. Enrollment targets for the admission and enrollment of New High School (NHS) and New Advanced Standing (NAS) students are proposed annually by the AVC for Enrollment Management. These targets are subject to the review and approval of the EVC for Academic Affairs in consultation with the Council of Deans.
3. In collaboration with the undergraduate-admitting colleges and the Office of Admissions and with consultation from UMD Shared Governance, the EVC for Academic Affairs will approve the guidelines and standards that are to be used by the Office of Admissions in admitting both NHS and NAS students to the University, including college-specific criteria. This function is coordinated by the AVC for Enrollment Management.
4. The University will communicate to admitted students the conditions that may be imposed on them as part of the matriculation process. For example, admission is conditional upon continuing with a consistent grade trend in final term high school courses and providing proof of high school graduation (or an appropriate proxy requirement for NAS students). Such conditions are administered by the Office of Admissions and apply to students new to the University of Minnesota Duluth but not to students transferring from one college to another within the Duluth campus.
5. The University will communicate to admitted students any conditions that may be imposed on them concurrent with enrollment or as a condition of graduation. For example, students may be required to complete specific foundational coursework in support of their academic success. Such conditions are monitored by the college through which the student is enrolled and may be in addition to degree requirements and/or credits required to earn a degree. Administrative authority for these conditions is held by the AVC for Undergraduate Education.
6. The University of Minnesota Duluth reserves the right to deny admission to any applicant.

## REASONS FOR POLICY

The colleges and campus administration work together to set enrollment targets for the admission of NHS and NAS students in order to support both long- and short-term campus enrollment goals and to ensure that University resources are available to serve the admitted students.

The colleges and campus administration work together to establish admission guidelines, which are used by the Office of Admissions to evaluate applicants and to admit applicants who can be successful in the degree programs offered by that college.

## DEFINITIONS

**Matriculate**

The process by which a student accepts the University's offer for admission and indicates that he or she intends to enroll.

**New Advanced Standing (NAS)**

Students who have graduated from high school who have previously matriculated at another post-secondary education institution.

**New High School (NHS)**

Students who have graduated from high school but have not previously matriculated to another post-secondary institution. (They may have earned college credits while they were enrolled in high school).

**RESPONSIBILITIES****Applicant:**

- Provide full and accurate information on application for admission.
- Follow published timelines for submission of application materials.
- Notify the Office of Admissions if there are any changes to the information provided in the application.

**Office of Admissions:**

- Participate in enrollment management processes; provide guidance to undergraduate admitting colleges and the AVC for Enrollment Management to assist in target setting and criteria used in the admission process.
- Communicate admissions review criteria to prospective students and applicants.
- Receive and review applications.
- Render admission decisions and communicate decisions to applicants.
- Administer conditions that may be imposed on admitted students as part of the matriculation process.

**Undergraduate-Admitting Colleges:**

- Through the Council of Deans, provide input on annual enrollment goals.
- Collaborate with the Office of Admissions and the AVC for Enrollment Management in recommending standards for admission.
- Review application materials and provide input on admissions decisions as requested by the Office of Admissions.
- Monitor conditions that may be imposed on admitted students concurrent to enrollment or as a condition of graduation.

**AVC for Enrollment Management:**

- Oversee processes for setting enrollment targets and the guidelines and standards for admission.
- Oversee the Office of Admissions.

**AVC for Undergraduate Education:**

- Hold administrative authority for conditions of admission that may be imposed on admitted students concurrent with enrollment or as a condition of graduation.



**EVC for Academic Affairs:**

- Review and approve enrollment targets and the guidelines and standards for admission.
- Consult with the collegiate units and the Office of Admissions.

# Undergraduate Degree Requirements

Effective: **January 3, 2011**

Last Updated: **Approved by TLC March 15, 2017; approved by EVCAA May 5, 2017; revisions approved by TLC 2-20-19; approved by EVCAA 5-15-19**

Policy Owner: **Academic Affairs**

The Board of Regents, on recommendation of the faculty, grants degrees from the University of Minnesota. To receive an undergraduate degree, or to have a minor or certificate recorded on their transcript, students must complete a required minimum of their coursework from the campus that awards the degree or certificate (commonly referred to as “resident credit” or “credit in residence”).

University resident credit includes the courses offered by the University of Minnesota Duluth (UMD), or University of Minnesota online courses, or programs sponsored by UMD (including study abroad) or other University of Minnesota campuses.

Students may complete a major and minor from two different campuses. Students may earn a certificate from any certificate program to which they have been admitted on any campus.

The minimum cumulative University of Minnesota (UMN) GPA required for graduation is 2.00 and includes only University of Minnesota coursework. A minimum UMN GPA of 2.00 is required in each UMD undergraduate major, minor, and certificate. No academic unit may impose a higher GPA standard to graduate.

Diploma, transcripts, licensure, and certification will be withheld until all financial obligations to the University have been met.

Students must meet all course and credit requirements of the degree or credential according to the students’ declared academic catalog. Students seeking two degrees must fulfill the requirements of both degrees. Two degrees cannot be awarded for the same major (e.g. B.A. and B.S. in Economics).

Application of transfer credits toward majors, minors, and certificates are subject to department approval.

Minimum requirements for an undergraduate degrees, minors, and certificates from the University of Minnesota Duluth are as follows include the following:

## **Undergraduate (baccalaureate) degree**

1. A minimum of 120 semester credits
2. All requirements of the Liberal Education Program or its approved equivalent
3. At least 30 semester credits through UMD
4. At least 15 credits of the last 30 credits through UMD
5. At least half of upper-division (3xxx-level or higher) credits that satisfy major requirements (major requirements includes all courses required for the major, including courses in a subplan) through UMD

## **Undergraduate minor**

1. At least 3 upper-division credits that satisfy requirements for the minor through UMD

## **Undergraduate certificate**

1. At least 3 upper-division credits that satisfy requirements for the certificate through UMD. If the program does not require upper division credits students must take at least one course from the certificate program from UMD.

The Executive Vice Chancellor for Academic Affairs may, under extraordinary circumstances, waive the requirements above.

# Withdrawal from the University

Effective: **June 24, 2011**

Last Updated: **June 24, 2011; revised and approved by Teaching & Learning committee 4-8-15**

Policy Owner: **Academic Affairs**

By registering for classes, students enter into a contract to pay for all tuition and fees. Students are responsible for all transactions on their academic records.

To withdraw from all academic coursework at the University, a student must officially cancel all courses through the last day of the tenth week of the semester. After that date, students who believe they have extenuating circumstances may submit a petition to the collegiate Advising & Academic Services office to withdraw from the University.

## **Students Called to Military Duty**

Students who are called to active military duty may withdraw from UMD. The University works with students to remove them from classes and resolve tuition and other financial issues. Students must submit a copy of their military orders and will be asked to complete a retroactive tuition petition. As a general rule, the petition is approved for a 100 percent refund unless there are negative financial aid implications for the student. Students are advised about what would be the most beneficial for their situation.

## **Tuition Refund for Withdrawal**

Refunds for withdrawal from the university are the same as for individual course withdrawals: 100 percent tuition and fee refund on or before the end of the first week of the semester; 75 percent on or before the end of the second week; 50 percent on or before the end of third week; 25 percent on or before the end of the fourth week. No refunds are given after the fourth week. Courses that are shorter in length than the full semester have an abbreviated refund schedule. Withdrawing from courses can have financial and academic implications, possibly affecting billing, financial aid, and VA benefits, etc. The withdrawal could result in debt to the University, government or both.

After the fourth week, refunds beyond the published schedule will be granted by appeal only. A Tuition Refund Appeal with relevant documentation should be submitted to One Stop Student Services.

## **Medical Withdrawal**

Appeal for medical withdrawal must include documentation from a licensed medical or mental health professional indicating:

- Date of onset of illness
- Date at which initial treatment was sought
- Diagnosis
- Dates of treatment service
- Severity of illness

## **Return after Withdrawal**

Students who petition for medical withdrawal may be asked to present proof of treatment before subsequent

registration.