



UNIVERSITY OF MINNESOTA
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University of Minnesota Morris 2021-23 Policies

This document serves as an official historical record for a specific period in time. The information found is subject to change without notice. Colleges and departments make changes to their degree requirements and course descriptions frequently. More information is available at catalogs.umn.edu.

For current information, refer to:

- Program search: z.umn.edu/publicprogramsearch
- Course search: z.umn.edu/publiccoursecatalog
- University policies: policy.umn.edu

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Academic Standing

The minimum academic progress requirements are based on two measures: the cumulative GPA measures performance over time and the term GPA measures performance within the term. The authority for administering the requirements and taking necessary action rests with the Scholastic Committee. (The Financial Aid Office monitors separate financial aid Satisfactory Academic Progress [SAP] requirements. For more information, see onestop.morris.umn.edu/aid/sap.
All students must maintain both a 2.000 cumulative GPA and a 2.000 term GPA to be in good academic standing.

University of Minnesota Probation and Suspension Policy

See the complete policy at policy.umn.edu/education/acadprobation.

Probation

- A student will be placed on probation (and will remain on probation) if either the term or the cumulative GPA is below 2.000. Students on probation will have a hold placed on their record and must see an adviser in order to register. While on probation, Morris students may not enroll in more than 16 credits without Scholastic Committee approval.
- Colleges may develop academic contracts specifying additional requirements that students enrolled in that college must meet to be removed from probation or to register for classes while on probation. The academic contract may include GPA expectations more rigorous than the 2.000 term and cumulative GPA minimum standard, where programmatically warranted and when clearly communicated to the student. If the student meets the conditions of the contract, and the term and cumulative GPA are at least 2.000, the student will be removed from probation. Even if the contract conditions are met, the student must still meet the minimum GPA requirements of this policy. If the conditions of the contract are not met, the student will be suspended.
- After students on probation have met with their advisers (and if a contract is required, the adviser and registrar must be satisfied that the conditions have been met), then probation holds will be temporarily lifted so students may register.

Students on probation return to good standing by earning a term GPA and cumulative GPA of 2.000.

Suspension

A student is suspended if:

- at the end of the probation term (semester), both the term and the cumulative GPA are below 2.000, or
- the conditions of an academic contract are not fulfilled.

The suspension is effective immediately.

Consequences of suspension—When suspended, a student is no longer in the program and cannot register for any University courses for at least one full academic year. All colleges and campuses of the University must recognize the suspension and will not allow students, including non-degree seeking students, with these holds to register without the approval of the college placing the hold.

Appealing suspension decisions—Students may appeal suspension decisions or petition for readmission in writing to the college's Student Scholastic Standing Committee (SSSC) according to a defined collegiate petition process.

Readmission after suspension—Readmission after a period of suspension is not automatic. To be re-admitted, students must show evidence of changes in circumstances that demonstrate that they will succeed in an academic program.

Returning to the college or a different college after suspension—Upon return to the college after petitioning to reenter, students will be placed on probation, and all colleges will use a probation hold and academic contract for the purpose of monitoring the student's performance. If students do not successfully complete the contract, they will be suspended again, and then will be required to reapply for admission to a college, rather than petition to reenter.

Appeal to Return After One Semester—Suspended students may appeal to the Student Scholastic Standing Committee using the online appeal form at committees.morris.umn.edu/probation-and-suspension.

The appeal is due by June 30 and should include an academic plan for improvement, evidence of successful

completion of transfer work; and/or evidence that personal difficulties are being addressed.

If the student wishes to have Student Counseling, Academic Assistance, or the Disability Resource Center provide input on an appeal, they must have written approval (with the student's signature) prior to the hearing of the appeal.

Without this approval, their input cannot be considered. Decisions on appeals are made in July.

If the appeal is approved, the Committee determines the conditions that must be met during the semester the student returns. If those conditions are not met, the original suspension is reinstated at the end of the term.

Students with an approved appeal return on probation— The Student Scholastic Standing Committee prescribes special conditions in the form of an academic contract in an effort to improve the returning student's chance for success. Students and their advisers are notified of these conditions. For example, students may be required to complete a specified number of credits and to earn a prescribed GPA during the single semester of their approved return.

Conflict Resolution Process

The University of Minnesota Morris takes student concerns, complaints, and grievances seriously. The University has processes in place to ensure that complaints are addressed appropriately and in a timely manner.

Have you tried to resolve the concern directly?

When you encounter a problem on campus or feel you have been treated unfairly, you should first try to resolve the issue informally with the faculty/staff member or the office/program directly involved. Many issues can be resolved by making an appointment with a faculty or staff member and calmly and honestly communicating your concerns.

In some cases, a meeting with an appropriate third party (a faculty member, the academic division chair, director of the office/program, residence hall staff, or other administrator) can be helpful in addressing and resolving an issue.

In meetings and conversations regarding your concerns, it is important to be clear and specific about what the concern is and what action is being requested to address the concern.

You may also contact the [Office of the Vice Chancellor for Student Affairs](#) for assistance and advice on how to address any University-related concern.

Have you considered one of the University's processes for addressing concerns or complaints?

If direct contact with the other party does not resolve the situation or if it would be inappropriate (for example, a bullying or sexual harassment complaint), you can seek assistance through the University's more formal conflict resolution, complaint, and appeal channels depending on the nature of the complaint, as listed below. Some campus policies and programs have specific documented complaint/appeal processes.

Academics

Grades and evaluation of student work

Students are entitled to an explanation for the grade assigned. You should, in almost all instances, bring the matter directly to the instructor. Where this is clearly inappropriate or when such action does not bring about a mutually satisfactory solution, you should consult the appropriate academic division chair of the discipline in which the course is offered. If consultations with the division chair do not resolve the issue, you may consult the [Vice Chancellor for Academic Affairs and Dean](#).

Quality of instruction

Student concerns regarding the quality of instruction should be directed to the academic division chair of the discipline in which the course is offered. If consultations with the division chair do not resolve the issue, you may consult the [Vice Chancellor for Academic Affairs and Dean](#).

Academic advising

Student concerns about academic advising should be directed to the director of the Office of Academic Success. If a concern cannot be resolved at that level, you may reach out to the academic division chair for their major program. If consultations with the Office Academic Success and division chair do not resolve the issue, you may consult the [Vice Chancellor for Academic Affairs and Dean](#).

Areas not addressed above

Academic units manage academic complaints, which are defined by the [Addressing Student Academic Complaints](#) policy as complaints brought by students regarding the University's provision of education and academic services affecting their role as students, based on a claimed violation of a University rule, policy, or established practice. Under this policy, student academic complaints do not include student complaints regarding grades and other evaluation of student work, University employment, University admission decisions, or disciplinary action under [Board of Regents Policy: Student Conduct Code](#).

Was direct resolution unsuccessful? Is direct resolution not appropriate? Or is your concern outside the specific areas, policies, and processes listed above?

The [Office of the Vice Chancellor for Academic Affairs and Dean](#) provides strategies to approach conflicts related to grading, instruction, and other academic concerns, including formal grievance processes. Contact Academic Affairs at 320-589-6015.

Formal complaint

A formal complaint is defined as any written complaint filed in paper, via [online form](#), or through [UReport](#) that is signed by a student and has been received by a University of Minnesota Morris Division Chair, Vice Chancellor, or Chancellor after administrative or informal resolution of the complaint at the program or office level has failed.

You may file a formal complaint at any time while you are an enrolled student (full-time or part-time) at the University and within the first 12 months after your last date of enrollment for any concern that arose while you were enrolled. Formal complaints cannot be filed by parents, relatives, employers, agents, and others acting for you or on your behalf.

Complaint review and resolution process

Once a formal complaint is received by a Division Chair, Vice Chancellor, or Chancellor, an attempt will be made to resolve the issue in a timely manner by working with you and the appropriate university employees and offices to assure a fair process. The [Office of the Vice Chancellor for Student Affairs](#) will coordinate the process for addressing complaints received through the University's student complaint form. Questions related to the student complaint process and resolutions should be directed to the [Office of the Vice Chancellor for Student Affairs](#).

If the student is unsatisfied with attempts to resolve the complaint within the University, the student has the option to file a complaint with the University of Minnesota Board of Regents or the University's accrediting body, the Higher Learning Commission (HLC) in accordance with their processes and procedures.

Prohibition of retaliation

University policies prohibit retaliation. Within the scope of student concerns and complaints at Morris, retaliation shall mean taking an adverse action against an individual because of the individual's good faith participation in the following:

- Reporting concerns, reporting suspected or alleged prohibited conduct, or making a complaint

- Expressing opposition to a campus process, proceedings, or suspected or alleged prohibited conduct
- Participating in an investigation related to a reported concern, a formal complaint, or a prohibited conduct allegation
- Accessing the services or resources of a campus or University office or officer to resolve a student concern, a formal complaint, or a conflict related to prohibited conduct

Complaint tracking

To meet Federal Regulations, a record of formal student complaints and their disposition will be filed by the office handling the complaint and maintained within the [Office of the Vice Chancellor for Student Affairs](#). All formal written student complaints received by the Division Chairs, the Vice Chancellors, or the Chancellor will be filed and tracked. Collected information will include the date the complaint was received, the student's name and student ID, a brief description of the complaint, a summary of action taken by the receiving office, the resolution/outcome (including the steps taken to resolve the complaint and the documentation associated with those steps), and the date of resolution, as well as notations of any changes to university policy, procedure, or practice resulting from the complaint.

Each year, the [Office of the Vice Chancellor for Student Affairs](#) (or its designee) will compile an Annual Institutional Summary of Student Complaints. The [Office of the Vice Chancellor for Student Affairs](#) will also conduct a review of current and prior years' complaint logs to identify any trends/issues that warrant further investigation, possible revisions to existing policies, or additional actions required to strengthen the student learning environment. Information from the annual review will be shared with and reviewed by the Vice Chancellors Group along with the appropriate university office(s) for action.

Private student data is maintained in accordance with University policies. Information tracked will be made available to regulatory agencies and accrediting bodies, including the Higher Learning Commission as required in accordance with applicable laws, regulations, and policies.

Course Numbers and Designators

Course numbers reflect the level of difficulty of a course. Generally, courses numbered 1xxx are for undergraduates in their first year of study, courses numbered 2xxx are for undergraduates in their second year of study, courses numbered 3xxx are for undergraduates in their third year of study, and 4xxx are for undergraduates in their fourth year of study.

Some courses require prerequisite coursework or advanced class status for entrance while others do not. Students should plan their programs carefully to complete courses in the proper sequence. Students who have not successfully completed the prerequisite course(s) may be administratively dropped from a course.

In connection with course numbers, disciplines and programs are identified by a two-, three-, or four-letter designator prefix (e.g., Ed for Education, Pol for Political Science, LAAS for Latin American Area Studies).

Symbols, Abbreviations, and Punctuation

1201-1202-1203	A hyphen between course numbers indicates a sequence of courses that must be taken in the order listed.
1201, 1202, 1203	A comma between course numbers indicates a series of courses that may be entered any semester.
,	In prerequisite and corequisite listings, a comma means "and."
Sci-L	Courses that meet specific general education requirements are designated as IC, WLA, FL, M/SR, ART/P, HIST, SS, HUM, FA, SCI, SCI-L, HDIV, ENVT, IP, E/CR. (See the Degree Completion section for more information about general education requirements.)
cr	Credits per semester.
prereq	Some courses require a "prerequisite" (prereq) such as successful completion of certain other courses or particular qualifications, such as class standing, in order for a student to register for the class. Students are allowed "conditional registration" for a course if the prereq is in progress. If the prereq is not satisfactorily completed, the student may be administratively withdrawn from the class. If no prerequisites are listed, there are none for the course. A prerequisite listed by number only (e.g., prereq 3105) is in the same discipline as the course being described.
coreq	Students must be enrolled in the corequisite (coreq) course(s) at the same time. If no corequisites are listed, there are none for the course. A corequisite course listed by number only (e.g., coreq 3105) is in the same discipline as the course being described.

prereq or coreq	Students must either successfully complete the prerequisite course, OR may enroll in the pre/corequisite course concurrently.
Same as	"Same as" courses meet three qualifications: 1) have content sufficient in two (or more) identified disciplines to count in each; 2) have identical course descriptions, published in each associated discipline; 3) are taught at the same time, in the same classroom, by the same instructor.
W	Courses with a W following the course number satisfy the writing enriched requirement.
H and Honors	Courses with an H following the course number satisfy honors requirements. Also, "Honors:" at the beginning of a course title indicates an Honors course.
1-4 cr [max 6]	The course can be taken for 1 to 4 credits and may be repeated for up to 6 credits.
A-F only	A-F grade basis only; course may not be audited or taken pass/fail.
S-N only	S-N grade basis only (pass/fail); course may not be audited or taken A-F.

Credit for Prior Learning

Students who have had an internship-like experience outside college that is roughly comparable to a Morris internship experience (IS 3996) may receive credit through registering for a Prior Learning internship. The prior learning is combined with faculty directed new learning, with credit awarded for both. For example, Liberal Arts for Human Services (LAHS) majors often come to Morris with years of work experience in social service settings such as in hospices, chemical dependency centers, or women's shelters. Politically active adult students may have years of volunteer experience in grassroots organizations or in state or national volunteer organizations. Educators, business people, and naturalists may also have internship-like experiences that relate to Morris's curriculum.

The process:

The student meets with the coordinator of advising to establish qualifying prior learning and the field of the proposed project. If the learning is verified, the coordinator contacts a faculty member with expertise in the field, and the student meets with this faculty supervisor to complete the Prior Learning Internship form and to design the contract.

Because prior learning is transfer credit, the student submits to the Scholastic Committee a petition to register for a prior learning internship (IS 3896). Because the registration is interdisciplinary, the internship form must be signed by the student, the faculty supervisor, and the dean as interdisciplinary division chair. The student must note on the form how the credits will apply, e.g., to meet a discipline requirement, a general education requirement, or to count as elective credits. Before registering, the student completes additional documentation identifying the learning. If approved, the Scholastic Committee sends a packet to the dean that includes a cover memo, the signed approval form, and required documentation. After the IS 3896 form is signed, the student is allowed to register.

Documentation of the learning:

Regular internships make use of daily logs and work summaries. Because this documentation is generally not available for a prior learning internship, such documentation is provided after the fact. The college requires substantial documentation of the learning, often in outline form. In general, the student reviews and categorizes the learning, excluding routine, repetitive activities. For example, a student becoming familiar with an agency's record-keeping system would expect to count that learning experience once, whereas a student observing and conducting counseling sessions would be likely to learn through the duration of the counseling internship. Students are asked to identify and to calculate the number of hours spent in activities that contributed significantly to relevant learning. The total number of hours is divided by 48 (hours of effort per credit) to determine the appropriate number of credits.

Credits:

Most of the credit is awarded after the fact for the documentation of the work experience. In a 12-credit prior learning internship, about two credits are awarded for the integration of the prior learning with theoretical studies through writing papers, presenting seminars or workshops, or other methods agreed upon by the student and the faculty member.

A maximum of 32 credits of internship may count in the 120 credits required for graduation.

Exams for Credit or Proficiency

Academic departments have the discretion to offer exams to either demonstrate proficiency or earn course credit. The format of these exams is at the department's discretion (e.g., final examination, oral tests, written papers or projects). No department is required to offer exams for proficiency or credit.

Eligibility for such exams is limited to currently enrolled, undergraduate, degree-seeking students. Departments may establish further eligibility criteria for an exam for proficiency or credit. A student may not take an exam for credit for a course the student has already completed for any grade basis (i.e., A-F, S-N, or AUD [audit] status) at the University of Minnesota.

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.

Exam to earn course credit

A departmental exam for credit may be used to earn credit for a course. The academic department giving the examination will determine the minimum standards for successful completion of an exam for credit. Credit(s) earned by departmental exam do not earn grade point average (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). Credit(s) earned by departmental exam count in the credit total, but do not count toward the minimum number of credits students must earn at the campus from which they are seeking a degree.

Special situations

On the Morris campus, the Scholastic Committee serves in the role of the academic department and has all related responsibilities.

Excused Absences: Makeup Work for Legitimate Absences

University policy recognizes that there are a variety of legitimate circumstances in which students will miss coursework, and that accommodations for makeup work will be made. This policy applies to all course requirements, including any final examination. Students are responsible for planning their schedules to avoid excessive conflicts with course requirements.

1. Instructors may not penalize students for absence during the academic term due to the following unavoidable or legitimate circumstances:
 - illness, physical or mental, of the student or a student's dependent;
 - medical conditions related to pregnancy;
 - participation in intercollegiate athletic events;
 - subpoenas;
 - jury duty;
 - military service;
 - bereavement, including travel related to bereavement;
 - religious observances;
 - participation in formal University system governance, including the University Senate, Student Senate, and Board of Regents meetings, by students selected as representatives to those bodies; and
 - activities sponsored by the University if identified by the senior academic officer for the campus or the officer's designee as the basis for excused absences.
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. For circumstances not listed in (1), the instructor has primary responsibility to decide on a case-by-case basis if an absence is due to unavoidable or legitimate circumstances and grant a request for makeup work.

Notification, Verification of Absences, and Make-up Work

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.

1. The instructor has the right to request, and the student must provide if requested, verification for absences, with the exception of a single episode medical absence that does not require medical services.
2. The instructor has the right to request verification for a single episode medical absence if (i) the student has had more than one single episode medical absence in the class, or (ii) the single episode medical absence involves missing laboratory sessions, exams or important graded in-class assignments.

3. 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.
4. Colleges and academic units may establish more specific criteria for notifying instructors and completing the associated make-up work, especially when the absence involves activities that may not be possible to make up, such as laboratory or clinical sessions and performances.
5. 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

If a student believes the student has been wrongly denied the opportunity to make up work due to disagreement with the instructor about the legitimacy or unavoidability of an absence, the student should pursue the student's complaint using the usual process for appeals of student grievances. Chairs and deans who have questions about what constitutes an excusable bereavement absence, religious observance, or eligible dependent illness should consult with the senior academic officer for the campus for resolution of the disagreement.

In accordance with the Administrative Policy: *Addressing Student Academic Complaints*, final authority rests with the senior academic officer for the campus.

Special Situations

For 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.

Final Examinations and Study Days

A. Examinations During the Term

1. Examinations during the term (e.g., mid-terms) will normally be given only during the regular class sessions, except that make-up exams may be given at other times arranged to accommodate student class schedules. Exams may be held at times other than the regularly scheduled class period only under unusual circumstances, and only if approved by the dean of the college in consultation with the Vice Provost and Dean of Undergraduate Education or the appropriate decision-making office on the system campuses. Any regularly scheduled examination to be held outside of regular class time must be listed in the published class schedule.
2. Accommodation must be provided by the examining department(s) 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.
3. Comprehensive examinations, which require reflection, study, and application of the work of the entire semester, are strongly encouraged, but must be given during the final examination period. The only examinations allowed during the last week of classes are those equivalent in scale, scope, length, and percent of grade to other examinations given in that class during the term. Although late-semester examinations may rely on cumulative knowledge of the work of the course during the semester, such examinations must not be comprehensive in nature if they are given prior to the final examination period. In a course where only one examination is given during the term, that examination must be given during the final examination period.
4. Take-home examinations are specifically exempted from this section of the policy.

B. Final Examinations

1. All classes that normally permit undergraduates to enroll will follow the standard examination schedule. Final examinations on the Twin Cities campus will extend over a six-day period. It is not a violation of this policy for a faculty member to use secure online test-taking, authorized by the academic unit, that permits students to take an exam at a time of their choosing rather than at a scheduled final examination time. System campuses will each determine the length of their final examination period.
2. Final examinations normally will be two clock hours (120 minutes) long.
3. Instructors may schedule longer examinations with the approval of their department, which will arrange longer use of the examination room with the appropriate campus scheduling office. Instructors and departments must decide in advance of scheduling a course if the examination is to exceed two hours, and must work with the campus office that schedules central classrooms on scheduling the location of the exam. Any examinations that exceed two hours must be noted in the class schedule, in order that students are informed and can try to fit the longer examination in their schedule of final examinations. Accommodation must be provided by the examining department to any student who encounters a conflict with another final examination because of this lengthened examination time.
4. Instructors may offer take-home final examinations (but see 7(c) below).
5. For courses that do not run for a full semester, the final examination will be administered (or due, in the case of take-home or other out-of-class examinations) on the last day of the course, except that short courses that end with the semester may use the final exam time scheduled for that course.
6. The requirement that the final examination period on the Twin Cities campus be six days will not apply to units that have been granted an exemption from the University calendar by the Senate Committee on Education Policy.
7. Final examinations at times other than regularly scheduled:
8. Examinations outside the final examination period.
 - a. Instructors are permitted to schedule their final examinations outside of the scheduled examination days only under extraordinary circumstances and with the approval of their dean and the campus academic officer. (For the Twin Cities, this is the Vice Provost and Dean of Undergraduate Education.)
 - b. Moving an examination within the final examination period. When an instructor and students conclude they wish to move the final examination for the course to a different time and/or day during the final examination period, the change must be (1) proposed by the instructor and (2) have the concurrence of the department chair. If the proposal to change the exam time is made after the first day of class, the change must also be approved unanimously by an anonymous survey of the students in class.
 - c. Laboratory practicums may be given during the final week of classes during the normal lab period, and take-home or other out-of-class finals may be distributed prior to the final exam period but may not be due before the scheduled final exam for that course.
 - d. Students with final examination conflicts, or with three (or more) final examinations in one calendar day, will be expected to notify and provide documentation to instructors as soon as possible during the term. Instructors are expected to make appropriate accommodation to eliminate the conflict. In the event none of the instructors agrees to make appropriate accommodation, the student should contact the student's advisor. If a student has three or more examinations in one day because one exam date was changed, the instructor who changed the exam must make the accommodation. Note: this section does not cover cases where a student has three (or more) examinations within a 24-hour period, only cases where the student has three (or more) examinations from morning to evening the same day.
 - e. Summer term final examinations. Final examinations for summer terms will be scheduled during the regular meeting time of the course on the last day.

C. Study Days

Each campus will decide whether or not to have a Study Day; when the calendar permits, a Study Day should be added to the schedule. For campuses that choose to have one, the final examination period will begin on the second day after classes end, with the day after classes designated as a Study Day. In the event classes end on a Friday, final examinations will not start until the following Monday and Saturday and Sunday will be designated Study Days.

D. Classes and Events During the Study Day/Finals Period

1. No classes will be permitted after the last scheduled day of instruction for that term/semester for any course that normally includes undergraduate students. Instructors may not schedule classes on a Study Day.
2. Instructors may not hold a regular class during the final examination period (which can interfere with students' other exams) and may not hold a class during the first hour of the examination period and then conduct the final examination during the remaining hour(s).
3. No University-sponsored extra-curricular events, which require the participation of students, may be scheduled from the beginning of Study Day to the end of Final Examinations. Exceptions to this policy may be granted

ONLY by the Senate Committee on Educational Policy. 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.

Grading and Transcripts

This policy establishes the allowed grading scales, grades, and symbols that appear on the University transcript. It also establishes the GPA calculation for the University transcript. Colleges and campuses may not use any other grades or symbols unless approved by SCEP and the University Senate as described in section E.8.

A. University Grading Scales

The University has two distinct grading scales: A-F and S-N.

1. **A-F grading scale.** The A-F grading scale allows the following grades and corresponding GPA points:

Grade	GPA Points	Definitions for undergraduate credit
A	4.000	Represents achievement that significantly exceeds expectations in the course.
A-	3.667	
B+	3.333	
B	3.000	Represents achievement that is above the minimum expectations in the course.
B-	2.667	
C+	2.333	
C	2.000	Represents achievement that meets the minimum expectations in the course.
C-	1.667	
D+	1.333	
D	1.000 -	Represents achievement that partially meets the minimum expectations in the course. Credit is earned but it may not fulfill major or program requirements.
F	0.000	Represents failure in the course and no credit is earned.

- a. The F does not earn grade points and the student does not earn University credit. The credit hours for the course count in the grade point average.
 - i. The F is assigned when 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 given an I.
- b. Instructors are not required to use pluses and minuses when grading on the A-F scale.
- c. Grade points are the same regardless of the level or course of enrollment (e.g., graduate or undergraduate level).
- d. Except for the Law School, the University does not award A+ grades, nor are D- grades permitted.

2. **S-N grading scale.** The S-N grading scale allows for the following grades and corresponding GPA points:

Grade	GPA Points	Definitions for undergraduate credit
S	0.00	Satisfactory (equivalent to a C- or better)
N	0.00	Not Satisfactory

- a. The S grade does not carry grade points and is not part of the GPA calculation, but the credits will count toward the student's degree program if allowed by the college, campus, or program and the Administrative Policy: *Credit and Grade Point Requirements for an Undergraduate (Baccalaureate) Degree: Twin Cities, Morris, Rochester*.
- b. The N does not carry 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.
 - i. The N is assigned when 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.
3. No campus, college, or program is required to offer a course on the S-N grading scale. Any unit may choose to limit grades in a particular course to the A-F or the S-N scale.
 - a. When both grading scales are available to a student, the student must declare the choice of scale at the time of registration. After the end of the second week of classes (the first week in summer sessions), students may not change their election of a grading scale.
 - b. The S-N system is a self-contained alternative to the A-F system and the two scales may not be combined for a particular student in a particular course. Students may receive grades or symbols only from the grading scale under which they have registered for a course.
4. The No Grade (NG) grading scale is a limited scale used for certain research and thesis registrations.

B. Incompletes

Note: The updated policy language in this section will take effect for classes offered Spring 2019 and after. The previous policy language provided that incompletes would not lapse for one year, refer to the University Policies section of the [Catalogs website](#) for more details.

1. Instructors may assign the registration symbol I for Incomplete if, at the time the incomplete is requested:
 - a. the student has successfully completed a substantial portion of the work of the course; and
 - b. due to extraordinary circumstances (as determined by the instructor), the student was prevented from completing the work of the course on time.
2. The assignment of an I requires a written agreement with the student specifying the time and manner in which the student will complete the course requirements.
 - a. The written agreement must require the student to complete the course requirements no later than the day grades are due for the subsequent regular (fall or spring) term, except as provided in section B.6 for students called to active military duty.

- b. The contract cannot require the student to re-register for the course or to sit in on an entire course in order to resolve an incomplete.
 - c. Students may complete the work to resolve an incomplete during a term in which they are not otherwise registered.
3. Students must submit the work to resolve an incomplete as specified in the written agreement. Except for graduate and professional students, incompletes that have not been changed to a letter grade by the day grades are due for the subsequent regular (fall or spring) term will be automatically changed to an F or N, consistent with the student's grading scale for the course.
- a. For graduate and professional students, an I remains on the transcript until changed by the instructor or department.
 - b. If an I becomes an F or N under this provision, the grade may be changed later by the instructor if appropriate.
 - c. The instructor is expected to turn in the new grade within four weeks of the date the work was submitted by the student.
4. When an I is changed to another symbol or grade, the I is removed from the record.
5. If a student graduates with an I on the transcript, the I will remain an I. The degree GPA is frozen upon graduation.
- a. With college and instructor approval, a student may be allowed to resolve an incomplete up to one year after graduation. While the degree GPA will not change, the cumulative GPA will be updated.
6. 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).

C. Other Transcript Symbols

1. **Auditing a course.** There will be a symbol V, visitor, indicating registration as an auditor or visitor. No credit is awarded and the auditing student does not receive a grade.
 - a. 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, is counted as filling a seat in a controlled entry course, and is counted in an instructor's student contact hours.
 - b. Students may not sit in on a course without registering for it.
 - c. A student may take a previously audited class for a grade.
2. **Withdrawing from a course.** The symbol W, withdrawal, is entered on a student's record when the student officially withdraws from a course. The W will be 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 eighth week of class (Crookston) or the third through tenth week of class (Morris, Rochester, Twin Cities) or during the second or third weeks of summer sessions.
 - a. If a student officially withdraws from 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. One-time late withdrawal: Students may, once during their undergraduate enrollment, withdraw from a course without documentation of extenuating circumstances or college/campus approval, and receive the transcript symbol W, after the deadline for withdrawal and at any time up to and including the last day of instruction for that course. A student may not withdraw after completing the final examination or equivalent for a course.
 - c. Except as provided in the preceding section, withdrawal after the deadline 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.
3. **Continuation course.** If a course is approved as a sequenced or continuation course and the grade cannot be determined for all students in the course until the full sequence is completed, the symbol X may be used at the end of the term while the sequence is in progress. The instructor will submit a grade for each X when the student has completed the sequence.
4. **Course in progress.** The symbol K may be used at the end of a session in courses where course activity (e.g., rotations) has been approved to extend beyond the established end date. The K symbol indicates that course activity is still in progress. The instructor will submit a grade that will replace the K for each student when course activities are complete.
5. **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.

D. Scholastic Dishonesty

1. Scholastic dishonesty in any portion of the academic work for a course will be grounds for awarding a grade of F or N for the entire course, corresponding to the student's registered grading scale (A-F or S-N). 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. (See Board of Regents Policy: *Student Conduct Code* for a definition of scholastic dishonesty.)
2. If the instructor determines that a grade of F or N for the course should be awarded to a student because of scholastic dishonesty, the student cannot withdraw to avoid the F or N. If the student withdrew from the course before the scholastic dishonesty was discovered or before the instructor concluded that there was scholastic dishonesty, and the instructor (or the appropriate hearing body if the student requests a hearing) determines that the student should receive an F or N, the student will be re-registered for the course and the F and N grade will be entered.

E. GPA Calculation and Other Provisions

1. **Counting credits toward a University degree.** A course that carries University credit toward a degree in one department or college must carry University credit in all other departments and colleges. All university credit carrying GPA points will count in the GPA unless otherwise prohibited by this policy.
 - a. **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. **Grade point average.** Every student will have a grade point average calculated at both the end of each grading period (semester) and cumulatively, 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 the transcript. Registration symbols, as described in this policy, do not count in the GPA and courses with symbols rather than grades do not earn credit.
 - a. When a student graduates, no further changes to the student's transcript will be made (to that portion of the transcript related to the program from which the student graduated) except as expressly allowed under the provisions of this policy.
3. **Assigning final grades.** All grades for academic work are based on the quality of the work submitted, not on hours of effort. Instructors have the responsibility and authority to determine how final grades are assigned, including, in classes where they use numeric scores, the method that will be used to translate numeric scores into letter grades. (For example, the instructor may decide that 90% equals an A, 80% a B, and so on, or the instructor may decide that the top 10% of the scores will receive an A, the next 20% a B, and so on.) In courses with graded group work, instructors are expected to make efforts to ensure that each student's grade accurately reflects the degree to which they have met the stated goals of the assignment. When an instructor believes that a student's final grade will be significantly adversely affected by the actions or inactions of group members, the instructor is encouraged to identify ways to alleviate this.
 - a. Final grades must be submitted to the Registrar no later than three business days after the last day of the final examination period.
4. **Repeating courses.**
 - a. An undergraduate student may repeat a course only once, except as noted in section 4(c). The college offering the course may grant an exception to this provision. Morris only: Students who receive a grade of S or C or higher may repeat a course only if space permits.
 - b. When a student repeats a course before receiving the degree, (a) both grades for the course will appear on the official transcript, (b) the course credits may 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.
 - c. Provisions 4(a) and (b) of this policy will 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."
 - d. If an undergraduate student repeats a course after the 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.
 - e. 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 undergraduate 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, except as provided in 4(c). No department or college or campus may bracket the courses of another department or college or campus for any reason other than course repetition. An F may not be bracketed with an N. A University course may not be bracketed with a course taken at another institution.
 - f. When a student enrolled in a graduate program repeats a course, provisions 4(a) and (b) apply, but all grades for the course will be counted in the student's grade point average.

5. This policy may be modified 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.
6. **Compiling and reporting grading data.**
 1. Each fall, the Office of Institutional Research will produce reports on the mean grade point average by designator and course level, on the percentage of A's awarded by course level, and on overall collegiate grade point averages. Data should be reported for all undergraduate students for all terms in an academic year. Cells in the tables with fewer than 10 grades should be suppressed in order to protect the privacy of students, but the numbers should be included in the totals.
 2. The Office of Institutional Research will produce the required tables and provide them to the chair of the Senate Committee on Educational Policy and to the Office of the Executive Vice President and Provost.
 3. The information will also be reported annually to the Faculty Senate and made available to faculty and students.
7. All colleges and campuses will publish each term a dean's list, consisting of students who achieved a 3.666 term GPA or higher and who completed a minimum of 12 credits on the A-F grading system. There will be a transcript notation for each term that a student achieves the dean's list. Students who have chosen to suppress all their public information (which includes academic awards and honors) will not be included on the published dean's list.
8. **Alternative grading systems.**
 - . Only the Senate Committee on Educational Policy will have the authority to grant to individual colleges or campuses permission to use alternative grading methods outside the provisions of this official University system, for a specified period (but no longer than five years), and only for the purpose of experimenting with a new grading system for possible system-wide adoption. Such permission may be granted if the proposal does not interfere significantly with the registration options of students from other colleges, campuses, and programs. Such alternative systems will be reported for information to the University Senate as soon as permitted and, after the specified period, will be re-evaluated, either to be discontinued, or with University Senate approval on recommendation from the Senate Committee on Educational policy, made part of the system-wide policy. Except for the provisions of this section, no college or program may use any grading system except for the one contained in this policy.
 - a. Because alternative grading systems, once used, must be maintained by the University forever afterward to preserve the integrity of the transcripts, the Senate Committee on Educational Policy will rarely grant permission for alternative grading systems. It will consider doing so only when (1) those who propose it can make a persuasive case that the alternative is a more accurate and effective way to measure and record student academic performance, and (2) there is strong reason to believe that the proposal will be useful to all colleges and campuses of the University (except the Law School and Medical School).

High School Preparation

Successful applicants to Morris must complete the following courses in high school:

1. **Four years of English**, with emphasis on writing, including instruction in reading and speaking skills, and literary understanding and appreciation.
2. **Four years of mathematics required**, including two years of algebra, one of which must be intermediate or advanced algebra, and one year of geometry. Students who plan to enter the natural sciences, health sciences, or quantitative social sciences should have additional preparation beyond intermediate algebra. See the policy link for current information, policy.umn.edu/Policies/Education/Education/HIGHSCHOOLPREP.html.
3. **Three years of science**, including one year each of biological and physical science.
4. **Three years of social studies**, including U.S. history.
5. **Two years of a single foreign language**. American Indian languages and American Sign Language may also be used to fulfill this requirement.

6. **One year of arts**, including visual or performing arts. Applicants who are missing a specific requirement may not necessarily be denied admission if they are otherwise admissible.

Students are strongly urged to include computer skills courses in their college preparation program.

Standardized Test Scores

Freshmen must submit scores from the ACT or the College Board's SAT Test. As a basis for admission, applicants' ACT/SAT scores should clearly indicate strength in their aptitude and preparation. Applicants should complete the ACT/SAT assessment during one of the national testing periods (preferably spring or summer of the applicant's junior year of high school or fall of their senior year of high school) and have their assessment report sent to Morris (ACT code 2155, SAT code 6890). In certain instances in which the ACT/SAT is not readily available, scores from the on-campus residual ACT can be used for Morris admission purposes only. Please contact the Office of Admissions to schedule a residual ACT exam.

Holds on Records and Registration

Authorized University staff and faculty may impose holds on student records for financial, student conduct, or academic reasons. A hold may prevent a student from obtaining an official transcript, registering for courses, or making registration changes.

1. For advising and academic purposes, advisers or authorized collegiate staff may place a hold on the student's record that prevents the student from registering or making registration changes.
2. Authorized University staff or faculty 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).
3. The Executive Vice President and Provost and/or Vice President for Clinical Affairs may designate other appropriate reasons for the University to place a hold on a student's record.
4. To resolve a hold and have it removed from the record, the student must first pay the debt owed, correct the deficiency or problem, or be cleared by the Office for Community Standards (or the appropriate office on the system campuses)

Instructional Time per Course Credit

This policy guides academic units in scheduling the instructional time for a specified number of course credits. Instructional time expectations per credit do not vary with the method(s) of delivery of the course or with the length of the academic term.

For all enrollment periods and for all courses, the hours of instructional time for a course must equal at least the number of credits for the course times the number of weeks the course is offered during the full academic term. Instructional time is defined for these purposes as instruction by the instructor(s) assigned to the class as scheduled by the academic department. Instructional time does not include office hours or casual or informal time spent with students.

Course proposals must include information regarding instructional time. Proposals must provide significant evidence to justify a schedule that includes fewer total instructional hours than the standard defined in paragraph (1.). Instructional hours of all types equal to or in excess of the standard defined in paragraph (1.) need not be justified.

When reviewing a course proposal, college and campus curriculum committees and other approving bodies (e.g.,

the Council on Liberal Education) must consider the instructional hours in reaching a decision on whether to approve a proposed course; such bodies should normally reject course proposals that have fewer instructional hours than the standard defined in paragraph (1.), barring significant evidence that reduced instructional contact hours are appropriate. In their review, these bodies will also take into consideration the method(s) of delivery of the course (e.g., traditional classroom setting, various distance education delivery methods).

Courses for individualized instruction such as directed study, directed readings, directed research, and internships, which require a written contract outlining the responsibilities of the student for the course, are explicitly exempted from this standard, and may have fewer instructional hours per week than the standard.

Leave of Absence and Readmission

Undergraduates are expected to maintain continuous registration every fall and spring term from the time they matriculate until they graduate. Students who will not maintain continuous registration for any reason should consult with an advisor about whether to request a leave of absence and determine the financial aid or re-admission implications of not registering.

1. Students in good academic standing will ordinarily be granted a leave of absence upon request, subject to the considerations below. The length of the leave must not exceed four terms (fall and spring terms).
 - a. Leaves of Absence should be limited to the following reasons:
 - i. Physical or mental health concerns
 - ii. Family obligations
 - iii. Financial concerns
 - iv. Military service
 - v. Academics – sequenced courses are not offered for the upcoming term, reconsidering major, academic struggles, etc.
 - vi. Career opportunities

Students with other circumstances should consult with their advisor(s) for appropriate alternatives.

2. Students may return before the expiration of their leave. Whether the student returns early or at the expiration of the leave, colleges may condition the timing of readmission to a program on availability of space.
3. Except as provided in 3a, undergraduates who fail to register for a term (excluding summer) and who have not been granted a leave of absence, or whose leave of absence has expired, will be discontinued.
 - a. Morris only: Undergraduates who fail to register for two terms (excluding summer) and who have not been granted a leave of absence, or whose leave of absence has expired, will be discontinued.
4. Students who are discontinued must contact their college office to obtain approval for readmission to a program and register for another term. Students in good academic standing at the time they were discontinued normally will be allowed to return.
5. A student who has left the University without a leave of absence for more than two consecutive terms (not including summer session) may be held to new program requirements upon returning to the University. A student returning within two terms (fall and spring) or less will be allowed to follow the program requirements in place when they left the University.
6. Readmission following a leave of absence or break in enrollment may be denied based on crimes or other serious misconduct 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*.)

Prerequisites: Establishing, Enforcing, and Waiving

1. Departments and colleges should be selective in determining prerequisites for courses.
2. 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.

3. Where prerequisites have been set, catalogues and course materials must list them and advise students to take only those courses for which the prerequisites have been met.
4. 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).
5. When a student successfully completes a prerequisite course after successfully completing a subsequent course that required the prerequisite, credit for the prerequisite course will be granted. Colleges and departments, at their discretion, may also allow students to receive credit by examination for the prerequisite course.

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

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

1. The maximum proportion of University S/N credits permitted within the total University credits in the degree is 25%.
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.

Standard Class Schedule and Class Periods

A standard class schedule at the University of Minnesota Morris consists of 65-minute classes on Monday, Wednesday, Friday (MWF) or 100-minute classes on Tuesday, Thursday (TTh) with an appropriate change period between classes. Classes of longer than 65 or 100 minutes are permitted, subject to University policies governing the relationship between contact hours, credits, and student workload. See the Class Scheduling Policy at policy.umn.edu/education/classscheduling, Expected Student Academic Work per Credit Policy at policy.umn.edu/education/studentwork, and DirectedStudy, Directed Readings, and Directed Research policy at policy.umn.edu/education/directedstudy.

Overlapping Classes

Enrolling in overlapping classes is prohibited so students can attend the classes in which they enroll. Instructors may accommodate student-scheduling problems but are not required to do so. Students may petition all instructors involved in the overlap. The decision to approve or deny a petition is discretionary with each instructor involved. The Class Time Conflict Approval petition is found on the One Stop Student Services forms page under registration, onestop.morris.umn.edu/forms. The entire policy *Enrolling in Overlapping of Back-to-Back Classes* can be found at policy.umn.edu/education/overlappingclasses.

Student Conduct Code

Introduction and purpose

- This procedure implements Board of Regents Policy: *Student Conduct Code* and explains the Morris campus's process for actions initiated against students or student organizations by the University under Board of Regents Policy: *Student Conduct Code*. Procedures governing resolution of student-initiated complaints against the University are provided pursuant to Board of Regents process encourages informal resolution of complaints where appropriate.
- **Student development is emphasized.** The disciplinary process emphasizes the educational purpose in student discipline, including helping students understand and accept responsibility for their own behavior.
- **Community interests are met.** While the emphasis of the disciplinary process is on responsible student self-development, the nature of the offense may require, in fairness to the community, the imposition of disciplinary sanctions.
- **Students receive fair treatment.** Most disciplinary matters are resolved informally, with the agreement of the student. When the people involved are unable to reach agreement, however, Board of Regents Policy: *Student Conduct Code* requires that students have the opportunity to receive a fundamentally fair hearing and a campus-wide appeal.

Student Records Privacy

Regents policy, federal law, and state law regulate release of student information to third parties. University policy regulates sharing of information within the University. The federal Family Educational Rights and Privacy Act (FERPA) and the State of Minnesota Data Practices Act form the backdrop for the University's policies on access to student records.

Suppressing public information

Briefly, some of your student information is designated as directory information and is a matter of public record. This includes:

- Name
- Mailing address
- Email address
- Telephone number
- Dates of registration and registration status
- Major, adviser, college, and class
- Academic awards received and degrees received

Current and former students have the right to [make this information private](#).

Granting access to third parties

If you need to grant a third party access to information on your student record, use [Parent/Guest Access](#) or [download the Student Information Release Authorization form](#).

Access within the University

Within the University, all employees with a demonstrated need to know will be granted access to student academic information. Some employees will have access to all information, and others to limited sets of information. Employees with a need to know would include, but are not limited to:

- Advisers
- Instructors
- Unit scholastic progress representatives
- Department data managers

Under the [Regents Policy on Access to Student Records](#), all University officials who are custodians of student education records have the responsibility to educate and inform those who act in the student's educational interest of their individual responsibility for compliance with the Regents policy. Violation of the Regents policy and the procedures and guidelines may result in disciplinary action. See more on [administrative procedures and guidelines for implementing the Regents policy](#).

Access to outside agencies

Outside agencies acting on behalf of the University, the US Department of Education, authorized lending institutions, and accrediting agencies have access to specific student information.

Additional rights

As a student, you have a right to review your education records, to challenge the contents of these records, and to file a complaint with the US Department of Education.

Syllabus Policy

Instructors are required to develop a course syllabus for each offering of a course and communicate the syllabus to students unless the course is offered to an individual student (e.g. directed study, readings or research courses that require contracts between the student and instructor). For the purposes of this policy, a syllabus is a written or electronic document that contains information students need to know in order successfully to complete the work of the course.

Each syllabus includes two types of information. First is information specific to the course such as its title, goals, readings, assignments and instructor. Second is information informing students of University policies that may have an impact on their participation in the course. This information includes, for example, the University grading system, a disabilities statement, and how to resolve problems between students and instructor.

A. Syllabus Requirements: Information Specific to the Course

The elements listed in this section of the policy are required. This information may also be distributed or provided by the department or college if done so routinely and explicitly. (For additional recommendations for good practice in teaching, see *Administrative Policy: Teaching and Learning: Instructor and Unit Responsibilities: Twin Cities, Crookston, Morris, Rochester*).

1. Catalog information such as the course name, department, number, meeting time, meeting place, and credits.
2. Instructor's name and contact information.
3. Course pre-requisites if any exist.
4. Course goals and objectives. (For undergraduate courses on the Twin Cities campus, instructors are encouraged to identify learning and development outcomes addressed by the course. See Administrative

Policy: *Undergraduate Student Learning and Development Outcomes: Twin Cities, Crookston, Morris, Rochester*).

5. Required and recommended materials and, if necessary, the location of materials. After the second week of the term, minor, but not major, changes in the assigned readings may be made (see Administrative Policy: *Teaching and Learning: Instructor and Unit Responsibilities: Twin Cities, Crookston, Morris, Rochester*).
6. General description of assignments, papers, projects, exams and other student work with a schedule of approximate due dates and relative weight in the grade. Minor but not major changes may be made to assignments after the second week of the term.
7. Description of any course meetings that occur outside of the regularly scheduled class time (see Administrative Policy: *Teaching and Learning: Instructor and Unit Responsibilities: Twin Cities, Crookston, Morris, Rochester*).
8. Attendance requirements and penalties if any (see Administrative Policy: *Enrolling in Overlapping or Back-to-back Classes: Twin Cities, Crookston, Morris, Rochester*).
9. Statement on extra credit. If an instructor wishes to offer what is commonly known as extra credit opportunities for students in a class to allow them to improve their grade, those opportunities must be announced and made available to all students. (This provision does not address the option of increasing the number of credits a student may earn for the course.)
10. Policy for making up missed exams and grading late work.
11. The date, time and place of the final examination if one is scheduled. Instructors who schedule final exams that are longer than two hours must provide alternative testing times for students who have other final exams scheduled during that time (see Administrative Policy: *Scheduling Examinations, Final Examinations, and Study Days: Twin Cities, Crookston, Morris, Rochester*).

B. Syllabus Requirements – Policy Statements

Instructors must have as part of the syllabus copies of, references to, or statements on the following and are encouraged to discuss elements of the policies particularly applicable to their course (see Appendix - *Recommended Policy Statements for Syllabi*):

1. Grade definitions from Administrative Policy: *Grading and Transcripts: Twin Cities, Crookston, Morris, Rochester*.
2. Scholastic Dishonesty (see Board of Regents Policy: *Student Conduct Code* and Administrative Policy: *Teaching and Learning: Instructor and Unit Responsibilities: Twin Cities, Morris, Rochester*).
3. Administrative Policy: *Makeup Work for Legitimate Absences: Twin Cities, Crookston, Morris, Rochester*
4. Board of Regents Policy: *Student Conduct Code*; Administrative Policy: *Teaching and Learning: Student Responsibilities (Twin Cities, Crookston, Morris, Rochester)*
5. Board of Regents Policy: *Sexual Harassment, Sexual Assault, Stalking and Relationship Violence*
6. Board of Regents Policy: *Equity, Diversity, Equal Employment Opportunity, and Affirmative Action*
7. Board of Regents Policy: *Disability Services*
8. Statement about the availability of mental health and stress management services.
9. Board of Regents Policy: *Academic Freedom and Responsibility*

The Office of the Executive Vice President and Provost will prepare electronic copies of these policy statements for instructors to incorporate into syllabi. Instructors are encouraged to provide paper copies of these policies to classes with first-year students.

Teaching and Learning: Instructor Responsibility

Instructors have a responsibility to establish and maintain a civil, productive, inclusive, and stimulating learning environment. Both instructors and students have a fundamental obligation to respect the instructional setting as a place for civil, courteous discourse. Instructors have a responsibility to accommodate students with documented disabilities and are encouraged to invite students to talk or communicate with them about such circumstances. Instructors have a responsibility to accommodate legitimate student absences and student exam conflicts in accordance with the policies (1) Intercollegiate Athletic Events During Study Day and Finals Week, (2) Makeup Work

for Legitimate Absences, and (3) Scheduling Examinations, Final Examinations, and Study Days.

Instructor Responsibilities

A. Provide Course Information

1. Instructors are responsible for providing accurate and timely information about their courses to prospective students, current students, and relevant members of the University community.
2. Instructors must provide academic units and students with accurate course descriptions in a timely fashion. Instructors should use official information tools, to provide information about courses to students.
3. The course descriptions available in University catalogs and/or in the Course Guide must be generally consistent with the content of the actual course taught, though the content may vary somewhat with the individual instructor and across sections.
4. At the beginning of each course, instructors must communicate the course objectives. Class activities should be directed toward the fulfillment of these objectives and student performance should be evaluated in relationship to these objectives.
5. If an instructor changes the course requirements or materials, students should be given timely notice consistent with the magnitude of the change (e.g., a few days of notice for an additional article to read or a few weeks of notice if a paper is added). No major change (e.g., adding a research paper or major examination) should be imposed after the second week of the semester.
6. In accordance with Administrative Policy: *Grading and Transcripts*, instructors must inform students in their classes of the methods to be used in determining course grades, i.e., evaluation criteria and the contribution to the final grade of each graded component.
7. At the beginning of the course, instructors must inform students of any requirements related to regular course attendance and participation.
8. At the beginning of the course, instructors must inform students of any special attendance requirements. This includes, insofar as possible, specific dates, times, and places of additional outside-of-class work such as field trips, study sessions, or extra class meetings, and whether or not attendance at these additional activities will be reflected in the grade. If an instructor schedules mandatory activities that occur outside the regularly scheduled class time, information about these activities must be included on the syllabus and, when possible, in the class schedule.
9. Instructors should discuss scholastic dishonesty and what it means in the context of their class (e.g., whether collaboration is permitted and limits on it, requirements about and methods for citing sources, whether direct quotes are allowed and to what extent, receiving or giving aid on tests, and using electronic aids or communications during exams when prohibited).

B. Provide Students with Access to and Feedback on Their Work

1. Instructors must evaluate examinations and other student work with sufficient promptness to enhance the learning experience. Instructors must promptly return examinations or permit students to review their exams to request clarification of grades.
2. Instructors should specify the process and schedule for returning student work during the semester. Term papers and comparable projects are the property of students who prepare them (see Board of Regents Policy: [Copyright](#).)
3. Instructors who desire to retain a copy for their own files should state their intention to do so.
4. Instructors are strongly encouraged to provide sufficient graded feedback early in the term and before the deadline for withdrawing from classes to enable students to assess their progress in the course.
5. Instructors must turn in grades within three business days after the last day of final examinations.
6. Instructors must provide mid-term alerts to students in 1-xxx courses who are at risk of failing a class, in accordance with the provision of the policy on Mid-term Alerts.

C. Secure Handling of Examinations

Instructors must maintain the security of student examinations both before and after exams are given. For those using a University office, such as the Office of Measurement Services (OMS), for scoring answer sheets, instructors or their designate (departmental office employee or teaching assistant) must submit examination answer sheets in

the manner prescribed by that office.

D. 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.

E. Observe Office Hours or Appointment Times

Instructors must schedule and keep a reasonable number of office hours or appointment times for student conferences. The minimum number of office hours or appointment times may be defined by the academic unit.

F. Report Scholastic Dishonesty

Instructors are obligated to report suspected scholastic dishonesty to their departments and to the appropriate office on campus (on the Twin Cities campus, the Office for Community Standards; at Morris, the Office of the Vice Chancellor for Student Affairs; at Rochester, the Office of Student Affairs; and at Crookston, the Vice Chancellor of Academic Affairs and Student Life).

G. Maintain an Appropriate Learning Environment

Instructors should take appropriate steps to have removed from class students who disrupt the educational process because of discourteous, threatening, harassing, or other aggressive behavior. "Appropriate steps" may include calling the University Police.

H. Maintain the Classroom Environment

Instructors are expected to leave the classroom and its equipment in good order (e.g., white/blackboards clean, chairs arranged, electronic equipment shut off).

Teaching and Learning: Student Responsibilities

1. **Satisfying prerequisites.** Students should not register for courses in which they lack the prerequisites unless they have permission from the instructor.
2. **Responsibility for class work.** Students are responsible for knowing all information contained in the syllabus. Students are responsible for meeting all course requirements, observing all deadlines, examination times, and other course procedures.
3. **Attending class.**
 - a. Students are expected to attend all meetings of their courses. They may not be penalized for absence from class, however, to participate in religious observances, for approved University activities, and for other reasons in accordance with the policy on Makeup Work for Legitimate Absences. Students should notify instructors as soon as possible about such absences. (See Administrative Policy: *Makeup Work for Legitimate Absences: Twin Cities, Crookston, Morris, Rochester*).
 - b. Students must attend the first class meeting of every course in which they are registered unless(1) they obtain approval from the instructor before the first meeting or (2) they provide notice to the instructor they must miss class because of a recognized religious holiday (see the policy on Mandatory Attendance at First Class Session and Consequences for Absence). Otherwise, they may lose their places in class to other students. (See Administrative Policy: *Mandatory Attendance at First Class Session and Consequences for Absence: Twin Cities, Crookston, Morris, Rochester*).
 - c. Students are responsible for being on time and prepared for all class sessions.
4. **Maintaining academic integrity.** Students are expected to maintain academic integrity, including doing their own assigned work for courses. If it is determined that a student has engaged in scholastic dishonesty, the instructor may impose an academic consequence (e.g., giving the student a grade of "F" or an "N" for the course), and the student may face additional sanctions from the University. (See Board of Regents Policy: *Student Conduct Code*, Section VI, Subd 1, Scholastic Dishonesty, and Administrative Policy: *Grading and Transcripts: Twin Cities, Crookston, Morris, Rochester*.
5. **Seeking help and accommodation.**
 - a. Students are responsible for seeking academic help in a timely fashion.
 - b. Students who need special accommodations are responsible for working first with the relevant University offices and then with the instructor at the beginning of the course.
6. **Respecting intellectual property.** Students may not distribute instructor-provided notes or other course 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. Students may not engage in the widespread distribution or sale of transcript-like notes or notes that are close to verbatim records of a lecture or presentation.

7. **Keeping classroom in good order.** Students may be responsible for helping straighten up a classroom at the end of a class period, if requested to do so by the instructor. Keeping a classroom in good order includes taking away or disposing of everything one came in with, such as pop cans/bottles, food containers/wrappers, newspapers, etc. Students must also not deface or damage classrooms or classroom furniture or equipment.
8. **Use of personal electronic devices in the classroom.** Instructors determine if personal electronic devices (such as cell phones and laptops) are allowed in the classroom. Students may be directed to turn off personal electronic devices if the devices are not being used for class purposes. Students are not permitted to record any part of a class/lab/other session unless explicitly granted permission by the instructor. If the student does not comply, the student may be asked to leave the classroom.
9. Guests may not be brought to class without permission from the instructor.

Transfer of Undergraduate Credit

- Credits and grades are assigned by the previous (source) college. Morris, as the target college, decides which credits meet Morris degree requirements and transfer.
- Morris accepts transfer coursework:
 1. from institutions that are regionally accredited;
 2. from institutions that provide courses that are intended for transfer to baccalaureate programs;
 3. that is comparable in nature, content, and level to courses offered by Morris;
 4. that is applicable to the bachelor of arts degree: “like” transfers to “like”;
 5. with the grade of D or above, subject to the restrictions of Morris degree requirements.
- In addition to coursework from the traditional liberal arts disciplines, Morris may accept courses in teaching licensure that compare to Morris education courses.
- Morris does not accept transfer coursework from proprietary technical colleges, business colleges, and similar postsecondary schools that are not regionally accredited. However, credit for knowledge acquired in liberal arts coursework from these programs may be obtained by special examination.
- Courses that are technical or applied do not transfer to Morris.
- The University of Minnesota transcript lists the name of each source college with the number of credits accepted from each. Grades earned in transfer courses do not count toward the GPA on the University of Minnesota transcript or toward GPA-based degree honors.
- Transfer course titles appear on Academic Progress Audit System (APAS) reports. Transfer courses may qualify to fulfill general education requirements, major/minor requirements, and teaching licensure requirements.
- In lieu of regional accreditation, evidence must be provided that instruction is collegiate level and appropriate for Morris’s liberal arts mission before credit is awarded.
- Religious studies from accredited public colleges go through the normal transfer review. Religious studies from accredited private colleges go through a special review committee.
- Transfer credits become applicable to a University of Minnesota degree program or certificate program only after the student has been admitted as a degree-seeking student.

Rights as a Transfer Student

A transfer student is entitled to:

- a fair credit review and an explanation of why credits were or were not accepted; and
- a formal appeals process. Appeals steps are listed below.
 1. The transfer student provides supplemental information to the Office of the Registrar—a syllabus, course description, or reading list;
 2. The Office of the Registrar may ask the destination department(s) to review supplemental materials;
 3. The student receives an updated APAS showing the outcome of the appeal; and
 4. The student, if dissatisfied with the outcome, can make a further appeal to the Scholastic Committee.

Understanding Degree Requirements for Transfer Students

- Not everything that transfers will help the student graduate. Morris’s bachelor of arts degree requires coursework in several categories: general education, major/minor courses with their prerequisites, and electives. The key question in determining whether transfer courses will fulfill Morris requirements is, “Will the student’s credits fulfill requirements of the degree or program chosen?”
- The Minnesota Transfer Curriculum (MnTC) is an agreement for transferring general education requirements as a package from colleges within Minnesota State Colleges and Universities (Minnesota State). The MnTC will be honored for students who have fully completed that curriculum before transfer to Morris. The remaining Morris degree requirements are:
 1. foreign language study, one year at the college level;
 2. a total of 60 general education credits outside the discipline of the major;
 3. a major or area of concentration;

- 4. 30 credits in residence; 15 of the last 30 credits must be from Morris;
- 5. 2.00 cumulative University of Minnesota GPA;
- 6. 120 credits (minimum), including credits transferred in to Morris, for the degree.
- Application of courses to Morris general education requirements for students who are transferring to Morris from within MNSCU but who have not completed the MnTC will be done on a course-by-course basis.
- If the student changes the career goal or major, it might not be possible to complete all degree requirements within the 120 minimum total credits required for graduation.

Undergraduate Degree Requirements

It is expected that students who graduate from the University will have completed a minimum amount of coursework from the University campus from which they are seeking to graduate. Similarly, it is expected that students who receive the notation of a minor or certificate on their transcript will have completed a minimum amount of coursework from the University campus awarding that minor or certificate. This requirement allows the faculty of each campus to ensure the student meets the campus and institutional standards of achievement.

This policy implements criteria and requirements for accreditation established by the Higher Learning Commission. To meet the standards for accreditation, each University of Minnesota campus must maintain structures or practices that ensure the coherence and quality of the programs for which it awards a degree, including that at a minimum, 30 of the 120 credits earned for the bachelor's degree are earned at the campus itself.

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, minor, or certificate (commonly referred to as "resident credit" or "credit in residence").

No more than 8 credits in Music Ensembles, Mus 1300 through Mus 1340, no more than 4 credits in SSA 12xx skills courses, no more than 4 credits Varsity Athletics, SSA 14xx, and no more than 32 credits of IS 3796, 3896, 3996 may be applied to the 120 credit degree requirement.

Resident credit includes the traditional courses offered on the campus, as well as study-abroad credits earned through programs sponsored by the University of Minnesota campus, and credits earned in online courses offered by the University of Minnesota campus.

Students may earn a major and a minor from two different campuses.

Minimum requirements for credits in residence are as follows:

Undergraduate (baccalaureate) degree

1. At least 30 semester credits.
2. At least 15 credits of the last 30 credits.
3. 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).

Undergraduate minor

4. At least 3 upper-division credits that satisfy requirements for the minor at the campus that will award the minor

Colleges or campuses may, with approval of the Executive Vice President and Provost or Chancellor, establish standards higher than those set in this policy for credits in residence. Students must be informed of such additional requirements.

University Honors

Graduation with Distinction or High Distinction

To qualify for a degree with distinction or high distinction, a student must have completed 60 or more semester credits at the University. For the purposes of meeting the grade point average standards, only University coursework will be counted. To graduate "with distinction," a student must have a cumulative GPA of 3.750 or higher at the time the student graduates. To graduate "with high distinction," a student must have a cumulative GPA of 3.900 or higher. The GPA alone will be used in determining the granting of degrees "with distinction" or "with high distinction."

Graduation With Honors

Students graduating with honors are those who have successfully completed the Morris Honors Program. (See Honors Program for detailed program requirements.)

Withdrawal from the University

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 UMM. 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